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NEWS BRIEFS

1989 ICAI SECRETARIAT YEAR-END REPORT

General Assembly Prepared & Executed

ICAI Statutes went to all members for suggested changes. Organizational research was conducted, questionnaire compiled, three promotional packets sent, facility prepared, procedures team recruited. 60 persons from 21 national ICAs attended. Report was mailed to all members.

Key decisions were: Election of a new board of directors and executive committee, November 1990 General Assembly and conference in Taiwan, Board to think through 1990 General Assembly; 1990 expense budget of \$76,000 to be met with minimum national member pledge of \$500 and patron donations of \$100 per individual and \$500 per associated organisation; four functions of the Secretariat, Secretariat in Brussels with two fulltime persons (or equivalent) responsible to the Board, Brussels continue as Interim Secretariat for 1989; Troy team to produce global programme report by April 1990.

Network Exchange Strengthened

A new format with regular monthly features was designed, material solicited and compiled, 10 issues produced, feedback received and incorporated. A Global Funding Brief was initiated. Promotion campaign resulted in 75 subscriptions.

International Relationships Sustained

New York and Brussels worked with a variety of UN agencies. New York continued the InterAction connection and Brussels maintained our membership with ICSW, EADI, and ICCD.

Assistance To ICAs In Transition

Third World ICAs continued to receive support for fundraising. Grants have risen from \$1.5 million in 1986 to \$3 million in 1989. Organisational support was given for the Development Network meeting in October attended by 30 persons. The International Training Programme for Development Practitioners was designed, recruited, and funding located for five Third World ICA staff scholarships and living expense scholarships for all nine participants.

ICA's Global Image Promoted

Twenty-one persons attended the Practical Modes of Cooperation Conference held in cooperation with GTZ. Work has begun with the Royal Tropical Institute in the Netherlands to facilitate their Global Development Conference in September, 1990. Implementing the ICAI General Assembly decision to ensure ICA participation in the ICSW conference in Marakesh and the World Conference on Education for All in Thailand is in process. Research is underway on the UN Conference on Environment and Development in 1992.

Secretariat Staffed

The work of the ICAI Secretariat was accomplished by the parttime efforts of five people from the Brussels house. Service never lagged despite uncertain funds.

Membership Invited & Received

Using the input from Oaxtepec, membership pledges were solicited. 26 ICAs pledged \$39,000, patrons pledged \$1,500. Regular thank yous and reminders were remitted.

NEWS FROM NORTH AMERICA

The ICA team in Troy, New York is soliciting input for the Global Programme Report. Ideas on audience, ICA program activities, what should be included, quotes, witnesses, gestalts, visual images, color, etc. should be sent to ICA: Troy, 126 4th Street, Troy, NY 12180.

John Oyler, ICA: West has received a community service award from the Los Angeles chapter of the American Society for Training and Development for his contribution to human resource development in Southern California.

Jane Coe conducts a monthly roundtable which in 1989 involved 57 households locally. She mails material to 180 colleagues in 63 countries. These are: What's happening in the world? What might we anticipate in the future? How might we be more effective in addressing concerns? Working together. Creating change or adapting to it. If you wish to participate write Jane at 6703 Pawtucket Road, Bethesda, MD 20817

At the invitation of Governor Dick Celeste, ICA: Chicago facilitated a conference of 600 persons as part of Ohio's "Drug Summit". All US states are involved in a locally based campaign to fight drug use.

STUDY TOUR 1990

"DEVELOPMENT - THE INDIAN EXPERIENCE"

One year ago Hiranman Gavai, Bombay, India was asked to assist Elaine Stover, Brussels, Belgium in setting up a Study tour for Egyptian and Sudanese development practitioners to visit India. The tour was sponsored by the Near East Foundation's Local Community Development Practice Support Network in Cairo. Study Tour participants were selected by NEF for the 16 day tour which included visiting 8 projects/villages, most of which were participants in the IERD.

In 1990 another Study Tour is being planned to be organized and conducted by Mr. Gavai. In order to meet potential study tour candidates and to familiarize himself with the Sudanese and Egyptian culture he was asked by the NEF to spend some time in the Middle East during June and July.

4 August 1989

SUDAN: I arrived the 5th of June at 5:30 a.m. at the Khartoum International Airport. The first thing I was amazed to see when I came out of the airport to get a taxi was, guess what? There were no taxis at the airport. Here my story in the Sudan began. One gentleman who flew with me from Cairo came to me and asked me if I was looking for someone? I said I was and when there was a pause for some time, he suggested that I come with him. I said that I would and he asked his driver to put my bag in the car. When I got in the car I introduced myself to him. He introduced himself to me as Armas Village from the Philippines and said he worked for the American Embassy. He is the one who told me a little about the country, drove me first to his house and then asked the driver to drop me at the Acropole Hotel. All the way to the hotel it felt like someone must have bombed the city because I had not seen anyone in the streets. I went into the hotel, spoke to the receptionist and enquired about Dr. Roger Hardister, Programme Director of the Near East Foundation (NEF) who was my host there. Fortunately, he was waiting for me at the hotel.

We planned to visit several projects and see village life where NEF funds the activities outside Khartoum. Due to the continuing war and the collapse of services, travel was restricted, but I was able to visit some projects in Khartoum. The project I visited first was Sabha-project (street boys). I met the Director, Mr. Munir Ahmed, who was on the 1988 Study Tour. He took me around and showed me the activities of the various sections such as distribution activities, social work department, and education. Then he arranged for me to go to the vocational centre to visit a carpentry workshop, shoe-making factory and a foster parent home. Mr. Munir took Dr. Hardister and me to see some suburban areas of Khartoum which were affected by rain. Most of the houses had been melted by heavy rain. I have never seen such a thing before. I do not know how people stay in such a situation. Two days later I met Dr. Siham Kamil Nagi who is manager of technical services and training and Mr. Jacob Mogga, extension manager for SUBA project. I went with them to see a beekeeping site and laboratory at the Shambat Agriculture University. Dr. Siham and Mr. Munir were on the study tour last year to India. Also we visited Mr. Hamdi's cooperative farm with Dr. Jumma, Soil Conservation Officer.

Dr. Hardister, myself and Mr. Ismail, used Mr. Ahmed's taxi to go to NEF's office daily so the driver, Mr. Ahmed, became part of our team. I gave a hand in the office each day by xeroxing and filing, but most of the time I did my own reading. If you are too busy and can't get time to read, I suggest that you go to the Sudan because that is what I did most of my time. I never did so much reading since when I was taking an examination.

There is another story about how Dr. Hardister and I got back to Cairo. Dr. Hardister asked Mr. George, the hotel owner, to book us together on the 12th of June. We found out that we couldn't go together on the 12th so we said we would go the 16th. Then we found out that we were on a waiting list. Mr. George told us that Egypt Air security was asking for accommodation in the hotel. He asked them if they could make sure to get confirmed tickets for us on the flight of the 16th and then they could have our rooms. Then we learned that we couldn't fly together until the 18th of June. Even though the Egypt Air people said yes to flying on the 18th, we finally flew on different flights. and that's how we left the Sudan!

EGYPT: We arrived in Cairo about noon and met Dr. Muntasa Munir who is Dr. Hardister's associate. Cairo was so different. It is a very crowded, over-populated city, with traffic just like Bombay. Crossing the street was very difficult and if you are not used to it then you had to wait at least 10 to 20 minutes. There are so many high rise buildings. There is an underground subway which is a gift of France and many overflays which hide a lot of poverty.

On the 21st Mr. Salama M. El Bably, CARE-Egypt Communication Officer, and I went to see a CARE project in Fayoum. We went to the bus station to get a bus for Fayoum. Before the bus pulled out, Mr. Salama got down to get something to eat but in a few minutes the bus started to move out and Mr. Salama had not returned. At that point I didn't know what to say in Arabic, I just said "stop". I got down and walked back to where the bus started. Then Mr. Salama came and we waited to get another bus for Fayoum, about a 2 1/2 hour journey from Cairo. We went straight to CARE's office and met the Project Officer and several of the staff including Dr. Nabila who was on the study tour last year. I got to know their activities and how they operate as an organisation because I was to spend more time visiting CARE later on. In the evening we joined Dr. Nabila and another doctor to go to a village for a Community Development Association (CDA) meeting from 6:30 pm to 10:30 pm. The next day we went to another village to see some of their activities like a nursery school, a clinic, and their duck distribution programme. The villagers were very friendly. In the villages, people keep their animals inside their living places so flies are everywhere. After our visit we went to the CARE office and had a discussion before we drove back by car to Cairo.

On the 24th I had dinner with Mr. Robert Yallop, Director of ICA: Egypt, who I had worked with in India. I was very impressed to hear about El Bayad. I told him that I would like to visit El Bayad. On the 25th and 26th I participated in a workshop given by NEF for people planning

for income generation. On the 27th I met Dr. Maha who was on the study tour last year. The next day Mr. Kamal, Assistant Programme Coordinator in the Sudan, and I went to see Dr. Maha's work in a village about 45 minutes drive from Cairo. Dr. Maha introduced us to the local CDA Chairperson who was a lady. We had a discussion and then she took us to see their activities which included a nursery, a beekeeping area, a sewing class and carpet weaving project. The village of 25,000 population is like a small town. That evening Mr. Kamal and his fiancée accompanied me to see the sound and light show at the pyramids. Again the ancient history, the myth was told to us. Many visitors come to see one of the world's greatest wonders. For me it was a very spectacular evening.



On the 30th at 10 am at Shephard's Hotel, I met Dr. and Mrs. Ed Shinn, whom I had known in India because they were my teachers in the HDTI at Maliwada in 1976. It was a big surprise for me and for them to see each other. They invited me to visit El Miniya, where they have just begun to work for the Egyptian government on an irrigation project, and to talk more about development plans for India.

From the 3rd to the 7th I went to El Bayad to ICA. I took a train from Ramsis station at 7:30 am. to Beni Suif and reached there about 9:45 am. I was looking for someone from El Bayad to meet me. But I didn't see anyone so I came down the main road, waiting for someone to see me. The driver was there, but when he came to me and said something in arabic which I didn't understand, I thought he was asking me only to ride a taxi so I said "no" to him. Then a few minutes later, again he came to me and said "Bayad ICA" and I said "yes." When we reached El Bayad and the ICA training centre he was telling all the staff how I reacted to him. Everyone laughed. After that, we became good friends.

The next day I was with the Income Generation Team. They told me about their activities from small loans to the villagers, farming, and raising rabbits. I told them about ICA: India. In the evening I attended a CDA meeting in another village. The next day with the health team, I participated in the health care worker's meeting. It was very interesting how these village women were from surrounding villages, in all 22 women, who were visiting another village for the meeting. For over five years the ICA has been building its strength in these villages and they are doing well in that governorate. The ICA has also earned a good reputation with many development communities.

On the 7th Dr. Sabri and I flew to Aswan and stayed at Abu Simbel hotel. The next three days we were visiting CARE-Aswan, where we met Dr. Ayman, programme Coordinator. He took us to Iqlif village about 90 km from Aswan.

It was a very clean village. The CDA had implemented several programmes in this village in which there was a lot of cooperation. They are working on a literacy programme. CARE is no longer working with that village. The next day we went to another village with similar activities where CARE is working to train the CDA. This village was also very cooperative. On the 11th, Dr. Ayman, introduced Dr. Sabri and I to Dr. Nabil Kamel, Regional Director, CARE-Aswan, and we had a long discussion with him sharing the information on development. We said more exchange programmes should take place so the local development practitioners can learn from one another. There is also the need to get the NGO's together often to share learnings. At that point we began the Upper Egypt trip. At noon, Dr. Sabri and I were off to see historical places for a five day tour on the Sheraton Cruise, a boat from Aswan to Luxor with about 260 people including 120 crew members.

This trip gave me a depth understanding and knowledge of the Egyptian culture. I met so many people from different countries and also met people from many walks of life. I enjoyed my time on the cruise - swimming, doing exercises and meeting people. That evening Dr. Sabri and I flew back to Cairo. It was an unforgettable trip.

In Cairo I went with Mr. Munir, EQI, to see a "Garbage Collection" project. It is located in a slum area in Cairo of about three million inhabitants. Mr. Munir helps people from this area by organising them, educating them about sanitation, health and collection and sorting of garbage. it is very hard work to do but provides work for hundreds of people. On the 18th and 19th Dr. Hardister, Dr. Sabri and I went to plan the Study Tour to India in 1990.

The next day I went by train to El Miniya. It was about a 500 km journey in one day so I was very tired that evening. My stay in El Miniya was organised by CEOSS. Guests are accommodated in their small boat, which is like a mini-restaurant. I spent two full days visiting CEOSS programmes accompanied by Mr. Mohsen. Their programmes vary from health to income generation, dairy and education. They have a unique and comprehensive approach. CEOSS is a religious organisation working for the betterment of life. I also met the Street Vendors Organisation. Mr. Adel Adly took me around to see their programme which provides small loans to street vendors to set up businesses. They help them to get organised and provide membership services to some 250 vendors. The vendors are part of the organisation and are involved in the boards and committees. It was a very impressive approach for poor people.

For two evenings I met with Dr. Ed Shinn and his wife, Mimi, to discuss their proposal for Zonal Development in India. I introduced them to CEOSS and the Street Vendors Organisation people who joined us for lunch to meet with the Shinn's. Meeting with the Shinn's was also one of the highlights of my visit to El Miniya. I greatly appreciated CEOSS which made it possible and their staff, especially Ms. Wafa, Mr. Mohsen, Mr. Bahig and Mr. George the driver, who made my visit to El Miniya so successful.

The whole trip was such a gift to me which I cannot forget. Many thanks to Dr. Roger Hardister and his associates and friends for all they did. I am especially thankful to Ali Mukhtar and Ali Hassan who made all the arrangements for me.

FOUR NETWORKS

DEVELOPMENT NETWORK

GUATEMALA LOOKS AT THE BIG PICTURE

A representative list of accomplishments achieved through follow-up of community training courses (HDTI)

THE ECONOMIC ARENA

Study produced and three productive (income-generating) projects started.

1. Apple and wheat project together with commercialization. (35 farmers in Cabrican, Quetzaltenango).
2. Coffee technology, improving quantity and quality. (31 coffee growers in Taquayni, La Union, Zacapa).
3. Furniture manufacture, Chojale, Cabrican, Quetzaltenango.
Study produced for various small businesses:
 1. Chicken farm, Barraneche, Totonicapan
 2. Laying hens farm, Sta. Maria Visitacion, Solola
 3. Coordination to implement a sewing workshop, (28 women in Buena Vista, Sansare, El Progreso).
 4. Tin-roof production (cement fibers), San Juan Las Flores, Sanarate, El Progreso.
 5. Study for a beehive in Sta. Maria Visitacion, Solola



THE ENVIRONMENT ARENA

1. Construction of 24 ceramic stoves, Totonicapan.
2. Study for making 75 ceramic stoves in Esperanza, Totonicapan, with the housewives.

THE BASIC SERVICES ARENA

1. Drinking water, Ojo de Agua, El Jicaro, El Progreso.
2. Orientation in the potable water project, Buena Vista, Sansare, El Progreso.
3. Positioning and funds obtained for potable water project in Chipuac, El Progreso.
4. Construction of Community Center in Llanos de Morales, Sanarate, El Progreso.
5. Search and securing funds for the construction of a sewing workshop for Buena Vista, Sansare, El Progreso.
6. Storehouse for agricultural supplies, Tulumaje, San Agustin, El Progreso.

THE SOCIAL ARENA

1. Starting 4 preschools for children of 3-6 years old, which are coordinated with the communities in fund-raising activities. Teachers are from the same villages, trained by the Institute.
2. Carrying out diverse training courses in different areas of development: project profiles, small business administration, preventive health and new methods in education.

THREE YEAR VISION

Training and Education

The edge of our thinking for the next three years is to expand the courses ICA is already doing to other clients and geographical areas. These include Advanced DeBono Thinking Courses (there are a total of six, all of which have now been translated), TOP schemes, LENS contracts, and HDTI's. Training, Inc. will be functioning with a new network of colleagues, funding and an active advisory board. ICA: Guatemala Operations and Self-Sufficiency

Our first hope is to have the Conacaste Training Center really well-equipped so that we can rent it to outside groups. We would also like to be able to hold the courses there in addition to the HDTI, like Learning How to Think (DeBono) and Strategic Planning for development agencies and other institutions. Another aspect of "equipping" includes a more formal and aesthetically-motivating office environment in the city, another new computer, a FAX, additional telephone lines, and a play area for children. The ICA internal-control system would include an integrated, computerized financial system. A big concern is still self-sufficiency for individuals and programs. A lot of progress has been made in this arena, but the inclusion of administrative costs in projects and programs still requires a major focus. In order to accomplish this three-year vision, new personnel will be needed, particularly Guatemalan, as we move toward Latin American staff in charge of projects. This vision includes some kind of new model for salaries.

THE CONTRADICTION AS OPEN WINDOWS

THE URGENT NECESSITY FOR A LONG-RANGE FINANCIAL STRATEGY.

THE COMMITMENT TO EXPAND PERSONNEL AND THE CHANGES THAT IMPLIES.

PUTTING A VALUE ON PERSONNEL TIME INVESTED IN PROGRAM PREP, IMPLEMENTATION AND FOLLOW-UP.

THE EMPHASIS ON CREATING A LONG-RANGE MARKETING STRATEGY.

THE FUNDING OF SOCIAL PROJECTS AND ADMINISTRATIVE COSTS.

THE NEED TO ESTABLISH POLICIES ON NEW PERSONNEL, RENTAL OF THE TRAINING CENTER, LIFESTYLE WITHIN THE HOUSE, AND ACCEPTANCE OF NEW PROJECTS.

Back-up thrusts include committed teams in defined roles, an integrated accounting system, an improved working environment, and a return on our investment in the Conacaste Training Center.

ONE YEAR VICTORIES

1. Q50,000 (USD \$20,000) in revenue over expenses.
2. 5-7 long-range contracts implemented or committed.
3. Conacaste Training Center well-equipped and local committee in charge of maintenance.
4. Committed teams for each project.
5. Computerized accounting systems.
6. Lively environment and operations.
7. Advisory Board for Training, Inc. in action.
8. Formalized institutional collaboration.
9. Two substantial financial grants.

GLOBAL FUNDING BRIEF

FUNDING SOURCE

PRESBYTERIAN HUNGER PROGRAM

100 Witherspoon Street
Louisville, KY 40202-1396
USA

The concept of development partnerships is important to them, and they favor proposals coming directly from Third world partners (eg. national ICAs) rather than US-based organisations acting on their behalf.

Their interests fall into two categories: relief and development. ICA fits best into the development arena which includes agricultural development and training; provision of clean water; livestock production and development; food storage, transformation, conservation, distribution systems; community organizing; women and youth income-generating activities; appropriate technology related to food production and conservation; formation of cooperatives; efforts to secure and keep land for low income farmer; human rights defense for the poor; primary health care, family planning and nutrition education; educating the church and community about hunger; and literacy as a means for the poor to have access to jobs.

Grants are limited to one year at a time with a ceiling of \$20,000 an average gift of \$6,500 (Kenya received \$8,400, \$13,500 and \$15,000). They are interested in co-funding for projects larger than \$20,000. Guidelines for proposal preparation are available from Mr. Derenoncourt.

They have just moved to an annual funding cycle with December 31 as the deadline for proposal submission. After internal review, decisions are made in May and June. Money is released in 6-8 weeks. While they are quite open to non-church organisations such as ICA, proposals must be accompanied by a letter of endorsement from a national church body or Christian agency. The project does not have to be with church groups. However, it is obvious that they will appreciate endorsement by the national Presbyterian church and some benefit to Presbyterian groups. All of Kenya's proposals were endorsed by the Moderator or Special Projects Coordinator in Kenya. Two of the four included somewhat modified activities with a few Presbyterian groups in other parts of the country.

Proposals should be limited to two pages and contain the following:

1. Project Title
2. Project Address
3. Synod/overseas church or council of churches
4. Brief description of needs to be met, basic project objectives and evaluation process.
5. Date the project will begin and end.
6. Funding questions:
 - A. Enclose a copy of the projected budget
 - B. Total cost of the project is
Amount requested from PHF is
 - C. Give other sources of funding for the project. If amounts requested are still pending action by funding

body, please indicate when you expect to receive final word from each group. (eg. Funding Body, Amount Requested, Amount Assured to Date, Date of Final Word)

7. State why you think the Presbyterian Church (USA), through the Hunger Fund, should fund this project.

7a. How do you plan to provide for future funding and support? Check the appropriate items:

- ☐ Community Organizations
- ☐ Individual Contributions
- ☐ Foundation Grants
- ☐ Self-sustaining
- ☐ Incorporate into Regular Budget
- ☐ Presbyterian Church
- ☐ Other Demoninations
- ☐ Other (explain)

8. To what extent have the poor and hungry been involved in planning for or participation in the work of this project?

Give the responsible person's name, address, phone, date of involvement and relationship to the project.

Signature

Please send 10 copies of this form to:

Mr. Lionel Derenoncourt

Associate Coordinator

Presbyterian Hunger Program (address above)

Send one additional copy to Synod.

FUNDING OPPORTUNITIES

NATIVE AMERICAN LEADERSHIP DEVELOPMENT PROGRAM 1990-1991

NEED

Native American communities face leadership challenges which would squash many rural governments. They must address major questions relating to land, water and governmental rights while coping with severe social problems - all when federal support is cut to the bone. They are challenged to balance traditional values with the values of a dominant culture. They are forced to cope with a morass of federal program requirements and "foreign" bureaucratic structures. Native America has been given the message that its problem is inconsistent government and lack of skilled leadership. Yet the fact that so many tribes are progressing within these constraints and external demands is testimony to the depth of leadership and the collective values that sustain their efforts.

Strengthening these basic Native American values is the focus of this proposal. The needs of the communities ICA seeks to serve stem from the introduction of governmental models which have occasioned a shift away from traditional consensus based decision making and community initiated efforts. The challenge for these communities is to empower the community members to apply traditional values to modern problems.

Past approaches to supporting Native American self-development have been to bring in programs from the outside. This has resulted in three major problems.

1) The collapse of the tradition of community initiated efforts

There are a plethora of organizations and agencies serving Native America yet needs continue to go unmet. Many times the organizational structures themselves have lost the mechanisms to incorporate community input. In a report (Gallup Independent 7/14/89) of a two-day constitutional seminar attended by Navajo tribal leadership an attendee said "The Navajo people want a government that is a product of their hands and their minds." He maintained that such a government would require rules and procedures which institutionalize community participation and leadership accountability.

2) Duplication of services through uncoordinated efforts of agencies and organizations

The many bureaucratic structures and programs set up to serve Native America have led to a fragmentation of responsibilities and services. A community often finds itself dealing with a number of agencies who rarely communicate with each other. The resulting duplication of efforts is contrary to traditional Native American cooperative modes of operation and intensifies the separation of government from its people.

3) The breakdown of volunteerism

The proliferation of services over the last 50 years has created a situation in which professional service providers have replaced the volunteer and self-help spirit. Too frequently the result is an increased dependency on government to meet every need. As the trend to cut government services accelerates there is an urgent need to reactivate local community involvement and turn once again to the people as Native America's most valuable resource.

Native America does not need a new technical assistance organization. It does not need "A Solution" created for them. Rather Native American communities need tools and methods which enable them to develop solutions. Throughout Native America there are structures for development. What is needed are techniques for Native Americans to make those structures serve their vision. The revitalization of structures is dependant upon enabling connections among the existing web of agencies and services allowing them to more effectively serve communities' needs, goals and culture.

Although each native culture is unique, they share a philosophy of participation and wholistic long range thinking in problem solving. This traditional mode of cooperation needs new expression within the structures now in place.

TWO YEAR OBJECTIVES

1. To implement 15 partnerships with native American community groups, governments, organizations and service providers in order to transfer and apply skills in participatory strategic planning and consensus building to a variety of leadership situations across tribal communities.
2. To train 75 people in basic Facilitation Methods and to facilitate Strategic Planning.
3. To design and implement applications of ICA facilitation and imaginal education methods for use in four common problem leadership areas a) comprehensive community development, b) training for at-risk groups, c) assistance to

agencies working on entrepreneurship and d) organizational development.

4. To evaluate and document partnerships and training applications and to interchange and share approaches that work among tribes in the Southwest and beyond.

5. To establish collaborative training with the existing network of Native American training providers.

ADVISORY GROUP

The Native American Leadership Development Program is guided by an Advisory Group comprised of seven Native Americans plus five other persons who either have worked with Native American groups or can support the program from their positions in the federal government, tribal government, private industry, state government, foundations or voluntary organizations. The group meets quarterly.

PROGRAM RESULTS

The long range goal of this program is to develop Native American leadership which can serve to facilitate the return of self-sufficient, self-reliant Native American communities. The two year results will include:

1. A cadre of Native American facilitators and trainers.
2. Incorporation of an inclusive facilitation style into meetings.
3. Incorporation of participatory planning methods within the operating procedures of tribal government, agencies, consortiums, and non-profit service providers.
4. A shift in problem-solving style from looking for technical solutions from consultants and staff to creating new solutions with input from many sources.
5. Evidence of interstitial teams working effectively across organizational lines.
6. Increased community or organizational responsibility for carrying out plans.
7. Application of participatory methods to new situations without the input of ICA.
8. Expansion of leadership development activities beyond Arizona and New Mexico through Native American networks.

RESOURCES NEEDED

ICA West has initiated its Native American Partnership Program with one full time staff person who is assisted by other ICA staff according to availability. To supplement this staff person the program will require an additional full-time program developer and facilitator, a half-time program developer in New Mexico, two Native American interns and a part-time secretary.

TOTAL PROGRAM ANNUAL BUDGET

PERSONNEL	\$ 95,450
CONTRACT EXPENSES	5,000
EQUIPMENT	3,700
TRAVEL	13,772
OFFICE & PROGRAM EXPENSES	13,650
TOTAL DIRECT COSTS	131,572
SCHOLARSHIPS FOR NATIVE AMERICAN TRAINEES	5,000
OVERHEAD ADMINISTRATION (at 15% of salaries & fringe)	14,318
GRAND TOTAL	\$150,890

ICA: West 4220 N. 25th St. #16, Phoenix, AZ 85016 USA.

ECONOMIC NETWORK

ICA: BRASIL GETS DOWN TO BUSINESS

WHEN QUALITY MEETS EXCELLENCE

What happens when a high quality event (a Strategic Planning Seminar) takes place in an insurance company already committed to excellence in service and operations?

When Inter-Continental Insurance (ICS) came to ICA with a request for an SPE in July, it felt like an honor was bestowed on us. Here was a company that had just spent an entire year "in search of excellence", complete with retreats and study groups with the upper management. Their department of human resources is so good that it is ranked first in a company opinion poll taken in February, and ranked last (ninth) in priority of things needing improvement in the company. (They constantly research the market on salary levels so they can pay their employees above the market average.) How could we, with all our limitations, possibly deliver at a level of quality commensurate with the excellence of this client?

One of the things we decided to do was to expand the usual one day SPE (Vision, Obstacles, Directions) an extra half-day to include sessions on tactical priorities, implementary briefs and the company story. We felt that one way we could really serve them was to help them celebrate their achievements and implement their ideas.



For their part, the company included all three levels of management as participants in order to integrate the vision of excellence they had already developed. They also had ten beautiful colored posters made that summarize the points of excellence for their company. We decided to give these as gifts to the departments in the final session of the SPE.

We spent ten hours revising the facilitator manual, creating new decor, and training Bernadete Pupo, a new volunteer facilitator from Mills, who gave up the last week of her vacation to help ICA with this program. We decided that quality service to ICS meant a vision expressed in concrete results, obstacles identified within the company instead of excuses blaming external limitations (eg. capital investment), and directions that involved substantial risk on their part.

On the appointed day in Sao Paulo, the 45 participants and the four facilitators: Paulo Apsan of CEST, Bernadete of Mills and Patricia and Bill of the ICA, experienced once again the magic of LENS orchestrated by mere mortals with only a challenge to guide them.

Our conclusion: When quality meets excellence, the highest human aspirations become a reality for a brief moment in time, leaving a residue of promise for future achievement.

PRIORSHIP IN THE INDUSTRIAL GALAXY

We didn't know how it would take. We only knew that the directors of the insurance company sitting before us, who had completed their LENS the week before, cared very much about the lives of their employees and wanted to give birth to the "excellence" which they knew was their potential. So, with fear and trembling, we introduced the concept: the manager as prior. "You mean, like in a religious order?", asked a British managing director. "Yes, like that," we said. We held our breath....After all, this was a conservative insurance company, not a local church....

Three months of weekly training modules with ESSO based on ontology and its practical applications in the office had given us courage. The ESSO transformation core had asked all the relevant questions that called forth our years of practical experimentation with profound consciousness and the secular-religious order

* "Why do we insist on analysing everything to death around here until its value is lost and our analysts wiped out?" Answer: because there is in every human being and group a life urge and a death urge.

* "How do we overcome the stress syndrome that has caused a quantum leap in employee complaints this past year?" Answer: you recognize that every human being is 100% free in his solitary existence and 100% obliged in his social relationships and the responsible tension of freedom and obedience can transmute the stressed-out state of the man [person] of duty.

* "Why do the employees remain in the perpetual state of dependency and refuse to take initiative?" Answer: every human being has at least four complete lifetimes, with four corresponding phases within each. If a phase I fails to adolcesce successfully, then his adolescence in phases II and III will be problems compounded.

As we sat there waiting in the insurance office, in the silence, we thought about all those times we raised the question about the ultimate necessity of naming the Name. And we had named the name: priorship training. Had the world really come of age? Were they ready for this?

"Yes, that's what we want," came the reply.

At this writing the ESSO ontology modules are in full swing, creating the path for the galaxy, and our new insurance client can't wait to begin priorship training.

ICA Brasil: Avenida Treze de Maio 45, Apto 1504, 20031 Rio de Janeiro BRASIL



EDUCATION NETWORK

NORTH AMERICAN WCEFA CONSULTATION

The Education For All: North America Forum was held on November 6-7, in Boston. This forum was the third of nine regional meetings being held around the world in preparation for the World Conference on Education For All in Bangkok, Thailand, March 5-9, 1990. The purpose of this world conference is to bring together delegations from all countries with the aim of forging a global commitment to provide good quality primary schooling for all children around the world, and essential knowledge and skills for adults to cope with the demands of the modern world. It is being sponsored by UNDP, UNESCO, UNICEF, and The World Bank.

At the North American Forum, Governmental delegates, educational associations and non-governmental organizations were present from Canada and the United States. Keynote speakers, roundtables and exhibits provided the opportunity to see and hear innovative ideas and methods in education and challenged us to promote better education in whatever capacity we find ourselves.

One of the major tasks of the forum was to share ideas and give suggestions for refining the World Charter and Framework for Action, noting whether all learning needs and issues were addressed from the North American point of view. These sessions provided lively discussions, each person adamant that his area of concern be included, and these ranged from street kids to elders. This led to the question of how to create documents that were inclusive yet simple and brief. All the recommendations will be used to revise the documents to be looked at again, along with the documents from the other 8 regional meetings, at a global gathering in Nice. These will be compiled and reviewed in Bangkok where the final document will be formulated.

Two specific concerns were aired concerning the document. One was related to the delegates invited to the meeting. Many were from the UN organizations and educational organizations at a top level. Neither teachers or those from the target groups were present. Many felt this was a real weakness. The other concern was the implementation of the goals, and the need to state the how and who, including governmental departments, that have direct impact on the educational changes in a country. The final plan of implementation will be left to each country which will require strategic planning on all levels to be successful. The ICA is going to be in high demand.

Marilyn Crocker, Bob Griffin and Phyllis Hockley were workshop leaders and Heather Sutherland was responsible for the facilitation. It was a great two days, a privilege to be in on the groundwork of a global event that will be a part of the needed revolution in education. Phyllis Hockley, ICA: New York, 206 East 4th Avenue, New York, NY 10009

EDUCATION NETWORK MEETING

During the ICA: USA Board Meeting in November Sheila Maguire, Mary Coggeshall, Retty Thomas, Marilyn Oyler, Jim Wiegel, Diane Francis, Joyce Reese and Karen Troxel met to discuss the Education Network. Among other things they talked about were expectations of the network coordinators: *coordinate the program and participation in Taiwan: *recruitment in the U.S. is particularly important

since there is so much activity here in this network: * a commitment of four weeks of time probably would be required, including being in Taiwan early. Their concern was about how realistic is it to expect Ursula Winteler as ICAI President to head up two major arenas of the conference. Other suggestions for coordinators were, Asia: *Joan Knutson, Mary Huff, Sue Oberg; Latin America: either of the Alerdings; North America *Jim Wiegel. (The two starred names are their recommendations.) Joyce Reese, ICA: Chicago 4750 N. Sheridan Road, Chicago, IL 60640

CHICAGO HOSTS EDUCATIONAL MEETINGS

Since April, ICA: Chicago's 20/20 Team has been hosting SEATW (Sharing Educational Approaches That Work) meetings, the last Thursday of every month.

APRIL Twenty educators, parents and volunteers looked at the question: "What are the leverage points in relation to education that would catalyze changing Chicago's image from "the worst educational system in the nation" to "the best educational system in the nation"? We identified seven leverage points: highlighting success, sharing information and knowledge, empowering inclusive roles, developing staff, stating the philosophy and mission of education, shifting the educational image, and networking societal structures. Reflecting on these seven leverage points, the group decided that **HIGHLIGHTING SUCCESS** was the key to them all because in working to highlight success all seven would be affected.

MAY and JUNE These meetings resulted in a decision to **HIGHLIGHT SUCCESS** in the public, parochial and alternative schools in five neighborhoods (Rogers Park, Edgewater, Uptown, West Ridge and Lincoln Square).

JULY and AUGUST Three task forces were created: Networking, Media and Research. The Research Task Force computerized a list of the neighborhood schools and obtained school maps of the area. The Media Task Force compiled a list of the newspapers and radio stations that cover the news in the area. The Networking Task Force organized the research visits to 29 schools.

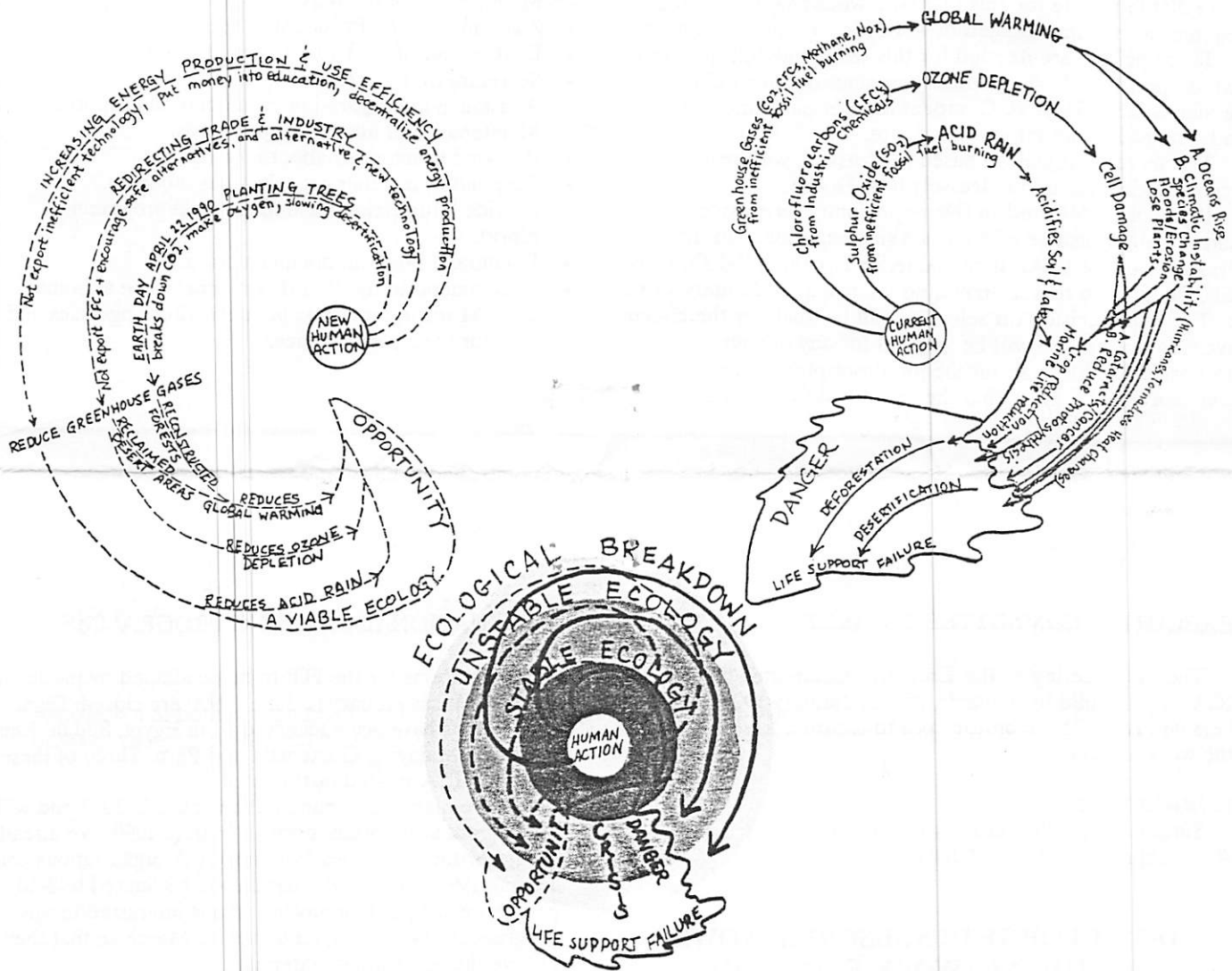
SEPTEMBER Reports were given on the results of the school visits. In evaluating the school successes and what principals expressed as their needs, it was decided that a "Sharing Approaches that Work" event would be scheduled for April and October, 1990. These events would be for the purpose of addressing school and teacher isolation and setting up networks of common interest. It was recommended that at the October meeting four task forces would meet to plan these two events:

- I. Networking - designing the program and documenting successes
- II. Research - locating the facility and sponsorship
- III. Media - creating the press release and a teacher questionnaire
- IV. Funding - deciding the budget and obtaining financial and in-kind resources

Suggestions were made on what to highlight, design for the day, etc.

OCTOBER SEATW representatives from local schools work in task forces to plan the April and October events.

Karen Troxel, 4750 N. Sheridan Road, Chicago, IL 60640



HUMAN ECOLOGY

November 24, 1989, John Stringham and Donna Wagner attended a Workshop on Sustainable Development sponsored by International Coalition for Development Action (ICDA) in Brussels. The purpose of the workshop, according to organizer Lee Hatcher, was "to sensitize people involved in 3rd World development to environmental issues that are interrelated with development."

Two of the speakers, Gregg Kats from the University of Geneva and Anjali Shunker from the Environment & Development Research subgroup of the French High Council for Scientific Research in Paris, were particularly articulate in giving documented evidence of what we are doing to the earth's ecology and in suggesting creative alternatives. Both gave succinct pictures of ways for 3rd World countries to continue to move toward the lifestyle of their choice while at the same time they and 1st world countries take action to protect our endangered ecology. The pictures above are illustrations of material presented by Mr. Kats.

Gilbert Arum from Kenya Energy and Environment Organization put forward the western view of "the Market" as a primary cause of environmental neglect and called for us to

appropriate the African view of earth as "our Mother". Igbal Asaria from 3rd World Network in London said the present definition of development has built into it urban concentrations leading to environmental degradation. He called for a new definition of development. Annie Roncerel, Coordinator of Climate Network - Europe presented the need for environmental conditions to enter into trade regulations, especially regarding things like refrigeration which are major CFC (chlorofluorocarbons) users.

Overall the speakers pointed out the necessity to look at our activities in an integrated way and that grassroots, multi-sector approaches are more effective in working in harmony with the environment than macro, centralized systems. They stressed the need for a longterm ecological perspective versus seizing shortterm benefits without considering their impact on future generations. The major task before us is mass education to overcome ecological ignorance and catalyze a change in existing values. This task is the same for North and South alike.

Lee Hatcher, rue Amedee Lynen, 8, B-1030 Brussels, Belgium (322) 219-0087 Fax (322) 219-0406

HELP WANTED FOR ICAI SECRETARIAT

Who of our colleagues would like to work with the ICA International Secretariat? We think there are a lot of creative reliable people for this task who would enjoy working together as a team engaged in work for our common future.

Three people are needed for this team, one full time and two on part time basis. Annual compensation for full time service is USD \$14,400. Compensation of part time service is to be shared at the same annual rate.

The secretariat will be based in Brussels, with residence accommodations in the Brussels ICA House.

If you are interested in this opportunity for service, let us know. Send a resume of your working experience to the President of the ICAI at rue Amedee Lynen, 8, B-1030 Brussels, Belgium so that it arrives no later than 20 January 1990.

The final decision on selection will be made by the Executive Committee. We will be grateful for any of your proposals and ideas about the job descriptions and the selection process. We hope that the result will satisfy us all.

The job description includes:

- Publication of the Network Exchange.
- Maintenance of the ICA
- Assistance to the President of the Board
- Enablement of, and attendance at, Board meetings.
- Secretary to the President.
- Assistance in preparation of budgets and reports.
- Maintenance of membership records.
- Respond to inquiries about membership.
- Respond to member organizations inquiries.
- Provide information for international programme report.
- Encourage program documentation.
- Recommend to the Board personnel to be appointed as ICAI representatives in international agencies and monitor their performance.

EXECUTIVE COMMITTEE TO MEET

The first meeting of the Executive Committee of the ICAI will be held in Brussels, 27 - 30 January 1990. Its members will arrive there on the 26th to assure a fresh start on the work at hand.

CORRECTIONS

Since the ICA Directory was published the Brussels Fax # has changed to 32 2 219 0406.

**DON'T FORGET!! SUBSCRIBE NOW!!!
TO THE NETWORK EXCHANGE
BY SENDING US YOUR CHEQUE FOR US\$55.**

INTERNATIONAL TRAINING PROGRAMME

Registrations for the ITP to be conducted by the Institute in Brussels from January to June 1990 are closed. Eight applications have been accepted from Egypt, Sudan, Kenya, Tanzania, Malaysia, Guatemala and Peru. Three of these are from non-ICA related institutions.

We are planning to conduct the course in 1991 and will be sending out application forms in March, 1990. We already have over forty inquiries from non-ICA organisations concerning 1991. Since participation will be limited to 8-10 people we suggest that anyone who is interested in this programme should contact us before March so that they can receive the application materials.

International Training Programme, rue Amedee Lynen, 8, B-1030 Brussels, Belgium

8

The Institute of Cultural Affairs International
Rue Amedee Lynen, 8
B-1030 Brussels, Belgium



ICA: Chicago Program Enterprise Tea
4750 N. Sheridan Rd.
Chicago, Illinois 60640
United States

The Network Exchange

April 1990



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NEWS BRIEFS

GREETINGS FROM THE SOVIET UNION!

This letter is being written in the air on the way to Africa after 8 days in Moscow for the Citizens' Summit where I had been invited to be a keynote speaker, choosing as subject "Trees, Water, Climate Change: The Human Factor". There was an astonishing degree of both synergy and synchronicity during the meeting; one seemed to meet just the right people at the right time for maximum networking effectiveness.

One proposal adopted by the Citizens' Summit was to replace the Berlin/E-W German wall with a continuous belt of trees to be planted by children the world over. This will have some tough logistics, but the E. German government has apparently agreed in principle. I hope to talk to some people in Zambia, Zimbabwe and Kenya about African participation in what could be a very powerful symbol of new hope and planetary harmony.

Environmental networking is indeed a necessity in view of the huge and rapidly expanding number or organizations involved--there must be dozens if not hundreds concerned with encouraging children to plant trees, many of them not much more than one (wo)man affairs.

In the longer term, the end of 1988 found me in Mexico involved in the launching of "San Miguel 2000", an integrated community renewal project involving an urban/rural municipality of over 100,000 people beset with very severe environmental problems, particularly falling water tables due to population explosion, deforestation, and rainfall which increasingly tends to be destructive rather than beneficial. The prospect of running out of water is most helpful in mobilizing consensus for drastic action, in this case large scale reforestation!

I spent 4 months of 1989 in Africa: Kenya, Zimbabwe and back to Kenya, with two purposes: 1) to discover more about how to reforest, and 2) to follow up contacts and approaches to the relationships between trees and rainfall distribution.

Very surprisingly, it was the latter which proved fruitful beyond expectations, resulting in strong encouragement from the meteorological department of Nairobi University to pursue a very simple line of approach found in Zimbabwe. I finished the 3rd draft of a research proposal while in Kenya except for the bibliography which needs more than the week in the Library of Congress I gave it--the proposal needs to be almost a mini-thesis.

John Rupert Barnes, W. Sussex, U.K.

A DOER NOT A THINKER

...I am astounded at the small recycling point for the neighborhood of 450 households near me (of which the roundtable dynamic is one part and neighborhood services exchange is another). I haven't preached, I haven't had the answers, and I haven't thought through each little thing as I have gone along - it has evolved and been pushed and grown at a tremendous rate. I began it two and a half years ago as a prelude to the county's doing it and they still haven't gotten their act together, but we sure have! from a careful every two months, we have gone to a careful every week of glass, plus bags of aluminum, egg cartons, and 20 bags of paper bags being recycled. It is a phenomenal evolution from the simple step of providing the practical vehicle for people to do what they know needs doing...I remained a doer, not a thinker.

Jane Coe, Baltimore, USA

FIRST BOOK PUBLISHED

Yvonne Stringham and Volker Gussman of Frankfurt/M., West Germany have published their first book, Patient Interview and Physical Examination. Approx. 260 pages long, in German and English, the book gives health professionals a practical guide to use in formulating questions for the patient and in explaining and performing a general physical examination. The book has grown out of the experiences of teaching medical English in Frankfurt since 1984. (Gustav Fischer Publishers, Stuttgart, New York, ISBN 3-437-00586-3)

Yvonne Stringham, Frankfurt, West Germany

CO-CREATING A LIFE-QUILT



Claudia's QUILTS

Claudia Cramer
2558 Dexter Avenue North #204
Seattle, Washington 98109

custom designed quilting

(206)282-2182

WHAT IS UNIQUE ABOUT THESE QUILTS?

ROLE OF THE STORY

Every human being lives with the capacity and power to create his or her "extended story", or mythology. The extended story connects an individual to the wonders of the universe. Studies in psychology have helped us realize that there is not a single story "out there" somewhere for us to discover. Rather, the meaning of life comes from creating and deciding the meaning of my own life as it relates to the whole. Your health and creativity is directly connected to the stories you tell yourself and others about the significance of your life.

"The destiny of the world is determined less by the battles that are lost and won than by the stories it loves and believes in." Harold Goddard.

Throughout history, many mediums of expression have been used to create mythologies. Story tellers have used words, painters and sculptors have created visual images, music and dance have also given form to mythology.

THE MEANING OF LIFE COMES FROM CREATING AND DECIDING THE MEANING OF MY LIFE AS IT RELATES TO THE WHOLE.

MODES OF CONSCIOUSNESS

All of us have access to the artistic. Much has been written about the left brain and right brain. Robert Ornstein, in *The Psychology of Consciousness*, uses 'artistic consciousness' to describe the function of the right brain. In contrast to the left hemisphere, which is predominantly involved with analytic and logical thinking, the right hemisphere "does not postulate duration, a future or a past, a cause or an effect, but a patterned, 'timeless' whole." Everyone has access to both left brain or analytic conscious-

ness, and right brain, or artistic consciousness.

For us to gain access to our consciousness, a medium of expression is needed. The primary medium of expression for analytic consciousness is language and mathematics. For artistic consciousness, there are many: plants and gardens, paints, pottery, music, dance, drama, poetry and stories, to name a few.

Another powerful medium of expression is the use of fabrics, pieced, appliqued and quilted into a textured art form. Woven from the fibres of grains and hairs, textiles breathe with their own life. Rich dyes produce single and multiple colors, adjacent and overlaid. Fabrics have a motion of their own. Using fabrics involves listening to and watching that motion, and working in harmony with it.

HEALING THE SOUL

The journey of living is a journey of the spiritual. The mystery, terror and wonder of the universe is constantly happening—listening to the 6:00 o'clock news, raising a child, deciding the focus of your work, walking in the neighborhood. Part of being human is creating the internal story or mythology and symbols as a way to give meaning to living. But these can be the tools of either entrapment or liberation.

What myths and symbols are liberating? They are those which remind us we are sacred, meaning that each of us has inherent value that cannot be ranked in a hierarchy or compared to the value of another being. Our worth does not have to be earned or proved; it is inherent in our existence.

Joseph Campbell observed how mythology serves four major functions:

1. Myth provides a bridging between one's local consciousness and the mystery of the universe.
2. Myth provides an interpretive image of the relationship between local and universal consciousness, helping us remember who we are, where we came from, and why we continue to be.
3. Myth empowers the moral order and brings about a reconciliation between the individual and his or her environment, climate, geography, culture and social group.
4. Most importantly, myth "fosters the centering and unfolding of the individual in integrity. It is always in some sense about the journey of soulmaking".

**OUR WORTH DOES NOT HAVE
TO BE EARNED OR PROVED;
IT IS INHERENT
IN OUR EXISTENCE.**

The life quilt is created in dialogue with you to become part of your own personal mythology, in visual form. You are creating a textured expression of your own significant being. It's presence can remind you of your own sacredness and therefore provide a continual healing of your soul.

One form the quilt can take is that of a man-dala. The mandala is a graphic cosmic symbol used in many cultures for perhaps 25,000 years. The center is the beginning of the mandala, with equal sections radiating from that center. It can be created with a single piece of cloth and the design sewn onto the cloth, or multiple pieces fit together to create the design.

"The mandala serves a conservative purpose,

THE LIFE QUILT CAN . . . PROVIDE A CONTINUAL HEALING OF YOUR SOUL.

namely to restore a previously existing order. But it also serves the creative purpose of giving expression and form to something that does not yet exist; something new and unique." Carl Jung, Man and His Symbols.

DESCRIPTION OF THE PROCESS

You can be as involved in the co-creative process as you choose. While it is not necessary to be involved in the production stage, participation in the design creation is critical.

CREATING THE DESIGN

1. Determining how you want to use the quilt (wall hanging, bed cover, etc.) and where you want it to be, including dimensions and shape (square, rectangle, etc).

2. Deciding the major focus of the quilt - basic themes, patterns, style, colors and shapes using a list of reflective questions to assist you to name the focus. If you chose to create a mandala, there are special worksheets to assist you in the process.

3. Creating the initial design. This is done on paper, by myself after conversations with you and studying your reflections.

4. Selecting the fabrics and deciding the final design. This involves a trilogy - with the fabric, you and me.

PRODUCING THE TAPESTRY

1. Creating the layers. A quilt has three layers: The top layer is created by piecing together and/or appliqueing (sewing one fabric on top of another) a variety of fabrics into a cohesive design. The bottom layer, or back, can be chosen from one of the fabrics used on the top layer, or a totally different fabric, which is harmonious. The inside layer is called "batting". This is the fluffy material which gives a quilt its thickness.

2. Quilting the three layers into one. The three layers stitched together with a pattern which stabilizes and decorates. It is then framed with a border.

NAMING THE CREATION

The final step is giving a name to the creation, which can be either very practical/descriptive or poetic.

COST

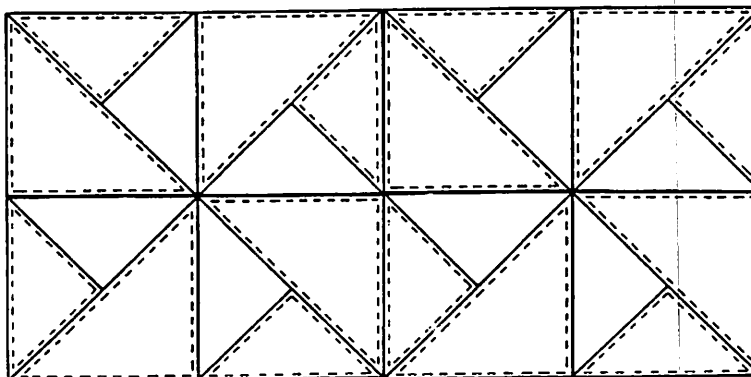
Wall Hanging Size - \$500 plus materials (\$60-80)

Lap Quilt Size - \$700 plus materials (\$80-100)

Bed Size - \$1,000 plus materials (\$150-200)

A payment plan can be worked out. An initial deposit is requested to cover materials' costs plus 20% of the total price. Time involvement in a wall hanging is a minimum of 50 to 60 hours.

- Unique gift for a wedding, new home, anniversary, graduation or birthday
- Personal visual mythology creation
- Personalized artwork for home or office
- Textured personal expressions



PRACTICAL MODES OF COOPERATION

Perhaps one of the most significant learnings which emerged from the IERD was a profound realisation of the necessity of cooperation. In the last 40 years, most organisations have actively pursued their own aims and objectives. This modus operandi has produced both successes and failures, but, overall, people have experienced their efforts as inadequate to meet the overwhelming demands of human, social and technical development. This experience of inadequacy seems to be true for non-governmental organisations, private donors and bilateral and multilateral agencies alike.

All of us involved in the global development process are experiencing the need to change. A key dimension of the change is the development of effective ways of working together to break down some of the traditional barriers, e.g. between NGOs and government, between 'northern' NGOs and 'southern' NGOs. The ICA has been involved in a process of creating fora for dialogue over the issues and strategies involved in cooperation. This process began in June 1986 with a gathering of donor agencies and NGOs in Hunoldstal, West Germany. A second workshop was held in Kenya in March 1987 which looked at cooperative efforts at the national level.

On May 16-19, 1989, a third conference was held, again in Hunoldstal. While representing thir-

The deep need is to develop new relationships and interactions between the various actors in development

teen organisations—NGO, bilateral, multilateral and private donor agencies, the participants came as individuals, each with a wealth of experience and insight to contribute.

The main theme was "Donor-NGO Cooperation" but specific aspects and issues emerged throughout the three and a half days. One of the key concerns involved shifts in funding that are leading to large amounts of money flowing into indigenous NGOs despite their limited absorptive capacities. Another problem area was the limited perception of the role of NGOs i.e. as 'instruments' for doing projects. Yet another issue was the "project" mindset which leads to a mechanistic (and simplistic) approach to the organic, evolutionary growth process of development.

Causes and consequences (both positive and negative) of current trends, key contradictions or blocks to cooperation, and recommendations for countering some of the problems were examined. The recommendations fell into several areas. A



number involved interchange programmes which enhance mutual understanding between governments, donors and NGOs. Other proposals stressed the necessity for institutional capacity-building efforts to strengthen southern NGOs. There were recommendations calling for the support of efforts to link development aid with necessary policy changes; greater involvement of local NGOs in the design and planning stages; new forms of funding (e.g. through donor consortia or roundtables); increased clarity on roles and philosophies of different partners; and the reduction of the physical presence of northern agencies in the South.

A key insight was the deep need to develop new relationships and interactions between the various actors in development. To speak of "partnerships" implies a certain level of commitment and understanding beyond merely being 'donors' and 'recipients'. As we look toward creating genuine partnerships, we must be willing to give up some preconceived notions and, within our various institutional frameworks, clarify who we are and what we intend in the development process. Sandy Powell, P.O. Box 21679, Nairobi KENYA

1990 PROGRAMME

We have had a positive response to the results from the 3rd conference. The list has continued to grow of those who would like to participate and we have received financial support from GTZ.

The next phase of work will focus on Policy Consequences for Development Actors. The May 1990 workshop will look at what the 1988 document implies for the policies of Northern donors and Southern NGOs. The workshop will make policy recommendations that will be implemented in 1990-91 by each of the actors.

Everyone agrees about the importance of the "NGO sector" in third world development. Indigenous NGOs offer a way to reach "the poorest of the poor", to provide an alternative to overextended LDC governments, and to encourage the democratic processes of these countries. From the Practical Modes of Co-operation discussions, we feel that the key to releasing the "Independent Sector" is found in donor policies and project planning processes. Changes in these arenas will empower local NGOs to be instruments for local institutional capacity building and self-development.

Richard Alton, ICAI Secretariat, rue Amedee
Lynen 8, B-1030 Brussels, Belgium 32 2 219-0087.

EARTHDAY/1990

The Plan, April 22, 1990...and beyond

If the people of the world do not act quickly and in concert, the future of the earth is imperiled. Earth Day 1990 is being organized to encourage international activism around environmental issues. It is rooted in a belief that people do count and, working together, can accomplish extraordinary things. The environmental crisis exists precisely because of actions we have taken and policies we have adopted.

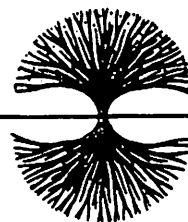
Earth Day 1990, will mark the beginning of a long-term, global commitment to building a safe, just, sustainable planet. It will launch a "decade of the environment," to promote environmental programs that preserve and encourage biological diversity, human health, sustainable industrial development and regenerative agriculture. It involves a broad cross-section of society in creating a groundswell of support for environmentally sound products, investments and policies.

GOALS

- * A swift transition to renewable energy resources.
- * Dramatic reductions in carbon dioxide emissions.
- * A worldwide ban on chlorofluorocarbons
- * Preservation of old-growth forests.
- * A ban on packaging that is neither recyclable or biodegradable and recycling programs.
- * A stable world population supported by sustainable industrial and agricultural practices.
- * Dramatic increases in residential and industrial energy efficiency.
- * A comprehensive hazardous waste minimization program, emphasizing source reduction.
- * Heightened protection for endangered species and habitats.
- * A powerful international agency to safeguard the atmosphere, oceans and other global commons.
- * Individual, community and national responsibility for the protection of the planet.



1990 offers an auspicious moment for an international environmental awakening. Elected leaders in many countries are more focused on environmental issues than ever before. Many developing countries are now looking for models of sustainable development. The extraordinary international impact of the report of the Brundtland Commission—has heightened environmental concern among international policy-makers. However, the environment is



far too important to leave solely to government leaders. Individuals around the world must press for a greater commitment to preserving our planet and must push our leaders to take bold action to solve the problems we face.

WHAT WILL PEOPLE DO ON EARTH DAY?

Earth day will span nations, economies, and cultures. Addressing scores of important issues. Some globally coordinated themes include:

A Billion Trees. Every Earth Day participant will be encouraged to plant at least one tree and care for it until it can survive on its own.

Educating Our National, State, and Local Leaders to listen to the concerns of their constituents.

Urban Gatherings to create a sense of community and provide opportunities for education, political action, and entertainment.

School Events to tap student energy and creativity.

Media Impact to encourage media to incorporate environmental themes in their programming.

Public Service Ads and Announcements to allow messages about environmental issues to be aired.

Music to attract responsive crowds, communicate strong messages, and generate enthusiastic support.

Celebrities to talk about ecological values, human survival and the actions that people can take in their homes, cars, companies, and communities.

Religious Events to condemn the despoliation of the planet and to emphasize the moral imperative to restore beauty and sustainability to the Earth.

The time is ripe for a global Earth Day. Its success will depend on reaching new constituencies and enlisting a new generation of international activists in the environmental struggle for a liveable world. It must build alliances that transcend the boundaries dividing countries, cultures, continents, and generations. It must galvanize deep, broad support that makes tough choices politically possible.

The problems facing the world are stark. Some, like the greenhouse effect, will require heroic responses if we are to avoid disaster. Earth Day 1990 seeks to promote those heroic responses, and to launch the 1990s as an International Decade of the Environment.

EARTH DAY 1990, P.O. Box AA, Stanford University, Palo Alto, CA 94309 USA, Tel (415) 321-1990, FAX (415) 321-3040 ECONET: IN-TLEARTHDAY

GLOBAL FUNDING BRIEF

UNDP GRANTS.

Sally Timpson

Division for NGOs

UNDP

One United Nations Plaza

New York, New York 10017 USA

Send for brochures on UNDP's Partners in Development Program (PDP), under which UNDP is offering up to US\$25,000 to NGOs in 62 nations and another, "Helping People Help Themselves,"

HOW NIRADO GOT A GRANT FROM UNDP

Shirley Heckman and Alex Sharta met with Mr. Kuteyi, UNDP Programme Officer on 29 June 1989. His father, Dr. O.E.K. Kuteyi, participated in the IERD and was one of the founders of NIRADO. He said that he didn't have any money.

While he was out of the office, Shirley picked up a folder describing the Partners in Development Programme in which a UNDP office has \$25,000 to award to one or more organizations each year. Information sheets about the PDP had not yet been prepared. After hesitating slightly, he gave Shirley a copy of the general letter and proposal form. 12 July 1989, a proposal was delivered to his office.

The Federal Ministry of Social Development, Youth and Sports sponsored a meeting on 14 September 1989 at the Nigerian Red Cross to talk about the UNDP "Partners in Development Programme," PDP. At that meeting, Mr. Sharta presented the proposal for the NIRADO training programme (already partially funded by Misereor).

NIRADO was invited to a meeting at the Federal Ministry of Finance on 3 November 1989 at 10 am. Unfortunately, the notice of the meeting was delivered to Shirley on Monday, 6 November.

Shirley and Mr. Sharta went to the Social Ministry and talked with Mrs. Elendu of the NGO section. She said that four groups had been invited to the previous Friday meeting and that three had showed up. Mr. Sharta presented an impassioned plea about NIRADO not getting the notice, couldn't it still be considered. She said that it was a team decision among UNDP, Social Ministry and Finance, and that another meeting was scheduled for Thursday 9 November and that we might check it out with UNDP.

We went to UNDP to see Mr. Shone. As we approached his office, Mr. Kuteyi saw us and joined the discussion. Mr. Shone was very firm that NIRADO had missed out. Mr. Sharta suggested a trip to the Finance Ministry and asked if all three parties agreed, could NIRADO still be considered.

We went to Social Ministry to see Mrs. Shonaye, Federal Secretariat. She wasn't there. The next day, Mr. Sharta visited Mrs. Shonaye

and got the same response. He went to Social Ministry and found the man who had not been in the day before. All said that nothing could be done. He went again to UNDP.

Mr. Shone told him that NIRADO really had missed out this round. But that when they were through with the pressure of the current work on the Partners in Development programme another proposal be submitted which had the approval of the Finance Ministry and the Social Ministry.

A week later, Mr. Sharta received a phone call in which he was told to come to the UNDP office by 11:00 am because one of the three who had made it to the original meeting had not delivered and that we might have a chance. So he and Shirley went there. First, Mr. Kuteyi said that it would not be appropriate for UNDP to provide a portion of the local planning/leader training program since a Catholic organisation was providing 75% of the funding. Later, in Mr. Shone's office, he said that was not a problem since we would not be working only with Catholic groups and that we were not doing anything sectarian. Right? Right!

The only catch was that a signed copy of the proposal had to be delivered to the UNDP office before a 10.00 am meeting. The proposal for planning with 20 groups and training 20 leaders was revised and put into the UNDP format - and read by Mr. Akpe and Mr. Sharta, and revised again. It was ready for Monday morning delivery at 7:30. Shirley was told that she needed to be back for the 10:00 am meeting. She arrived at 9:50 am and waited until 11:30 before the two men from UNDP and two people from the Ministry of Social Development talked with her.

She had not filled out their budget page since it was labeled "final report form" but they said that NIRADO would get the grant. They asked questions about involvement of people from the Ministries of Social Development and the Directorate of Foods, Roads, and Rural Infrastructures (responsible for encouraging community development associations) and were reassured by the answers. When the "final report form" was filled out and signed, it was delivered to Mr. Shone's office - the third trip that day. He suggested that we should be ready to come to the UNDP office for a formal signing on Tuesday, 28 November.

During the next week, Mr. Sharta received a call saying that the formal signing had been canceled but that we should come to the office to pick up the forms they had signed, get Mr. Akpe's signature and the NIRADO seal on them. When it was brought to the office, a check would be ready. Shirley Heckman, NIRADO 27 Berkley Street P.O. Box 2524, Lago NIGERIA

*Global
News*



FISH FOR TIWI

Poverty and corruption, political turmoil, and an exorbitant population growth rate seem to characterise the state of development in the Philippines.

Pockets of hope and successful self-help development, however, can be found in isolated spots throughout the nation.

One such demonstration of possibility is in the province of Albay, region Bicol, approximately 150 miles south of Manila, the nation's capital.

Here, residents of Tiwi, a municipality nestled at the foot of an active volcano, Mount Mayon, are working hard to achieve self-sufficiency despite many odds which seem to be against them.

One of their most noteworthy efforts is the fishing reef in the coastal village of Putsan. In 1988, Thirty-eight fishermen joined together to form an association to attempt more intensive fishing methods near the shores of their village. In Putsan, people depend on fishing for their livelihood. Over the years, they found they were having to fish farther and farther away from the shore, thereby driving up their costs by needing to invest in gasoline motors and to spend more and more hours away from their families in order to catch their subsistence level income in fish. Some fishermen began to resort to illegal methods of fishing to cut down on the cost of going out so far from the shore.

With the help of the Institute of Cultural Affairs, others decided to investigate methods of increasing the productivity of fish and to protect the dignity of the natural aquatic resources in the area while at the same time make fishing a more profitable operation. In 1988 they began the process by constructing a "tabao," a fish shelter

made of bamboo and donated styrofoam from a nearby geo-thermal plant. In addition, they constructed a 1000-kilo anchor made of cement and large stones to keep the artificial reef in place in order to breed fish near the shore.

In just four months, the association realised an increase of almost 650% in income. The association decided not only to divide the income among the members, but also to establish a community fund for projects, such as school facility improvement, sports, etc.

According to one of the association members, "Since we built the tabao, it is more organised and there are more fish to catch. We save a percentage of the fish catch which goes to the Putsan Fisherman's Association bank account. When we get even more income, we will buy another tabao for Putsan and also help with the barangay (village) as a whole—a revolving fund...The Tabao helps the livelihood of Putsan people. We're always going. Now it's more regular—so more regular income. It really helps. I'm always working now and catch much more fish so my family can eat well now. I can make improvements to my house. The association is good for the people of Putsan."

Now the fishermen of Putsan want to help three other villages set up tabao of their own, so that they too can realise increased fishing and income. In order to organise the training and purchase the supplies for each reef they will need \$3,000 US for each village.

Please lend them your support in making self-sufficiency a real possibility in Bicol, Philippines.

Project Total: \$9,000.

ICA Manila, No. 603 Boni Avenue, Mandaluyong, Metro Manila, REPUBLIC OF THE PHILIPPINES (632) 780074 ask for local 5 or 6

ASIAN ECONOMIC NETWORK MEETING

The Asia Economic Network met at Taipei's ICA Office January 29-February 3. Two major upcoming projects gave the meeting a sharp focus: The International Business Academy scheduled for Malaysia April 9-20 and the Global ICA Meeting November 1990. On both fronts, major advances were made, giving the meeting a flavor of excitement, accomplishment and anticipation.

Location reports were given each morning. Evenings around the VCR lent a relaxed and creative tone to the meeting. An Open House with ICA colleagues gave a chance to greet new friends and appreciate the network. The final evening together comprised a collegial discussion on long-range imponderables such as staffing, long term ICA future, what is a network and spirit breakthroughs. We were refreshed to realise the extent of our collegiality, the impact of our programmes, and the significance of our journey.

Over lunches we watched the Tom Peters series "Thriving on Chaos" and were confirmed in the directions we and our clients are moving. We found ourselves grateful to be in this location at this time with the opportunity to design and carry out innovative programmes of profound service.

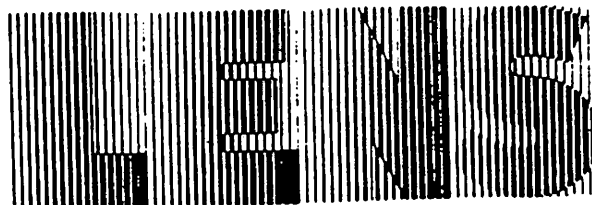
Participants were Wayne Ellsworth, Shizuyo Sato and Don Hinkleman from Japan, Jack Gilles and Dick West from India, Joey Armas and Zeny Armas from The Philippines, Ann Epps, John Epps and Larry Philbrook from Malaysia and Ben Aguirang and Vickie Aguirang Jim Fenton, Sally Fenton, Gordon Harper, Spencer Huang, Anna Sung, Jo Tai, from Taiwan.

LENS INTERNATIONAL INC. IN JAPAN

LENS International Inc. in Japan was conceived in a late night discussion at a LENS seminar during 1988. Included in the discussion was a prominent CI Designer of Tokyo and the LENS staff. We felt that ICA needed a public face to market effectively in the business sector, and that key to this would be an incorporated company. For about nine months, we had meetings to discuss the relation to ICA and to create the philosophy, mission, and values of the emerging company.

What emerged was an organization with quite leaky margins with the ICA, but yet with its own uniqueness and identity. We now operate with two full time staff (Wayne Ellsworth and Shizuyo Sato) and many part-time staff, assistants, and advisors (Mr. Tsukamoto, Andrew Hashiba, Don and Manami Hinkelman, Masatoshi Ito, Susumu Harada, Kyoko Ueda, Tsutae Nagata, Miekio Watanabe and several volunteers).

We see ourselves as being in the organization transformation business, supporting ICA and its NGDO ventures. At the moment, LENS and Leadership Training seem to be our main entry



programs, with great opportunities to do a variety of other programs with clients on a regular basis.

LENS International Inc. key events included networking and curriculum sharing in Kuala Lumpur, LENS International Inc. charter event, LENS office opening near Seijo Station, networking and planning in Bombay and Social Styles and Self Talk seminars. 34 programs were done in 1989 in the Business, Local Community and Local Government, Religious and Environmental Sectors. Wayne Ellsworth, LENS International 7-29-27 Seijo Setagaya-ku, Tokyo 157, JAPAN Tel: (81-3) 483-7558, FAX (81-3) 483-8223

Strategies For A New Decade

A WORLD LINK Survey

The challenges facing business will no doubt multiply in the years ahead. But which ones will prove the most decisive? WORLD LINK put this question to executives planning to attend the World Economic Forum's 1990 Annual meeting at Davos. Their ranking was as follows:

1. Scarcity of skilled employees
2. Greater number of global competitors
3. Customers demanding higher product quality
4. Greater Complexity and diversity of customer markets
5. Environmental regulations

How will business managers respond to these challenges?

1. Creating a corporate culture to motivate employees
2. Speeding up innovations and product cycles
3. Concentrating more on core businesses
4. Moving to multidisciplinary work teams
5. Establishing more foreign subsidiaries

Finally, the executives also ranked the market potential of the following regions in the 1990s:

- | | |
|-----------------------|------------------|
| 1. European Community | 6. The USSR |
| 2. N. America | 7. China |
| 3. ASEAN | 8. Latin America |
| 4. Japan | 9. Middle East |
| 5. Central Europe | 10. Africa |

DEVELOPING EARTHWISE MODULES

ICA staff and colleagues from across Mid-America met January 19-21 in Chicago to launch the development of the Earthwise Learning Series (ELS). This curriculum is anticipated to be the transformation of the eight week Global Academy taught by the Institute in the past twenty years. It is envisioned to be an alternative to the general education program offered during the first two years of most colleges. James Wiegel, ELS coordinator from the Phoenix office, guided the group toward clarity on the vision, the intent, and the process by which this endeavor will be practically implemented.

The world of the 1990's promises to be quite unlike anything we've known before. The crumbling of old political forms, the delicate state of the environment, increasing refinement of technology and communications - these are but a few of the many faces of our evolving planet. The "global village" we talked about in the 1960s has indeed arrived. But it is not some grandiose reality that exists at the frontiers of history. It is the very stuff of our daily lives, rooted in mundane, local situations. The challenge we face is finding skills to live as planetary citizens in the midst of every day life.

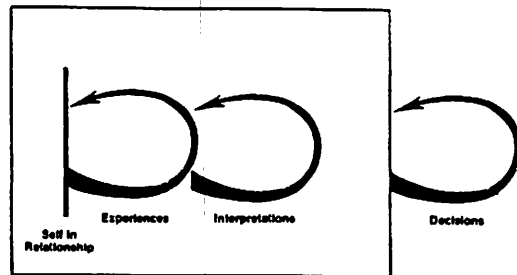
Most of us could barely claim to have those skills and, if so, only within our own field of personal or professional expertise. At best, we are operating with the know-how, albeit updated and refined, of earlier periods of history. It's as though we are still driving around in a model-T Ford in the age of the computerized automobile.

The last few decades have seen us surrounded with an amazing array of breakthroughs in almost every field of human endeavor - brain research, international relations, patterns of consciousness - the list is endless. Many of these breakthroughs hold the promise of new skills for a richer life.

Few of these breakthroughs however, have

Too easily, we feel defeated and angry in managing our lives and we long to "actually feel the rapture of being alive."

trickled down to the point where many of us are able to understand them and integrate them as everyday life skills. All too often we simply experience ourselves as victims of information overload with no way to synthesize and apply these breakthroughs. At times, as change swirls around us, we feel ourselves and the institutions with which we are associated as ineffective or irrelevant. Too easily, we feel defeated and angry in managing our lives. We long, according to Joseph Campbell,



to "actually feel the rapture of being alive." The ELS curriculum is being developed as a response to these life problems.

Individuals from many walks of life are seeking the opportunity to become proactive in learning skills to manage their lives. Participation in ELS will provide an opportunity for persons to see clearly and hear deeply the breakthroughs available. It will enable them to select and apply them personally, in work, community life, as well as in the broader society.

ELS participants will experience:

- a sense of personal responsibility for the condition of life on the planet;
- a perspective on major trends shaping society and an understanding of their power to affect those trends;
- creative methods for individual and group learning and action; and
- a deeper appreciation of their own life journey and their unique capacities.

Weekend Decisions

Introductory Modules Will Be Developed

"Myth and the Human Journey" - Cincinnati and Milwaukee

"Methods of Individual and Group Creativity" - Indianapolis and Kansas City

"Making Sense of the World" - Chicago and Iowa

Segments of the Modules Will Be Shared May 25-28 in Cincinnati.

3) *An Earthwise Summer Think Tank Will Test the Three Modules. July 26-August 6, 1990.* Participants are invited to test and evaluate the series. Each two day module is \$75 (room and board are an additional \$25 per day.) The ten day package is \$500 for the modules and room and board. **Early bird registrations by June 1st receive a 5% discount.** The dates of the modules are as follows: Myth and the Human Journey, July 28 & 29; Methods of Individual and Group Creativity, August 1 & 2; and Making Sense of the World, August 4 & 5. Days between the modules will be for prep and/or evaluation and task forces working on future development of the curriculum.

Karen Troxel, ICA Chicago, 4750 North Sheridan Road, Chicago, IL 60640, (312) 769-6363

WORK CAMP OPPORTUNITIES IN PORTUGAL - 1990

United Kingdom

Training in Rural Development for Potential volunteers. June 17- July 1.

Germany

Agricultural Alternatives and Rural Life. July 8-22

United States

Probing the topic of "Development for What" July 23-August 5

Netherlands

Local Culture and Traditions. August 8-21

Financial support has been applied for through the European Economic Commission to provide opportunities for young people within the European community to interchange. If you are from the same country as the work camp focus group, there may be funding available for you. Applications for these interchanges must be in to ICA Portugal by April 15, and will be given on a first come, first serve basis.

If you wish to participate in another focus group, the cost is \$10-\$20 USA per day, plus international transportation, which the participant arranges. Priority is given to citizens of the sponsoring country.

Please register for all camps by April 15 by sending a \$50 deposit to:

ICA WORK CAMPS

Rua Central, 45

Mezio,

3600 Castro Daire, PORTUGAL



INTERNATIONAL TRAINING PROGRAMME FOR DEVELOPMENT PRACTITIONERS

After a year of recruitment, fundraising and curriculum planning the ITP was initiated in February 1990. The programme has seven participants representing six nations. Four of the participants come from ICA offices in Kenya, Malaysia and Peru. The other participants represent the Near East Foundation in Egypt, the Islamic Relief Agency in Sudan and the Christian Council of Tanzania in Tanzania.

The ICA raised tuition scholarships in Europe for participants from ICA offices (their travel was paid locally). Tuition and travel scholarships were given by other agencies to sponsor participation in the programme by staff from their partner organisations. In addition, all of the participants were awarded a scholarship by the Belgian Government that will cover their living expenses while in the programme.

After announcing the program in several development journals that reach a wide audience in the developing world we currently have over 80 inquiries about the programme in 1991. We are initiating the first round of the application process in March, 1990. If any staff person in your office is interested or if any of you feel that someone in an agency you are working with would benefit from the programme please contact us as soon as possible.

The Network Exchange

June 1990



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NEWS BRIEFS

ICA: PERU HIGHLIGHTS OF 1989

Six Room Primary School inaugurated in a new straw house section of Mala near Azpitia. The school was constructed with funds and work teams from Rotary International and Depauw University working with the local residents and members of the San Borja Rotary Club. The Minister of Education inaugurated the school on Easter Sunday.

Leadership Training Programs and women's forums conducted for 425 women in the National Confederation of Mothers Clubs in Bolivia.

Three Kilometer Irrigation Canal constructed in a very dry rural community which is the home village of one of our staff who wrote the proposal and managed the project.

Two Year Reforestation Project completed which planted 7,200 trees, seeded 3 nurseries and held training programs for people in the communities who received the trees.

Nutrition Training And Demonstration Program held in 110 community kitchens in Villa El Salvador ended with a menu contest among the 110 kitchens and a Ministry of health request to ICA to expand the program. Two newspaper articles gave extensive coverage to the program.

Training Programs held bimonthly in the Azpitia center for 200 participants from Peru and Bolivia.

Space Between Program adapted for a one person event.

Peruvian Staff In Development Practitioners Course in Brussels also doing fund raising visits in Europe. She is the only woman in the program.

National Institute Of Family Welfare contracted ICA to facilitate training events for 60 social workers.

Caritas Bolivia held training event for regional program directors facilitated by ICA.

Weekly Pedagogy Sessions held for ICA staff and people from other agencies with whom we work.

University Of The Pacific Sponsored LENS for 60 people from 38 organizations to create a plan

for the district of Jesus Maria in a project called "The community in the face of crisis."

Queso Villa Cheese Plant introduced new projects: yoghurt, butter and strawberry jam and have almost completed the installation of equipment to produce hard cheese.



ICA Staff now includes 3 North Americans and 6 Peruvian adults, with 3 children living in the house and a team of others who facilitate programs. The Peruvian staff are from communities where the ICA has worked. They have been with ICA for 5 or more years and are all leading various aspects of the program.

DEPAUW UNIVERSITY VISIT TO GUATEMALA

Our DePauw University visit was an all time high for the mobile clinics; 2,000 people were treated in seven villages with 7% needing followup treatment or operations. The construction team began a new health clinic in Llanos de Morales. Then two teams of Global Volunteers, one in January and one in February, came after DePauw to work on it. The third part of the 40-member group was a Health Educational "module" in Sanarate

FILLING THE BUILDING

April 6, 1990 the City of Chicago Department of Human Services signed a lease with The Ecumenical Institute for office space in the Kemper Building. Congratulations to Mary Laura Bushman, Mary Warren Moffett and Kay Townley for landing this large lease after three years of angling.

INTERNATIONAL GROUP ON

A letter from Rose Worden, ICA: Mexico City. "I was requested to attend a meeting of international non-governmental individuals (NGIs) as part of the International Group on Grassroots Initiatives (IGGRI) in order to contribute my own posture on international development." The meeting was held in Patzcuaro, Mexico, January 22-28, 1990.

IGGRI, was an association which came out of a consultation in May 1985, "Strengthening Participatory Equity Enhancing Grassroots Development" at Helsinki, Finland cosponsored by UNDP and SID/GRIS and was subsequently registered in The Netherlands. It was initially composed of 12 individuals with experience in grassroots movements and now includes others invited by them through consensus. It works in association with existing and emerging networks of grass-roots organizations active in different parts of the world. It is open-ended and evolving. Other organizations concerned with problems of participatory development, human rights and preservation of cultures also participate in the work of IGGRI for furthering its catalytic role. Previous to the meeting in Mexico, IGGRI met in Rome in 1986 and New Delhi in 1988. The convener for the Mexico meeting was Luis Lopezllera M., "Promocion del Desarrollo Popular, A.C."

The workshops which were held in Patzcuaro, Michoacan, at the CREFAL local were in different sections with different themes during the week of January 22-28, 1990. Luis had invited me to attend the last workshop from January 26-27 entitled, **MICRO-MACRO DILEMMAS ON INTERNATIONAL DEVELOPMENT COOPERATION FOR THE 90's**. This had been preceded by sessions on "Knowledge, Grassroots and New Powers" held at the same time as a Spanish speaking focus on Latin American Regional Networks. A summary of a report by Leilah Landim of ISER, Brasil, highlights the issue of identity for NGO's in Latin America who grew up under dictatorships, were inspired by many ideological frameworks, and became significant actors within the context of the civil society; in fact there was a boom of NGO's in all countries during the '80s. The challenges are a new relationship with the "state", a new paradigm of social movements, the link to international organizations and finally the poverty which has been the result of macro projects.

The focus of the workshop which I attended was "Grassroots Social Change and Development Cooperation in the 90's Issues, Institutions, Procedures". The workshop was interspersed with presentations on innovations in development cooperation, but the actual working sessions were intense discussions raising the issue of the identity of NGO's in the 90's. Since IGGRI operates through a catalytic

process, the final conclusions had to be in the form of recommendations by individual actors rather than actual "association" programs. These included:

- 1) **Supporting People's Conditionality Mechanisms.**
- 2) **Generating a People's agenda for the decade by the grassroots and shared through IGGRI.**
- 3) **Supporting concrete alternative international economic structures.**
- 4) **Creating crisis help networks (example El Salvador, Philippines, Eritrea, etc.)**
- 5) **Enabling the evolution of Communication networks for open information such as the rebirth of the old FAO "Ideas & Action" in NGO hands.**

Finally, quoting from the report given by Ward Morehouse at the closing meeting the following are "New Directions for International Cooperation in the 90's":

Just as the international community is now focusing on the need for environmental sustainability, so also must we focus on social and cultural sustainability. The right of peoples to be culturally different in the context of our shared human values must be given equal recognition along with generally recognized political (and to a lesser extent, economic) rights. We must strive to reserve as many indigenous cultures and as much traditional knowledge as possible.

Critically important also is the need to establish and

**The new game
of development is a
jigsaw puzzle,
everybody works
together...
overagainst a chess game
where the pawns
always lose.**

enforce standards of political and economic performance generally recognized by the world community such as those set forth in the International Bill of Human Rights, particularly the International Covenants for Political and Civil Rights and for Economic, Social, and Cultural Rights, and the recently formulated Right to Development. These standards need to be applied more rigorously to the

GLOBAL INITIATIVES

performance of national governments and in the future, to multinational corporations and major multilateral institutions such as the World and the International Monetary Fund as well.

Large development institutions have discovered NGO's and grassroots movements in recent years, generating new cause for concern that these structures, most very fragile, will be co-opted and corrupted by the embrace of these institutions...Indeed national governments also pose a threat to some NGOs and the grassroots movements to which they relate by seeking to use them as delivery mechanisms for destructive interventions in the lives of poor and vulnerable communities.

Urgently needed is more horizontal communication among grassroots groups and NGO's which work with such groups, e.g., through the exchange of photos, stories, videotapes and computer networking which is growing among NGO's in Latin America and other parts of the Third World.

Along with greater accountability of national and international development agencies to recognize human rights standards, we also need greater participation, especially by project-affected people in the design of projects that will affect their lives directly and often decisively. Above all else, such communities must have the Right to Know about the plans of development agencies before these plans are final, let alone implemented."

The IGGRI meeting was extremely nurturing for me as it put me in touch with dedicated "global citizens" who have spent many years on the edge of development issues. But perhaps the most fascinating aspect was the definition of a whole new set of images (both positive and negative) which expanded my particular stance toward sustainable development. To give some examples:

"**people's conditionality**": - based on the international human rights sanctions, and defined for the preconditions of macro projects.

"**generate ruth**" meaning feeling and care - just the opposite of **ruthless**.

"**disposable people**" - result of macro development; indigenous people in all countries. (also known as the PAP factor in World Bank projects - "people affected projects")

"**alternative travel agency and alternative trade agency**" - from the Japan Seikaku movement.

"The new game of development is a jigsaw puzzle, everybody works together to put the pieces in - overagainst a chess game where the pawns always lose."

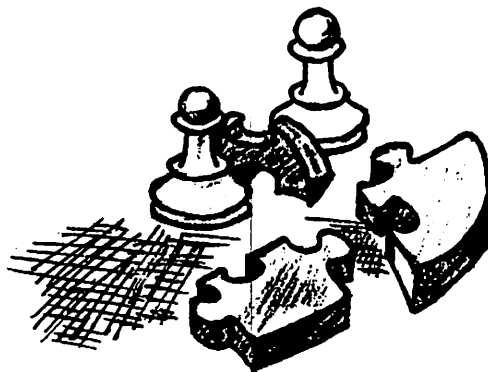
But the IGGRI meeting involved much more than this particular workshop. The location was key - the CREFAL (Latin American Literacy

Center) facilities are on Lake Patzcuaro in Michoacan and Luis gave me a private room and train ticket to get there and back! There were several celebrations: the Independent Contemporary Dance Ballet Group (a welcome change from folklore), a day spent with the Purepecha people of the Patzcuaro region, learning their music, customs and sharing work and food with them.

Then back in Mexico City our network of ESPACIOS (SPACES) held five colloquiums on the "Autopsy of Development" which IGGRI delegates were able to share with us. This network is a group of NGI's who have been meeting together during 89. Our first public corporate action in the "reflection, action, communication" design was to sponsor these open roundtables on the following five themes:

1. The other side of development, the global emergence of the people
2. 500 years of the west in the American continent, and now what?
3. Alternative power, alternatives to power
4. Modernization, for what
5. Nature and civilization, are they compatible and sustainable?

The roundtables were held in the evening at "El Juglar", a contemporary cultural center and attracted about 100 participants every night. We tried to invite as much dialogue as possible between all the participants and some seven speakers for each simultaneous panel on Monday, Tuesday and Wednesday there were two roundtables going on at the same time.



REPORT ON THE INTERNATIONAL CONFERENCE ON POPULAR PARTICIPATION IN THE RECOVERY AND DEVELOPMENT PROCESS IN AFRICA

12-16 February 1990, Arusha, United Republic of
Tanzania



Context:

This was the third in a series of major international conferences organised to contribute to the implementation of the United Nations Programme of Action for African Economic Recovery and Development, 1986-1990. It is important to note that the initiative for this conference came from the submission of the NGO's to the whole of the UN General Assembly.

Conference:

The conference was attended by over 400 participants from a wide range of African people's organizations as well as representatives of African Governments, agencies of the UN and donors. The final document was called African Chapter For Popular Participation In Development And Transformation (Arusha 1990)

Document statement:

This Conference has taken place during a period when the world continues to witness tumultuous changes in Eastern Europe. Even more dramatically this Conference has taken place during the very week when Nelson Mandela's release has exhilarated all of Africa, and galvanized the international community.

There is an inescapable thread of continuity between those events and our Conference; it is the power of ordinary people to effect momentous change. At no other time in the post-war period has popular participation had so astonishing and profound an impact.

History and experience both teach that this world never works in compartments. The forces of freedom and democracy are contagious. Inevitably, and irresistibly, popular participation will have a vital role to play on the continent of Africa, and play that role we will.

It is manifestly unacceptable that development and transformation in Africa can proceed without the full participation of its people. It is manifestly unacceptable that the people and their organizations be excluded from the decision-making process. It is manifestly unacceptable that popular participation be seen as anything less than the centerpiece in the struggle to achieve economic justice for all.

We, the people here assembled, have no illusion that the Charter will be embraced overnight by all

of those to whom it is directed. But we are confident that this document is an indispensable step on the road to everything we would wish for the people of Africa.

ICA Participation:

Pamela Bergdall, ICA Zambia, and Dick Alton from the ICAI Secretariat, participated as delegates. Alex Sharta and Chief Mrs. Bissi of NIRADO (ICA Affiliate in Nigeria) also attended.

The key conference strategy was to put out our books (IERD Series volumes I-III and Winning Through Participation with flyers). This turned out to be a winning strategy as it allowed us to meet old and new friends.

- Ebenezer First Quao (Ghanian) is on the staff of the United Nations ECA and was in residence with ICA Paris. He ordered a set of all our books and videos. He is involved in the follow-up of the conference and wants to make sure our work is part of the discussions.

- Mr. Godfrey K. Mwereria, Lutheran World Relief (East Africa) is an ITI grad and gave some exciting speeches on being a 'revolutionary'.

- Peter Oakley, Professor of Rural Development, University of Reading, England, gave a paper on 'Participatory Methods' which is from a new book he has just published. He stopped by to say he had 'discovered' our books at the UNDP Office in New York and found them very helpful..

Finally, each country gave a report on their participatory activities. Zambia's report gave three case studies of participatory work: One was the ICA's work on village planning events and the second one was the Co-operative Members Participation Programme (CMPP) (Terry Bergdall's Swedish co-operative work with strategic planning)

It is rewarding to find that when people look deeply at the root problem in development they find participation. The host organisation, The Economic Commission on Africa, was so impressed with our books (IERD series I-III, and TOP) plus with Ebenezer's prodding they have asked if ICA would join their round table discussions on 'Popular Participation' next year. Hopefully Pam will work with Zambia and Vaughn and Dick will continue their supportive role in the US and Europe.

Pamela Bergdall, ICA: Zambia, P.O. Box 31454, Lusaka, ZAMBIA

ICA BRAZIL**EQUIPPING THE PROJECT OFFICE FOR THE RIO BONITO INTEGRATED RURAL DEVELOPMENT PROJECT FOR SMALL FARM AND RURAL WORKERS FAMILIES**

In Brazil, the ICA has been working in the municipality of Rio Bonito since 1981. Rio Bonito is a rural municipality located just outside the metropolitan area of Rio de Janeiro. Of its nearly 50,000 residents, 20,000 live in isolated and underdeveloped rural communities. Since 1981, the ICA staff has assisted in the formation of 8 residents' associations, conducted leadership training programs, initiated a rural skills training and small enterprise program, and conducted a pilot program to improve rural primary education. In all programs the emphasis has been on working directly with the rural residents, believing that they are the experts in regards to their own development. The staff has also established collaborative relationships with the local government and other public and private organizations whenever possible. To date ICA has collaborated with the Rio Bonito Rotary Club in two Rotary Special Grant Projects.

In December 1988, the ICA received a grant from the W.K. Kellogg Foundation, providing 50% of the funding required for a three year Integrated Rural Development Project in Rio Bonito. The objective of this new project is to improve the lives of approximately 1000 small farm and rural worker families through programs in primary health, elementary education, agriculture, income-generating small enterprises, and community organization—and to assist people in the local agencies to improve these and other needed services, enabling them to see their role as agents of change. To reach this objective the project plans to: provide training in critical new skills for both community and agency members, help initiate new small enterprises, initiate collaborative and integrative relationships, measurably improve primary education, demonstrate an effective preventive health program in several communities and foster the development of independent local organizations. The project, which officially began in January 1989, has a full time staff of 14, a majority being Brazilians from the Rio Bonito area.

The staff operates out of a project office, located in the town of Rio Bonito which is situated in the center of the municipality. A fully equipped office is vital for the efficient functioning of the Integrated Rural Development Project. On a daily basis, administrative personnel account for cash flow. Coordinators and technicians develop program materials, including pamphlets, curriculums and teaching aids. On a long term basis, staff members are documenting the present state of the rural communities and the effects of the project on targeted families. A baseline survey which was conducted in the four target communities is already proving useful in the development of

relevant program activities. Documentation results will also be used in reports that are required by funding sources such as the Kellogg Foundation. Finally, members of the staff continue to seek funding from other sources, to secure funds for expenses which Kellogg's is not covering, and to ensure the continuation of the project after the three-year grant is finished. For the successful execution of these activities, the staff need a properly equipped office. We have the basics, including work space, desks, chairs, a new typewriter and a color TV.

The following is a list of equipment needed and brief statements of their importance:

Computer and Printer: Project documentation, finances and continued fund raising are central to project activities. Staff from the mayor's office are already requesting copies of collected data, since basic demographic information is not available for rural communities. However, the project staff has no technical means of storing or manipulating the information. As a result, all retrieval and statistical comparisons must be done manually.

In the area of finances, staff must maintain records and provide reports for various funding sources. Currently the project keeps records for three separate funding sources as well as the general records. It is expected that the number of funding sources will rise to 6-8, requiring 6-8 simultaneous records. While ICA accounting is computerized in Rio monthly, daily cash flow management takes place in Rio Bonito. With only manual records in Rio Bonito, the ability to keep up with multiple sources and budgets is very limited.

Project fund raising is based in Rio Bonito and many foundations require similar information for proposals and reports. At present the only means of producing and reproducing proposals are the two typewriters. There is some access to computers in Rio but this involves a full day trip every time there is a need for computer use. A computer and printer in the project office would increase the staff's ability to use documentation information, improve financial management, and it would facilitate greatly in the production of proposals and reports.

Video Camera: The staff has a VCR and the grant from Kellogg's allowed for the purchase of a color TV. A video camera would complete the video unit and dramatically increase our ability to document project activities. A video camera would also be used for training events for rural community members and for staff training.

Copier: The project office has no means of duplicating material. As a result, the staff is dependent on the few public copiers in town. Not only is this costly in terms of money, but a five second job becomes 15 minutes at the minimum, usually increased by long lines, slow service or

continued on next page

SOURCE

ASIA PARTNERSHIP FOR HUMAN DEVELOPMENT

12th Floor, Hanley House
776-778 Nathan Road
Kowloon, Hong Kong

BACKGROUND:

The Asia Partnership for Human Development (APHD) is a partnership of 22 Catholic development agencies from Asia, Europe, Canada, Australia and New Zealand. Since its establishment in 1973, APHD has tried to develop new forms of relationships emphasising mutual sharing and solidarity, and to move away from the 'donor-recipient' approach of traditional development aid. APHD recognises the need for a continual process of reflection on, and study of, human development.

OPPORTUNITIES *continued*

malfunctioning machines. Having a copier would increase the working efficiency of the staff and also cut down on costs over the long run.

Desk Top Calculator: At present there is one machine for the needs of the Administrative Director, the Administrative Assistant and the four program coordinators who regularly calculate budgets and other figures. Likewise, other staff members who at times need to calculate budgets, are dependent on this one machine. Another calculator would relieve the present pressure of demand.

File Cabinets: Each of the programs has office space in which to work, but are lacking file cabinets in which to store their information and materials. Approximately 6 two-drawer cabinets would cover the needs of the individual programs, administration and documentation.

Meeting Tables: There is currently only one table which seats 8 people. This table is used for bi-weekly staff meetings, training sessions, and other meetings with large numbers of people. When more than 8 people are seated, not everyone has space to write. Two more smaller tables would provide sufficient space, and the flexibility to divide into smaller groups when necessary.

Supplies: To complete the equipment request, some basic supplies would facilitate the beginning operations. Such supplies include blank video tapes, toner, xerox papers, computer paper, computer disks and suspension files.
TOTAL - USD \$10,900

RIO BONITO INTEGRATED RURAL DEVELOPMENT PROJECT: JEEP

The municipality of Rio Bonito is an agricultural area 80 km east of Rio de Janeiro. Its rural population of nearly 6000 families makes a poor living raising oranges and several other crops. Staff

PRESENT FOCUS:

APHD focuses on the following areas:

Education, Agriculture and Rural concerns, Community Development, Promotion of Justice and Peace and Defence of Human Rights, and Health.

APHD is unable to support certain projects, for example:

Projects of an exclusively pastoral nature; formal education, large infrastructure costs; capital or running costs for primary or secondary schools; projects that respond to emergencies; requests that respond to individual needs or concerns; projects for which funding will be retroactive.

GRANT CRITERIA:

An application should have information about 1) the applicant, 2) programme/project location, 3) financial requirements and 4) project description.

and volunteers of the Instituto de Assuntos Culturais (IAC) have been working since 1982 in an integrated attempt to address the problems of the small farmers and daily-labourers. Programs include health, education, agriculture, small enterprises and community participation. All programs emphasize working directly with the rural residents, in the belief that they are the experts with regard to their own development. Collaboration between village associations, local government and private agencies is anticipated, with the intention of withdrawing IAC involvement within a few years.

In December 1988, the WK Kellogg Foundation committed a three year grant toward this integrated effort. This covers 50% of the funding needed to execute an intensive project from 1989 to 1991, to establish a demonstration of self-sustainable development in six communities. As a result, the level of activity has increased. Likewise, needs for transport have increased. Due to the many heavy rains, jeeps are often the only means of transportation which can manage the dirt roads and hills. Currently, IAC has only one such vehicle available for a field staff of 12 in four programs. Our current budget does not allow the complete expense of another second hand jeep.

This is a request for USD \$10,945 to enable the purchase of a second hand jeep and to help cover the maintenance and running costs for one year.

Purchase	USD \$10,556
Cargo cover	217
Insurance, 1 year	1,000
Registration costs	300
Gas, 1 year	2,400
Repairs, 1 year	1,500
Tires	600
5% Miscellaneous	872 +
	USD \$17,445
IAC Contribution	-6,500
REQUESTED	USD \$10,945

LESTER BROWN / WORLDWATCH INSTITUTE

Part II: How do we get to the 2030 Sustainable Economy? (excerpts from a talk given in Brussels, February 1990, attended by ICA: Brussels Staff)

by
Lester
Brown



Broadly speaking, we must change behaviours. Behaviours change when people receive new information or have new experiences. Many of those who participated in and signed the Montreal Protocol are dedicated scientists. They provided new information.

The experience of Chernobyl made many people think differently about the need for energy alternatives. The barge of New York garbage which was refused in Louisiana and elsewhere made headlines and the message was - The days of the Throw Away Society are numbered. It made people think differently.

This points to the need to use the market and to use public policy to fill gaps. For example tax policies. Government actions, such as a carbon tax, would help.

Our economies must find new goals. We must look at rules and regulations. We must look to consumer preferences. We don't need to forbid people to drive large cars. If they are highly taxed, then the demand will be reduced.

It does no good to try to change human nature. What we can change is people's preferences. This can be done through government regulations. For example government can convince the unions. Media can play a role by producing a weekly bulletin on how we're doing environmentally. Consumer organizations can help consumers internalize environmental values.

We must ask our economists to think innovatively. Now the practice of measuring GNP rewards environmentally destructive behaviour. Now there is no distinction between sustainable and unsustainable. The economy rewards planned obsolescence and throwing away things. The objective of economic policy needs to shift from growth to sustainability. If you are in the waste business, you need to look at natural systems. For example, leaves can become fertilizer and compost.

Environmental alliances are being formed. For example, regionally there is the Mediterranean Club which includes Greeks, Turks, Arabs, First and Third World. Globally, the Montreal Protocol aims to reduce chlorofluorohydrocarbons (CFCs) by 1/2 by the year 2000 but this is subject to major review and revision this year in London.

For governments to deal with economic problems they must change what they produce.

Big companies with fossil fuels and cars have to change. How can we make changes, given these vested interests. Some communities and states now have mandatory recycling. Because of the costs of garbage collection and disposal, people want to recycle aluminium - this causes less mining due to less demand, so plants have to close.

Nuclear energy, in our judgement, is losing ground. Most countries are cutting back and rethinking. In the UK, when they privatized electrical utilities, the power plants went on the market. They couldn't sell or give away nuclear plants and had to cancel all construction. They didn't make it with the market test. In a decommissioning bill, utilities go to consumers for raising prices to clean up existing plants. . . twenty multi-million dollar investments. . . more attractive than nuclear. . . save energy-reduce carbon consumption.

Relative to the Third World, sharing technology across borders is essential. China and India have not signed the Montreal Protocol. They don't have the means to develop alternatives. Du Pont own the technology. Here is a role for an international body - how to get the technology needed into the hands of those who need it. China, relative to CFCs, the rest of the world won't make it if they don't change.

These countries must also continue to raise their standard of living. But there is an educational problem. People think if they burn the Amazon they will do well economically. Research shows that they will get a high return immediately but eventually they will get nothing. The rapid deterioration will make it impossible to even graze cattle. Within a decade they will earn no income from the land. Whereas if they manage the rain forest their benefits will go on indefinitely. We need to help people understand the land will not sustain cattle and crops and therefore they need to harvest the products of the forest.

In international development, many agencies now have environmental divisions, but these do evaluations of project impact on environment or deal with whether a country should build a project.

(Part I of this article appeared in the May 1990 issue of The Network Exchange)

CHANGE MASTERS: DALLAS, TEXAS

Our Change Masters group has grown and is planning quite a few things. We just finished a regional meeting of Change Masters on Mind/Body Research. Dr. Larry Dossey was our lead off. It was quite an insightful weekend.

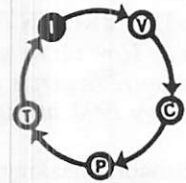
"The spacetime view of health and disease tells us that a vital part of the goal of every therapist is to help the sick person toward a reordering of his world view. We must help him realize that he is a process in spacetime, not an isolated entity who is fragmented from the world of the healthy and who is adrift in flowing time, moving slowly toward extermination. to the extent that we accomplish this task we are healers."

*From "Space, Time & Medicine"
Larry Dossey*

I would like to get Harrison Owens for the next one. We have quite a group of first class private consultants and corporate trainers and human resource people, plus educators and a few religious types.

My work in the Philippines is probably more exaggeration than anything else. Bishop Nacpil of Manila wanted to build some alternate approaches to the church's service in the rural areas, and so I took a few professional types over on my vacation time and did a consult. I've continued to do this for the past 5 years and we now have about 12 village projects in various states of development. The Filipino professionals who work with us have formed their own organization and help the projects plan on a quarterly basis. The two other Bishops (Methodists), Gamboa of Davao and Grandadosin of Baguio have requested we initiate projects in their area and the Filipino professionals have set up their counterparts there and this time we'll work in three places. Marianne Bailey and Wanda are going this time with about 15 others. We're also going to visit the Epps in Malaysia.

Peter Drucker in his new book, *The New Realities*, points up that reality has outrun Economic Theory and that now we only have partial explanations. I think we've felt that for a long time, but now the big turn we dreamed about back in the 70's has really swished by and more than ever there is raw reality pouring over the walls and not even the artists are up to it, to interpret, chide us or alert us. I really feel this in the villages. They know it's a different day and they have the responsibility for creating their own future and it's not the one others can suggest to them. I also find this to be true in the inner city neighborhoods where I work and in the struggling little churches. I am more and more amazed that a new spirit is breaking out among the least among us.
George Holcombe, 2618 Sharpview Lane, Dallas, TX 75228 USA.



TO CHANGE BEHAVIOR, PROMOTE VALUES (Comments on a General Electric Training Program from the Harvard Business Review, September-October 1989.)

To change behavior, you must also change how people are compensated and rewarded. Are those systems being changed at General Electric?

We let every business come up with its own pay plan. It can create bonus plans in any way that makes sense. We're also doing all kinds of exciting things to reward people for their contributions, things we've never done before. For example, we now give out \$20 to \$30 million in management awards every year -- cash payments to individuals for outstanding performance. We're trying desperately to push rewards down to levels where they never used to be. Stock options now go to 3,000 people, up from 400 ten years ago, and that's probably still not enough.

Another way to influence behavior is to promote people based on the characteristics you want to encourage. How can you evaluate executives on qualities as subjective as candor and speed?

Not only can we do it, we are doing it. Again, we're starting at the top of the company and, as the new systems prove themselves, we'll drive them down. We took three years to develop a statement on corporate values, what we as a company believe in. It was a brutal process. We talked to 5,000 people at our management development center in Crotonville. We sweated over every word. This will be the first year that our Session C meetings, the intensive process we use to evaluate the officers of the company, revolve around that value statement.

excerpt:

GE Value Statement

Individual Characteristics

Candor/Openness

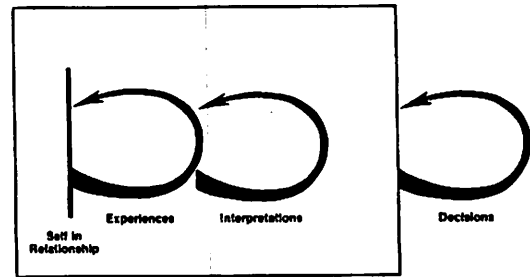
- What – Complete and frequent sharing of information with individuals (appraisals, etc.) and organization (everything).
- Why – Critical to employees knowing where they, their efforts and their business stand.

PRINCIPLES ON THE INVOLVEMENT OF NGOs IN THE WORLD CONFERENCE ON EDUCATION FOR ALL FOLLOW-UP ACTIVITIES WITH NON-NGO BODIES

*Submitted by the NGO Jomtien Committee 9 March
1990, at the WCEFA, Jomtien Thailand.*

1. NGOs shall be part of all formal structures for the implementation of Education For All at all levels: local, national, regional, and international, from the outset, particularly in the development and implementation of national plans, which NGOs feel is of paramount importance. In all cases the autonomy of NGOs shall be respected.
2. NGO members of such structures shall be in the same proportion as other sectoral representatives.
3. Explicit policies designed to provide political space for NGOs and concrete actions should be adopted by both governments and agencies.
4. NGOs shall choose their own representatives through a consultative and democratic process as appropriate.
5. NGOs will follow the guidelines listed below when selecting their representatives:
 - a. NGO representatives shall be chosen on the basis of involvement in and commitment to education for all.
 - b. Due consideration will be given to ethnic, geographic and sectoral representivity.
 - c. Consideration will be given to established UN mechanisms relative to NGO relations, but NGO selection will not be limited by any specialized agency's procedures nor any procedure established by non-NGO bodies.
 - d. Special preference shall be given to the involvement of indigenous NGOs from countries and regions where the challenges of basic education are most serious.
6. As a much needed example, the NGOs will make every effort to ensure balanced gender representation among NGO representatives at all levels, most especially at the international level.
7. Subsequent major international meetings and conferences relative to the education for all movement shall include NGOs as full delegates. The World Conference on Education for All: Meeting Basic Learning Needs established a welcome precedent by granting delegate status to NGO representatives.

Evelyn Philbrook, ICA Kuala Lumpur, Lot No.
9889, Lorong Awan Biru But. 5, Jalan kelang,
Taman Yarl 58200, Kuala Lumpur MALAYSIA.



TEACHING AT THE GRAND ACADEMY

Teaching at the Grand Academy is quite an experience. It took two months to realize it is a horrible situation. (but then there was Oombulgurri, the attic at 410 S. Trumbull and P.U. Meeting every six weeks!!) The Academy is a collaboration between the Board of Education and Grand Street Settlement. The Board of Education provides teachers and administration and the settlement provides an intensive counselling program. The teens who are enrolled in this school could probably be best described as typical juvenile delinquents - tough as they can be!

The counselors response to the sense of ineffectiveness here is to propose the youth be in counselling 50% of the day. The response of two men teachers is to propose a "theme day" in which one-day per week they take the kids out into the city to deal with the ecology/environmental crisis and do their math and science through that. Another woman teacher wants to do behavior classes. The two reading teachers want to do a performance of West Side Story. The students are also learning reading skills and computers.

I have permission to do Social Studies and Cultural Studies. I do a three-week cycle of 1) geography and history, 2) people and current events and 3) artforms and encounters. Also, I'm assigned to the district's multicultural education committee. They're a creative and well-grounded bunch which I find to be my oasis in the desert.

Brahma Kumaris has been doing a "Create a Common Vision for the World" consultancy for NYC schools and I believe in other countries than the USA as well. I have to take it to our faculty for their participation. It's great, but I have certain regrets about not having such a theme and service to offer. I wish our methods came under the rubric of "critical thinking skills", the number one crisis in literacy, according to authorities in NYC
Judi White, 206 East 4th Street, New York, NY
10009, USA

ICA: VENEZUELA STAFF CHANGES

Economically the ICA Venezuela has been in a economic crisis since the last quarter of 1989. As a consequence, the Work family has returned to the US (Phoenix).

Martha Talbott and I are now the "full time employees" of ICA Venezuela. Martha is making her sustenance from teaching English, which is more than a part time activity for her. Things are precarious as income is difficult to predict. Martha intends to return to Atlanta in July. Although I will be the only staff here, the board is providing valuable support, as we resolve this issue.

I am the new ICA Venezuela Executive Director. In spite of shortages we have a broad donation base that will keep the organization in being, as we work through the contradictions of cash flow and competent personnel.

We have sold the house "Quinta Los Bosquecillos" and trust the proceeds here will cover our debts. It looks as though we will end up with either a slight surplus that will go into a small trust fund or a small deficit.

With this situation you can see why at this time we are not thinking of sending someone to Taiwan. Nonetheless the matter will be taken up at the next board meeting. Perhaps in the months ahead we can develop some funds towards that end. We will invest time in promoting the event. I've read the materials and it seems marvelous.

Tony Beltran, Caracas, Venezuela

LATIN AMERICAN PROMOTION

Donnamarie and George West will be traveling in the USA during the months of April, May and June 1990. They plan to do four things.

1. Promote our intercultural program, SPACE BETWEEN, for Mexico, Guatemala, Peru and possibly other locations.
2. Explore funding for specific ICA projects such as an innovative program for abandoned street children.
3. Explore possible joint ventures between North and South America ICA's.
4. Expand consciousness about Latin America.

Donnamarie and George West, Lima Peru

Liza Todd has now moved to Melbourne to live with her daughter Jill. She is recuperating from the travel and enjoying the ceiling to floor window in her room that looks out on the garden.

REGISTER NOW!!**OUR COMMON FUTURE****In An Environment of Change**

November 1-11 1990 Taipei, Taiwan

You can participate in Our Common Future in several different ways. You may help in building the agenda by getting in touch with your local ICA office or Network Coordinator and give your ideas for topics, resources, participants, or models of effective action to be shared with the network. You can attend the First Module or the entire Conference in Taipei. You may sign up for the computer teleconference that will occur during the programme. You can receive the results of the Conference on computer disks and/or audio tapes.

Conference Costs:

Module 1 runs from November 2-4. \$150 is the registration fee. \$100 is for food & lodging. Modules 1-2-3 run from November 2-11. \$250 is the registration fee. \$300 is for a double room food & lodging. \$250 is for 4 in a room food & lodging.

Conference Registration & Logistics: ICA: Taiwan 6/F 53-1 Chung Shan N. Rd. Sec. 7, Taipei, 11136, Taiwan. Tel: (886-2) 871-3150, Fax: (886-2) 871-4648.

The Network Exchange

September 1990



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NEWS BRIEFS

GUATEMALA REVOLVING FUND

Providing Loans; Taking Responsibility

The "Revolving Fund", allocated for productive projects, has just completed its first year. During this period significant changes have taken place in technical as well as administrative aspects. The beneficiaries of this fund have acquired the technical assistance from personnel specialized in each project, as well as received instruction in participative organization and motivation, enabling them to coordinate their activities with other groups and to hold periodic meetings for the improvement of their projects.

The beneficiaries have fulfilled their obligations and are paying back on the loan with interest. The incoming capital will be used to finance a new productive project that is now undergoing a final selection process. The interest from the loan will be used to reimburse ICA: Guatemala for the administrative work of the Institute in the form of periodic visits, administrative assistance, training, etc.

Speaking directly of the projects, "Commercialization of Apples and Wheat" and "Cultivation of Apples" in Cabrican, Quetzaltenango, the entrepreneurs learned to graft young apple trees and they have gained experience in the commercialization of apples as well as wheat in spite of adverse climatic conditions. In the "Furniture" project in Cabrican, their results are immediately recognizable by the fact that orders for different types of furniture are coming in week after week from people who live in Cabrican as well as from Quetzaltenango. INTECAP will give a training course on the efficient use of their machines during the weekends of July and October 1990. The Project "Improvement and Cultivation of Coffee" has received advice and instructions on the management of the shading of coffee plantations and the application of new insecticides for an improved quality of coffee suitable for exportation.

FROM SHIRLEY HECKMAN, NIGERIA

NIRADO received an invitation to send a representative to a conference sponsored by the Department of Foods, Roads, and Rural Infrastructures to help formulate a federal policy on rural development. It was scheduled to start on 30 July in Abuja, Nigeria, the federal capital. Alex Sharta went as Nirado's representative at the conference and Shirley Heckman went to show the chairman the three books the ICAI published on the IERD (International Exposition on Rural Development), out of which NIRADO was born. After he was shown the books and realized that Shirley was offering help, not asking for it, he asked her if she would write a paper on the role of NGOs (non-governmental organisations) in rural development in Nigeria. Shirley said YES and will be going to the meeting with her travel paid by the ministry. The conference is now scheduled from 16-21 September and will see both Alex Sharta and Shirley Heckman as representatives.

THE OTHER ECONOMIC SUMMIT

The ICA was present at TOES (The Other Economic Summit) in Houston. Rogelio Cova, member of the ICAI Board and President of ICA-Mexico attended the July 6-8 meeting in Houston of the Summit of the Poorest previous to the official meeting. The Mexican delegation to TOES was significant and included representation from several popular movements. ESPACIOS (Spaces), the Non-Governmental Organisation/individuals network, of which Rose Worden is a part, organized the transportation and selection model for participants at TOES.

EARTHWISE LEARNING CURRICULUM IN TAIPEI

In refining the design of the November event, excitement rose at the prospect, confirmed by Econet from Jim Wiegel, of having the entire group in Taipei participate in a full day experience of the Earthwise Learning Curriculum. Later think tanks in Module II can use this experience as stimulus for creative efforts.

A NEW VENTURE

by James Campbell

If the decade of the eighties saw the emergence of the non-governmental organisation (NGO) as a crucial player in the development community, then the nineties will have to come to grips with the challenges of what is already called Institutional Capacity Building or Institutional Development (ID). What does that rather awkward phrase mean? How would you do anything about it?

Ideas (Institutional Development Advisory Services) has recently completed a study for the Dutch Minister for Development Cooperation of the lessons learned by other donor agencies in the field of ID. They visited 20 agencies and conducted 120 interviews. This survey revealed that none of them had formally defined ID. Only one of them had published a policy paper on ID (US-AID) and there was no formal definition in the paper. In a discussion paper of GTZ (German Technical Assistance Agency) the following definition can be inferred: "Assisting the development of viable institutions rooted in their social, political, normative, cultural and natural environment in such a way that recipients will be capable to take care of their development tasks independently and on a long term basis." Ideas recommends that ID be defined as, "strengthening the capacity of partner institutions to carry out their mission more effectively on a sustainable basis."

Several years ago in Brussels a small team (Dick Alton, Jim Campbell, Elaine Stover) decided to build on the Institute's track record in development work and training and launch an effort to come to grips with ID. We called this effort THE INTERNATIONAL TRAINING PROGRAMME FOR DEVELOPMENT PRACTITIONERS (ITP). We saw ourselves as having three major challenges. They were (not in order of priority): 1) Finding people to come; 2) Finding money to pay for it; 3) Creating a curriculum.

We are pleased and a little proud to report that this past August third, seven people completed the first ITP. Currently, there are 22 people (out of 80 initial applications), from around the world, who have entered the second stage of applying for the 1991 course (we hope to have twelve who actually attend). We already have ten people who are on the waiting list for the 1992 course.

We have raised a little more than US\$ 52,000 in the past year to pay for the first ITP. This does not include the travel expenses which were paid by local institutes or sponsoring agencies. We are well on our way to raising the scholarships for the ICA people for next year and are able to again apply for living expense scholarships from the Belgian government. We also have several major funding agencies in Europe looking to sponsor people from their partner organisations in the South.

We have taught the first edition of a six month curriculum that focused on three arenas and nine modules. These covered everything from Managing

**All of this "environment"
ensured that every day
and around every corner
was an experience
that gave them new images
of humanity and
their world.
There was no escape.**

Financial Resources, to Ensuring Public Relations, to (what else) Facilitating Strategic Planning. It was not easy, but it worked. The participants and their sponsoring agencies want to know when we can take it on the road—they say funding is no problem.

Many programmes are available for the on-site training of development organisation staff and are usually specifically designed to deal with the situation of the target organisation. However, we believe that there is a contextual education task that can best be accomplished by bringing people from various backgrounds together in a setting removed from any particular organisational situation. This broadening of vision and building of a global understanding of the development task will greatly enhance the participants' ability to grasp their role beyond the immediacy of their local situation. If local NGOs are to be partners in the development task, then their staff must become capable of engaging in the global dialogue about the future of development and assuming true partnership roles with funding sources and international development NGOs. Training in the practical skills of organisational capacity building must be combined with the forging of a new contextual understanding of the development task that moves beyond any particular project or organisation. The key to sustaining and motivating a person in development work is to be found in developing their global vision and their capacity to take a long range view of their particular role and task.

The overarching intention of the I.T.P. is to strengthen the vocational commitment of young men and women by engendering a new sense of motivation and self confidence. This deepened awareness of their new capabilities will release them to assume responsibility for the development task of their organisation. Practically, this will be done by: 1) Equipping them with flexible and dynamic methods; 2) Providing them with an

IN TRAINING

environment rich in international scope, co-operative efforts and disciplined work style.

Does it sound as if we have hit on a felt need in the development community and that our past track record was strong enough to get us up and running? We believe so.

*"We are very different from when we came.
We have learned a lot that has made this change."
ITP Story*

The participants wrote the above quote as part of The ITP Story which was a product of the final week of the programme. If nothing else, that statement is a rather lucid understatement. How did they change? One participant put it succinctly when he wrote, "I have shifted from being a trainee to a trainer." What occasioned these shifts? We think that the programme curriculum, the programme design and the programme environment were the key factors.

The formal curriculum of the ITP is organised into three arenas with three modules in each arena. While each group of three modules is related,

**The broadening of vision
and building of a
global understanding
of the development task
will greatly enhance the
participants' ability to
grasp their role beyond
the immediacy of their
local situation.**

each module is an independent curriculum unit. It is obvious that we do not teach all there is to know about financial systems or public relations in one short module. However we intended to "remove the mystery" by giving them the basic concepts and tools that would enable them to feel confident when they encounter a particular area. In addition the method and style of teaching was facilitating rather than the traditional pedagogical style. Again in the participants' words, "We spent our time not only being taught by the faculty of facilitators, but had to do a lot of work individually as well as in teams. This enabled us to experience this training as very 'hands on,' as we were given a lot of opportunity to translate the theoretical

aspects of the training and relate it to our work situations."

The programme design was such that we intentionally covered the curriculum three times. The first time through we spent a week on each module (except for strategic planning which got two weeks). This was straight forward presenting concepts and data. It involved a lot of reading and seminar work in addition to demonstration activities of various sorts. The second time was called The Practicum and was designed to expose them to the development community and development work in Europe. Experiences ranged from researching the European Community's relations with NGOs, to participating in the Institute's rural development work in Northeast Portugal, to working with a group in our neighbourhood doing programmes for young children of Moroccan immigrants. The third time through was called The Intensification. This was designed to apply the material from the first experience in both a more practical and integrated approach. For example we took the arena of Resources (three modules) and spent two weeks creating a detailed one year training plan for a development NGO.

Finally the programme environment was a critical factor. Again the participants said it best in their ITP Story, "We would like to call this a global community living experience." Not only did they have to come to terms with each other (they represented Egypt, Sudan, Kenya, Tanzania, Malaysia and Peru; Muslim, Christian; University grads and high school grads; big and little agencies, etc.) they had to deal with basically an American faculty. In addition they found themselves sharing a building with German, French, Dutch, Spanish, Portuguese, Danish, Greek and Italian university students, not to mention the group of Quakers or Green Party Euro MPs. Outside the front door was a French speaking European capital full of prejudices and preconceptions where it had taken two months to get the visas issued so they could come (another understatement, from The Story, "It is not easy to enter Belgium."). They participated in the community life of the Institute staff (from washing dishes for fifty people to the weekly celebrations). All of this "environment" ensured that everyday and around every corner was an experience that gave them new images of humanity and their world. There was no escape.

The second ITP will start next February. Applications for it are already closed and we are now putting people on the list for 1992. The ITP takes only six months and we are excited about what it would mean to take it on the road part of the other six months of the year. We hope that can be another report in these pages in the not too distant future.

HOW DOES A COUNTRY GROW?

A New Measure of Development

exerpts from an article by Ross Hammond,
freelance editor and writer on temporary assignment
with Development Forum.

The United Nations has devised a controversial new way of measuring development that stands traditional measures on their head. Its creators hope that the Human Development Index (HDI) will serve as a supplement to existing measures, especially per capita gross national product (GNP).

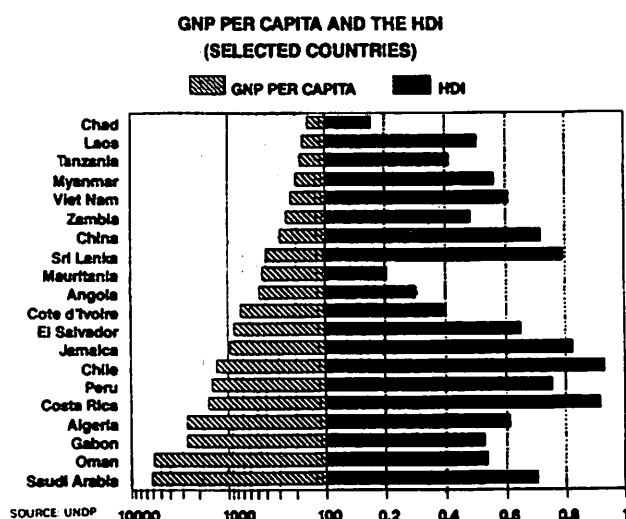
The HDI combines life expectancy, literacy and purchasing power into a single measure to rank countries by the quality of life their citizens enjoy, rather than the amount of GNP their economies produce.

The new development index is the highlight of the Human Development Report (1990),* published for the United Nations Development Programme (UNDP) and prepared by a team of development economists under the guidance of Dr. Mahbub ul Haq.

The issuing of the Report seems to reflect the thinking of mainstream policy makers in the ongoing search for a more effective way to measure and implement development policies. It was commissioned, says ul Haq, because of the widespread perception that the 80s represented a lost decade for many developing countries and that without investment in human capital, this trend is bound to continue.

The Report states frankly that if international assistance continues to lag and if trade outlets continue to shrink in the industrial countries, "the compulsion to migrate in search of better economic opportunities" may become one of the major problems of the 1990s. The Report is the first in a series to be published annually on the human dimension of development.

*The Human Development Report 1990 can be obtained from United Nations Bookstore, NY



THE FEMINISATION OF POVERTY

experts from NGO-EC Liaison Committee Document on Gender and Development, Dec. 1989.

...Women, in both rural and urban areas, as the providers of food, nutrition, health care, education and income within the family, have been particularly adversely affected by the present economic crisis, and in many ways. . . what is happening today is a process—the "feminisation" of poverty—whereby the brunt of the world economic crisis is being passed on to poor of the Third World and it is the women who find themselves at the end of the chain. Activities of women in general show that, throughout history, women have always played a vital role in ensuring the survival of urban and rural communities through food production, reproduction and child care as well as producing incomes for the household through work of economic value and in the performance of activities such as fetching fuel, food and drinking water.

During the last decade and largely as a result of attention paid to the situation of women during the UN Decade for Women 1975-1985, the multiple role of rural women in particular has become widely recognised. Many studies now reveal that, worldwide, women are responsible for at least 50% of food production. While in regions such as Sub Saharan Africa, the contribution of women to food production in all its aspects rises to 80%. FAO in 1985 affirmed women's contribution to development in these words:—"In the Third World, agricultural productivity cannot be substantially increased nor can rural poverty be alleviated unless women's access to key productive resources and services is substantially improved. *The consequences of patriarchy for agricultural productivity are very expensive. Developing countries cannot bear their heavy cost.*" (from UN World Survey on the Role of Women and Development, FAO, 1985)

As can be seen from above, it is clear that lack of productivity is not the cause for the inequalities in power relations between men and women. So what is it? There is no one explanation nor common thinking on this question. Some blame the patriarchal system for the relative poverty of women in all economic systems. Others argue that women's poverty is a consequence of the class structures in capitalist societies. But, as Lynn Jones of the World Council of Churches stated: "it is not an either/or proposition: gender and race on the one hand and class on the other, act to reinforce each other. Again, the key is lack of control."

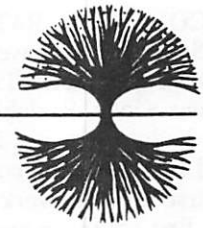
OZONE CONFERENCE REPORT

by Lee Hatcher

The Second Meeting of the Parties to the Montreal Protocol on Substances that Deplete the Ozone Layer was held the last two weeks of June, 1990 in London, UK. ICA, represented by Lee Hatcher and Susan Koelb, observed the proceedings from which this report follows. The conference was held in order to revise the Protocol based on new scientific evidence of worsening ozone layer depletion and to expand on related issues previously mentioned in the Protocol but not finalized. The crucial new issues related to the developing countries' need for technology that helps them eliminate ozone depleting substances. A closely related issue is the financing of this change in view of developing countries' economic needs.

The ozone layer depletion problem is now well understood by scientists. Chlorofluorocarbons (CFCs), halons (bromine containing CFCs used as a fire extinguishing agent) and other chlorine containing compounds act as a transport mechanism that delivers chlorine and bromine to the altitude of the ozone layer. Each chlorine atom can destroy 10,000 ozone molecules before returning to the earth's surface. Thus only a few atoms of chlorine or bromine per billion atoms of air (ppb) is needed to cause serious damage to the ozone layer. Bromine is three to ten times more destructive than chlorine. The ozone layer filters out most ultraviolet B-spectrum, UV-B, light coming from the sun. UV-B is biologically active. It causes skin cancer, eye cataracts, and disrupts the human immune system. Increased exposure damages phytoplankton in the sea, thus disrupting the food chain. UV-B also damages some food crops. Given the potential disruption of the greenhouse effect, this latter category may assume even more importance in the future.

Recent scientific evidence shows that the threat to the ozone layer is worse than originally thought. This is particularly true in the Antarctic where the now famous ozone hole, which diminished in size the previous year, grew even larger during the latest season. The Antarctic ozone hole generally affects only the southern hemisphere. However, ozone depletion is occurring at virtually all latitudes. Furthermore, Dr. Bob Watson, a NASA scientist long-involved with studying the ozone layer, presented views that an ozone hole could occur over the arctic as well if the required weather conditions occurred and increased chlorine and bromine concentrations in the stratosphere. The required weather conditions have occurred in the past; although not annually but every few years at varying intervals. These data were the basis for revising the Protocol and considering shortening the phaseout schedule for CFCs and including hydroCFCs, carbon tetrachloride, and



methyl chloroform in the phaseout schedule.

The developed countries, primarily the U.S., Japan, and the U.K., were concerned with four main issues: economic and technical feasibility, free market economics, developing countries commitment, and precedence for future international environmental agreements. The developed countries are the main producers and consumers of the controlled substances, and they have developed and control most of the technology. Large industrial plants exist representing huge capital investments that may not yet have been recovered. Eliminating these chemicals will require major changes in or abandonment of these plants. It takes time to achieve these changes and to absorb the costs while remaining viable enterprises. Thus a longer schedule is preferred relative to these factors.

The developing countries want technological and financial investment from the developed countries. The latter see this as a direct violation of free market principles. They are reluctant to give away technology that represents a competitive advantage that could be used to pay off changeover costs. Financing the changes in developing countries is viewed in a similar way.

The developed countries also realize that without developing countries' commitment to the phaseout of these chemicals, any efforts in this direction will be fruitless. Thus the possibility looms for large expenditures for change without possibility of achieving positive results. With this in mind, the inclusion of the developed countries is fervently sought after.

Finally, the possibility of this agreement setting precedent for future agreements was a major problem for the U.S. It knows that the potential costs to control global warming will be much larger than that of ozone depletion. It is also likely that the U.S. will be expected to assume the largest burden. As such it does not necessarily want to be subjected to the same agreement. Even so, more than a few countries as well as Mustafa Tolba, the UNEP Executive Director, noted that this agreement would set a precedent.

The interesting contrast at the meeting was between West Germany and the U.S. Both countries are highly invested in the production and consumption of these chemicals.

continued on page 8

INCOME GENERATING MANUAL

Several ICAs have been training in the arena of income generation. In Kenya, Wilson Makanda, James Kloko, Rodah Makanda and Joshua Mulwa, field educators, and Keith Packard, Kaye Hayes, and Frank Powell, consultants, have created a course for such work. It has proven appropriate for the first course in analyzing various ideas for raising one's income, then testing the viability of these ideas. "The primary issue", Keith reports, "is business experience. We believe that the manual can be used as a guide to developing successful projects. The process enables persons to find out, before launching an income-generating activity, whether or not it will be profitable and be the kind of business that they want."



The course has been conducted with representatives of 15 women's groups in the Kilifi District of Kenya. It is made up of five major blocks of time, containing a total of 12 sessions. A sample of one of the steps in the process in Session 1, "Commitment Analysis" follows:

KEY POINTS

I. Conduct a group conversation

(Key questions each persons answers)

(Make notes on the answers)

What do you want to get from your business?

What for you is important in having _____?

(repeat what they have answered)

How will you know when you get what you want? What will you see, or have experienced?

How will you know when what you have is enough? *(What will you see, have, or experience?)*

How much time do you want to spend doing this work? How many days are you willing to work at this business?

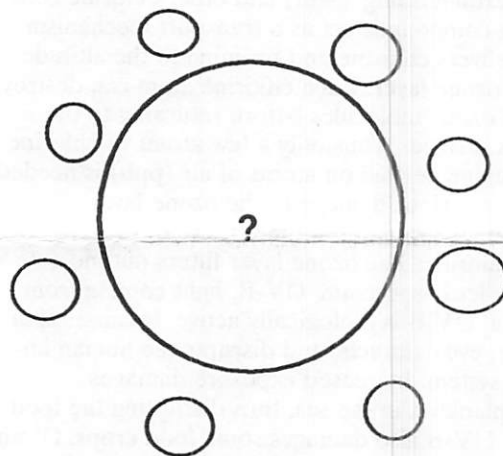
How much money do you want as an individual to be able to earn each month?

How much money do you want to be able to save each month as a group?

What knowledge or information do you need to begin the business?

VISUAL OR HANDOUT

GROUP CONVERSATION



II. Reflect on the answers that the group has given: *Repeat answers.*

Why are we doing this business?

What do we want from it?

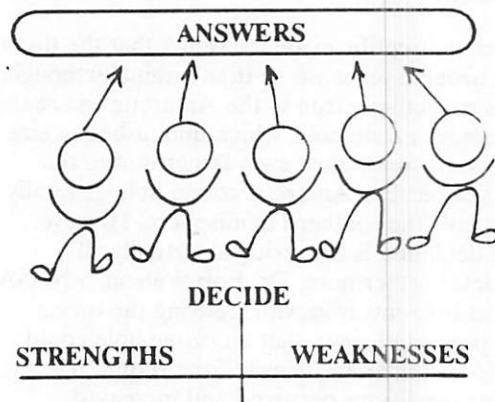
How much time are we willing to work?

What do we need to do to begin our business?

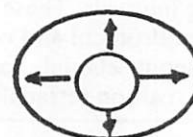
III. Decide what are the group's strengths and weaknesses.

As a group beginning an income-generating project, "What is our greatest strength?" "What is our greatest weakness?"

GROUP REFLECTION ON ANSWERS



CREATE A GROUP SYMBOL



IV. Create a visual symbol that communicates the special nature of this group and its decision to do this business together.

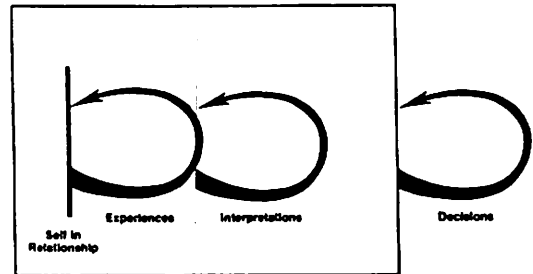
TRAINING, INC. GUATEMALA: A MILLION DOLLAR PROGRAM ON A SHOESTRING – WINNER!

TRAINING, INC. in Guatemala, a new international site for this successful program, began its first cycle on May 2, 1990, with 35 participants and guests present for the inauguration. Each of the five instructors presented a brief outline of his or her course for the following nine weeks, and everyone was welcomed by the Board of Directors of Training, Inc. Guatemala and by the Board of ICA. John Turton, Director of Xerox of Guatemala, gave an imaginal presentation to the group. Full-time ICA staff and other members of ICA's Board of Directors were also present. T.I.'s instructors include Ligia Isabel V. de Sagastume, Elsa Liseth Mendez, both of Guatemala; Inga Bessin, Venezuela; and Bill and Barbara Alerding, United States.

The first group of graduates was sponsored by nine different companies. The 15 men and two women came from very diverse occupations: 53% were employed by the industrial sector and 47% by commerce. Some worked in factory production, others in administration; a few were sales people or clerks. Educational backgrounds varied as well, from elementary school to university or technical school. Some of the participants had never attended any kind of adult study before, except for films or presentations sponsored by their companies. Even with this diversity, there was a strong sense of solidarity and sociality. Between the two sub-groups, "Pumas" and "Osos" (names chosen by the students), there was a real sense of friendly rivalry. The overall average age was 33 years.

Participation and motivation to learn within the group were always at a high level. The instructors, who were accustomed to the normal "mid-term slump" in programs of this length, were surprised that there was practically no decline in interest. Even in attendance, there was an average of only 1.2 days' absence per participant out of a total of 45 session days. Three people were in attendance 100% of the time. AND we had a bus strike right in the middle of the third week, hours before the Wednesday Birthday Party which celebrated everyone's birthday! How were the participants going to get home at 8:00 p.m.? Among the working population there is no alternative to bus transportation. After the Wednesday night party the group initiated a plan to give everyone a ride home. For two weeks participants and instructors alike formed car pools even though this necessitated picking up three men who worked for a pharmaceutical company outside the limits of Guatemala City.

One of the members was assigned by his company to attend a technicians' course in Salvador. He returned two weeks later to complete our course, with permission from his boss to attend two



weeks of the next session. Two other participants worked "swing shifts" during the nine weeks, sometimes for as long as 70 hours a week. The group as a whole showed unusual dedication in both study and work. Every day they rose very early, went to work and then began another "journey" of study, only to return to their homes late at night. For most, this meant a 14-16 hours day from Monday through Friday for nine weeks.

Ricardo Rodriguez, who works for a cement-mixing company, is in charge of quality control at the company lab. About two-thirds of the way through Training, Inc. he was asked by one of this bosses to spend two weeks troubleshooting at the plant in Puerto Barrios, the Pacific Coast port. He decided not to go because he would miss the rest of the program. He not only told his boss his decision, but offered several alternatives, including sending someone else. He even talked to that other person and convinced him to go!

Many of the participants wish to continue with other courses, especially computers and English. Inquiries were also made about the next cycle of Training, Inc. Six new participants were signed up by their companies during the first graduation ceremony, held in the elegant Penthouse of the Private Industry Council Building. About 70 people – participants, their employers, families and friends, as well as colleagues and members of ICA – heard Lic. Rodolfo Ferber, Executive Director of the Council, give the keynote speech on economic trends in Guatemala. Ing. Roberto Betancourt, President of the ICA Board and sponsor of two participants, spoke about the history of ICA in Guatemala and its new program, Training, Inc. Each participant received a certificate of successful completion of the course as well as a printed copy of the "words" spoken by the instructor making the presentation. These "words" included a description of the participant's personality traits, particular talent and future challenge.

The sponsoring companies are full of praise for the progress of their employees after only nine weeks in Training, Inc. This progress has not ended with graduation because the curriculum is especially designed to set things in motion--to awaken in each individual the ability to keep growing intellectually, spiritually and professionally.

ANNOUNCEMENTS

THE GOA ACADEMY will be held from 3-14 September 1990, in Goa, India. There has been a great deal of enthusiasm from companies to participate in this rather unique creation of research and practical application of ICA methods. A man at Indofil recently said, "you people [ICA] get

results, others don't". All participants, whether from India, Malaysia, Taiwan or elsewhere, will have experienced and worked with ICA methods. It promises to be a watershed event for the corporate services work.

Ozone Conference cont'd. from page 5

tion of all ozone layer depleting chemicals. Yet West Germany already has legislation in place that phases all of these chemicals out by 1995! The U.S. is still holding to the year 2000. The ability of the West Germans to meet a 1995 target shows that technical and economic feasibility are good.

The developing countries are approaching similar issues from very different perspectives. They are concerned primarily with the improvement of their peoples' living conditions - development. They recognize that this is tied to environmental problems such as ozone layer and that they need to participate in the solutions. They do not feel that they should have to give up improvements to living conditions already far below those of developed countries. Thus they look for developed countries to provide technology transfer and the financial means to achieve it. Their attitude is that the problem was created by the developed countries so they should bear the burden of solving it.

The developing countries were concerned with the amount and method of technology transfer and financial assistance. Past experience with technology left the developing countries with high tech industrial plants but no related indigenous knowledge or skills. They want the technology to be placed under their control and they also want a voice in the amount and method of financing.

Many developing countries expressed a willingness to participate in the protection of the ozone layer. China and India, representing 1/3 of the human race and non-signatory to the convention, were being pressured to sign. India's position was stated in no uncertain terms by Maneka Gandhi, environment minister. The developed countries made the mess and must pay to clean it up. India's CFC industrial plants had been sold to them by the

developed countries even as the ozone layer depletion phenomena was unfolding. She said the solution was for the developed countries to share new technology and pay the costs.

NGOs were present at the meeting in force. Their main theme running across all issues was that the proposed changes were not enough and not broad enough. They cited scientific information that HCFCs would add 50% more chlorine to the atmosphere. They also noted that the proposals were focused on new chemical alternatives that were greenhouse gases. Furthermore, there already exist other refrigerants that could be used with higher energy efficiency and no ozone depletion or greenhouse effect.

The previous week working groups met to discuss various specific issues in order to create proposals with a good chance of approval. For the first time NGOs were allowed into these meetings, although this was not carte-blanc. Not all NGOs were allowed in, only those with a long history of involvement seemed to be allowed in.

The revised Montreal Protocol was announced and caused concurrent dissent among nations that approved the Protocol and days of protracted negotiations. Most notably 11 nations, many from Europe but not including Britain stated that while agreeing to the year 2000 phaseout for the Protocol, would in fact phaseout these substances and HCFCs by 1997 in their own countries. HCFCs were left unregulated by the revisions but a declaration was included that recommended phaseout by 2040. Financial support totalling US\$ 290 million was approved for the next three years. A financial mechanism was also agreed in which the World Bank, UNEP, and UNDP will play roles. Technology transfer was not specifically addressed.

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The Network Exchange

October 1990

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NEWS BRIEFS

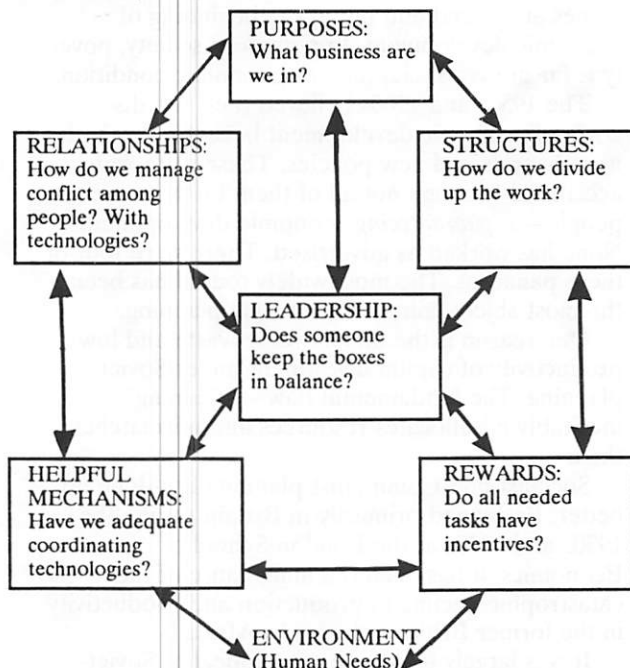
DIAGNOSING AN ORGANIZATION'S HEALTH

Close your eyes. Visualize an air traffic controller sitting in front of a radar screen and managing relationships between aircraft - height, speed, and distance apart. "What do air traffic controllers have to do with development?" you ask.

Members of the Professional and Organization Development Committee introduced 22 workshop participants to the Weisbord "Six Box Model." This model, used to diagnose the health and effectiveness of an organization can be seen as a radar screen. Organizational problems appear as "blips" of varying intensity. Workshop participants applied this model to their own agencies using a short questionnaire. They discussed what they learned in the application such as the appropriateness of the model and areas of need within their organization.

Participants found this instrument to be a quick way to analyze their agencies' health. Some will use the "Six Box Model" as part of an organizational problem identification and solution effort.

For more information regarding the model and organization development, contact Vaughn O'Halloran, ICA, 212/673-5984.



HUMAN CAPACITIES ACADEMY & TRAVEL SEMINAR

ICA India has confirmed that Jean Houston will be coming to India 5-25 January 1991. ICA India plans to have an extended Human Capacities Academy (8 days) and Travel Seminar (5 days), probably in the south of India. They are considering inviting people to come to India for the total experience of "Whole Systems Transformation." This would include the Human Capacities Academy, the Travel Seminar to visit temples and cultural events, probably in Madurai in the south, and some special ICA or other project (villages) excursions in Maharashtra. They are thinking of people whose primary interest is personal transformation processes, - Jean calls them the "new systems engineers" - and who would like to come for the whole experience of Jean's visit to India. The entire package for two weeks would be about \$750.00 (USD) plus travel. Let ICA India know if you are interested

VOLUNTEER TRAINING IN BRUSSELS

What is British-Portuguese-German-Dutch-American-Swiss, includes body painting, dance, development theory, imaginal education, Volume 3, and foot massage, and provides new energy for 15-20 locations each year? On September 23 the FOUNDATION COURSE completed its third year of training. British, German, Dutch and Swiss participants totalling 21 persons participated in the three week session, with a faculty from across Europe. Participants averaged over 25 in age, many with years of experience in the developing world, or in governmental development policy. Several had come to the course to initiate a vocational 'shift' (thus, the name Foundation Course), others for a placement as a volunteer. In fact, more placement opportunities were available this year than were able to be filled-with four IERD projects now receiving volunteers trained by the ICA. A promising trend for the Development Network of the ICA is the number of locations who now require Foundation Course training as a prerequisite for applying.

THE PARADOXES OF

By Peter Drucker

A widely recognized commentator on economics, politics, and society, Peter F. Drucker is Clarke Professor of Social Science and Management at Claremont Graduate School. His most recent book is titled The New Realities: In Government and Politics/In Economics and Business/In Society and World View, from which this article is excerpted.

Few people these days could imagine the excitement and enthusiasm when President Harry Truman committed the United States to worldwide economic development in his 1950 "Point Four" speech. There was equal enthusiasm when President John F. Kennedy proclaimed the Alliance for Progress that was to pull Latin America out of poverty in a decade. Economic development—a term that had not even been in common use earlier—became the great exciting "discovery."

But as "everyone knows," economic development has not worked. Actually, no earlier period in economic history saw as much economic development—and as large in scale and scope—as the 40 years since President Truman's Point Four. The key to this paradox is that the two sides—those who see failure and those who see success—look at two different things. One looks at what development was supposed to be—and that has indeed been a failure. The other sees the development that no one expected but that actually did happen.

There is a second paradox and a new reality: The most popular and seemingly most successful of the policies that did work no longer do so. One—exporting to developed countries the products of low-wage but highly productive labor—requires that manufacturing in the developed countries be labor intensive. It no longer is. Another—its 19th-century name is "infant-industry protection"—became counterproductive just when it had become most effective. Today it has proven a root cause for the economic crises that afflict the Third World countries that developed the fastest, such as Brazil and Mexico. It is grinding India's industrial development to a standstill. And it is at the bottom of the growing economic tensions between Japan and the West.

The Far East is, of course, the showplace of successful development, experiencing both the fastest and the least expected growth.

In the northern rim of the Mediterranean Italy as a whole now boasts a higher income than Britain. Southern France has grown into a major industrial as well as a major agricultural region. Spain and Portugal are developing even faster.

The American South is now only a shade behind the rest of the affluent United States.

Then there are the rapidly industrializing countries of Latin America. Brazil has become the world's eighth-largest industrial power. In 1950 it was still agricultural, an exporter of coffee and cocoa, not even on the world's industrial map. Now it is a major industrial exporter of footwear, of war material such as tanks and airplanes, of machine

tools. Mexico, too, has moved from being agricultural in 1950 to being heavily industrialized, with an industrial output equal to that of the Iberian Peninsula.

When the British left, India had almost no middle class. Forty years later, India has a well-educated middle class of 100 million people out of a total of 800 million. And India, plagued by recurrent famines for 200 years, has become self-sufficient in food despite a doubling of its population. Finally, there is the People's Republic of China. After the Cultural Revolution collapsed into chaos, the peasantry was given a little freedom to grow crops and to sell them on the market. Within five years, farm production doubled.

This record of 40 years of growth is unmatched in economic history.

Why then the widespread belief that development has been a failure? The answer is that the successes were not what economists and politicians meant by "development" in the 1950s and 1960s. And what they expected and promised has indeed been a failure.

The "economic development" that was the great discovery of the 1950s was to be universal and across the board. All countries, it was predicted would develop and develop fast. In reality, development has been uneven and highly selective. The Communist world has, of course, not developed at all; on the contrary, it has "disdeveloped." But so have Argentina and Uruguay—both in 1950 far more developed than Brazil and far richer than Southern Europe. And a good deal of the Caribbean has equally "disdeveloped."

The development the economists and politicians promised was going to eliminate poverty. Instead, it everywhere first produced a new middle class. The defeat of poverty, we had to learn again, comes at the end and not at the beginning of economic development. In a modern society, poverty is far more a social than an economic condition.

The 1950s and 1960s believed they had discovered economic development because they had new theories and new policies. These were widely acclaimed—though not all of them by the same people—as *guaranteeing* economic development. None has worked as advertised. There were four of these panaceas. The most widely touted has been the most abject failure: Soviet-style planning.

One reason is the unbelievable waste and low productivity of capital investment under Soviet planning. The fundamental flaw—"planning" inevitably misallocates resources and mismatches them.

Socialist non-Communist planning has done no better. Fashioned primarily in Britain during the 1930s and 1940s at the London School of Economics, it has been the main cause of the catastrophic decline in production and productivity in the former British colonies in Africa.

It was largely to counter the appeal of Soviet-style planning that President Truman proclaimed foreign aid as the American development policy.

ECONOMIC DEVELOPMENT

The Marshall Plan worked with companies and industries. Foreign aid is aid to governments. As a result, a good deal of it became military aid, which, as we now know, hampers economic performance and development.

When it became apparent in the late 1960s that neither Soviet-style planning nor Social Democratic planning nor foreign aid produced instant development, attention shifted to the one policy that did seem to work, the "indicative" planning of Charles de Gaulle's France and of "Japan Inc." In both countries, government does not plan for business. It indicates—in close cooperation with business—where the economy should go. It then supports—primarily by directing investment to those industries and businesses that follow the "indicators."

Indicative planning seemed to work in France for about 10 years until 1965 or so. Indicative planning stopped French industry from innovating, from exploiting opportunity and new technologies, and from exporting. Around 1970 it quietly died—and then France's economic growth began.

The experience of Japan Inc. does teach one thing: the importance of close government-business relationships. These, however, work only if both government and business are already highly developed and competent.

The policies that did work in the last 40 years were very different from those development economists and development politicians advocated. They were, however, equally different from those that had worked in the 19th century. Successful development in the 19th century was based on leadership in innovation and technology. So far, the Japanese development has been based primarily on imported science and on improving other people's technology.

The two policies that did work in the 40 years after World War II were exporting the products of low-wage industrial labor and infant-industry protection. Economists and industrialists soon learned that low-wage labor is unproductive and low-quality labor cannot compete on the world markets.

After World War II, the Japanese realized that training, an American invention, makes workers highly productive while still remaining low wage. Export-led development, based on low-wage but highly trained labor that produced quality goods, became the means by which Japan pulled itself out of underdevelopment and defeat. The Japanese, having become high-wage producers themselves, are now moving labor-intensive work into Thailand and Malaysia and to plants (the so called *maquiladores*) on the Mexican side of the U.S. Border. But this is probably the last gasp of the low-labor-cost policy. It works only as long as industrial manufacturing is labor intensive.

Indeed, the Japanese realized early on that low-labor-cost exports would not carry them very long. By 1960 they had combined the low-wage strategy with a new version of the 19th century's other

unsuccessful development strategy, infant-industry protection.

Infant-industry protection at first was all the rage. It soon became a disappointment. In the end, the strategy fails. As has already been explained, it leads to adversarial trade sooner or later—and from now on it will always be sooner. The developed countries then soon refuse to accept imports from a country to which they cannot export.

Fear is the main reason why Japan so tenaciously resists the pressures to open up its economy.

There has never been a more successful economic policy than the one Japan has followed since 1960. But it is nearing a dead end. The developed countries have caught on.

The developed countries will practice reciprocity which stalemates export led, infant-industry protection.

But a tremendous development potential exists—and we know how to convert it into reality. Communist China demonstrated this when it ever so slightly relaxed control of farmers and farm prices in the 1970s—and farm production doubled within a few years. The greatest opportunities for development now lie in undoing the policies that have not worked, and especially Communist-style planning and Social Democrat planning. The potential, as Chinese farming has shown, is very large. But it will be excruciatingly difficult politically, socially, and economically to take the necessary actions.

The Chinese Communists learned that development requires a market economy. Yet no Chinese leader can have forgotten that it was not Mao Tse-tung who defeated Chiang Kai-shek, it was inflation.

Restoring the growth capacity of the newly industrializing countries of Brazil, Mexico and India should be easier and fully as rewarding. They now have the foundation of productive and competitive industry. Whatever need there might have been for infant-industry protection is gone. But the change requires great political courage. The transition might be so painful as to endanger social and political cohesion. This predictably is going to be a central problem of the Third World for years if not decades, to come. Recovery rather than development is thus likely to be the priority for the coming years. It is a problem of the political will rather than one of economics.

Still, "development" will not be forgotten. We now know that it is not easy. We know that it is not fast. We know that it first makes poverty more visible and harder to accept—precisely because it first develops a middle class. We know that it means hard work rather than foreign aid. We know that there is no formula and no one policy that can be guaranteed to work. We know that its foundations are education and competence rather than capital investment. It is not a "sure thing" but risky. It cannot be provided; it must be achieved. But the successes of the last 40 years show that it can be achieved.

THE FOUR NETWORKS

DEVELOPMENT NETWORK

GROWTH IS NOT THE TRUE MEASURE OF DEVELOPMENT

excerpts from an article by David Korten and Atherton Martin, co-speakers at InterAction's Annual Forum in Baltimore, published in the 21 May 1990 issue of InterAction Forum 1990

Korten foresees a global alliance of peoples' movements as the driving force for the transformation of development action in the 1990s; and, challenged PVOs to begin a process of self-transformation in order to be relevant actors. He said the world's current state of deep social and ecological crisis is a result of an insistence on equating development with growth. The development priority for the 1990s must be defined, not in terms of growth, but in terms of the transformation of values and institutions which were created out of a growth-centered vision. Voluntary action is the key to this transformation. It depends on people who have the strength and commitment to set themselves apart from the normal incentives that traditional institutions provide.

He sees the need to define a new development vision which grows out of peoples' experience, personal values, and sense of the kind of world they want to create and be a part of.

For Korten the three basic elements of the global crisis -- dehumanizing poverty, eco-system failure, and communal violence -- must be dealt with by development action which is just, sustainable, and inclusive.

Mr. Korten described four generations of NGO development strategies and suggested that many organizations are still in the first generation. They are:

- 1) Relief & Welfare - funding is focused on finding a need and meeting it directly with service delivery;
- 2) Community Development - NGOs mobilize local communities in self-help projects;
- 3) Sustainable Systems Development - NGOs are a catalyst among all relevant regional public and private institutions; and
- 4) People and Movement - NOGs are effective facilitators and energizers of global development.

Atherton Martin reminded listeners that nothing grows from the top down, and that this and other truths would help establish the vision, mission, and strategy for successful future development. As PVOs try to gain understanding, they must become familiar with the realities of people's lives at the local level and also the national and regional situations. With understanding, partnership is possible.



To assist in gaining understanding, Martin recommended the control/influence/awareness theory of interaction and suggested three questions which should be asked. Who is aware of what is going on in this situation at the lowest level of interaction? Who, at any level, has the capacity to influence? Who is controlling?

Using an analogy about the start of a foot race, Martin said that there has been a false start in the race for development in Eastern Europe. Runners are called back because of a failure in the 40 to 50 years after World War II to define and address the critical issues of debt, capital flight, drugs, the breakdown of democracy, threats to sovereignty, collapse of regional cooperation among small nations, environmental degradation, militarization (rather than housing, agriculture, food, and production), and violence against children and women; issues which threaten to devour the world.

He chided some PVOs for continuing to run on and not heeding "the second shot," those indicators of a system which needs to begin again. "If we are to avoid repeating the mistakes of the last decades, we have to go back to the beginning, the starting line."

In stating the challenges of the 1990s he highlighted three aspects of the legacy of the growth-centered model which need to be replaced. First, there has developed a rivalry in the South which divides the people who must work together to implement a new people-centered development model. Presently, the South competes with itself for credit, management expertise, and technology. These resources allow them, in a sustainable way, to address basic needs for food, jobs, and gainful activities in the communities. People want to produce food while governments encourage cash crops to earn foreign exchange. Secondly, official aid programs, such as World Bank and US A.I.D., that market democracy as well as economic growth as a driving force, need to tolerate democracy within their own institutions. Third, development should not be tied to funding, review, or evaluation cycles. He stressed that the business of life and development is a permanent, daily struggle for all people to meet their basic needs.

HANDLING GROUP CONFLICTS

by John L. Epps

Excerpts from "Handling Group Conflicts," published in Image, June 1990.

Nobody ever said teamwork was easy. Or that group discussion could solve everything to the contentment of all involved. But sometimes the bounds of tolerance are reached. Sometimes a group comes up against it to the point at which disagreements are NOT merely differences of perception or of understanding the situation. Sometimes we really DO passionately disagree WITHIN a team. How do you keep on, keeping on? Sometimes you get to the point of saying "The hell with it! This isn't worth it." The emotional strain, the innate tension, the constant frustration, backbiting, sniping, tantrums and placebos take their toll. Your psychic energy runs down. Whatever creativity and commitment you once had are diverted into either propagation or circumvention of conflict. Life gets to be one long stress syndrome with reduced effectiveness in the task and physical symptoms contributing to the degenerating atmosphere.

Approaches to Group Conflict

I. The first is: PRETEND IT ISN'T THERE: THE POLLYANNA APPROACH. The main advantage of this approach is "accentuate the positive". It uses the points of agreement as building blocks to try to get on with the task at hand, and in so doing builds up a residue of assent from which the people can continue to function. It buys time and dramatises mutuality in the hope that a "self-fulfilling prophecy" will occur. "Maybe we'll become what we try to be."

It doesn't work, because it doesn't follow the song and "eliminate the negative". Instead it provokes a sense of unreality in which tasks seem idealised, and principles, instead of informing action, become admired abstractions.

II. The second is GET IT ALL OUT -- THE THERAPEUTIC APPROACH. In this approach, the attempt is to get group members to say what they think, to "lay the cards on the table," to express their feelings of hostility, frustration or despair. The main advantage if this approach is its disclosure of pent-up emotions. It is likely to precipitate a crisis and be heavily emotional -- shouting, weeping, accusations abounding until people run out of steam. Blood pressure soars, adrenalin flows, tempers flair, voices crack, heart palpitate, eyes water, and temperature escalates. Anyone who has been in a situation of this type outside of a guided group therapy session knows the massive danger involved.

Unless a skilled therapist is in attendance, the emotions do not get absolved/exonerated/vindicated.

But the real disadvantage of this approach is its residue. Emotional release has an "afterglow effect" for the one who is released, but for those who take the brunt of the release, the "afterglow" is more like a smouldering fury.



This approach has the further disadvantage of displaying and dramatising things at their worst. It highlights the negatives of the group and effectively eclipses what positives, however slight, there may be. In so far as this happens, it is a distortion of reality and does not entice resolution.

III. STRATEGIC REALISM: THE CONSENSUS APPROACH. This one is complicated. So I'm going to state an underlying principle, some operating assumptions, and some practical techniques. This is not yet a final conclusion, and refinements are welcome: What have YOU found effective?

A. The principle was well put by Garrison Keillor, the radio comedian, "Sometimes you have to look reality in the eye...and deny it!"

Things are not as they seem, and usually in these situations our version of "realism" is a shallow "objectivity" (or subjectivity) lacking in warmth, profundity and futuric outlook. Those elements are part of any "reality," and until they are identified, no positive resolution will occur.

B. Some operating assumptions are helpful in moving beyond the impasses that crop up in these situations. They are also helpful in sorting out what IS the reality we have on our hands. They are ten.

1. The given reality is good.
2. Everyone is an SOB in his/her own way.
3. The context of the gathering/discussion shapes its content.
4. Things said have effects, implications and consequences.
5. Imponderables can be acknowledged -- and bracketed.
6. On some things, there is no consensus.
7. You have to earn "chits" to be able to do direct criticisms that are heard and accepted.
8. You can't affirm the other too often; everyone wants recognition.
9. It is necessary in a group/team to know what's going on and to account to each other; keeping communication open is a high value.
10. Discipline regarding emotional control is helpful; not every feeling deserves expression.

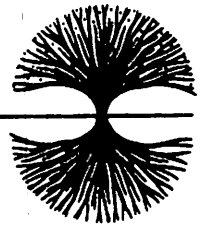
C. I have found 7 practical techniques useful in working out the implications of these assumptions:

1. Symbolise the beginning and end of the discussion/meeting. Let it be clear when the thing begins and what is the context. And especially let it be clear when it is over. Ending on an unresolved argument may be necessary, but dribbling out in

continued on page 8

LEADERSHIP IS

the following is an excerpt a review of the book Leadership Is by Harrison Owen. Abbott Publishing, Potomac, Maryland, 1990, as published in IMAGE An Action Research Journal on Personal and Organisational Transformation, Bombay India.



Harrison Owen begins with the question of the current crisis of leadership and surmises that the truth may have more to do with our perceptions of past images of leaders. In the opening chapter "Where Have All The Leaders Gone," he states that, "as the structures of our world, and the conditions of certainly, yield to an avalanche of change, the extent of our longing for stable, definitive leadership is exceeded only by the impossibility of finding it. The fault lies not with our leaders, but rather with ourselves, and our expectations. In the old days, leaders were supposed to make sense of chaos, certainty of doubt, and were to create positive action plans for the resolution of imponderable paradoxes. Good leaders straightened things out. Should chaos rear its ugly head, the leader was expected to restore normality immediately. But there's the rub. Chaos, is now 'normal,' paradoxes cannot be resolved, and certainty is possible only to the level of high probability. Leadership that attempts to deliver in terms of fixing any of this can only fail. And that is exactly what is happening."

Harrison Owen believes that leadership is in a state of transformation, as we ourselves are, in our understanding of what a leader is and does. The future direction it seems to him, is from leadership as the private property of one or a few, to a broader picture of collective leadership - "we are all leaders, and there are plenty of us." And the role of leadership? - to enhance human potential.

This book is a great "practical" guide to Spirit and Leadership. Put simply, the book does a beautiful job of taking a realm of business, namely the Spirit of an organisation, and linking it with what a leader can and cannot do to empower and direct it. Harrison's advice and style of writing is extremely enjoyable and tends to make one a "believer" in this "Spirit stuff". The following is an excerpt which will illustrate his pragmatic and helpful understanding of Spirit.

The Four Immutable Principles of Spirit

Spirit plays by its own principles, which from the viewpoint of standard management practice, are not only strange, but aggravating in the extreme. I am not sure, of course, that they are immutable, but they always seem to apply. They are: (1) Whoever comes is the right people, (2) Whatever happens is the only thing that could have, (3) Whenever it starts is the right time, and (4) When it is over, it is over.

First Principle – Whoever Comes is the Right People reminds us that Spirit cannot be forced. In those situations when word comes down from on high that a certain position or initiative is an organisational 'must,' which requires 'spirited participation,' there is absolutely no way in the world to insure that all the members of the organisation will buy in. Seeking such a result not only guarantees failure, it is also the total perversion of what Spirit is all about. Spirit forced is Spirit killed.

Second Principle – Whatever Happens Is the Only Thing That Could Have reminds us that leadership is not control. That is management. Leadership is rather the creation of a nutrient open space in which genuine human fulfilment may be achieved. The problem is that would-be leaders, for their own reasons of insecurity, often feel they must manage. After all, things could get out of control. The truth of the matter is, not only *can* things get out of control, that is virtually guaranteed to happen, if Spirit is really up and powerful.

Third Principle – Whenever It Starts Is the Right Time. In a curious and important way, Spirit exists out of time. Indeed Spirit created time. For Westerners driven by the clock, this is difficult to deal with, but the rest of the world understands that truly important events always make their own time. Actually, we in the West understand this too. We say without thinking about it, that the current year is 1990 A.D. We tend to overlook that this dating has meaning only in the context of a particular manifestation of Spirit. It is after all, 1,990 years after the birth of Jesus of Nazareth. No matter what we, as individuals, may think about the particular person, there is no questions that even the Western time system is Spirit based. Of course, if Spirit is manifest in a different person or place, you have a different time. Thus for the Jews, it is well into the fifth millennium; for the Hindus, the birth of Vishnu, some 4,000 years ago, is central.

Fourth Principle – When It's Over, It's Over. The manifestation of Spirit as all things appearing in time and space has a lifespan, and when its is over, it is over. Certainly Spirit may be renewed, or sustained, but there comes a time when its particular form simply runs out of steam.

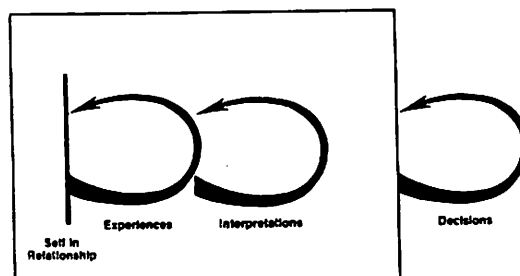
CURRICULUM BUILDING IN COTE D'IVOIRE

a report by Jann Barr, ICA staff member.

We in Cote d'Ivoire are working on the edge of extension work in West Africa. We are developing a sustainable agriculture curriculum to be translated into the local language, recorded on cassettes, and taken to villages for training. The farm provides a place where trainees can see fixed field systems in practice. To change from the shifting field, slash and burn agriculture system to a fixed field low input system is necessary because of the increase in population.

THE EARTHWISE LEARNING SERIES

Representatives from Tokyo, Taipei, Bombay, Guatemala, Brussels, New York, ICA: West, and the ICAs in the Chicago area participated in the modules of the Earthwise Learning Series during the month of August 1990, in the midst of the research phase of the ELS.



The following is a construct that one team used in their curriculum building think tank. They went through the session then spent the last thirty minutes reflecting on the session. More data will be coming in as the ELS work continues.

The entire report on the Earthwise Learning Series research done in Chicago is being submitted to "In Context" magazine this fall.

ICA		INDIVIDUAL AND GROUP CREATIVITY (How to Get Unstuck Without Coming Unglued)			Chicago, USA
ELS Think Tank					Aug. 4-5, 1990
Overall Rational Objective: Learn how to spark fresh new approaches to tough, complex problems		Overall Existential Aim: Experience the joy of knowing myself as a creative contributor to my own life process and the group task			
	I CREATIVITY: Why bother?	II CREATIVITY: What is it?	III CREATIVITY How to do it?	IV CREATIVITY Where to apply it?	
Rational Objective	Understand why creativity is essential to the future.	Understand that creativity is a life stance.	Understand the tool of group creativity.	Understand a creative approach to problem solving.	
Existential Aim	Blocks are doorways to future.	Creativity is fun.	Experience power of group creativity.	I can design an affective approach to problem solving.	
Content Input	"Creativity" Conversation universe context world within constant change global crisis	Potpouri Present'n * Self Talk * Lateral Thinking * Intentional * Trained out of us	4-Level Approach Obj.-brainstorm Ref1.-organize Interp.-discuss Decisional-name	Multiple Intelligences Logical - Musical Linguistic - Visual Kinesthetic Inter/Intrapersonal	
Experiencial Exercises	Blocks to creativity.	Circle game on choosing a name Morphological creativity chart.	Demonstration Workshop Method	Design creative workshop using the seven intelligences	
Ref1. Process	Journal Writing	Journal Writing	Journal Writing	Journal Writing	
Projected Competencies	Awareness of how I am in my own way.	Personal strategy to deal with blocks.	Group strategy for dealing with blocks.	How to use multiple intelligences. How to plan a creative group process.	
Faciliator Team	John/Donna	Donna/Bill	Gail/John	Bill/Gail	

PEOPLE

August 4, 1990 saw the marriage of Raymond Spencer and Tina Valdes at The Opera House, Pella, Iowa.

ANNOUNCEMENTS

Now available, **SIGNS OF HOPE: Working Towards Our Common Future** by Linda Starke. Published by Oxford University Press, 1990. (186 pages, paperback) This book documents the progress that has been made towards sustainable development policies since "Our Common Future", the Brundtland Report, was published three years ago. It includes the views of some key people working for change around the world, and a final chapter on "The Unfinished Agenda".

FOR RENT ICA: New York. A one bedroom apartment for daily rent (\$45/ night or \$30/night

for ICA members) to those who may be traveling through New York.

ATTENTION!! To all those traveling to Taipei. Summer in Taiwan is from April to November. In

November the average temperature is 20 degrees Celcius or 68 degrees Fahrenheit. The maximum temperature is 30 degrees Celcius, 86 degrees Fahrenheit. Bring an umbrella!!

ICA: Nigeria (NIRADO) has just received a three year grant called *Institutional Strengthening Program* from Miserior for 160,000 Deutschmarks.

ICA: Kenya has just received a one year grant called *Leadership Training and Integrated Development* for the Machakos District for 100,000 Deutschmarks.

Handling Group Conflicts cont'd.
confusion compounds the difficulty.

2. Start with the specific and short-range to inform the long-term and the imponderable. There is likely to be much more clarity about what to do NEXT than about what the future requires of us.

3. Keep a list of unresolved issues that surface, but don't raise them for discussion directly until a resolution is at least POSSIBLE. Otherwise, raising them paralyses the group and thwarts any further discussion.

4. Try to say "Yes, and..." instead of "Yes, but..." Build on the foundation that was laid, even if 99% of it was false. You can effectively replace a deluded statement if you first begin to sound like you are trying to affirm it.

5. Use "bank shots" to get around defensiveness over poor performance. Criticise in generality or at some person obviously not the offender but able to

take it. Otherwise you occasion a reinforcement of defenses that prevent hearing and responding.

6. Try to get objective data on the subject at hand, then make your own judgements. To dispute over interpretation is probably inevitable, but it is at least conceivable to be interpreting the same THING.

7. Summarise the decisions and accomplish-
ment of the session. End on a note that recognises
that no one is insignificant. Make the summary
recognisable to those who took part; **AMSTERDAM**
Pollyanna here. And then symbolise the conclusion
of the gathering.

These seven steps will almost certainly NOT produce smooth sailing on conflict resolution. But they are ways to avoid the more obvious traps in working out the future. Please add your own.

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ANNUAL SUBSCRIPTION \$55

Institute of Cultural Affairs
4750 North Sheridan Road
Chicago, IL 60640
USA

The Network Exchange

November 1990



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NEWS BRIEFS

LENS GOES DUTCH

Eighteen people gathered in a meeting room of the Royal Tropical Institute in Amsterdam to create common strategies for expanding the use of LENS methods within Dutch speaking organisations. Impetus for the meeting had come from conversations among individuals eager to use LENS more extensively within their own companies and on a consultative basis for other organisations. The ICA: Netherlands Board of Directors, at their January 1990 meeting, set in motion the process which precipitated the Amsterdam meeting on the last Saturday in September.

Over the past 5 years, numerous LENS and Imaginal Education programmes have been conducted with the Dutch PTT - Telecom. Ten of the people attending the recent meeting were employees of PTT. Many of the others, who represented six different organisations, had participated as consultants in various of the PTT programmes. In the process of doing these programmes, a considerable amount of related material has been translated into Dutch.

Conversations during the day focused on a wide variety of issues, including:

How to maintain the quality of LENS facilitation while expanding the number of facilitators.

Ways to sustain the network of facilitators as they operate from their different locations.

Alternative legal structures by which the group could most effectively function in the future.

Modes of developing new constructs for use with specific situations.

Several task forces were established at the end of the day's meeting. They will report back to another meeting of the group on 24th November. This meeting will prepare an agenda for a 2-day meeting currently scheduled for the 1st and 2nd February, 1991.

THE 5TH CITY PRESCHOOL

As I look back over this past year I find myself standing knee deep in gratitude for the loyalties and extended efforts of the staff at all levels; to our families who seriously engaged in supporting the school and goals of the classrooms within their homes; to the individuals and Chicago's corporate businesses who financed the educational expansion and donated goods as "partners" with the Public and Community sectors; to those public sector servants who fund the base costs and protect our operation with their many safeguards and structures; to the Chicago United Way's educational forums and Venture Grant salary awards; to the Preschool School Board and Advisory Council members; committees and uncountable individuals and friends on whose loyalties we often heavily leaned.

Over the past 26 years we have been asked innumerable times to explain the philosophy of the school and its worldwide extension. From 1964 to 1974 we collaborated and performed as a training school with staff of the Ecumenical Institute (now known as The Institute of Cultural Affairs). The Fifth City staff and other educators who trained in the Imaginal Education approach have participated in replicating the Fifth City Preschool model within the United States and in many countries around the world. The songs we wrote in those early years were for the purpose of expanding the students' visions beyond their inner city experiences. One song we wrote called, "Voom, Voom Astronaut," recently grapevined back to us in a letter sent by a friend telling of a kindergarten teacher in California whose class was visited by three astronauts. She had the children sing for them, "Voom, Voom Astronaut." The next day a video crew arrived to tape the class singing the song because NASA thought it would make a wonderful wake-up song for the next space flight! Of course we will be watching.

From the Director's Forward to the Fifth City Preschool Annual Report for 1989-1990.

NOTES ON THE IMPORTANCE OF

by August Vanistendael, Minister van Staat

(Speech given at the closing of the INTERNATIONAL TRAINING PROGRAMME FOR DEVELOPMENT PRACTITIONERS at the Institute of Cultural Affairs, Brussels, Belgium, 3 August, 1990.)

It was my privilege to start development actions in most countries and territories outside Europe and North America as early as 1948.

About 20 years ago the ICA invited me to explain the functioning of developmental action to the Major Superiors of (Catholic) Religious Congregations in Rome. I tried to make them understand which were the basic needs of the peoples in the so called underdeveloped countries. At the same time I gave them an overview of what I referred to as "fashions in development action."

The first one was a quick transfer of technology and the accompanying technical assistance. Successively it evolved to transfer of capital, to trade not aid and later still to national development plans. In the meantime after the Bandung Conference, the evolution of the non-aligned countries came into existence, posing the problems of a more equitable distribution of industrial activities, raising the claim for a new economic world order and a policy covering the basic needs of all peoples. Yet, in spite of the increasing complexity of bi-lateral as well as multi-lateral programmes and projects, as part of specific development decades, no dramatic changes did occur, with the exception of the rapid increase in the number of excessively well paid international development experts.

Though I do not deny that in many instances considerable progress has been made in a number of fields, I cannot help feeling that little or no progress was made in terms of global solutions. Even those who fully recognize the universal interdependence of nations and peoples have to admit that in most if not all developing countries dependence is nearer reality than interdependence. The most indisputable illustration of that judgement is the still unsolved problem of indebtedness.

I therefore conclude that, after so many years, international development cooperation has been almost exclusively conceived on the basis of transfer of technology, economic growth provisions and financial assistance through loans. These are the material, measurable, quantitative aspects of the development process. Moreover they are a one way flow and can hardly be labelled "cooperation". To a certain extent they are nearer to emergency aid than to real development action.

Little or no effort was made to promote the emergence and growth of a more progressive technologically oriented but balanced society, the

foundations of which would be the broadly existing tradition of community in the countries themselves. Such a development process might even act as a catalyst of the people as individuals, families, communities and finally as a nation.

It is my deepest conviction and most evident experience that the growth towards a conscious, balanced and cooperative society is the most important pre-condition for real human development in any given country.

There is the saying that "Things don't happen, they have to be done." That saying expresses quite comprehensively the basic principle of the adequate use and the decisive role of human resources in development action. Things have to be done, not only by individuals but also by groups, teams, organisations, communities--all of them being "people". To build a balanced society means that for all aspects of human, technical, financial, economic, social, cultural and other activities there should be adequate people available, who can and should be entrusted with responsibilities corresponding to their capabilities. Such a rational and dynamic use of the available human potential will normally prove to be an efficient instrument, not only for gradual and steady development, while at the same time achieving real sovereignty of the nations concerned, both great and small.

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Choosing human resources as the overall priority and putting them to use in a balanced and organised way will normally generate economic, social, cultural, political and other groupings, movements and structures which should be adequate structures and tools for bringing about positive consultation and cooperation between the diversity of interests of all sections of society and of the whole nation. There always will exist competing and even opposed interests and views. However, organized citizens, from all ways of life, in cooperation with the political authorities should be able to identify the best possible approach towards the well-being for all.

HUMAN RESOURCES IN DEVELOPMENT

I consider it to be of paramount importance that people, generally labelled as "poor," should at the same time be called upon to be co-artisans of substantiating their expectations through practical and visible improvements of their basic living conditions. That may give them the necessary patience required for any lasting improvements and positively increase their conviction that it can be done. Development programmes or projects should be geared towards making a visible contribution in terms of promoting and sustaining the movement towards a more balanced and participative society, which allows communities to function more effectively.

This, in fact, should be the central focus of any development policy. Within that focus political power, public administration, economic and financial interests and social movements and organisations should meet and mix, should make their specific contributions, and should recognize each other's identity as well as each other's specific contributions.

One of the most disturbing biases, which is presently practised in almost all international and national development policies and programmes is the exaggerated priority given to technological, financial and economic components and goals. This bias is such that it becomes an outright discrimination against the necessary and complementary components and/or initiatives.

Private businesses from developed countries receive preferential treatment so far as financial and political support is concerned for their projects and ventures in developing countries. In most European countries N.G.O.s promoting social and cultural structures and organisations do not receive more than 10% of the support given to business. N.G.O.s are still considered as a rather sentimental, inadequate, not too essential, but unavoidable appendix in the overall development concept of practically all industrialized countries. After 40 years of experience with trade unions, cooperatives and other urban and rural development organisations, I have come to consider this situation as a real and deplorable discrimination against the social sector of development. I consider this to be a very serious mistake. The contribution of N.G.O.s and of some sections of government are probably more important for achieving a steady and balanced growth towards improving the basic conditions of life of the overall population, than most so called economic or technological programmes.

Each single country has finally to find its own proper pace and model of development. In my view, it is better that the people should progress as a whole, rather than favouring a tiny elite, who may become estranged from their own kind, and identify any claim for basic changes with subversion.

I hope I did not give you the impression of considering present development policies as a selfish exercise of heartless, yet efficient technocrats. Technocrats are part, but only part, of human resources, however efficient they may be. Where human relations are mentioned, the contribution of

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the people as a whole should be reckoned with and this means the hearts and views of ordinary people.

I conclude with the inscription which everyone may read at the Lincoln Memorial in Washington. It is a quotation from that outstanding statesman: "God must love the common man, or else He would not have made so many of them."

An attempt at finding a definition of development:

"Development may be defined as a process of change by which a given population or human community endeavour to realize their full material and spiritual liberation. Such a process will commence at a given moment in their history, in the then prevailing specific cultural, ecological and political context and will normally be pursued in the framework of international relations. The process aims at changing the structures of industrial and agricultural production; it tends to establish renewed and adequate social frameworks as well as efficient political power structures and public services conducive to effective change. They thereby also redefine their basic cultural values with a view to improving the quality of life for all and each one of their members"

This definition gives a clear indication of the complexity of the process and hence of the slowness of its impossible completion.

TAKING THE MEASURE OF INSTITUTIONAL DEVELOPMENT

Our study of the paper Modern Approaches to Understanding and Managing Organizations by Lee Bolman and Terrence Deal led us to create this set of analysis questions to audit ICA: Kenya.

In Bolman and Deals' approach, organizations can be viewed from four different perspectives, called frames. These frames emphasize either structural, human resource, political or symbolic aspects of the organization. All frames are helpful for a comprehensive look at the health of the organization. However, depending on certain conditions, one frame or another may give the most revealing information. The general questions at the beginning are a guide for choosing which frame to emphasize.

GENERAL QUESTIONS for choosing which frame to emphasize.

1. Are the goals mainly objective or subjective?
2. Is problem mainly technical or distributive?
3. How much ambiguity in the situation?
4. Are resources scarce or abundant?
5. How much conflict exists around the issue?
6. Is management top-down or bottom-up?

SYMBOLIC FRAME QUESTIONS

1. What events are rehearsed?
2. What are the particular symbols being used in the organisation?
3. What meaning and values are being expressed in these symbols?
4. Where are there shared values? beliefs?
5. What is being served?
6. What symbolic occasions or activities?
7. What are the roles played by different staff?
8. Where are symbols consciously managed?
9. What function do the symbols play?
10. What is the health of the symbolic frame?

POLITICAL FRAME QUESTIONS

1. What are the interest groups within the organisation?
- What are the units of your organisation that contend for resources?
2. What are the concerns of each interest group?
3. What is the condition of the organisation? the financial health?
4. How are resources allocated?
5. What kinds of power are exercised?
6. What power do different groups have? How is leadership holding down power?
7. What are the results of the power process?
8. What are the ways of checking and balancing power?
9. What are the real goals, objectives, and purpose being pursued?

HUMAN RESOURCE FRAME QUESTION

1. Whose need is emphasized in the organisation?



2. What is the purpose of the organisation relative to serving human need external to the organisation?

3. How does the organisation develop a fit between people's values, needs and skills? How does the organisation meet the needs of its members?

4. What is the management style/philosophy?

5. How do employees respond to conflict?

6. What skills do managers and employees have in interpersonal relations?

7. How does the organisation add more responsibility?

8. How does the organisation plan for longterm staff development?

9. How does the organisation reward the staff?

10. What perspectives would be most appropriate for applying this frame?

STRUCTURAL FRAME QUESTION

1. What kind of goals does it have? (economic, control, or cultural) Which ones are obvious?, hidden?, stated?, existing?, stereotype?, honorific?, repressed?, taboo?

2. What levels are formalised? (institutional, managerial, technical)

3. How do roles characterise differentiation?

4. What kind of linkages?

5. What technology does the organisation have?

6. How sensitive is the organisation to the environment?

a. natural, geophysical

b. local community

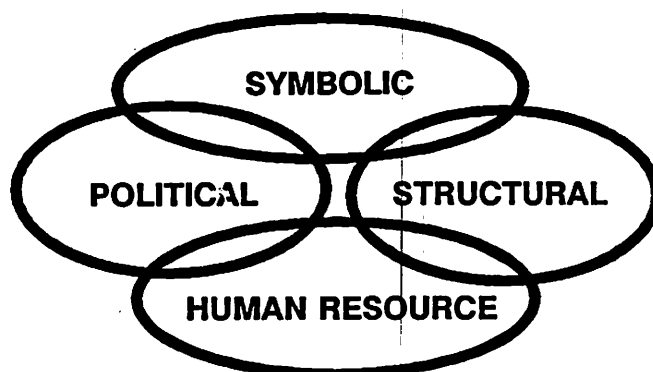
c. government

d. stakeholders (board, donors, stockholders, families)

e. field (customers, suppliers, competitors)

f. interest groups

7. What does the organisation overemphasize? underemphasize?



TWO JOURNEYS: Transitions

by Jean Smith

The International Support Personnel of Nairobi and Lusaka - Pam and Terry Bergdall, Frank and Sandy Powell, George and Keith Packard, Art and Jean Smith, Oscar Damen and Elisabeth Castiglioni have been reflecting on the journey of organisational transformation in ICA. The time frame is 1986 to the present. The perspective is that of extra-national staff, although ICA Kenya will have similar conversations. The methods included a time line of key events; applying Donald Kirkpatrick's model of organizational change from *How to Manage Change Effectively* and Walter Bridges' transition categories of endings, neutral zones and beginnings from *Transitions*; as well as many reflective conversations. Throughout this time we have experienced more than one ending, more than one neutral zone and many beginnings. Interwoven with the ICA's transition were personal and family transitions. Some moved to a new country, some to new houses, some to new jobs. Some did all three and all of us moved to new roles.

This process, as well as the evolution of life in general, has occasioned a number of reflections and special journeys. The Smiths, moving into new relationships with ICA Kenya, went camping over the Easter holiday. We created our own neutral zone, and it was both a physical journey and later a reflective journey.

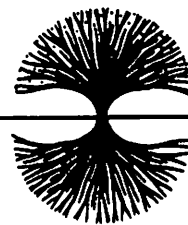
Into The Rift Valley — Sometimes we use public transportation. This time we rented a four-wheel drive and headed for the Rift Valley and Lake Naivasha. The Rift Valley drops off 1,500 to 3,000 feet from the central highland escarpment, a spectacular sight from either above or below! We drove by Fischer's Tower to watch a climber scaling that pillar with pitons and ropes, then off on one of the side roads. We saw many eland and antelope and a giraffe marching steadily to somewhere, very intent on his journey with that rolling gait which eats up the miles.

THE JOURNEY OF REFLECTION

This journey set the stage for another journey - the journey of reflection and creating the family focus for the next few years. The next weekend we created an energy focus exercise, and it seemed a natural outgrowth of the neutral zone we experienced in the Rift Valley.

Energy Focus: A Context — It seems important to first state some definitions, presuppositions and understandings that set the energy focus exercise into its proper context.

Energy in a holistic universe - A holistic view of the universe sees that all is interrelated: mass-energy-velocity, time-space, quarks and quail, electrons and eland, galaxies and muddy roads. These words



are conventions for communicating about processes that we scarcely understand - I don't mean we the lay people, I mean even we the theoretical physicists. They help us to grasp even momentarily the wonderful phenomena that is pulsating, interrelated, inter-connected, mysterious life.

So when I use the word energy in this context, I am referring to that combination of space/time/skills/values/predispositions/decisions that makes up our ordinary days. And the question is: given certain limitations on my energy, how do I want to direct it, where do I want to place it? There is no presupposition that any particular way of using energy is better than some other way, although for each individual there will surely be some appropriate personalized mode.

An open systems approach - This exercise is not linear, rational nor cause-and-effect. It is non-linear, intuitive and metaphorical. I highly recommend that you read F. David Peat's "*Gentle Action For A Harmonious World*" in EDGES vol 2, no 3. He reflects that traditional linear and mechanistic processes born out of the scientific revolution are not adequate for this universe we live in.

He proposes that "there are other, more holistic, ways of thinking about nature. A whole new series of studies, variously called open systems, catastrophe theory, chaos dynamics and fractals, are all producing dramatically different metaphors...which can be groups under the heading of non-linear and open systems..."

A further insight from these open systems: they are stable under certain conditions, but under others a small intervention can cause radical and unpredictable change. This exercise presumes that life is complex, stable in some conditions, sensitive to intervention in others; artful rather than mechanical; holistic rather than fragmented; unpredictable and mysterious. To live fully in this context requires new metaphors, new ways of operating that are consistent with these assumptions. To quote Peat again "What our planet requires is not violent revolutions or vast government programmes imposed from above but a new action that is sensitive and highly intelligent. This action must grow out of our sense of harmony and relationship to nature and each other. It has its source in very gentle and coordinated activity that sweeps inwards and outwards so that the whole system is able to produce its own healing."

HOW TO FIND MONEY IN TOUGH TIMES

InterAction Forum's Private Funding Committee held three workshops in April 1990 in Baltimore, Maryland, where three panelists discussed International Fundraising highlighting US and non-US sources for overseas programs.

Donna Lucas, International Voluntary Services, introduced the session with a review of donor trends. Lucas explained the declines in funding to US-based PVOs despite an increase in the number and amount of dollars coming from US donors. Reasons cited were a shift in geographical priorities and reallocation of funds to Eastern Europe, Southeast Asia, China and Russia; a shift in issue priorities to AIDS, the elderly, the homeless; an increase in direct funding to indigenous organizations; a decentralization of funding decisions; and tendency among US church groups to sponsor local partners and churches in developing countries.

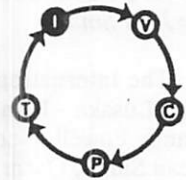
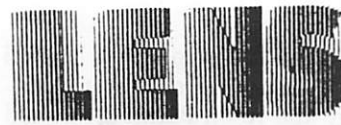
Karin Anderson of The Funding Center acknowledged the need to look at similarities in funding approaches to international donors. It is important to have a good sense of your program and how it relates to the needs of the donor.

- Some expenses, such as travel and phone, will be higher;
- The relationship to a foreign donor will be more time-consuming to cultivate, and you may need intermediaries to monitor and follow-up as it is not always appropriate to do so by telephone and fax; and
- Being introduced properly is more crucial outside the United States.

Workshop participants added that dealing with a local office is usually preferable to dealing long-distance and, it is important to understand cultural and economic differences.

Southern participants stressed the most effective means of reaching donors overseas is to be accompanied by a representative from a partner group.

Fred Kirschstein of AID gave an overview of his experience with individual, corporate, foundation and government funding. He said: "There is a lot of money out there. However successful fundraising begins and ends with programming". Kirschstein indicated that AID funding may actually go up in the areas of private enterprise, policy development and democracy. He cited the environment, human capital, eco-tourism and micro-enterprise as overall donor priorities. Kirschstein stressed that accountability of AID funds will be translated to the PVO community in quantifiable terms and time bound indicators of success. Participants discussed the differences between AID and UN-related grant-



making procedures. For example: government-oriented fundraising is more time- and staff-intensive.

On Tuesday, Barry Nickelsburg, Executive Director of The Funding Center in Alexandria, Virginia, gave a rousing workshop on the basics involved in making a funding program work. Nickelsburg described the essence of fundraising as "People give money to people". The keys to the process are:

- Get to know one another;
- Get to like one another; and
- Get to trust one another.

Nickelsburg emphasized 5-year organizational plans as the essential tool of the fundraiser.

Corporate funding is a specialty area for Nickelsburg; however, he does not advocate seeking grants from corporate contribution departments or foundations. Traditional corporate giving channels donate approximately \$19.5 million per day to non-profits while \$100 million per day flows through advertising budgets to non-profits. Nickelsburg strongly encouraged InterAction members to look where the money is by identifying a natural and expanded constituency reached by programs or issues and then determine what products those constituencies consume. Next identify a business that can provide visibility to your organization without creating funding conflicts and then determine what visibility your group can provide to that business. Learn to speak the language of business by reading publications like *Advertising Age*.

Nickelsburg gave an excellent outline of proposal development and packaging for corporate and foundation donors. He added, a Harvard Business School study confirmed that 80 percent of marketing a successful proposal is in the packaging. Nickelsburg stressed using a computer to produce better looking proposals and added a variety of tips on presentation of information. He encouraged groups to use positive language in proposals and meetings and not to use guilt as a motivator for giving. Guilt money is "shut up and go away giving," he said. It makes people feel relieved rather than good about giving. And, when people feel good about giving they give again. He advocates a team approach which includes the following skills— someone who is good face-to-face, someone who is good on the telephone and someone who has excellent writing skills.

SCHOOL IMPROVEMENT PLANNING

During the last several months ICA Chicago worked with 535 people in 29 elementary schools facilitating the development of their school improvement plans. From 29 school documents, the ICA analyzed the results of the planning process. Included here is an interpretation of what these results may indicate for the whole school system defined as "Success Factors".

Success Factors

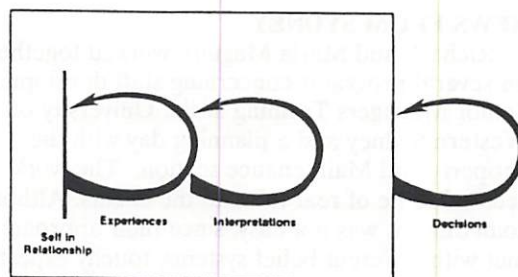
Our overall impression is that the move towards school-based management has created an unprecedented opportunity for radical change in education. The question is whether school reform will be able to meet the needed changes. The negative publicity, the weariness of reformers, the complexity of the issues and the slow pace of change cause people to wonder how long it will take or whether the LSCs (Local School Councils) and PPACs (Professional Personnel Advisory Committees) have the capacity to move toward quality education.

The most encouraging element is that the key players are in place to make a difference. New partnerships are being created among the schools, community and businesses. Without exception people with whom we worked are committed to increasing the effectiveness of their schools. Participants express deep pride in their schools and an urgency to find solutions for the issues facing their school. This is dramatically demonstrated by the LSCs' and PPACs' willingness to schedule whatever amount of time is necessary to complete their responsibilities.

The following points are vital in order for school reform to succeed:

1. School-based management requires not only an operational plan but needs to include continuous evaluation and refinement. Little is being said about the necessity for evaluating what has been done, celebrating it and then refining the plan for the next quarter. The human propensity to forget is a given; regular reviews keep people motivated and accelerate change.

2. The successes achieved need to be broadly recognized in order to sustain further progress. New ways to share knowledge of what is working must be created. While there is a degree of success in every school, negative publicity most often makes the news. A major effort needs to be made to provide events that allow people to share what is working effectively. One possibility for replicating success is district-wide workshops that highlight what is working effectively within the district. Success should be documented and made accessible to the general public. This public relations work is an excellent opportunity for parent volunteers to get involved in a key dimension of reform.



At the same time new definitions of success need to be developed. For example, in District 2 where ICA facilitated 12 schools, 84 languages are spoken by the students. It is a port of entry area for immigrants from around the world. Many students arrive with little or no school background. Many do not know English. Cultural differences often cause misunderstandings. In response, schools make heroic efforts to meet the diversity of needs arising from cultural differences, language barriers and the literacy gap. Many programs are provided to address these needs. Teachers can point to a year's development if the student actually is in school for a full year to benefit from the resources and program available. How is student progress measured when that student is only in school for six months? There are few ways to acknowledge achievements of such transient students and the teachers who work with them. This is an opportunity for foundations and corporations to fund practical research to develop such measures.

3. Education leadership needs to assume a new role. Administrators, teachers and LSC members need to become facilitators of change. Clearly the principal plays an instrumental role in shaping the learning environment and faces the shift from the authoritarian administrator to becoming the facilitator of decisions. Many principals are skilled at this so their councils are operating in a participatory decision-making mode; others are looking for direction on how to make such a process work. Teachers and LSC members who lead teams or committees also need to learn team building methods to release the creativity and response of the people they lead. Participative methods can be instrumental in making a radical difference in the effectiveness of a group.

4. The partnership between the LSC and the PPAC needs to be focused on the curriculum. The extensive learning research of the past decade has not yet affected teaching in many schools. Curriculum research and training is essential to develop the most effective curriculum approaches.

The LSC and PPAC need to work closely together in partnership. The most productive planning ICA experienced with the schools occurred when both the LSC and PPAC created the plan together. In those sessions, participants appreciated the way a participative process allowed a

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NEWS FROM SYDNEY

Richard and Maria Maguire worked together on several programs concerning staff development, Senior Managers Training at the University of Western Sydney and a planning day with the Property and Maintenance section. The work seemed to be of real value to the clients. Although sometimes it was not easy, since their approaches met with different belief systems, touchy expertism and management styles and the fears of the whole institution. They also had two days with the Agricultural faculty in mid-July and learned much through reflecting on some of the difficulties arising there, especially in regard to their preparatory conversations, questionnaires and the need to context the methods continually. The Agricultural faculty have asked the Maguires back to share their reflections and leading questions with them. This gives them wonderful new challenges and opportunities.

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NEWS FROM RIO BONITO

A facilitator is a person who has the ability and training necessary to get a group of people to think about and plan for the future.

The newest at Rio Bonito are Celma Regina de Sousa, Elizabeth Catarina and Ana Claudia Oliveria. They received cudos for their work in a recent training course in Boa Esperanca.

The ICA, in its imagial education, has promoted with good results meetings with professions in education from various teaching establishments, focusing on exchanges of experiences, professional enrichment, and creating an educative process which is freer and more creative.

On July 30 and 31 a course in "Initiative: Participation and Commitment" was given in E.E. Bernardino da Costa Lopes in Boa Esperanca. Approximately 40 teachers attended. The course was created out of a request from Ana Maria, the school's director, who had encountered ICA methods in community.

School Improvement Planning cont'd.

larger perspective to be created that honored the variety of contributions and enabled wise choices to be made on priorities. In a couple of sessions it became apparent that distrust or animosity existed between the teachers and Local School Councils. When they worked together, however, the LSCs experienced the dedication and commitment of teachers. Teachers, in turn, said they were planning to share with the rest of the staff their respect for the role LSCs were beginning to play.

Summary

The initiatives for reform have taken many shapes, are all long term and should be free to develop. The problems are complex. Trying to affix blame for the problems of education is a misuse of

time and energy. Yes, there are a few poor administrators, some burned out teachers, uninvolved parents (but few can be found that don't care about their children's future) and a central administration in crisis. But none of these are THE problem. Nor is there one problem. Newspapers highlight the immediate and the sensational. What has been demonstrated in the past year is that the reform process has thousands of people actively in support of its purposes. What is needed now is everyone's ongoing effort to create a social atmosphere that is supportive, positive and willing to continue the investment of time, money and energy needed for the change. There are few areas that so clearly and dramatically affect all of our lives in the next century more than our capacity to win the challenge of school reform!

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