

## I. PROGRAM CONTEXT

### Human Development Training School History

The Institute of Cultural Affairs has worked in local communities for the past 25 years in an effort to develop effective methods for locally based development. The original work was in a black ghetto area in Chicago, but the work has now been expanded to over 300 communities in 35 nations. In India, where the Institute first decided to work with a large number of communities simultaneously, it soon became apparent that a training program was needed that could quickly orient national staff to the methods that had been developed over the years. Thus the HDTS was developed and the first school was held in India in 1976. It has since been used in several other underdeveloped nations including Kenya, the Philippines, Indonesia and Venezuela. A second phase of the development of the HDTS began in 1979 when we first experimented with the use of the school in a developed nation with the holding of an HDTS in Chicago. This was followed by 6 additional schools during 1980 in urban and rural communities in various parts of America. This year the HDTS has been used outside the U.S. in developed countries in the Republic of Korea and now, in the Republic of China.

### Hai Ou HDTS Faculty

The faculty of the Hai Ou HDTS included local Hai Ou HDP staff, representatives from the national office in Taipei, and a representative of the Hong Kong coordinating office. Although most of the staff were Americans, we were fortunate to have Marcus and Jaya Salve from India who had experience in the development and use of the HDTS in that nation. Jim Bell, who served as the Dean of the HDTS, has had experience in projects in the United States and Korea, and was on the faculty of other schools in Kenya, the Philippines and Korea. In addition to full-time staff, outside resource people were invited to lead sessions from time to time in order to add information on particular subjects.

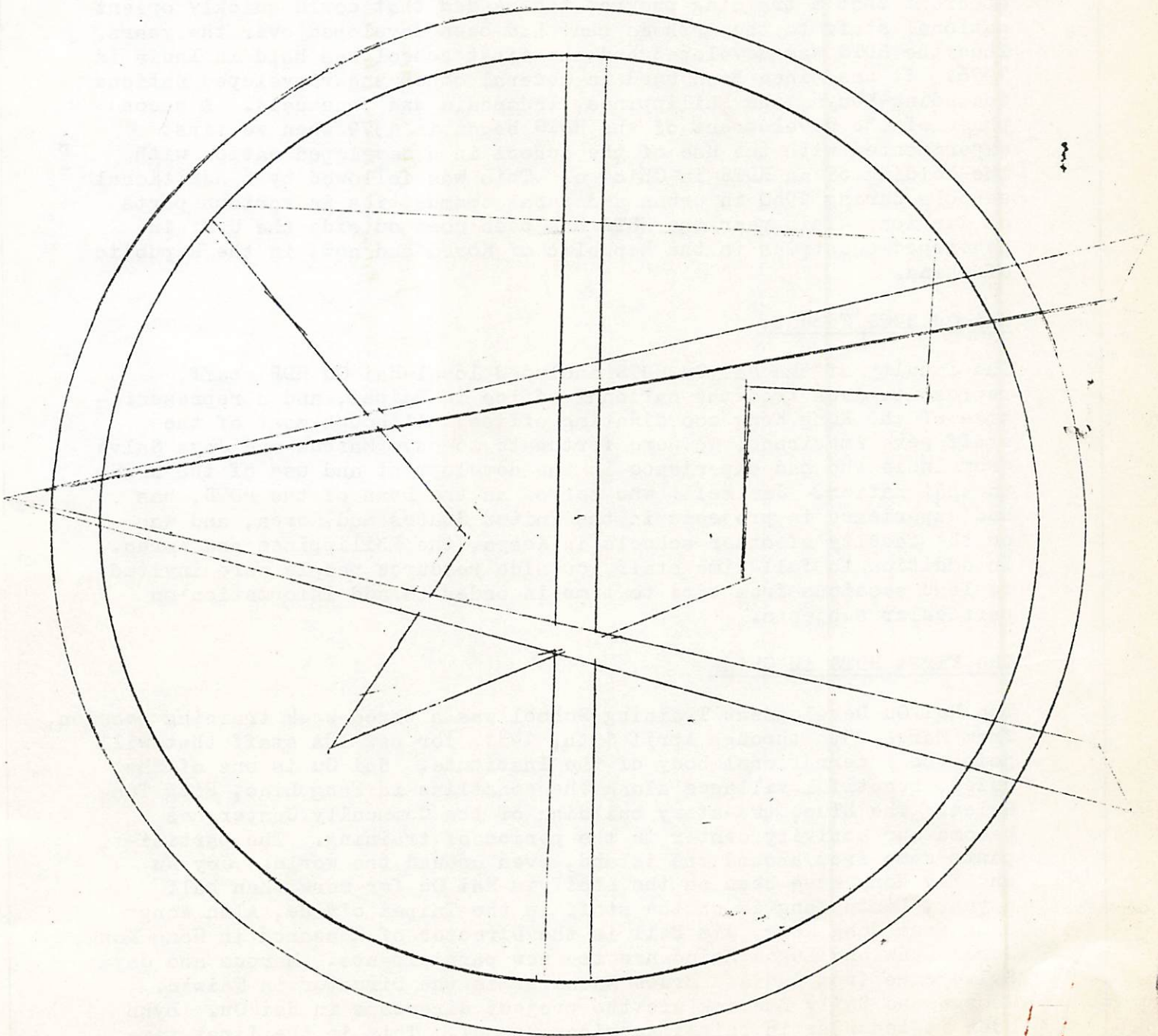
### The First HDTS in China

The Hai Ou Development Training School was a three-week training session, from March 29th through April 19th, 1981, for new ICA staff that will join the international body of the Institute. Hai Ou is one of the quiet, beautiful villages along the coastline in Fang Liao, Ping Tung Hsien. The blue, two-story building of the Community Center has become our activity center in the period of training. The participants came from around the island, even around the world. Joy Wu and May Hong have been on the staff in Hai Ou for more than half a year, Linda Yang is on the staff in the Taipei office, Alan Wong came from Hong Kong, Jim Bell is the Director of Research in Hong Kong, Sarah Luaw and Lukas Hsiao are the new participants. Marcus and Jaya Salve came from India. Bruce Macomber is the Director in Taiwan. George and Sally Emerick are the project directors in Hai Ou. Lynn Oden is teaching in Taipei American School. This is the first time to have the training school for Chinese staff. We are trying to combine the methods of Human Development Project and the Chinese Heritage and culture. For example, the Heritage Excursion to Taiwan is the chance to understand the history and culture of Taiwan.

April 18, 1981

Summary Document

Hal On Human Development Training School



period of immigration, and the Town Meeting is the grassroot activity for us to put our learning into practice, and for villagers to understand what response they can do in dealing with the challenges they face. The process and methods used throughout the training might be new to most of the staff. We have the combination of theory, practical application and reflection. The reflection offers us a good chance to analyse in retrospect the whole day's activities.

### Expansion Research

The Human Development Orientation Session was an opportunity to test a training program that will develop the volunteer staff to support the expansion of the ICA's village development work in Taiwan. A Key experiment within the HDOS was the exposure to the participating staff of local and national community development activities of the government. This created a vision of coordinating local initiative in the villages with broad-scale government programs through the catalytic role of the staff. The HDOS included a combination of work in the villages, such as a youth sports day and a town meeting, and the visitation with government officials from such organizations as the Industrial Development Bureau of MOEA in Taipei; the Industrial Development Investment Commission in Ping Tung; and Fang Liao Township department directors, village leaders and Farmers' Association representatives. Another crucial aspect of the expansion research focus of the HDOS was the reliance on personal experience of the Chinese staff to relate the cultural situation of China to the social, spirit and intellectual development methods of the program.

## II. THE CURRICULUM CONTENT

### Curriculum Design

The curriculum design of the human development orientation session was based on the global human development training school used in Human Development Projects around the world. It was extremely well prepared. Before we started the school each student had their own manual and notebook which contained information about the whole 3 week session. The session was organized into 3 sections -- the first week was the social cycle, in which we dealt with the social life of the community; things like health; education and community welfare. The second week -- the community life cycle focused on the living environment; identity symbols and community organization as well as how the community related to the larger organization, particularly the resources available from Fang Liao Hsiang. The third cycle dealt with the economic development of a community and focused on village economic research, and potential results in the industrial development of Ping Nan. Several special curriculum events provided both a break and some excitement in the curriculum. These included the heritage excursion to Tainan and the rural excursion to Shaliocho. Each week included lectures over breakfast, methods training over lunch, and reflective conversations and readings over dinner.

### Presentations

Each section, the modules, labs and other sessions had carefully prepared presentations to give a background of the subject matter we would deal with, as well as global illustrations of how it was dealt with. It seemed like there were presentations on everything, from what is happening to human civilisation in the 20th

Century to the awesome experience of riding a runaway log truck down a steep Montana mountain without brakes. Presentations on the human encounter with raw mystery to effective methods of running a small store in a village. The breakfast collegiums were exciting background for the whole school and focused on topics such as the scientific, urban and secular revolutions of our time, and effective catalysis of a human development project village, to name just a couple. Of special interest to the group was the series on the 6 Urs, or the 6 different forms that human civilization has developed into throughout history, also the 7 global structural revolutions of our time and economic and social principles of human development. The major theme of most of these presentations was that the 20th Century is a unique and very interesting time in human history -- both very complex and filled with fascinating and fearful possibilities for human life.

### Methods Training

Human Development methods seem like an ocean that contain an exciting new hope. It is mastery of meaningful methods that have been collected and woven together into a powerful framework that gives the staff new ways of dealing with all kinds of situations. We found ourselves eager to do something for the people in the whole world to enable a fulfilling journey in their lives. In the training of the HDTS we explored and experienced a method of studying documents which enables a group to work corporately interpreting an author's thoughts. The workshop method was used to collect a great number of ideas and insights from the group in specific topic areas. Brainstorming and gestaltting are methods through which ideas are listed and then organized into the several categories which represent the operating consensus of the group. This provided a concrete way to become an effective group leader. Additional methods included meal hosting, selecting appropriate songs, and space design for corporate occasions. The workshop method was also used to plan workdays and to assign teams to designated tasks, thereby simplifying and accelerating the effectiveness of each project. Consequently, the HDTS was highly effective in demonstrating specific ways for a leader to coordinate and to catalyze the accomplishment of otherwise difficult and overwhelming objectives.

### Reflection Methods

Continual reflection was an essential part of the curriculum. This enabled us to get a fresh perspective on what we were doing, much the same way in which sunshine is reflected at different angles off a piece of glass. At the end of the day after the formal curriculum or after reading a paper or hearing a story, we always asked for reflection about the effect and meaning for us. This caused us to interpret the external reality of the world and the internal experience of our own feelings about it. It helped us to understand the meaning of profound human living. For example, I can say aloud "I am I", but cannot fully know who I am. Hence, there is a need to reflect consciously throughout our daily lives to understand ourselves and to plan for the future. Even though the HDTS participants were many different ages, it was helpful for everyone to evaluate their past achievements and failures and to create together a new image of the future. Thus, it can be said of reflection that we came to know in the HDTS that the longest journey is the journey inward.

### III. MAJOR EVENTS

#### Outside Resources

One of the major events in the school was special visitors to the school by outside resource people. In the social cycle the first week, we invited some several officials from Fang Liao Government offices to tell us about social services available to the villagers through the Government. This panel was presented by Mr. Wu, and Mr. Lin, Mr. Koa also helped him answer our questions. After the panel, there were "By-By" in village and we visited the village leader's and Mr. Chen's home for a special meal. For the Economic Cycle, we had a Industrial Development Presentation by Mr. Sung from Industrial Development Department. He was accompanied by Mr. Fan, another official from Ping Tung Government. They delivered a fine presentation about Pin Nan Industrial Park. In the third week, for the Economic Cycle, we visited the Farmer's Association of Fang Liao, to understand how this organization can help develop the villages.

#### Community Events

During the school we all experienced working with all ages of people from the one year olds that came to the youth olympics to the 96 year olds woman we visited in Shao Liu Chiu and all the ages in between at the women's town meeting in Tai Yuen. The first week of the school we gathered about 100 young people at the beach park including ourselves for the first annual Hai Ou youth Olympics. It was a wonderful time everyone was so excited about it.

#### Excursions

In order to experience many different spirit exercises we went on several outings during the HDTS such as the rural excursion to Shao Liu Chiu, The heritage trip to Tainan, a tour of Hai Ou and nearby villages. These trips gave us a practical picture of the social and economic situation in Taiwan, as well as the experience of working and thinking with local people, the excursions were great events in the HDTS.

#### School Celebrations

We discovered the meaning of the saying "work hard and play hard" in the HDTS. So we did work projects on the same days of a celebration in the evening. After the workday on space beautification we ended the day with a colorful costume party and birthday celebration on the roof of the Hai Ou center. There was also a community workday and even enough time for personal recreation like singing, swimming, short trips and writing. We had a chinese feast in Kaohsiung to celebrate the heritage trip to Tainan. In sum, the HDTS taught us that the special events of celebration and recreation are important in sustaining the "longer journey of our whole lives."

### IV. SCHOOL LIFE

#### International Character

The training school in Hai Ou (R.O.C.) began March 29th which is



Youth Day for China. The Opening Event was an international feast and celebration. As we looked around we noticed that we were people from different places and different backgrounds. We had representatives from India, Hong Kong, U.S.A. and, of course, from Taiwan. During the training school we used our diverse backgrounds to make the school a richer experience. Each meal contained food from the different cultures. The table was set sometimes with knives and forks, sometimes with chopsticks, sometimes with both. We sang songs from communities all around the world. We were a global group of people.

### Teamwork

In the midst of being a diverse group of people, we soon realized we had come together for a common purpose. One way we symbolized this was to divide into three teams. It was the responsibility of these teams to prepare meals, wash dishes, clean the facility and care for children. As we worked together we developed team spirit and were proud that we could take care of ourselves. Everyone pitched in to make the work go quickly. We had a structure so that everyone knew their assignment. The assignments were changed every week so that everyone did every job.

### Daily Schedule

"Run into the Future Run" was heard every morning at 6:00, and "Run into the Rising Sun" was our response. We got up to face the new day. At 6:30 we were at the breakfast table for a Daily Ritual and accountability. It was important to have everyone there on time to plunge into a new day. Breakfast was fun with singing and eating many different foods. Then we discussed quotations, such as, "Each day the first day, each day a life." The conversation on current news events from the globe prepared us for the morning collegium, for the day and all that was to happen. Usually we gathered at 12:00 for lunch and 6:30 for dinner. When 10:00 p.m. came we were ready for rest and to prepare for the next day.

### The Blueshirts

During the first week a tailor came to the school to measure each of us for blue shirts. The blue shirt is symbolic that we are the servants of local people. We wore them on special occasions, such as the Town Meeting, and for our pictures to be taken. The blue shirt had power when we worked together. It symbolized that we were a disciplined body who had courage to complete the task and win the victory of the school.

"If my life was like a bottle of solution with my body, spirit and consciousness in it, it was shaken up completely by this training. After this all the stuff in the bottle will calm down, but it will be rearranged in a new order, a new shape, and with a new way to think. This training has taught me the method to explore the inner space in my heart, the same as men are exploring outer space."

Lukas Hsiao

"I appreciated being able to participate in the first training school in China. It gave me an opportunity to learn about the Republic of China's plan for industrial parks, and also to put my plans for the future on a timeline. This experience re-confirmed my decision to help create human community."

Lynn Oden

"Having been to hundreds of training schools, I have never had a chance to learn how to organize events, how to make systems, how to run meetings, how to show people's ideas through montage, how to make timelines until I joined in HDOS. HDOS not just teaches me how to handle things, but also pushes me to run into the future run."

Joy Wu

"The HDOS was an opportunity for me to struggle with putting into words and communicating to a group understandings that have been important to me in my life. It has also been a time which has stimulated my thinking on the future and what will be required to ensure a human future for all mankind."

Sally Emerick

"In the past three weeks in the HDTS I have understood the training programs, but sometimes I don't know how to use them in my mind. However, I learned a lot of things. The programs, such as Human Development and Profound Humanness make me understand the way I need to go. I now have more confidence, courage and experience."

Alan Wong

"The first HDTS in Taiwan had very few people, but all the participants were sensible and very strong. We worked as one body with a team spirit. Everyone felt that they were both teacher and student, always learning throughout the school. This HDTS has given new direction to our mission. Although we are people of different races and cultures, our blue shirts and team spirit made us a global family."

Marcus S. Salve

"The HDTS has been a mirror and a symbol for me to look at where I am and what I've been doing to participate in the historic thrust for the future of China. It is the man who can make the way great, not the way who can make the man great."

Linda Yang

"The school revealed to me, once again the power of the contextual lectures, exercises, and reflections in maintaining my decision to be a social pioneer in this time in human history, as well as sounded the call to be one of those who can make sense of what is happening in our time and communicate that understanding wherever I live."

George Emerick

"From the HDTS I know how to organize ideas and materials for giving talks and lectures. The Tai Yuen Town Meeting gave me a practical experience of how to lead a successful meeting. Creation of my life timeline was one of the interesting and hard things for me. All the reflection in the school gave me a more clear understanding about what has happened and a way to think more deeply about it."

May Hong

"The HDTS structure is very complete. Everybody works as a team and does the same tasks at different times. The lectures and collegiums were done very well. Reflections during solitary time gave us new images. It was like shaking hands with our own life. We had good food at every meal, and even planned a new type of celebration."

Jaya Salve

"I felt like an aimless person myself, before I came to the HDTS. I never knew what I had done or what I could do. Everyday passed fruitlessly. However, I have learned a way to arrange my living after joining the 3 week training session. I have experienced a lot of things, for example, meeting with government officials in Fang Liao, and the Town Meeting in Tai Yuen where all the villagers suggested their own hopes and dreams enthusiastically."

Sarah Luaw

"The ICA's task of extending the human development program to new villages has been given renewed impetus for me through the realization that a substantial training experience for Chinese staff can be done using the basic global HDTS curriculum. It also became clear to me that the world-wide development strategy of grassroots catalysis will remain essentially motivational in nature. This means we have the possibility of assisting significantly at the village level in the difficult 3rd phase of "spiritual reconstruction" of the National Development Plan."

Bruce Macomber



"The HDOS was a journey inward and back. We participated in the always painful experience of laying ourselves open to a new self-consciousness, that included dramatic new images of a world in desperate need of our unique gifts. Within the corporate framework of the team within the structures of the school we found a new collegiality that is larger than family, race or national bonds. We became a homeless league, forever doomed to bear the burden of the lost and the least. We have begun the journey without end."

Jim Bell





HAI-OU HOTS APRIL 81  
FIRST HOTS IN TAIWAN

Bruce Macomber  
Sally Emerick  
Jim Bell  
George Emerick

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## HUMAN DEVELOPMENT TRAINING PROGRAM - CYCLE I

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Nation --	World		Ur Images		Week's Reflection and Preparation
Common Sense CS	- I Common Symbol		Economic Development	Human Development	D I S C O N T I N U I T Y
The Structure of Life - Ortega	Observations on Religious Symbols - Eliade				
Common Style	Contextual Ethics	U R B A N	Social Development	Document Writing	
The Myth of Megalopolis Mumford	The Philosophy of Revolution - Sarte	E X C U R S I O N			
Round Table Conversation: Hunter Warrior Muse: Meditation workshop and meditation game Reflection: Charting of the Day		Film	Round Table Conversation: Hunter Warrior Muse: Prayer workshop and Prayer game Reflection: Charting of the Day		Celebration

# HUMAN DEVELOPMENT TRAINING PROGRAM - CYCLE II

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
The Social Process	Dynamics of Social Change The Social Process and The Pressure Points	The Movement in Korea	Hai Oh Visit		
Time of Development	H.D. - I Journey of H.D. The Organization The Frame Journey Leadership Event Orchestration Rational Objective Existential Aim	T O W N  M E E T I N G			
Indicative Planning					
Implementation of H.D. Economic Social Cultural Implemen- tation	Qualities of the Core Catalytic Task The Costs The Qualities  Implementary Timeline				
Manuever Workshop					
Round Table Conversation: Other World Visit Muse: Contemplation W/S and Game Reflection: Charting of the Day		Film The World of Human Development			

# HUMAN DEVELOPMENT TRAINING PROGRAM - CYCLE III

Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
Reflection and Preparation	Dynamics of History The Context of History	Bending History	W O R K  D A Y	Movement History Global and Local	HDTP Evaluation
D I S C O M T I N U I T Y	<div> <div>E.S.</div> <div> <u>The Global Paradigm</u>            Current Mood Shifted Metaphors            N-D-B            Current Edges         </div> <div>The Emerging Paradigm</div> </div>	<div> <div>-1</div> <div> <u>The Ethical Framework</u>            Life is Mystery            Destinal Creativity            The Care of Inner Limits of Mankind         </div> </div>		<u>Application Module</u> Lecture: P.H. 1-6 Sem.: "Tired & Lonely" W/S: Taking Care of Self for the Globe	Closing Feast
	<div> <div><u>The Expanded Self</u></div> <div>           The Pervasive Orientation            The Dynamics of Selfhood            The Destinal Call            Turning The 20th Truth into C.gifts Poetry of Humanness         </div> </div>	<div> <div><u>The Covenanted Style</u></div> <div>           Mystery beckons            Life is Covenanted            Create Vocation The Sustaining Importance            Elements of Rites         </div> </div>		Lecture: P.H. 7-12 Sem.: The Railroad Station Incident W/S: This is My Life	
Celebration	Round Table Conversation: Other World Visit Muse: Poverty W/S and Game Reflection: Charting of the Day		Celebration	Celebrative Feast	



# HUMAN DEVELOPMENT TRAINING PROGRAM



CONCERNED WITH THE HUMAN FACTOR IN WORLD DEVELOPMENT



## **THE GLOBAL SITUATION**

"The third Wave Society", "The Post-Industrial Era" and "The Global Village" are names that have been given to the economic, political and cultural realities of the last quarter of the Twentieth Century. The Human Development Training Program will give participants the opportunity to study some of the contemporary writings on this era and to discuss the trends and issues affecting the world as a whole and their relationship to Taiwan's future development.

## **THE LOCAL APPROACH**

Participatory planning, cooperative teamwork and human motivation have been described as the qualities required for effective leadership today. The Human Development Training Program will demonstrate methods and skills of organization and leadership. Program participants will experience such methods in workshops and tutorials; and have the opportunity to apply their skills in group leadership situations.

## **THE HISTORICAL RESPONSE**

Changes in the social situation, involving individual world-views and life understandings, have opened new complexities and possibilities for significant participation and vocational decision. The Human Development Training Program will offer participants the opportunity to discuss current world-views and to explore, through conversations, lectures and seminars, how to engage significantly in society today. Participants will reflect on the direction and necessary form of their creative engagement in the world's future.



# BENEFITS

Participants at the Human Development Training Program will be working in a practical experiment in a community of learning. Benefits will be accrued from formal curriculum studies of the world situation, individual and social development methods, and creation of leadership styles. Indirect benefits will include working in an English-speaking environment, opportunities to discuss global concerns and experiences with an international faculty, talks and panel discussions with local business and government leaders, and the encounter of new friendships based on similar interest and concern for the future.

## FOR COLLEGE GRADUATES.....

The HDTP will provide opportunity for discussion of the changing world situation and for consideration of questions facing persons in deciding specific career options.

## FOR COMPANY EMPLOYEES.....

The HDTP will provide leadership and organizational skills, as well as methods of discerning trends and issues in the global and local socio-economic situation.

## FOR EDUCATORS.....

The HDTP will provide innovative methods of teaching and study applicable in a variety of settings from preschool to adult education.

## FOR COMMUNITY WORKERS.....

The HDTP will provide practical methods for comprehensive community development, and focus on the means to generate local responsibility and participation.

## FOR CONCERNED INDIVIDUALS.....

The HDTP will provide the occasion to form images and responses for effective engagement in meeting the needs of society today.



# T TRAINING PROGRAM

II CAL APPROACH	III THE HISTORICAL RESPONSE
<u>Human Development</u>	<u>Ethical Studies</u>
<u>On Visitation</u>	<u>Local Workday</u>
<u>Methods Laboratory</u>	<u>Application Forum</u>

participation in the program is required. Complete details on program fee and registration procedures will be provided to program applicants.

Persons interested in attending the HDTP should send a resume of personal background information to: ICA Program Director, #58, Road 2, Tien Mou, Taipei 111, Taiwan, R.O.C. Name and address in Chinese and English should accompany the resume. A program application form will be returned to interested persons and an interview arranged. The application deadline is May 31, 1982.



HUMAN DEVELOPMENT		
	I THE GLOBAL SITUATION	THE LO
T H E O R E T I C A L	<u>Cultural Studies</u>	
	<u>Community Excursion</u>	Ha
P R A C T I C A L	<u>Interchange Symposium</u>	

## PARTICIPANT CRITERIA & PROGRAM ARRANGEMENTS

Participation in the Human Development Training Program is limited to those at least 25 years old or those who have graduated from college. Proficiency in English, Mandarin and Taiwanese is required. Concern for and interest in human development work at the local level of society is a primary factor in selecting the participants of the HDTP. The program will be limited to 35 participants.

The HDTP will be held from June 20 to July 8, 1982 at the Benedictine Retreat Center in Tamshui, about 45 minutes by car northwest of downtown Taipei. The program will begin with a celebrative meal at 6:30 p.m. at the Center on Sunday, June 20. The registration and checking into the facility will begin at 3:00 p.m. the same day. Full-time, residential



# MAJOR SPONSORS

(A REPRESENTATIVE LIST)

- |  |  |
|--|--|
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| General Instrument of Taiwan Ltd.<br>台灣通用器材股份有限公司          | Wei-Chuan Foods Corporation<br>味全食品工業股份有限公司            |

## ORGANIZING SPONSOR

The Institute of Cultural Affairs, a not-for-profit organization, is facilitating and organizing the Human Development Training Program. For over 25 years the ICA has been involved in programs of research, training and demonstration. Working in 40 nations, ICA demonstration efforts have assisted development in more than 500 villages and urban communities.

The ICA has conducted training, research and demonstration programs for nine years in the Republic of China. In 1977 the Hai Ou Human Development Project was initiated to demonstrate the results of self-sufficiency, self-reliance and self-confidence in a single village. Subsequently, with the dramatic accomplishment of the Hai Ou demonstration, the ICA has launched a research and training effort that will extend the possibility of rapid socio-economic development to many villages in cooperation with the public, private and voluntary sectors. The Human Development Training Program is a primary vehicle of this effort.



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