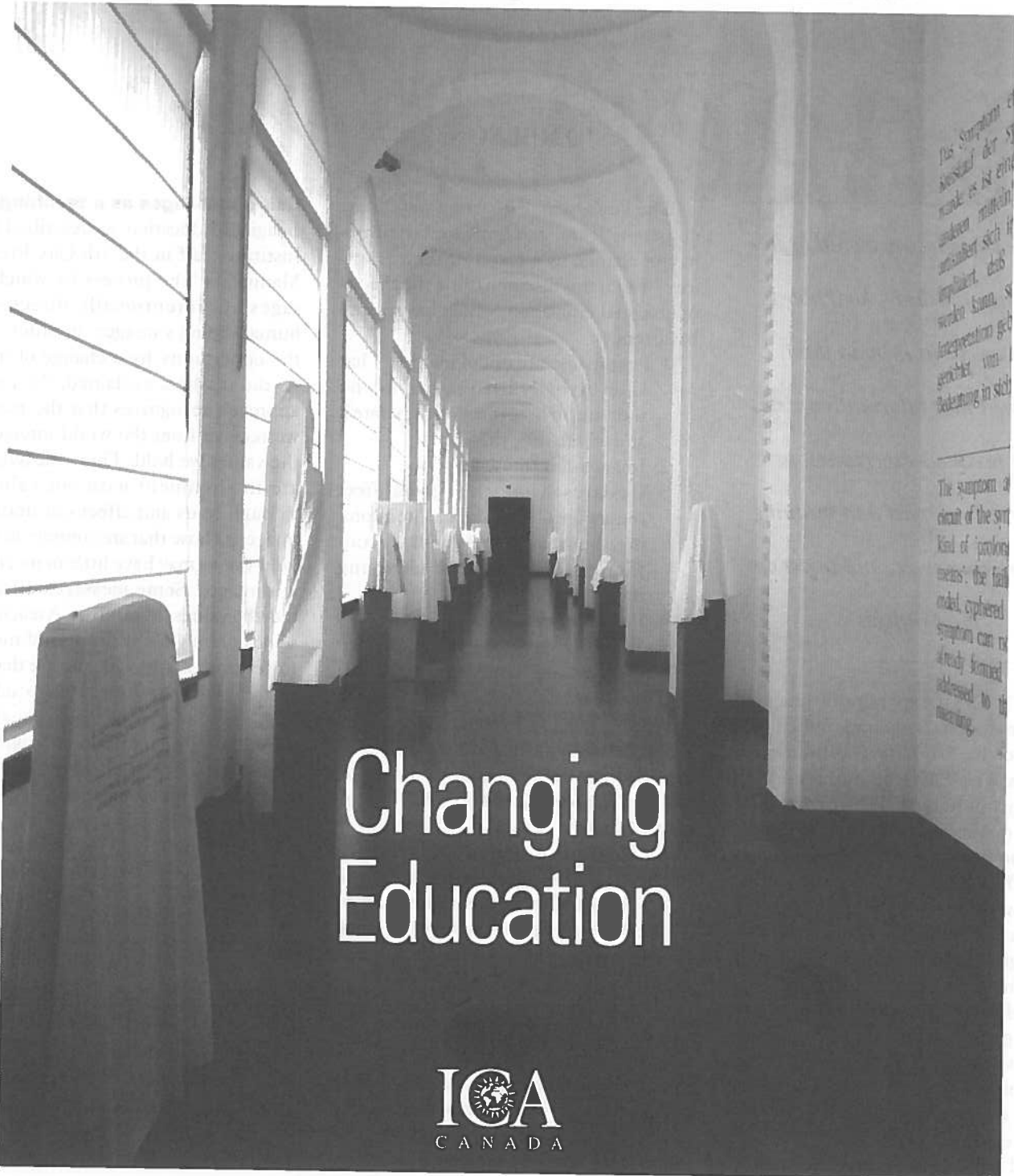


EDGES

NEW PLANETARY PATTERNS



Changing
Education

JOSEPH KOSUTH, Installation at Documenta 1992

ICA
CANADA

Gearing Education to Changing Students' Lives

How do people learn, and
how does their behaviour change as a result of their learning?

JO NELSON

*Imagine what society would be like
if students finished school able to
observe events around them,
to connect new information with
their previous experiences, to
interpret the impact and meaning
of their experiences, and to act on
their insights.*

ICA has been an exponent of imaginal education from its beginning. When ICA moved to the 5th City community in Chicago's West Side, the staff founded a community preschool. The challenges of creating quality early childhood education in the inner city catalysed a new research effort. The staff wanted effective ways of working with young children, to provide a rich environment and a positive self-image that could make a lasting difference in their lives. Starting in 1965, public school teachers from across North America gathered in summer research assemblies with ICA staff and 5th City Preschool staff to study, learn and reflect on their experience in teaching. They called their developing theory of knowledge and learning Imaginal Education.

The key research question was "How do people learn, and how does their behavior change as a result of their learning?" From this research came the theory of imaginal education, which has several basic tenets:

1. People operate out of images. That is, everybody has images of who they are, of how the world operates, and where they fit.
2. Images determine behavior.
3. Messages that reach a person affect the images he or she has, reinforcing them, adding new data, conflicting with them, or changing them entirely.
4. Images can change.
5. When images change, behavior changes.

The research into the role of images in education was partly based on work by Kenneth Boulding. In *The Image*, Boulding explained how images underlie behavior, how they are created, and how they change or resist change. Also, Marshall McLuhan, in *The Medium is the Message*, proposed that images created by different forms of media have as much effect as the content carried by the media. This theory suggested that messages are carried by the style or medium of teaching as well as by the content that is taught. Paulo Freire's work, *Pedagogy of the Oppressed*, also had a profound influence. Freire demonstrated how the content of literacy training could have a powerful impact on the inner image of victimization students may carry, and give them a new capacity to change their lives.

Using messages as a teaching tool
Imaginal Education, as described by the Institute staff in the 5th City Preschool Manual, is "the process by which messages are intentionally directed to a human being's images, in order to give the opportunity for a change of image". As the teachers explained, the imaginal approach recognizes that the messages we receive from the world interact with the values we hold. Those messages that are in alignment with our values get through to us and affect our underlying images. Those that are contrary to deeply held values may have little or no effect on our images. Some messages directly affect the values themselves. A teacher conscious of how her actions send messages to her students becomes aware that she is working with the values of her students.

Messages can be consciously employed to influence positive images of students. 5th City Preschool teachers began each day with a strong message about the potential of their young students:

	<i>Students:</i>
	<i>(shouting in unison)</i>
<i>Teacher:</i>	
Who are you?...	I'm the greatest!
Where do you live?...	In the universe!
Where are you going?...	To change history!

Sending messages with both structure and content

The research on changing images led to an understanding that content was only a part of the education a child receives. As Jerome Bruner says in *The Process of Education*, "The structure, not the con-

tent, of a discipline is the key to comprehension and retention”.

For example the structure of a school sends many messages. Lining up in straight lines when a bell rings conveys a message that the students are subject to external rules, and must subject their own needs to the group. When, on the other hand, children are allowed to run willy-nilly into the school at will, the message is that the individual's immediate wants are more important than group order. When active boys are continually reprimanded for not sitting still, the message is that their internal physical needs and feelings are irrelevant, and must be repressed in favor of order and quiet.

Many of the things that children learn in school are messages that are conveyed by process and structure, and these are often as powerful as the content that the school intends to teach. Verbal messages may say one thing, and structures or environment may communicate another message. When the professed message says that education is about communication, yet children are not allowed to talk to one another, these messages contradict one another. When messages contradict each other, confusion or unclarity generate counter-productive behavior.

When we are unconscious of the messages our actions send, they may have unintended effects. A teacher I know told a mother after school one day, in front of her 6-year-old son, “He’s lazy!”. The message was very strong, and the boy’s image of himself as a lazy person, who couldn’t learn, became deeply embedded. After that, the boy consistently behaved out of that image in school. He rarely finished his work, and refused to try new things. At home, however, he worked hard at challenging tasks. In Grade 9, another teacher gave the boy consistent messages that he was smart and a hard worker by praising his work and his efforts, and his school performance took a major turn upward. Whether we intend to or not, we are communicating messages to our students that have an impact on their operating images. When we are conscious that our messages to students affect their operating images and therefore their behavior, we cannot reduce our role to transferring information alone.

The early development of imaginal education happened in the real-life “lab” of a crowded inner city, where the luxury

of teaching small groups was a pipe dream, and the need for working together was clear. This required a focus on how to teach large groups of students effectively. The teachers made use of cooperative learning methods developed by Johnson and Johnson, which have a strong affinity to the methods of imaginal education. In this approach, students work together to create a product using the gifts and wisdom of each individual, thereby learning team skills. The structure of learning together gives the message to students that cooperative behavior in large groups is possible and preferred. The use of a reflective conversation method enables this, in that it encourages listening to all perspectives. It guides participants toward deeper thinking and consensus, rather than encouraging the development of conflicting positions. The conversation method also works well to help clarify assignments and to make group decisions.

Kenneth Boulding is careful to point out that authentic image change is not a matter of forcing people to change their images. We can send messages, but it is up to the other person to change their own images. From this perspective, the teacher is a guide of learning, but cannot force a student to learn. The conversation method can be used to bring self-consciousness to what messages a student is deciding to accept. In this way, a student is encouraged to take responsibility for his or her own learning.

In such an approach to education, the job of the teacher may become easier and harder at the same time. In many ways, guiding the students to build their own knowledge through reflection relieves the teacher of the burden of knowing all the answers. However, it also removes the “cookbook” approach of teaching, where there is simply data to be downloaded from the text and the teacher, into the student. Instead, the teacher becomes a catalyst to a three-part dialogue (or triologue) process between the information, the student, and the teacher. When students and the teacher reflect together, everyone learns. As OliveAnn Slotta says in *The Image-Based Instruction Workbook*,

“This ... approach offers a change from curriculum-driven to inquiry-driven classrooms, a change from the teacher role of “expert” to that of “guide”. ... We have noticed that when

students see teachers excited about the connections that emerge among the various disciplines, they get excited, too. And surely no one among us would mind if the next decade in education became the decade of truly involved students.”

Planning curriculum events

With thoughtful planning of lessons, the concepts and tools of imaginal education can be applied in highly motivating curriculum events. In a 1981 lecture on the topic of “comprehensive design in lesson planning,” Kaye Hayes outlined the use of the four levels of the Focused Conversation Method process in lesson planning. She suggested four levels for a lesson plan format: 1) *impingement*, or initial impact (such as a dramatization of some sort); 2) *awareness*, or the beginning of rational understanding of content (such as a lecture or visual that communicates content); 3) *involvement* — an exercise or way for the students to participate; and 4) *responsibility*, getting the students to ask questions or begin to apply the content.

In 1986 the “kaleidoscope teaching strategy” was developed at the Atlanta Teachers' Institute led by Keith Packard, OliveAnn Slotta, and others. Ronnie Seagren summarizes the goals of this teaching strategy in *Approaches that Work in Rural Development*, Volume 3:

The spiral journey of learning is carried on in several ways:

- Expanding the context beyond the self as the primary frame of reference. A perceived connection to the broadest possible perspective of time, space and relationships enables the learner to operate out of hope for the future rather than fear.
- Stimulating the imagination, by encouraging the learner to view a situation from a variety of opinions and perspectives, and to “see” reality not yet created.
- Beckoning participation, by creating opportunities for active involvement. When ideas are connected with people’s real life questions, meaning and motivation are awakened.
- Encouraging critical thinking, by guiding the learner to relate information to inner resolve, will, and values. Ethical reasoning empowers an individual to operate responsibly and independently.

- Touching a person's depths, in order to build self-esteem and release human potential.

A lesson that stimulates imagination, beckons participation, expands the student's context, encourages critical thinking, and builds self-esteem, is one that produces highly motivated students. Teachers can incorporate these five elements into their lesson plans using the Focused Conversation method as an integral tool.

For example, one year I taught four sessions on Australia to a Canadian grade two class. One lesson was intended to give students information on the settling of Australia by Europeans. I had them imagine they were people living in "olden days", who were so poor that they had to steal bread to feed their children, were arrested, and thrown into jail. They were put on a ship to the prison colony of Australia, leaving their fami-

lies behind. Then I had all the children lie down on the carpet, tightly packed together, imagining that they were packed into the convict ship for several months, seasick from the waves, with only runny oatmeal to eat, and no way to move. When they arrived in Australia, they had to find food to eat and build shelter in an unknown land, with red soil, strange gray-green plants, and people who looked like no people they had ever seen before. I then led a focused conversation on the experience, drawing out their feelings and their imagination. We explored what impact that would have had on them. Not only did they have a physical sense of the beginnings of white Australian settlement, but also they had very interesting thoughts on crime and punishment. The boys of the class, who were usually disruptively noisy, were attentive and creative in their participation.

I like to imagine what society would be like, if students finished school with the capacity to observe events around them, to connect new information with their previous experiences, to interpret the impact and meaning of their experiences, and to act on their insights. Imagine the release of potential. As psychologist Jean Houston put it in 1987, "We're living in the attic of ourselves. We don't use the first three floors, and the basement is locked, until it wells up in an explosion". Imaginal teaching gives tools to unlock the basement and relate inner and outer space. The possibility of using a much larger part of our consciousness in an effective manner is an awesome vision. ♦

Jo Nelson is a senior facilitator for ICA Associates working particularly in the education sector. She is also President of the International Association of Facilitators. This article is excerpted from her recent book, The Art of Focused Conversation for Schools.

ICA's 100 Disciplines and Methods

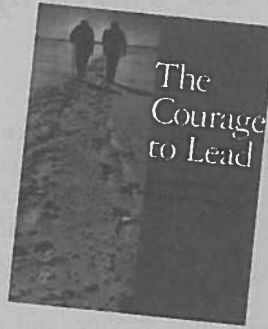
For nearly fifty years ICA in its many forms has been gathering and creating models, methods, tools, and training constructs to form a large palette of resources out of which it creates new courses, programs and books. You may recognize some of these disciplines, while you may never have heard of others. Let us know which ones interest you the most.

20 Reflective Disciplines	20 Study Disciplines	20 Group Disciplines	20 Community Disciplines	20 Social Disciplines
Conversation Method for Reflection	Five Master Images	Focused Conversation	Community Consult	The Social Process
The Other World	Topical Charting	Cards Workshop	Valencing	Social Imbalances
Myth Method	Functional Charting	Flipchart Workshop	Community Gridding	Pressure Point Concept
Personal Archetypes	Propositional Charting	Facilitated Planning	Frameworking Method	The Whistle Points
Phenomenological Method	Existential Charting	Facilitator Style	The 36 Programs	The Cultural Revolution
Transparency Method	Book Study Series	Team Implementation	Leadership Training	The Global Spheres and Continents Model
Psalm Method	Presentation Building	Philosophy and Mission	CD Organizational Dynamics	The Global Grid
Spirit Conversation	Making a Presentation	Philosophy of Participation	Principles of Implementation	Ur Images
Song Transparency Conversation	Seminar Method	Short-form Facilitated Planning	Project Coordination	Individual and Family
The Brooding Screen	Corporate Writing	Event Orchestration	Project Evaluation and Documentation	Trends Analysis
Journal Writing	Methods Tutorial	Leading a Meeting	Community Forum	The Mood of the Times
Dynamics of Detachment	Imaginal Education	Intentional Community	Community Forum Set-Up	The News Conversation
Life Alignment	Curriculum Building	Problem-solving Unit	Forum Campaign Planning	Model Building
Learning Patterns	Art of the Short Course	Intentional Space	Project Documentation Lab	• Scenario Creation
Systems Inventory	The Tools Chart	Intentional Time	Rural Dev't Symposium	Personal Style Workshop
Hunter-Warrior seminar	Round Table Process	Social Styles	Sharing Approaches That Work	Community and Polis
<i>Journey to the East</i> readings	Image Change Process	Consensus Formation	Campaign Planning	Master Issue Thinktank
The Vocational Journey	Mentoring	Action Planning	Funding Blitz Planning	Regional Symposium
<i>The Ronin</i> readings	Multiple Intelligences	Program Design	Song, Story, Symbol Workshop	Journey of the Organization
The Odyssey	The Loop of History Image	Rational and Experiential Aims	Historical Scan	The Transestablishment Posture
		Birthday Celebration		

The Courage to Lead

by R. Brian Stanfield, ICA Canada

These days, the complexity of life tends to leave us paralyzed. This is a book that will help people move out of their paralysis and invite them to join the ranks of those social pioneers to create the new images and structures for the 21st century. This book speaks to you in a strange language that you do not at first remember but that you will eventually recognize as your mother tongue.—David Patterson



The essence of this book is that people need to be aware of their own ability to act. From time to time we wake up to our freedom to make choices and take charge of life's meaning. We experience an overwhelming drive to do something, try something, but are paralyzed. This book challenges us to take charge of our own internal quest for meaning in life. It encourages us to move out of paralysis by acting powerfully wherever we are.

What can this book do for you?

1. Intensify your faith in the limits and possibilities of life.
2. Develop your reflective powers and the sense of your own potential.
3. Stretch your context of belonging and your grasp of the big picture.
4. Help you make a difference in society
5. Develop your capacity for authentic, innovative leadership.

Cost: \$29.95 + Shipping and Handling + GST

ICA
CANADA



From
The Canadian Institute
of Cultural Affairs

The Courage to Lead Daily Journal

This daily companion is filled with 365 quotes from around the world, related to the 12 stances that are laid out in *The Courage To Lead*. You can write your own reflections on each page, making this journal a personal restorative process on your leadership journey.

Again this Fall

The Courage to Lead **BOOK GROUP**

Highly Participatory, Experiential, Multi-modal

- Start Date:** October 2, 2001
Time: 6:30 PM to 8:30 PM
Where: ICA Canada
How often: 12 sessions, every Tuesday evening
Benefits:
- in-depth guidance through the book
 - personal development
 - camaraderie with like-minded individuals
 - intellectual stimulation

The group will be led by a variety of people using many ICA methods. If you would like further information on this group, please contact Brian Stanfield.

Price:

Members: \$6 per session (you must commit to all 12 sessions) or \$65 if you pay for all 12 sessions on or before Oct. 2, 2001.

Non Members: \$7 per session (you must commit to all 12 sessions) or \$75 if you pay for all 12 sessions on or before Oct. 2, 2001

Please note that the book *The Courage To Lead* is included in the price.

To register, please contact Christine Wong at:

Phone: 416-691-2316
Fax: 416-691-2491
E-mail: ica@icacan.ca
ICA Canada
579 Kingston Rd.
Toronto Ont. M4E 1R3

ICA Canada Celebrates 25 Years of Pushing the Edge

On May 25th about 50 people gathered at Captain John's restaurant on Toronto's lakefront for the 2001 Annual Meeting, and a celebration of ICA Canada's 25-year history. Around the perimeter of the room a six-table display of newspaper articles, pictures, and documents recalled highlights of ICA's work from the 70s, 80s and 90s.



The ICA story exhibit included materials from the foundational Religious Studies I courses, as well as documents from the Research Assemblies, Community Forums and Human Development Projects of the 70s. From the 80's were displays from the Regional Consults, the Sharing Approaches that Work Conferences, plus the high-profile Social Change Speakers and *Edges* Magazine. Then came a series of pictures and documents from the publishing, training, and consulting work of the 90s. Aably assembled and displayed by Sheighlah Hickey, these archival highlights are a valuable resource, suitable for display at the ICA offices, so that all who visit might see the organization's rich history.

During the annual meeting, the group observed a number fresh accomplishments, such as,

- Treasurer Daphne Field reported a positive balance for the Institute's financial year-end.

- The group honored its most valuable volunteers with a certificate of appreciation and a gift. This year the award went to two exceptional volunteers: Ronnie Seagren (for editing) and Manfred Humphreys (for on-line systems).

- The meeting and celebration paid for itself through a few simple fundraising methods at the event. The Institute's work will benefit from the small surplus.

- The event received coverage with two Toronto newspaper articles.

- The group celebrated successful publication of not one, but two, new "Institute" books: *The Courage to Lead* by Brian Stanfield and *The Art of Focused Conversation for Schools* by Jo Nelson.

During the general meeting the participants shared their dreams of the fu-

ture. They spoke of working closely with concerned groups of young people, and the possibilities of a global interchange in skills or personnel. Other dreams involved a miracles on-line service, and new uses for ICA depth dialogue methods. Beyond this, the participants traded images of future directions in transformational leadership, global awareness or spiritual growth.

After dinner Mark Jenkins and Rilla Clark conducted a traditional storytelling ceremony. Many members of the board, staff, and other colleagues shared engaging stories from their years of work with the ICA. All of them spoke of the value of facilitating participative events, and how those events served to build community or empower personal change.

The events of the meeting and evening celebration made it clear that ICA Canada stands at a new threshold. For 25 years it has built a startling record of achievement, accumulating a wealth of experience and fieldwork, courses, books, and methods that work. Today, ICA Canada is an open system and a learning group, characterized by joy, excitement, energy, and kinship. With its global network of colleagues, it now has a tremendous opportunity to help in releasing life-giving forces of renewal for Canada. With this in view, the group's supporters toast the launch of the new quarter century. It is time for a new discourse, challenging what is, and realizing the possibilities of what is not yet, but can be. ❖

— JUDY HARVIE

The Transformation of *Edges*

Edges had its origins in a 90-page photocopied "packet" assembled quarterly by a research team in Toronto in 1987. The following year, the idea behind that packet took form as a four-colour, quarterly magazine titled *Edges: New Planetary Patterns*. The magazine was the work of Bill and Ilona Staples (publisher and designer) and Brian Stanfield (editor), with Ronnie Seagren as external editor. Its quarterly issues focused on leading thinkers and actors in education, wholistic medicine, the new economics, the environment, spirit, partnership, and other fields. *Edges* appeared in bookstores and on newsstands all across Canada and in the US. New members of ICA confessed they came to the organization through a "newsstand experience."

In 1994, it ran out of money. The Board of ICA Canada stopped publication. But with the help of a skilful marketing consultant, *Edges* was able to get back on its feet through a strategy of seeking sponsors and advertisers to fund each issue. It ran for several issues more until spring 1995. Subsequent publications were eight pages in length, in newsletter format, and focused on building a culture of participation.

In 2000, the Board of ICA Canada expressed interest in reviving the longer form of *Edges*, and transforming it into a 48-page journal. The ICA staff anticipate that a new *Edges* magazine will appear for the fall of 2002. An *Edges* committee began meeting in March 2001. The committee wants the new magazine to highlight emerging social and cultural patterns of the new century, and to present fresh, effective approaches to social renewal. Overall, they expect it will be:

- A journal for people who enjoy big-picture thinking, who appreciate stories of local heroes, and want news of effective responses to current issues.
- A magazine that challenges readers' current pictures of reality, and inspires them with new images.
- A publicity tool that attracts new partners and participants in ventures of ICA Canada and ICA Associates.
- A conversation-piece featuring cross-disciplinary thinkers and pioneering practitioners in many fields.
- A publication that attracts advertising and sponsors for each issue, enabling a self-supporting publication.

If you are interested in volunteering for the *Edges* committee, please let Brian Stanfield know, at 416-691-2316, extension 234.

Why ICA Works

JUDY HARVIE

I used to wonder why ICA worked so well. How is it from just a few dedicated people in one city and one country, ICA could grow over the years to involve thousands of people in hundreds of cities on every continent? I have asked the question of many people. "The methods work like magic" some said. "The organization is always adapting and evolving" others said. The staff embody the principles of inclusiveness and shared responsibility" observed others. Well, after almost a decade of being associated with ICA, I think I am beginning to understand.

ICA works because it has the will (individual courage), the capacity (or process) and the wisdom (experiential learning).

ICA has the will: Read Brian Stanfield's book on *The Courage to Lead*, and you will uncover some of the qualities that support that will, such as openness, care, reflection, responsibility, and acknowledging the possible. But behind this will is a vision which drives it. ICA's reality is in the realm of vision. Its primary drive is to live its vision. ICA has a vision of social life as a process full of possibilities which can be continually developed. Its action is in the realm of realizing this vision. Herein lies the motivation behind the will to act.

ICA has the capacity (or process): You may have heard ICA talk about the importance of "the focused conversation," which uses language to evoke reflection, interpretation and action. Language is basic to our humanness. It enhances our capacity for symbolism, abstraction, emotion and creativity. But for this to happen at all, language must be shared. It is the medium of social participation, of personal connection to the public world. Open dialogue is the foundation of healthy individual and collective identity.

ICA talks about "creating a culture of participation". Participation requires literacy. Think of literacy as much more than reading and writing. Participation of any kind requires that we be literate in the skills of mutual accommodation and understanding. For instance:

- Team building requires social literacy.
- Community building requires political literacy.
- Meaningful work and equitable wealth distribution require economic literacy.
- Critical inquiry requires educational literacy.

People can be agents of their own future. They naturally seek to participate fully in a world which is not static, but a world of possibilities in transformation. ICA has developed processes that enable people to do this and become collectively literate.

ICA has the wisdom: Two things about ICA stand out. One is its continuous testing of methods in the field. Someone called it "a living laboratory". It's the continuous research for "methods that work", the documenting of the methods, and the ongoing testing of the assumptions behind the methods. The other aspect that stands out is the continuous transformation of the organization itself over the last 40 years. It is truly a learning organism — always changing, adapting and questioning assumptions. This is wisdom realized at the heart of learning by testing assumptions. In this lies one of the major possibilities for authentic, healthy social change. It starts with changing our system of learning for the next generations. Jo Nelson's recently published *The Art of Focused Conversation for Schools* provides the theory and the experiential examples on which to build a new way of learning. It will help education move from a passive didactic mode to an active enquiring mode.

It is increasingly clear that assumptions about culture and learning need to be challenged because they subordinate the development of consciousness in students to lesser values. Firstly, students or learners need to understand the dynamic nature of culture. Culture is a collective response of humans to their environment and its history. History is not linear. Culture is not static. Both can be questioned. The view of both can be transformed. Students can do this. Secondly, it helps if students understand the nature of learning. Human learning is collective and organic. It requires con-

tinuous reflection in relationships with others. The only way our social world will be transformed is to involve everyone in a vigorous examination of our assumptions about reality.

What if we were to introduce focused conversations daily into our schools as a means of identifying students' assumptions? Creative questioning of our perceptions of reality could become a habit of thought. Social transformation as a continuous process would flow naturally from this collective practice. ICA's history of experiential learning, reality questioning, and organic learning through deep dialogue, provides us with a window on the meaning of wisdom and the possibilities for social change. These are some of the reasons why ICA works. ❖

Judy Harvie is Chair of the Board of ICA Canada

Volunteer Opportunities

*Be an active participant
in ICA Canada's future*

If you like to learn, make a difference, contribute actively to positive social change, consider donating a few hours of your time, and meet other like-minded people.

There are opportunities on the following committees:

- Board development
- Publications
- Social Marketing
- Web Development
- Fund Raising

Call or email now for an information form.

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Four Projects for Funding

The Board of ICA Canada has been working on our focus for the next 3-5 years and the projects that need funding, greatly enabled by the knowledgeable and energetic Suzanne Gibson. There are four projects that we will be exploring in detail and discussing with potential sponsors and funders.

Project #1. Translating ICA's Facilitation and Leadership Books

ICA has published books on the theme of participatory methods and leadership: *The Art of Focused Conversation: 100 Ways to Access Group Wisdom in the Workplace*; *The Art of Focused Conversation for Schools: Over 100 Ways to Guide Clear Thinking and Promote Learning*; and *The Courage to Lead: Transform Self - Transform Society*. The Workshop Book is in process.

Translating these books into French and Spanish will make our consensus and leadership methods available to a much wider audience. It will provide workable alternatives to adversarial and competitive styles, and will enhance the training of leaders and of young people. The main activity will be to find skilful translators in French and Spanish, and to locate a French-language and a Spanish-language publisher-distributor to make the books available in local markets at reasonable prices. There is also a demand for the books in Hindi and Mandarin, but French and Spanish seemed a good place to start. The budget is \$120,000.

Project #2: Preparing the Next Generation of Facilitative Leadership

Youth today desperately need new forms of leadership development. ICA wants to locate four youth for a two-year, salaried, on-the-ground training program in ICA participatory skills and methods. A locally contracted consultant will assist them in setting up a business doing facilitation work for voluntary agencies eventually leading to a market in youth organizations and youth in high schools. They will be equipped to do leadership training using facilitation methods, and to train other youth. Once the program is a going concern, it will be moved into schools to prepare students in participatory leadership at local, provincial, and national levels. The funding will undergird setting up the business by the youth, salaries, office space, and computers. The budget is \$460,000.

Project #3. New Focus for Social Service Agencies

Human service organizations are faced with an array of challenges and questions. How do we balance the needs and will of our communities with government policy and regulations? How do we deliver services that make a difference with limited funding and with the prospect or reality of managed competition. Many organizations will be faced with the big question, "Do we go out of existence, or do we define a new role for ourselves?"

This one-year project will help social service agencies focus new mandates and roles by engineering an image and mood shift from resignation and victimization to excitement about a wide open future. A series of half-day and evening focus groups involving 500-1000 people culminating in a major conference will project future scenarios enabling organizations to envision and realize their new roles. Representatives from social service agencies in Ontario will design the program, which will likely spread to other provinces. An on-line component will allow people to participate in the evolution of the new roles. The budget is \$170,000.

Project #4. Facilitating Dialogue Online

Since many organizations, communities and agencies have financial and other resource limitations, ICA dialogue on-line will allow them to carry on important sessions over the worldwide web. With an ICA facilitator to convene the session, participants can click in and comment on current topics. On-line focus groups across Canada will provide the raw data for determining current social trends and developing approaches needed for the future. Carefully facilitated on-line chatting will allow participants in an on-line community to explore and move beyond reactive thinking in new styles of policy thinktanks. In addition ICA's current courses will be made available online so that facilitators can get training from thousands of miles away. Other agencies will be trained to take advantage of all ICA on-line dialogue methods. The budget is \$240,000.

These are big projects that will require a lot of volunteer work to launch and sustain. If you would like to be involved, please contact Duncan Holmes at 416-691-2316 or dholmes@icacan.ca. ❖

EDGES

NEW PLANETARY PATTERNS

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Statement of Purpose

Edges highlights new cultural patterns and fresh approaches to participation and social change.

ICA develops the capacity of individuals, organizations and communities to transform society. It does this through action learning, applied research, community and organizational consulting and the creation and sharing of knowledge. ICA intends to be known as the leading proponent of mental models and practical methods for transformational change in Canada.

The opinions in *Edges* articles do not necessarily represent the policies or views of ICA Canada.

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2001 Membership renewal is \$50 and lasts for a year from the date of payment. Please renew yours, today.