

March 1988

the network exchange of the ICAI

THIS ISSUE

You may have noticed that you didn't receive a February ICAI Network Exchange. We thought we'd overdone it a bit in January with the IERD Volume III, ICAI GAB, and Country Programme Brief mailings in addition to the Exchange. So we decided to let the packet on the recommendations for the 1988 Mexico meeting hold it for February.

This month's Exchange has reports on the US-Soviet Citizens Summit held in Washington DC, Sandy Powell's SAGTP trip to Botswana and Zimbabwe, and Elaine Stover's consultancy work in Eritrea. The Summit signals a new era of citizen diplomacy. The SAGTP report gives clues into Development Community programming as well as a feel for our service to the countries surrounding South Africa. The Eritrea work was ground breaking in ICA individual consultancies and also illuminates the situation of a little known human rights struggle.

Also included are News Briefs from around the globe, address & phone changes, the UNESCO announcement of the Decade of Cultural Development, and the first half of a synopsis of the UN Commission on the Environment's report on Our Common Future. You may want to use the synopsis for corporate study to begin to prepare for the Mexico meeting. The second half will be in next month's Exchange.

NEWS BRIEFS

- Mexico Packets on the recommendations for the Mexico Council were mailed to all locations and all PUs were called to get their response on February 26-29. A summary of the data compiled with suggestions and proposals for next steps will be mailed to all locations within a week.
- Peru Lima has received a grant from ICCO (Dutch) for the nutrition & training programme in Villa El Salvador and a small startup grant for the training programme with Mothers Clubs in Bolivia. Both programs are initiated.
- Brazil Rio de Janeiro reports the take off of LENS with the business community.
- Venezuela Caracas launched its Miranda state project with a Regional Participation Symposium in September. It is working collaboratively with several other organizations.
- Egypt Cairo has launched a programme exchange with NGOs in the Sudan similar to the one they are doing with the Ministry of Development in Jordan. They have had good response to their new indigenization proposal in which they define an experiment to see if it is possible to maintain the philosophy and values of the international NGO, but to totally indigenize the staff and organization.
- Cote d'Ivoire Abidjan has received grants from the Paris-based OECD War on Hunger Fund and the Brussels-based EEC Third World Association. Both groups are made up of employees who donate 1% of their salaries to development projects.
- Nigeria Owalola Olatunji facilitated a training programme funded by IFESH on behalf of NIRADO. The Bendel State government has given its approval to go ahead with the Ndokwa primary health care project.

- Kenya Simeon Shitemi, former Permanent Secretary of the Kenyan Ministries of Health and Tourism, Director of External Aid, and Charge d'Affaires of the Kenyan delegation to the UN, and current GAB member, along with Joseph Kameme, former ICA staff member and current businessman and ICA board member, did funding calls in England and West Germany for the Center for the Development of Human Resources. They were accompanied by Terry Bergdall and Dick Alton.
- Pam Bergdall and Voice Vingo are doing the research trip in Malawi and Sandy Powell and Florence Chiketulo are conducting the first programs in Botswana.
- USA New York's development community team has received a contract with UNDP for training UN agency representatives in Bangladesh to work with NGOs. It represents the first UN training contract.
- Jim Troxel from the Chicago programme team is delivering a talk on Resident Management of Public Housing in Paris, France this March.
- Philippines Manila has completed its GTZ contract and has been asked by the Schering Corporation to work with them on a one year inoculation program with the Department of Health. They have submitted two local staff development proposals.
- India Calcutta has completed and published an excellent report on the SEDP participatory evaluation. They have started a second one in Madras.
- Vaughn O'Halloran, Ann Epps, two persons from Calcutta, and David Heslop (Help the Aged) and Cloe Finn from the UK are attending the Sid Conference in Delhi in addition to Jill Eglund, Dick Alton, and Sir James Lindsay. Jill and Ann are attending the pre-conference on Women in Development. The Delhi house is arranging a reception for the ICAI panelists and colleagues. you have colleagues attending, please send their names to the Delhi House so they can be invited.
- IDF Ann Epps will be joining Dick Alton for the IDF Trek to the India primary units following the SID conference.
- Aminah Mwamose has just returned from Training Inc Indianapolis. She concluded her time in the US with a very successful two week funding trek to churches in Cincinnati, Kansas City, and Iowa for the Southern Africa Grassroots Training Program.

ADDRESS AND PHONE CHANGES

ICA Kuala Lumpur
Lot No. 9889 Lorong Awan Biru
Bt 5, Jalan Kelang, Taman Yarl
58200 Kuala Lumpur, Malaysia

ICA London
41 Miranda Rd
London N19 3RA
 United Kingdom
 Telephone: (44-1) 263-5897

ICA Mexico
 Telex: 1773219 fmdrme

ICA Nairobi
 Telephone: 724314 or 339715 ext. 379

CENTER FOR
SOVIET-AMERICAN DIALOGUE

Soviet-American Citizens' Summit

A New Way of Thinking: Social Inventions for the Third Millennium

The summit was held February 1-5, 100 Soviets, their American professional counterparts and other attendees brought the attendance to about 500 people. The summit's practical intent was to produce projects which could influence policy decisions away from the arms race, toward healing the planet. Bob Griffin had been working on this conference since November as an advisor to its process. Barbara Marx Hubbard was the Program Chairperson. The event was very much like a good old fashioned Global Research Assembly.

The people were of all adult ages, had for the most part established credibility, included the whole spectrum of professions, were the transestablishment. The Soviet representatives were mostly from the USSR Academy of Sciences and the Soviet Peace Committee, including 15 or so interpreters. American representatives were all innovators in their fields.

There were 18 taskforces in 8 areas: Global Politics, Education, Cooperative Entrepreneurship, Psychology of Social Change, Medicine and Health Care, World Views and Morals, Space Programs, Film/Media/Performing Arts. Each taskforce had a facilitator, two-three cochairpersons and several participants. In addition there were others who came. ICA people were the facilitators. At the end of each day were optional roundtables in arenas where collaboration and exchange is possible and interchange could be helpful.

Phyllis Hockley facilitated the taskforce on Joint Space Projects and it to know and work with the first woman astronaut and cosmonaut and Ian O'Leary and Georgii Grechko who are committed to keeping the arms race out of space and to going on a joint mission to Mars in 1999. When they reported, the 'correspondences' came through on many levels. It was without a doubt the most profoundly symbolic activity at the summit, and there was awareness of this.

Marshall Jones had the "New Cosmology for a New Way of Thinking". He used what we know about intentional space to enable a consensus for a Global Cultural Institute with centers on all continents.

Judi White facilitated the Third World taskforce. One cochairperson was a very highly acclaimed Doctor of Economics who has written two breakthrough books, for which she is not personally known, due to the collective nature of The Academy of Sciences. The other cochairperson was president of "Ploughshares", a proposal to do a Soviet-American version of the Peace Corps. They were aligned to work out how a very specific implementing project could join forces with a very theoretical perspective on social change. What happened instead, was refreshing.

Hazel Henderson, the Soviet woman's real American counterpart, breezed into the room and two days later had a consensus to pursue a project which would involve policy makers in exploring intercultural communication channels among development concepts. They had secured the support of figureheads from the third world as well as an invitation from George Washington University to hold a conference. None of the taskforce's volunteer programs or sharing technology programs showed up in the final report and the development concepts project showed up in the Policy Making Taskforce report.

CENTER FOR
SOVIET-AMERICAN DIALOGUE

Soviet-American Citizens' Summit

Other ICA facilitators included Diane Galbreath, Mary Alice Jessup, Carl Hickey, Dick Howie, Dorcas Rose, Jan Ulanga, JoAnn Cannon, and Alfreda Wilkins. Judy Ellison was in charge of the resource centre, having compiled an extensive database of already existing projects. We weren't fully authorized to be upfront facilitators. We therefore operated in many different ways, according to our personal ability to gain the trust of the cochairs and whether or not the cochairs were already facilitators. This is a new style of facilitation, more collaborative.

Jim Stewart, the first to be involved in the Summit, helped create the final document and Heather directed press coordination, also in the name of ICA. Quotable quotes help to reveal the experience of participation in a kairotic moment of history, which was the week's feel.

"Trust is a delicate but possible process." From the volatile and unfocussed human rights taskforce, which Dorcas guided into the prospect of a "Forum for Life".

"We are a crew of four who can fly into space and work there." Georgii Grechko reporting on joint space project planning.

"This week has accelerated this (planetary unity) one thousand fold." Robert Muller

"A good idea does not take much time." A Soviet's support of the request to not give speeches, during the orientation before the event.

"A peaceful space together." What space projects create.

"We're managing the influx of the informal sector into the decision-making process." Reflection on what was happening at this summit.

"We're living in an interdependent world. Problems are of a global character. The growing gap between technological development and abject poverty is the shame and humiliation of the whole of human beings." Heartful reflection of Head of Industries Research, USSR Academy of Sciences.

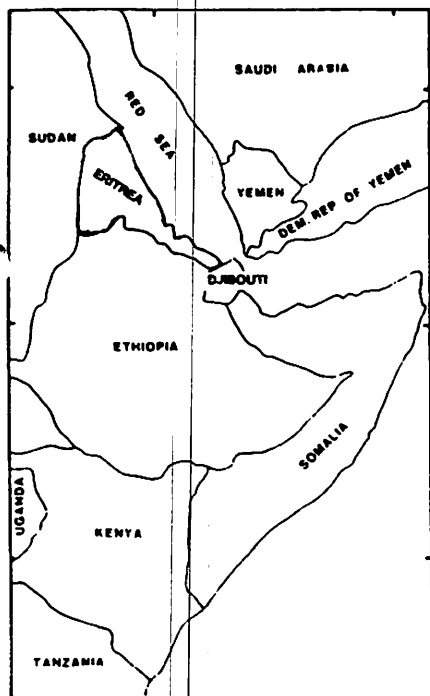
The week was the second time the Center for Soviet-American Dialogue and the Soviet Peace Committee had held a summit. This was the first time in America. The three-fold mission is stated: 1) A new relationship exists between the American and Soviet peoples. 2) The relationship is ongoing and manifested through joint projects. 3) The relationship is creating possibilities for success never before imagined.

Brian O'Leary said at one point that we now have the opportunity to end the arms race, we have the opportunity to ban weapons from space, we have the opportunity to go to Mars. Georgii Grechko said its not so important what we do anymore, we can do it all. What is important is how. We must work together.

Discussions about the opportunities opened this week included further collaborations with Barbara Hubbard, a working relationship between the Academy of Sciences and the "Megastrategies for Megacities" project, and opening a Moscow Office in conjunction with the Academy of Sciences. The plan of the organizing group is to hold a global summit in 1992. And nobody is more in touch with the sensitive responsible people in the third world than we are!

We're on a really real high. The week was an awesome encounter with what's going on in the world. What's being generated these days is the real thing. It's the process of human cooperation and creativity being accelerated and moving toward a critical mass (Barbara Marx Hubbard).

Judi White
New York Primary Unit



DISCOVERING ERITREA

Elaine K. Stover
Brussels Primary Unit
December, 1987

A year ago I had never heard of Eritrea. A British couple came through the Bayad project in Upper Egypt. They were cycling around the world to raise money for Eritrea. I was intrigued. The Near East Foundation representative from Cairo went to Eritrea with two of his programme consultants. From them I began to hear about the Eritrean Primary Health Care Programme, the unique experiment in popular participation, self reliance and social development that has been going on there for over 10 years. Then I became aware that all this was happening despite the 25 year war for independence and wide-spread drought. I became more intrigued.

A few months later I was asked if I would be interested in doing a consultancy for the Near East Foundation. (I had just completed a short contract for them, working on Child Survival schemes for local villages in the Delta. NEF has funded our Health Caretaker Programme in Bayad for 2 years.) The purpose of this assignment was to review and revise a concept paper entitled "Health Education Materials Production and Manpower Training" that was submitted to the Near East Foundation for comment and funding by the Eritrean Public Health Programme. This included travelling to Eritrea to observe the PHC programme, discussing the proposed health education training programme with the people in the field and preparing and submitting for review to the EPHP a revised draft of the proposal for resubmission to the Near East Foundation. It was a 30 day contract. I signed it.

After preparing myself mentally and physically for the trip - recalling from our time in rural India what constitutes a survival kit - I flew from Cairo to Khartoum on 18 October, 1987 to get all the necessary permits for Sudan - travel, photography, police registration, and to get briefed by the Eritrean Relief Association head office in Khartoum. ERA is the Eritrean humanitarian organization which organizes and administers emergency relief, rehabilitation and development programmes for liberated Eritrea (85% of the province). The Eritrean Public Health Programme (EPHP), a specialized unit of the ERA was started in 1981 to provide basic health care to both the sedentary and nomadic population of Eritrea - over 2 million people.

A short flight to Port Sudan brought me to the ERA guest house. While I waited for ground transport to go south to Eritrea, the only entry to Eritrea that does not cross the enemy lines, I talked with the ERA staff. I found that I was embarrassed at my ignorance of their struggle. When I mentioned this fact, I was told that this was part of what Eritreans call the "conspiracy of silence". All of us are victims of this conspiracy, hence this paper.

Two days later a Norwegian TV crew showed up, with whom I was to travel, and we were on our way south. With 4 of them, plus all of their filming gear, several additional people and me, we took up 2 Landcruisers. The first half of the trip was desert track, the second half was mountain switchbacks and river valleys. There was very

little that you could call a road. I couldn't understand how our driver could follow a track which I couldn't even see most of the time. The maximum speed was 20 km. per hour. There were no McDonalds on the way - only variations of desert and rock.

Eritrea covers 124,000 sq. km., approximately the size of England. It stretches for 1,000 km along the Red Sea. The narrow passage, the Bab el Mandeb, which connects the Red Sea with the Indian Ocean, is shared by Eritrea with other neighbouring countries. This is a strategic position, one of the root causes of the present conflict.

An Italian colony since 1889, Eritrea became a British protectorate while its future was discussed at the United Nations. It was decided in 1950 that, unlike other ex-Italian colonies, Eritrea should not be given full independence, but should become an autonomous state federated with Ethiopia. Thus, it was involuntarily federated into Ethiopia 25 years ago.

The Ethiopians started to take over Eritrean trade and institutions as soon as the federation started. When their democratic rights were suppressed they protested through peaceful demonstrations, petitions and strikes. The appeals, addressed to both the emperor and his government, as well as the United Nations, fell on deaf ears. In 1962 Emperor Haile Selassie's troops surrounded the Eritrean Parliament and dissolved it at gunpoint. Meanwhile, in 1961, an armed resistance had begun and the Eritrean Liberation Front was established. The war between Eritrea and Ethiopia has steadily escalated and in 1977 the Soviet Union came to the aid of the new Ethiopian government. In the 1980's, violence against Eritrean civilians has continued as a series of Ethiopian offensives failed to dislodge the independence movement which is led by the Eritrean People's Liberation Front.

The EPLF is made up of representative organizations of peasant workers, women, students and professionals in which all Eritreans can participate. Wherever Eritreans live, at home or as refugees abroad, they come together in these organizations to discuss the issues of concern to them. In Eritrea's liberated areas, Eritreans determine and implement local and regional policies through village and regional assemblies. The EPLF also includes administrative sections (Dept. of Social Affairs, Health, Education, etc.) and the Eritrean People's Liberation Army.

The EPLF's highest governing body is a General Congress in which selected representatives from all the bodies mentioned select a Central Committee to lead the organization between congresses. These representatives also set the organization's constitution and the general policies and programmes of the EPLF. Committed to development of the country, besides fighting a war for independence, it has begun programmes to encourage political, social and economic transformation within Eritrea.

Instead of blunting the move toward development, the war has acted as an unlikely impetus, bringing a greater sense of urgency to the goat breeders, irrigation engineers and health workers. Land reform has

been carried out to achieve a more equitable and economically productive agrarian sector. Training and extension programmes have been implemented in agriculture and small industry. In these and other programmes, women who traditionally have been limited to the home in most of Eritrea are being given equal opportunities to participate with men. One third of the EPLF are women. The educational system includes public education for children and adult education, including literacy training, and vocational training. Through art, literature, song, dance and drama, the EPLF has developed national unity while encouraging and making the population more aware of the cultural diversity which exists in Eritrea - there are nine ethnic groups, nine languages, 50% Muslim and 50% Christian - mainly Coptic, 80% of the population lives in the countryside, of these 30% are nomads and the remainder peasant farmers.

The primary health care system focuses on prevention and treatment of the most serious health problems of the people. Hundreds of barefoot doctors as well as other paramedical personnel have been trained to meet the needs of the population. It promotes good nutritional habits and provides necessary feeding programmes. It works to assure adequate and safe water supplies. It provides maternal and child health services (including family planning and immunisation). It promotes health education activities throughout the villages and provides basic curative services. All of these services are implemented at three levels of operation, depending on the seriousness of the matter and the kind of resources required. None of the medical doctors, pharmacists, nurses and other paramedics work in the rural areas (the liberated area) are involved in private practice.

Twelve days of conversations with all levels of staff in the Public Health Department, the Solomuna Refugee Camp, the Dept. of Information, the Dept. of Education, and Zero school (a boarding school for children of fighters, ages 7-16) found me extremely impressed with the sheer intentionality of the people, the incredible use of resources and the commitment and cooperation at all levels. There were brightly coloured quilts on the beds of the refugee camp hospital beds. There was the pride of the staff at one maternal clinic when they informed me that there had been no infections as a result of their deliveries. And there was all the staff - no matter what their responsibilities or level of operation - furthering their education. It was clear that they were all operating out of a clear vision of a new society and equipping themselves for it.

My time was up, even though I hadn't finished everything on my proposed itinerary. Flash floods, closed "roads" and lack of transportation prevented some maneuvers from happening. Transportation back to Port Sudan was leaving and I was booked to go. The trip down the mountains at dusk was scary. I discovered I must have been asleep for that part when we had come, since it had been midnight about that time. We stopped at the Sudanese border at dusk and had tea with the EPLF border patrol perched in a little house cut into the side of the mountain. Two women fighters engaged me in conversation about my stay in Eritrea. They wanted to know what I thought of their revolution. I could only tell them that it was very impressive.

SOUTHERN AFRICA GRASSROOTS TRAINING PROGRAMME

Report on Zimbabwe & Botswana Research Trips
21 October - 15 November 1987

1. Intent of this trip

This trip launched Phase II of the Southern Africa Grassroots Training Programme. Phase I took place primarily in Zambia and Zimbabwe with a series of rural development programs including a six-week training programme conducted in August-September 1987 in Zambia.

Phase II places programmatic priority on Malawi, Botswana, Lesotho and Swaziland. Secondary consideration will be given to both new and ongoing programmes in Zambia and Zimbabwe. Phase II is to be launched with a series of exploratory trips to determine the situations in each of these countries regarding development and training opportunities. The intent is to discover how the ICA's methods and programmes can be most effectively and appropriately used. We feel it is of extreme importance that our work harmonize and integrate with that of local training organizations.

In the course of planning for Phase II, we realized that we would be playing quite a different role than we do in countries where we are residential. We would be cast as "outside consultants". This has both advantages and disadvantages, and we gave much thought to how we could maximize the service we would give in each nation. We wanted to provide sustainable, in-depth events to a variety of national organizations from the public, private and voluntary sectors and to create a core of trained facilitators. As a result of our discussions, we decided that we would test our premise that we would probably be most useful in assisting government ministries and other indigenous organizations at an "intermediate" level.

The practical implication of this premise is that we would not try to deal directly with the most basic grassroots level of the society. Constraints include the fact that most programme done at that level needs to be done in the local language, and that it is crucial to build relationships of trust and understanding which are generally the result of living and working side by side over a period of time. Our "target" audience, therefore, would most likely be extension workers, field officers and trainers. A second priority audience would be the planners and decision-makers in these national organizations.

We also felt that we need to offer a broader range of programmes than the lateral interchange events between local groups in which successful approaches to development are exchanged. We decided to share what we do in four areas -- planning, management skills training, training of trainers and organizational development. We then gave people we talked with an opportunity to choose what was most appropriate for their group.

11. Process and Approach

This initial trip was to have included Malawi, Zimbabwe and Botswana. At the last minute, there was a delay in the formal recognition of our entry into Malawi, and that portion was postponed. (This formal recognition has since been obtained, and we project this trip will take place in early 1988.)

In each country, we had 5-10 people who were either known to us or who had been referred by individuals and agencies in Kenya. We wrote each one individually and explained the programme, emphasizing that it was quite open-ended and that we would rely on them for guidance and direction in the selection of people to be visited.

When we arrived, certain visits were pre-arranged, but others were made as a result of direct referrals during the trip. In each visit, the

overall programme was explained, a brief description of the ICA was given, and then a dialogue took place in which we exchanged information and ideas. We were interested in the role and function of their organizations and asked directly where they felt the services we offered might be most effectively used. Each visit was different, but a picture emerged which helped us define the "niche" or "gap" that we could fill.

III. Findings and Impressions

In Zimbabwe, we talked with a variety of people from private companies, government ministries and non-government organizations. We found that the most apparent need was for "training of trainers" events. When we talked with VOICE (Voluntary Organizations in Community Enterprise), the Zimbabwe Council of Social Services and the umbrella organization for NGOs in the country, we found that they felt that they were strong in communication skills, but needed assistance in formal organizational strengthening methods. One of the felt needs in NGOs is for improved management capacity and planning techniques, and VOICE sees that it can play a very important role in providing organizational development services to NGOs in Zimbabwe. As a result of our conversations with staff, we plan to provide training for VOICE staff, conduct a pilot programme with a local NGO of their choice and follow up with additional evaluation and training. This is projected for June 1988.

We also had a number of conversations with staff of the Ministry of Community Development and Women's Affairs. This was in relation to work with women councillors who are elected to serve on village and ward level development committees. The Ministry has had a priority on strengthening these councillors' participative and leadership skills, but they have been unable to devise a programme for doing so. We are submitting a proposal that would involve training 20 or so Ministry staff (currently in the Training and Women's Units), monitoring a pilot at the provincial level, and doing evaluation and further training. This could then be a self-sustaining programme done by the Ministry in all the provinces of Zimbabwe.

Other events include working with Agritex, the agricultural extension service, with Redd Barna (Norwegian Save the Children) staff, and the Association of Women's Clubs, a broadly-based network of rural women in a variety of training programmes. One of the common themes that flowed through our conversations was that many of the people who provide training at the village level have strong technical skills but that they are not trained to be trainers. They can't effectively teach what they know. Another theme revolved around the need to improve planning skills, primarily in the areas of programmatic and financial projection.

In Botswana, similar issues emerged with even greater emphasis being given to the inadequate management skills of many organizations. We saw the need for a simple bookkeeping and accounting programme that could be done with small, local groups. Again, we found the most immediate needs to be in the areas of training and planning.

Something should be said, however, about the rather unique position of Botswana. It is a large country geographically, 80% of which is the Kalahari Desert. It has a small population of roughly one million, 83% of whom live in rural areas with a concentration in a crescent on the eastern border of the country. There are several very well-developed training organizations -- the Institute of Development Management (which services SADCC), the Botswana Institute of Administration and Commerce (which trains civil servants) and the Institute of Adult Education, to name three. In addition, there are numerous outside consultants, a phenomenon which reflects the increasing interest in Southern Africa. Initially, we wondered if there was in fact a need for the programmes we were offering. The necessity of integrating the SAGTP with existing organizations was intensified.

What we found was that specific audiences were being well served. IDM for instance, works primarily with middle and upper management across SADCC. BIAC works with secretarial staff and in the areas of accountancy and public service management. The IAE has some very successful grassroots programmes in literacy, income-generation, bookkeeping, etc. in specific areas. Where the need emerged in relation to our programme was in two areas: one in situations where a consensus needs to be built, and secondly with rural extension workers.

We have two programmes scheduled for March 1988. The first is being organized by the Women's Affairs Unit of the Ministry of Labour and Home Affairs and will be a 5-day workshop for women in leadership of NGOs, government and private sector. This will be done in collaboration with the Institute of Development Management. One of the felt needs that is being addressed is that of unifying the directions and programmes of various organizations involved with women in Botswana. The second event is a strategic planning process with staff of the Brigades Development Centre to plan a new initiative in textiles. This is aimed at building a consensus and a realistic plan for moving on this new area of income generation.

We also had very encouraging conversations with the Co-ordinator and Deputy Co-ordinator of Rural Development, and the Co-ordinator of Rural Extension in the Ministry of Finance and Development Planning. These visits were the result of our meeting with the Vice President of Botswana, Mr. Peter Mautsi, and all three of these people felt strongly that we would be able to directly assist them in their efforts. Other potential programmes include work with the private sector in management development programmes, work with the Botswana Federation of Trade Unions in strategic planning and skills training and further work with the NGO sector.

IV. Results and Reflections

We will be returning to Zimbabwe and Botswana in March 1988 to conduct the above-mentioned programmes and to continue discussions of future events. We are very pleased with the outcome of this trip for several reasons:

1. We were fortunate in meeting a broad spectrum of people involved in development in each country, and as a result, have a good initial grasp of existing opportunities and the needs that we might meet.
2. The events that have been scheduled and/or discussed are with well-established, indigenous organizations that recognize the need to enhance certain skills required in their particular service delivery. This increases the potential sustainability and depth of the services provided SAGTP.
3. We had an opportunity to meet and work with Ms. Debra Leonard, CIDA Botswana, and this proved to be a great mutual benefit. She has found training to be a major issue in local projects, and this insight was echoed by most people we visited. Her presence added credibility, and we are looking forward to a close working relationship throughout the programme.
4. The response to the concepts of the SAGTP was VERY positive. Events have emerged from the genuine needs of local organizations. A greater sense of ownership is thereby present from the beginning. In this way, the SAGTP is providing an authentic service versus being something imposed from the outside.

Sandy Powell
Nairobi Primary Unit

Unesco News

No. 222 - 25 January 1988

World Decade for Cultural Development launched

The World Decade for Cultural Development was publicly launched by Unesco's Director-General, Mr Federico Mayor, at a press conference held at Headquarters on 21 January. "This means", declared Mr Mayor, "that we must do all we can in the coming years to ensure the triumph of creative diversity over deadly uniformization, mankind's essential aspirations over rivalry of interests, groups and nations, and the solidarity of all human beings through the free affirmation of each one of them."

In a declaration on this occasion, the United Nations Secretary-General, Mr Javier Perez de Cuellar, pointed out that the United Nations General Assembly had invited the international community "to invent development forms that would not be limited to economic growth but would take account of the human being with his heritage and his aspirations, the human being as a physical and spiritual, individual and social whole".

In the classical sense of the word, culture is limited to the arts, such as painting and culture, to letters and music, and more recently, to the audio-visual modes of expression. However, anthropologists consider that it has for a long time covered an extremely wide field, since culture includes what may be termed as the the whole range of ways of thinking and being. This conception of

culture was adopted by the international community a few years ago. "Culture may now be said to be the whole complex of distinctive spiritual, material, intellectual and emotional features that characterize a society or social group. It includes not only the arts and letters, but also modes of life, the fundamental rights of the human beings, value systems, traditions and beliefs" (World Conference on Cultural Policies, Mexico City, 1982). This definition also brings out the concept of cultural identity, since, in describing the culture of a given group, it highlights its "distinctive features".

A broader conception of culture was rendered necessary by the changes that had taken place on the international scene, where a large number of countries had gained independence and had consequently become the legal equals of their former rulers. In these countries, culture is a key element in the religious and social, economic and political life, while in the countries that ruled them in the past, they have for centuries tended to be separate. The concept of culture in its narrower sense was no longer valid for many Third World countries and even for particular groups in industrialized countries.

At the same time, the concept of "development" took on an increasingly broad meaning. Conceived initially as a

linear process of economic growth measurable in statistical terms, it was at first largely copied from countries that were already industrialized. Now, however, its ultimate aim is not restricted to improving indices, but concerns above all individual and collective well-being, progress with its social and spiritual dimensions, or more simply the "quality of life", which is valued both in the developed and developing countries. Thus development must first aim to satisfy the aspirations of populations, themselves moulded by their cultures. Inversely, to ignore the latter in development projects - which amounts to a denial of the very existence of local knowledge and know-how accumulated over the centuries - has all too often led to failure, even qualitatively speaking. Examples abound, particularly in agriculture and administration, where development policies fell short of their objectives because they did not take into account the "distinctive features" of the environment, whether by going against these features or by ignoring their potentialities. Sometimes, when imposed by force, such policies even engendered radical political revolutions.

This extensive overlapping of culture and development is now widely accepted and taken for granted. However, the fact that the United Nations General Assembly decided to proclaim the period 1988-1997 World Decade for Cultural Development under the auspices of the United Nations and Unesco is an indication that a lot remains to be done in order that this overlapping may be reflected practically in development policies, strategies and programmes.

The planned actions will be guided by the need to create a new frame of mind among decision-makers (government and political leaders, planners, etc.) in both industrialized countries and the Third World, one that would place culture at the centre of development on the threshold of the third millennium. The "Plan of Action" of the Decade will have four major objectives: acknowledging the cultural dimension in development, affirming and enriching cultural identities, broadening participation in cultural life, and promoting international cultural co-operation.

Although Unesco will be the prime executor of the Plan, the latter's interdisciplinary character and worldwide scope call for the involvement of all the organizations of the United Nations system - to varying degrees according to their fields of competence - and constitute an invitation to all States, international intergovernmental and non-governmental organizations and interested individuals to play an active part in it.

This universal and decentralized approach underlies the structures set up to ensure the most

effective co-ordination between all those concerned. An Intergovernmental Committee made up of representatives of 36 Member States, elected by the General Conference under a system of periodic rotation whereby half the members will be renewed at each session, will be responsible for "stimulating, following and evaluating the implementation of the Plan of Action for the Decade", and for recommending any measures to ensure its orderly progress and success. National Committees will be established by Member States to promote their contribution to the Decade, which will take the form of "significant activities and projects, drawn up along interdisciplinary lines, having an innovatory character, and an enduring and multiplier effect, corresponding to the priority issues of their national development and involving the active participation of creative workers and the people at large".

More concretely, the Member States will establish national programmes of activities which they will carry out either within their own borders, with neighbouring countries or those of the same region, or in the context of South-South and North-South operations.

Among the organizations of the United Nations system, WHO (World Health Organization), FAO (Food and Agriculture Organization of the United Nations) and UNIDO (United Nations Industrial Development Organization) have already expressed interest in joint projects with Unesco in the fields of food, nutrition and traditional medicine and pharmacy.

For its part, Unesco will make a specific contribution to the Decade, amounting to 3,720,000 dollars for 1988-1989. But since all the activities under Major Programme XI (Culture and the future) come within the framework of the Decade, the Organization's total contribution will in fact be around 14.5 million dollars of the present budget. In choosing its own activities, Unesco will take utmost care to avoid duplication with present and future projects at the national level or within the context of bilateral or regional co-operation. "Unesco", said Mr Mayor during the press conference, "is not here to take the place of governments, or intellectual communities, or individual creators. It is here, and fully so, to inspire actions which bring them together, to act as a catalyst for initiatives uniting their respective energies, and to give body to key ideas by which the universal shall be affirmed through the expression of each and every specificity. The Decade is an open invitation, a breeding ground of ideas and possible initiatives, a polymorphous project still in gestation, to be completed together in a multiplicity of conceivable directions."

THIS ISSUE

This month's ICAI Network Exchange has two articles on education; one by Barabara Alerding in Guatemala and one by Bruce Williams and Alice Wright in Chicago. The articles give two different approaches to addressing the crisis in education. One is making accessible the latest in learning research to developing countries while the other is on the structural adjustments necessary in the education systems of the first world. Washington house is working with Dee Dickinson on the New Horizons for Learning conference scheduled in June.

On the last page, please note the excerpt from a recent letter from Brazil sharing their progress with Kellogg foundation and their resulting staff requirements. If they receive the grant it will be a major victory as we have been contacting the foundation since 1974. Over the next few months we hope to share the missional needs of several primary units.

Enclosed with the Exchange is the second and final segment of the condensation of Our Common Future by the UN Commission on the Environment.

NEWS BRIEFS

MEXCA

Guatemala reports the Tenth Anniversary Celebration of Conacaste on 16 April 1988.

Cairo

Excerpts from a letter by Edith Byers on her recent trip to Israel.

We stayed one night in Tel Aviv in a hotel, two nights in the kibbutz-Guesthouse Nof Ginosar and the remainder in a Jerusalem hotel. The kibbutz was good because we heard a talk about the kibbutz movement, had a tour of this particular one, and learned about and saw the 2000 year old boat which they discovered lodged in the mud of the Sea of Galilee a year or so ago when the water level was way down from the drought.

Every one of the people we spoke to, including shopkeepers along the way, was unanimously pessimistic about the future of peace in the occupied areas; all expect disaster because "the leaders on both sides won't be wise". The news reports since we returned on the 12th seem to confirm their fears.

SEAPU

Kuala Lumpur reports receipt of grants from the National Council of Women for documenting 15 Women's Income Generating Projects and one from ADAB for a third Human Development Training Seminar. "They are small grants: \$6000 for documentation and A\$12,000 for the seminar, but they represent a turn around for us in development work."

Calcutta

Calcutta has completed a second participatory evaluation, this time for CARD, and has been requested to do two more.

New York

Vaughn O'Halloran and Nancy Trask successfully completed a training program for UNDP in Bangladesh.

IDF

The ICAI panel, reception, and exhibit at the SID conference were well received. The next issue of the Exchange will include full reports on the conference and on the IDF trek to India.

NEW EDGES IN LEARNING PROCESSES

By Barbara Alerding

This paper is written to describe the impact on Guatemala of the new mind-brain-body research through the presentations of eight internationally-known researchers. These experts proffered their ideas at the New Horizons for Learning Conference held in Guatemala. Oct. 26-29, 1987. I will introduce the main ideas of each presenter and their impact on the Guatemalan audience in the following order: Mrs. Dee Dickinson, Dr. Pat Burke Guild, Dr. David Perkins, Dr. Reuven Feuerstein and Dr. Lous Alberto Machado.

To better understand the impact of this new research, it is important to set a broad context in which to assess the effect of these pioneering ideas. Ever since the discoveries from Dr. Roger Sperry's split brain research over 20 years ago, there has been an explosion of new knowledge about how our brain, minds and bodies function. A tremendous amount of work has been done across various scientific disciplines, religious understandings and mind-body awarenesses. Whereas all these were historically separate, they are now coming together causing what I believe to be the greatest awareness of our human potential ever known in the history of humanity. In the field of practical application, we know that there no longer is anyone (with the exception of the severely brain damaged) with a learning problem. That is, there is no one in the world who cannot adjust to the challenging complexity of our times.

But how many people are aware of this discovery? If this be true, why is it that two-thirds of our world is at war? Why is there an increase in child abuse? Overuse and abuse of drugs? Increasing childhood schizophrenia and autism? High levels of illiteracy? It is obvious that too many humans do not understand the full impact of these new learnings on what it really means to be a human being. Yet, isn't it every human being's right to know?

I live in Guatemala where almost 100,000 people have been murdered in the past 30 years; where political power has been constantly misused; where school systems are rigidly passe; where poverty is increasing. With the firm belief that the Guatemalans needed to mentally digest these new understandings first in order to see the possibilities of creating a more human society, I decided to work with my husband on preparing a large conference. Our viewpoint was to offer Guatemalans a chance to experience the latest thinking about our authentic human potential. Besides, all this crucial research had completely by-passed Central America.

In this context. I now wish to highlight the critical teachings of each of the eight presenters at this conference and the effect of each one had on the Guatemalan audience.

Mrs. DEE DICKINSON:

As the first speaker, Dee set an overall context for the entire conference by speaking about latest cognitive research. She first explained how each of the presenters would dovetail his/her workshop: the first 4 speakers would help us see our unique differences as well as our complementary sources; how we can work positively together with new ways of solving problems. Drs.

Capdevielle and Perkins would stress the important concept on modifiability of intelligence and Dr. Machado would end the conference with his dream of an intelligent society. Dee emphasized the fact that all of us can learn. We are not disembodied minds but need to use our bodies and our emotions as well in order to learn. she talked about the extreme importance of early childhood stimulation, involving all senses and emotions. The parents and teachers are mediators between the environment and the child, between the inner world and the outer world. Learning is much more than simply mastering information. She compared a closed system of education with an open system of education. Since each person is different, it is impossible to teach one way and reach all divergences in a classroom. What is important in learning is the process: how to think, not what to think. Dee also spelled out Dr. Howard Gardner's seven intelligences in order to experience how our total mind-brain system learns.

It was obvious from the audience's excited response, that these were new, exciting and human ideas. In three short hours they discovered intriguing ways to view not only their students or employees or fellow workers but also all human beings. They were dry deserts sucking up the waters of important learnings. Many stayed to ply Dee with questions about many of the ideas she exposed them to. They were hungry for all the resources she gave them.

Dr. PAT BURKE GUILD:

Pat spoke about ways of understanding human behavior. We each have individual differences but there are common things we share. She did an exercise in which the audience had to pick their answers to a list of various human situations on a scale of from 1 (very comfortable) to 10 (very boring). Then they had to compare their answers with others and discuss why they had responded the way they did. This was to experience how some people say "10" and others hear "3". Understanding doesn't depend on the clarity of what we say. It's an interactive process.

Pat then explained how each of us has a particular style or preference, how each of us reacts to other people's style, how each of us interprets what we see differently. People differ in how they receive information: some do it in an auditory way, some in a visual way, some by talking with other people, some go to the library to read and others immerse themselves in it. All of us use a variety of ways to perceive information but usually we use a few comfortable ways and that's our particular style. So, in any interactive process, each person has a different perspective.

She gave the audience a test to discover if they were "field dependent" or "field independent". The first is more global: the latter more focussed and analytical. Such self awareness is important to know our own style and what effect we have on other people who are "field dependent" and those who are "field independent". She emphasized that these are people's styles and it is useless to change them because they are all valid; one is not better than the other.

It's soft and humorous style delighted the participants. She had given them ways to understand how each of us perceives differently and why this image is critical in the classroom, in the office, in the family or wherever human beings interact. The audience was

given some tools of human tolerance and understanding - a sure antidote to the too prevalent images of violence and jealousy. They now had a way to interact with other people in a non-violent and understanding way.

Dr. BERNICE MCCARTHY:

After Bernice introduced herself as a mother of five and a grandmother (a sure way to win over the family-oriented Latin culture) she explained her research on the four basic learning styles. She asked the audience to understand that this was not a cookbook that had to be followed. If they understood this, they could use the information she was going to give them any way they saw fit. Her whole workshop involved giving clarity to the four styles, how to discover the style one is comfortable in and how to understand each other's different style of learning. Briefly, Style 1 are people who are comfortable perceiving life through personal experiences, through personal values and appreciation; Style 2 likes information (new and correct) and are not sentimental; Style 3 likes useful things, things that relate to daily life; and Style 4 likes to do things that are significant, likes to take risks, asks "what can be changed?".

She explained the positive and negative elements of each style, what all the latest research is saying about each style and how some people show up comfortable in more than one style. She did an exercise with the whole audience to demonstrate how various types of learners show up in more left brain mode and others in more right brain mode. Dr. Emma de Heiner from Bolivia (who received her doctorate in the use of Dr. MacCarthy's 4Mat System with Latin students) explained how 43% of Latin students she tested showed up in style 1 only 5% in style 2. This demonstrated that most Latins are reflective and that the style of teaching impersonally (a common occurrence in crowded schools) hurts Latin students. Her research also showed that 79% of the problems in a school system with Latins are from those students in style 1. Because teachers don't answer "why" they are teaching their material, these students are not motivated to learn.

Bernice then presented other ways to understand the 4 Styles. She ended by saying that what matters is not the 4 Styles but the cycle: 1 - absorb reality; 2 - form reality, 3 - edit reality. 4 - enrich reality. Teach in a cycle to involve all the learnings styles: create a reason (answer the question "why"); teach it (answer "what"); let them try it (answer "how") and let them teach it to themselves and someone else (answer "if").

Bernice's workshop dovetailed with Dee's and Pat's. She added the particular dimension of her own popular research and helped to reinforce the image of human understanding. The Guatemalans became clear that each human being is different and unique, that each one's style (although different) is good. Some of the teachers in the audience wrote on their final evaluation forms that they discovered how badly they were teaching by trying to teach all students the same way without understanding or considering their different styles of learning. After the Conference, some of the school administrators decided to retrain their teachers in how to better understand the authentic differences present in their classrooms. Bernice's obvious professionalism won over the minds of a very receptive audience.

A snowflake has 6 spires. He used this as a model to show that creativity is always practical but aesthetic; it depends more on solutions; they think about the problem itself. Sometimes, in changing the problem, they create a different solution. Creativity depends more on intrinsic motivation (for its own sake) than on extrinsic motivation. Creative people decide their own course of action. Creating lots of pressure and giving no choices undermines intrinsic motivation.

The final leaky roof is "Gorillas". Our institutions are like a 1,000 lb. gorilla with plenty of inertia and domination. David gave an exercise in creating analogies between a gorilla and your own institution, and then making up specific ideas to improve it. David ended by emphasizing that the Celebrate, Cerebrate, Create model can be used in any context.

The Guatemalan participants appreciated the simple, well thought-through approach about changing their image of creativity. They could see that every human being is creative. No one needs to be an Einstein to be creative. It's a daily occurrence which happens to all of us. Whenever we are blocked, we just need to move our mental chairs from underneath that particular leaky roof. David opened up a world of possibility for everyone and for understanding other human beings. The three days of the Conference strengthened the positive images of the unquestionable human potential for greatness that each human being possesses.

Dr. Reuven Feuerstein:

Reuven delighted the Conference with his warm, human style. Throughout his presentation he stressed over and over the fact that every human being is capable of change, is modifiable. He structured his talk around 3 questions: Is it necessary? Is it possible? and How do we do it?

If people from an old culture live in our rapidly changing times and can't understand unfamiliar techniques that demand change, they are lost. No matter how sophisticated we are, all of us are becoming culturally deprived because change is occurring too fast. Being able to adapt to great changes in style of life implies that we need to learn to change; not just "killing time" but experiencing our real selves. We can neutralize the dangers of change by developing ourselves; becoming auto-plastic; seeing what's constant inside ourselves; adapting to change because "I want to do it!".

Culturally deficient people may be intelligent but have to learn to adapt to cultural changes. Culturally deprived people have not been exposed to their own culture. They can see extraordinary things but they are not affected. There are many types of cultural deprivation: one is not having mediated learning experiences which results in having an episodic grasp of reality - everything is an episode with no relation to what happened yesterday, today or tomorrow. Another is that something inside them won't let them experience reality. The symbol of this deprivation is marked by the incapacity to be modified by direct exposure to reality.

A title to Feuerstein's latest book is: "Love me. Don't Accept Me The Way I Am. Change Me!". Reuven answered a big YES to the question of "Is it necessary to change intelligence, (he means

cognition): how to group things, divide, organize. This is not separate from emotions. By developing intelligence, emotional elements are also developing and vice-versa. In answering "Is it possible to develop intelligence?", Reuven pointed out that many people do not believe that intelligence can be changed.

Feuerstein's system of learning is based on a belief system. He said that he believes a human being represents an open system in relation to intelligence, emotions, and other characteristics which are highly modifiable. Scientists don't understand these changes in intelligence because they themselves do not believe. First, there is a "need", and then a "belief"! Modifiability refers to changes which are not expected, not part of the developmental process in reference to changing a whole course of life. He gave the beautiful example of Rabital, a patient of his whom he did not believe could change. Rabital's mother believed and later made a believer out of Feuerstein when Rabital actually could read and use a computer.

If we predict that a person will be a slow learner, they will stay that way! The capacity of an individual will continue on its own beyond what you as a teacher or mediator do with them. They will learn how to learn as Helen Keller did after Ann Sullivan died.

Structural change has 3 characteristics:

1. Change will not stay isolated in one part but will affect the whole because of autoplaticity-- how to learn what I learn and then learn something else better.
2. Structure always changes and stays constant.
3. Self-perpetuation of the learned thing with a capacity to learn built in.

Feuerstein also explained his Instrumental Enrichment, intervening devices that help someone learn. All work is based on mediated learning which is more than just exposing a learner to direct stimuli. It's interposing yourself between the stimuli and the learner. In this way, the stimuli through a mediator comes out transformed which helps a learner to interpret the stimuli better, to see it differently. A human being cannot be what he is without mediation. Rousseau and Piaget say: "Don't interfere!" but Reuven says that this is not enough.

The 3 characteristics of Mediated Learning are: intentionality-reciprocity; transcendence; and meaning. These 3 are universal and the key to autoplaticity. Everyone can be modified despite etiology, age or severity or their condition! Reuven ended his presentation by answering the question: "How can it be done?" and talked about the three methods of the Learning Potential Assessment Device, instrumental enrichment and shaping and modifying environments. These methods lead to change in efficiency, functioning, needs, aspirations and interactions with others.

Feuerstein's detailed explanation of his beliefs and methods gave the audience their first clear understanding of one of the most successful learning methods in the world. In his five hour workshop following the Conference, they learned that his methods are something you cannot buy in a bookstore but need well-trained mediators to use them. Many Guatemalans are now interested in going to Israel next July for his three-week training program so that they can become masters in his methods and teach others in

Dr. BOB SAMPLES:

Bob talked on the role of nature in education. He said that nature is more than culture. It is part of our own natural human design. All of us are one "homo sapiens"; each one of us is unique and in the midst of transformation. He gave the audience exercises to show how we are creatures of habit. We can change; we don't need to but need to know we can. He had the audience think of their own beginnings by drawing images of the harvested memories that each of us has and how to expand these with the help of comments from others. He said that life-long learning is designed in us.

Freud distinguished between our primary process (our animal nature) and our secondary process (our brain design). In schools these two got separated so that the secondary sat on top of the primary. Schooling then paid no attention to our primary, biological nature. Bob explained the verified 19 senses we all possess and how we need to use all of them. Schools pay no attention to the limbic system, the seat of our emotions. They talk about back to the basics in the U.S. but they don't mean basic thinking, perceptions or views of the world; they mean talking. Have you ever had an assignment in school given to the limbic system?

Bob told of a colleague who calculated that 85% of the brain mind system is mute in terms of language; that is we are all provided with information in other ways. Education needs to pay attention to the "apprehending mind", for a lot of what we do cannot be explained verbally. We are all experts inside ourselves. Education needs to be about how we retrieve the experiences each of us already has.

Bob ended his workshop highlighting the differences between natural systems and cultural systems: Natural - change is continuous, diversity nurtures survival, establishes optimum rather than maximum level, and auto-regulative. Cultural - strive for stability, uniformity, get most (maximum) for their involvement, and have to be managed. How can we achieve a balance between these two? How can we be more productive and still be energetic? We need to center ourselves on our own body-mind system so we can become more self-regulating.

Bob gave the participants a broad understanding of how their own natures work, how each of them has a world inside that needs to be harvested and how in education we all need to be more aware of our natural systems. He set an expansive context that allowed the audience to see the underlying nature of why we are all unique. This presentation allowed the ideas of Dee, Pat and Bernice to be deepened.

Dr. BEATRIZ CAPDEVIELLE:

Beatriz, talking in her rapid-style Venezuelan Spanish, explained the thinking programmes which were actualized during the five year Ministry for Development of Intelligence in Venezuela. Programmes were developed from 0-6 years of age ("Proyecto Familiar") using integrated stimulation: nutritional, physical and mental activities. In the second set of programmes they used DeBono and Feuerstein methods in the primary school system.

Beatriz had the audience do a few of the thinking exercises from DeBono and gave a number of thinking problems to be solved. She explained DeBono's "Lateral thinking". The third program was created specifically for the secondary school system and was called "Proyecto Intelligencia" - a series of six levels of specific thinking skills. This program has now been translated into English and is being used in the U.S. as the "Odyssey" program. Beatriz talked about the necessity to put process into educational systems, teaching how to observe, classify, compare, and see important relationships.

Beatriz's presentation was very practical, dealing with an actual experiment in Venezuela affecting an entire country at all levels of learning. Because this project was done in a Latin country and all materials are available in Spanish, her presentation had a great impact on the participants. They surrounded Beatriz for the rest of the Conference for materials and ideas on how to start such a program in Guatemala. It also established a direct connection of resources between the two countries to ensure that materials would be available to help on-going projects. This was the first time that the people in Guatemala realized that such a project existed and that help in teaching the process of thinking was already available.

DR. DAVID PERKINS:

David started his workshop with an image of moving our chairs out from under a leaky roof. This image became a symbol of shifting our imaginations from stagnation to creativity. He said he wanted to deal with three questions: What is creativity? How can we promote creativity? How can we use creativity to promote learning and understanding in general?

Every one is creative. Creativity is not limited to the Einsteins and Mozarts of this world but with each of us every day. One leaky roof is "Salieri's syndrome". The image of Mozart's genius drove Salieri mad. To avoid this leaky roof we must move our mental chair and recognize that creativity occurs in small moments in every day life; it's a quotidian phenomena.

Another leaky roof is "Bitter Almonds" which is an opening line from a book by Garcia Marquez, a "narrative hook". Here, David had the audience write "narrative hooks" about an important episode in their lives, taught them how to analyze it and then share it with others in their group.

Another leaky roof is "Distance". There are three steps: 1. Celebrate the object or topic; 2. Cerebrate-implies analytical thinking and 3. Create- try to apply it in a creative way. There are 4 four key questions in thinking about something as design: a) about its purpose, b) model cases that illustrate, c) what is the structure? and d) what's the arguments?

One more leaky roof is "Thumb Tacks". David taught every one how to celebrate, cerebrate and create a simple thumb tack. He explored the topic of "Snowflake" and used Mary Budd Rowe's research that students understand a lecture better (their memory of the lecture increases enormously) if they are allowed 2 minutes of every 7 or 8 minutes to do some different exercise.

Guatemala and Central America. They are also interested in contacting the 10 master trainers of his methods in Venezuela. The Guatemalans were impacted in this Conference with the finest and best documented learning methods in the world. They could see practical hope in making "learning how to learn" a reality in Guatemala.

Dr. Luis Alberto Machado:

Luis gave a one hour and fifteen minute emotional speech on "It Can Be Done!". He told the Guatemalans that changing a whole society into a thinking society depends on each one of us. If it fails, it's our fault. It's not God's fault. Everyone is responsible. Learning problems are not genetic. We believe or we don't believe. If we believe, then we accept the consequences. He gave many practical examples of methods to use and how to apply them as they did in Venezuela. He said that all the methods are available to be used. If we don't use them, then it is a crime against our children, our students.

It all depends on our decision; nothing else. We must have no fear to direct the world. We can do it! Latin Americans have the capacity to do what the U.S. has done for they are just as intelligent. We need a bridge between the universities and the people, all the people. All the people have a right to become intelligent. Society's leaders must implement this. This can be done in Guatemala also.

The impact of Machado's speech on the Guatemalans was expressed in a 10 minute standing ovation by every one of the participants. More audio tapes on his talk were ordered by the participants by far than any other presenter. The most famous physican in Guatamala wrote a message to the President of Guatamala to listen to Dr. Machado's talk and implement it in Guatamala. He asked Machado to give it to the President during his appointment that evening with him. After the Conference, many Guatamalans bought photocopied editions of four of Machado's books.

FINAL COMMENTS:

The main objective of this Conference was to give Guatamala a broad panorama of the existing practical research in mind-brain-body systems. This objective was accomplished beyond our wildest expectations. There was an obvious great hunger for this kind of understanding. The ICA is now being swamped with requests to help set up "learning how to think" projects throughout Guatemala. Such a response can only be generated from a great felt need.

What does this say about so many areas of our world where people live in poverty, ignorance and violance? It is my hope that this Conference becomes a demonstration of what can be done to implement the true understanding of the human potential to every human being across the globe.

EDUCATION FOR EMPLOYMENT PROGRAMS

The Institute of Cultural Affairs is involved currently in an exciting venture growing out of a legislated mandate in the State of Wisconsin. This brief overview will give some background to this venture and then describe briefly what is currently happening with it.

Anyone who has contact with the business world today is aware that one of the top issues discussed is the educational system and how poorly prepared new employees seem to be today. Generally, businesses are concerned about two arenas of unpreparedness: the first is deficiency in the basic skills; the second is unawareness of basic values and work attitudes. Relative to the first, a person in the business community has said that he had to fire a new employee because he couldn't read a ruler. Examples of the second are new employees who are not coming to work on time or who are not putting in consistent work during a day. Businesses are fully prepared to do technical skills training for the jobs in their own companies. However, these other arenas of incompetency block any additional training a company might do.

Six years ago, George Parker, the CEO of Parker Pen Company, located in Janesville, Wisconsin, decided to help fund a research project aimed at discerning what the key issues were in this gap between the educational system and what the work world was needing from new employees. Twelve small conferences were held throughout the state to gather data about the issues of what the work world really needed, how many students were dropping out, what kind of work new graduates from high school and college were getting, what their performance on the job was, etc. At the same time the governor of the state created a Governor's Council on Business and Education. These people were kept abreast of the Parker Project work through one of its members, Dr. Charlotte Oinonen, who actually was heading the research work being done in the Parker Project.

One of the immediate results of this research process was legislation signed into being in November of 1985. This legislation mandated that every one of the 432 school districts in Wisconsin must have an "Education for Employment" Plan (currently targeted for September, 1989). Implementation needs to begin no later than September, 1991. In addition it lays out several arenas of what such a plan might deal with such as business-education partnerships, curriculum, work experiences during schooling, vocational training, etc.

To aid the school districts in creating their plans, the Wisconsin Department of Public Instruction funded several areas throughout the state as pilot demonstrations of communities or geographical areas to begin serious work in Education for Employment. Fifteen communities submitted grants in early 1986 to get this funding. One such community was Appleton, Wisconsin. People working in the Columbia Project (a project dealing with youth and employment) suggested that Appleton hold a conference involving business people and people from the educational community to create the kind of plan that would help them get this grant. The Institute of Cultural Affairs was enlisted to help create the agenda and the process for such a partnership conference.

The Partnership Conference, held at the end of February in 1986 under the theme of "Building the Workforce for the Year 2001," was a marked success. About fifty people participated full-time in this two-day venture. The balance between education and business was about fifty-fifty. The ICA followed a Strategic Planning and Implementation process which helped the participants to identify what their three-year vision of this partnership really looked like. Then the participants discerned the crucial underlying issues that were really blocking their success in realizing this vision. From this the people created the broad strategies to carry out an Education for Employment plan in Appleton. All this happened the first day.

Beginning the second day was a "Partnership Demonstration" time during which the participants were divided into several teams to think through one of the practical events-actions brainstormed during the directions workshop the day before. Then they reported on "its successful completion" in a 60-second "television spot." When we asked them to comment on what this had taught them one of the most critical learnings went like this: (from the education community) "We learned that business people really care about their own communities." (from the business community) "We had no idea how professional and skilled our teachers are." We completed the day with an 18-month accomplishment plan and a 6 month action plan. Usually this is a 12-month accomplishment plan and a 90-day action plan.

The group in Appleton has continued to work. They have helped companies prepare brochures about their companies. Tours through companies have been organized. Teachers have spent some time over the summer actually job-shadowing a person who works in the business world. Much more has gone on even though Appleton was not chosen to be one of the five pilot demonstration communities. They have held a second conference that the ICA facilitated on March 5-6, 1987, to expand the businesses participating and to expand the number and grade levels of teachers involved. Their third Partnership Conference will be held on March 4-5, 1988. Once again, the ICA is helping to design and facilitate this conference.

About May of 1986, the five pilots were chosen. Over the summer some of these contacted the ICA requesting assistance in the facilitation of their partnership conferences. Two of those were held in September. A third area held their conference on October 13. The fourth split their two days between January and April.

The ICA has created both a two-day and a one-day format for these partnership conferences. The one-day format does not offer the full five strategic planning workshops. However this format does create an analysis context through the Vision and the Contradictions workshops. Then it allows the local districts to come up with a broad plan covering three years. This would certainly fulfil the state requirements of an Education for Employment Plan which must be done by every district by September of 1989 as well as foster broad participation.

We are currently charging \$3000 to facilitate this two-day program. In addition to this basic fee, we add a \$40 materials cost for two days or \$30 materials cost for one day, the transportation costs, and the total room and board cost for us while facilitating including any food costs going and coming.

Now that the grant communities have basically all had their strategic planning and implementation conferences, some of these communities are asking us back for a remaneuver conference. We held one on May 20, 1987. This enabled that consortium both to review the many successes since we had first met in September and to plan the major accomplishments for the coming year.

Some of the Project Directors who have experienced our effectiveness have made recommendations of other District Administrators who are ready to move on this. We are beginning to meet these people. We have also sent out mailings to all the District Administrators across the state and to the School Board Presidents. We are already getting responses to these. Through various contacts we have now facilitated at least two school districts in general broad strategic planning and implementation. In addition, we have held a one-day strategic planning for the vocational education teachers in one school district. As a marketing strategy, we were able to get on the agenda for a thirty minute presentation-demonstration of seven "drive-in workshops" throughout the state. These were for the school district superintendents. By the time we had done all of these, we had had face to

face contact with over half of Wisconsin's school superintendents. In addition the ICA is preparing exhibits and sectionals for various state-wide conferences in order to meet people from across the state and to get the name of the ICA known to others.

As of January, 1988, the ICA is now in a position to make more direct contacts with school districts and their superintendents. At this point, we are now able to market ourselves under a much broader umbrella than just the Education for Employment program. As there are now twenty standards which school districts are held accountable now, as over against thirteen just a few years ago, we are using the banner "Planning Processes to Implement the Twenty Standards."

The Institute of Cultural Affairs

R. Bruce Williams
Alice G. Wright

BRAZIL LOOKS TO THE NEXT THREE YEARS

The best news here is that Kelloggs has requested a proposal. We got the news a couple of weeks ago and are in the midst of preparing for a visit on April 9. Along with the excitement of seeing that this is really the chance to realize our vision for our work in rural development, the realities of what this will demand of us has produced a helpful crisis in which everyone is having to re-evaluate themselves and deal with the personal implications (should we actually get the grant):

- .a three year commitment
- .a new level of professionalism and
- .much more sophistication in project management and documentation.

This is really providing the challenge to become what we know we must become if we are going to make a significant contribution to rural development in Brazil.

As we've been working through the concretions of the proposal we have become increasingly and painfully aware of a basic problem that must be resolved if we are going to successfully do the project - experienced on-site leadership. Margaret's part-time presence is not adequate. We are looking at all the various options using our present staff and obviously this is where we may finally have to rely, however we are also looking at other possibilities and would like to ask your help. We think that the chance to come and work in a 3 year funded project might be attractive to someone in the ICA/OE network.

The most critical need is for someone, or a couple, who could act as an experienced anchor on the rural team. Our ideal image is someone who could act as co-director with an experienced Brazilian, or work in a specific program area while also playing a significant anchor and leadership role with the team. The two programs that are most in need of an experienced person and that would offer an exciting challenge are Primary Health (CRESC) and Imaginal Education.

If all goes well we could have the funding by August or September, so we want to get the word around as soon as possible. We are beginning to make contacts directly, beginning with Diann Porter, but would greatly appreciate anything you could do through the IDF mailing, potential people, etc.

This month's **NETWORK EXCHANGE** highlights the General Assembly of the Society of International Development (SID) which occurred in New Delhi this past March. The ICA network was well-represented, both in terms of geography as well as programme diversity:

- Sally Fenton and Shakuntala Belge Jadhav attended from Pune, where active networking with the WID community is taking place.
- Hiranman Kokane came via Kerala, where he and several others from the Calcutta team had just completed a project evaluation contract for SEDP/EZE.
- Vaughn O'Halloran (New York) arrived via Nepal, where he and Nancy Trask had just conducted a training programme for UNDP.
- Linda VerNooy attended, bringing with her the experience of creating collaborative relationships with various international agencies in Lima.
- John and Thea Patterson and Yeshoda Varma participated from Delhi, where a working relationship with GTZ is underway.
- Ann Epps attended from Kuala Lumpur, representing the extensive creation there of training formats for Asian development practitioners.
- From the ICAI Secretariat were Dick Alton, Jill Eglund and Sir James Lindsay. Dick's recent trip to Nairobi and Jill's work with the Machakos Game in Northern Europe added to the international montage of activity.

For most of us, it was the first time to be part of a substantial team experience within the context of an international conference. The conclusion was unanimous: clearly the most effective way to represent the ICA network is to have the ICA network present.

Condensing the breadth of information and experience has been a challenge. The following pages contain formal reporting and informal reflection as well as lists of the human and material resources uncovered in the course of the seven days. Included is the paper presented by Usha Bhambawale in the *Cultural Dimension of Development* workshop and the ICAI resource catalogue created for distribution at book exhibition.

This issue also heralds the arrival of two new members to the IDF team: There's Asha Mwamose, whose month-old humpf-ing and uumph-ing is providing everyone with new and - friendly hands-on opportunities. And secondly, there's the new laser printer; a product of which you see before you.

The true catalyst to the change in format, though, has been the rapidly accelerating production timeline for the third volume of the IERD series. This **NETWORK EXCHANGE** was awarded the dubious honour of serving as a desktop publishing training ground. For those of you who find desktop publishing mundane in its familiarity, take a moment to think back... when the cover of the Ventura Publishing manual still layed flat against the text... recall the utter frustration ... those initial maulings with the mouse... the unfathomable disappearances of files into that endless sea of chapters... the chapters relentlessly swallowed up by frames...

Indeed, it has been a trying time for all who have dared venture into the IDF office this past month -- whether enthusiast, novice, or merely one seeking the shortcut to the front door. The hum of Brussels' desktop activity attracted others from the Primary Unit as well: in a marathon two and a half days, Jackie Schmitt came, saw and conquered the German version of all the Machakos game cards, finishing with mere hours to spare before departing for Wittenhausen, where she and John Stringham were scheduled to facilitate a university game.

GENDER AND EQUITY...AND SID

Approximately three hundred people attended the SID Gender and Equity conference in New Delhi 23-24 March. The format included a series of speakers the first afternoon and seven workshops focused on country-specific case studies of women in development the next day.

Throughout the pre-conference the themes of empowerment, visibility, installation of feelings of confidence and belonging and assembling of traditional knowledge were heard again and again. Dr. Margaret Alva, Minister of Women and Child Development for the Government of India opened the conference with one of the best speeches of the entire SID event. Her opening line was "The age of charity is dead." Her talk became more provocative as it went along. Other lines worth remembering:

"The question of development is more than plans and strategies... We need to bridge the gap between different women themselves...the general gender bias in normal social thinking is transmitted by mothers...our challenge is how to get a people to think creatively."

She concluded with the remark that there is one simple question that must be answered: "How do we empower women to help themselves?" I feel she would be a phenomenal speaker at our Mexico event.

Other speakers included Noleen Heyzer, Director of Women in Development for the Asia Pacific Development Centre in Kuala Lumpur, Lourdes Arizpe, Director of Public Education, Musoa Nacional de Culturas Populares, Mexico and Marja-Liisa Swantz, of the

World Institute of Development Economics Research, Finland. Each of these women made interesting observations on the necessity of paying attention to the cultural context of women's situations (Heyzer), the role of indigenous knowledge systems (Arizpe) and the shift from providing supplementary income to economic survival (Swantz).

The case studies, though very narrow, provided a practical, specific basis for discussion on what are the real challenges and opportunities for encouraging the full participation of women in the development process today. Lively discussions among the workshop participants were reported from each of the groups. This level of participation was not repeated in the conference which followed, making the Gender and Equity conference the more eventful of the two programmes.

Implications: The fact that Donna Wagner had several meetings with Sally Sontheimer, the coordinator of the women's conference was evident: there were "workshops" instead of "panels" and the workshop moderators were insistent on promoting group conversation beyond reactions to the case studies themselves.

I believe the conference would have been even more participatory if the coordinator had actually participated in a workshop that has real discussion. This might not be possible, but I have seen it work in other situations. It is difficult to gauge the power of different "participative processes" standing outside looking in.

During the next several months, the NETWORK EXCHANGE will be featuring selected papers from both the Gender and Equity gathering and the SID General Assembly. The following bibliography presents a spectrum of the perspectives encountered during the week of discussion.

Arunachalam, Jaya. **TOWARDS SUSTAINABLE DEVELOPMENT: EMPOWERMENT OF POOR WOMEN.** A case study of an alternative economic development scheme catalysed by Madras-based Working Women's Forum. 22 pages

Mitter, Swasti. **FLEXIBLE EMPLOYMENT AND POVERTY IN THE NORTH: DIMENSIONS OF RACE AND GENDER.** Discusses the implication of labour division by gender, correlating the increase of "home work" and the rise in poverty amongst women. 16 pages

Maharaj, Niala. **BEHIND THE SCENES IN THE NINETEEN-EIGHTIES: WOMEN IN CURRENT GLOBAL INDUSTRIAL DEVELOPMENT.** Explores the ramification of Free Trade Zones for Third World women, their primary labour base. 28 pages

Srivastava, I.C. **INNOVATIVE APPROACHES TO WOMEN'S DEVELOPMENT IN RAJASTHAN.** A case study of the state government's WID strategy, which has included internal reorganisation and NGO collaboration. 6 pages

Catley-Carlson, Margaret. **OVERSIGHTS, INSIGHTS AND NEW SITES.** Describes the journey of CIDA's own approach to WID images and strategies, and articulates new developmental priorities. 5 pages

Sharma, Rameshwar and Thomas Cangan. **HEALTH STATUS OF WOMEN IN ASIA: WITH SPECIAL REFERENCE TO INDIA.** Outlines a reprioritisation of women's development programmes based on the correlation between the health and socio-economic conditions of Asian women. 7 pages

Sinha, S.N. **WOMEN PARTICIPATION IN PRODUCTION IN INFORMAL SECTORS.** Questions the validity of current methods of analyses which grant marginal status to women's work. 4 pages

Swantz, Marja-Liisa. **THE EFFECT OF ECONOMIC CHANGE ON GENDER ROLES: THE CASE OF TANZANIA.** Presents a model for development based on the empowerment of women's economic initiative. *6 pages*

Heyzer, Noleen. **WOMEN'S ORGANISATIONS AND MOBILIZATION.** Discusses the principles underlying the effectiveness of women's NGOs to combat the "hard core" issues of inequity. *6 pages*

Mendez, Luis Lopezllera. **THE CHANGING ROLE OF NGOS IN LATIN AMERICA.** Charts the shift of grassroots organisations away from Northern ideology and aid. *14 pages*

Pisani, Edgard. **THE NON-GOVERNMENTAL SPACE OF DEVELOPMENT.** A theoretical exploration of the structural breakdown of traditional developmental approaches and the subsequent rise of indigenous organisations. *15 pages*

Callanta, Ruth S. **NON-GOVERNMENT ORGANISATION -- PRIVATE SECTOR PARTNERSHIP: LESSONS FROM THE PHILIPPINES.** Describes the emerging mood of enlightened self-interest amongst Philippine-based business and its impact on national development strategies. *6 pages*

Prince Claus of the Netherlands. **REGIONAL INTEGRATION AND DEVELOPMENT.** An overview of the trends currently shifting the global economic power structure and catalysing a process of "internationalisation". *19 pages*

Van Dijk, M.P. **THE ROLES OF NGOS IN THE NORTH.** An assessment of the various factors which are influencing Dutch developmental agencies' organisational ethic. *11 pages*

Lewin, Elisabeth. **THE QUALITIES OF SMALLNESS.** Analyzes the formal and informal role being played by Swedish NGOs in reorienting national developmental strategies. *11 pages*

Ennals, Martin. **ETHNIC CONFLICT, DEMOCRACY AND HUMAN RIGHTS.** Presents arguments in favour of international intervention in regional conflicts. *12 pages*

Kobayashi, Shoichi. **JAPANESE FINANCIAL/TRADE SURPLUS AND GLOBAL ECONOMIC IMBALANCE: OPTIONAL FRAMEWORK FOR JAPANESE INITIATIVES FOR THE CRISIS.** Outlines the proposed model for the distribution of Japan's surplus monies to the Third World. *11 pages*

Anne Gordon Drabek, ed. **DEVELOPMENT ALTERNATIVES: THE CHALLENGE FOR NGOS.** This anthology presents a commendable range of perspectives relative to emerging development ethics and appropriate organisational responses:

*Tim Brodhead, North-South Institute, Ottawa. **NGOs: IN ONE YEAR, OUT THE OTHER?** Traces the shift amongst NGOs in their delivery of services and explores the implications of the current emphasis in policy-making. *6 pages*

*Nigel Twose, ACORD, London. **EUROPEAN NGOS: GROWTH OR PARTNERSHIP?** Addresses the dilemmas facing European NGOs working in Africa, particularly in relation to fundraising strategies. *4 pages*

*Thomas H. Fox, Council on Foundations, Washington DC. **NGOs FROM THE UNITED STATES.** Outlines the problem of scarce resources common to all NGOs working in the Third World and threat this scarcity is to institutional integrity. *9 pages*

*Brent Herbert-Copley, North-South Institute, Ottawa. **CANADIAN NGOS: PAST TRENDS AND FUTURE CHALLENGES.** Explores the increasing complexity of development programming and the gradual movement toward a new relationship with Third World NGOs. *8 pages*

*Leilah Landim, Instituto de Estudos da Religiao, Rio de Janeiro. **NGOs IN LATIN AMERICA.** Focuses on the common ideological factors of grassroots NGOs and the increasingly political role they are playing. *10 pages*

*AP Fernandez, MYRADA, Bangalore. **NGOs IN SOUTH ASIA: PEOPLE'S PARTICIPATION AND PARTNERSHIP.** Documents the concrete factors which make for successful NGO/donor partnerships. *11 pages*

*Sithembiso Nyoni, Organisation of Rural Associations for Progress, Bulawayo. **INDIGENOUS NGOS: LIBERATION, SELF-RELIANCE AND DEVELOPMENT.** Stresses the need for people to understand the historical processes of change in their communities, as a foundation for partnership. *6 pages*

*Charles Elliott, King's College, London. **SOME ASPECTS OF RELATIONS BETWEEN THE NORTH AND SOUTH IN THE NGO SECTOR.** A Northern analyses of the various issues facing international and indigenous NGO partnerships, including appropriate empowerment strategies. *12 pages*

*Mario Padron, Centro de Estudios y Promocion del Desarrollo, Lima. **NGOs: FROM DEVELOPMENT AID TO DEVELOPMENT COOPERATION.** Provides definitions for the various types of Latin NGOs involved in the development process and explores the emerging relationships between them. *9 pages*

*Kingston Kajese, Development Innovations and Networks (IRED), Harare. **AN AGENDA OF FUTURE TASKS FOR INTERNATIONAL AND INDIGENOUS NGOS: VIEWS FROM THE SOUTH.** Proposes a new "compact" between international and indigenous NGOs based on networking. *7 pages*

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- Brian H. Smith, Ripon College, Wisconsin. **AN AGENDA OF FUTURE TASKS FOR INTERNATIONAL AND INDIGENOUS NGOS: VIEWS FROM THE NORTH.** Analyzes the South-based proposal for increased delegation of project responsibilities over against the North-based contention that institutional capacity-building cannot happen simply by decentralising authority. *7 pages*
- Peggy Antrobus, Women and Development Unit, Barbados. **FUNDING FOR NGOS: ISSUES AND OPTIONS.** Discusses the practical implications for donors and NGOs entering into development partnerships. *8 pages*
- Hendrik van der Heijden, Development Researcher, France. **THE RECONCILIATION OF NGO AUTONOMY PROGRAMME INTEGRITY AND OPERATIONAL EFFECTIVENESS WITH ACCOUNTABILITY TO DONORS.** Contends that NGO flexibility and governmental standards need not be seen as conflicting. *10 pages*
- Eresto D. Garilao, Philippine Business for Social Progress, Manila. **INDIGENOUS NGOS AS STRATEGIC INSTITUTIONS: MANAGING THE RELATIONSHIP WITH GOVERNMENT AND RESOURCE AGENCIES.** Describes the dynamics and mutual expectations between NGOs and other development agents. *8 pages*
- Telmo Rudi Frantz, FIDENE/Universidade de Ijuí (UNIJUI), Brazil. **THE ROLE OF NGOS IN THE STRENGTHENING OF CIVIL SOCIETY.** Presents the experience of UNIJUI to illustrate the effectiveness of development through education in promoting self-help. *7 pages*
- Sheldon Annis, Overseas Development Council, Washington DC. **CAN SMALL-SCALE DEVELOPMENT BE A LARGE-SCALE POLICY? THE CASE OF LATIN AMERICA.** Contends that through networking, the scaling-up of local development efforts can effectively be achieved. *6 pages*
- Doug Hellinger, The Development Group for Alternative Policies, Washington DC. **NGOS AND THE LARGE AID DONORS: CHANGING THE TERMS OF ENGAGEMENT.** Explores the increasing capacity of Northern NGOs to challenge traditional donor programme parameters and suggests the steps necessary for involving Southern NGOs in the process of redesigning donor/NGO relations. *9 pages*
- David C. Korten, National Association of Schools of Public Affairs and Administration. **THIRD GENERATION NGO STRATEGIES: A KEY TO PEOPLE-CENTRED DEVELOPMENT.** Challenges large NGOs to assume a catalytic role in institutional and policy change. *15 pages*
- Biswajit Sen, PRADAN, New Delhi. **NGO SELF-EVALUATION: ISSUES OF CONCERN.** Presents a series of recommendations aimed at encouraging NGOs to engage in more systematic self-evaluations. *7 pages*
- Roberto Martinez Nogueira, Grupo de Analisis y Desarrollo Institucional y Social (GADIS), Buenos Aires. **LIFE CYCLE AND LEARNING IN GRASSROOTS DEVELOPMENT ORGANISATIONS.** Considers the central issues related to the strengthening and growth of NGOs' learning and analytical capabilities. *9 pages*
- Sally W. Yudelman, Consultant, Washington DC. **THE INTEGRATION OF WOMEN INTO DEVELOPMENT PROJECTS: OBSERVATIONS ON THE NGO EXPERIENCE IN GENERAL AND IN LATIN AMERICA IN PARTICULAR.** Challenges NGOs to overcome their cultural prejudices and create strategies based on what women actually do rather than on what NGOs think they should do. *9 pages*
- Thierry Lemaesquier, UN Non-Governmental Liaison Service, Geneva. **PROSPECTS FOR DEVELOPMENT EDUCATION: SOME STRATEGIC ISSUES FACING EUROPEAN NGOS.** Explores the need for Northern NGOs to work at changing the attitudes of their constituencies as part of an overall rearticulation of North-South relations. *11 pages*
- Larry Minear, Church World Service/Lutheran World Relief, Washington DC. **THE OTHER MISSIONS OF NGOS: EDUCATION AND ADVOCACY.** Contends that US NGOs are uniquely situated to play a major role in meeting broad development goals, but must be cautious of the inherent political constraints. *11 pages*
- Carolyn Stremlau, Private Agencies Collaborating Together, New York. **NGO COORDINATING BODIES IN AFRICA, ASIA, AND LATIN AMERICA.** Describes the institutional capacity-building role South-based coordinating bodies are providing their members. *13 pages*

This anthology has been produced as a supplement to the monthly journal WORLD DEVELOPMENT. (Pergamon Press – DM 214.00 yearly subscription rate for individuals), and was distributed to all who attended the General Assembly. Conference participants had immediate access to all but a few of the conference papers. Those interested in obtaining any of the listed resources through the ICAI Secretariat should multiply the page number total by BF15. Local bank fees make it necessary to add BF350 (USD10.00) to the total of all cheques written in currencies other than the Belgian franc.

Assumption #4: Passion is an indicator of commitment. The implication of this was that people spoke freely and with fervor during the sessions, and continued to do so over lunch, in the hallways, etc. This shifted in the General Assembly to "detached casualness is an indicator of expertise", which resulted in cynical commentaries, patronised enthusiasm and contentless small-talk.

Assumption #5: A new development context needs to be built. The implication of this was that all subjects were open to discussion and debate. This shifted later to "it's a matter of reorganising our priorities", which resulted in the trivialising of concerns not pertaining to existing development agendas.

One reason for the shift in assumptions had to do with the structural difference between the two gatherings. The Gender and Equity conference used modes of exchange which wove together individual perspectives. On the other hand, the General Assembly's mode of paper-reading generated a linear brainstorm of issues and proposals. The underlying question of the first gathering was "what is the emerging consensus?" The underlying question of

the second gathering was "what are the emerging spheres of debate and who is spearheading them?"

There was also a striking contrast in the manner in which participants related to the two itineraries. Networking happened *through* the Gender and Equity conference workshops, as well as during the more informal times. (The all-pervasive attitude of the General Assembly was that it occurred *despite* the conference contents.)

Because the Gender and Equity gathering had been billed as a "pre-conference", many of SID's traditional leaders did not attend. This opened the door to the participation of an entirely different membership circle, the majority of whom, like the ICA, function within the margins of the larger SID community.

Its theme attracted people who had a stake in the conference proceedings, felt there was something to be gained in the workshops and were generally committed to seeing the operational context of SID deepened through the incorporation of a WID perspective as well as a WID programme. As a result of the Gender and Equity conference, the networking of these people has begun.

SOCIAL INNOVATIONS FOR THE MANAGEMENT OF GLOBAL PROBLEMS

a new research and development programme

The Social Innovations Project Group in the Department of Organisational Behaviour at Case Western Reserve University is pleased to announce a programme of action-research and development designed to celebrate and strengthen social innovations that have emerged to manage complex global problems.

It is the aim of this programme to explore the managerial and organisational factors that heighten the potential for constructive cooperation -- cooperative efforts that transcend the barriers between nations, races, professions, religions, disciplines, cultures, and geographic distance. While we concentrate on private voluntary organisations that have a global mission, our studies are meant to include many diverse forms of organised action (social movements, networks, projects, coalitions, pressure groups, citizen leaders, associations, businesses, and inter-organisational partnerships) that have, as their primary task, a commitment to serve as an agent of change in the development of a healthier world.

Our research approach is based on a concept of *appreciative inquiry*. In its most basic meaning, appreciative inquiry is a form of organisational study that selectively seeks to locate, highlight and illuminate the "life-giving forces" of an organisation's existence. The members of the Social Innovations Project Group firmly believe that:

1. There are important insights to be discovered and valued in every social innovation, and
2. There is a need to crystallise these insights in the pragmatic principles and theories which generate new possibilities and guidelines to action.

The appreciative research perspective seeks to affirm and learn about the life-giving properties involved in the creation, maintenance, and development of organisations or other forms of collective action devoted to the management of some kind of global problem. It believes that there are "good news" stories in every organisation. These need to be celebrated, discovered and made public. There is a need for applicable theory grounded in practice that synthesise the best of "what is" into a provocative portrait of continued hope and possibility.

The Social Innovations Project Group will undertake three distinct but converging lines of inquiry:

1. Intensive "Case Study" organisational inquiry
2. Development of Co-Researcher Network
3. Study of Individual leaders/activities that have "made a difference".

--- Mary Finney, Team Member
320 Caldwell Drive
Wooster, Ohio 44691 USA
President, NE Ohio SID

The North-East Ohio SID Chapter is a primary supporter of the Social Innovations Project Group. Local organisations wishing to explore ways which they might practically participate in the activities of the Social Innovations Project Group should contact Mary Finney.

Linda VerNooy, Lima

In the workshop "Gandhian Lessons for Development" Gandhian scholars reported on Gandhi's ideas and their application to current issues in the world. Some of Gandhi's thoughts are principles:

- The world is enough for everybody's need, not everybody's greed.
- When the problem is there, the solution is there.
- You cannot have the last word at the beginning.
- Move with the time, with the problem -- but have an objective.
- A human being is capable of doing anything.
- Ownership is trusteeship. What you own is for the good of the world.
- I act from experience and intuition, applying logic last.

In the workshop, we looked at key global issues and asked ourselves, "What would be the Gandhian response?" We knew we had to use our own intuition, as opposed to looking rigidly at Gandhi's own approach. We saw in Gandhi an example of one who had dealt with a major world power, so we knew that nothing is too powerful for those who decide.

When the discussion got too academic, I informally facilitated, reminding people Gandhi was a man of action, so "what are the actions that we see demanded of us today?"

Several proposals were made. One was that money saved from de-escalating arms be applied to support NGOs. Another was to strengthen the NGO body in the UN to countervail the centralised UN governmental bodies.

Another was to support a non-violent non-cooperation movement in South Africa. In the midst of the enthusiasm generated by this proposal, one man passionately declared, "I'll go sit on the borders of South Africa. I volunteer."

At the end, everyone exchanged each other's name and address. We saw a vision of the power of change when a group decides to assume responsibility.

SID worked seriously at bringing many development perspectives into dialogue, which ranged from the purely "productivity" or GNP growth mindset to development as spirit or individual transformation which leads to societal transformation. This perspective was expressed by Manfred Max-Neef, Centre for Development Alternatives, Santiago:

"We tend to think things depend on who is in power. Rather, perhaps we should ask, 'Is there something wrong with power?' We concern ourselves, particularly in Latin America, with who should own the banks. Perhaps we should ask, 'Is there something wrong with the banking system?'"

We expect to live in a democratic system, yet we are tyrants in our everyday lives. Something has to change within ourselves for the rest to change. We need to look at what kind of society we want. The First/Third World distinction disappears. We need a society in which people can decide what is just, true and false, where people learn from their own experience. It must be a participative society."

Jill Eglund, Brussels

The Gender and Equity conference was the first major event in which I've participated where neither my sex nor my perspective placed me in the minority. I attended the workshop using SEWA's case study and found myself amongst people (primarily women) with opinions shaped both by recent field experience and extensive research into the "whys" of gender inequity. I found my own experiences taken seriously and my research respected.

Later, on the first day of the General Assembly, I decided to attend a panel that turned out to have eight presenters, a hundred spectators and a time frame of ninety minutes. On the second day, I attended a panel focussed on North-South NGO relationships. A smaller group this time -- four presenters and thirty spectators (three women).

I asked two questions. The first one was dismissed by the convener. "We can't get into development ethics here, Jill. I propose we discuss the matter of cooperation instead." My second question exacted a fatal but below-the-belt hit from one of the presenters. "I've been at this business for seventeen years. How old are you, Jill? Twenty-five? Twenty-six, tops?"

It was at this point that I realised just how radical the Gender and Equity Conference had been. I wish to highlight here some of the assumptions I now realise were in play during the Gender and Equity (GE) gathering and

explore how those assumptions shifted as we moved into the General Assembly.

GE Assumption #1: Your experience is your experience. The implication of this was that people willingly spoke up, and discussion seemed bent on connecting our many experiences. During the General Assembly, this assumption transmuted into "the experience of the Expert carries greater weight than the sum experience of everyone in the audience", resulting in lofty convener contexts, lengthy pre-question accreditation litanies and few illustrations.

GE Assumption #2: Presenters are here to catalyze discussion. The implication of this was that workshops invariably moved towards a consensus of some sort, whether intended or not. During the General Assembly, this shifted to "presenters are here to provide answers", resulting in challenge-and-rebuttal discourses and the sudden emergence of a 'spectator' constituency.

GE Assumption #3: We're here because of the subject matter. The implication of this was that the presentations, workshops and plenary sessions were well-attended. Once the General Assembly began, this shifted to "we're here because of the contacts", resulting in a general disrespect for the time frame, the emergence of parallel agendas and plenary sessions in which people spoke out of a desire to be seen rather than to be heard.

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THE CULTURAL DIMENSIONS OF DEVELOPMENT

Design

The Cultural Dimensions workshop was introduced by Sir James Lindsay, President of the ICAI and used a three part process: 1) "Thinkpieces" by two panelists, Dr. Usha Bhambawale of Pune University, India, and Dr. Joep van Arendonk, Programme Division Director, UNFPA, New York, 2) discussion groups and 3) a plenary session to synthesize the work of the teams.

Summaries of Presentations

Dr. Bhambawale focused her presentation on *Women: the Cultural Factor of Development*, reminding us that although women are the custodians of the culture, handing on the cultural ethos to the next generation, the culture has largely been 'man' made. She described a participatory interactive grassroots education programme which promotes change within the village context. The Vanasthali Rural Development Centre has organised six month training programmes for village women who become preschool teachers utilising the local language and resources. Since 1980, over three thousand women have been trained and one hundred and four preschools organised. Preschool was chosen to reach the girls before they become the "surrogate mother" of the family at age four.

The teachers see themselves as change agents, broadening their work to include health, organising and other development activities. A mark of the success of the project, asserted Dr. Bhambawale, is the fact that men are now seeking opportunities for training as community teachers and that mothers and teachers are forming partnerships to ensure continued education for girls in the public schools.

Dr. Joep van Arendonk made a presentation entitled *Development for What, or Which Culture Are We Serving?* He outlined four values which often dominate development efforts at the expense of human fulfillment and satisfaction. They are: 1) rationalism, 2) individualism, 3) secularism and 4) utilitarianism.

Dr. van Arendonk argued that a new concept of development is desperately needed to incorporate the premises of transcendence and communality dismissed by modernisation. In forming this new concept Dr. van Arendonk suggests the following topics for discussion and research:

1. *The configuration of donor-receiver.* Why not consider the cultural richness of the economic "receiver" so that the "receiver" can become "donor"?
2. *Needs and rights.* How can we define these more precisely so that they can be incorporated into projects?
3. *Search for identity.* How to tie this search into the broader one of transcendence and communality?
4. *Poverty.* What does this mean? Why not consider other types of poverty besides economic poverty?
5. *The family, together with religion.* What is its role?
6. *Freedom.* What is it and how does it tie up with the notions of happiness or humanisation?
7. *Work.* Why is it so oppressive at times or so addictive at other times?

8. *Money.* What are its implications on the human dimension?

9. *The role of NGOs.* Can we trust them to be truly attuned to the grassroots perspective?

Group Discussions

After the brief question period following the panelists, the participants divided into two smaller groups to discuss the nature of the cultural dimension in development with suggestions on how to incorporate it into the development process.

The teams determined ten arenas in which the cultural dimension is paramount:

1. women's development activities
2. technology transfer
3. decision making processes
4. socialisation
5. as the focus of development through retrieving cultural values as a result of the modernisation process
6. formal and nonformal education
7. empowering local people
8. communication and mass media exposure
9. health care systems
10. environment.

Recommendations to SID

The workshop put forward eight recommendations for operationalising the cultural perspective in development:

1. Involving the cultural community (artists, etc) across the planet in this effort.
2. Training of development workers in cultural sensitivity to implement these understandings.
3. Using tourism as a culturally empowering process.
4. Providing a platform for local people's values to be articulated.
5. Building a culturally based framework for development.
6. Designing and implementing information technology from a culturally-based framework.
7. Designing a need-based technology.
8. Putting a multi-disciplinary focus of development.

Additional topics for workshops dealing with the subject of the cultural dimension have also been proposed:

1. "When supporting and sustaining the local culture how does one determine when it is necessary to transcend local practices in order to further development?"
2. "Development involves a process of change in all areas including cultural patterns - how is it possible to change while retaining the fundamentals of cultural tradition?"

A summary of these proceedings has been sent to the SID Secretariat, recommending that similar participative formats be used whenever possible

REFLECTIONS ON THE DELHI EXPERIENCE

Ann Epps, Kuala Lumpur

The SID conference probably broke all records for scheduling the most number of speeches in the amount of time available. There was an average of at least fifteen, thirty-to-fifty minute speeches each day. Data overload seemed to be the existential aim of the event. The main value of the fifteen-person conference for me lay in the interesting contacts made during tea and meal times, a few interesting speakers (Max Neef, Paul Elkins, Margaret C. Carlson, Mendez, Iglesias, van Arendonk, Usha Bhambawale) and the ICA's booth, reception and panel.

Without a doubt, the ICA panel on the last day of the conference was one of the best, if not the best panel in the conference. Joep van Arendonk and Usha Bhambawale, moderated by Sir James Lindsay did an excellent job of setting forth the concept and an example of the cultural dimensions of development. The fact that a real workshop with two small groups following the panel presentations came as a delightful surprise to the participants who were sick and tired of listening to the previous five days of speeches.

We are pleased we have been able to type the names and addresses of all the contacts made during the conference

for use by ICA offices in the appropriate locations. We hope these names will be useful.

Implications: All in all the SID conference was a bore with a few notable exceptions. Most conferences are like this; however, I continue to maintain that it is important to attend conferences for purposes of networking with organisations we might like to collaborate with in the future. In addition, we need to get our name and our work before the development community. Well-done displays, materials and presenters (where we can have them) go a long way toward intensifying our global face.

I believe we should become SID members where appropriate and hold roundtables and thinktanks on the edge of development in our locations where we are working with the development community. Most of the talks given at the SID conference were given out of an old development paradigm; though there is much more talk of "grassroots" and "participation" now than in previous years. We would do well to study several key papers; particularly those which pose the question of *development for what and for whom*.

Vaughn O'Halloran, New York

My experience in working with InterAction and with a programme Nancy Trask and I conducted for UNDP in Bangladesh has highlighted for me certain trends with regard to a new stature being accorded to NGOs. Several presentations during the SID conference confirmed these trends as well.

A panel entitled *The Role of NGOs in the North* discussed the role Northern NGOs could play in partnership with Southern NGOs by helping them develop essential management systems. A parallel panel, *The Role of NGOs in the South*, focussed on the kind of assistance Northern NGOs could provide while maintaining the integrity of a "partnership" relationship. In the panel entitled *Innovations Within the UN System* each panelist talked about their (UN) agency's work with NGOs.

These trends emerging in the international development community point to a need for the ICA to rearticulate its service to the community. The trends include:

- an emerging consciousness of the image of North/South relationships and dialogue, particularly regarding indigenous development organisations,
- an increasing understanding on the part of multilateral organisations and governments of the efficacy of using NGOs to deliver resources to needy populations, both rural and urban,
- the prioritisation of indigenous or Southern NGOs as the designated recipients of this aid, and,
- insufficient management ability on the part any of these organisations to receive and effectively use this support.

Our role in the development community has been in a process of evolution: from being solely local development practitioners to working with other agencies, governments and multi-laterals. At this point, we are uniquely placed to respond to the above trends, because we continue to fall through the definitional cracks as a "development organisation". To Northern NGOs we continue to be a strange operation country by country. To Southern NGOs we are without question a Western group.

It is possible to see this as a strength rather than a problem in that we can be a bridge in this North/South question. We have the experience to provide invaluable training for indigenous NGOs currently working to establish the institutional capacity required to manage their new role as authentic partners in the development process.

I would suggest that we begin to document our ability to provide technical assistance in essential skills to indigenous NGOs. Such a statement could be used within the UN system and within NGO networks such as SID, InterAction, ICVA and ICSW as a way to further market our skills.

If you are interested in pursuing contractual relationships within the UN network, send a description of your centre's institutional capacity-building activities to Vaughn O'Halloran and Nancy Trask, c/o ICA New York, 206 East Fourth St, NY, NY 10009, USA.

DOING THE BOOKS

To state merely that the ICAI's space at the SID book exhibition was ready in time and well-received would not begin to convey the miracle of the former and the significance of the latter. Setting the scene is critical: Watching the box holding the IERD books and flyers rapidly revert back to cardboard pulp in a 4am drizzle, no rickshaw in sight.. Competing with the TV serial *Ramayana* for the attention of the local SID set-up team...and losing. Discovering a Macintosh and a Hewlett Packard Laser Printer among the dilapidated row of cyclostyling shops.

As an equitable representation of resources from the ICAI network was not available, the ICAI booth at the SID conference was designed to display the programme depth of the network, rather than portray the broad scope of network activity. A large banner of the world had each nation marked within which there is programme activity. A resource catalogue presented a broad picture of programmes and a list of materials available from a handful of locations. The VCR ran *The Courage To Care*, the side wall held the eight multi-coloured booklets, the two IERD volumes, Calcutta's SEDP/EZE documentation, the Maliwada ten-year report, Kuala Lumpur's PDL write-ups and the manual from New York's UNDP training programme.

We had, in addition to resource lists and display copies of materials, notices of upcoming events. The training programme ICA Delhi had scheduled for mid-April filled with SID delegates. The Western Region Training Centre secured several participants for the development practitioners' schools. A wide range of people expressed interest in Mexico's "Nuostro Futuro Comunales".

Two days prior to the exhibition opening, I ran into the coordinator. "The venue has changed yet again. It's the third floor now," he cheerfully announced. "Mr. Nagpal, every time I see you, we've moved up another flight," I replied, feeling extraordinarily peeved. He chuckled. I scowled, "This is terrible! We're so far removed! People will have to miss presentations to come up here. They'll have to skip out of panels they've paid to go to. They'll have to forfeit lunch!" "Noo problem," smiled Mr. Nagpal.

Obviously, Mr. Nagpal was familiar with the inherent flightiness of conference-goers. We had a fairly constant stream of visitors. The exhibition's venue proved advantageous. Out of the seventy people who attended the

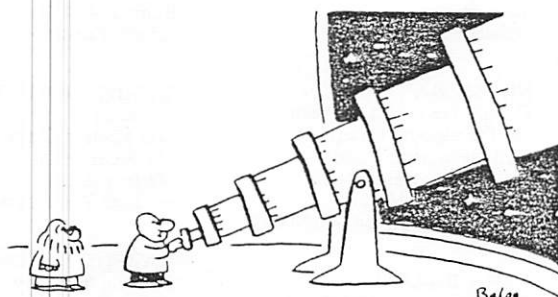
ICAI panel, at least half had spent time at the booth first. And having the booth somewhat removed from the mainstream catalysed extended conversations. I recall two in particular:

Simon Munchiru, a Kenyan working with the Federation of African Voluntary Development Organisations in Harare, was one of the more articulate of the keynote speakers. He kept coming back to the booth in order to flip through Vaughn's UNDP manual. "You sure I can't buy this?" he'd ask. "Talk to Vaughn," I'd reply. Finally, he did. At that point, the conversation shifted to ICA-FAVDO training partnerships (and he still hopes to buy the manual).

After having spent a considerable length of time trying to meet David "Third Generation NGO" Kortorn among the conference participants, I finally found him at our booth, talking to Ann Epps about the Jakarta ICSW conference they had both attended. Dr. Kortorn and I debated the appropriateness of his NGO empowerment model for nearly an hour. And although I had walked into the discussion a firm advocate, I discovered I'd misunderstood his context and therefore had misinterpreted his model. How we each perceived the empowerment role of NGOs proved to be in radical opposition. To my surprise, I realised that my supposed advocacy of the "Third Generation NGO" had in fact inadvertently produced a new model altogether

We didn't sell much. As was true with the EADI gathering in Amsterdam last September, people were far more interested in the purchase-by-mail approach. Most popular were the multi-coloured IERD booklets we had on display to demonstrate the IERD research process. After the first day, it was clear that the market was strong, so we dug out the others we had in storage, dusted them off, carried them to the booth.

Our participation in the book exhibition confirmed for us the fact that ICA network materials could be providing a much needed resource for development organisations of all types. What the exhibition *didn't* demonstrate was an appropriate approach to effective resource dissemination. The question still remains: how do we empower a process of exchange amongst ourselves so that our exchange with the broader development community is also empowered?



"The Universe isn't coming to an end.
Blumenkraft. You just left the lens cap on."

The next issue of NETWORK EXCHANGE
will take a look at the question of indigenisation
— where we are, where others are.

CONFERENCE CONTACTS

INDIA

R.M. GEDAM
Director Metallurgy
Dev. Commissioner SSI
Ministry of Industry
Govt of India
7th Fl. A Wing
Nirman Bhavan
New Delhi 110 011
<John Patterson>

SHYAM NAGPAL
Manager
Int'l Conference + Exhib Services
D-74 Regal Building
Connaught Place
New Delhi 100 001
Tel: 311-664
<John Patterson>

RANJEET K. ASTHANA
Managing Director
UP Indust. Consultants (IDBI)
5th Fl. Handloom Bldg
GT Rd, Kanpur 209 002
<Ann Epps>

SUSY NELLITHANAM
Director
Ecumenical Christian Centre
PB 11, Whitefield
Bangalore 560 066
Tel: 84653/84270
<John Patterson>

JC KAVOORI
Consultant for Population and
Urban and Rural Development
Maharaja Sawai Man Singh
Vidyalaya Compound
Sawai Ram Singh Rd.
Jaipur 302 004
Tel: 60193
<Sally Fenton>

MAJ.GEN. SS UBAN (RTD)
Member, Minorities'
Commission of India
C-191 Defence Colony
New Delhi 110 024
Tel: 61-61-18
<John Patterson>

S.L. RAO
Chairman
Management + Marketing Services
PO Boc 5015
26/3 Arundale Beach Rd.
Besant Nagar
Madras 600 090
Tel: 419-347
<John Patterson>

WILLEM CF BUSSINK
Living Standard Improvement
Studies Project
S-177, Panch Shila Park
New Delhi 110 017
Tel: 644-6303
<John Patterson>

DR RICHARD H YOUNG, PHD
Senior Programme Officer
Agric, Food + Nutrition
Sciences Division
Intl Devt Research Centre
South Asia Regional Office
11, Jor Bagh
New Delhi 110 003
Tel: 619411/2/3,693373
<Dick Alton>

SUNDEEP WASLEKAR
Journalist
Centre for Policy Res.
Dharm Marg
Chanakyapuri
New Delhi 110 021
<Jill Egland>

DR. JACOB D RAJ PHD
Director
Techno Economic Studies
+ Training Foundation
190 North Main Rd.
Anna Nagar West Extension
Madras 600 101
Tel: 654-522/655-015
<Linda VerNooy>

KM KUKREJA
Member
Institution of Engineers
N-98 Greater Kailash 1
New Delhi 110 048
Tel: 644-2821
<Linda VerNooy>

NIRANKAR NARAIN SAXENA
Poet/Writer/Journalist
Former All India Radio
15/266, Lodi Colony
New Delhi 110 003
Tel: 622-959
<Linda VerNooy>

PROF TLN UNNITHAN
Vice Chancellor
University of Rajasthan
P-3 University Garden
Jaipur 302 004
Rajasthan
Tel: 75771
<Linda VerNooy>

JAGDISH NAZARETH
Institute for Studies
and Transformations
H-3 Rushika Apartments
Near Kiran Park
Nava Vadaj
Ahmedabad 380 013
Tel: 468-050
<Jill Egland>

DR. KL MADHOK
XVI/10160 Gurdwara Rd.
Karol Bagh
New Delhi 110 005
<Linda VerNooy>

DORIS CANTER VISSCHER
Consultant
A-145 Gujranwala Town-I
New Delhi 111 671
<Linda VerNooy>

LALITA KRISHNAWAMI
Director
Economic Development + Training
Self-Employed Women's Assoc
(SEWA)
Opp. Victoria Gardens
Ahmedabad 350 001
Gujarat
<Ann Epps>

FRANCOISE DE MORSIER
Programme Officer
Swiss Devt Cooperation
Min. of Foreign Affairs
Swiss Embassy
New Delhi
<Linda VerNooy>

MRS. H. BEDI
Field Director
Community Aid Abroad
Rajkamal No. 3
124/11 Yerandwana
opp. Film Institute
Pune 411 004
Tel: 446-987
<Linda VerNooy>

JENNIFER HASLETT
Asst Resident Rep
UNDP
55 Lodi Estate
New Delhi 110 003
<John Patterson>

DR. GITA DHAWAN
NIPCCD
B-G 21
Shalima Gaheast
New Delhi
<Sally Fenton>

K. DHRUMA
Nehru Bal Samiti
Neo Creative Education Toys
and Aids
A12/182 LA Colony
Vasant Vihar
New Delhi 100 057
Tel: 622-731
<Sally Fenton>

BC THIAGARAJAN
Christian Children's Fund
22 Museum Rd.
Bangalore 560 001
<Sally Fenton/Hiraman Kokane>

MIRA MEHRISHI IAS
Director
Women + Child Nutrition
Jaipur 302 001
Tel: 73627/413-111(r)
<Sally Fenton>

JANEK DULAXI PATTI
Ba'hai Vocational Institute
for Rural Women
180 Bahmon New Desas Rd
Indore 452 008
<Sally Fenton>

G. BABARAO
Assoc for Economic, Social
+ Educational Development
Nehrunagar Palwonka
Andhra Pradesh 507 115
<Sally Fenton>

JOYCE EDMONDS
WID Coordinator
New Era Devt Institute
PO Box 19
Panchgani 412 805
Maharashtra
<Sally Fenton>

NR BHEDA
Committee on Sci + Tech
in Developing Countries
Gandhi Mantap Road
Guindy, Madras 600 018
Tel: 41-94-66/44-23
<Jill Egland/Linda VerNooy>

USHA JUMANI
Self-Employed Women's Assoc
opp. Victoria Gardens
Ahmedabad, Gujarat 350 001
<Jill Egland>

BINA SHARMA
Self-Employed Women's Assoc
18 Nilima Park
Ahmedabad 380 009
<Sally Fenton>

PRAVA DWIVEDI VERMA
CAPART
Administrative Personnel
C-50 D Gangotri Enclave
Alaknanda
New Delhi
<Jill Egland>

SWAPAN GARAIN
Tata Institute of Social Sciences
Beonar Post Box 8313
Bombay 400 088
<Linda VerNooy>

MS A. LEELAPATHY
Manager
CDSW Dept
TISCO
Jamshedpur
<Vaughn O'Halloran>

REV. HARI PARSHAD
St. John's School
Bulandshahr 203 001
Uttar Pradesh
<Linda VerNooy>

SHASHI SHARMA
SID Pune Chapter
D-8 Lalpanamati Society
Aundh, Pune 411 007
Maharashtra
<Sally Fenton>

SRI TRIVEDI
Librarian
CAPART
GNF Building
New Mehrauli Rd.
New Delhi 110 067
<Linda VerNooy>

DR. R. TANDON
Institute for Social + Econ Change
Bangalore 560 072
<Linda VerNooy>

NAGARJUNA VELGA
AP Baal'ala Academy
34 4RT, Barkatpura
Hyderabad
<Jill Egland>

DR. HAZEL D'LIMA
College of Social Work
Nirmala Miketan
38, New Marine Lines
Bombay 400 020
<Sally Fenton>

S. KRISHNAMURTHY
Secretary
SID Madras Chapter
169 Eldarus Rd.
Madras 680 018
<Linda VerNooy>

NARENDRA KUMAR RAI
General Secretary
Ashok Santhan
Kundesar, Ghazipur 233 234
Uttar Pradesh
<Linda VerNooy>

G. KAUL
Ctr for Research, Planning + Action
16, Dakshinেশ্বর
10, Hailey Rd.
New Delhi 110 001
< Linda VerNooy >

PRANAL KUMAR SAHOO
Ch. in
Ctr for Youth Social Development
65, Satyar Nagar
Bhubaneswar, West Bengal 751 007
< Linda VerNooy >

S. CHAKRAPANI
Association for Voluntary Action
981 JJ Colony
Kalka Ji
New Delhi 110 019
< Linda VerNooy >

SANDHYA CHATTERJI
Development Alternatives
22 Palam Marg
Vasant Vihar, New Delhi 110 057
< John Patterson >

UDAI NEGI
ITDC Cultural Dept
34 Section II
RK Puram
New Delhi
< John Patterson >

INDU CAPOOR
CHETNA
2nd Fl Drive-In Cinema Bldg
Ahmedabad 380 054
< Sally Fenton >

B. C. U
Sec. y - REDACS
Post Box No. 81
Bikaner, Gujarat 334 001
< Sally Fenton >

DR. RAJANDRA PRASAD
Centre for RDATE
Indian Institute for Technology
New Delhi 110 016
Tel: 652-902
< John Patterson >

IC SHRIVASTAVA
Secretary of Social Welfare
4-ka-26 Jaaharnagar
Jaipur 302 004
< Sally Fenton >

PROFESSOR RAM PRAKASH
Indian Institute of Public Admin
Indraprastha Estate
Ring Road
New Delhi 110 002
< John Patterson >

LEELA ACHARYA
c/o ASSEFA
38, KB Dasar Road
Teynampet, Madras 600 014
< Linda VerNooy >

BA

KUSUM KABIR
Director
Nijera Kori
Dhaka
< Ann Epps >

NICOLETTA GIORDANO
Programme Officer
UNDP
GPO Box 224
Dhaka 1000
Tel: 310 370
< Ann Epps >

MR. M. ALIMULAH MIYAN
Director
Institute of Business Admin
University of Dhaka
Dhaka 1000
Tel: 500-517
< Linda VerNooy >

NEPAL

PADMA LAL SHRESTHA
Vice President
Management Association of Nepal
PO Box 3032
Kathmandu
< Linda VerNooy >

NARESWOR JANG GURUNG
Project Officer - Area Development
UNICEF
PO Box 1187
UN Building
Pulchowk, Lalitpur
Tel: 523-200/211-378(r)
< Linda VerNooy >

SARA MCCULLOH
WID Specialist
USAID Nepal
Rabi Bhawan
Kathmandu
Tel: 2-11144 x235
< Linda VerNooy >

PAKISTAN

INAYATULLAH
Chair - Pacade-Pakistan
Adult Continuing Education
PO Box 1045
Islamabad
< Dick Alton >

S.S. JAFRI
Chair - Essejay Consultants Ltd.
President - Pak. Cultural Council
43 4-B 6 DECHS
Karachi-29
< John Patterson >

SRI LANKA

GRETCHEN BLOOM
Consultant
USAID
Colombo
< Jill Eglad/Ann Epps >

MS. C.D. IDDMALGODA
Asst General Manager
National Development Bank
of Sri Lanka
PO Box 1825
Ceylinco House
Colombo
< Sally Fenton >

JAPAN

PROF NAKAMUA HISASHI
Ryukoku University
Fushimi-ku, Kyoto
Tel: 075-642-111 x 315
< Sally Fenton >

THAILAND

SURACHET VETCHAPITAK
Rural Devt Documentation Centre
6-14 Soi Tinnakom
Dindang Rd
Bangkok 10400
< Ann Epps >

NARELLE RAY TOWNSEND
ESCAP/UNCHS Joint Unit
on Human Settlements
UN Building
Bangkok
< Ann Epps >

AUSTRALIA

DR. D.J. GOLDSWORTHY
MR. J. MCKAY
Development Studies Centre
Department of Geography
Monash University
Clayton, Victoria 3168
< Dick Alton >

INDONESIA

THEODORE THOMAS
Institute of Public Administration
Jalan Tasikmalaya
Jakarta Pusat
Tel: 334-646
< Ann Epps >

DAVID KORTON
Consultant (NASPAA)
Jakarta
< Ann Epps/Jill Eglad >

MALAYSIA

NOLEEN HEYZER
Asian Pacific Development Centre
Kuala Lumpur
< Ann Epps >

PHILIPPINES

RUTH CALLANTA
Phil Business for Social Progress
Manila
< Ann Epps >

KENYA

SIMON MUNCHIRU
African News Environment Network
PO Box 53844
Nairobi
< Vaughn O'Halloran/Dick Alton >

THELMA AWORI
WID Consultant
PO Box 53844
Nairobi
< Ann Epps/Dick Alton >

MARY RACELIS
Director - UNICEF
Nairobi
< Dick Alton >

PROF. JK MAITHA
Africa Development and
Economic Consultants
Waumini House, Westlands
PO Box 14329
Nairobi
Tel: 747972
< Dick Alton >

ROSE WOHOME
Health Section
Kenya Catholic Secretariat
PO Box 48062
Nairobi
< Dick Alton >

NIGERIA

GRACE EBUN DEBANO
Fertility Research Unit
Dept of Obstetrics + Gynecology
University College Hospital
Ibadan
< Linda VerNooy >

MALI

M. SOUMAREISFRA-ENSUP
BP 241
Bamako
< Linda VerNooy >

GHANA

GLORIA NIKOI
Chair - Bank of
Housing Construction
Member - INSTRAW
< Jill Eglad >

BRAZIL

CLEANTHO DE PAIVA LEITE
SID Chapter President
Rio de Janeiro
< Linda VerNooy >

MEXICO

LOURDES ARIZPE
Dir of Public Education
Museo Naci de Culturas Populares
< Linda VerNooy >

USA

ALAF MAHFONG
Consultant
5165 King Charles Way
Bethesda, MD 20814
< Linda VerNooy >

BETTY WILLIAMS
wife of Maurice Williams,
SID General Secretary
4515 Willard Ave #17045
Chevy Chase, MD 20815
< Ann Epps >

SABRA B. BRESLIN
Librarian
AT International
1331 H Street NW
Washington DC 20005
< Ann Epps >

JOAN HOLMES
Executive Director
Hunger Project
New York
< Dick Alton >

SALLY TIMPSON
NGO Head
United Nations
Development Programme (UNDP)
New York
< Vaughn O'Halloran >

PAUL VON WARD
Delphi International Group
1019 19th Street NW, Suite 900
Washington DC 20036
Tel: 202-466-7951
<John Patterson>

ERNST W HOHLR GOHLERT
International Affairs Programme
Eastern Washington University
Cheney, WA 99004
<John Patterson>

MARY FINNEY
SID NE Ohio Chapter
320 Caldwell Dr.
Wooster, OH 44691
Tel: 216-262-0213
<Jill Egland>

THOMAS DICHTER
Technoservice
Norwalk City
<Vaughn O'Halloran/Jill Egland>

STEVE BELTZ, ELLIE KIBRICK,
BILL ROLPH
Vanguard for Peace
2409 N 11th Street
Arlington, VA 22201
Tel: 703-276-0525
<Linda VerNooy/Jill Egland>

CANADA

BRIAN MULVIHILL
Rigpe Dorje Foundation
120 Le Cavalier
Montreal, QUE H4N 2K2
Tel: 547-747-3017
<Dick Alton>

GERARD PELLETIER
Centre Canadien d'Etudes
et de Cooperation Intl
180 rue Ste Catherine
Montreal, QUE
Tel: 514-875-9911
<John Patterson>

RICHARD HARMSTON
South Asia Partnership
1 Nicholas St. #200
Ottawa, ONT K1N 787
Tel: 613-230 1473
<John Patterson>

DOUGLAS J ROCHE
Ambassador for Disarmament
Dept of External Affairs
Ottawa, ONT K1A 0G2
<John Patterson>

UNITED KINGDOM

MARK ROBINSON
Overseas Development Institute
Regents College
Inner Circle
Regents Park
London NW1
<Jill Egland>

KARAMJIT S. GILL
Editor, AI + Society
SEAKE Centre
Faculty of Info Tech
Brighton Polytechnic
Moulscroomb
Sussex BN2 4GJ
Tel: 0273-693655
<Jill Egland/John Patterson>

PAUL EKINS
Right Livelihood Fnd
University of Bradford
Bradford BD7 1DP
<John Patterson>

GEORGINA ASHWORTH
Director
CHANGE
PO Box 824
London SE24 9JS
<Jill Egland>

SWASTI MITTER
Brighton Business School
Brighton Polytechnic
SID Sussex Chapter
Brighton
<Jill Egland>

FRANCE

GUILIO FOSSI
Head, External Cooperation
OECD
94, Rue Chardon Lagache
75016 Paris
Tel: 45-24-82-93
<Jill Egland/John Patterson>

M. RAHNEMA
Professor
Port La Galere
06590 Theoule
<Dick Alton>

AUSTRIA

KURT EINZINGER
Reporter
Lichtensteinstr.17/21
1090 Vienna
Tel: 31-84-55
<Jill Egland>

SWITZERLAND

EER LEFEVRE DE WIRZ
Delegue de la Croix Blanche
Bureau Suisse
Impasse Eglantine 1
1700 Fribourg
Tel: 037-28-58-88
<Linda VerNooy/Jill Egland>

CYRIL RICHIE
SID Switzerland Chapter
Case postale 120
CH-1218 Le Grand Saconnex
<Jill Egland>

ITALY

RENATO CAMPANA
SID International Secretariat
Palazzo Della Civiltà del Lavoro
0144 Roma-Eur
<Dick Alton>

NIALA MAHARAJ
Women's Information and
Communication Services (ISIS)
Rome
<Jill Egland>

NETHERLANDS

STUART MARWICK, MES
MATRIX Consultants in
Development Management
Korte Jansstraat 7
3512 GM Utrecht
Tel: 30-31074
<Dick Alton>

DR.(MS) MF KLATTER
Ext Relations Officer
Inst of Social Studies
251 Badhuisweg
2597 JR Den Haag
Tel: 070-510311
<Ann Epps>

MARJO PANNEMANS
Consultants for
Development Programmes
Achter Clarenburg 25
3511 JH Utrecht
Tel: 30-313865
<Ann Epps/Jill Egland>

SUSAN BLANKHART
Ministry of
Development Cooperation
Den Haag
<Dick Alton/Ann Epps>

JAN RUYSSENAARS
Policy Evaluation and Research
NOVIB
Amaliastraat 7
2514 JC Den Haag
Tel: 70-421621
<Jill Egland>

USSR

DR VLADIMIR G KHOROS
Institute of World Economy
and International Relations
Academy of Science of the USSR
Profsojuznaya Str 23
Moscow 117418
Tel: 120-82-32
<Linda VerNooy>

FINLAND

ANNA SAVILEPPA
Perustie 20 A. 11
00330 Helsinki
<Linda VerNooy>

MARJA-LIISA SWANTZ
World Institute for
Development Economic Research
Helsinki
<Dick Alton/Jill Egland>

Dick Alton assumed the role of Team Leader during the SID event. He reports:

What do you do with eleven people who are to impact fifteen hundred people as well as develop contacts and discern the cutting edge of development on behalf of all of our ICA locations?

•First, you give people responsibility for different arenas:

Vaughn, the Panel.

Pattersons and Linda, the Reception.

Ann, the Gender and Equity Conference.

Jill, the Booth.

•Next, you meet at the conference site 8am each morning for coffee, during which the team turns in referral forms on the people they had met the day before, hopefully with an accompanying card.

•Third, you have each person at the coffee meeting turn in a one-page written report that reviews basic themes on the panel discussions they've attended.

July 1988

the network exchange of the ICAI

18th June, 1988.

Dear Colleagues,

The second meeting of the global coordination planning team for the forthcoming "Our Common Future" Conference in November has just concluded. The meeting was held at the Resort in Oaxtapec, giving us an excellent opportunity to experience the facilities and to think through how they will best serve us in November.

The daily design was a preview of what could be in November. Early morning was for solitary preparation: swimming, reading, walking, meditating, etc. At 9 a.m. we had a series of collegia, including a Panchayat report on their trek learnings, reflections on the past four years and our future, and scenarios images on ICAI and our corporate funds. The "siesta" break at lunchtime was used to prepare the main meal of the day, to swim, run etc. The study each afternoon from The Black Butterfly enabled us to reflect on our experiences of transformation. In the evenings the community spirit which developed between our three houses revealed the strong dynamic it can be in November.

A global coordination team and the Assignments Commission worked separately except for the plenary times. The coordination team worked half of the time on the modular designs and then divided into three task forces: (1) program design; (2) budget plan, and (3) promotion and recruitment.

As could be expected the conference design has undergone a good deal of refinement. The team had to acknowledge the hard economic realities of managing a conference of this kind without seed capital for cashflow. We have made some recommendations relative to the length of the conference and to the way we manage the financing of the event. The availability of the brochure and before long, a poster, will assist global recruitment.

In marketing this event, we trust this document will be helpful. We have come to see that the success of the 12 days is in our hands to create. This, of course, means real commitment in every location. It is our belief that these next few months will be an excellent time for interchange on this event. Ideas for the event, books we could all read as context, recruitment scores etc., will all inspire us during this time.

Yours in anticipation,

Jesusa Aburto, Ma.Rosario Aguilar, Linda Alton, Terry Bergdall, Kim Epley, Laurel Hargarten, Stuart Hampton, Elizabeth de Leon, Janice May, Jesus Nogal, Jacobo Pacheco, Carol Pierce, Ike Powell, Brian Robins, Manuel Samoyoa, Ramona Serrano, Michael Shaw, Cyprian d'Souza, Jeanette Stanfield, Martha Talbott, Karen Troxel, Bhimrao Tupe, Donna Wagner, Larry Ward, George West, Rod Worden, Rose Worden

"Our Common Future"
June Global Coordination Meeting Report

A global coordination team of 27 people from twelve Primary Units, the three breakthrough teams, the Assignments Commission and the Global Panchayat, met from June 9-15th. The task was to (1) distill the input from the Primary Units and the four networks; (2) develop the design of the modules; and (3) plan and coordinate the next five months. Three major tasks were designated for Conference planning: I. Program Design, II. Budget Planning and III. Promotion and Recruitment.

I. PROGRAM DESIGN

The first day the coordination team received a status report on the Conference, including reports from the Mexico Team, the four networks and an update on the presentors. Then we corporately reflected on each module relative to intent and anticipated products. Possibly because so much work had already been done on Module I in January and since then, we experienced a major breakloose in our imagery of Module II, moving from an interchange mode to one of collaboration.

One team then took the results of the three groups and worked with them during the remaining three days. In the meantime there was additional input regarding the recruitment issues in trying to recruit a 2 1/2 week conference, the length of time speakers were needed and budget issues. As a result a new design emerged by the final plenary of two modules instead of three, combining I and II together, thus shortening the total time. This consensed design holds the values of:

(1) the concerns of the Organizing Committee of the ICA:Mexico Board about depth reflection being a part of Module I;

(2) increased possibility of people attending the whole conference;

(3) the increased flexibility of the role of the speakers to be able to include their involvement in collaborative think tanks and resource sharing groups; and

(4) insuring the economic self-sufficiency of the Conference.

II. Budget Planning

This team created best and worst case scenarios indicating the best and worst case relative to the financial viability of the conference. As a result they recommended a financial mechanism that would allow the Primary Units to provide the upfront investment for the Conference.

III. Promotion and Recruitment

This team focused on preparation and facilitation of the Organizing Committee of the ICA:Mexico Board and preparing a

press packet on the Conference.

A. Organizing Committee: Seven members of the Committee met with seven of the global coordination team Tuesday. They indicated concern for the depth in Module I (now reflected in the new module design). They formed Economic, Education, and Development teams, and created targets and timelines for each team. Their intent is to recruit 250 participants to Module I.

B. Press Packet: The press packet includes a poster design (to be printed in English and Spanish) and biographical data on the speakers. We anticipate various locations will want to design brochures that highlight parts of the conference that will facilitate promotion in their part of the world.

C. Recruitment: Recruitment will be by Primary Units. If we recruit double the number of residential Order participants, the "program intestment" can be refunded. Recruitment coordinators have been assigned to gather the information from each Primary Unit (see recruitment chart) with recruitment initiative resting within the Primary Units.

Assignments Commission

The task of the Commission was to clarify the present situation across the globe, to discern an appropriate way to approach the placement of our personnel at this time and to devise a letter that will allow us all to share the context. You have no doubt already received that letter.

"Our Common Future"
Global Coordination Meeting, June 8-15, 1988

	Wed 8	Thur 9	Fri 10	Sat 11	Sun 12	Mon 13	Tues 14	Wed 15
6-9	/	Corporate	Solitary	Breakfast				→
9-12	/	Panchayat Trek Report	Intuitive Images JS	Emerging Missional Vision GW	OPTIONS	Budget Review RW	Board Meeting	Working Groups
		Where have we come since '84? TB	Assign + Coord Task Images	Organizational Forms Scenarios DW		Anticipated Participation		
		Working Groups				→		Plenary
12-3	/	Lunch	Swimming	Siesta			Board Luncheon	→ Celebrative Lunch
3-7	Meeting Prep	Status Report: • Mexico • 4 Networks • Presentors	Modules I, II, III	Plenary	Discontinuity	• Program Design • Budget Plan • Promotion & Recruitment	Plenary	
7-10	House Gathering		House Gathering			House Gathering		
		Informal	reflections	about the future				→

"OUR COMMON FUTURE" COORDINATION FROM NOW UNTIL NOVEMBER.

The following coordination model is recommended to go into effect immediately. It will carry through until the Conference begins.

1. RECRUITMENT AND COORDINATION:

a. Mexico City House will take responsibility for Mexico recruitment (250 people for Module I).

b. Chicago Primary Unit will coordinate recruitment for North America and Latin America and receive fees from those countries.

c. Brussels Primary Unit will coordinate recruitment for Europe, NAME, Africa, South Asia, SEAPAC and receive fees from those nations.

d. Each Primary Unit will coordinate recruitment for their specific localities and will coordinate with the tracking people designated by the Participant Tracking Chart.

e. George West and Linda Alton will each find a person to assume overall coordination of the event, beginning in mid-September.

2. DESIGN AND COORDINATION:

a. From now until the end of October, the following 4 people will elicit, coordinate and sustain dialogue on design and facilitation: Kim Epley (Education Network), Jeanette Stanfield (Planetary Unity Network), Karen Troxel (Economic Network), and Donna Wagner (Development Network).

b. On 25th October, the following people will arrive in Oaxtapec to do the final work on design and procedures: - The 4 network coordinators,

- 4 additional people, one from each network,
- 2 Panchayat.

3. LOGISTICS:

a. From now until mid-October, Mexico City will handle all logistics (finances, facility, transport, translation, inkind) in preparation for the arrival of the participants in Mexico.

b. On October 15, 4 people will arrive in Mexico City to pick up the logistics task.

- George West will find a person to represent Latin America.
- Karen Troxel will find a person to represent North America.
- Kim Epley will find a person to represent Los Angeles PU.
- Donna Wagner will find a person to represent the rest of the globe

PARTICIPATION PROJECTIONS

Solid numbers were given by a person present at the meeting. Numbers in parenthesis were projections. June 1988

	FULL FEE PAYING				RESIDENTIAL ORDER				
	Mod I	Mod II	I + II	REBATE	Mod I	Mod II	I + II		
Latin America									
• Mexico	250		2	250			6	Register with Chicago	Rose
• Guatemala	12			18			9		Manuel
• Peru/Chile/Bol	10			10			5		George
• Venezuela	(10)		(2)	12			(6)		Carol P
• Jamaica	(4)			8			(4)		"
• Brazil	(3)		(1)	8			(4)		"
North America									
• Toronto	8		2	20-40			10-20	↓	Jeanette
• Los Angeles		20	10	32-46		10-15	6-8		Kim
• Chicago	10	10	20	40-60	5-10	5-10	10		Karen
• New York	(3)		(15)	30		(5)	(10)		Jeanette
Africa									
• Kenya	3		1	6			6	Register with Brussels	Terry
• S. Africa	3			6					"
• Cote d'Ivoire	(2)			4			(4)		Donna
• Nigeria	(2)			4					"
NAME									
• Egypt	(2)			4			(5)		Linda
• Jordan	(2)			4					"
• Sudan	(1)			1					"
Europe									
• Austria			1	4			2		Donna
• Benelux	5			10			5		"
• Germany			1	2			1		"
• Spain	1			2			1		"
• Portugal	2			4			2		"
• U.K.	3			4			2		"
SEAPAC									
• Korea	2			6			3		Mike
• Japan									"
• Hong Kong	(1)			4			2		Stuart
• Taiwan	(1)								"
• Philippines	(2)			5			(5)		Brian
• Malaysia	(1)			5					"
• Sydney	3		1	8			4		
South Asia									
• Bombay	(5)			12			6	↓	Bhimrao
• Calcutta	(1)			2			(1)		"
• Delhi	(4)			2			(1)		Ike
TOTALS: Mexico	250								
Internat'l	61-105	30	38-56		5-10	15-30	80-132		
		128-172		277-331		100-172			

OUR COMMON FUTURE
Program Design Requests of the Primary Units

MODULE I

1. Decide what training designs and collaborative projects you would like to share in a 1 to 2 1/2 day time block. Fill out the questionnaire enclosed in this packet and send it to one of the four network coordinators.
2. Recruit people to participate in these events and projects.
3. Recruit people to design and facilitate these events and projects.
4. Ask participants to facilitate one of the 35-40 synthesis or reflection groups. We need artists, poets, dramatists, and grand gestalters to enable the synthesis groups. The reflection groups need conversation facilitators.
5. We are asking all of these people to be available for a training session in Oaxtepec on Saturday November 12th at 1pm. Give names to one of the network coordinators.

MODULE II

1. We are moving in the direction of creating a Personnel Booklet of the "larger we" who make up this global body. Ask each person in residence and colleagues who are interested to help create this booklet by submitting:
 - a. Full name
 - b. Personal photograph
 - c. A sentence or two about themselves
 - d. A paragraph on what they plan to do for the next two years and issues they are considering

Please send or bring these to Mexico in a 1/2 page form per person so each can be displayed on an exhibit board at Oaxtepec and then put into a Personnel Booklet.

2. We encourage everyone to think about a mask that symbolizes their past and a mask that symbolizes their future. Masks will be used during the Celebration of Transformation. Masks or designs of masks may be brought to Oaxtepec. Primary units which choose to hold their own Celebration of Transformation may wish to send the designs of masks for those participants.
3. Bring or send to Mexico a flood of new models, concepts, values and possibilities related to all aspects of our life as a global network.

POSSIBLE CONFERENCE GROUPS

Our Common Future Conference : Oaxtepec, Morelos, Mexico

1. Think Tank you would like to lead (or participate in) in Oaxtepec in November 1988.

Intent of Think Tank

Product Anticipated

Size of Group Needed

2. Construct or Course you would like to share or teach to others.

Use

Synopsis

Time Needed

Size of group Recommended

3. Discussion or Interchange Group you would like to Facilitate (or participate in)

Synopsis

Issues

Intent

Product

Time Needed

Size of Group recommended

4. Other

Please send these to the network that most appropriately represents your subject. Network representatives are:

Economic: Karen Troxel, Chicago.

Education: Kim Epley, Phoenix.

Development: Donna Wagner, Brussels,

Planetary Unity: Jeanette Stanfield, Toronto.

OUR COMMON FUTURE

MODULE I: PARTNERSHIPS FOR PLANETARY SERVICE

MODULE II: RITE OF PASSAGE

	Sat 12th	Sun 13th	Mon 14th	Tues 15th	Wed 16th	Thur 17th	Fri 18th	Sat 19th	Sun 20th	Mon 21st	Tues 22nd	Wed 23rd
7	T R A V E L & A R R I V A L S	BREAKFAST & SPECIAL OPTIONS					C U L T U R A L E N C O U N T E R S	Breakfast & Special Options				
8												
9		Opening • Harmon	Pre- senter	Think Tanks & Resource Groups				Rite of Endings & Discerning the Given	Intuiting the Future "What We Are Trusting"		R I T E O F B E G I N N I N G S	
10												
11												
12		Lunch & Special Options						Lunch & Special Options				
1												
2												
3		Pre- sent- ers Panel	Pre- sent- ers	Think Tanks & Resource Groups		S y n t h e s i z e		Discerning the Given "What We Have Become"	Intuiting the Future "Connecting Patterns"			
4												
5												
6		Synthesizing & Reflection Groups										
7-11	Re- cep- tion	Supper & Informal Collegiality			Cele- bration	Orient	Supper & Informal Collegiality		Cele- bra- tion	Prep De- part		

MODULE I

NURTURING A PARTNERSHIP MODE FOR PLANETARY SERVICE

The intent of Module I is to expand our imagination in the arena of collaborative possibilities and secondly to delineate some practical steps in the process of collaboration. We want to interchange ideas, practical tools, and resources for nurturing a partnership mode for planetary service.

The focus question for Module I is - How can all sectors of society work together to create more comprehensive solutions to global issues?

Within this broad focus each network has the following focus questions:

1. Economic Community - What needs to be done through the economic arena to enhance the capacity of the earth and its people?
2. Education Community - How do we promote learning processes on a global scale that tap the creativity of individuals?
3. Development Community - How do we develop communities in harmony with the planet's ecology and their own culture?
4. Planetary Unity Community - What is the emerging global culture that honors present realities and ancient roots and births a new vitality?

The products of Module I will come out of the think tanks and resource groups. Such creations could range from new curriculum to new projects. The common product we anticipate is a compilation of wisdom about the keys to collaborative action. We anticipate that an amplified vision of what is possible and a deepened realization of the existing realities and the specific actions leading to expanded collaboration will emerge in many groups.

The major processes in Module I will be: presenters and participant responses, workshops and think tanks, interchange and multi-modal sharing. Some of the presuppositions and values within this process are the following: 1. Maximum input by all participants, 2. Self-selection and individual initiation within a supportive structure, 3. Balance between presenter and facilitator, 4. Honoring each presenter, 5. Think tank and resource groups will be self-directing and self-selecting with facilitation by interested parties. They will include training, interchange, and product creation. Topics will be solicited from the networks and primary units over the next six months and some topics may emerge during the presenter dialogue of Module I. Time for special options gives the opportunity for individuals to share their wisdom and other creative things.

If you refer to the time design, you will see that the first module of six days begins with a reception on the evening of the 12th. We envision this event held on the plaza where one will encounter various dimensions of Mexican culture such as folk dances. People will be milling around, meeting each other, registering, selecting from various options for participation in the conference.

In the morning of the 13th, when the opening formalities are complete, Willis Harmon will set the context and mood of the conference. He will speak on why a four sector conference is important for the future of the planet. A facilitated discussion in response to Willis's speech will top off the morning.

Mid-day (12-3) and early morning (7-9) will be available for participants to set up special activities and invite whom-soever-will to participate. Some special events such as the visit of Andrew Young will be arranged by the procedures team.

The afternoon (3-6) will find the people listening to panels of presenters, who will introduce their subjects to the participants. The afternoon will conclude with participants selecting 4 out of the 16 sessions to be offered by presenters the following day.

6-7 is set aside for people to meet in reflection or synthesis groups of their choice, to discuss and formulate their ideas. We will encourage these groups to meet each of the first four days to offer the opportunity of depth human dialogue. Some of the synthesis groups will be built around the arts and they will be asked to present their conclusions or creations on the final synthesis day.

Nov 14th will center around the presenters. Sixteen 1 1/2 hour sessions are planned in four blocks of time. A person selects four of the sixteen presentations to attend. These sessions will be guided by a partnership between the presenter and a facilitator who will guide the participative dialogue. We encourage each session to focus on the vision, realities, and practical action toward creating partnerships for planetary service.

On Nov 15, 16, and 17 we will have 2 1/2 days to tap into resources present at the conference and to engage in think tanks on a variety of subjects. For some persons this will be a time of training, for others a time of conceptualizing new projects, for others a time of creating new instruments or forging new partnerships. For all of us it will be a time to knit together new relationships, to expand and ground our commitment to collaborative modes, locally and abroad.

The afternoon of Nov 17 will be a time of sharing the products of the think tanks and resource events. Synthesizing will be done through charts, mind maps, drama, poetry, murals, and dance. This module will conclude with a simple celebration.

Nov 18th will be a discontinuous day of cultural encounter and will offer various opportunities which will be made apparent on site. This day will be an opportune time for participants to visit the famous Teotihuacan pyramids or visit project sites of new friends or take a raft on the Las Estacs river or simply lounge with friends, new and old, by one of Oaxtepec's 15 swimming pools. These events are at the discrepancy of the participants and are not included in the conference fees. However, the conference organizers will assist in organizing the desired trips.

Possible Think Tanks

Organization Transformation Academy Curriculum
Western International University Cooperative Learning Modes
Field Research on Partnership Societies - Toward a Conference in Crete
Pre-School Multi-Modal Curriculum (Guatemala)
Humberto Bravo's Environmentally Sound Regional Development Project
"I have a Dream" Education/Corporation Collaboration
Fourth World Development
Megacities Project
Tenant Owned Housing

Possible Interchange and Training Resource Groups

Ecology of Culture Course
Organizational Transformation Seminar Tools
Space Between Program (Peru)
Training Inc Teacher Training
Experiential Pedagogy
Transformation Courses (Sydney)
Intuition Training Event
Participatory Evaluation
Proposal Writing
Indigenous Organizations Institutional Capacity Building

Module II for ICA and the wider Order opens with a Rite of Endings to mark the radical alterations we have been experiencing.

"OUR COMMON FUTURE" PRESENTERS

WILLIS HARMON is the author of Higher Creativity and Global Mind Change. He has been active in the peace movement and instrumental in setting up the Peace Academy in the United States. He is currently president of Noetic Sciences which was founded in order to expand knowledge about nature and mind potential applied to the advancement of health and the total planet. Previous to being Director, he was a social scientist with the SRI for sixteen years.

HAZEL HENDERSON is an independent futurist, author, lecturer, television producer and freelance journalist. She was a major organizer of the recent Soviet-American Citizens Summit, combining her peace efforts with work as a futures researcher, focusing on new global economic patterns.

DEVELOPMENT

HUMBERTO BRAVO is the Director of the Center of Atmospheric Research with a focus on rural sanitation.

DR. K. KEREGERO is the Director of the Institute for Continuing Education and is the Chief Advisor to UNICEF for planning in Rural Development.

Dr. ERVIN LASZLO is a member of the Club of Rome and has published prolifically in areas ranging from systematic philosophy to modern systems theory, futures studies and development policy.

LUIS LENERO, from Mexico, is actively researching new community forms for the 21st century, including economics, society and culture.

MANFRED MAX-NEEF is an economist and author of many books (ie, From the Outside Looking In: Experiences in Barefoot Economics). In recognition of his work for development alternatives in Latin America, he received the 1983 Right Livelihood Award.

ECONOMIC

RAY BARRETT, of SEPROD, a soap and foods manufacturing company, is implementing a company-wide system of cultural change.

VICTOR HERNANDEZ is the Director of the Mexican Foundation for Rural Development which is a unique private sector development agency.

DR. IVAN LANSBERG is the President of EMPRESAS LANSBERG, a group of forty companies across Latin America. He is the Director of a Latin American Think Tank in the field of economics and a leading thinker in organizational development.

V.S. MAHESH is the Vice President of Manpower and Planning and Development for the Indian Hotels Limited and is engaged in a process of training executives in service-oriented operations.

HARRISON OWENS is the author of Spirit, in which he writes about the ways spirit transforms and develops organizations.

ANTONIA SHUSTA recently instituted a participative management process at Citibank in the Caribbean. She is now the President of Household Mortgage Services.

EDUCATION

BEATRIZ DE CAPDEVIELLE is engaged in a series of educational projects in Venezuela to develop the intellectual potential of its population.

BARBARA CLARK is a Professor of Special Education and Coordinator for Graduate Programs in Gifted Education at UCLA and author of Growing Up Gifted and Optimizing Learning.

DEE DICKINSON is the founder and director of New Horizons for Learning, an international network for human resources. Her field is the application of multiple intelligences and techniques for multi-modal learning.

DR. LUIS NARRO utilizes teachers as rural development agents.

CULTURAL INTEGRITY

RIANE EISLER is the author of The Chalice and the Blade, describing how many ancient civilizations were based on partnership rather than domination patterns of today.

JEAN HOUSTON conducts numerous programs in developing human potential through the recovery of myth and ritual.

HIRANO KATSUFUMI, Tanto is an instructor of lay persons in the practice of Zen meditation.

KATH WALKER, a globally renowned Aboriginal poetess and writer, has been instrumental in recreating a sense of dignity and integrity in the Aboriginal people of Australia.

MODULE II

A RITE OF PASSAGE

Module II begins on November 18th and ends November 23rd. It is the time for people who see themselves as a part of the "larger we" to participate in a Rite of Passage.

This will be a time of discernment, a time of marking where we are as a body, letting go of forms we are ready to shed, and calling into being the new aspects of our life that we sense are needed. This gathering is a time of ritual, celebration, interchange and drama, a rite of passage that symbolizes the new organization we are becoming.

The Intent of Module 2 is to enact a rite of passage from a previous culture and metaphor into the emerging culture and metaphor. We want to act out a story of who we are and where we are going.

The Image of the Module is that of Embodying the Collaborative Mode.

The Focused Questions are: Who and what is this global network and what does it need to become? What are we trusting in as we move into the Future?

The Product for Module I is a Discernment of Current Reality, Images of Future Possibilities, and putting these into a form that can be communicated across the globe.

The 18th evening will begin with an orientation time. The 19th and 20th will be a time of Discerning the Given. Nov. 19 begins with a Rite of Endings followed by 1 1/2 days of "looking in the mirror" and seeing what we have become. We will do this through interchange on the experiments and modes we are living out of in our primary units. We will particularly look at the arenas of leadership, personnel, economics, operations and interchange as these modes affect our life as a global network.

The 21st and 22nd of November will be a time of Intuiting the Future. We will look at emerging values and connecting patterns which are in being and which need to be created if we are to sustain this global network. On the evening of the 22nd we will have a great celebration of transformation.

November 23rd will be a Rite of Beginnings.

We will be using Mexico's great awe centers for both the Rite of Endings and the Rite of Beginnings.

November 24th is a day of departures and of informal meetings.

Module II Process Assumptions include:

1. A dramatic acknowledgement that our culture and metaphor is changed.
2. Affirmation of the past and future as key for individuals and the corporate.
3. Not a business meeting but some working groups will be required.
4. A whole group time focused on the journey of a people.
5. Interchange, reflection, ritual and celebration as key elements.

OUR COMMON FUTURE

OUR COMMON FUTURE is an important global gathering in the midst of a two and a 1/2 year journey of this "Global We" that looks like:

June 88	November 88	January 91
Individual Brooding & Assimilation toward Futuric Forms Conceptualization	OUR COMMON FUTURE Partnership Modes Rite of Passage	Open Space of Creativity Next Global Gathering

Our journey from June 1988 to January 1991 may be imaged as a time of discerning and creating our emerging culture. It may be a time to formulate futuric forms and partnerships of planetary service. For individuals it is a time for assimilating the personal and corporate changes we are all experiencing. For our community, it is a time of organically birthing corporate patterns. For our network, it is a time of forging collaborative relationships and projects which manifest planetary service.

The Next Five Months will be a time for reflecting on the panchayat trek report and their recommendations in the arenas of leadership, economics, personnel, interchange and operations. The dialogue will be intensified through (1) the Mexico prep team report, (2) the report by the Assignment Commission, (3) the recommendations about global funds from the Long Term Investment Team, (4) the recommendations about the future of ICAI from the International Development and Funding Team, and (5) the exchange of papers and models on leadership and futuric forms. The preparation of resource events and Think tanks for Our Common Future and individual preparations will practicalize and symbolize the new decisions that are in the making.

Our Common Future Conference will be a time of dramatizing the larger "we" as we create partnership modes, and participate together in a Rite of Passage through which we are letting go of old forms, and calling into being new aspects of our life which we sense are needed.

December 1988 through January 1991 is a time of Open Space in which individuals, teams, and this global network practically experiment with becoming this larger "planetary association" we are already calling forth.

January 1991 is a time for the gathering together of our global network, perhaps in Asia or Africa.

WHAT DOES OUR COMMON FUTURE COST YOU?

In working on the budget for Our Common Future, we became aware of the need to arrange for adequate cash flow and to hedge our bets relative to numbers attending. The money allocated in the Global 8.8% Budget for the Order Council is \$28,200. For the Bilbao and Brussels Check Signals meetings the money allocated for on-site costs was brought to the meeting. Because of necessary facility, printing and translation down payments, this model won't work for Mexico. Money is needed upfront.

The following recommendations are ways to help the cash flow for Mexico preparations, encourage recruitment of non-residential order participants, and symbolize the investment of each of us in Our Common Future as the launch of the next phase of our life as a global pluriform body. They attempt to honor the spirit of the Global Budget. Please see Global 8.8% Budget recommendations on the following pages for other concerns.

1. Every primary unit pay housing costs for all of their residential order participants by August 1st.

- a. The housing rate is \$35 a module (\$70 for both modules - November 12 - 23). This is an average on all the housing styles reserved for our use.
- b. Housing will be allocated by date of receipt of payment. Please state your preference and you will be given the closest thing available at the time of your payment. See accompanying housing descriptions.

2. Every residential order participant bring to Oaxtepec in November money to cover their food costs.

- a. There are a variety of food options available on the site and all of the housing styles have kichenettes. You should plan on \$5-\$8 a day for food, this would be around \$60-\$96 per person for the two modules.
- b. These two costs (housing and food) are basically equivalent to the money in the Global 8.8% Budget, and is the basis upon which the global allocation was made.

3. Every PU pay a Program Investment Fee of \$250 for both modules or \$150 for one module for each of its residential order participants.

- a. A 10% discount will be given on Investment Fees received by August 1st.
- b. If your PU recruits two international full-fee-paying (\$1000 in registrations) participants for each residential order participant, you can count on having \$50 refunded from the \$150 fee or \$150 refunded from the \$250 fee.
- c. If international full-fee-paying registrations go over 280, the total Program Investment Fee for all residential order participants can be refunded.

70
96
250
416

HOUSING

There is a large selection in the housing model. We will reserve housing for program participants when requested with their pre-registration.

Hotel Tepozteco: 1st class accommodations, room with double and single bed and large table. Very nice ambience. Cost per room:

1 Module for 6 nights	\$167
Both Modules for 12 nights	\$333

Cabin: 4 in L shape room with divider, 4 single beds, bath, kitchenette with hotplate and refrigerator, large table. These cabins are below the hill which holds the hotels, auditorium and conference rooms, a ten minute walk. A bus service is available at about 10 cents per ride. Cost per person:

1 Module for 6 nights	\$38
Both Modules for 12 nights	\$75

Cost for entire cabin with reduced occupancy is 4 times quoted costs.

Family Hotel: 4 to a room, 4 single beds with bath, kitchenette with hotplate and refrigerator, Cost per person:

1 Module for 6 nights	\$25
Both Modules for 12 nights	\$50

Cost for entire room with reduced occupancy is 4 times quoted costs.

Family Hotel: 6 to a room, 6 single beds with bath, kitchenette with hotplate and refrigerator, table. Cost per person:

1 Module for 6 nights	\$18
Both Modules for 12 nights	\$35

Cost for entire room with reduced occupancy is 6 times quoted costs.

Economic Hotel: Four to a room, one bunk bed and two singles, with baths at the end of the hall. Clean but austere. Cost per person:

1st session for 6 nights	\$11
1st & 2nd sessions for 11 nights	\$22

A Mobile home could be brought to Oaxtepec for about \$4.00 per day hookup fees.

We are planning to house the wider order in clusters of cabins and in 9 or 10 large houses which have 4 bedrooms each sleeping 1 or 2, ample patios, kitchens, living room and dining area with large tables and an assortment of easy chairs and sofa. We are reserving a few rooms in the Family Hotel but with only 2 or 4 per room. Cost per person is \$35 per Module. Reservations will be made on receipt of full payment on a first received basis

GLOBAL 8.8% BUDGET

The Global 8.8% Budget has been working well over the last ten months. Some examples known by the Global Council Coordination team include:

- .The Panchayat Budget has been paid all year by the designated PUs
- .The ICAI Budget has been paid all year by Brussels PU
- .Major Global Care Emergencies have been paid by North American PUs
- .New York has advanced \$5,000 toward the November Council
- .Brussels, Chicago, Los Angeles, Mexico, and Toronto have upfronted personnel and close to \$20,000 in travel, communications, and printing for the November Council
- .Caracas provided two persons for the Mexico coordination team
- .Brussels, Nairobi, Tokyo and LTIT paid close to \$15,000 for the June Global Council Coordination and Assignments Commission meetings

The accompanying two pages from the Brussels Check Signals meeting show the way the global budget was equitably spread across all of the PUs and the distribution model for funds transfers based on these allocations.

Because not all PUs have been sending in monthly reports it is difficult to know exactly where we stand on our income projections. Obviously some PUs will have done better and some worse than the August '87 projections. The following recommendations are a global transfer mechanism to insure global participation in and responsibility for the November Council.

1. The Global Finance Commission as it is presently constituted meet after the November Council to make equitable adjustments in the monies paid by PUs into Global Budget categories.
2. Caracas, Delhi, and Hong Kong correspond with Nairobi, Calcutta and Manila respectively relative to how they will honor the travel transfers assigned to them at the Brussels Check Signals meeting.
3. Brussels, Chicago, Los Angeles, Mexico, Nairobi, New York, Tokyo and Toronto may use the monies they have already advanced on the November Council as credit toward their housing and Program Investment Fees.
4. On the distribution model, four locations were not to accumulate funds toward the on-site costs in Mexico and the commissions - Brussels, Calcutta, Manila and Nairobi, and Bombay's allocation was minimal.

We believe Brussels can be handled by recommendations 1 and 3 above. We believe Nairobi can be handled through funding already raised for African participation in Our Common Future.

Therefore, we recommend that:

- a. Cairo and Manila correspond relative to Cairo helping Manila with Housing and Program Investment Fees, as needed.
- b. Caracas correspond with Calcutta relative to assisting with these fees.
- c. Tokyo correspond with Bombay relative to assisting with these fees.

30-Aug-87

SYMBOLIC GLOBAL BUDGET ALLOCATION CHART BY PRIMARY UNITS
AUGUST '87 - NOVEMBER '88BRUSSELS CHECK
SIGNALS MEETING

IN US \$

Page 7

%87-BALCN.WK1

-----COUNCIL-----										
-----C O M M I S S I O N S-----										
	ICAI PANCHAYAT	TRAVEL	ON-SITE	FINANCE	ASSIGNMTS	LEGAL	ORDER LIFE	ORDER CARE	TOTAL	
BUDGET	18,300	182,000	85,000	28,200	10,000	15,000	1,500	1,500	100,000	441,500
LESS 86-7 SURPLUS		(16,593)		(2,571)	(912)	(1,368)	(137)	(137)	(9,117)	(30,833)
	18,300	165,407	85,000	25,629	9,088	13,632	1,363	1,363	90,883	410,667
PRIMARY UNIT										
BRUSSELS	1,011	9,135	4,694	1,415	502	753	75	75	5,019	22,680
CAIRO	202	1,827	939	283	100	151	15	15	1,004	4,535
NAIROBI/LSKA	437	3,950	2,030	612	217	326	33	33	2,170	9,807
ABIDJAN	163	1,478	759	229	81	122	12	12	812	3,669
BOMBAY	483	4,369	2,245	677	240	360	36	36	2,401	10,848
DELHI	191	1,724	886	267	95	142	14	14	947	4,280
CALCUTTA	84	760	391	118	42	63	6	6	418	1,888
TOKYO	1,158	10,466	5,378	1,622	575	863	86	86	5,751	25,985
SYDNEY	581	5,251	2,699	814	289	433	43	43	2,885	13,038
MANILA	228	2,060	1,058	319	113	170	17	17	1,132	5,113
HONG KONG	983	8,889	4,568	1,377	488	733	73	73	4,884	22,070
LOS ANGELES ***	2,968	26,825	13,785	4,150	1,474	2,211	221	221	14,739	66,600
CHICAGO ***	4,456	40,272	20,695	6,240	2,213	3,319	332	332	22,128	99,987
TORONTO	1,131	10,226	5,255	1,585	562	843	84	84	5,619	25,390
NEW YORK ***	2,329	21,051	10,818	3,262	1,157	1,735	173	173	11,567	52,265
MEXCO	285	2,573	1,322	399	141	212	21	21	1,414	6,388
CARACAS/KNGSTN	1,282	11,590	5,956	1,796	637	955	96	96	6,368	28,775
LIMA	327	2,960	1,521	459	163	244	24	24	1,626	7,349
	18,300	165,407	85,000	25,629	9,088	13,632	1,363	1,363	90,883	410,667

30-Aug-87

GLOBAL BUDGET DISTRIBUTION MODEL

BRUSSELS CA

AUGUST '87 - NOVEMBER '88

SIGNALS ME

20ISTR888.WK1

	T R A N S F E R S		ACCUMULATED IN PRIMARY UNIT										
			GLOBAL COUNCIL								MONTHLY/		
	ICAI	PANCHAYAT									16 MONTH	TOTALS	
PRIMARY UNITS			TRVL TRANSFRS	TRAVEL	ON-SITE	FINANCE	ASSIGNMTS	LEGAL	ORDER	LIFE	ORDER	CARE	DISTRIBUTION
BRUSSELS	15,680		7	7,000								1,418	22,680
CAIRO			2	2,800				1,735				283	4,535
NAIROBI/LSKA			10	9,807								613	9,807
ABIDJAN			2	3,000				669				229	3,669
BOMBAY	2,320		6	8,400				128				678	10,848
DELHI			2	1,112 *	2,800			368				268	4,280
CALCUTTA			2	1,888								118	1,888
TOKYO		16,080	3	4,500				5,485				1,624	25,985
SYDNEY		5,172	3	5,100				2,766				815	13,038
MANILA			4	5,113								320	5,113
HONG KONG		13,640	4	1,287 *	6,000			1,183				1,379	22,070
LOS ANGELES		40,080	7	2,800				23,800				4,163	66,600
CHICAGO		52,080	13	5,200				42,787				6,249	99,987
TORONTO		16,080	5	2,500				6,890				1,587	25,390
NEW YORK		20,880	5	2,250				29,215				3,267	52,265
MEXCA			3	400				5,988				399	6,388
CARACAS/KINGSTON			5	6,593 *	3,100			19,077				1,798	28,775
LIMA			3	1,950				5,396				459	7,349
SUB-TOTAL	18,000	163,572	8,992	74,608				145,487					410,667
												25,667	
86-87 SURPLUS		18,428						12,413					30,841
TOTAL	18,000	182,000	8,992	74,608				157,900					441,500

* TO CALCUTTA

* TO MANILA

* TO NAIROBI

1. What are the reasons why we would want to get people to go?

2. If ask to go, what would be your 4 points?

3. What's a resource group or collaborator think tanks that you'd suggest?

4. Who are 5 people we should try to get to go?

internal WHY	external WHAT	How	Who Peer
1. Expand context of us 2. Build Re-Movement <u>Two</u> 3. To obtain a broad base of input 4. It is trusted in tomorrow, this is place to be <u>Comm</u> 5. Excellent Cross-section	1. Global Two Confab 2. Interchange, Topical 3. New collaborator relationships 4. Gathering of New ATW 5. Global linking of local resources 6. Brkthr in strcky areas	1. Urban ^{Neighborhood} GATCO 2. <u>Large Public School System</u> <u>Edictn. Reform Panel</u> 3. Urban System Transformatn. 4. <u>TT</u> Local Economics Bldg. local econ self-sufficiency Current global context: felt/real needs.	1. Katy Updike 2. Robin Steins 3. Carl Buf. his 4. Jim Capraro 5. Tom Carlson 6. Dale Abekel 7. Ted + Lynne 8. Jr. League 9.

August 1988

the network exchange of the ICAI

THIS ISSUE

We have received many exciting reports in the last couple of months, especially from Africa. While it was tempting to make this a super-abundant packet containing a rich mix of such reports, we have decided to focus this issue on the future for ICA International. The next issue will be on Africa, with particular emphasis on the highly successful collaborative health conference in Nairobi.

We believe that the quality of our service to the world depends upon maximum input and dialogue. Therefore we ask that each location receiving this packet corporately study it and answer the accompanying questionnaire. It would be helpful to us if you could return the questionnaire by September 10th, so that we will have adequate time to revise the scenario and proposed budget for presentation at the November Mexico Council. We appreciate the time and energy which you are willing to put into helping us shape the future for ICAI.

Also enclosed are an update on volume III of the IERD series and an information sheet on AIESEC International.

ICA INTERNATIONAL

Inviting Your Assistance in Imagining Our Common Future

In May the IDF team took time in its quarterly retreat to reflect on where we were as a breakthrough team. We concluded that as a breakthrough team in International Development Community Programming we had fulfilled our task and mandate. We could see some of our continuing work being carried out as a team within the Brussels Primary Unit.

At the same time we looked to the future relative to ICA International. We did a scenario on its becoming a strategic program of the Brussels house (Local Autonomy), one on its replacement by four networks of missional activity (Development, Economic, Education, Planetary Unity), and one on its continued existence as the global public face of our worldwide network of ICAs.

We shared these scenarios with the Brussels, Nairobi and Lima primary units and with the Our Common Future global coordination team in Mexico in June. At about the same time, the Panchayat Trek Report began a great deal of discussion and rethinking about the Global Order. We feel that these two dynamics - the Order and the ICAI need to be thought about and looked at in relation to each other.

As we have reflected on the feedback received and discussions in which we are participating, we have concluded that THERE IS A CONSENSUS FOR ICAI TO CONTINUE AS THE GLOBAL PUBLIC FACE OF ICAs, BUT THAT CERTAIN REIMAGING AND EMPOWERING IS NECESSARY. We have also concluded that the services to be provided by ICAI should be determined by its constituents, which at the moment are both primary units and ICA locations.

In this paper we are attempting to describe possible reimagining moves, empowering actions, and some of the services ICAI has provided and could provide.

REIMAGING ICAI

ICAI was registered in Belgium in 1977. Belgium is one of the few countries in the world which allows for this kind of international organisation. ICAI only began to function in 1982 as we took on the IERD. It continued under that banner until 1986 and then was given direction for two years by the breakthrough team working specifically with the development community. Thus it has come to be identified both internally and externally with ICA's work in community development.

In many countries, the work and mission of ICA has expanded beyond development. If ICAI is to be the public face for all ICAs, a self-conscious reimagining and reframing process needs to take place. The IDF team acting as the ICAI Secretariat (in collaboration with the Center for Human Development in Brussels) began this process by compiling a directory of national ICA programs for use with international volunteers. This directory, inadequate as it is, will be available at the Mexico council.

We think that the Mexico Council itself, bringing together our work in the four communities, is an important part of this reimagining. An additional helpful step would be to redo the Global Advisory Board to include a broader range of interests. Sir James Lindsay has indicated that it seems retirement time for him is drawing near. We could begin looking for a new President, and thinking about the ICAI Board of Directors while working on a new GAB.

ICAI EMPOWERING

ICAI's statutes allow for both organizational and individual membership. In seeking UN consultative status we listed the nationally registered ICAs and the order personnel assigned to them as its members.

Since 1982 ICAI has been financially supported and voluntarily staffed by the Global Order. In 1986 the ICAI moved out of its IERD program phase and the Secretariat presented (at Bilbao) its first annual budget to the Global Order. This was included in the Global Budget to which each order location contributes.

In 1987 (at the Brussels Check Signals Meeting) a second annual budget was presented including the salary of a director. While there appeared to be consensus to move in this direction, the need to pare back all aspects of the Global Budget led to the elimination of the salary component. We continue to believe that salaried personnel are needed for ICAI functions. It belies the stature and credibility of our worldwide ICA network for these services to continue to be donated by order personnel.

Therefore, we recommend that ICAI become self-supporting through membership fees. We think this can best be achieved by moving to more defined membership with stated fees and benefits.

We recommend that each location which uses the ICA name and logo become a fee paying organizational member. These organizational members would then submit the names of the persons who officially represent them. Other individuals would pay an association fee and be granted certain benefits.

This raises the question of our official name and logo. Some locations go by ICA: City Name, others by ICA: Country name. Several locations are using a different slogan and a different logo from the wedgeblade. We think it would be helpful to regularize this naming in some way. We also feel the need to decide whether the name (Institute of Cultural Affairs) and the initials ICA is the entirety of our logo or whether it includes the wedgeblade and slogan, Concerned With The Human Factor in World Development.

We recommend that for the time being our logo consist of the name and initials only and that we regularize our naming process. For the longer term we recommend looking together at the various national logos which have been designed and suggesting possible directions for moving toward a new common visual image and slogan.

BENEFITS AND SERVICES

Interchange Events

ICAI organized and coordinated the IERD and Under the Pipal Tree. Many ICAs were able to use the IERD as a springboard into a new level of service. Many ICAs have been able to use the courses and insights from Under the Pipal Tree to expand their programmatic offerings and collaborative relationships. Since January the IDF Team (on behalf of ICAI) has had staff working almost fulltime on the Mexico conference, Our Common Future.

Organizational Affiliations

During the IERD, ICAI was granted United Nations consultative status, category II with ECOSOC, consultative status with WHO, and Liaison status with FAO. In the past year it obtained consultative status with UNICEF. This status gives national ICAs and ICA staff access to a variety of programmatic advantages and contractual consultancies. This year ICAI has paid Nancy Trask's expenses to attend the weekly UN sessions for NGOs with consultative status.

ICAI now has provisional membership in ICSW (International Council on Social Welfare), membership in EADI (European Association of Development, Research and Training Institutes) and IACD (International Association for Community Development). These affiliations have provided a broadening of contacts throughout the world which has given access to work with other organizations, especially in the Third World.

Through repeated efforts, ICAI was invited to organize the panel on the Cultural Dimension of Development in the SID conference in New Delhi, India in March 1988.

Publications

ICAI has published a three-volume series on the IERD. The third volume self-consciously utilizes ICA staff member contributions in order to both market ICA programs and individual consultancies. Publication of the first two volumes required one to two fulltime persons. Volume III has required one full-time IDF member and several others parttime. We have begun discussions with Saur (our publishers) about a new series on the theme of Our Common Future, beginning with a book on the Mexico conference.

An advance was taken on next year's royalties in order to purchase a laser printer for desktop publishing. We were advised to do this to stay in the Saur publishing market. Saur markets to libraries, thus making our materials and experience largely available to the education community.

A sustained book marketing effort within the development community has been carried out for the last two years. This has not yet achieved profit making status. Sales have basically covered operating expenses. We have felt that the name recognition and global credibility these publications give us warranted the fulltime expenditure of one IDF team member. We believe volume III is highly marketable to university development studies programs and will sell ICA programs in the education and development communities.

During the past two years the ICAI Network Exchange has been published monthly. It has attempted to share substantive accounts of the work of various ICAs and provocative reading material relative to what was perceived as our service to the world. While mailing and printing costs have been borne by the ICAI budget, as with all other services, personnel has been contributed by IDF.

In addition to the national ICA directory, (or as a part of it), ICAI could publish a listing of personnel.

Indigenous ICA Strengthening

Due to an increased sense of self-identity in developing countries and the apparent unavailability of global order staff, many Third World ICAs are evolving national indigenous structures independent of the Global Order. Examples of this include the Kenya restructuring experiment, Cote d'Ivoire's and Egypt's staffing, and Jamaica's newly hired Jamaican director.

This trend raises at least two important questions. First, how are these new entities to be strengthened toward self-sufficiency? Second, to what do the Global Order staff playing a role in that strengthening belong? What is their credibility for being in the nation?

A major thrust of the IDF treks was encouraging national ICAs to build staff development strategies and proposals for funding this direction. Following Under the Pipal Tree, Third World ICA staff participated in a series of sessions in which their strategies for indigenous ICA strengthening and staff development were shared. For many who participated it was a stimulating glimpse of a brand new future. Following ICA: Egypt's lead, many African, Asian and Latin American ICAs now have these directions at least partially funded.

CONCLUSION

John Stringham

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APPROACHES THAT WORK IN RURAL DEVELOPMENT - AN UPDATE

With just on a month to go before we deliver camera-ready copy to the printers in Germany, Volume Three is shaping up to be a very attractive and compelling book. Those of us working on it have become convinced of its potential as a development studies text, as well as a record of the IERD process and a very useful reference book.

As it has evolved into its present form, it has gone through several major structural changes. We decided that our strongest section was "Emerging Development Trends" and therefore have made that into Part One. Parts Two and Three dovetail nicely with it, each with something substantial to say in their own right. For further details, refer to the Table of Contents above.

One of the exciting aspects of working on Volume Three has been the enthusiastic participation of so many people in its preparation - as authors, artists, software and hardware consultants, typists, proof readers, editors, production advisers and more. Twelve ICA staff and 16 "outside" contributors have written chapters of the book. Over half of them are women.

We are anticipating the first copies to come off the press in mid-late October and plan to officially launch the book at "Our Common Future" in Mexico in November. Publicity flyers are printed and copies can be obtained from Linda Alton in Brussels. Get the word out - Volume Three is coming and you won't want to miss it.

John Burbidge
8 August 1988

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ICAI POSSIBLE ONE YEAR BUDGET

EXPENSES

Personnel

ICAI Secretariat Co-Directors (\$1100/mo x 12 mo x 2)	\$26,400
Administrative Secretary (\$1100/mo x 12 mo)	13,200

Equipment

Computer Upgrading & Maintenance	2,000
Facsimile Machine	1,200

Operations

ICAI President's expenses	2,500
Travel (6 continents x \$1,500)	9,000
Telephone (\$300/mo)	3,600
Facility (Rent & Utilities \$150/mo)	1,800
Memberships	600
Publications/Subscriptions	200
Postage (\$150/mo)	1,800

<u>Total</u>	\$62,500
--------------	----------

INCOME

Membership Fees

50 locations x \$1200 = \$60,000
50 individuals x \$50 = \$ 2,500

\$62,500

OTHER

We recommend continuing to keep book marketing as a separate financial operation until it becomes profit making and that any book royalties be part of this financial operation.

NOTE

Financial reports on ICAI, IDF, and IERD Book Marketing will be available at the Mexico council.

ICAI has had European and American apprentices for three to six months to help with the production and marketing of the IERD book series. Discussions have been held with the Near East Foundation about expanding these opportunities (and opportunities with other Brussels House ventures) to Egyptian apprentices on a similar fee-paying basis.

We believe this element of staff development could be funded in the countries which have staff who need to achieve a new level of sophistication and deeper understanding of ICA worldwide. We believe it is a more realistic alternative than "assigning" Third World staff "overseas" for two to four years. We believe it could play a role in staging the journey of indigenous ICA staff toward a self-conscious decision to covenant with the Global Order.

Major fundraising assistance has been rendered to Third World ICAs. While the IDF team (like the New York and Sydney IDC teams) has continued to develop proposals and funds for ICAs, the emphasis has been on training ICAs to write their own proposals and do their own funding. Indicative of this trend has been the funding of proposals written by national ICA staff members in Guatemala and Peru. Similar training in prospect targeting and proposal writing could be done with First World ICAs which are interested in funding new edges and arenas of direct social service. We feel this training role, more than direct fundraising, is an ICAI function.

International Staff Services

We believe indigenous national ICAs will continue to need in-country assistance from experienced international staff. We think there may be a role for ICAI in helping to locate such people and being the source of their in-country credibility.

In the last two years, based on the credibility of the IERD, a number of consultancy arrangements have begun to be contracted. John Stringham has worked closely with GTZ (German Agency for Technical Cooperation) for the use of ICA consultants. ICA: Philippines did a participatory evaluation for GTZ. ICA: Malaysia has had trainees from GTZ in their training schools. Mary D'Souza is currently in India as part of a project design team for GTZ.

In Kenya, Frank and Sandy Powell are doing a consultancy contract with USAID and Terry Bergdall is in his third year with the Swedish Cooperative Centre. Nancy Trask and Vaughn O'Halloran had a UNDP contract in Bangladesh. Elaine Stover is into her fourth contract with the Near East Foundation for work in Egypt, Eritrea and India.

As our organizational affiliations expand, such opportunities will multiply. Instead of each location having to have the resumes and credentials of our personnel, ICAI could maintain a data base of personnel available. Persons could register and indicate their availability in terms of time and preferred assignments. When a consultancy opportunity becomes available, data could be requested about persons on file who could fill the position.

THIS ISSUE

This issue is devoted to Africa. It contains a report by Keith Packard on the July collaborative health conference, her May statement on the inner story of restructuring in Kenya, a statement from Voice Vingo on the Lusaka restructuring, and Ken Gilbert's report on the NAME/Africa bicontinent. The supplements are the highly affirmative letter from UNFPA (a conference co-sponsor), an article from pre-history to Primary Health Care, and a flier on APPROACHES THAT WORK IN RURAL DEVELOPMENT.

NEWS BRIEFS

- BELGIUM** Brussels is hosting 25 prospective volunteers from Germany, the Netherlands, and the United Kingdom in a three-week Volunteer Preparation Period with staff from Belgium, Germany, Portugal and the U.K. Three new European apprentices are launched into book and facility marketing in the Benelux.
- EGYPT** Egypt has received \$120,000 from ICCO (Dutch Protestant funding agency) for the Desert Reclamation program which is moving toward a unique demonstration of small farmer irrigation for the nation. Jo Hall and Laila Zahim are completing six weeks of Primary Health Care training in the U.K.
- GERMANY** John Stringham conducted Village Implementation Training for the DSE (German Foundation for International Development) in Berlin with 12 African and Asian countries and took part in a GTZ planning session on an ecological development project in India. The third PRACTICAL MODES OF COOPERATION conference co-sponsored by GTZ will take place Oct 14-16.
- INDIA** Caritas India has registered for OCF in Mexico. They see the program helping them to shift their project guidelines from relief toward longterm environmentally sound development.
- KENYA** Kenya has received \$50,000 from SIDA and the National Council for Population and Development has asked to fund Kabiro for three years. They hosted ODA, a prospective funder for rural health programs. Five persons are working on Masters Degrees: Don Hinkleman, George Packard, Pamela Bergdall, Frank Powell with Azuma Univ and Terry Bergdall with Univ. of Sussex.
- MALAYSIA** Kuala Lumpur conducted a Human Development Training and Facilitation Seminar in Indonesia in August for 50 people from four countries in Southeast Asia.
- PERU** Gloria Santos received \$6,250 from Wildgeese for the Bolivian Mothers Club Training. This is the first proposal Gloria had ever written and she is now seeking the necessary matching money.
- PORTUGAL** Mezio hosted a German workcamp funded by EEC; a video report is available. They also report raising \$750,000 this year.
- SOUTHERN AFRICA** Botswana and Malawi have each had second and third trips with Frank and Sandy Powell now doing Peace Corps training in Botswana. Pam Bergdall and Voice Vingo will do training in Malawi with Save the Children, Ministry of Health, and Malawi Union of Savings and Credit Cooperatives.
- IDF** VOLUME III goes to the publisher September 14th; intensive book marketing begins immediately afterward. Fliers are available for locations which plan to market. We are taking book orders now that could be delivered to you in Mexico. This is the best ICA Methods marketing tool available!

PLEASE RETURN YOUR ICAI QUESTIONNAIRE IMMEDIATELY!

24 July 1988

LUSAKA PROGRAMME HOUSE EXPERIENCE
Reflections by Voice Vingo

July 1987 saw the Nairobi P.U. and Lusaka core team meet to initiate primary moves towards the restructuring of Lusaka House. It was difficult to really imagine what the move would bring about. Winds of depression clouded most people's faces as to whether they would still be a part of the imaged outfit. However the primary moves made at this time were:

- a. that we view and use the 1987 Aug/Sept IIDTP as the basis for restructuring.
- b. that the core be given more responsibility and be maintained.
- c. that Lusaka will call for Nairobi expertise where necessity required.
- d. that we scout for people with high academic standards for our own credibility.
- e. that there be a meeting after the IIDTP to allow Lusaka to learn from the 3 months Nairobi experiment.
- f. that restructuring be started after this meeting.

No images or suggestions were made as to what form the new outfit would take. There were only rough images like "something towards more individual responsibility". A lot of talking papers from Kenya and Zambia gave images of what we were going to do. The IIDTP, having been made the centre of restructuring, came to many of us as a traumatic event out to decide our fate. There were feelings amongst the thoughtful that the marketing of programmes should be carried out during the event of the IIDTP. In Zambia it seems like if you stay silent for 6 weeks then you run out of market. There was no time, however, to keep marketing because of the heavy IIDTP demands. This was, therefore, a break in terms of our contacts; though somehow we kept through the IIDTP participants.

The IIDTP helped to bring us together as a house and squelched a lot of differences we had. We learned a lot of things concerning the participants and our style of teaching greatly improved. The core team gained a lot of respect as it managed to show outstanding teaching abilities. The relationship between Kay Hayes and the rest of the staff was excellent, although here and there we culturally differed with her, but it wasn't that magnified. In the midst of the great gifts the IIDTP had to offer, there was an inner feeling that things were going to stagnate after the IIDTP. Kay and Hubert were going to leave us quite undecided. They had done their part--teach and go. We knew that, before the end of the IIDTP.

In the 4th week of the IIDTP we began to meet weekly on Wednesday and Thursdays to discern and create the new operational structures. Voice wrote an extensive, emotional, and rational paper to arouse everybody's interest in this new shift. A lot of recommendations were made and leaders were chosen. Amongst the recommendations were:

a. to give more responsibility to individuals to decide about their personal life affairs. We would give them an allowance equal to Kw 500. This meant that they would be responsible for buying their own food and deciding how many wives or children they wanted to have.

b. every individual would be an income-generator and failure to this, they would be in question to redecide their vocational journey.

c. most meetings would be held during the end of the week to give more time for us to do our work.

d. there would always be staff evaluations to check staff performance in relation to their allowance, to be carried out by the core.

e. the core be the focal point for facilitating decision-making.

f. the core has the power to fire and induct new members.

g. that we keep the name ICA and the international links.

h. that we see ourselves as a local indigenous NGO, but keep the name and the links.

i. that we look to Nairobi as a resource in time of need.

j. that job descriptions be written down for every person.

The time between the HDTP and January 88 was a hectic time for us. Getting rid of the corporate lifestyle image proved to be difficult and tiresome. Getting everyone involved, especially those who for the past 10 years received day to day assignments without having any kind of specialisation, was annoying. Marketing such programmes as VLI to grassroots development organisations was difficult. Management courses were to be the major trouble. But when God decided to give a hard time to Adam and Eve, perhaps Adam thought he was never going to make it. He was used to the easy way from God. God left him to figure it out with his wife, so he had no way but to sweat for his bread.

So everybody started sweating for bread with a lot of responsibility, of course. We conducted an Effective Management course for Lusaka Hotel and were asked by Ridgeway Hotel to give lectures during their sessions. Edinburgh Hotel envied Lusaka Hotel's course and have called us to conduct one at their place. We created brochures for marketing grassroots programmes and with skill we found out that we could offer over 9 grassroots training programmes. Organisations got interested, (for example, the Danish Volunteers, the Dutch, & NORAD), and we have expanded our Rural Integrated Programmes to Eastern Province with the Swedish.

There isn't time to sit around. You've got to make it or shrink, or bleach like a cloth. George Packard has been inspirational with his long speeches. International people like Duncan Holmes also rejuvenated our reason for being. We are now planning a retreat just to go back 2 years or more, do some reflections and replan ahead. We know it's no time to rest. The transition is just not over. It is still in its infancy stage.

Thanks to the HDTP we are now psychologically equipped to talk with quite advanced people. Yet we know our handicaps and limitations. Anybody from the globe who wants to come to this retreat is most

welcome. In fact some outside presence would be very impacting. It will be very spirited too.

However we have had numerous difficulties in these same months:

a. it looked like with what we had, we could only support 6 or 7 people. The problem, of course, was that we could not easily determine who deserved to be amongst the 6 or 7. Although later on we discovered we were illstaffed to do our programmes, if we do not get another grant and get more programmes, we shall be addressing ourselves to this issue once again.

b. having enough time to get everyone to know how to market, design, and deliver a programme. esp. designing.

c. the suggestion of changing our name from ICA to something else so immediately received resentment amongst the board and ICA staff--and was particularly demotivating.

d. how in the midst of paid contracts we would do ICA labeled programmes to continue recreating our story and image.

e. isolation from Nairobi was too early for us and we didn't know how Nairobi was going to relate to us.

f. UNV:DDS was getting the chance through this to elope with some of our staff. (although for sure this was an advantage too.)

g. need for adequate time to do long-term projection.

h. ideas from Nairobi, through George, and the Board came to some core members as traumatic. There was fear that the system was becoming too bureaucratic, although, of course, it is not that bureaucratic and things are more ordered anyway.

Helpful things to note --when you want to give more responsibility to your child, don't do it only when you are five minutes from dying. It wouldn't be enough time for him because:

a. he will not know how you managed your affairs so wouldn't be able to take over.

b. he will concentrate more on the fact that you are dying than on his new responsibilities.

c. it is traumatic

The good thing is to-- make him grow responsibly when he is young. Tell him one day he will be by himself. When dying, just say "remember what I told you my son."

For us, of course, we were journeyed quite in time, but it was still traumatic--maybe because a lot of demands were made like "change your name", and going into individual lifestyle was too early for some people who had stayed in the order for more than 10 years. It was hard for them. Family budgets were not that easy to make. And reflections are very important--even more so when you begin to note the difference a structure is making. Re-examining your values, images or philosophy is very helpful even to the point of recreating them.

To invite ICA people from the outside and to consider their advice is very ideal. Keeping in touch and sensitizing yourself to world trends is refreshing. 'But, man, you need to keep documenting your journey all the time and what you do is your reference.

We are now getting financially better organised than before.

- a. the core will audit books monthly
- b. the Board will audit books monthly.
- c. an outside auditor will audit yearly

The Lusaka journey has been a mixture of successes and failures. But the goodness with a mixture is that you can separate its components without going scientific. But this reflection is from a very optimistic and spiritual young man who so far can only say that things have been going well here. If only the guys can avoid relaxing, it will really be something out of which an ICA definition could easily be seen without a microscope. Our Director is considering putting up something formal where spiritually thirsty people like me can find rest and peace of mind. This is a personal reflection and everything written is derived from personal observation, experience and evaluation.

Reorganisation has been keeping on. When it will end, no one really knows. Six advisory directors to advise on six programme areas gunned by six members of staff have been chosen. There's been a lot of practical involvement by the Advisory Board. Some of them even going out on calls with us, which we have somewhat discouraged. We want them to open markets for us and not do our work. However our gunners have really been made serious about their work, which means sleepless nights. Sometimes, then, with the present restructuring, a question was raised as to whether our allowances should actually be all the same---one who thinks through the night about the organisation, restructuring his programme strategy and making proper decisions, both with the one who wakes up the following morning to take up an assignment and who complains when there is nothing for him to do.

The Board decided together with the staff that there be differences. But that we should not run this until we have not just had a sound economy, but an excellent one. However, incentives will be given to people who do more work and make a lot of surprises for the organisation. An organisation has agreed to be the auditor of the Institute, which means proper accountability systems. Mr. Sinyangwe spends half of his nights meeting the programme directors and encouraging initiative amongst staff. Mr. Sinyangwe is the chairman of the Advisory directors. I'm quite optimistic about the future of the Institute in Zambia. Five people have been chosen to attend the Mexico meeting. This includes 3 people from the advisory board. How possible this is going to be no one knows because the country's economic situation is so bad for such decisions to come through. We are working hard to derive a strategy which would allow us to have relations with Canada ICA, Nairobi, Brussels, and many other ICA's. We hope they will cooperate with us.

There has also been marked reluctance and resentment by most staff of the board's involvement. This is due mainly to fear of them finally becoming more powerful and thereby taking complete control of even administrative matters. Resentment has also been experienced in

terms of recruitment of other people with high academic standards and who might prove later on to be more vocal than the present staff. I have a feeling that as time goes on people will finally accept the reality of the situation--that somehow we have to have such people. Even if they came, no one would be declared redundant anyway.

But the truth is that you cannot, of course, just rush into the streets to get someone to be one of us. I feel it takes experience, learning and years to really be an ICA field worker. If we were to advertise for a post in the papers, perhaps no one would qualify who hasn't been in the ICA. There is something unique about our staff. They have been annealed both programmatically and spiritually. I think they have undergone a real training process to be able to both deal with managers and village headmen. Not all of us fit the above description but any good ICA staff member deserves this description. ICA staff members have gone through hard times going without stipend at times, which some people would not live with for a long time. They have lived a life without any structured security systems and have lived with the community with very minute difficulties. I really wonder whether after my higher school I would have been what I am if I hadn't made an accident with the ICA. I still believe there is something unique about witnesses, hosting, and many upfront roles that we have gone through in our life. The Academies and Profound Humanness courses we have gone through are very vital experiences. Development, I think, loses its taste when it just becomes a money-making venture. It is not even enough to be interested in Human Development. You have to have a vision and a profound relationship to the task, otherwise you will be tired. Something unique has got to happen to you otherwise you will quit. I believe some commitment which draws you to this task is vital. Globally, if ICA's are restructuring for the purpose of money-making, other than their original stance of standing before the unknown, then we are obviously going to have a new set of people in the ICA's.

Holy Voice Vingo

Dateline: Nairobi 2:17 AM 10 July, 1988 - The whole Nairobi Primary Unit has gathered and squeezed into the new accommodations on Rose Avenue. They are here at the invitation of Art Smith to join the celebration of his 60th birthday today. Stacks of firewood are ready for the roasting of the chickens and goat. Crates of soft-drinks and beer and baskets of fruits and bread fill the EG room in anticipation of the Big Feed for the Big Event.

ICA staff are here from Ivory Coast, Nigeria, Egypt and New York. While they were glad to find out they had made it in time for Art's birthday party, their official reason for coming was to be present for the three day conference (read LENS) for agencies and residents of the slums of Nairobi (read 60% of the population of Nairobi) which had just been successfully completed by ICA Nairobi. Without pausing for breath, they had then spent a day and a half in a "Continental Clump" (read continental council except that would be old mood).

Mostly because we were all too raved up to go to bed, your intrepid reporter found himself sitting on the floor of the lounge of the Nairobi House center (read polished parquette floor) as his gracious hostess used the pack of TAROT cards to analyze the position and future of ICA in The Land of Bright Sunshine. There, in the silence broken only by the soft chirping of crickets on the landscaped lawn outside the patio door (read, no Jukebox noise), the cards helped us look toward the future. Wishing to be as faithful to that moment as possible -and not able to sleep anyway because of jet lag - I am here reporting everything exactly as it was revealed by the Mystery of the Cards.

In the Number 1 position, "Who or where we are at the moment" the Wheel of Fortune card pointed to the LENS event which had been brought to such a successful completion. "The Goddess Fortuna smiles and turns the wheel of life, manifesting a big event, a transition or a fortunate turn of the tides of destiny." Fortunate indeed. We had risked all on that event. While there had been a lot of local people, there had also been staff from nearly all our potential donor agencies, UN collaborators, Nairobi ngo's and Nairobi government representatives. If we had blown it, it would have been pretty much the end of the ICA story in Nairobi. It was in fact a great success. "The most positive and Hope Filled conference I have participated in in 21 years of a career in UN agencies" to quote one commentator. One of the financial sponsors (who perhaps should remain nameless in this report) was so pleased that he topped up his contribution by ordering free drinks all around at the closing event. Conference Cosponsors included the Nairobi City Commission, National Council for Population and Development, United Nations Population Fund and the Hewlett Foundation. Its official intent was to talk about appropriate family planning methods for the urban situation. What actually happened was that a very broad context was laid for primary health care, and a very broad segment of leadership experienced themselves as excited by that context and willing to support one another in working towards the objective of relevant and accessible primary health care for residents of Nairobi's slums. The emphasis upon community participation in the planning and implementation of that primary health care suggested that the ICA facilitators will have a great deal to do in the months to come...and the response of various donor agencies suggests that they will be reimbursed at a rate that recognizes the high quality of the work that they do.

NUMBER 2 POSITION...ATMOSPHERE...THE EVENT OR ACTION THAT SETS THE STAGE OF THE READING. Here we had the ten of cups card...Giving thanks for a good harvest. Undoubtedly this card was pointing to the fact that Nairobi is now approaching its one year anniversary of being debt free (Cairo and Abidjan never were in debt, just a little behind on a few payments), and all three primary units have paid 100% stipends all year.

NUMBER 3 POSITION...CROSSCURRENT; WHAT YOU ARE LEARNING ABOUT; THE LESSON OF THE CYCLE. This card certainly spoke to us about the situation of Zambia. Those with long memories remember both Kapini and the Diamond of Zambia. Yes, it is true that we over-extended ourselves in the Diamond of Zambia project, but what do we learn from the fact that Christian Children's Fund adopted those village programs because of their interest in the pre-schools that we had started. Yes, it is true that we had extra-national staff pull out (burn out?) from Kapini and tried to patch over the problem by calling it a programme house of Nairobi (who ever believed that would work?). But what have we learned from the HDTI taught by national staff from Zambia and Kenya with Kaye Hayes as Dean (July 87) produced a clarity and resolve in the national staff to make Kapini work. The same national staff have located old ITI grads, previous house interns, and even pastor Muloshi (ask David Lazear about why this one is so interesting), to serve on their Board of Directors. They have just about enough program income to cover their budget (who in North America can say the same), and invitations to do more work keep coming in. They have been asked by the relevant Swedish ngo's to begin work in Chipeta District - which happens to be the home district of Elinah Glatunji (about whom more later in this card reading). Does this suggest we have a full fledged card-carrying member of ICAI in Zambia with no Americans on the scene at all. What are we willing to learn from the lesson of this cycle?

POSITION 4...WHAT WE ARE STANDING ON, THE UNCONSCIOUS....The card here was one of the Swords, a Priestess, described as "Sending out prayers and plans; strong sight." Here is a portion of the report from MENA (Middle East, North Africa if you please), which has now had five occasions to send all female staff into Jordan and Sudan. In both countries the contract is with the ministry of Labor and Social Development, doing training of trainer programs with extension workers and central ministry officers. "Strong sight" probably refers to the fact that Egypt has organized the funds to send local staff to three month training programs in entrepreneurship (Cranfield Institute Course in England) and agriculture (American Farm in Brussels) with funding provided as line items in relevant grants.

POSITION 5... PASSING AWAY; THE RECENT PAST...Our card drew the Hierophant, the one who represents old authorities, internalized judge or parent, and the prevailing cultural morality. Since this position has to do with what has recently passed away, we felt reasonably sure it had to do with our struggles in all locations here in Africa and MENA relative to the equality vs equity of finances. Here it is worth noting that Egypt's reporter was Jo Hall, a British "volunteer" who has now been in Bayed for nearly 3 years (Siyage Mohamed would have given the report, but she was off doing a demonstration of non-literate health trainer education and materials

appropriate for Muslim culture for a Nairobi health center which serves a lot of Muslim clients and met Saide at the slums (LENS) Egypt has moved to a system of gradually increasing salary levels depending upon years of experience in Egypt, and has built up a fund that gets everyone "home" periodically for home leave. They are working on the concept of a "partnership" agreement which would be a move toward long term security for Egyptians and Extrnationals alike who decided to participate. Nairobi for its part is engaged in an exercise which they call : "restructuring". This restructuring has taken things like children's education and health insurance out of the ICA budget. Parents now decide what school their children will go to, and participate directly in raising the funds to send their children to those schools. Another departure from our custom and tradition has to do with food and meals as corporate time. While there are still some corporate meals in the program houses of Nairobi ICA, most food money is distributed along with stipends to individuals who are free to determine what percentage of their income they will spend on food and how they will prepare it. While mealtimes are not such big events as they used to be, they are a little more cordial. Abidjen independently turned to a "distributed food money model" but Brobo still eats breakfast together every day. The Abidjen City House with Jann Barr and Ken Gilbert as cooks, has turned into the gourmet center for the ICA and continues to enjoy three meals a day around the table - with numbers varying from two to twelve people at any given meal.

POSITION 6...SKY; PERSONALITY, SPIRIT CONNECTION, HOW YOU BEHAVE IN THE WORLD. This position was filled by the High Priestess card. The High Priestess "is watery and receptive, the female aspect symbolizing intuition, the inner patience of one who waits for knowledge from within." The reference to water in this card reminds me to tell you about the Ahero District Contract of ICA Kenya. It seems that around the area of Lake Victoria the land is flat, rich, and well supplied with rivers. Good location for irrigation schemes which, with Dutch funding and engineering support, the government builds. In theory, the local farmers then take up the responsibility of water distribution, canal maintenance, and weed control. This has happened occasionally as planned, but not as a rule. With irrigation canals filled with weeds instead of water, the government cast about for expertise in the problem of training and motivation of local people. They were referred to us, yes, the big WE of ICA Kenya. We now have a four person team on all expenses paid contract to Ohero with evidence that there will be many more contracts to come. One reflects with this card on just how long we have waited for the opportunity to match the part that we do well (human engagement and social organization) with the kind of technical undertaking that we never seemed to quite master when we tried to "do it all ourselves" in previous projects.

POSITION 7...NEAR FUTURE, TOMORROW TO NEXT WEEK... The 2 discs card fell into place here. Its interpretation is "Ability to handle complexity; Keeping a lot of plates spinning." Almost certainly this position, with its reference of "tomorrow to next week", reflects our sense of pressure to take a decision on whether or how to go ahead with a strategy for Nigeria. Elinah Olatunji, originally staff of ICA Lusaka, is with us this week to participate in the LENS and consider its potential for application in Nigeria. Elinah and her husband Owolowale have been self-supporting and continuing the

presence of ICA Lagos in Ijeda since 1983. Participants in the 1983 Academy may remember them both. About that time, Nigerian visa policy changes resulted in non-Nigerian ICA staff leaving the country. (Elinah was considered an honorary Nigerian since she had married Owolowale). Nigerian ICA Board of Directors has continued in tact and in their positions of influence in spite of the change of government. The Nigerian delegation to the IERD returned to Nigeria and formed the Nigerian Integrated, Rural Accelerated Development Organization (NIRADO) which now boasts membership of several hundred of the country's most informed professions (university staff, private sector and a few from government posts) committed to grassroots empowerment as a complement to the government's drive for autonomous development of the country. The current Federal Minister of Health has personally invited ICA to play a facilitating role in primary health care demonstration in one LGA (local government area, the smallest unit of local government in Nigeria). Those who are familiar with our history in Idjeda will remember that it was the same Professor Ransom Kuti, Paediatrician, who volunteered his services in Idjeda to help train local health caretakers in 1981. His Ministry will provide most of the operating funds necessary to the exercise of re-focusing the energies of current Ministry of Health employees into Primary (preventive) health care rather than waiting for sick people to come to them in the health outposts. The State Ministry of Health for Bendel State has seconded that invitation. Shirley Heckman has announced her availability and interest as of 1989 to serve as a back up person for the undertaking, and we think we have Kenyan and Zambian staff who are more than ready to join the Olatunji's and take on the challenge. How much outside money would it really involve? Could NIRADO be the main contractor and ICA staff be the sub-contractors? How much responsibility are we prepared to take for this situation from ICA Abidjan offices? With all of these opportunities and apparent advantages, are we ready to explore a very different mode of "doing" a project? The opportunity will not wait for ever. The situation is in flux and seems to require a commitment fairly soon.

POSITION 8...SELF CONCEPT; HOW WE FEEL OR THINK ABOUT OURSELVES. Card XVI, TOWER fell here, giving us to reflect on "the lightning bolt of illumination strikes hard, throwing everything into chaos and confusion. This allows for a restructuring based on truth, and releases the personality from false consciousness and depression." Pam Bergdahl was not around for our Tarot card session because she is in Malawi with Voice Vingo doing project documentation labs as part of our CIDA contract for Grassroots development in Southern Africa. The story of the contract was told by Sandy Powell who has also made trips to Malawi and Botswana as part of the strategy. The story of this grant is sort of a thumbnail sketch of our recent experience in Africa. It was based upon the ability of the Lusaka house to do the program, but the money came just about the time it looked as if we would not have a real Lusaka house. It was written from the perspective that direct work with local people was our only card..and we have since come to realize that we may be more effective (especially in places where we don't have a full time resident staff) working with middle level agency and government staff. We seriously considered returning the grant as un-doable, but in fact have done LENS constructs with groups such as the Botswana Federation of Trade Unions concerning development in the communities from which the trade unionists come. Another really interesting LENS was held with Botswana NGO's who are part of the women's network in

Botswana (everything from Nurses association to YWCA). So here we see ourselves in an organisational strengthening capacity, a big change from direct grassroots work.

POSITION 9 HOPES AND FEARS...The card Swords/son in this location indicates a "tendency to be too mental: detachment from the heart" This drew a reflection from the representative from the Abidjan PU about prospects and role for the ICA in French Africa. We have something going in about 20 of the 60 villages in the sousprefecture of Brobo. Our health demonstration in Brobo villages is very strong, and, like our health program in Egypt is often cited by UNICEF staff as an example of how to go about grass roots health delivery. While not perfectly executed, the program is well thought out and has already served as a sample or pilot for ministry of health programs in village health. Similarly, our agriculture correspondence course for women farmers has drawn attention and praise for its effectiveness and simplicity. We have pioneered in the use of local language verbal translations of a correspondence curriculum in agriculture. By loaning a tape player to village women, we give them control over the appropriate technology. Furthermore, they can use it when it is convenient to them, not when it is convenient to the schedule of the ICA training team. Equally appropriate to the situation, our Entrepreneurial Encouragement program seems likely to succeed with its dual strategies of local demonstration and entrepreneurial training. In spite of these well designed and well recieved programs, we seem to have not figured out "what is the dream of local man" in Brobo. The programs we have carried out have remained separate programs, never quite achieving the synergy that leads to (or comes from) authentic hope and corporate possibility. While the current expatriate staff has made major gains in capacity to carry on in French, it must be asked whether the amount of time spent on French language might not have been more usefully spent in program activity in an English speaking nation. So we find ourselves juggling with our hopes and fears in Abidjan, not quite sure which one to put down but now willing to keep on juggling forever.

POSITION 10 HOUSE...AN INDIVIDUAL OR GROUP WHOSE ENERGY YOU ARE DRAWING TO YOURSELF...EITHER AS A DRAIN OR AS A SOURCE. This card was the Discs/shaman, the card that represents "On the edge; long-range vision; strong sense of purpose and direction; magnificent healer" This card precipitated a review of our conversation about the seven Kenyans assigned out of Kenya in 1984. The Ikatukuhs (Abidjan), the Meli's (New York), Mwomcoias (Brussels) and Patrick (Toronto). We talked in our continental "clump" for nearly an hour about their respective journeys, their accomplishments and challenges. We talked about our readiness to have them return to Kenya - or to be assigned elsewhere. We talked about what it means to invest for the long term in leadership training, and what the current system (or lack of system) of global assignments implies for our previous ideas about how someone becomes "globalized". Will we feel healed or attacked when these colleagues come back with their international experience and children who don't even speak Key-Swahili? Will we experience their presence as a drain or a source of energy?

POSITION 11. OUTCOME...Here our card was again a disc, this time number 8. "On the Path; apprentice: adept; having many skills; cooperation". "Still apprentice, after all these years?", we asked

ourselves a bit in dismay. Yet, the interpretation also includes the words adept, having many skills and cooperation. We decided that the apprentice here was in the sense of still amazed at life, still fascinated with what we are learning and doing. Still, it seemed a bit of a week ending to all our day full of reporting. This led us to recollect our evaluation conversation, where we found we were willing to make observations about our work and life in Africa, but we were not willing to claim insight into any Indicatives, much less Imperatives. In the midst of reflections about our opportunities for service in "non-residential nations" a comment that struck this raconteur was "Yet, there is something about Life Together which is some of our residue. You can only learn that by practice of life together. The practice of taking responsibility for one another in a small community has implicationed when you try to take responsibility in the larger community." Someone added, "There is a context of trusting each other that is only learned by living with each other. That can't be taught in a seminar or group". To which a third replied, "When we talk about non-resident nations, the assumption is that somewhere there is a bee camp that is larger, that serves as an empowering center. Otherwise you can run very dry and very thin. We are looking for something which is culturally appropriate, yet fulfills life style desires."

Perhaps someone else would read the cards differently. But to this reporter, it seems that after a full day of talking to each other about the astonishing depth of activities, tasks and service that we are in Africa, what we got back to was talking about life together

THE NATIONAL COUNCIL FOR POPULATION AND DEVELOPMENT

and

THE NAIROBI CITY COMMISSION

in collaboration with

THE UNITED NATIONS POPULATION FUND

and

THE INSTITUTE OF CULTURAL AFFAIRS

request the pleasure of your company

at the Official Opening of a Workshop

**"Toward Creating a Collaborative Action Plan to Provide
Effective Health Care and Population Activities
in the Urban Slum Communities of Nairobi"**

on Monday, 4th July, 1988 at 2.30 p.m.

at the Millimani Hotel in Nairobi

Keynote Speaker

Mr. L. arap Sawe

Permanent Secretary, Office of the Vice President
Ministry of Home Affairs and National Heritage

R.S.V.P. (Regrets only)
Telephone: 20038
P.O. Box 30478, Nairobi



21st Floor
Kenya International Conference Centre
P.O. Box 30218
Nairobi
Kenya

Telephone 338741 and 28776/7/8/9

Cable Address: UNDEVPRO, NAIROBI
Telex: 22265

Reference: KEN/88/P05

14 July 1988

Dear Lamine,

Subject: KEN/88/P05 - Action Planning Workshop
for Collaborative Health Care and Family
Planning in Six Urban Slum Communities
of Nairobi

..... I am pleased to enclose for you a copy of the final report of the above workshop along with copies of the background documents distributed at the workshop, including list of participants, profiles of existing projects in the six slum communities, demographic data, and workshop schedule.

This was a first-ever event which brought together representatives of the slum communities, the Government, NGOs active in these communities, and the Donor community. As you know, the focus was on health and population activities, and the practical purpose was to develop a "Collaborative Action Plan" among these communities.

I am very happy to report that the workshop was a tremendous success. In fact, in my now rather long career with the UN, I do not recall a workshop which was better prepared and organized; so effective at fully involving the participants and maintaining such a high level of interest and enthusiasm among them; and which achieved such practical and specific results in such a short time.

This success was due for the most part to the skillfulness of the Institute of Cultural Affairs in facilitating and achieving the above. The closing evaluative session of the workshop reflected a widespread, indeed unanimous, recognition and appreciation of the contributions which the workshop had made in effectively focussing all parties on this critically important urban sector, and the central role which ICA played in this process.

In terms of a follow up programme, the workshop established clear and specific guidelines for collaborative action. In this regard, please refer particularly to pages 27 to 29 of the report which delineate the main components: viz,

- (i) formation of a follow up Task Force;
- (ii) followed by establishment of a "Joint Action Coordination Committee for Development in Slum Areas";
- (iii) setting up of a "Secretariat" to the Committee to manage the action programme;
- (iv) creation of an "Urban Fund" to finance (loans and grants) the action programme in and between the communities;

Mr. Lamine N'Diaye
Chief, Africa Division
UNFPA, NEW YORK.

.../2..

(v) and identification of collaborative activities such as:

- base line surveys in each community;
- provision of common services;
- joint training and orientation;
- inter-community sports and cultural exchanges.

The NCPD is expected to take the lead, in collaboration with the Nairobi City Commission, in convening the Task Force and eventually the Joint Committee and Secretariat.

From the standpoint of UNFPA, we intend to work closely with NCPD, NCO, and other Task Force members in utilizing the workshop guidelines to develop an 'operational strategy', and an early support project for the initial collaborative programme. This initial project could be funded by UNFPA under our decentralized authority. We hope other donors may also join at this early stage, and in this regard, have already had indications of serious interest on the part of CIDA and DANIDA. We also understand that there may be a possibility of further involvement/funding by the Hewlett Foundation, which co-sponsored the workshop, and by SIDA in supporting a 'common training centre' at Kabiyo Clinic in Kawangware to serve all six communities in the training of community health workers.

Once the initial project is funded and activities launched, the goal would be to develop an even broader programme of support, perhaps utilizing the Secretariat and Urban Fund as the principal mechanisms, for specific community based activities (such as the KEN/87/P04 "Population and FP Education Support to Low Income Housing in Kibera and Pumwani" proposal), which would require a "multi-donor" approach.

The workshop has, therefore, served as an extremely useful tool in opening up the much needed dialogue between the key players to a future programme, and has set a strong foundation for future action and coordination.

We will, of course, keep you closely informed of the follow up steps taken. In the meantime, should you have any comments or suggestions, please let us know.

With best regards.

Yours sincerely,



Michael Heyn
UNFPA Deputy Representative &
Senior Adviser on Population

From pre-history to PHC

In the context of maternal and child health, primary health care represents a return to the traditions of community and family-based care, but now it is much more scientifically founded and socially sustained

by Mark Belsey

The forty years of the World Health Organization have brought as much change and hope for the health of women and children as the preceding 4,000 years. Yet those 4,000 years were not without reason and wisdom. By taking the best that the two worlds of traditional and modern science can offer, WHO has served the world's women and children well.

If we were to look back at a birth some 4,000 years ago, the scene

would be the same as it had been for millennia before and would be for millennia to come. It was represented in the pottery of pre-Colombian Peru, in the descriptions of childbirth in Roman times and in Renaissance times, and it is to be found in the anthropological descriptions of nearly all pre-industrial societies. Women delivered their babies from a squatting, kneeling or even standing position. They were supported from behind by

another woman, and were often assisted in the delivery by a relative. The birthing place was often a closed, indoor place, free from draughts, often with a fire burning and possibly water heating.

Yet traditional practices were not enough. In the best of ages, nearly one in a hundred pregnant or parturient women failed to survive; in the worst of circumstances, several times more of them would die. Women were aware of the dangers and risks, sometimes seeking erroneous solutions to real problems. Fear that too large a baby would lead to a difficult delivery led to food taboos or restrictions that may have been harmful to the woman's own health and to the growth and development of the unborn child.

Dr Mark Belsey is Chief of the Maternal and Child Health unit in WHO's Division of Family Health.

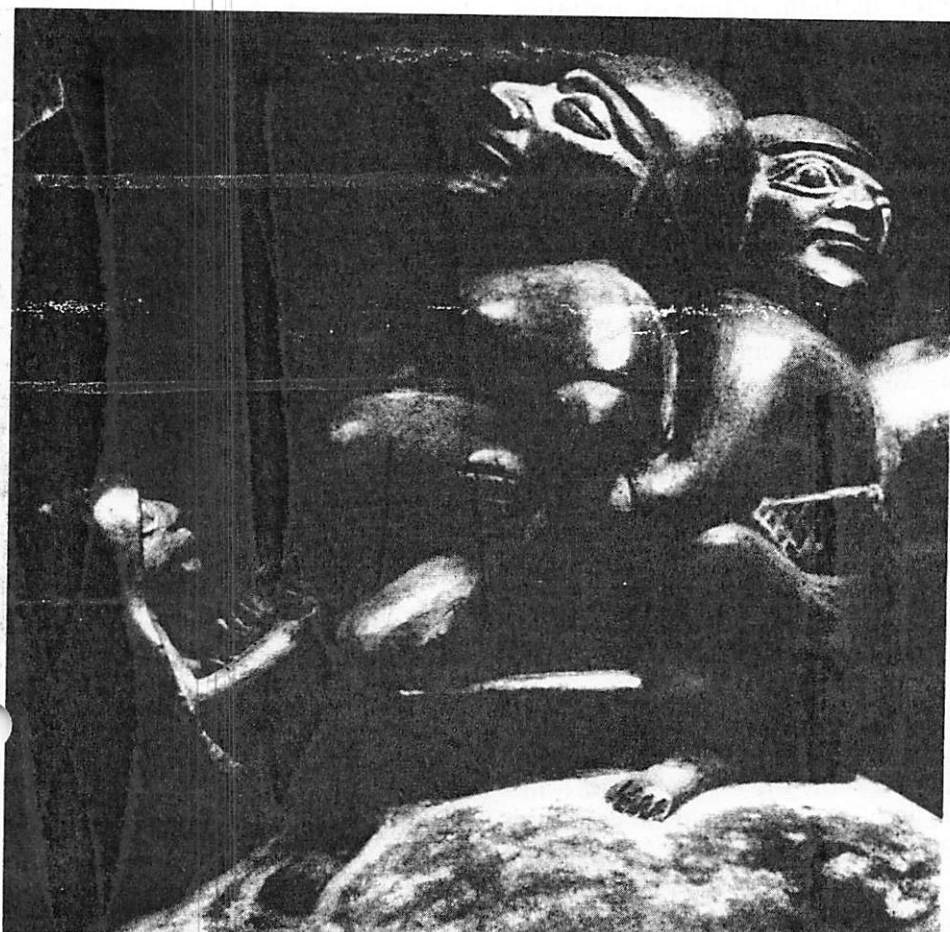
In recent times, professional convenience and organized maternity services demanded that women should deliver their babies while lying on their backs. Adherence to aseptic techniques, and once again the convenience of hospital routines, precluded the presence of friends or family members. It was the presumed price to be paid for a safe delivery.

But there was wisdom in some of the traditional practices. We now know that the pelvic bones open wider during delivery, and the force of a woman's contractions are greater when she is upright than when she is flat on her back during labour and delivery. The presence of a friend, relative or sympathetic person for social support cuts in half many of the complications and the need for operative assistance.

Yet not all that was traditional in maternal and child health was beneficial. Fear of "bad airs" at a traditional delivery might have wisely cut down the danger to the newborn infant of draughts and chilling; but the risks of pneumonia

Early pottery from Peru shows the traditional way in which women were helped to give birth.

Photo WHO





Today, professional convenience requires that women deliver their babies while lying down, and that they conform to hospital routines.

Photo WHO/E. Rice

increased when tight swaddling impeded adequate breathing movements or when the baby was exposed to the irritants of a closed, smoke-filled environment. Many societies failed to understand the importance of that first flow of breast secretion, colostrum, as a unique protective substance. Birth itself was so chancy that the naming of newborn infants was delayed until there was a reasonable certainty of survival—sometimes for ten days, beyond the risk of tetanus, often for 40 days, beyond the hazards of newborn infection and the risks of premature infant survival.

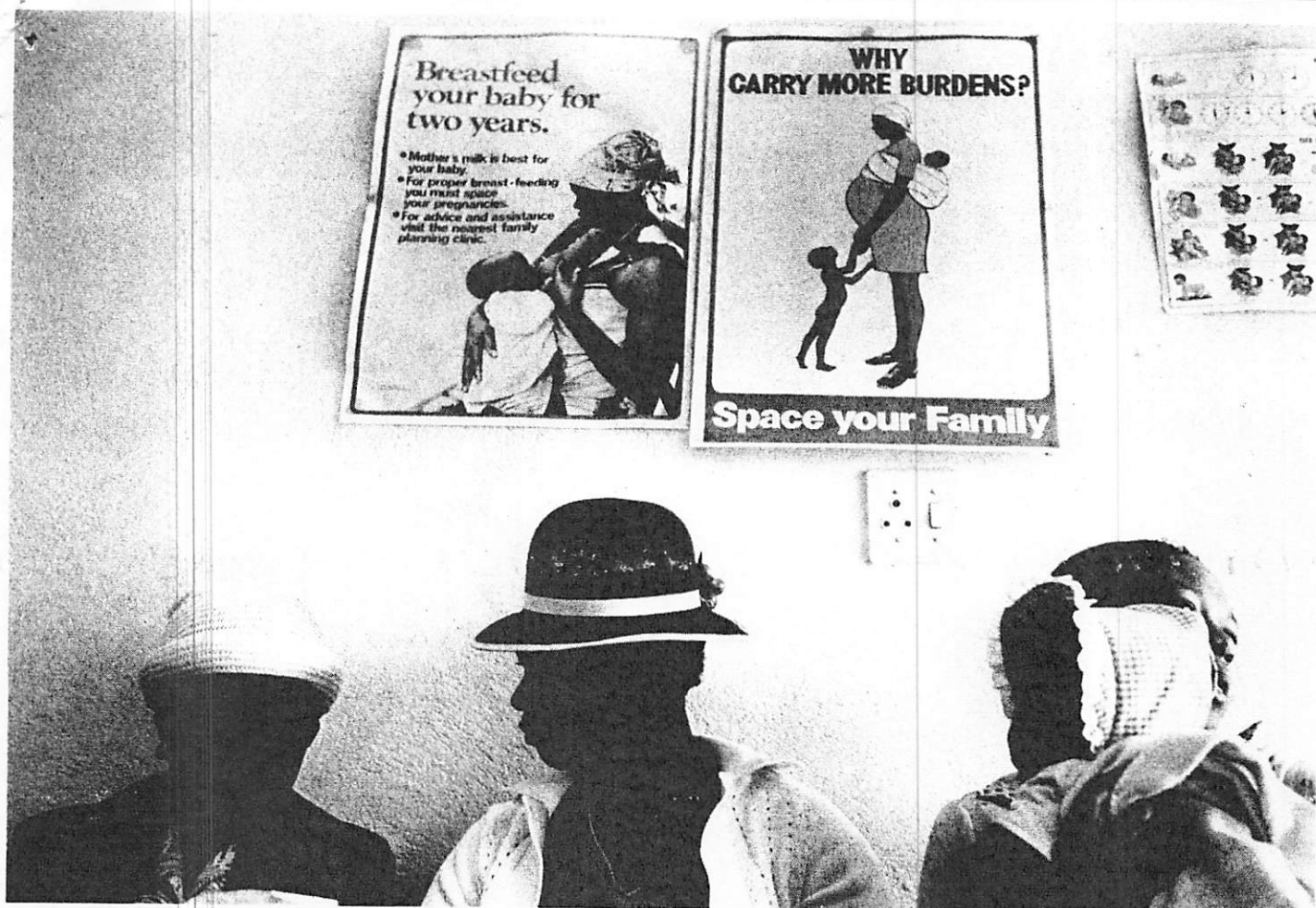
The rapid social changes and the resultant social and environmental circumstances that accompanied the growth of cities and the later industrial revolution of the 19th cen-

tury in Europe and North America left little room or time for traditional technologies to evolve and adapt. Often, independent of the traditional patterns of health care, technological advances both within and outside of the health care sector have had a great impact on the health of mothers and children. Improvements in food production and distribution, the availability of schooling, particularly of women, and environmental improvements in water, sanitation and housing have had a beneficial effect on health.

Science flourished and new knowledge in maternal and child health rapidly accumulated. Awareness of the nutritional requirements of infants and children, developments in immunology and vaccine development, and an understanding of the epidemiology and management of infectious diseases of childhood are but a few examples of the rapid strides in research. In some instances the "best" temporarily became the

enemy of the "good". Thus the knowledge of the electrolyte and fluid imbalances of diarrhoea and dehydration initially led to highly complex calculations and a variety of fluid solutions for clinical management, and this posed an obstacle to the management of the problem on a community-wide scale.

By the late 1950s, Maternal and Child Health (MCH) technologies had rapidly evolved. Well-defined packages of care emerged; antenatal care included the detection of pre-eclampsia, anaemia, syphilis screening and Rhesus factor typing. Similarly, child health technologies evolved in such areas as immunization, growth monitoring, infant and child feeding, or early diagnosis of handicapping conditions. But if it had not been for WHO, much of this knowledge and most of the technologies would have diffused only slowly from the bound volumes of medical journals, remaining beyond the reach of the vast majority of the women and children of the world.



Breastfeeding and family planning posters advocate healthy practices to mothers attending a clinic in Lesotho.

Photo WHO/N. Durrell-McKenna

During this same period, the trend in the care of mothers and children was becoming highly professional and dependent on more and more complex technologies. Often the community became the passive recipient of care. The skills and knowledge of traditional mother and child care were lost. Antenatal clinics had become crowded, popular demand for care had been created, and with it, dependency. The technologies were not always appropriate; the resources, skill and infrastructure required to sustain them were usually not available in the developing world. Amidst this disharmony, another discordant theme became apparent; unregulated fertility was taking a significant toll on the health of mothers and children.

In all these currents and counter-currents of social and technological change, what role has WHO played? But for WHO, would the scientific

community and the policy-makers have recognised the excesses of technology and rediscovered the beneficial features of traditional practices in maternal and child health, including family planning? Since its infancy and in the constancy of its idealism, the Organization has moved from a position of serving as a noble supplier of knowledge and technical support to countries, issuing pronouncements and technical documents, to the position of a mature activism and outspoken advocacy.

In the context of maternal and child health, primary health care represents a return to the traditions of community- and family-based care, but now more scientifically founded and socially sustained. The gaps in knowledge and application have prompted new solutions and approaches: oral rehydration therapy for diarrhoeal disease; the widespread application of the risk approach in maternal and child health, including family planning, as a means for redressing inequity and matching resources to needs. The monitoring of the world health situation of women and children

has identified disturbing trends and unmet needs: a decline in breastfeeding in many areas of the world; and a level of maternal mortality that is still intolerably high.

Increased efforts by WHO and special programmes in these and other areas have accelerated action. Contraceptives are being developed and tested; early warning systems ensure timely intervention in case of nutritional deterioration in children. The cold chain for maintaining vaccines from manufacturer to health centre is being extended. The technologies for managing those common killers of infants and children, diarrhoeal diseases and respiratory infections, are being simplified and more widely diffused. And, more recently, the shame of 500,000 maternal deaths a year is being redressed through a sensitive and supportive partnership between the health system and the community.

We bear witness that these challenges have been and will continue to be met by the World Health Organization on its fortieth birthday and in the remaining twelve years of this century.

As we looked through our files this month, we found some material that we have received from various of you that illumine the stages of project development, from conceptualization to documentation for funders. The NETWORK EXCHANGE shares some of these with you. We are including 2 briefs which lay out an initial project concept, from Kenya and Portugal; a second year project implementation plan from Kenya, and finally four progress reports to funders, 2 from Peru and 2 from Portugal. We hope these will be added to your archives as well as to proposal evaluation files.

THE INITIAL CONCEPT

Kenya: Urban Health Program, the Kabiro Clinic Future

Use the Kabiro Clinic's exemplary health worker programme to serve as a teaching demonstration to influence the operating mode of other urban slum based primary health care clinics in Nairobi (7 clinics); Create a facility to serve as an on-sight training area at Kabiro Clinic; Create a training staff made up of experienced health workers and professional staff from Kabiro Clinic; Conduct pilot training sessions as a means of introducing the Kabiro Training Resource to those involved in health care in the urban slum communities of Nairobi; Through this training equip a network of health workers to conduct a community-based primary health care programme in the urban slum communities of Nairobi, emphasizing nutrition, sanitation, inoculations and family planning.

Kabiro's Role:

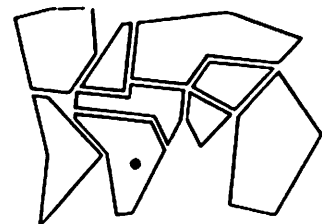
1. The addition of a community nurse to the present Kabiro staff to make it possible for Sr. Eroni to devote on this expanded emphasis. Under the Hewlett Grant, Keith is now conducting weekly training sessions with the Kabiro staff that have been enthusiastically received.
2. A training team, composed of a combination of professional staff and health workers, would be paid (on a per-session basis) to conduct pilot courses.
3. The present Kabiro facility would be equipped with a 'tent' to cover the patio and benches and a blackboard to create an 'open air' teaching room. The community of Kawangware would serve as an on-site teaching ground, and thus provide a unique "market niche" in the broad spectrum of training resources presently available (AMREF, UNDUGU, FPPS).

ICA's Role:

1. Provide a part-time person to work along with Sr. Eroni and receive a partial salary.
2. Provide Accounting Services and Reporting for 30% of grant amount for undesignated, or a salary.
3. Use the contacts made through the Hewlett Programme to do pilot demonstrations. Position ICA for future contracts in training and facilitating.

Year One:

Hire Sr. Eroni and ICA Coordinator, Set up financial system, Equip facility, Create training design, Stage weekly training sessions, Selection and organisation of training team, Finalize and publish teaching curriculum, Design and produce teaching kits, Organise pilot courses, Conduct baseline survey (in collaboration with CORAT/Univ of NBI), Stage 2 pilot courses with Crescent Medical Aid, Danish Volunteers in Kibera, and Crescent Medical Aid and City Commission in Pumwani, Do 2 pilot follow-up courses to access degree of assimilation of information



Year Two: Implementation Process

- Stage One: Organize and stage implementation programme working through trained community volunteers relating to clinics. Programme emphasis: community visitation through assigned teams and community sectors. Focus of home visitation would be information distribution on nutrition, sanitation, inoculations and family planning. Target group would be single and married mothers. Programme would include gardening demonstrations, cooking demonstrations, instruction on rabbit raising, as well as information on breast feeding and weaning foods. Demonstration VIP latrines and compost pits would be built.
- Stage Two: Follow-Through programme. Organization of women into neighborhood groups. Training in income generation, budgeting and finance management. Collaborative programme with Kenya Women's Finance Trust.

Year Three: Repeat Teaching

Follow-up and Implementation Process with target communities of Kangemi and Kawangware-Dagoretti.

Year Four: Repeat process with Korogocho and Mathare Valley

Year Five: Evaluation and Documentation Process in collaboration with the University of Nairobi and CORAT.

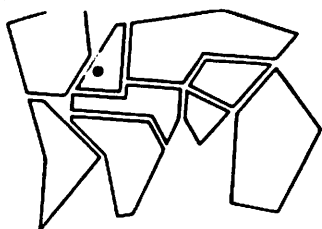
How this concept meets the funders criteria:

1. ICA is seen as a 'partner organization' (local NGO) defending the underprivileged and promoting a self-sustaining process of development.
2. Focus would improve the status of women in the following ways:

- Kabiro healthworkers would be trained in an additional skill that would provide an additional source of income (many are single mothers, all are community residents on a minimal per diem).
- Train health workers (a majority of whom will be women) in useful skills
- Reach urban slum community women with information vital to the health and on-going nutrition of their families
- Train urban slum community women in the arena of resource and money management.

3. The programme would extend an approach to primary health and family planning that has been proven effective over the past twelve years in the urban slum community of Kawangware. Therefore, empowering its potential to be self-sustaining.

4. The programme would emphasize the use of locally available materials and food stuffs, maize/beans, chickens and rabbits, as protein sources, green vegetables, carrots, and cabbage, maximizing their availability to mothers and their families.



Primary Health Care in the Montemuro

The Serra do Montemuro is in the Northeast of Portugal, the poorest part of Portugal. With altitude of 1.300 meters and consisting of 20 villages, with a population of approximately 10,000 people. The major occupation is subsistence agriculture, consisting of sheep, cows, goats, potatoes, corn, rye and vegetables. Unemployment is high in the Montemuro resulting in much out-migration and alcoholism. Problems also

arise due to the isolation of villages, especially during the winter. Freezing temperatures begin in September and go until May. There is also no medical services for villages with populations under 1,500, which therefore excludes all of the Montemuro villages.

The ICA has lived and worked in Mezio for 5 years. The training centre is situated there, a village of 500 people. There are 17 Portuguese youth on staff and 4 extra-nationals with specialties in teaching, nursing, agronomy and accounting. The R.N. from Australia, Kathrine Elliott has completed 3 months of village visits with members of the Health Team who are village residents and ICA staff.

Conclusions:

Misuse of medications, alcoholism and alcohol related diseases, hypertension, untreated wounds, eye infections, skin problems, varicose veins, leg ulcers, goiter, dietary problems, lack of hygiene amongst poor families, reluctance to travel to medical attention due to poor roads and underdeveloped transport services, isolation of the elderly, no medical assistance in the villages, minimal health education in the villages, no doctors, dentists and nurses living or working in the Montemuro, minimally functioning regional health centres.

Proposed First Year Activity

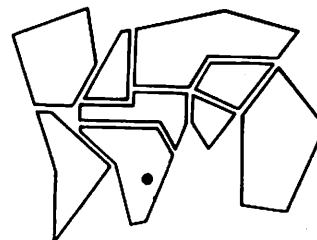
- Youth Alcoholism - Awareness and Prevention Program
- Creation of Health Care Team - I.C.A.
- Creation of Health Care Workers in each village, number of HCW depending of the size of the village
- Monthly clinics in villages
- Health Education Meetings
- Summer Health Program for Children (basic hygiene, dental care, nutrition, basic first aide)
- Creation of Education Pamphlets for villages
- Enlistment of Portuguese Volunteer Medical Staff
- Courses in Pre-Post Natal Care
- Visits with health service professionals
- Regular village house to house visits by Health Care Team - bedridden people and elderly
- Collaboration with existing health structures

First year budget will include:

First aid materials, transportation, professional per diem, four health care takers stipends, nurse per diem, correspondence and office, course materials, posters and photocopies, emergency vehicle costs, children didactic materials, youth sports equipment, food and equipment, village first aide boxes, video and film rental, dental supplies, village contingency fund.

Second Year Projected Plan of Action

The proposed course of action for the second year of a three-year health programme in Kenya being funded by the Hewlett Foundation (and being matched globally and locally) follows the general grant guidelines:



1. Advanced training for ICA staff members in order to position ICA to expand its work in training community based health workers in family planning.

A 5 day course for 12 health trainers will be conducted in Nairobi at the Limuru Conference Center. Trainers from 5 other health-related organisations will be invited to attend. The course will be conducted by ICA staff, and will be based partially on the Train the Trainer course presently being offered to the training faculties of other organisations in Nairobi. This course emphasized communication skills aimed at information assimilation and attitude formation. A training manual will be developed for use in future sessions.

Hewlett money will finance 12 participants. Match money will be used to repeat the course 3 times in order to equip 36 additional staff to teach family planning within courses focused on primary health care. Match money will be used to produce the manual.

2. Curriculum development in order to empower the type of training that ICA can offer in its training programme and market to other agencies in the implementation of the government national plan for family planning.

The following arenas will be researched and curriculum modules will be developed: Affecting Men's attitudes, Empowering the Self-image and Self-understanding of women; Incorporating Tribal Traditions, Influencing the Behavior of Young People, Successfully Orchestrating a Community-based Primary Health and Family Planning Programme, Using Folk Media to Educate.

The development of these curriculum offerings will be carried out by means of 5 research and sharing meetings to be held in Nairobi involving both ICA staff and invited participants. In addition to the curriculum development meetings, an attitude survey focussed on attitudes of men, women and youth will be conducted in collaboration with the University of Nairobi.

3. Improvement of ICA facilities to enable the health worker training programme.

The first stage of renovation of ICA's rural training facilities will be carried out by renovating the roof of the Mugumoini Training Center and equipping the training room to house seminars on family planning. Facilities will be made available for use of others organisations at a rental fee. The roof will be partially funded by Hewlett.

4. The re-writing and publishing of the 8 training manuals which are presently a part of the health worker training programme.

A series of 5 workshops will be held with field staff and other trainers from other organisations to re-write the present series of training manuals to be used in the field. This effort will be funded out of match monies.

Documenting Programmes for Supporting Agencies



This is a report to funders of the on-going work of the Women's Project, Montemuro, Portugal. Please note that Mezio has just won the National Award for the best 'job-creating' project in Portugal, for the following project! If you have followed the GRITO, Mezio's newsletter, over the last few years, you will know of the 5 years of formation and work with 3 women's group, The Combat the Cold Cooperative, the Capemakers Group, and the Shepherdess Crochet Group. The following is an extract from a longer report, just published, for funders.

The Womens Project, Montemuro, Portugal

Learnings

1. It is extremely hard to move rural agricultural women from farming to being profit-making coop members after a 6-month course.
2. There is government and EEC funding available for skills courses, but nothing for bridging the gap between the course and EEC viability.
3. Most local initiatives funding base their models on northern European, highly industrialized models of what is an economically viable enterprise. Rural women's groups add badly-needed cash to the family income, but are not economically viable in the same way an urban factory is.
4. Because the young entrepreneurs are lacking in confidence, decision-making skills, and basic education, the best results have been with entrepreneurs who combine their enterprise with working for the ICA, to learn these skills.
5. It has been necessary for the ICA to design an individual training track for all of its staff entrepreneurs to ensure they continue to get the skills they need. It has also been necessary for the ICA to get funding for the entrepreneurs in available other programs.
6. Community development depends on the economic success of these local initiatives.
7. The government entities who deliver the funding for local initiatives do not have staff to do field training, nor do they have time to do follow-up visits or identify problem arenas which need changing. The county governments, although their interest is in economic works, have not financially supported these initiatives.
9. There is no other technical help available in the region, therefore, the ICA has taken on the role of trainer, marketing consultant, and co-business administrators to these fledgling initiatives.
10. The capacity to continue to help young entrepreneurs is limited to what the small number of trained ICA staff can manage. Last year, 500 young people signed up for the 4 ICA staff positions funded by the Ministry of Work.
11. Part of the role of the ICA is to provide motivational help to the young entrepreneurs on a day-to-day basis. This involves interchange with other entrepreneurs, and contact with other people in the business community who are willing to help.
12. At this time and place in Portugal, the ICA's critical role is in training and empowering the young entrepreneurs.



Accomplishments



1. 75 full or part-time jobs created for women.
2. Funding from IM, IDEX, Rotary, Dutch Embassy, Misereor, GTZ, Ministry of Work, and the Social Security Division for Women totalling around \$95,000 USD
3. All 3 women's groups are making a profit and paying monthly dividends to the workers.
4. The Pastorinhas were awarded First Prize in quality stitchery in an international handicraft fair in Estoril, Portugal, in 1988.
5. Three strong local women lead and administrate the 3 groups.
6. Two ICA Portuguese women now drive, and do the middle-management and coordination of training and sales for the 3 groups.
7. The garments produced now can demand pricing commensurate with hourly labour costs.
8. Linen making, a diminishing tradition, has now been revived in the Montemuro.
9. Nine women have attended advanced marketing and administration courses, from all three groups.
10. Mechanized spinning wheels have been introduced, cutting work time, and costs in half.
11. Three buildings, 2 new and 1 remodeled school, now stand in the villages as permanent handicraft centers.
12. Families, particularly men, have had to re-think traditional family roles, now that the women are earning salaries and holding jobs.
13. An infant school, and literacy classes now exist in Relva to facilitate the women's work and education.
14. There is a local market for both linen and wool, and the Montemuro farmers are now selling their raw materials to the women's groups, and earning more profit.
15. The first request for a Young Farmer subsidy for a woman is being processed.

Again, from Montemuro, Portugal, this progress report to funders includes a self-review by the 18 Portuguese teachers.

Children's Program Report, Montemuro, September 1988

Portugal has the highest rate of early school leavers in all of the countries of the EEC, and this year the Ministry of Education has been involved in a national program to combat school unsucccess. Since the ICA has been involved in a children's program on the Montemuro for 6 years, our program fitted nicely into the national priority, and a request for a small subsidy for this program was accepted.

In the 19 villages in which the ICA works on the Montemuro, all but two have village schools. Two other schools have been closed because of diminishing numbers of children and four schools are threatened with closure next year for the same reason. The other schools have one teacher who teaches all of the four grades. The students study 4 1/2 hours a day. There are no art, music or physical education classes.

After fourth grade, children must go to Castro Daire, 18 kms. away to finish obligatory education. Many parents are reluctant to pay the fees for transportation, books and lunches. The children leave on the public bus at 7:20 am and return at 7:10 pm. In winter they leave and return in darkness. Often teachers do not show up and the children are free to leave the building and shop in Caire. Many parents do not want their children in this environment for 12 hours. They feel the children's time is better utilized at home caring for the family, the animals and the land. many students miss school to tend the land and end up getting behind in their studies and losing interest in school. As a result, many students never finish the obligatory 6 years, and some never graduate from fourth grade.

In a European environment that continuously encourages more studies and specialization, these Portuguese students are left far behind, and are unable to compete for jobs. Within Portugal, in order to get a driver's license, a person has to show a fourth grade certificate. There are many young people on the Montemuro who will never qualify for a license, never take a skills training course, or even qualify for unskilled permanent work, because they do not meet minimum educational requirements.

The Children's Program

This program has two objectives: to train the teachers, who are village youth and to teach the children in the program. The teachers are village youth selected and trained due to their interest in development and in social/cultural programs in the Montemuro. They taught the program in each village twice a week.

The curriculum is based on opening up the children to a larger world view and seeing themselves as active participants in the planet where they live.

This year's program was different than other years because most of the youth had taught previous years in the villages and had a sense of the flow of the program. Therefore, the 18 young teachers designed the program as they perceived it needed to function. They wrote the curriculum, typed it on the computer, and photocopied it for everyone. They purchased the materials and craft supplies, borrowed books from the library, assigned the teams to the different villages, and drove the jeep to and fro. The program was theirs completely, and the success or failure in any given village was theirs also. The curriculum was always the same.

Attitudes we wished to change

- Boys play soccer, girls do crochet.
- All teachers are women.
- Learning is conducted in silence.
- Students learn from copying in notebooks from the board.
- All learning is intellectual.
- A distance is kept between teacher and student.
- Playing happens on the weekends, out of school.
- Learning is an individual experience.
- Village children have less interest in learning.
- Higher quality education happens in heavily equipped urban centers.
- Children are minimally interested in learning reading.
- Teachers must be highly-trained specialists.
- Schools are locked in the summer, and not available for community use.

Hardships:

Unreliable transportation, parents unwilling to let their children attend, irregular attendance, programs dominated by Lisboa vacationer's children instead of village children, tendency for the boys wanting to play soccer all the time, unsure teaching teams, willingness to wait for children to arrive instead of beginning on time, always leaving ICA late, forgetting materials, stranded for hours waiting for a lift home, millions of flat tires.

What the teachers learned:

- I learned how to open myself up so that the children would open themselves up to the realities of this world.
- I learned how to see children with new eyes, and to communicate with them.
- I learned how to lead, even when there was a lot of noise.
- I loved the program. I learned so much from the children.
- I learned how to really care for children.
- I learned that children, underneath, are sociable and interesting.
- The children had a surprising amount of confidence in us as teachers.
- I learned to pay attention to the children, to listen.

What the children learned:

Unity, every moment is a learning opportunity, communication, to sharpen their intellectual tools, preparation for school, living together, stretch their capacities, to expand their horizons, to have fun in a different way

What the ICA learned

- Having a schedule of all the villages and teachers to plan transportation was very important
- Fridays were reserved for materials distribution, training, and data exchange. It was important for program coordination and continuity.
- Preparing the teachers guarantees a quality program. When the teachers are responsible for their own curriculum, they create what they know will work.
- Having a consistent jeep-full of teachers creates a team of committed teachers, with time to interact and exchange their experiences.

Facts and Figures: 274 children total, 19 villages, 11 week program

From Peru, two progress reports:

1. To the Presbyterian Hunger Fund, concerning a nursery project:

The program which we have developed includes setting up a structure to facilitate the Peruvian farmers who are interested in planting trees. The program will serve as means to get the government resources delivered to the farmers and villagers who want to plant trees. It will involve finding those who want to plant trees and encouraging or stimulating others to want to plant trees. The program will also offer training in the skills to plant and care for the plants. The goals of the program are as follows:

1. To establish a nursery of 100,000 plants in the Mala valley in cooperation with government forestry agency (CENFOR) and a local farmer. This nursery will serve as an inexpensive source of plantings for farmers and communities in a radius of approximately 30 kilometers.

2. To plant 500 trees along the Mala river at the place where the river floods, destroying the crops every other year. These trees will provide a support for hand made rock wall which will be constructed to control the flooding.

3. To assist five farmers in the creation of "forests" of 500 trees each for a total tree cost of 2500. We believe this will be a demonstration of possibility which will encourage more individual initiative.

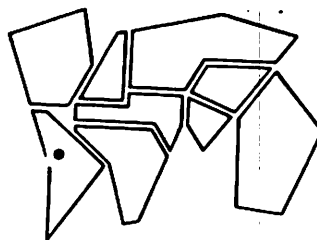
4. To offer training and consultation in the planting and care of trees through SENFOR visits and training programs in the various localities.

5. To facilitate the planting of total of 3000 trees in ten different communities. We hope this will begin a trend in the communities to expand forestation development.

6. To establish a demonstration wood farm next to the Institutes's Training Centre in the village of Azpitia. Approximately 200 village leaders and rural practitioners attend courses yearly in the centre and demonstration would do a lot to encourage the forestation development.

2. To a church in Kansas describing a Mothers Club Program:

We held a nutrition class in conjunction with FOVIDA for 8 sessions in the month of March. Classes were held in the auditorium of the municipal building of Villa El Salvador with exception of a demonstration cooking class which



was held in one of the community kitchens (comedores in Spanish and will be referred to as such in the following letter.)

There were 21 participants, 17 of

whom participated in 7 or more classes and received certificates. The other 4 participated in 5 or more which was a much higher percentage than usual who complete this type of program. We credit our success to the several coordination meetings we held before the actual program began. We asked the participants to choose the dates and time as well as the focus of the curriculum. This assured the classes were dealing with the consented reality of the women. The women represented all the geographical sectors of VES and were from 20 different comedores. The president of FEPOMUVES, was present for the closing ceremony and signed the certificates with FOVIDA and us.

At the end of the training program we waited a month before beginning the nutrition demonstrations in the comedores because the new school year began April 4 and the women were very busy buying uniforms and adjusting to new time schedule in their families. Also the month of April was time of political campaigning for election of new officers of FEPOMUVES which was held in May.

On May 11, I met with 6 representatives of women in Sectors 1 and 2 plan our implementation. The women talked eagerly about how they were using the new recipes and knowledge in their comedores and families. One woman said her husband was so pleased with some of the new salads she is fixing that he learned how to prepare them himself. He said he was glad to finally receive some of the benefits from all her community work.

The women decided to invite all the nutrition course graduates to a meeting on May 17 to create a specific work and decide which comedores and Mothers's Clubs for which they will take responsibility. We presented the program to 25 women in the Base de Comedores of Sector 2 on May 24.

We are in the process of working out the details of the "pan con Queso" program (bread

with cheese). One intent of the program is to be source of new capital income for the comedores. In consultation with care in May we learned about their capitalization program which they have in conjunction with the Ministry of Health. As follows: the comedore opens a savings account in a national bank with the income from donated food and then the Ministry backs a loan to the comedore for up to 5 times the saved amount for activities to generate new income for the comedore member family. We are looking at different ways within VES to provide service.

Our original plan was to donate cheeses and 120 rolls to 200 different comedores, but this will not generate much money. Our current model is to donate the bread and cheese to 60 comedores of Mother's Clubs for 12 weeks which offers the possibility of generating up to \$100 depending on the price for which the individual comedore decides to sell the sandwiches. We are planning to have comedores (the women trained in our program) monitor the "bread with cheese" program. We will connect the comedores demonstrating discipline and creativity in the use of their new income to TRICKLE UP. TRICKLE UP is a program that provides \$100 as capital for the creation of income producing small industries. A donation from TRICKLE UP would make it possible to double their capital. We are asking ICCO for permission to put more of their donation into "Bread with Cheese" program and reduce the total number of local comedore demonstrations.

In developing a nation like Peru, it is not always possible to accomplish your goals in the timeline originally planned, but with patience and persistence one can eventually win.

With the runaway inflation in Peru now and the ending of the public work program, PAIT, which provided jobs at minimal wage for many people, the women are eager to begin their teaching and receive their financial incentive. With all the delays in this project, we feel we are the right time to implement our plan.

Some of our reflections relative to the value of our work date in the program include the following:

1. We (ICA) have learned a lot about working with the political organization in VES and adjusting time designs to fit the local reality.
2. Our presence and push to get a program going gave FOVIDA the opportunity they had been waiting for to do nutrition training in all the sectors of VES.
3. We have a core of 15 women ready to share their learnings with other comedores.
4. We have developed a model to generate income in the comedores with the "Pan con Queso" Program which only will improve the nutrition of the children, but be the base for the creation of more income producing activities.
5. We have the added incentive of the TRICKLE UP contact to encourage the comedores to demonstrate discipline and creativity in the use of their "Pan con Queso" income.



ATWIRD Update.



ATWIRD????

For the 'Our Common Future' conference we have trained and sent out a promotion team. They are to promote the ATWIRD-concept. 'Do you know what ATWIRD is? No? Go and ask Dick, Marc and Bernhard!' This is what many people in Mexico will read on the posters which we made. They have planned a reception with an author-signing event. During the conference people can order books with them. We were lucky to squeeze about 80 books in the luggage of European participants to the conference and we have already been notified that Tokyo ordered 10. We hope you were able to obtain one of the others, for they are going fast. Oh yes, by the way, ATWIRD means 'Approaches That Work In Rural Development'.

We have written to over 30 magazines with the question to publish the review which we made for this purpose. Our next marketing step will be the visiting of organisations in Belgium and The Netherlands.

We have sold 52 books. By the time you receive this your representative will be returning home, hopefully with a copy of 'Approaches That Work In Rural Development'. We would like to remind you that an easy way for you to market the books is to order them through Saur. For information on this point you can always contact the Brussels House.

The book marketing team: Linda Alton, Aminah Mwamose, Marloes van Vliet, Martin Leusen.

ATWIRD



Promotion Team