



THE HUMAN DEVELOPMENT TRAINING SCHOOL

PROSPECTUS

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ANTICIPATED BENEFITS

Effective human development of a community happens only to the extent that the development is comprehensive in scope (including an orchestrated development of the community's economic, social, and cultural life), profound in its grasp of human issues and in its solutions for those issues, and informed by the grassroots desires, styles of life, and engagement of the local community. The Human Development Training School (HOTS) intends to enhance the ability of community workers and leaders to elicit the enthusiasm, the ideas, the engagement, and the energy of community residents in building and realizing their own vision of the future. In order to do this the HOTS is:

- 1) A highly integrated set of independent three day courses that provide the basic skills and concepts for human development.
- 2) An on-site laboratory in which the problems and advantages of the host community are used.
- 3) A live-in, immersion curriculum which places the participant in a miniature of their local community with methods of motivation and team planning daily put into practice.

11. THE CURRICULUM FRAMEWORK

The HDTS equips participants to facilitate their local communities in developing economic self-sustenance, social self-reliance, and cultural self-confidence. Participants develop skills in intellectual, social and motivational methods; refine operating images of Twentieth Century life; and gain self-confidence in corporate leadership skills. The emphasis of the first week is on economic development; the emphasis of the second week is on social development; and the emphasis of the third week is on cultural development. The design of the curriculum is in the four major arenas of Problem-solving Cycles, Operational Labs, Mealtimes, and Interchange.

CYCLES

The emphasis of each cycle is direct problem-solving methods as utilized by a task group. Each cycle focuses on a major contradiction within its arena that the host community is facing. Dealing with this root issue will accelerate the development of the arena. The Economic Cycle provides methods for building business proformas. The Social Cycle concentrates on methods of developing and using outside resources effectively. The Cultural Cycle emphasizes methods of comprehensive indicative planning.

The morning of the first day of each Cycle is spent in visiting in the community, becoming familiar with the actual activities in the community. In the afternoon visits are made with groups and agencies who can make available resources and technical assistance. The morning of the second day is task orientation and plan preparation. The afternoon of the second day and the morning of the third day is devoted to dealing with the root issues in the task and creating products. During the afternoon of the third day reports and products are prepared for presentation to the total school.

MEALTIMES

Meals are used for a variety of learning activities. Breakfast includes a short talk on an aspect of the modern world and is followed with a time of general discussion. The first week focuses on the common sense, style, and mood of the Twentieth Century. The second week's theme is the impact of the worldviews of the major cultures on life today. Week three focuses on the destinal roles being required in modern society. The noon mealtime gives participants in depth practical experience in the methods of conducting group conversations, building workshops, planning agendas, designing space, and creating calendars. The evening meal is a time for reflection on life experiences through conversation, the study of provocative thinkers, and games which utilize the technical language of the developed world.

LABS

The Operational Labs are methods training and demonstration. They are concerned with practical experience in leadership skills, in leading community meetings and in catalyzing human motivation. The four session seminar is preceded by an excursion which explores the environs in relation to its heritage, style, and impact of art. It concludes with a day of implementation of the methods learned.

The Imaginal Leadership Lab describes and allows application of methods for getting at the heart of written material, the art of space analysis, the building of a talk, and the designing of community events. It is concluded with a day of hard physical work. The Community Forum Lab begins with a demonstration forum using the participants as local citizens. The following sessions focus on leading the workshops, giving the talks, and orchestrating the event. Participants then conduct Community Meetings with residents of the host community and/or residents of surrounding communities. The Profound Humanness Lab provides a rhythm of contextual statements and individual exercises. The exercises include corporately studying excerpts from a variety of human developers and individual work on personal contemplative art, timelines, and priorities. The Lab concludes with a day of individual oral report preparation and corporate report writing and production.

INTERCHANGE

Non-formal times are created which allow participants an informal setting in which to raise questions and discuss ideas. Each evening ends with a period where participants and faculty are encouraged to meet informally in a lounge. Games, puzzles, TV, reading material and music provide an atmosphere for discussions. Team work on various practical tasks not only allows participants to experience effective team work, but also allows for participants to meet one another in a setting outside the classroom. Discussions in dorms and hallways as well as discussions with community residents during strolls in the community play an important part in the training dynamic. The Sunday reflection period allows time for participants to explore the geography and to do personal reflection.

Human Development Training School Curriculum											
ECONOMIC DEVELOPMENT				SOCIAL DEVELOPMENT				CULTURAL DEVELOPMENT			
Week 1				Week 2				Week 3			
Cycle	Lab	Ref		Cycle	Lab	Ref		Cycle	Lab	Ref	
Social Content				Mr Images				Destinal Images			
Economic	Economic Cycle	W	n	Social	Social Cycle	f	n	Cultural	Cultural Cycle	n	n
Leadership Training				Leadership Training				Leadership Training			
Cycle	Leadership Cycle	D	n	Cycle	Leadership Cycle	n	n	Cycle	Profound Humanness Lab	n	n
Roundtable	Imaginal Leadership Lab			Roundtable	Community Forum Lab			Roundtable			

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Social Context				Ur Images				Destinal Images			
Economic	H r t e r e	w n r e	R e f e r e n c e	Social	H r t e r e	w n r e	R e f e r e n c e	Cultural	S A c t i v i t y	n o n c e n t r a l i t y	R e f e r e n c e
Leadership Training				Leadership Training				Leadership Training			
Cycle	E x c u r s e	D e v e l o p m e n t	R e f e r e n c e	Cycle	E x c u r s e	D e v e l o p m e n t	R e f e r e n c e	Cycle	P r o f o u n d H u m a n n e s s L a b	n o n c e n t r a l i t y	R e f e r e n c e
Roundtable	Imaginal Leadership Lab			Roundtable	Community Forum Lab			Roundtable			

IV. HISTORICAL DEVELOPMENT

Beginning in 1963, Fifth City, an inner-city neighborhood on Chicago's West Side, has evolved into a demonstration of locally based, comprehensive socio-economic and human development. Through the learnings of the Fifth City Project, methods have been invented by the Institute of Cultural Affairs (ICA) which have been used in catalyzing Human Development Projects (NDP) in some 149 locations in 25 nations. Seventeen of the NDP's are located in the United States and two in Canada. In addition to Fifth City, five were initiated in 1976-77, twelve in 1978 and one in 1979. The NDP's are spread geographically with four in the Northeastern USA, four in Southern USA, four in Western USA, four in Midwestern USA, one in Alaska, one in the Maritimes in Canada, and one in Western Canada. The NDP's are both rural and urban as well as ethnically diverse including Anglo-Saxon, Black, Hispanic, Acadian, Metis, and Native American.

By 1976 a training instrument for this rapid expansion of NDP's around the world became necessary. The focus of this instrument has now become the Human Development Training School with a practical curriculum to use in training local community residents in the methods of NDP's. An eight-week design was created and used in India and adapted to other Lesser Developed Countries. Since that time more than twenty-five schools have been held worldwide.

By June 1978 the ICA planned its first NDTS in the United States to serve the then existing seventeen NDP's. A major redesign was necessary to create an NDTS for an urban, developed situation vastly different from rural LDC locations. School curriculum work was done under a grant from the Department of Housing and Urban Development (HUD) in 1978-79. In the midst of this in order to test and refine the curriculum, the first NDTS in a developed country was held on the eight-week design in January-February, 1979 in Fifth City.

In July, 1979 at the ICA's International Conference Center in Chicago, representatives from around the world gathered for a Research Assembly in which one of the tasks was the revision of the NDTS curriculum and the designing of a three-week NDTS to facilitate mobility across the world and the North American Continent. During the fall and winter of 1979-80 four schools have been conducted -- two in an urban Black neighborhood of Fifth City, Chicago; one in an urban Black neighborhood of Ivy City, Washington, D.C.; and one in a rural, white community of Loximor, Iowa. Funding for these schools was made possible through a demonstration grant by the Community Services Administration of the USA Federal Government and by numerous non-governmental contributions.

V. GENERAL INFORMATION

SCHEDULE

The IDTS is scheduled in cooperation with local communities across the continent. During the spring schools will be held in the following communities:

Gibson, North Carolina	April 13-May 4
Tioga-Nicetown, Philadelphia, PA	May 4-25
Cannonball, Standing Rock Reservation, N.D.	June 1-22
Pace, Mississippi	June 1-22

FACULTY

The faculty of the IDTS have all worked extensively in Human Development Projects across the world and bring both methodological and practical insight to the training school. Participants and faculty work closely together in classroom and community, providing an essential collegiality into the life of the school.

FACILITY

Facilities for the school, including curriculum space and residential space, are prepared by the host community. In most cases accommodations are simple.

PREREQUISITES

Participants are expected to bring a genuine concern for the development of human community and a basic knowledge of reading and writing. Familiarity with the Institute's work is not a prerequisite. The program is structured to incorporate a diversity of backgrounds -- educational, ethnic, cultural, and experiential. Applications are accepted with this in mind. Priority is given to participants who will attend for three consecutive weeks.

FINANCIAL ASSISTANCE

A limited number of tuition, travel, and living expense scholarships are available, based upon participant need. For further information contact The Institute of Cultural Affairs, c/o IDTS, 4750 N. Sheridan Road, Chicago, IL 60640.

FEES AND REGISTRATION

The fee for the three week IDTS is \$135 or \$45 per week. This includes room, board, basic celebrational expenses, books, materials, and excursions. A non-refundable registration fee of \$20 is required. The balance is payable when the session begins. Registration fees should be mailed to The Institute of Cultural Affairs, 4750 N. Sheridan Road, Chicago, IL 60640. Checks are payable to THE INSTITUTE OF CULTURAL AFFAIRS and should be accompanied by a registration form.

THE INSTITUTE OF CULTURAL AFFAIRS

DESCRIPTION

The Institute of Cultural Affairs is a research, training and demonstration group concerned with the human factor in world development. It has worked for twenty-five years to devise and demonstrate practical methods for comprehensive local renewal. The Institute's emphasis is on methods which enable local residents to plan and implement socio-economic change in their own communities. Local self-sufficiency, self-reliance and self-confidence are the aims of ICA programs.

Two programs are primary to the Institute's work. The Human Development Program is a global network of pilot projects in socio-economic community development. At present 149 projects are located across the world. Each is intended as a demonstration model for its region or nation. The Community Forum Program offers communities a lively 'town meeting' format which encourages participation in solving local problems. The Town Meeting is a celebrative event involving all ages and sectors of the community. Over 5000 Town Meetings have been held in 32 nations including one in every county of the United States. Other Institute programs range from management seminars for business and agency leaders to eight-week training schools in human development methods.

The Institute of Cultural Affairs is a not-for-profit private voluntary organization working in 32 nations. It has over 100 field offices served by coordination centers in Bombay, Brussels, Chicago, Hong Kong and Singapore. The work of the Institute's staff is complemented by an international network of voluntary consultants representing a wide range of expertise. Consultants donate both time and resources to assist in the planning and implementation of Institute programs.

The Institute of Cultural Affairs is supported by foundations, corporations, church and service organizations and concerned individuals. Specific programs have been funded by government agencies. Originally, the ICA operated as a program division of The Ecumenical Institute. In 1973 it was incorporated and now works as a separate, yet coordinate, group with the parent organization.

OTHER PROGRAM OFFERINGS OF THE ICA

COMMUNITY FORUM is a one day event for local communities. Its format challenges people to face major community issues squarely and to build practical plans for resolving them. It motivates participants to cooperate actively in projects which improve the quality of community life.

GLOBAL WOMEN'S FORUM is a one day workshop for women. It allows women of varied backgrounds to discern together the major social issues of the day and focus personal priorities for responding to these challenges in their own communities.

COMMUNITY YOUTH FORUM is a one day forum that invites young people to rethink their present and future in a fresh way. It looks directly at the question of responsible participation in society.

LENS — LEADERSHIP EFFECTIVENESS AND NEW STRATEGIES is a workshop seminar for corporation, agency, and organization personnel. Its five sessions move through an incisive analysis of the present situation to a systematic and tactical plan of action.

PROGRAM OFFERINGS OF THE ECUMENICAL INSTITUTE

THE GLOBAL ACADEMY is an eight-week residential program. It provides a broad intellectual framework and practical methods to assist people's creative response to the times. Classical Christianity is used as a paradigm for discerning the life realities which are illuminated in traditional statements. Expanding on both the cultural and theological revolutions of our time, it develops a broad intellectual framework for practical decision making and solid methodological skills for effective social action.