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Newsletter of  
**The Institute of  
Cultural Affairs**  
serving the Western U.S.

# Initiatives

Vol VII

CONCERNED WITH THE HUMAN FACTOR IN WORLD DEVELOPMENT

No. 3

## Learning How We Learn: New Edges in Education

by John Burbidge

*ICA has been a pioneer in life education. It has an impressive record in taking breakthroughs in learning and weaving them into highly practical programs that make sense to people. Imaginal Education courses, Facilitation Methods seminars, Training Inc. and more recently, the Earthwise Learning Series, are some notable examples.*

*In this issue, we focus on some of these efforts. We begin with an interview with Bill and Barbara Alerding, from ICA:Guatemala, who attended the conference in Seattle on "Accelerated Learning," cosponsored by New Horizons For Learning and the Society for Accelerated Learning and Training. They report on the conference and its implications for their work in education in Guatemala.*

**John:** Who among the conference presenters made an impact on you?

**Bill:** Marian Diamond was excellent. She's a professor at the University of California - Berkeley who's been working for the last thirty years on brain research. She emphasized the importance of *dendrites* - tiny tapering branches of a nerve cell which conduct impulses to the nerve cell. Every time you learn something, you activate a new dendrite. You have six levels of them, like branches of a tree.

**Barbara:** Another outstanding person was Philip Cassone of *Accelerated Learning Systems* in Minneapolis. He gave a highly participative presentation on how to accelerate learning in a classroom. He stressed the need for intensive group participation through good organization, attention to the setting and prompt execution of each session.

His final step was to review what happened. Using mind-mapping with color transparencies on an overhead projector, he showed the dynamics of learning and the

implementation of the event we had just experienced. He asked us to finish the sentence, "The ways to bring about accelerated learning are ..." He then had us each write our answers on cards and meet with several other people to trade off cards among ourselves. Out of the whole group, we chose three. It was an interactive form of what ICA has called "gestalting."

**John:** Don Campbell, the musician/composer/healer was also there. What was new in his presentation?

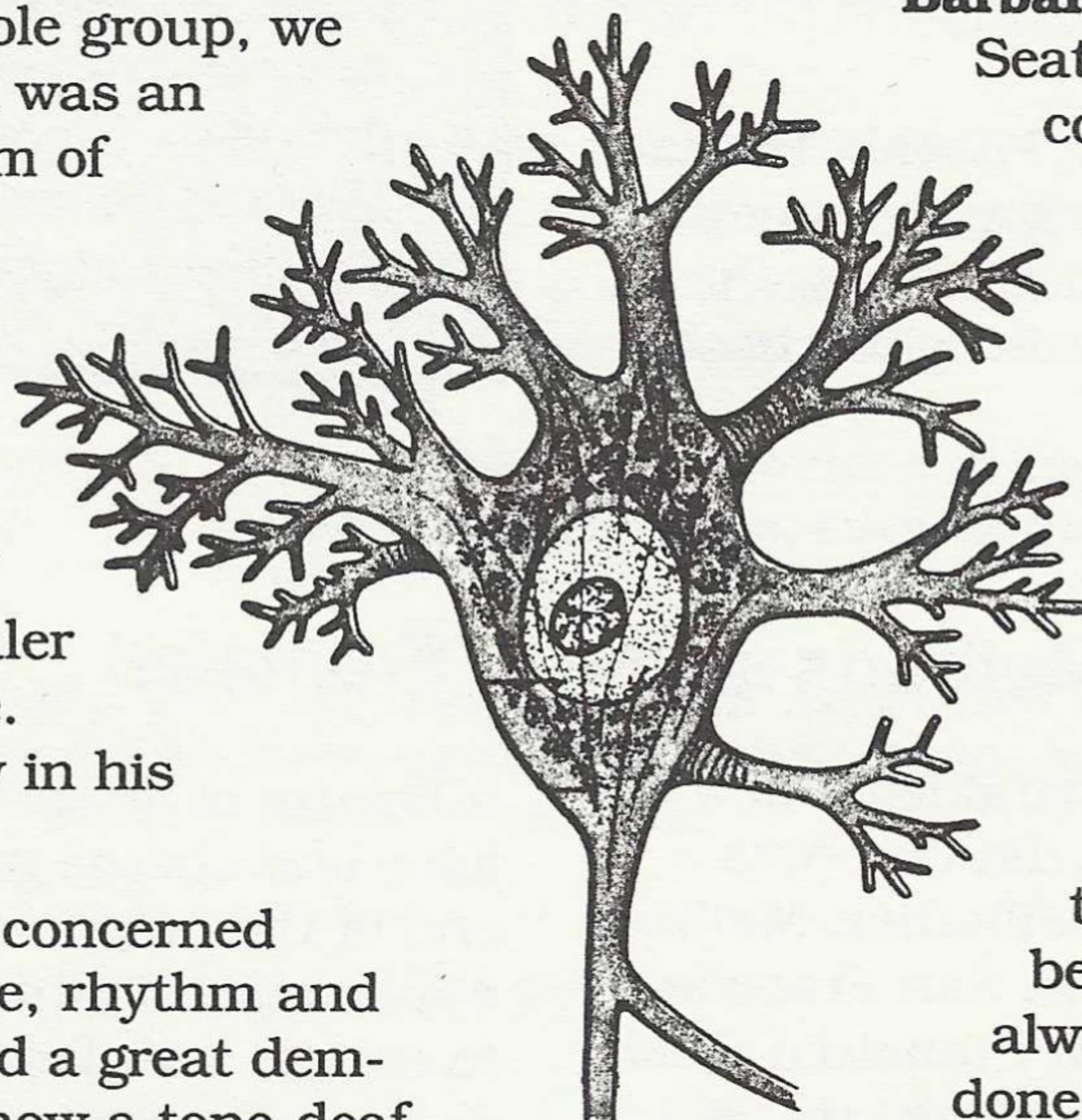
**Bill:** Don was concerned with resonance, rhythm and tonality. He did a great demonstration of how a tone-deaf person can reproduce a sound perfectly when in close body contact with another person. He also pointed out that a child in the womb cannot hear through air because his ears do not yet have fluid in them. This comes two or

three days after the child is born. Until then, the child picks up vibrations through bone conduction. He is doing a lot of research in this area. His latest tape "Healing Through Your Own Voice" is a great tool.

**Barbara:** Mark Wahl, a Seattle mathematics consultant was tremendous too.

He used art forms in teaching math. He gave us a problem to solve and then asked us how we'd done it. Contrary to popular belief, it does not always have to be done with the left brain. He showed how

it could be solved using all seven intelligences. At the end of each problem, he had us write a statement generalizing the process we had used. Some people found this extremely difficult since it meant



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## Garfield Neighborhood Wins City Awards



Garfield Organization President Lupe Sisneros receives award for Neighborhood Excellence from Phoenix Mayor Paul Johnson.

The Phoenix inner-city neighborhood of Garfield has won four awards in the second annual *Neighborhoods That Work* contest. Garfield is the community in which ICA staff Raul Jorquera and Angelica Rodriguez have been working with local residents since 1988.

Sponsored by the Phoenix Human Relations, Housing and Community Services Commissions, the contest spotlights neighborhoods

where people care about each other, work together to improve their situation and where diversity enriches their lives.

Garfield Organization, or GO as they call themselves, won a special merit award for overcoming major challenges in their neighborhood. It was also the recipient of two excellence awards in Neighborhood Organization, in both the environmental and political categories.

The Neighborhood Partnership Excellence Award/Service category was awarded jointly to the Garfield Organization and the Institute of Cultural Affairs.

According to GO President Lupe Sisneros: "It's not been easy but thanks to Raul and Angelica, we've made a good start. Receiving these awards is a great incentive to carry on and do all the other things that still remain to be done." □

**ICA West wishes to express its deep appreciation to the Arizona Community Foundation for a grant of \$6,000 towards its work in the Garfield Neighborhood.**

## Facilitation Methods au Vin et Fromage!

The end of May heralded a new era for ICA's work in the Bay Area when the first Facilitation Methods course was held in San Francisco. Organized by San Francisco Field Office representative Beret Griffith and colleague Pat Tuecke, the course attracted eighteen participants including students from the John F. Kennedy University, the California Institute of Integrated Studies and several professional consultants.

A feature of the course was the wine and cheese gathering at the end of the program, which provided a fine opportunity for participants to mingle with facilitators, ask those unanswered questions and provide valuable feedback on the event. Further courses are scheduled for Sacramento, San Francisco and Oakland. For more information, call Beret Griffith at (415) 594-1712. □

## Anne Doshier Honored

ICA board member Anne Doshier was honored for her work in community and institutional development when she received the California Women in Government Award for Community Service in San Diego recently. Nominated by the Chief Administrative Officer of San Diego County, Anne was one of sixteen Californian women recognized for their contribution to public life. Upon receipt of the award, she remarked: "Being a community service professional gives the greatest joy and meaning to my life." Anne reminded those at the awards ceremony that community is something we must create over and over again, if human society is to develop and not destroy itself. □

## Escondido Gang Project Underway

ICA West is one of several organizations working with residents of Escondido, CA, to create strategies to deal with the emergence of youth gangs in the area. Working with representatives of the city, the police, private voluntary organizations and gang members themselves, ICA has been instrumental in setting up and conducting five community meetings in different parts of the city and the surrounding area. Four of the meetings have been in Spanish.

The response from participants has been very encouraging. Says ICA Coordinator Raul Jorquera: "The core group of community people we've been training continues to grow. They keep asking for further training, including some potential youth facilitators among them." □

## Changing Images Through Metaphor: An Interview with Kaye Hayes

by John Burbidge

*Kaye Hayes was a founding member of ICA. Her work on Image Change has developed over thirty years in such diverse settings as Aboriginal Australia, Indian and Kenyan villages, and urban ghettos in the United States. In this interview, she shares her experience of two learning tools with which she's worked, Imaginal Education and Neurolinguistic Programming.*

**John:** What is Imaginal Education and how did it come about?

**Kaye:** When ICA moved to Chicago in the early 1960s, we started working with a gang called "The Muskadoodlers." These kids used to lie, cheat and steal as a way of life. Yet they had strong self-esteem. We asked ourselves: "What's the image out of which they're operating that says this behavior is right?" We soon learned we were not talking about right and wrong. We discovered that everyone operates out of basic images which determine how they look at life and how they see themselves.

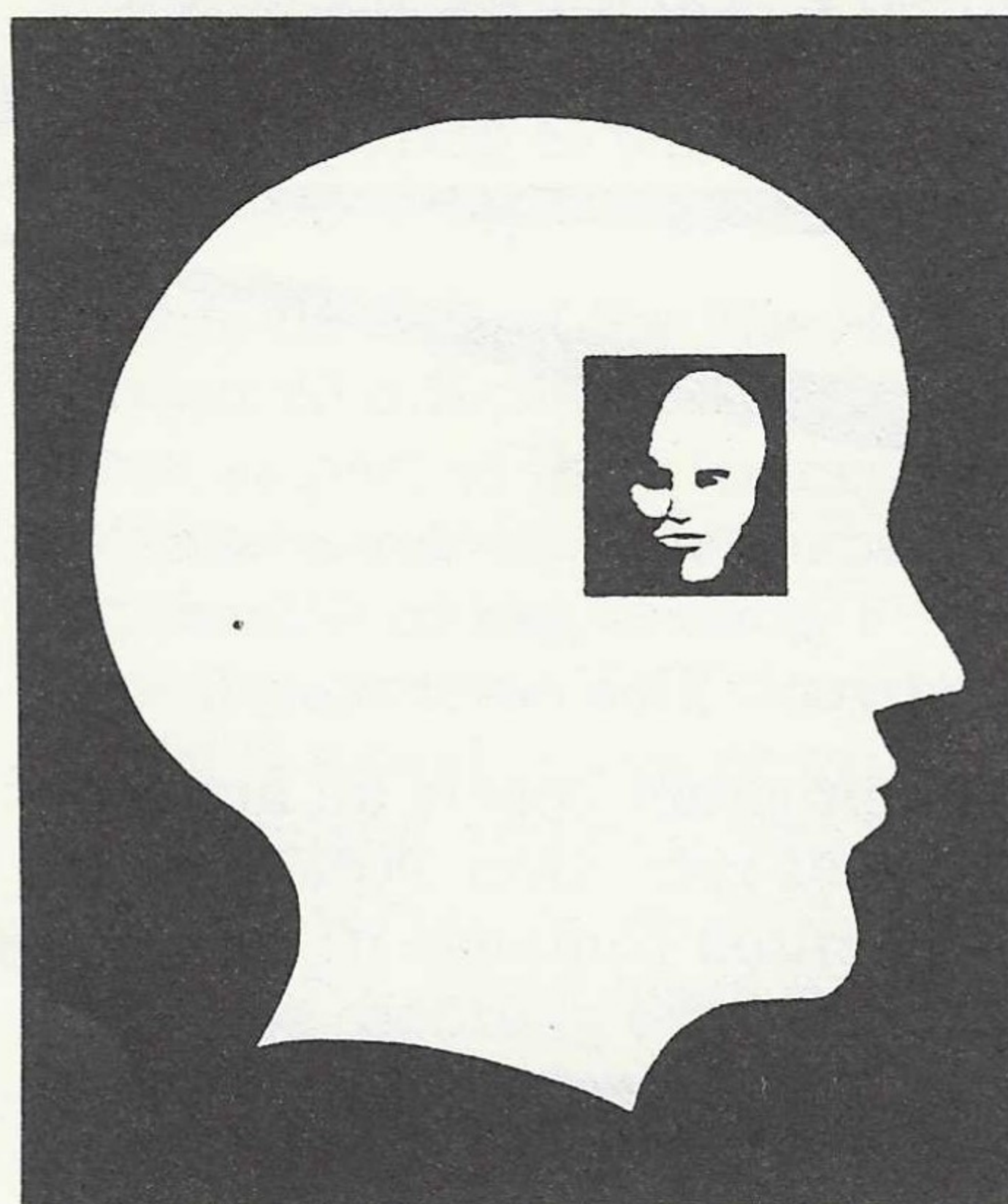
We were heavily influenced by two writers — Danish theologian Soren Kierkegaard on how a person becomes a self and Kenneth Boulding's work on image. Boulding's thesis was that your image determines your behavior and your messages reinforce your image. But you get into a vicious circle because the only messages you hear are the ones that reinforce the image you already have.

The presupposition of Imaginal Education is that when a person wishes to change, he or she must change the image out of which their behavior issues by creating an environment where positive messages reinforce the image they want. In the *Fifth City Pre-school* where we began, we wanted to create an education

system which formed images of appropriate behavior for the context of ghetto children. We wanted to make sure our images were beam-ing positive, reinforcing messages so that if image shifts occurred, new images were already in place.

**John:** How did you do go about this?

**Kaye:** We had a whole curriculum of image explosions — events



radical enough they crack the image a person has and allow another image to take its place.

Kierkegaard gave the example of the mother whose child dies. She reacts with anger, feeling boxed in by the situation and by her reaction to it. Kierkegaard said that if you want to get out of the box, you have to step out of that whole thing and look at it from an entirely different perspective. This new relationship to the situation we called *selfhood*.

**John:** What techniques did you use to enable this to happen?

**Kaye:** We developed three major ways to shift images. The first is *the radical no*. It could be the death of someone, or it could be

you saying "Is this all right?" and someone says "No, it's not." All of a sudden a question is raised in your life and you are forced to look at something you've never looked at before. It's sheer surprise.

The second is the radical *yes*. This often happens when someone falls in love. It happens when someone gives you something so undeserved that you question your belief about yourself.

The third one is *the radical demand*. You don't know what you're doing, you don't think you doing really well and a colleague says you're leading the next workshop. You're forced to see that someone believes in a higher skill and you have a demand on you to adopt a new image that you can perform.

**John:** In recent years, you have done a lot of work with Neuro-linguistic Programming. What have you learned from this?

**Kaye:** Three things. First, NLP says that *behind every behavior is a positive intent*. It talks about what you want and your intent. It then asks: Does the behavior give you the results you want? If not, choose a different behavior. For NLP, there are no bad images, only positive intents. For every positive intent, you can find a behavior that is more functional and appropriate.

The second premise of NLP is that *you can find out what someone's image is through metaphor and language*. When people say: "I'd give my left arm to do such and such," you can expect them in the hospital with a cancer of the left arm. Listen to people's phrases and they will tell you the images and meta-

*Education today is in crisis. Traditional methods of teaching are patently inadequate. A number of innovative efforts are being attempted to respond to this situation. Using its long experience in facilitation and training, ICA West, working with and through its network members, is making a valuable contribution to **Facilitating A New Consensus in Education**.*

## Learning Life Skills for the Workplace by Scott Howard

Carolyn J., an attractive, lively woman in her early thirties, sits in a straight side chair and pauses before she speaks. "I want to improve the quality of my life and my children's lives. I want to become a taxpayer so I can pay my own way instead of taking from the system. That's why I'm at Training Inc."

Carolyn joined 37 other women on a journey towards independence on May 6, 1991, with the opening of **Training Inc. New Orleans**. All 37 are participants in Louisiana's "Project Independence," which helps welfare clients move from dependence on state monies into jobs where they can support themselves and their families.

"Training Inc. is a chance to be in the business world without actually being in the business world. It's training me in things I didn't know about before — office etiquette, communication skills and the importance of being responsible and dedicated to your work."

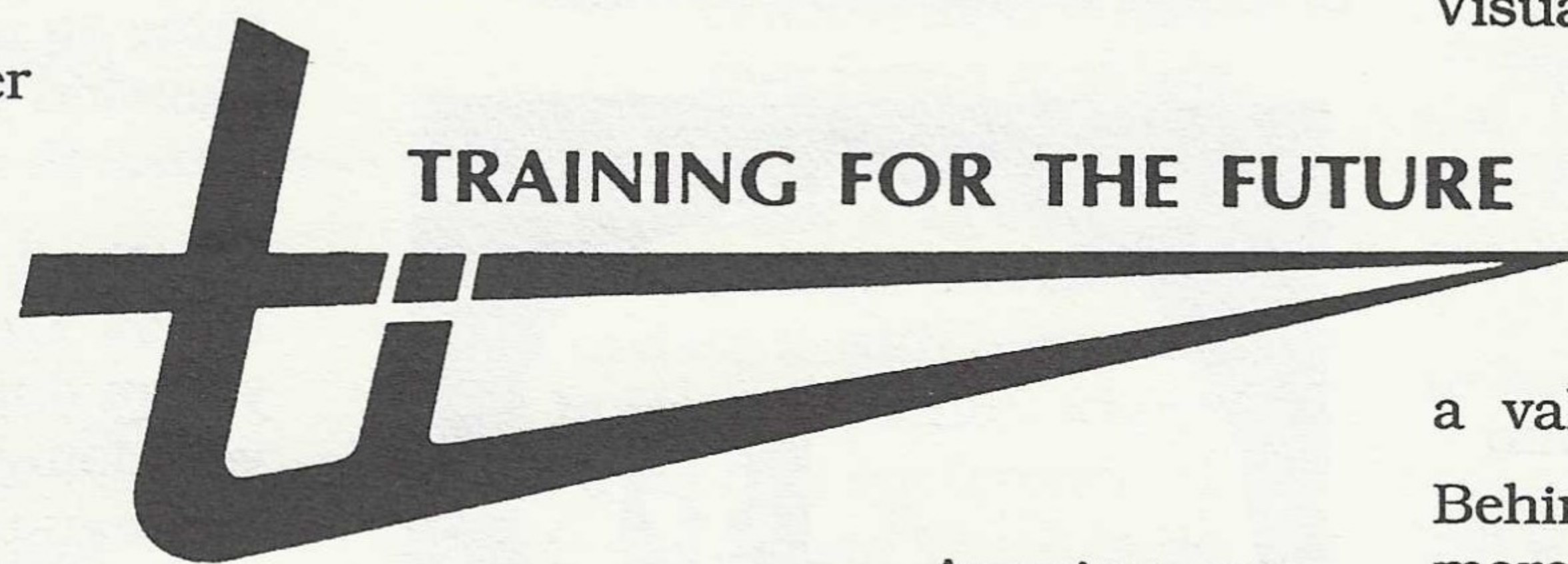
An offshoot of ICA's early urban development programs, Training Inc. has become a leader in non-traditional programs for America's unemployed and underemployed. Since its inception in Oak Brook, Illinois, in 1975, it has spread to Boston, Chicago, Indianapolis, Newark, Pittsburgh and Washington D.C. The first non-North

things. I dress as if I'm coming to work in an office, not a classroom. And the supervisors always make me feel they really want me to succeed and will do almost anything to get me there."

Another important factor is the use of many "leading edge" approaches to training, including Creative Visualization, Positive Imagery, Mind Clearing, Positive Affirmations and ICA's Conversation Method. The Almena fast-speed typing method has been a valuable addition.

Behind all these techniques lies a more profound human goal. As Carolyn put it: "Training Inc. is helping me get my pride back. I'm no longer a welfare mother who just sits home and watches TV. I'm a professional. My self-confidence has improved. I can now see myself sitting behind a desk with a big smile on my face, doing important work." □

*Scott Howard is the Director of Training Inc. New Orleans.*



## TRAINING FOR THE FUTURE

American program began in Guatemala last year. [See cover story].

The program boasts an amazing success rate. Over 90% of those who enroll complete it; over 90% of those who graduate secure non-subsidized, training-related employment; and over 85% of those employed are still on the job one year later.

What accounts for such success? According to Carolyn: "We don't do school things; we do work

## Facilitation Methods Empower Arizona Educators by David A. Wayne Ph.D.

For the past several years, the Arizona Department of Education has been running Leadership Academies for educators from around the state. School-based teams headed by a principal commit to attending training sessions at the Northern Arizona University each June, over a three-year period. In addition to these one-week events, Academy faculty visit the schools during

the year and there is a mid-year annual conference follow-up.

The Academies are designed to help teams develop skills in site-based management and strategic planning with the aim of developing and refining leadership, problem solving and decision making capabilities of nearly 500 participants. Faculty are selected from teachers, principals, superintendents, Department of Educa-

tion staff and community and university individuals.

Until 1991, the Academies used the talents of individual faculty members without any common training. As a result, while the product may have been good, facilitation was uneven, at best. Then ICA joined the effort. Thirty faculty members of the Academy attended the Facilitation Methods

*Continued from previous page*

training at the ICA West Training Center in Phoenix.

Most participants, already skilled facilitators, were attracted to the elegant simplicity of the ICA approach. Instead of abstract learning, much of the practice centered around planning and implementation of the Academies.

The action planning method provided a foundation for each of the conference themes being developed, as well as a concrete way to establish clear delineation of faculty responsibilities.

Participants rated the training 9.7 on a 10-point scale of excellence. We hope that this experience is merely a prelude to a partnership

between ICA and Arizona schools. We plan at least two more ICA trainings for our faculty within the next year and to transfer the skills to schools and school districts around the state. Thank you ICA for a superb job! □

*Canadian David Wayne is Director of the Arizona Leadership Academy, of the Arizona Department of Education.*

## Learning Through Simulation by Susan Wegner

Conceived in 1984, the *Machakos Village Development Simulation Game* has now been field tested in an impressive variety of settings with a wide range of age groups and educational backgrounds. The game is being requested increasingly by organizations for three purposes:

- Team and Organizational Development

It has been used to enable groups to reflect on their organization's mode of operation, often birthing refreshing innovations. Bob Fleming, International Program Director for the Greater Houston YMCA, had eight branch staff trained to co-facilitate the game for a staff retreat. His main objective was to enable his staff to tailor programs to meet the needs of the communities in which they were located.

He writes: "I find the Machakos Game serves as a metaphor for so many things the YMCA does — overseas development, extension and branch development and new program development. The emphasis on cooperative action, knowledge, leadership and clout has given a focus to our everyday work experience."

- Pre-field Training for International Volunteers/Staff

Since it places teams in the position of working with villagers to

promote self-sufficiency, a natural use of the game has been to train those preparing to work in international development.

To this end, *Food For The Hungry*, sponsored a facilitator training event as part of their trainee orientation program. After experiencing the Machakos Game, FFH's Training Director Ken Ekstrom, wrote: "I found the game an excellent, realistic and in-depth tool for teaching about community development. It's also a lot of fun!"

Kirk, Executive Director of Amigos de los Americas, has conducted the game as part of an international issues course at St. Thomas University in Houston. Three game events held with Houston high school students this year verify the game's effectiveness as a world history and development education tool.

Until now, the Machakos Game has been available for purchase only by people who have participated in a training workshop. By



Houston high school students playing the Machakos Game in their World History class.

- Expanded Awareness of the World

The experiential nature of the Machakos Game brings a real-life feel to development education events in conferences and classrooms. Two years in a row, Steve

August this year, a game guide training video and facilitator script will become part of the game kit. □

*For further information, contact Susan Wegner, 4714 Rockwood Street, Houston, TX 77004. Phone (713) 747-7543.*

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using intelligences they had not developed.

**John:** As you cast your mind back over the conference, where would you say is the cutting edge in learning today?

**Bill:** In order to learn, the brain needs constant stimulation. The person who really impressed this on me was Berty Segal who draws on the multi-sensoral "total physical response method." Most schools are the antithesis of this. They don't allow you to move in your chair. You have to listen to somebody talk at you. It's often boring. When the brain is bored, it shuts down. If it's active and having fun, it's stimulated to learn.

Another insight is that learning takes place best in an open system. Most schools are usually very closed systems. They're part of a particular culture. Every culture, as valuable as it is, takes human beings with naturally open systems and tries to control them. Like fish in water, we are often unaware of our culture and what it does to our thinking.

**Barbara:** First, very little learning takes place by the traditional method of a teacher imparting knowledge to students. Reversing this procedure, as Cassone did when he had us write our own definitions of accelerated learning, gives a whole new meaning to education.

The other edge was the use of the seven intelligences. Not just here and there but continually, in every exercise. Mark Wahl never started anything in math without having it lead immediately into at least two or three different intelligences.

**John:** What are some of the implications of these learnings for ICA and for your work in Guatemala in particular?

**Bill:** Our methods must be multi-modal, hitting all intelligences at once. It's natural to use your body and all its senses.

In Guatemala, we've worked with village preschool teachers to rewrite their curriculum using multiple intelligences. We now have a fine manual

we are trying to get published. I'd like to update it with new ideas about brain stimulation which I gained from this conference. It'll be a kind of *Where There Is No Preschool* for rural and poor urban communities.

**Barbara:** We need to redo the emphasis of Training Inc. The use

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***When the brain is bored, it shuts down. If it's active and having fun, it's stimulated to learn.***

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of the seven intelligences needs to be done a lot more intentionally. At present, we have two or three sessions on it. In math, I would like to introduce the generalization process. Guatemalan education is entirely by rote, which is devastating for learning and the growth of intelligence.

Second, we need to stay abreast of what others are doing and never allow ourselves to get behind. We need to go to conferences and host conferences. The research is now getting exponential. If you lose touch with it for more than six months to a year, you're already way behind. People feed on each other and we need to be a part of it. □

*Bill and Barbara Alerding are highly skilled and committed educators. Their work in Guatemala with groups from preschoolers to company executives, is giving a new meaning to the term "development."*

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phors out of which they are operating.

The third premise is that *images change because of the neurology or by behavior modification*. However, images only change through behavior if the person has some part of him or herself that wants to change. Milton Erickson, one of NLP's founding fathers, maintained that when a person has a character disorder, everything is linked together. He would change one link in the chain. He kept saying: Never take away choices, just give more.

**John:** Imaginal Education and Neurolinguistic Programming have both played a part in your life. How do you reconcile the two approaches?

**Kaye:** I still believe you can cause an image explosion in any of the three ways but it's a hit and miss method. Image explosions don't always replace an old image with a new one and sometimes people don't discover an appropriate one for themselves. I want people to forge their own metaphors. I now say people change through metaphors instead of through images.

Images are related to outcome. A lot of NLP has to do with finding your outcome, which in turn is related to criteria, values and beliefs. NLP challenges you to examine these things. It also looks at the implications of an image shift. There are so many more consequences than you first think about. That's been a great learning for me. □

"I'm very fortunate in having a strong cultural background," asserted Seattle colleague David Cunningham in his unmistakable Scottish accent. "The music, art, folklore and literature of Scotland give me inspiration and energy. They also allow me to be open to other cultures and viewpoints." In this profile, we catch a glimpse of his inspiration and energy at work.

After graduating from the University of Glasgow with a science degree, David Cunningham realized he still had a lot of learning to do. He decided to spend the next few years in an assortment of jobs from truck driving to dairy farming, while devouring every book he could lay his hands on.

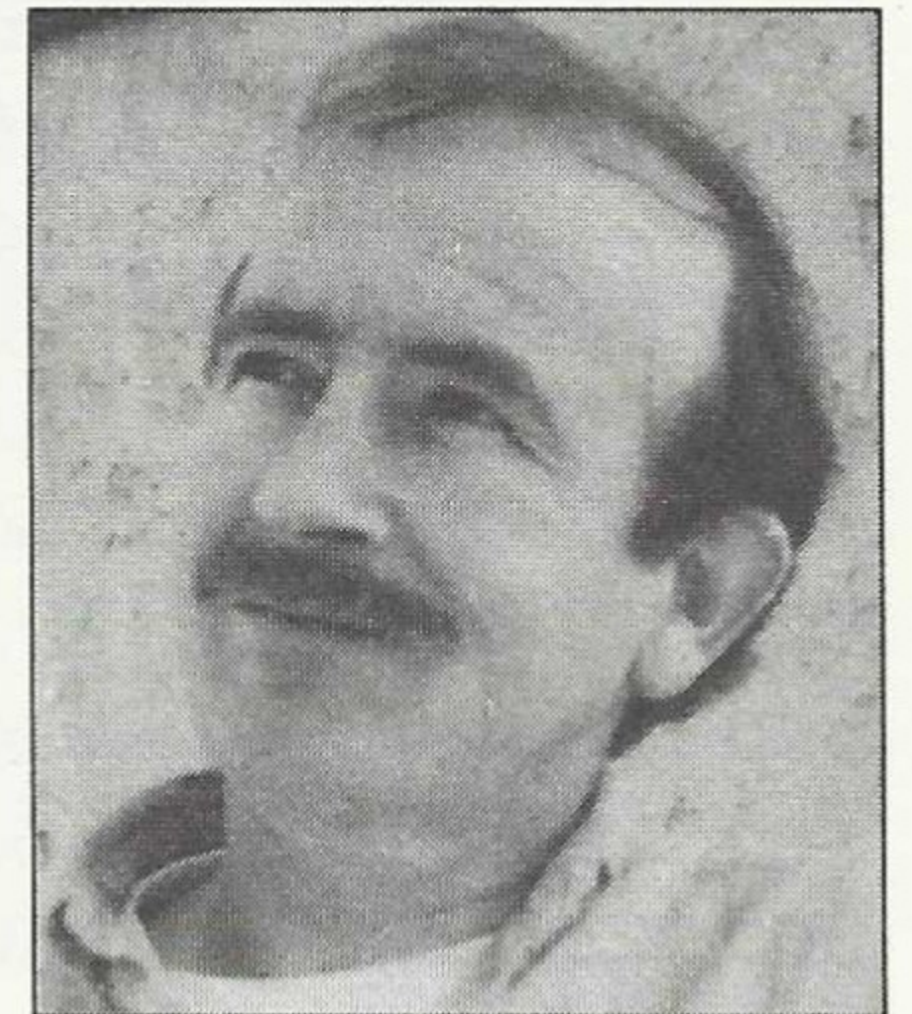
It was while studying Career Counseling that David came into contact with ICA. He found it an intensely stimulating environment that continually challenged him with "huge ideas and concepts which exploded one's imagination." He was also attracted by ICA's contradictional analysis approach, in which "every situation has within it the seeds of the future."

One of David's more exciting ICA assignments was working on Town Meetings in Scotland and Wales. Many of these one-day events were profound moments for both facilitators and participants alike. "It was wonderful to watch people seize the initiative and decide to take charge of what was happening in their communities," David said.

In his current position as Director of Industry Outreach in the Technologies Division of North Seattle Community College, David continues to use his ICA skills to great effect. He has worked with a curriculum committee to help them define a general education degree, facilitated an all-campus

faculty retreat, led divisional planning sessions and orchestrated the preparation of the opening of a new technology institute on campus.

The future? David would like to do three things: Train people in ICA methods within the educational system, go trekking in the Himalayas and take his young son to a third world village. It seems that David's Scottish roots are continuing to serve him well. □



**ICA WEST — A member-driven organization**

**Membership in ICA West brings:**

- The quarterly newsletter, *Initiatives*, with reports on ICA activities locally and abroad, liftout pages for your files, and more
- Discounts on ICA programs and publications
- Linkages to a vast network of people and organizations around the world, committed to serving the needs of the planet

**Members have opportunities to:**

- Assist with marketing and facilitating ICA West programs and publications
- Contribute financially and in other ways to the work of the ICA
- Shape the future directions of the organization and help design new programs, such as the Earthwise Learning Series

Member fees provide general support of ICA West activities. Other contributions can be designated for particular programs. Current funding needs include the Native American program, the Earthwise Learning Series, Rites of Passage Trips and development projects in Latin America. Donations to the Institute are tax deductible.

**MEMBERSHIP APPLICATION FORM**

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## Upcoming Events

July 10 - 11	Facilitation Methods One	San Diego
July 25 - 26	Facilitation Methods One	Yakima, WA
Aug 9 - 10	Facilitation Methods One	Seattle
Aug 16 - 17	Facilitation Methods One	Los Angeles
Aug 22 - 23	Facilitation Methods One	Phoenix
Aug 22 - 23	Facilitation Methods Two	Yakima, WA
Aug 27 - 28	Facilitation Methods Two	San Diego
Sep 17 - 18	Facilitation Methods One	San Francisco
Sep 19 - 20	Facilitation Methods Two	Seattle
Sep 20 - 21	Facilitation Methods One	Sacramento
Sep 25 - 26	Facilitation Methods Two	Phoenix
Sep 28 - 29	Individual & Group Creativity	New Orleans

For more information, call ICA West in Phoenix (602) 955-4811 or Seattle (206) 323-2100.

### Indian Colleague On Summer Exchange Visit

ICA West welcomes Shakuntala Jadhav from Pune, India, for a three-month sojourn. Having worked with tribal women in Maharashtra, Shakuntala will become acquainted with ICA West's Native American program and participate in the Sangre De Cristo camp for 5th graders in New Mexico.

## The ICA

The Institute of Cultural Affairs (ICA) is a private, not-for-profit organization concerned with the human factor in community and organization development. Its global network spans 31 countries, with an international secretariat in Brussels, Belgium. ICA programs build motivated and sustained leadership. Its methods are highly participatory and honor the cultural traditions of those involved. They include strategic planning, problem solving, consensus-based decision making and team building.

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