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ICAI

A Worldwide Network



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The ICAI was founded in 1977 in Brussels, Belgium. It is an international non-profit association which facilitates the activities of autonomous, national member Institutes (ICAs). The Institute of Cultural Affairs has developed methods to release human initiative during thirty years of work in over thirty nations worldwide.

A letter from Ben Kingsley

Dear Friend,

A few years ago I was privileged to spend six months in India. It will remain the most memorable experience of my working life.

Embodying and releasing the human spirit was in many ways Gandhi's life work and dream for the future. When I was filming in India, I was impressed by the undaunted spirit of the the local people.

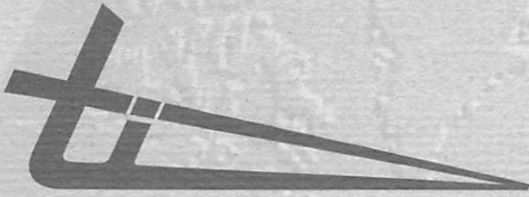
The effort of the Institute of Cultural Affairs to foster such spirit — and stimulate self-sustaining development initiatives — deserves support. I ask you to join me and thousands of others in helping the Institute to share approaches that work.



Ben Kingsley



Training, Inc.



In a partnership with Training, Inc., the ICA continues to deliver quality job training to unemployed men and woman across the country. Operating as a separate not for profit organization, Training, Inc. has delivered essential quality training to nearly 10,000 participants in seven training sites throughout its 19-year history. Using a combination of public and private funds, the program places equal emphasis on basic and technical skills and life management training which enables participants to move from unemployment and public assistance back to the workplace.

The first Training, Inc. opened in DuPage County, Illinois, in 1975 and other sites have followed in Chicago, Indianapolis, Boston, Newark, Pittsburgh, Washington D.C., and New Orleans. Internationally, Training, Inc. began operating in Guatemala in 1990. In the next decade, Training, Inc. hopes to expand the program to additional sites in the western states and abroad.

Training, Inc. utilizes the ICA teaching philosophy known as Imaginal Education, which emphasizes the power of images to influence a change in behavior at any age. At Training, Inc., students work in real-life office environments with state-of-the-art equipment to prepare them for today's business needs. Simultaneously, highly supportive staff



members help the participants to develop self-confidence and learn life skills that will enhance their ability to realize their full potential.

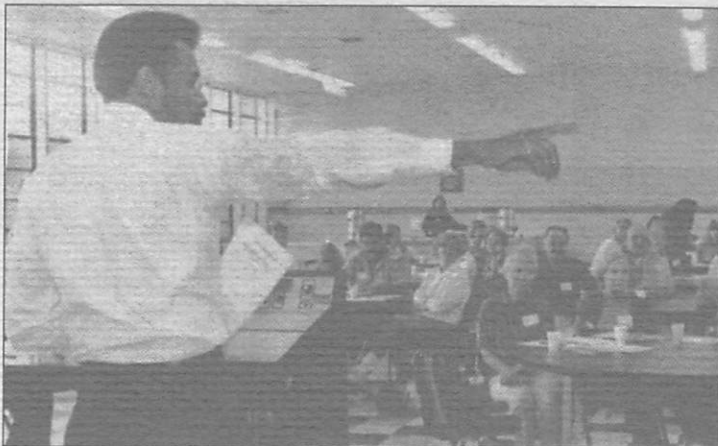
The results of these methods have been tremendous. In 1991, a national survey and study of the Training, Inc. graduates was funded by the Ford Foundation. The results indicated that:

- 89% of the graduates were employed after completing the program
- 98% of graduates recommend the program
- 88% have permanent position jobs with health benefits
- 72% report better housing, and that "life is better now than before Training, Inc."
- 44% reported being more involved with their children's schooling

In addition, according to the most recent national statistics:

- 82% of those who are employed are on the job one year later

The results of the survey demonstrate the long term effectiveness of the model at enabling individuals to secure and maintain jobs over a long period.





Development Associations (LCDAs) are vital to nations who are attempting to transform themselves into more participatory societies. Voluntary organizations become agents of change, facilitating the transformation of the entire social fabric or civic infrastructure.

In Zagreb, Croatia, site of the newest ICA office, the transformation to a democratic society is already at work. Working in partnership with the American Bar Association, the ICA; Zagreb, is working with Croatian attorneys, judges, law faculty, and law students, to promote participation in organizations and communities over the next four years. Other collaborative initiatives are focused on Entrepreneurial Leadership in the Social Services (Moscow), participatory strategic planning processes with Siberian municipalities, and the development of a core of facilitators in various locations. All of these efforts are aimed at self-governance activities maximizing the use of the most valuable resource available — people.

InterAction

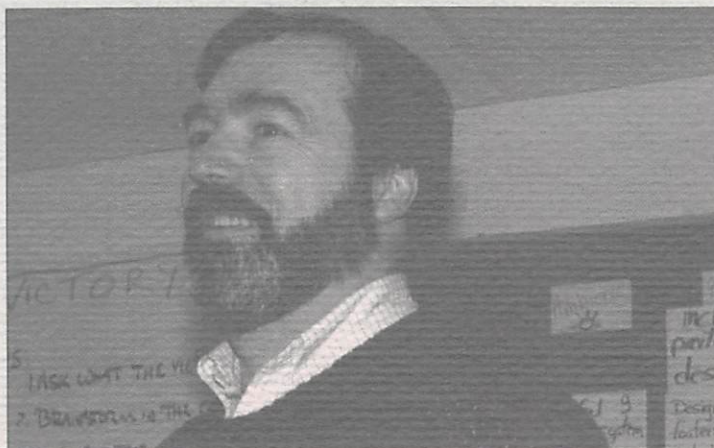
The ICA is a founding member of InterAction (the American Council of Voluntary International Action),

an association of 150 private, volunteer, U.S. agencies engaged in development assistance and relief activities. Through InterAction, the ICA makes its training and participatory methods available to member agencies and other communities and organizations that their members work with throughout the world.

The ICA's InterAction representative currently serves as a member of the Executive Committee of the Board and co-chairs the International Committee on Institutional Development. In addition, they helped design and facilitate the Africa Partnership Project and co-chaired the 1991 Annual Forum for InterAction's Development Assistance Committee.

The Development Assistance Committee, which represents 60 of the member countries, is concerned with issues directly relating to development vs. refugee, disaster relief, or immigration. By equipping the people to formulate decisions and utilize their collective abilities, the transformation of civil society and the environment through people's empowerment occurs establishing a more self-reliant community.

Over the next few years, InterAction and the ICA will continue to assist countries around the world in an effort to expand the successful development projects currently operating around the world.



INTERNATIONAL

Village Development

Beginning in 1974, the focus of ICA's work was with rural villages in the developing world. Comprehensive socio-economic projects entitled Human Development Projects were launched in over 20 countries. The ICA staff, comprised of nationals and extra-national volunteers, would live in a village for 2-3 years working to create a community-owned development plan. The staff would train existing and potential leadership to ensure that the work was sustainable when they left. In some cases, the initial project became the "pilot" for replicating the development effort to surrounding villages. In Kenya, alone, 1,200 villages were part of the "New Village Movement" by the early 1980s and 10,000 village health care-takers were trained.

In 1984, over 600 people representing 291 rural grassroots development projects in 70 countries, as well as governmental and non-governmental development agencies, met in New Delhi, India, to participate in the International Exposition for Rural Development (IERD). This gathering culminated two years of local and regional symposia to discuss creative self-help efforts and the methods that had enabled them to be successful. In addition, to the



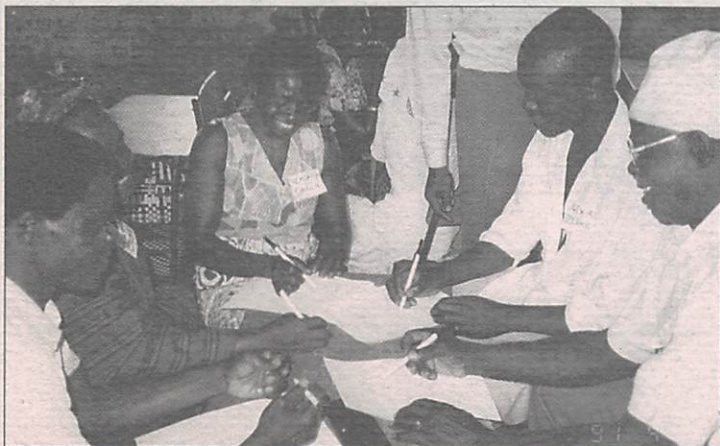
person to person interchange that took place, the ICA published several books that helped in the process of "Sharing Approaches that Work" in rural development around the world.

Today, the ICA remains on the vanguard of sustainable human development at the village level. In many places the emphasis has shifted from ICA projects to developing the capacity of an increasing number of indigenous development agencies so that they can create and manage their own development plans.

Democracy Building

One of the newer objectives of the ICA involves applying the successfully proven ToP methods to assist developing countries and villages as well as former states of the Soviet Union and Eastern Europe, in their efforts towards democratic reform. Working in partnership with other non-governmental organizations, the ICA is promoting participatory democracy and the revitalization of the civil society.

In addition, the ICA works with local groups and leaders to strengthen voluntary and community organizations to empower communities to meet their own needs. These Local Community



the perception of youth as being objects of "intervention" or recipients of services, to being creative and productive resources for our community. The **CYD** program involves changing the attitudes of those individuals who work with the youth, the organizations that serve them, and the communities which support them.

A year-long think tank convened by the National Network of Runaway and Youth Services and involving representatives from the ICA, the San Diego Youth and Community Services, Associates for Youth Development, The Center for Youth Policy and Development, El Puente in Brooklyn, and the I-WA-SIL Youth home in Seattle, formulated an initial plan of action. Currently, Learning Resource Teams (LRTs) across the United States are developing the skills and implementing the strategies that will produce the desired results.

The LRTs include directors of community-based programs, regional coordinators within the National Network, and representatives of national organizations such as Girl's Inc., and the National 4-H Council. The ICA's ToP Methods are central to the development process and the strategic planning and implementation process which is currently underway.



LifeStyle Simplification

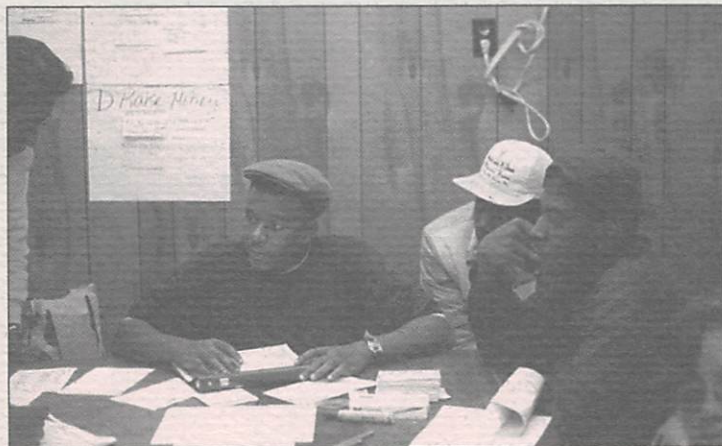
In 1992, a program was initiated to assist individuals with LifeStyle Simplification concepts as they relate to family, community, the environment, and the planet through a variety of consumption reducing methods.

The LifeStyle series offers participants an opportunity to explore simpler, sustainable lifestyles in dialogue with others who share their concern. The program helps individuals and families to redirect their resources towards a more satisfying life and a responsible use of the planet's resources.

The LifeStyle workshops are especially valuable for persons who are leaving college, embarking on a career change, or preparing for retirement. Over the last 2 years, hundreds of individuals have participated in the LifeStyle Simplification Workshop.

"LifeStyle Simplification is the right program for our time!"

- Program participant



COMMUNITY SERVICES



Neighborhood Leadership

The ICA Neighborhoods Winning Through Participation program empowers local communities by equipping both English and Spanish speaking neighborhood leaders with a variety of skills and resources for effectively facilitating strategic change based on the group's common vision.

It is becoming clear that neighborhood groups must work together in brand new ways to ensure the revitalization of inner cities and rural communities. In communities across the country, residents are attempting to solve some of the problems but often end up wasting thousands of hours in unproductive meetings because of poor communication and planning.

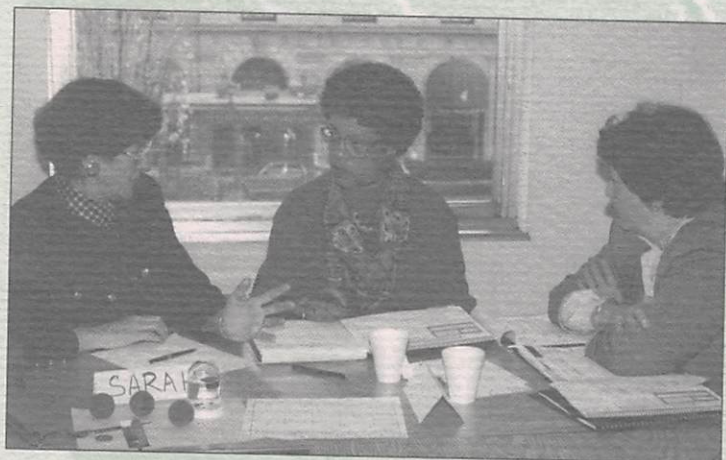
The ICA's Technology of Participation is empowering neighborhood group leaders to make the local community the center for effective decision-making and implementation. By equipping the leaders with facilitation methods and the tools to implement ongoing strategic action, the **Neighborhoods Winning Through Participation** program allows grassroots leaders to become agents of change, rather than victims of it.

- Neighborhoods in Escondido, California, have joined with the city, police, and non-profit organizations in a successful campaign to reduce gang violence and empower youth.
- Spanish-speaking neighborhoods in the Yuma, Arizona/San Luis, Mexico border area have formed community improvement associations which are demonstrating their ability to become a major force in problem solving, as opposed to existing as a burden or hardship on the community.
- The Fifth City neighborhood on the west side of Chicago has become a model for comprehensive community-based development since the 1960s.
- The low-income Garfield neighborhood in central Phoenix, Arizona, won "Excellence" Awards from the city in 1991 and 1992 for its improvements in the midst of adversity.

Community Youth Development

Through a unique new partnership, the **Community Youth Development (CYD)** program represents a new approach in involving our young people in society. Its challenge is to transform





GAP (Government Assistance Project)

In partnership with DePaul University, the **Government Assistance Project** is working to create more responsive, collaborative, and well managed governments for Illinois residents by modeling new approaches, building internal capacities, and responding to the needs of the citizens.

As an initiative of the Chicago Community Trust in 1989, **GAP** has developed expertise in building the capacity of government teams to work with community groups and each other to develop successful government collaborations and public/private partnerships.

Through the **GAP** initiative Models of Excellence, government agencies achieve long-lasting organizational transformation by giving their own employees the tools for change. As a result of the program, dozens of teams and hundreds of government people, including front-line workers, managers, and agency heads, are making measurable improvements in the service they deliver.

Apprenticeships

One of the most unique programs offered by the ICA is the **Apprenticeships in Social Innovation** program. These positions provide the skills, training and hands-on experience needed to promote and implement social innovation in today's culturally diverse society. The apprenticeship program offers training for the following strategies:

- Facilitating a new consensus in education,
- Developing leadership for a multicultural society,
- and Transforming the quality of human services.

Apprenticeships begin with an interview process which matches the needs and ability of the potential apprentice with the needs of the organization. After a trial period in which the apprentice becomes familiar with the ICA and its methods, the apprentice designs, in concert with staff members, his or her apprenticeship scenarios.

Using ICA methods, the apprentice, under the close supervision of a trained staff member, will work in a variety of areas, ranging from school reform and leadership training, to neighborhood improvement programs and facilitation training.

At the completion of the program, the apprentice participates in an extensive evaluation to process learnings, determine what skills need further development, and reflect on future directions.



LEADERSHIP

Leadership Options

The market place of the 90s has established a new environment for organizations; from business conglomerates to provincial neighborhoods. Flattened bureaucracy and cultural and gender diversity demand better decision-making for society's leaders.

As a leader in promoting effective leadership through dialogue and participation, The Institute of Cultural Affairs offers **Leadership Options**, a sixteen-day residential program of discovery and exploration of effective approaches to multicultural human development and organizational change. Workshops on team building, strategic planning, and problem solving, practice the Technologies of Participation which focus on group participation and group facilitation. In addition, individual inquiry projects provide exposure to a diverse spectrum of approaches to group and organizational leadership.

Leadership Options is a provocative orientation to the dynamic world of interactive leadership in teams and situations where autocratic power is no longer an adequate foundation of control.



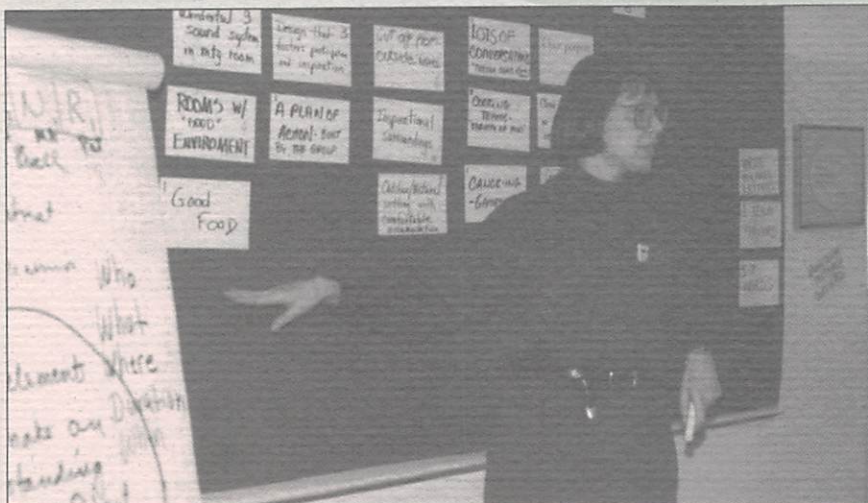
Leadership Options explores the edges of theoretical understanding in the mundane day to day decision making in an age of global citizenship and creative participation.

"I was pleased with the focus on understanding self — one's own beliefs, values, assumptions — as it relates to teamwork and leadership because I believe that critical reflection is central to transforming experience into learning."

- Program participant

"Leadership Options is a unique opportunity to experience personal growth and new leadership styles in a caring and supportive learning community. What better preparation for the 21st century?"

- Tudy McLaine,
Ottawa, January '93
participant



A second strategy involves a "School Needs Series" conducted by trained ICA facilitators which addresses the particular needs of the school such as creating an integrated curriculum, parent training, or cultural diversity training. This approach builds self-esteem in teachers, administrators, parents, and students, enabling them to become creative agents of renewal within their classrooms and school communities.

A third strategy is to equip school teams with ICA's participatory methods, enabling the participants to construct the capability of facilitating an effective participatory change process. In Chicago, the **Leadership First** program involves "site-based" leadership teams comprised of school councils, chairs, administrators, faculty, and parents, in a series of five sessions over three months to promote leadership development and interchange among schools.

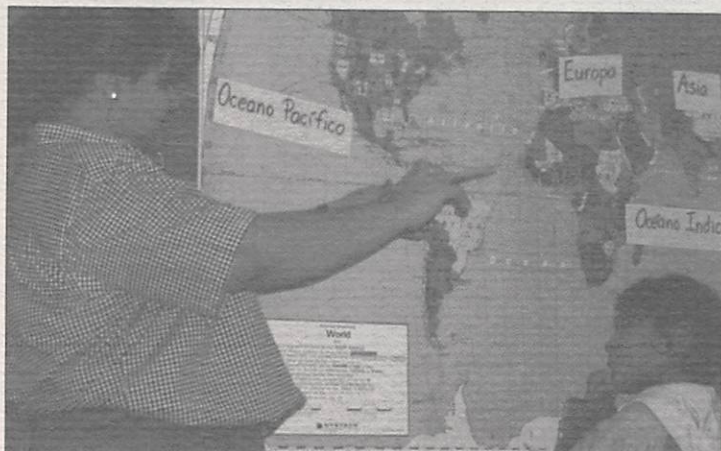
Funded jointly by participating schools and private contributions, the series emphasizes systems thinking as a means of problem solving, team building, and action-planning with diverse groups. In addition to the Chicago program, over a hundred school teams have been equipped with ToP Group Facilitation Methods through a partnership with the state of Arizona's **Leadership Academy**, sponsored by the Arizona Department of Education.



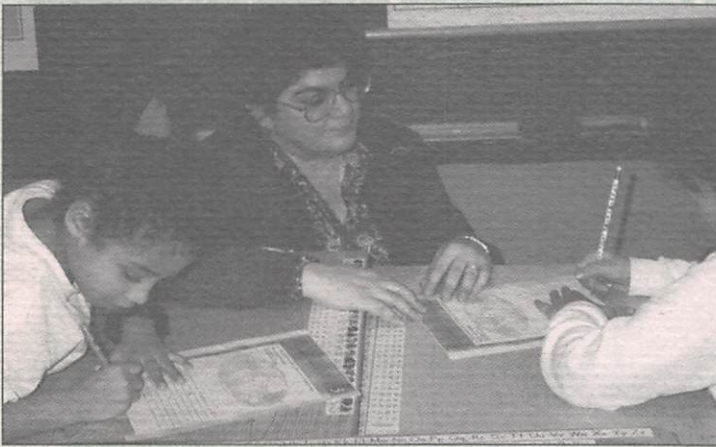
Northwest Adventure

For 25 years, ICA has designed and implemented summer programs for youths between the ages of 11 and 13. These programs focus on the rites of passage and help develop leadership capacities, team skills, and global awareness.

By using activities such as hiking, camping, biking, and numerous others, the programs provide the opportunity for group and individual reflection into an experience that takes participants on a self-conscious journey from childhood to youth. The Rite of Passage Journey and the Tour de Cultures in the Northwest United States offer unique opportunities for young people to experience the cultural diversity of our society during the transformation from childhood to a young adult.



EDUCATION



Learning Labs

The ICA **Learning Labs** offer 5 and 10 day courses which are designed to provide an environment that encourages teams of educators to address themselves as catalysts for innovative programming in the classroom. Emphasis is placed on increasing the skills involved in team building, imaginal education, cooperative learning, curriculum development, and global education. Participants experience practical inter-active learning which fosters a creative learning environment in their schools and organizations.

Each **Learning Lab** includes teachers, parents, and administrators from schools in public and private systems in Chicago as well as from schools in other parts of the United States. The courses provide an invaluable opportunity to train educators in methods that enable them to foster maximum creativity in teaching and learning. This training allows participants to orchestrate cooperative learning and problem solving within situations that are challenged by diversity. The **Learning Labs** offer a practical means of interchange and linking resources in a global network for innovative learning.

"Schools, parents, and communities are facing many struggles. Limited amounts of funding, parent involvement in schools and the need to educate students who have diverse ethnic backgrounds, religions, and social histories is a challenge."

John Nieciak

Teacher, Mark Sheridan Academy

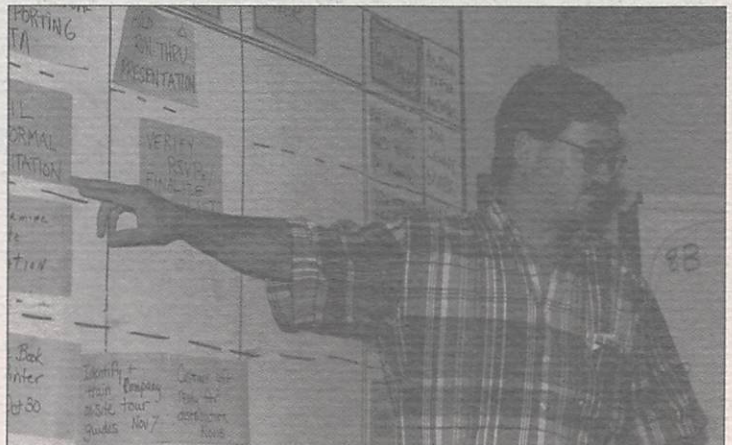
"The many different ethnic groups, ages, backgrounds all worked together like a well-oiled machine and I found myself thinking that if we could expand the world from this group, what a wonderful place it would be!"

Joan Johnson

Teacher, Healy Elementary School

School Revitalization

The School Revitalization Program is a five-year initiative involving networks of schools that are linked by common geography or areas of interest. The Revitalization Process encourages each school to involve its whole community in creating a learning environment which encompasses the hopes and desires of all involved. The process is initiated in each school with school improvement planning which produces a five-year plan to promote innovative student-centered learning.





ToP™

TECHNOLOGY OF PARTICIPATION

At the heart of the Institute of Cultural Affairs is the **Technology of Participation (ToP)**, a series of methods which promote dialogue, produce consensus, and solve problems in today's working environment. The ToP methods can be found in nearly every ICA program in the United States and around the world.

The keystone course in transferring ToP methods to others is **Group Facilitation Methods** which teaches three essential tools for dialogue, decision-making, and planning in any organizational or community setting:

1. The **Discussion Method** promotes dialogue and helps the participants learn to discuss issues in a manner which promotes maximum participation and incorporates diverse perspectives. It helps a group to journey to a new level of understanding and move any discussion to a productive end.
2. The **Workshop Method** builds group consensus on critical questions. A blending of rational and intuitive approaches to generate group input results in a creative and practical product owned by the whole group.
3. The **Action Planning Process** helps to formulate a short-term concrete plan for special events, launches new projects, or simply moves committees from talk to action. The process helps determine the desired results, anticipate roadblocks, outline the advantages and create an effective and realistic timetable of implementation.

*In recent years, over 4000 individuals have participated in the 2-day **Group Facilitation Methods** course. An additional 1000 participants have graduated through the advanced courses: **Participatory Strategic Planning**, and **Towards a Philosophy of Participation**.*



"...working with Honeywell representatives from five different countries, I discovered (that) everyone had different ideas about a significant product strategy. Using the ICA's Technology of Participation methods, I led a strategic planning session which asked: What is our common vision for this product that we need to jointly produce? As planning progressed, participants...realized that the issues they faced were not technical, but rooted in the organizational system itself. Once this became clear, they were able to create strategies to deal with these issues. One person commented: 'We have been struggling with these problems for nine years. Finally we have something we can work with!'"

Jeanne Schulze - O.D. Consultant,
Honeywell Inc.

ICA History and Background

The Institute of Cultural Affairs is a private, not-for-profit organization concerned with the human factor in world development. Its primary objective is to promote positive change in communities, organizations, and individual lives at home and around the world by helping people find their own solutions to problems and the means to implement them.

The ICA uses highly participatory techniques to foster creative thinking, consensus-based decision-making, and team building. Its methods also generate ownership, create clear goals, open lines of communication, broaden perspectives, and motivate people to adapt to their changing environment while honoring the cultural traditions and diversity of all involved.

Incorporated in 1973 after operating for two decades as a program division of the Ecumenical Institute in Illinois, the ICA in the United States currently operates autonomously as a registered member of the ICA International (ICAI). Formed in 1977 in Brussels, Belgium, the ICAI acts as a coordinating body for the 28 independent ICA affiliates located throughout North and South America, Africa, Europe, Asia, and the Pacific. The ICAI has Consultative Status with the United Nations

Economic and Social Council (Category II) and with UNICEF.

Over the years, the ICA has helped effect change within governments, local communities, community development groups, corporations, and volunteer organizations. In each case, it has proven that a program's effectiveness increases when the people it affects are part of the development and implementation process. The ICA acts as a catalyst in areas such as education, leadership training, democracy building, job training, neighborhood improvement, and in fostering the art of facilitating diverse groups.

Thirty years of methods testing and refinement have enabled the ICA to create and sustain a variety of programs across the United States and abroad which invoke one common principle — the desire to release the creativity of the people involved and allow them to help shape their own destiny. The ICA facilitates this creative process so that people can learn for themselves, how to think, how to plan, and how to lead.

The ICA's experience in participative problem-solving and its unique understanding of cultural diversity make it eminently qualified to work in today's environments of change.

ICA Highlights

1963 Fifth City, the Institute's first neighborhood demonstration project, begins on Chicago's west side.

1968 ICA's 13-week Academy opens in Chicago.

1969 The first International Training Institute is held in Singapore.

1973 ICA incorporates and formalizes its planning methods.

1973-78 ICA launches 24 Human Development Projects (HDPs), one in each global time zone.

1975 The first Training, Inc. program opens in DuPage County, Illinois.

1976-80 Volunteers initiate Global Community Forums. Town meetings occur throughout the U.S. and the world.

1977 ICA International (ICAI) forms in Brussels, Belgium.

1984 The International Exposition of Rural Development occurs in New Delhi, India. The same year, ICA reorganizes and paves the way for the development of decentralized offices.

1985-87 ICAI receives Consultative Status with the United Nations Economic and Social Council (Category II) and with UNICEF.

1988 ICA regional offices launch partnerships throughout the U.S. with local communities, public agencies and private-sector organizations.

1989 Research and curriculum development begins on ICA's innovative Earthwise Learning Series.

1994 ICAI opens office in Zagreb, Croatia, and initiates democracy building programs.

The human factor in world development

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The President's Letter

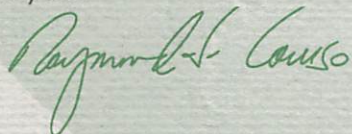
For more than thirty years, The Institute of Cultural Affairs (ICA) has focused its energy on promoting positive social change across the United States and around the world. By acknowledging the diverse cultural backgrounds which exist in today's society, the ICA helps individuals, organizations, communities, and businesses, reach consensus decision-making and team building through participation methods, training programs, and facilitation.

When I began working with the ICA in 1968, I saw a world where poor decisions were being made by a handful of individuals because they lacked the ability to involve the input of other knowledgeable people in the decision-making process. Now, by using methods of the Technology of Participation series and other ICA programs, people are working together to solve problems, develop potential, and formulate effective planning in schools, neighborhoods, and communities from Yuma, Arizona, to Chicago, Illinois, to our newest ICA location in Zagreb, Croatia.

As we look towards the year 2000, the ICA hopes to continue the programs we currently offer, expand to meet the needs of communities who wish to take charge of their future, and recognize the wonderful attributes each person has regardless of their age, sex, or ethnic background. Through the combined effort of the ICA, other non-profit organizations, local communities, and those who have participated in an ICA program, I am confident that the human factor in world development will continue to grow for many years to come.

I hope you enjoy reading about a few of our programs.

Thank you.



Raymond S. Caruso
President of the Board of Directors
The Institute of Cultural Affairs



**The MISSION of
The Institute of Cultural
Affairs is to promote
social innovation through
participation and
community building.**



 **OPEN A WORLD**
OF POSSIBILITIES