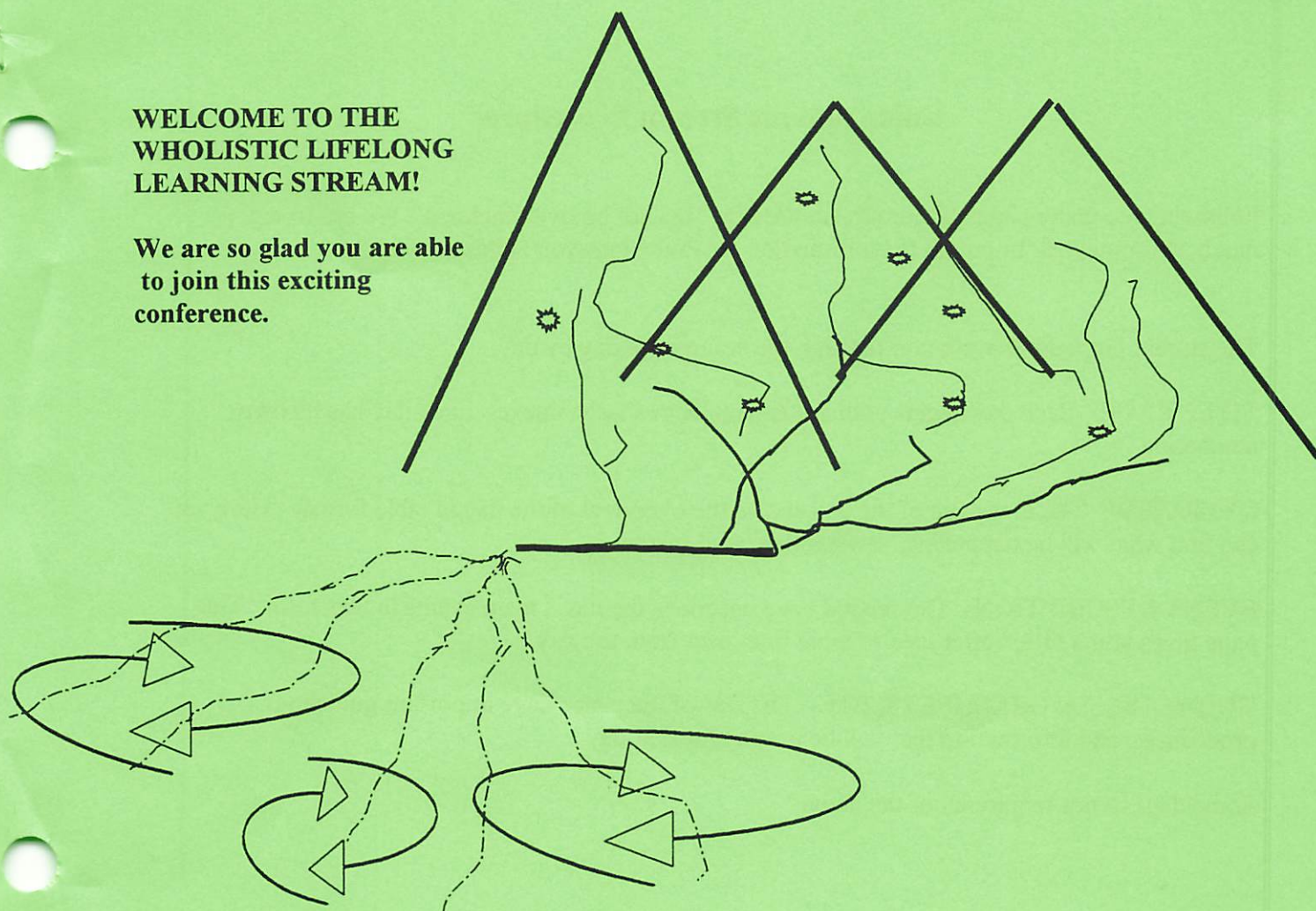


**WELCOME TO THE
WHOLISTIC LIFELONG
LEARNING STREAM!**

**We are so glad you are able
to join this exciting
conference.**



Many people have been busy preparing for this day. Perhaps you were one of them! This conference has been built on the efforts of diverse people working from around the world to bring this event into being. We look forward to the contributions to the conference we all have yet to make.

As we move through this week together, we encourage each to consider this as OUR conference. We as the organizers have been using the metaphor of setting a dinner table for a lively dinner party. Now that all the guests are here, it's up to all of us to get the conversations going, pass the peas, and dive into the dishes. If a dish is missing, feel free to jump up from the table and whip it together!

We also encourage you to think of this conference as a launching event. As you get excited about programs you hear of, conversations you have, new insights that strike you dumb, keep asking yourself this question: what could this launch? What should emerge from this collective thinking?

We look forward to the event we are all about to create.

Guide to these Stream Procedures

Following are many pages of our stream process. Do not be overwhelmed! We are trying, as much as is practical, to put all the information we know into your hands.

The stream procedures walk you through the conference day by day.

TITLE PAGE: Each day begins with a title page with a large image. Each day has its own numbering.

OVERVIEW: The first page of the day shows the overview of the day in table format. Here you can find what will be happening, at what time, and where.

EVENT DESCRIPTION: The second page describes the day's main events in text form. This page gives you a little better idea of what to expect from the day.

GUIDELINES, WORKSHEETS, ETC: The rest of the pages have important guidelines, procedures, and information that will be needed for that day.

Some days do not require all of the above.

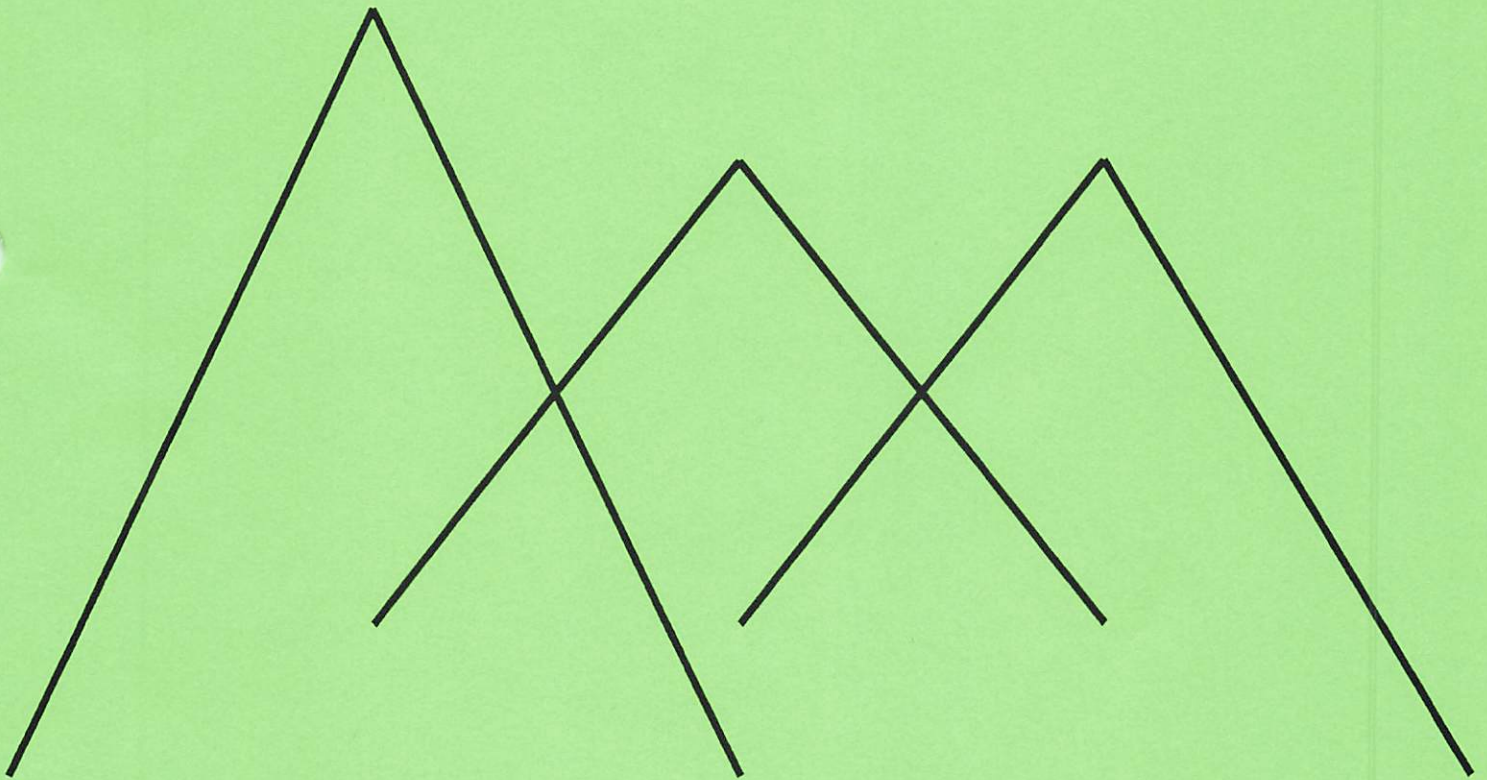
There is order to the madness.



Glaciers Form (where melting begins)

Day I, July 31, 2000

Wholistic Lifelong Learning Stream



MONDAY



Glaciers Form
(where melting begins)
 Day I, Monday, July 31, 2000
 Wholistic Life Long Learning

DAY I OVERVIEW

Intent of the Day: Share our work and our projects

Monday Morning					
Activity	Welcome	Story Telling Circles	Break	Fishbowl Round 1	Share Tables I
Time	9:00	9:30	11:00	11:10	12:00
Facilitator	Dr. OliveAnn Slotta Dr. Cecil Gray	Donna Zigenhorn		See fishbowls on next page	Participants
Location	All together in Stream Headquarters			See fishbowls on next page	

Monday Afternoon					
Activity	Fishbowl Round II	Share Tables II	Break	Fishbowl Round III	Share Tables III
Time	1:30	2:20	2:45	3:00	3:50
Facilitator	See fishbowls on next page	Participants		See fishbowls on next page	Participants
Location	See fishbowls on next page			See fishbowls on next page	



Glaciers Form
(where melting begins)
 Day I, Monday, July 31, 2000
 Wholistic Life Long Learning

Fishbowls and Share Table Plans

	Waterfalls	Tributaries	Rapids
<i>Round I</i>	Lewisham School	Learning Basket	Wesleyan University
<i>Round II</i>	Living Values	Foundation for Excellence in Education	Christo Rey Jesuit High School
<i>Round III</i>	Work Force Development and Literacy Acceleration	DePaul University School for New Learning	ICA Rite of Passage Journeys
<i>Reflective Listener</i>	Dr. Vincent Harding	Dr. Kathleen Taylor	Mary D'Souza
<i>Facilitation</i>	Ghee Bowman	Bhimrao Tupe	Elaine Telford
<i>Location</i>	Stream HQ	Break Out #1	Break Out #2



Glaciers Form
(where melting begins)
Day I, Monday, July 31, 2000
Wholistic Life Long Learning

DAY I EVENT DESCRIPTIONS

Story Telling Workshops

Stories are a great way to get to know each other, to think through our own journeys, and to talk about our lives. The team that is putting together the Drama "Between the Arrows", for our Closing Celebration on Friday will be joining us this morning to lead us in telling our stories to each other. This will be a great way to begin our work together. The stories will be culled and refined by the Drama team, and incorporated into the closing drama on Friday evening, with the help from a few actor friends from our stream.

Fishbowls

Nine groups among us have agreed to put themselves in a 'fishbowl' for our enlightenment. Each of us will have the opportunity to participate in three fishbowls and learn about three different programs. (See pp 4 - 6 for detailed descriptions of programs.) The basic structure is as follows:

Present Program Description: A SKETCH

A sketch of the program/approach leaning heavily on the objective data: Who you are, who you serve, what you do, where you're located, some of your history.

Demonstrate the Learning Process: CLARIFYING THE ELEMENTS

The intent of this is to display or demonstrate what you do that leads to or shapes transformative learning. A facilitator, whose function is to help search for and clarify the elements of transformation, will be an active part of the fishbowl.

Facilitated Reflection: AUDIENCE QUESTIONS

The group will have an opportunity to ask questions, and be able to actively dialogue about what they've heard.

Share Tables

All of us are coming with rich resources and information to share. Our conference and stream will be enriched by multiple opportunities for us to engage in dialogue and learn from each other. These share tables provide a structured way to meet one another and hear about each other's programs. We will simply gather at the tables at which we are sitting for Fishbowls Round I and II, and III and using poster displays (instructions found on page 8), talk about the work we do in learning. (Guidelines for share tables are found on page 7.)



Glaciers Form
(where melting begins)
Day I, Monday, July 31, 2000
Wholistic Life Long Learning

DAY I GUIDELINES, WORKSHEETS, ETC

Fishbowl Descriptions

Round One

LEWISHAM SCHOOL

Presentor, Robyn Hutchinson

The Lewisham Meeting Place on Cadigal Land project is a partnership that has developed among the school staff, parents, community organizations, businesses and government agencies who believe the 'school' needs to become the 'hub' of its community...providing hands-on wholistic lifelong learning opportunities for everyone...a Learning Community'. It operates very specifically out of the 5 principles of community development: 1) All people & ages, 2) all the issues, 3) in a limited geographic area, 4) working with the depth of human spirit, and 5) understanding that power of symbol is key! Green space, eye-catching murals, and the Good Beginnings (a national family/early childhood support program) Sydney office highlight the visible effects of this project.

LEARNING BASKET

Presentor, Keith Packard

www.learningbasket.org

The Learning Basket™ approach enables parents and caregivers to interact creatively with children from birth through three years of age and beyond by stimulating their learning through play. The approach is simple but not simplistic. As parents and caregivers, who frequently did not experience play as children, learn to play, their children play to learn. The materials are designed to teach essential information about child development and early learning; to stimulate literacy in the parent's native language; and to enable parents to see activities to do with their young children at a glance.

WESLEYAN UNIVERSITY EARLY CHILDHOOD EDUCATION PROGRAMS

Presentor, Angelina P. Juan

The ECE program in the Philippines include:

- a) The upgrading of the University Child Development Center (preschool)
- b) Teacher preparation in the College of Education and Graduate School
- c) On-Off Campus Seminars and conferences for Early Childhood Educators and administrators; and
- d) Linking and networking with agencies and institutions pertaining to early child care, education and development.

The program philosophy is that education is not about teaching people about things, but rather about keeping alive our sense of wonder, our enthusiasm for lifelong learning, our infinite capacity to create, love, and build. The hope is that citizens of the 21st century may all become learners who understand and are at home with complexity, change, and the connectedness of all things.

Millennium Connection Conference
July 30 to August 5, 2000



Glaciers Form
(where melting begins)
Day I, Monday, July 31, 2000
Wholistic Life Long Learning

Fishbowl Descriptions

Round Two

LIVING VALUES: AN EDUCATIONAL PROGRAMME www.livingvalues.net
Presentors, Devi Golembo and Dr. Reem Baghat

The call for values is echoing throughout every land, as educators, parents and children are increasingly affected by violence, growing social problems, and lack of respect for each other and the world around them. Living Values: An Educational Program (LVEP) has been produced in response to the call for values. Its purpose is to provide guiding principles and tools for the development of the whole person, recognizing that the individual is comprised of physical, intellectual, emotional, and spiritual dimensions. It offers a variety of activities and practical methodologies to use with children and young adults. They are designed to help explore and develop 12 key universal values, including Cooperation, Honesty, Humility, Peace, Simplicity, and Tolerance. LVEP has special materials for parents, caregivers, and children-affected-by-war.

FOUNDATION FOR EXCELLENCE IN EDUCATION
Presenter, Marleny Arrieta

Within the education branch of the foundation, there are some 70 facilitators who train teachers and school administrators in public schools of the State of Miranda (surrounding the Distrito Federal in Caracas). They provide consulting and coaching covering some 375 schools (mostly in rural areas) and some 120,000 primary school students. Their goal is to assist schools and communities to gain a clear vision, empower their community work, improve their quality of life, and to become highly effective organizations. The methods, tools, techniques, and strategies used in addition to develop thinking skills, help organization members become critical, effective, participative citizens who have a clear social conscience.

CRISTO REY JESUIT HIGH SCHOOL www.cristorey.net
Presenter, Mike Heidkamp-Pimentel

Cristo Rey Jesuit High School is a community of learners founded in 1996 to meet the growing educational needs of the Pilsen and Little Village neighborhoods of Chicago. As a Jesuit and Catholic school and through its dual language, student-centered, college preparatory curriculum and Corporate internship program, Cristo Rey aims to maximize the potential of its members in order to encourage greater participation and leadership in the civic and cultural life of our city and nation. Our student body is 100% Latino; last year's graduating class of 22 was all college-bound; next year our student population will grow to approximately 400. Most of the course content is teacher-generated, making a limited use of textbooks. Students work at a corporation one day a week to cover their tuition and to receive exposure to corporate culture. Classes taught in Spanish are increasing, with the goal of balance between courses in Spanish and those taught in English.

Millennium Connection Conference
July 30 to August 5, 2000



Glaciers Form
(where melting begins)
Day I, Monday, July 31, 2000
Wholistic Life Long Learning

Fishbowl Descriptions

Round Three

WORK FORCE DEVELOPMENT AND LITERACY ACCELERATION:

Turning the Community of Need into the Community of Service
Presenter, Lucille Tessier Chagnon

20th century literacy volunteers readily admit that they have reached as little as 2% of their target population. The creative edge in Literacy for the 21st Century must be to turn willing learners themselves into community-based Tutors and, eventually, Trainers. The challenge is to offer our Learning Partners the opportunity to play a dynamic role in creating a self-perpetuating geometric progression of learning under the simplerubric: "Each of you teach two." Very simple reading methods have enabled me to teach college students from all majors—as well as inner-city teens and 7-year-olds, prisoners, parents, AmeriCorps volunteers, teachers and teacher aides—how to teach anyone to read quickly and painlessly, with self-confidence and enthusiasm. A three-module, 60-hour feeder system for Workforce Development Programs combines Pre-literacy, Literacy, and Career Planning. It is designed to show every participant how to teach a child to read and to create a growing corps of community-based Trainers and Program Facilitators.

DEPAUL UNIVERSITY : SCHOOL FOR NEW LEARNING
Presenter, Susan McGury

The School for New Learning (SNL) offers a distinctive and powerful higher educational program exclusively for adults. The four underlying ideas that form the basis of the School originated in the 16th Century, and remain fresh and relevant today: Individuality, Partnership, Balance, Competence. The program supports both individualized and collective learning experiences and fosters an ongoing commitment to social justice and community responsibility as students reflect on and theorize from their experience and that of others.

ICA RITE OF PASSAGE JOURNEYS
Presenter, Stan Crow

www.icajourneys.org

By nature, all major life transitions constitute a time of initiation - a chance to reflect on our lives and mark accomplishments. ICA Journeys honors life's transitions through intentional rite of passage experiences for youth and adults. Our programs use experiential learning activities designed to foster self-discovery, connection with others, and connection with the natural world. We provide opportunity for solitary retreat, contained by and held accountable to a supportive community, in order to generate greater clarity and an expanded sense of self. In the spirit of creating community and increasing the availability of rite of passage experiences, we also train others in rite of passage program development, methodology, and mentorship.

Millennium Connection Conference
July 30 to August 5, 2000



Glaciers Form
(where melting begins)
Day I, Monday, July 31, 2000
Wholistic Life Long Learning

Share Table Guidelines

After the fishbowl ends, gather at your table of approximately 6-10 people.
Each person should have their virtual visit poster Board (instructions below).
Select one person to be the facilitator for this share table time.
This person can help ensure that all have equal opportunity to share their work.

Share tables have a half hour, so move quickly and be sure everyone gets to talk.

Round I

Briefly go around the table answering the questions
Name
Country
Where you put yourself on the WLL Matrix.?

Use the virtual visit board or verbal sharing to walk through your current efforts in Wholistic or Transformative Learning. Finish by sharing hopes for this time together.

Round II

In the second round (middle of afternoon), follow the instructions as above. In addition respond to some of the questions and issues that emerged from the fishbowl from the perspective of the project in which you were working.

Round III

In the third round of Share Tables (at the end of the day), finish by sharing a new insight or excitement of the day.



Glaciers Form
(where melting begins)
Day I, Monday, July 31, 2000
Wholistic Life Long Learning

Virtual Visit Display Instructions

We are intending to create a wall of posters (virtual visits) for display during the conference. These will also be the basis of our interchange and sharing.

Size: 28 cm x 43 cm (11 inches by 17 inches)
28 cm along top
(this is the size of a manila folder, unfolded.)

Layout: Vertical

At the top of the page in size 48 font or larger put the name of your program. At the bottom of the page in size 72 font, please put your web page or email address. (Hence the term "virtual visit".)

Suggested Content:

A brief, two-paragraph description which includes the following information, as appropriate:

Location (city, province, country)

Intent or purpose

Who attends? Audience-Numbers of sites or Numbers of participants.

How it works? Process or Approach

Length of time in Operation.

You might also want to include:

Funding Sources

Awards or Recognitions
of transformation

Photos or pictures

Contact name and information

Story

Description
Photo
www.lmgorg

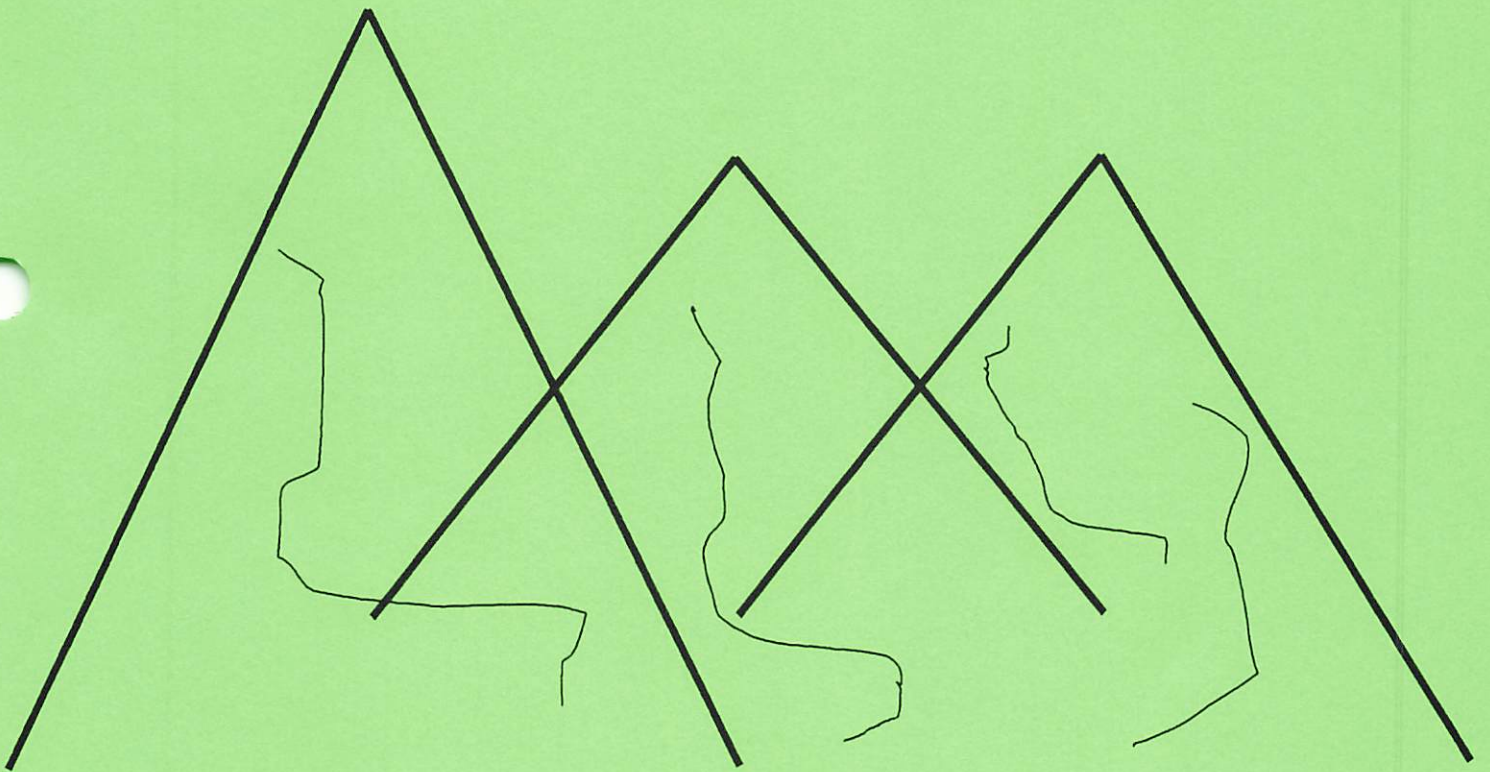
We eagerly await the first glimpse of such a wall of human creativity and learning.

We would also like you to **bring a 2-page pass out** which you can share with all stream participants. (100 copies)

Run-off forms Tributaries

Day II, August 1, 2000

Wholistic Lifelong Learning Stream



TUESDAY



Run-off forms Tributaries
 Day II, Tuesday, August 1, 2000
 Wholistic Life Long Learning

DAY II OVERVIEW

Intent of the Day: Create a common analysis of transformative learning

Tuesday Morning						
<i>Activity</i>	Morning Greeting	Reflective Listening Presentations			Break	Matrix Teams: Transformative Factors
<i>Time</i>	9:00	9:30	10:00	10:30	11:00	11:15
<i>Facilitator</i>	M.C	Dr. Vincent Harding	Dr. Kathleen Taylor	Mary D'Souza		Participants in groups of 3-5
<i>Location</i>	All participants in Stream Headquarters					Dispersed

Tuesday Afternoon					
<i>Activity</i>	Matrix Teams: Challenges	Convergence Groups		BREAK	Stream Plenary: Identify Linkages
		Factors	Challenges		
<i>Time</i>	1:00	2:00		3:30	3:45
<i>People</i>	Participants in groups of 3-5	Participants in 2 groups of 50			Whole stream
<i>Location</i>	Dispersed	Stream HQ	Brkout #1		Stream HQ



Run-off forms Tributaries

Day II, Tuesday, August 1, 2000

Wholistic Life Long Learning

DAY II EVENT DESCRIPTIONS

Morning Greeting

Each morning we will have an opening greeting and beginning of the day. Look forward to fun, mystery, and connection!

Reflective Listeners

While this conference and stream are focused primarily on the valuable and important contributions that practitioners have to offer, there is real value in the insight that academic scholars are able to bring. Three such scholars will have spent Monday listening carefully to the fishbowl presentations and the share table groups. This morning, they will weave together their understanding of what was said yesterday with the current academic conversation. What a treat!

Matrix Teams

The matrix teams offer us all a chance to link up with colleagues that are working in the same arenas of learning. They will be thinking through the key elements of transformational learning, and the major challenges that transformational learning faces. Hopefully before late Tuesday a.m., you will have plotted yourself on the WLL matrix (see p.3). Matrix teams will be composed of three to five individuals whose plotted dots are the closest together, i.e. those whose work is in similar arenas. These small teams will gather where they choose, and work once before lunch and once after lunch, following the instructions on page 4 & 5.

Convergence Groups

The entire stream will divide into two. Each group will have representatives from each matrix team, who will bring that team's input. The convergence groups, led by a facilitator, will begin to form a consensus around the key elements and major challenges of transformational learning. By the end of this session, we will have several statements, formed by the collective of the stream, about transformative learning.

Identify Linkages

We expect that we will begin to see how the elements and the challenges of transformative learning have points of commonality. We will gather together as a stream once more to report on our work in convergence groups, and to see how the two categories are linked together.



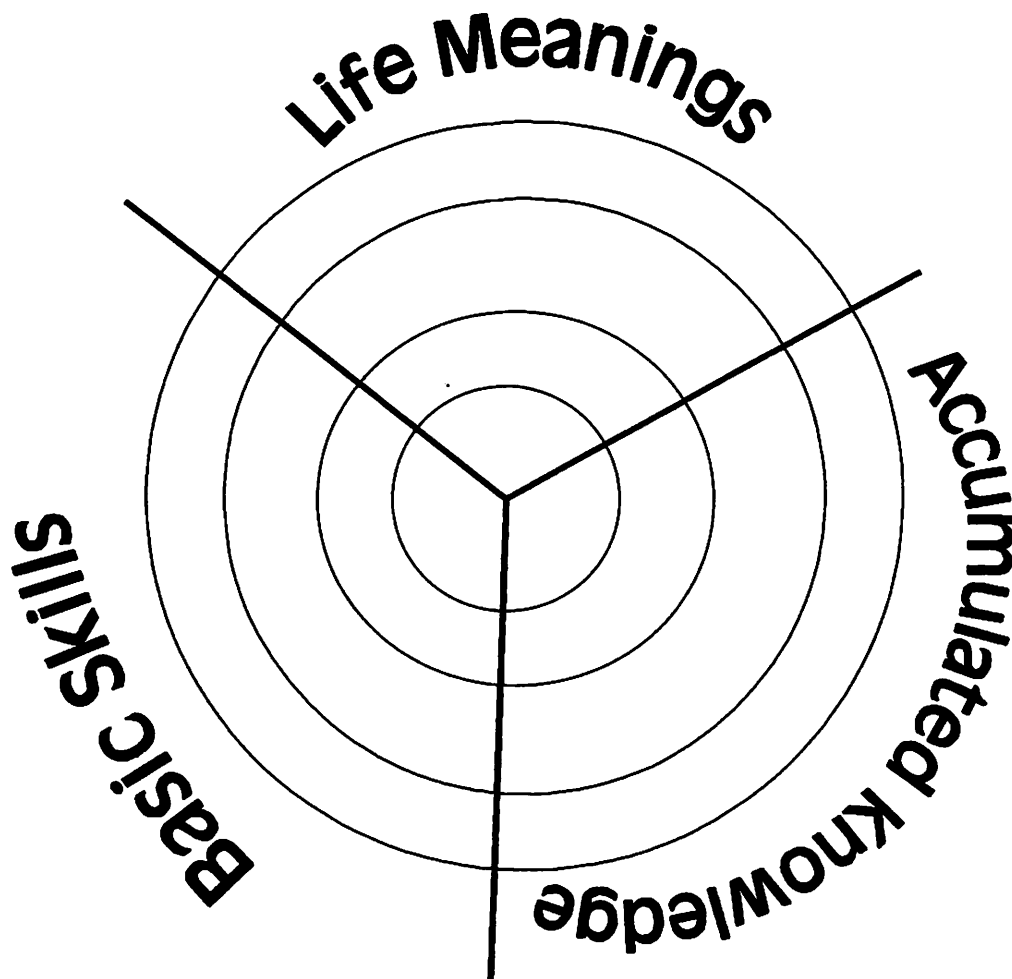
Run-off forms Tributaries
Day II, Tuesday, August 1, 2000
Wholistic Life Long Learning

DAY II GUIDELINES, WORKSHEETS, , ETC

Matrix for self-organizing Teams

The pie slices are the arenas of learning ® basic skills, accumulated knowledge, and life meanings.

The circles represent life phases: early, youth, adult and maturity. Assume early is the center circle and maturity is the outside.





Run-off forms Tributaries

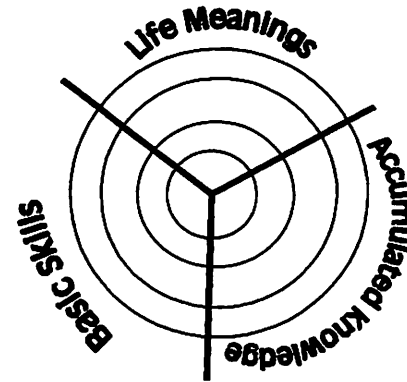
Day II, Tuesday, August 1, 2000

Wholistic Life Long Learning

Matrix Teams: Keys in Transformative Learning

Task - Identify **Key Transformative Factors** in Wholistic Lifelong Learning

- 1) Reflect on all the sharing of Monday and the reflections of this morning with your team. The following questions may be helpful:
 - a. What are some projects that you saw or heard about yesterday?
 - b. When were moments, in hearing about this good work, that you got really excited?
 - c. Where did you begin to see some real connection between the various work you were hearing about?
 - d. What's one repeating theme you heard?
- 2) Individually Brainstorm and write down on your paper, 5 key elements to transformative learning from your experience and what you have heard.



Keys to Transformative Learning
1)
2)
3)
4)
5)

3) Once everybody has at least five elements, share each person's thinking with the group.

4) Looking over the group's collective thinking, decide which 5 - 7 ideas represent your group's thinking in this arena.

5) Write 3 word title for each element on cards. Titles should begin with *verb-reflecting on experience., developing self learning strategies.*

6) Create a Name for your matrix team. Write this name on other side of each card.

Timing from 11:00 to 12:00					
Gather	Team Reflection	Individual Brainstorm	Share Thoughts	Decide on Ideas	Write cards Name cluster
5 mins.	20 mins.	10 mins.	10 mins.	7 mins.	8 mins

Millennium Connection Conference
July 30 to August 5, 2000



Run-off forms Tributaries
Day II, Tuesday, August 1, 2000
Wholistic Life Long Learning

Matrix Teams: Challenges facing Transformative Learning

Task - Discern the **Key Challenges** facing Learning as transformation.

- 1) Again, reflect on the sharing of the last two days.
 - a. Remembering the projects we've discussed, where were moments when you really felt discouraged about T.L.?
 - b. When others spoke of difficulties, what matched your experience? What are some of the challenges you've faced?
 - c. What other threads did you see between the various work you heard about?
 - d. What's one main challenge you think transformative learning faces?
- 2) Individually brainstorm and write, 5 challenges you face in the work you do in wll and tl.

FIVE CHALLENGES
1)
2)
3)
4)
5)

2) Share each person's work on challenges.

3) Looking over all ideas, decide which 5-7 are your clearest and best collective thinking.

4) Write 3 word titles for each of these ideas on cards, following the same format as before. Write group name other side of card.

5) Decide from your group who will go to which convergence group of factors and challenges

Timing from 1:00 to 2:00					
Gather	Group Reflection	Individual Brainstorm	Share	Decide	Write/Name
5 mins.	15 mins	10 mins.	7 mins.	7 mins.	8 mins

Millennium Connection Conference
July 30 to August 5, 2000



Run-off forms Tributaries
Day II, Tuesday, August 1, 2000
Wholistic Life Long Learning

Key Transformative Factors
Small Writing Groups

Divide into small writing groups. Each group will work on one cluster.

Read all the cards.

Name the arena of learning that these cards are talking about.

Write a paragraph filling in content of the box below.

Write on large card the title of arena, and copy the statement in large print to a flip chart paper.

Assign someone to report.

In transformative learning a key element is developing reflective skills.

This element is illustrated by pausing to reflect on what is going on with individual experience and emotions reactions and implications for subject.

This element enhances learning by _____
_____.

Pull back together and read paragraphs and reflect together.

Convergence Group procedures are adapted from the ICA's ToP™ programs.

Millennium Connection Conference
July 30 to August 5, 2000



Run-off forms Tributaries
Day II, Tuesday, August 1, 2000
Wholistic Life Long Learning

Key Challenges
Small Writing Groups

Divide into small writing groups. Each group focuses on one column.

Read all the cards.

Name the arena of learning that these cards are talking about.

Write a paragraph filling in content of the box below.

Write the arena title on a large card, and copy the statement in large print to a flip chart paper.

Assign someone to report.

In transformative learning a key challenge is _____.

This challenge is illustrated by

_____.

This challenge inhibits the learning processes by 1) _____

_____ 2) _____.

Pull back together and read paragraphs and reflect together.

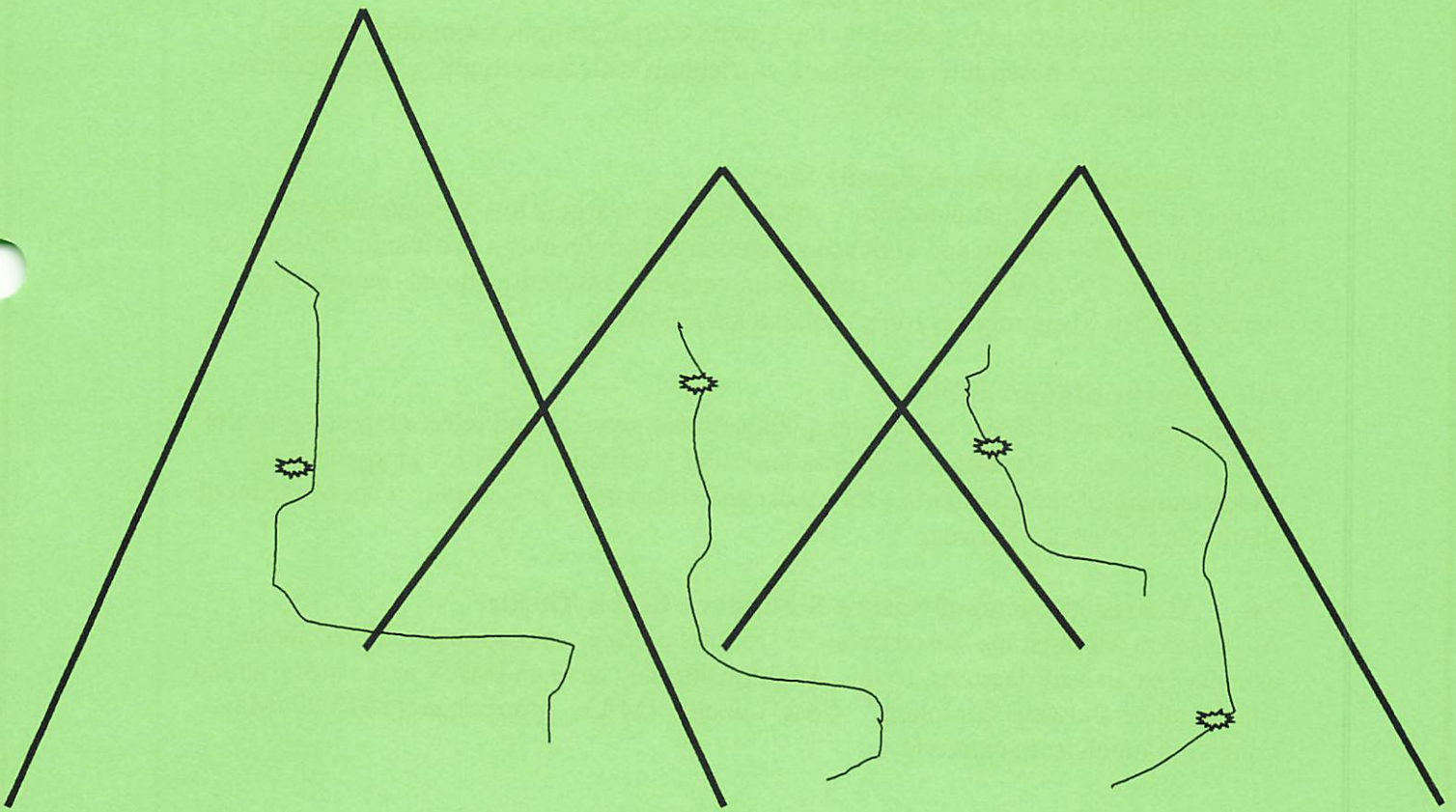
Convergence Group procedures are adapted from the ICA's ToP™ programs

Millennium Connection Conference July 30 to August 5, 2000

Nuggets are discovered along the way.

Day III, August 2, 2000

Wholistic Lifelong Learning Stream



WEDNESDAY



**Nuggets are discovered
along the way.**

Day III, Wednesday, August 2, 2000
Wholistic Life Long Learning

DAY III OVERVIEW AND DESCRIPTIONS

Intent of the Day: Learn from local innovative programs while mingling with other streams participants and taking in some Colorado fresh air.

Site Visits are planned. These visits are stream organized and sponsored, but conference participants may choose to go on any of the conference site visits offered.

Site Visits and Descriptions

#8 Eagle Rock School, Estes Park

Alternative high school sponsored by the Honda Corporation in a mountain setting. Features outcome-based interdisciplinary curriculum with community service. Includes trip to Boulder Mall in the afternoon.

#10 Escuela Tlatelolco & Family Star

Escuela is an independent elementary school serving a largely low income, Chicano population of 200 middle and high school students from Denver's West side. The school was started in 1970 by a group of parents unhappy with the educational opportunities available. Visit Museum of Nature and Science following.

#18 Rocky Mountain PBS

Premier provider of PBS programming, educational services and teleconferencing to the state of Colorado. State-of-the-art broadcast and production facilities. Expand your understanding of the possibilities for media and technology in learning. Visit Museum of Nature and Science following.

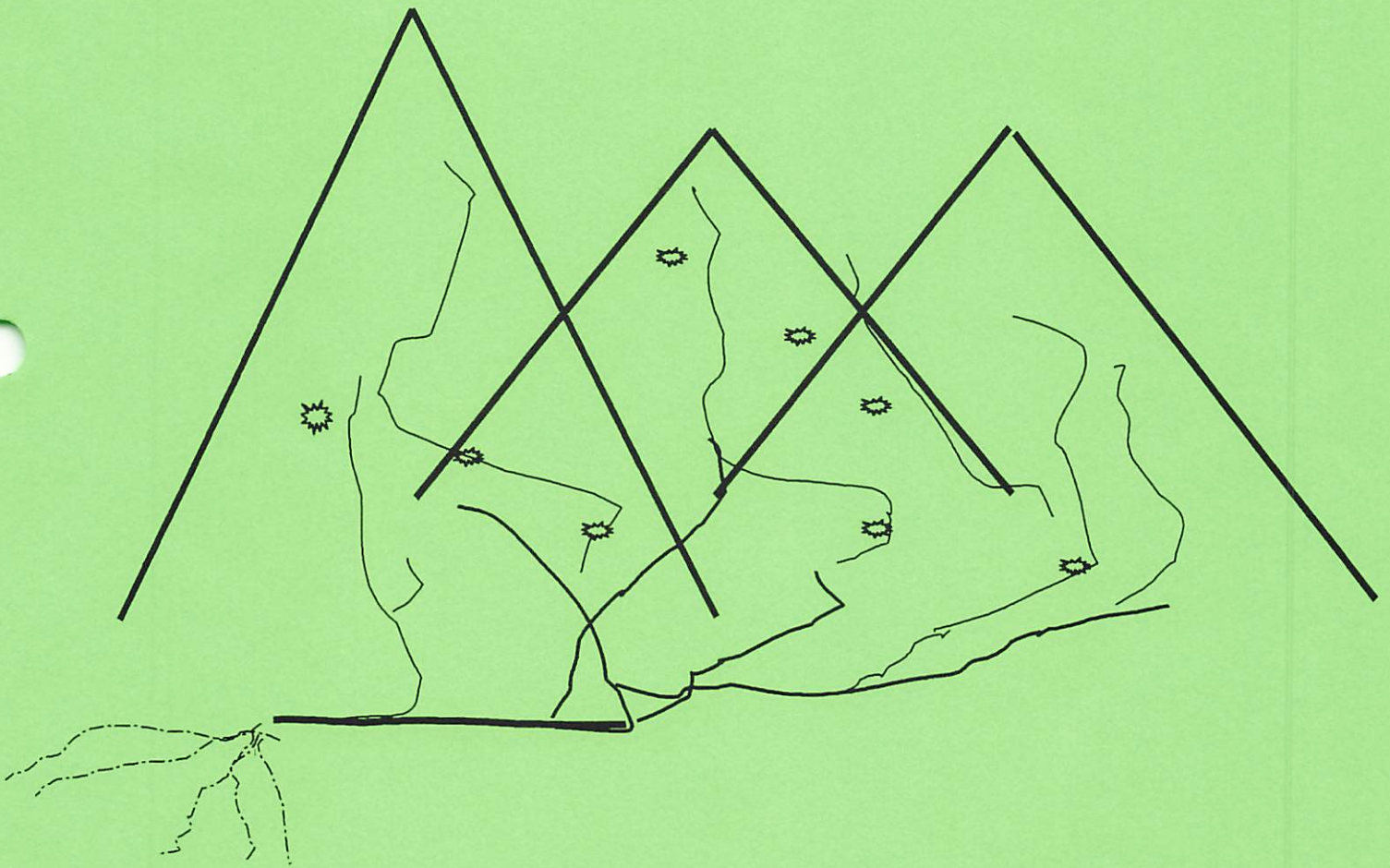
6 Denver Museum of Nature & Science; IMAX Theatre

A collection and member-based museum features premier education programs, special exhibits, excursions, lectures, tours. Additionally they have an IMAX a, 4.5 story screen which will be showing "Dolphins". Cost: Lunch + IMAX, approximately \$12.00. May bring sack lunch from cafeteria.

Convergence forms the Delta

Day IV, August 3, 2000

Wholistic Lifelong Learning Stream



THURSDAY

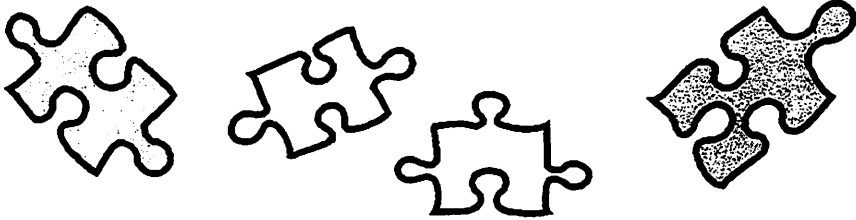


Convergence forms the Delta
 Day IV-Thursday, Aug 3, 2000
 Wholistic Life Long Learning

DAY IV OVERVIEW

Intent of the Day: Create Something New From our Work Together

Thursday Morning					
Activity	Morning Greeting	Matrix Teams Reflect Together	Break	Flowing Both Ways: Guided Free Writing Exercise	Building Bridges: Mind Mapping Session
Time	9:00	9: 15		10:00	11:00
Facilitator		Matrix Team		Susan McGury and Lucille Chagnon	
Location	HQ			HQ	

Thursday Afternoon	
<i>Activity</i>	Time for Working Together! 
<i>Time</i>	1:00
<i>Facilitator</i>	Self Selected Working Groups
<i>Location</i>	Dispersed throughout WLL space



Convergence forms the Delta
Day IV-Thursday, Aug 3, 2000
Wholistic Life Long Learning

DAY IV EVENT DESCRIPTIONS

Morning Greeting

Each morning we will begin with an opening greeting and beginning of the day. Look forward to fun, mystery and connection.

Matrix Teams Review

Meeting again with your matrix team, take some time to get into detail of what you have seen and have been thinking thus far. You can talk about what you saw on your site visits, major themes that keep popping up in your Confluence Conversations, new insights about transformative factors and challenges.

Some suggestions for questions:

1. What struck you as new?
2. Where did you see connections in site visit?
3. Where in connection with other streams have you heard something we have included in our thinking? What is missing?
4. Where do you begin to see interconnections?
5. Thinking about all you have taken in and thought about over the next few days, what do you consider our most important possible actions in WLL?

Flowing Both Ways: Guided Free Writing Exercise

While new ideas can come about through interchange with others, its important to have moments where those can be quietly and individually grounded in one's one life. This activity will focus on bringing the concepts home through guided freewriting exercises.

Building Bridges: a mindmapping session

Interactive mind-mapping session will draw on the journaled reflections and will contribute to the afternoon's creative activity.

Time for Working Together!

Participants will collaborate on a creative synthesis of key insights from our stream work. Just a few Options...

- Create a new program together
- Plan partnerships between current programs
- Offer information or ask advice
- Create a skit or montage to represent our work to the other streams
- Sketch out plans for a Womb to Tomb Learning Center

Millennium Connection Conference
July 30 to August 5, 2000



Convergence forms the Delta

Day IV-Thursday, Aug 3, 2000

Wholistic Life Long Learning

DAY IV GUIDELINES, WORKSHEETS, ETC

Free Writing Principles

Relax and write.

Write everything on your mind
nonstop
from the gut, from the heart
as thoughts and feelings flow
for yourself and no one else

Relax and write.

Keep your pencil moving.

If your mind goes blank, relax and keep on writing.

Write anything, even if it is unrelated to where you were a second ago.

Blank spaces are shifts; let them show you where you are heading.

Relax and write.

What you say is more important than how you say it.

The mechanics of grammar do not matter in Free Writing: spelling, punctuation, sentence structure, etc.

Mistakes aren't mistakes in Free Writing: don't be critical.

Relax and write.

Go with the flow.

Have fun with it.

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Millennium Connection Conference
July 30 to August 5, 2000



Convergence forms the Delta

Day IV-Thursday, Aug 3, 2000

Wholistic Life Long Learning

Journal Writing Hints

Journal Writing is about discovering your own voice, your own power. Personal power grows when you face how you feel and accept yourself.

Where you are at any given moment is not the final word; but there is no other honest departure point. If you learn to be honest with yourself about yourself, you will discover how wise and strong you can be.

So begin where you are.

A simple way to begin is to jot down two words that sum up how you feel as you begin writing. For example:

excited	bored	tired	in love	worried
curious	grumpy	angry	dreamy	hurting

You have begun!

Let your gut and your heart lead you.

Listen to your own voice.

Continue writing, using the Free Writing principles:

Pretend you are talking out loud to yourself, and no one is listening.

Keep writing the whole time.

Don't worry about grammar.

Just write the way it comes to you.

Set a minimum time, like five or ten minutes.

(Some questions that can help you if you feel you're getting nowhere:

What's happening in my life? How do I feel about it? What am I learning about myself from my experience? What do I need to do today?)

You may want to end with a brief concrete statement about some simple thing you feel good about. It need not be related to what you just wrote in your journal.

Examples:

That story we read in class today made me think about Max.

I made three good foul shots tonight.

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Millennium Connection Conference
July 30 to August 5, 2000



Convergence forms the Delta

Day IV-Thursday, Aug 3, 2000

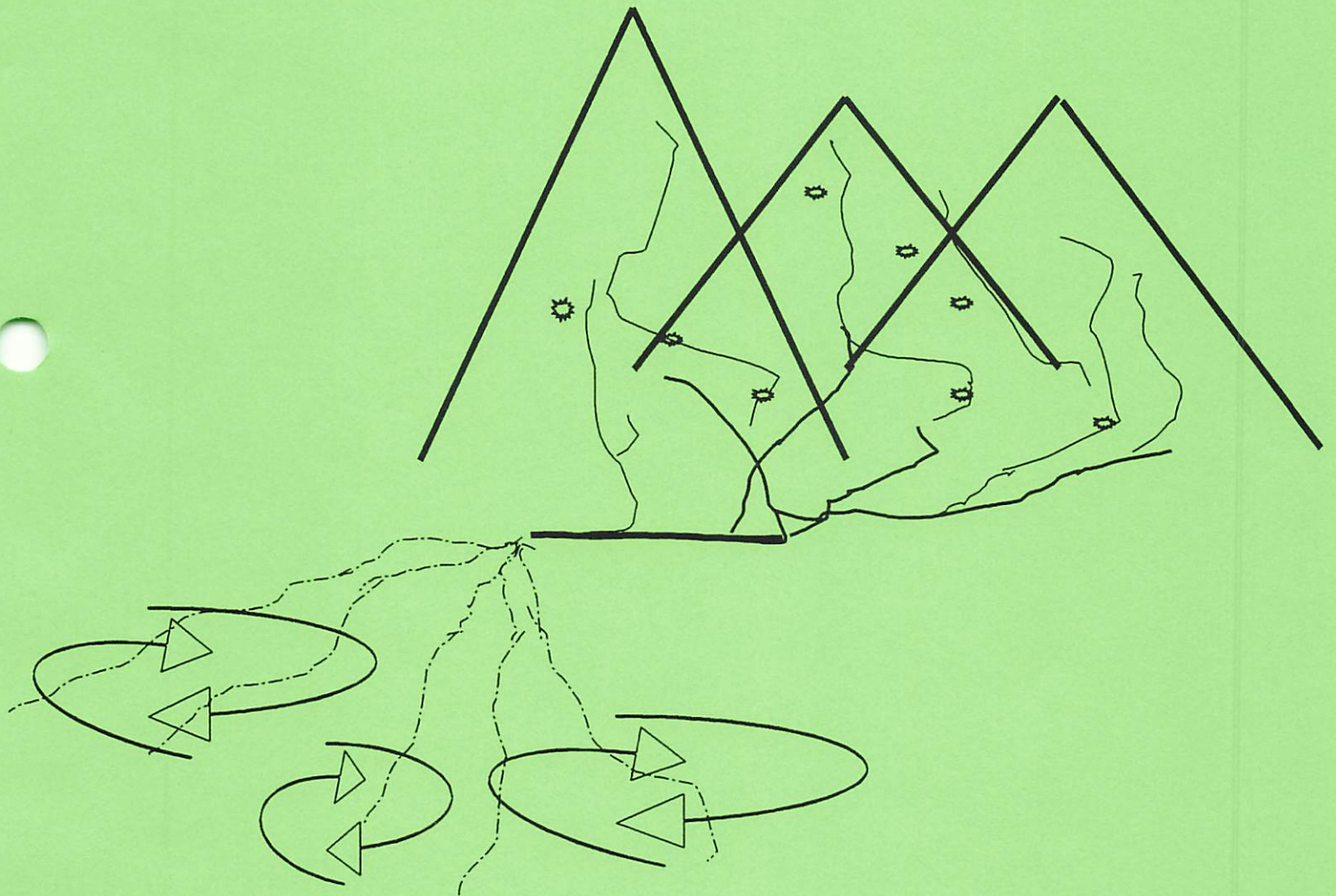
Wholistic Life Long Learning

Page for Journal Writing

Interchange forms Estuaries of Innovation

Day V, August 4, 2000

Wholistic Lifelong Learning Stream



FRIDAY



Interchange forms
Estuaries of Innovation
 Day V, Friday, August 4, 2000
 Wholistic Life Long Learning

DAY V OVERVIEW

Intent of the Day : Initiate new collaborations and partnerships within the stream and/or cross stream. Form new alliances.

Friday Morning							
Activity	Options for Participation						
	WLL Stream Convergence Teams	Conference Wide Confluence Working Groups	Self-Directed Exploration	Break	WLL Stream Convergence Teams	Conference Wide Confluence Working Groups	Self-Directed Exploration
Time	9:00			10:15	10:30		
Facilitator	Self determined facilitation				Self determined facilitation		
Location	Dispersed across conference space				Dispersed across conference space		

Friday Afternoon					
Activity	Options for Participation			Break	Re-gather in the Stream: Reflect and Celebrate!
	WLL Stream Convergence Teams	Conference Wide Confluence Working Groups	Self-Directed Exploration		
Time	1:30			3:00	3:30
Facilitator	Self determined facilitation				Amara Gilbert, Paula Otto
Location	Dispersed across conference space				WLL Stream HQ

Millennium Connection Conference
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Interchange forms
Estuaries of Innovation
Day V, Friday, August 4, 2000
Wholistic Life Long Learning

DAY V EVENT DESCRIPTIONS

Options for Participation

In the morning, all conference participants will check in the cafeteria, where they will find the results of the Confluence Plenary's work from the previous evening. The Confluence Plenary will have created several arenas of working confluence, gathered from the input of the nightly confluence teams. Conference participants will then have several options for participation for the day:

- 1) **Conference Wide Confluence Working Groups.** Participants may join with other participants from across streams and work together on arenas of confluence.
- 2) **WLL Stream Convergence Teams:** Stream participants may continue to work in their new projects or alliances which they began on Thursday.
- 3) **Self-Directed Exploration:** Whatever you choose!

More information about this day can be found in the Confluence part of the Conference Notebook.

Reflect and Celebrate

We will re-gather and look back over our time together. What have we done? What have been highlights? What are we proud of? What have we learned?

Then we will design the Report for the Conference wide plenary. We will break into groups to create a vibrant, creative, wholistic report of our stream's time. We will share this with the other streams at the conference plenary on Saturday morning. The Guide Team has thought of creating montages; choreographing dances; writing songs. What will we think of together?

Celebration of Wholistic Lifelong Learning Stream!



*The breezes at dawn have secrets
to tell you,
don't go back to sleep,
you must ask for what you truly want,
don't go back to sleep.*

*People are going back and
forth across the doorsill where
the two worlds touch,
the door is round and open,
don't go back to sleep.*

—Rumi

We were made to enjoy music, to enjoy beautiful sunsets, to enjoy looking at the billows of the sea and to be thrilled with a rose that is bedecked with dew.... Human beings are actually created for the transcendent, for the sublime, for the beautiful, for the truthful... and all of us are given the task of trying to make this world a little more hospitable to these beautiful things.

—Desmond Tutu
NPR Interview, 1994

Toward a Definition of Transformative Learning

Wholistic Lifelong Learning Stream

Millennium Connection Conference

August 4, 2000

Transformative learning is often recognizable in the midst of lifelong learning and wholistic learning.

Lifelong learning spans one's lifetime and all of life's phases from pre-birth through the elder years. It connotes ability and passion for learning inside the classroom and informally within one's social environment. A wholistic, lifelong learner has the ability to learn all of the time, whether attending schools or not.

The wholistic aspect of learning involves the whole-person including physical (wellness, psychomotor, kinesthetic), mental (verbal, mathematical/logical, problem-solving), emotional (intrapersonal, interpersonal) and spiritual (artistic, ethics, values¹, meaning) dimensions. Wholistic instruction is intended to break cultural stereotypes and build bridges among people of diverse backgrounds and perspectives.

In exploring this wholistic², life-long approach, the conference chose to focus its discussions on the transformative aspects of this learning. Transformation refers to a fundamental self-image change occurring in the learner, a paradigm shift that radically/significantly alters an individual's behavior. More than "knowing" something new (gaining knowledge) or being able to "do" something new (acquiring skills), or "believing" something new (changing attitudes), transformative learning leads to becoming or "being" a whole, new person. It is learning that, in the context of a person's major life crises and passages, redefines vocational calling or reshapes self-identity.

Transformative learning is also a change not merely in "what" one knows, but also in "how" one knows. It is learning that empowers the learner to learn independently for oneself and interdependently with the community. In the process, the teacher/learner dichotomy becomes blurred as both are transformed. Adults who transform in these ways are willing to modify their thinking, can withhold ultimate decisions until all the information is available, and acknowledge the complex and tentative nature of everyday issues. They are also better able to recognize the need for more just, humane, and equitable economic and social structures and better able to work toward achieving these goals. This learning environment is similarly critical for groups to experience transformative team learning, organizational learning and community learning.

The use of comprehensive models such as the Kaleidoscope Teaching Strategy³ is one attempt to achieve transformative results. Within the design of this particular model are also found the five presuppositions of an image-based instructional approach which describes how changed images can change behavior. The roots of this work are found in the documents of "Imaginal Education"⁴, an approach which considers not only cognitive, developmental and affective aspects, but also existential changes of a person in their knowing and learning.

In summary, transformative learning is that which:

- brings out the quality of the human spirit,
- encourages consciousness of one's journey of development,
- enables the use of multiple perspectives,
- deepens the connections of the heart, and
- leads to meaning-making, synthesis, and connectivity.

It is learning comprised of changes that are second-order⁵ in nature--changes that alter our fundamental ways of doing education and being human.

Wholistic Lifelong Learning Stream Summary

Monday

We started the day in introductions of the process by Olive Ann Slotta and Dr. Cecil Gray. We are concerned that all of the approximately 70 participants in our stream be included in the process since we all have knowledge about transformational learning. We were reminded that this stream is spelling wholistic with a w intentionally because there is not a “hole” in our learning: it is transformational, whole and lifelong.

We spent today sharing our work and our experiences (getting to know each other) in three “acts”: taking part in the story gathering project; sharing projects in 9 “fish bowls”; and having ‘share tables’ following each “fish bowl” presentation.

The nine presentations were done three at a time in various locations, so that each participant had to select which “fish bowl” they would attend in each of the three sessions. The share tables following each fish bowl allowed those present to ground the presentations in their own experiences. After the share table, the next fish bowl presentations would begin, and participants would again select a presentation. The fish bowls showcased wonderful learning projects from across the globe. For example, one fish bowl was about Lewisham Primary School in Sydney. This is a community-based school that has been working for 5 years in a process of planning and transformation so their school will become a vital part of its neighborhood, including new ‘green’ landscaping (designed by students, parents, school staff and community members) and sharing space for community-based organizations in the school building. A second example was a report on an international project called Living Values. This is an educational program, currently being used in Hong Kong and Egypt, to help create character by offering tools for sharing positive ‘universal’ values: peace, respect, love, happiness, freedom, honesty, humility, tolerance, cooperation, responsibility, simplicity, unity. This program uses experiential methods, mindmapping, and learning conflict resolution methods. This program is built on the assumptions that: “Values can’t be taught they can only be caught. We learn values through relationships. You can’t teach love you have to be loving.” A third fishbowl was about the School for New Learning at DePaul University in Chicago. This is a non-traditional learning project for adults returning to college, some after many years away from formal schooling, that begins with all students writing a learning autobiography. Class hours for undergraduate and graduate work can be earned by reflecting on life’s learnings and writing about the process. This is a way for students to intentionally review their multifaceted learning experiences and use these insights in another setting for academic certification. Other fish bowls were the Learning Basket, with programs in Utah and Paraguay, as well as Chicago, an innovative tool for teaching caregivers to interact creatively with children from birth to 3 years; Foundation for Excellence in education, from Venezuela, focusing on developing thinking skills; Cristo Rey Jesuit High School, from Chicago, a dual language, student-centered college preparatory high school for Hispanic youth; Workforce Development and Literacy Acceleration, based on the East Coast of the USA, a community-based program where learners as young as 7 years old become tutors and trainers; ICA Rite of Passage Journeys which prepare learners to move through life transitions, reflecting on their lives; and the Egyptian Association for the Advancement of Education with the aim to promote primary education with a special focus on female students.

We began this conference by working hard to use the river imagery. Our first day was about creating a reservoir of knowledge or melting snow to form a glacier. Tuesday we used tributaries to see how things flowed together into a matrix. Finding Nuggets was the image for Wednesday from site visits, and Thursday we worked on journaling and mind mapping processes to see where the delta is, where all the streams come together. Friday was the estuary, that comes after the delta – where salt water and fresh water come together so there is turbulence. Within this turbulence, we refined our final product.

Paula Otto, Stream Co-Coordinator

Tuesday

We opened the day with an activity. Under each of our seats was a note with the name of a part of a mountain ecosystem (the conference's symbol). We were to act and provide the sound effects of our particular part. We would then find people who were making similar sounds and actions. We were also unable to communicate through human language. Some of the parts were: the wind in the trees, rushing water, howling wolves, and singing birds. Afterwards we were asked questions such as- "What are times in your life when you have found yourself trying to find your group?" and thus the exercise was connected with finding similar people in life and to the matrix, a target-like symbol indicating the chronological phases of life, and the three aspects of education from the social process triangles: basic skills, accumulated knowledge, and life meanings. By placing our names in the appropriate place on this chart, we grouped ourselves for the afternoon's work.

Next Dr. Vincent Harding, Dr. Kathleen Taylor (but don't say "doctor" to her face), and Mary D'Souza shared thoughts from their personal reflections on our "fish bowls" yesterday.

Dr. Harding, a global and national scholar, shared his thoughts on Transformative learning: We need to engage in dialogues of our humanity. "For when we are in dialogue we are our most human." He raised the questions of who is transformed in Transformative education and to what purpose does the transformation take place?

These ideas raised questions of values and how to pass them on. To which Dr. Harding answered that the needs for continuity and change are equal, that is part of what Transformative education is about. Therefore we must decide what values we want to stay the same and which ones should change. These values should be engaged in our interaction with youth.

Dr. Kathleen Taylor shared some of her insights and reflections on the development process of Transformative learning and on a "fish bowl" on the Learning Basket program. "The developmental process is a shift of one's lenses of perception. Develop, and the lenses of perception change; we are transformed."

She summed up the Learning Basket program by describing the process as learning to play and playing to learn. The program is also based on the best adult learning methods: support, encouragement, and role-playing.

Then Mary D'Souza, who has been with ICA since 1972, shared her reflections on a "fish bowl" about the Association for the Advancement of Education (AAE) (an Egyptian organization improving schools) and on Transformative learning. In Transformative learning there is no "silver bullet" or magical answer, but many answers. In Transformative learning it's not what one learns but how one learns that changes the lenses of perception.

The AAE has produced programs for literacy and women's participation. The AAE also points out that it is not easy to bring literacy systems from industrial societies into a different situation. She also noticed that there was far too much focus, on the government's part, on building new schools. "The thought that education requires a building is a false assumption. It [education] can be anywhere. And we like to put money into buildings because it can be seen, but when we do we are not able to put money into training teachers, which is much more of a crying need. Play areas can also be created with such money. Instead invest in how they teach – better methods."

We then broke into groups according to like positions on the matrix diagram. Each group of like-positioned people consisted of three to five members. They worked on deciding five key factors to Transformative learning and five key obstacles to Transformative learning.

First each member of the group wrote down five key factors, and then the group combined their factors and chose the five most important keys presented by the group. Next each group member wrote down five key challenges, and then the group combined challenges and decided upon the five most important key challenges. The five key factors and the five key challenges were on cards consisting of three words, the first of which had to be a verb. After the mass group came together the teams broke up into key challenges and key factors. The separate key groups linked all factors/ challenges that were related. Once all cards were grouped, they were lettered. The members of the key factors/ challenges groups counted off alphabetically to correspond to the card group's letter. The two person groups then decided a main topic, which summed up all of the cards in their group. Then each two-person group would fill out blanks to form a paragraph describing the group of keys.

Wednesday

We visited the following projects identified as key sites of transformative learning:

Rocky Mountain Public Broadcasting System which provides educational services and teleconferencing to the state of Colorado as well as state-of-the-art broadcast and production facilities.

Escuela Tiatelolco and Family Star which is an independent school serving a largely low income, Chicano population of 200 middle and high school students from Denver's West side. The school was started in 1970 by a group of parents unhappy with the educational opportunities available. The group visited the Denver Museum of Nature and Science and I-MAX theater also.

Eagle Rock School and Professional Development Center, an alternative high school fully funded by the Honda Corporation in a mountain setting near Estes Park, Colorado. The school is 7 years old and has a capacity for 96 residential students in a year-round (three "trimesters") outcome-based, interdisciplinary curriculum focused on community service and personal growth.

Thursday

The day began with an exercise of visualization which permitted to reflect in three specific aspects: before, during, and after the conference.

The first consisted of thinking about the expectations that each of the participants had and in this, to explore the emotions of each, that is to say, how we felt about the different experiences and projects shared with us during the week. Then we reflected on such questions as "What are we going to do about all this? How are we going to apply it?" Thus, here we are talking about the transfer of knowledge.

It is important to distinguish what development is missing in our projects and organizations and what will permit transformational learnings.

We made a mind-map and subsequent outline of transformational learning, In the afternoon we worked in the following four areas: Definitions and Product, Connections, Settings, and the Future.

Friday

We began Friday singing children's songs that originated with the first imaginal education preschool in Fifth City, Chicago, the ICA's first and prototype community development project. These songs contained images which were to freight transformational learning to the children. They included songs such as "I Love Fifth City" and "Voom, Voom Astronaut."

After reviewing the smaller groups' work from Thursday, we broke back into groups to refine and polish our insights and concepts for presentation in our group summary.

Following are the results of our groups' work from Thursday and the group clarification done on Friday.

KEY FACTORS OF TRANSFORMATIVE LEARNING

- ❖ Creating a safe environment
- ❖ Establishing mutually supportive relationships
- ❖ Building supportive alliances
- ❖ Letting the learner lead
- ❖ Utilizing fully the learner's capacities

- ❖ Developing reflective capacity
- ❖ Discerning the opportunity in disorienting situations
- ❖ Surfacing and questioning assumptions
- ❖ Experimenting with and embracing change
- ❖ Deciding to risk action
- ❖ Broadening and deepening the learning plan
- ❖ Developing a wholistic perspective
- ❖ Cultivating connections to the heart

CHALLENGES TO TRANSFORMATIVE LEARNING

- ❖ Pedagogical inflexibility which discourages creative participation
- ❖ Overdependence on external, material resources which creates a sense of powerlessness.
- ❖ Educational compartmentalization which shuts out societal involvement and fragments the learner's perception of the wholistic nature of life.
- ❖ Imposition of values which limits our learning power and cuts off values from real-life experience.
- ❖ Non-reflective teaching practice which prevents teachers from being flexible and learning.
- ❖ Standardized expectations which stifle the process of learning, focusing on the quantifications of learning, and instilling a sense of failure which leads to shame and giving up.
- ❖ Unquestioned repetition of tradition which does not allow adjustment to changing conditions.
- ❖ Doggedly following society's pre-established values and patterns which discourages innovation in transformational approaches.
- ❖ Overcoming a misdirected formal system which prevents educators from exploring new visions and maintaining an outdated system.
- ❖ Strong individualism which blocks collaboration and creates a sense of isolation and discouragement.,

SETTINGS

Wholistic, lifelong, transformational learning can happen anywhere. It is not dependent on formalized education settings, processes of assessment and accreditation or designated learner/facilitator roles. In fact these very structures can impede the sensitivity and openness that is the beginning point for the necessary shift in perceiving the potential for life changing interchange to occur.

Much attention is still given to learning shifts that need to occur in schools, but perhaps this is because schools are a distorted and unnatural learning setting and most children, youth and young adults have to spend the larger part of their lives meeting the requirements of these institutions. Many agencies for the transmission of knowledge, skills and values need to take on the dynamics of community centered, interactive, flexible all-ages learning that is demonstrated in many local examples. These community based learning centers are characterized by mutuality between all the members. They empower individual learners to be creative within their community so that transformation can occur in the lives of others.

The sharing of examples from the International group present seem to indicate that Community based Centres for Transformational Learning :

- ❖ Immerse learners in the community which transforms the learner, the setting and the community.
- ❖ Act as an alternative model which can challenge the system and present an option for those looking for change in their own setting/institution.
- ❖ Are constrained by political and hierarchical policies which limit creative responses (especially in countries with absolute political control over the education system)
- ❖ Understand that the decision of a participant to be involved in an alternative learning setting indicates a conscious decision to take control of their learning.
- ❖ Present individuals with new thinking tools which impact the life of the individual and their community. (eg. A nation wide application of de Bono's lateral thinking techniques in schools)

- ❖ Moving out of a narrow “school-based” model which often alienates, to connecting willing learners in any setting to those with skills, experiences and ideas to share.
- ❖ Understand that the immediate setting should stimulate collaborative and multi-sensory interaction to maximize learning.
- ❖ Creates experiences of interdependence by inverting hierarchies of power eg. Adults or those in authority become the learner and the children and or the community members become the teachers.
- ❖ Utilize all aspects of the social setting to maximize learning potential eg invite donors to become mentors, models, companions etc.
- ❖ Acknowledges that the learning situation affirms or disenfranchises individuals, families and communities.
- ❖ Facilitates and encourages intergenerational learning.
- ❖ Nurtures mutuality and overcomes stereotypes when the dominant group or individual has a very real need met by the student or marginalized group, eg. A corporate donor needs to learn the language of the community members.

THE FUTURE

WHOLISTIC LIFELONG LEARNING: Looking forward to Guatemala 2004 Context:

In pursuing the following four outcomes, the WLL Stream recognizes that we must and should:

- ❖ Be true to ourselves, working from the inside out
- ❖ See ourselves as learners, not just teachers
- ❖ Find ways to creatively use technology and resources appropriate to our own settings and environment
- ❖ Carry out this work in ways that are respectful of the earth and its resources.

Outcomes/Goals (w/n next 4 yrs.)	Key Players	Actions Needed	Resources Required	Current Status
Enlarged diverse network of people involved in TL. (<i>Ghee Bowman and Deana Henry</i>)		<ul style="list-style-type: none"> • Liaison with government and NGOs • Ensure top level assistance with those who need visas • Find supportive parents who will become leaders • Write and mail thank you notes • Intentionally listen to voices outside our circles (<i>Reem Bahgat and Conforti Maduakoh</i>) • Challenge community and deepen diversity and Respect “otherness” within organizations we participate in (<i>Reem Bahgat</i>) • Target mainstream teachers, teacher trainers, principals • Stream members build relationships with 2 local organizations • Research like-minded organizations and networks (<i>Debra Harris</i>) • Visit settings where TL is happening, e.g. Montessori 	Many, many perspectives	
WLL will have established channels for dissemination and communication of resources and information in WLL and beyond. (<i>Sally Fenton and Larry Schwartz</i>)		<ul style="list-style-type: none"> • Develop data base of events, people and archives • Publish/share funding sources for Transformative learning [Sponsors required to provide website production maintenance, management.] (<i>Larry Schwartz</i>) • ICA Canada and others take conference results to Michael Fullan as “2nd order change” in action • WLL/ TL to update information and be an idea exchange forum to include: home page, post board, links page, chat room, and calendar (possibilities for URL: wll.org or translearn.net) • Dissemination through quarterly survey on web page; regional centers print out and distribute through networks, arts councils, etc. • Retreats and reflection through scheduled chats and localized retreats • Outreach into communities through songs and stories accommodating local contexts and hot issues like health • Partnerships with libraries and local literacy networks • Publish articles on WLL in Edges magazine and ICA UK Network News- Spring 2001 (<i>Jo Nelson, Susan McGury, and Ghee Bowman</i>) 	Quarterly Global Learning Forum on line	

Develop and produce a variety of tools and resources for TL in WLL starting immediately. (<i>Olive Ann Slotta, Steven Forrest, George Packard, James Fenton, Mike Heidkamp-Pimentel, Devi Golembo, Reem Bahgat</i>)		<ul style="list-style-type: none"> • Prototype, image based curriculum on the website (Kaleidoscope and Transformative tools) • Journal articles on Transformative learning (<i>Mark Dove, Jill Persichetti, Don Hinkelman, Helen Heal</i>) • Take risks in teaching • Community learning center/ think about what elements could be included, purpose: to integrate community/ learners into a wholistic learning process (<i>Diana Behtel, Robyn Hutchinson, and Reem Bahgat</i>) • Identify key factors of balanced whole human life experiences • Develop programs for the concepts of death and treatment of the dying • Free writing (<i>Laura Hsu and Devi Golembo</i>) • Develop funding sources for Transformative learning • Create handbook of Transformative learning (<i>Helen Heal</i>) • Refer to key factors and challenges when developing tool and resources • Art of focused conversation for schools, published April 2001 (<i>Jo Nelson</i>) • Experiment with ways to validate Transformative learning (<i>Helen Heal</i>) 		
By the end of year 2002 we will have created a vision statement for the role of WLL in Guatemala in 2004.		<ul style="list-style-type: none"> • Create a 2004 conference committee- <ul style="list-style-type: none"> ◦ Decide how to include Transformative learning in next conference ◦ Provide 'space' for natural 'alliances' connections (in the conference schedule) • Moments of anarchy at next conference (<i>Reem Bahgat</i>) • An international conference needs to be inclusive – language/foods and technologies for visual/audio exchange- Creating translation facilities for all (<i>Reem Bahgat</i>) • Explore ramifications of 'team' learning (<i>Robyn Hutchinson</i>) • Organize and adventure appropriate to site of next conference 		

¹ Tillman, D. et al (2000) Living values activities for young adults. New York: Health Communication Inc.

² This particular spelling was chosen for use in the conference to emphasize the whole-person intent of our work.

³ Taylor, Kathleen et al (2000) Developing adult learners: Strategies for teachers and trainers. San Francisco: _-Bass. Page 116.

⁴ Boulding, K (1956). The Image. Ann Arbor: The University of Michigan Press.

⁵ Fullan, M. (1991). The new meaning of educational cha. ngeNew York: Teachers College Press.

THE KEYS TO TRANSFORMATIVE LEARNING

A. ESTABLISHING A HOLDING ENVIRONMENT			B. PROMOTING LEARNER CENTEREDNESS			C. ENGAGING CHANGE				D. SEEKING INCLUSIVENESS		E. EMBRACING MYSTERY
1. CREATING SAFE ENVIRONMENT	2. MUTUALLY SUPPORTIVE RELATIONSHIPS	3. BUILDING SUPPORTIVE ALLIANCES	4. LETTING THE LEARNER LEAD	5. UTILIZING FULLY THE LEARNER'S CAPACITIES	6. DEVELOPING REFLECTIVE CAPACITY	7. DISCOVERING OPPORTUNITY IN DISORIENTING SITUATIONS	8. SURFACING AND QUESTIONING ASSUMPTIONS	9. EXPERIMENTING WITH AND EMBRACING CHANGE	10. DECIDING TO RISK ACTION	11. BROADENING AND DEEPENING THE LEARNING PLAN	12. DEVELOPING WHOLISTIC PERSPECTIVE	13. CULTIVATING CONNECTIONS TO THE HEART
<ul style="list-style-type: none"> Safe, honoring environment Sharing & understanding belief systems to come to a common understanding Mutual trust and respect Creating the positive learning environment Affirming learner's life-experience Building on a child's intrinsic values Providing open space and respect Based on affirming the positive; valuing what students already know 	<ul style="list-style-type: none"> Building personal relationships & connections to enable communication Team and individual must be in balance Establishing bonds & caring for each other Creating student/teacher mutuality Mentor as transforming/transformed 	<ul style="list-style-type: none"> Direct benefit to individual & society Needs (society, individual) Support from civic institutions Involving diverse groups Building alliances, not walls 	<ul style="list-style-type: none"> Facilitating active student involvement Asking for student to tell their own story Active responsibility for own learning Develop the child's self-story Student involvement "curriculum" 	<ul style="list-style-type: none"> Openness to cultural differences Respecting individual differences Accepting generations differences Allowing flexibility & styles 	<ul style="list-style-type: none"> Self-discovery to find one's mission Continuous reflective thinking Curiosity & asking "right" questions Reflecting on experience Experience-based reflections Focusing on attitudinal change (beyond skills & knowledge) A process of experience & reflection Developing self-belief & curiosity Allowing question rise/come up from 	<ul style="list-style-type: none"> Recognizing dissonance Life crisis starting point Challenge imbalance 	<ul style="list-style-type: none"> Dialoguing with "other" Every solution is temporary Questions old assumptions & paradigms Dialoguing partner for transformation 	<ul style="list-style-type: none"> Student openness & (glasnost) to change Will look beyond immediate Developmental readiness to change 	<ul style="list-style-type: none"> Empowering Meaningful action Risking failure in action 	<ul style="list-style-type: none"> Experiential learning <i>lasts</i> Integrating arts in curriculum Learn through play Creating imaginative experiences Oral language development Deepening self-reflection & expanding social experience Understanding concepts of T.L. Targeting relevant interests Releasing left-brain pressures Evaluation of transform-ative learning 	<ul style="list-style-type: none"> Calling for comprehensive context Wholistic includes all the earth Multiple ways to insure sustainability Vision stretching context Broadening social context Expanding metacognition All ages, all senses, whole earth, dynamics not static, social/individual images Learning results in transformation Considers the larger context—family, society, culture 	<ul style="list-style-type: none"> To bring out the quality of the spirit Consciousness of journey Change of attitude by use of multiple perspectives Deepening the human spirit Meaning-making, synthesis, connectivity

KEY FACTORS IN TRANSFORMATIVE LEARNING
Wholistic Lifelong Learning Stream
The Millennium Connection
Denver—August 4, 2000

I. Establishing a holding environment

In transformative learning a key element is **creating a safe environment**.

This enhances learning by:

- ☐ Providing a space for growth and change
- ☐ Affirming the learner's life experience and who the learner is
- ☐ Building on the learner's intrinsic values

This is illustrated by:

- ☐ Positive, encouraging feedback
- ☐ A climate of mutual respect and trust

In transformative learning a key element is **establishing mutually supportive relationships**. This element enhances learning by:

- ☐ Acknowledging the power of emotional insight
- ☐ Encouraging continuous, spontaneous relationships
- ☐ Allowing and encouraging bonds between all learners
- ☐ Creating student and teacher mutuality

This element is illustrated by:

- ☐ The mentoring relationship, including the potential for both to be changed.
- ☐ Teacher being seen as a facilitator of learning rather than expert

In transformative learning a key element is **building supportive alliances**. This element enhances learning by:

- ☐ Providing the means of sustaining the learning process
- ☐ Eliciting resources from the community
- ☐ Reinforcing the benefits to the individual and society
- ☐ Extending learning to diverse allied groups

This element is illustrated by:

- ☐ Learning institutions receiving support from civic institutions
- ☐ Collaborative relationships involving diverse groups from multiple sectors.

II. Promoting learner centeredness

In transformative learning a key element is **letting the learner lead**. This element enhances learning by:

- ☐ Affirming students' confidence and building on their strengths
- ☐ Reducing dependence on the teachers' knowledge or expertise
- ☐ Giving learners ownership of and responsibility for their own learning
- ☐ Trusting the learner
- ☐ Teaching what the learner needs

This element is illustrated by:

- ☐ Asking the learner to tell their own story in their own way

- ❑ Increasing the learner's confidence in asking questions
- ❑ Encouraging participation of learners in planning their own curriculum
- ❑ Acknowledging that learner accepts responsibility for learning

In transformative learning a key element is **utilizing fully the learner's capacities**. This element enhances learning by:

- ❑ Working with learners' multiple talents, potentials, and awareness
- ❑ Bringing all learners' capacities to the learning situation.

This element is illustrated by:

- ❑ Learning plans and curricula that include cultural differences, various learning styles, and generational perspectives
- ❑ Encouraging multiple points of view and multiple intelligences
- ❑ Acknowledging that learners have a broad base of experience upon which to draw

In transformative learning a key element is **developing reflective capacity**. This element enhances learning by:

- ❑ Enabling new meaning to arise from experience

This is illustrated by:

- ❑ Creating space, time, and methods for reflection to be an inherent part of the learning process
- ❑ Discussion-based learning environments

III. Engaging change

In transformative learning a key element is **discerning the opportunity in disorienting situations**. This element enhances learning by:

- ❑ Encouraging tenacity and courage in disorienting situations
- ❑ Switching the questions from "what have I lost" to "what is my possibility"?
- ❑ Seeing crisis as a starting point for learning and change ("your situation is your gift")

This element is illustrated by:

- ❑ Persons who are overcoming a life crisis (i.e. death of child, loss of a job)
- ❑ People making new connections and discovering new insights in the midst of chaotic situations (for example, celebrating the life of a daughter the night before her impending death)

In transformative learning a key element is **surfacing and questioning assumptions**.

This element enhances learning by:

- ❑ Encouraging questioning of "certainties"
- ❑ Analyzing problems in new ways
- ❑ Encouraging dialogue with the self (that is, self-reflection and examination)

This element is illustrated by:

- ❑ Keeping a journal
- ❑ Values clarification exercises
- ❑ Analysis of prior learning experiences

- ❑ Asking open-ended questions
- ❑ Critical thinking methodologies (for example, a surface-to-depth method of questioning such as *objective, reflective, interpretive, and decisional*)
- ❑ Self-assessment

In transformative learning a key element is **experimenting with and embracing change**.

This enhances learning by:

- ❑ Opening learners to new experiences
- ❑ Teaching learners to have confidence in their capacity in the face of the unknown
- ❑ Providing opportunities for community service

This is illustrated by:

- ❑ Adults who enter non-traditional, development-focused programs
- ❑ Service learning (that is, students engaged in community service to fulfill a learning requirement)
- ❑ Immersion in other cultural environments

In transformative learning a key element is **deciding to risk action**. This element enhances learning by:

- ❑ Grounding experiences in action
- ❑ Taking beliefs and values seriously
- ❑ Encouraging vulnerability in learning
- ❑ Empowering outward demonstration

This element is illustrated by:

- ❑ The use of ropes courses and wilderness treks to push learner beyond perceived boundaries.
- ❑ Taking on a larger than imagined project
- ❑ Adult learners critically examining their lives (e.g. reflective autobiographies or prior learning assessment essays)
- ❑ Leading a community initiative
- ❑ Changing careers
- ❑ Adults returning to unfamiliar learning experiences to revisit the pain of vulnerability

IV. Embracing inclusiveness

In transformative learning a key element is **broadening and deepening the learning plan**. This element enhances learning by:

- ❑ Calling upon the use of multiple intelligences
- ❑ Connecting learning to the real world
- ❑ Recognizing and honoring differences in learning styles
- ❑ Expanding and deepening the capacities for reflection

This element is illustrated by:

- ❑ Integrating diverse themes (e.g. arts with sciences)
- ❑ Learning through play
- ❑ Tapping into alternative sources of information
- ❑ Utilizing cultural mentors and guides
- ❑ Using metacognitive models to occasion deep reflection

- ❑ Open-ended learning projects
- ❑ Learning that integrates theory, practice, and experience

In transformative learning a key element is **developing a wholistic perspective**. This element enhances learning by:

- ❑ Broadening the social context
- ❑ Integrating body, mind, and spirit
- ❑ Stretching the learner's vision
- ❑ Encouraging increasing inclusivity of one's understanding of self, family, society, culture, environment, and universe
- ❑ Encouraging exposure to all age groups
- ❑ Integration of all senses in learning process.

This element is illustrated by:

- ❑ International work-study trips
- ❑ Service learning in environmental projects
- ❑ "Unless we touch, we cannot see"

V. Embracing mystery

In transformative learning a key element is **cultivating connections of the heart**.

This element enhances learning by:

- ❑ Providing space for emotional expression
- ❑ Acknowledging and celebrating differences and unity with all of humanity and life.
- ❑ Acknowledging the presence of wonder, awe, mystery.
- ❑ Integrating heart dimensions in cognitive learning by including creative expression, arts, and the affective dimension
- ❑ Acknowledging the critical significance of imagination

This element is illustrated by:

- ❑ Speaking to the heart through, for example, personal example, poetry, art.
- ❑ Fostering the expression of spirit by probing personal aspiration, motivation, and human potential through, for example, celebration and personal reflection.
- ❑ Acknowledging and reflecting upon death and other crisis experiences
- ❑ Recognizing every individual's search for meaning
- ❑ Drawing on each individual's construction of meaning
- ❑ Showing care for one another.
- ❑ Student peer mediation and service learning experiences.

Note: Various educational systems include many of these elements and practices. For example, Montessori schools, Dewey lab schools, developmentally-focused adult learning programs.

KEY CHALLENGES TO TRANSFORMATIVE LEARNING

1. In transformative learning, a key challenge is **pedagogical inflexibility**.

It inhibits the learning process by **discouraging creative participation**.

This challenge is illustrated by

- teacher-directed learning
- limiting educators' and learners' roles
- failing to encourage different learning styles
- fragmenting learning
- time frames for 'subjects' based on efficiency, not learning needs.

2. In transformative learning, a key challenge is **overdependence on external material resources**.

It inhibits the learning process by **creating a sense of powerlessness**.

This challenge is illustrated by

- frustration of educators in finding financial support
- depriving people of opportunities to be creative
- panic in the queue for the copy machine
- teachers, students, and parents having no voice in directing budget priorities
- thinking education only happens if you build an institutional facility
- feeling hopeless when resources are seemingly scant/scarce.

3. In transformative learning, a key challenge is **educational compartmentalization**.

It inhibits the learning process by 1) **shutting out societal involvement**, and 2) **fragmenting the learner's perception of the wholistic nature of life**.

This challenge is illustrated by

- lack of involvement by parents and other unofficial educators, and by students themselves
- limited transfer of insights of school learning to industry and vice versa
- not tapping into cultural resources in the community
- rigidly defined curriculum documents and assessments
- not articulating and exploring connections between fields of learning.

4. In transformative learning, a key challenge is **imposition of embedded assumptions**.

It inhibits the learning process by 1) **suppressing discussion and deepening of community values**, and 2) **cutting off values from real-life experience**.

This challenge is illustrated by

the 'West is Best' image
overvaluing of testing results leading to student sense of failure
not tapping into learners' experience
adopting media values without critical thinking
exaggerating to get a point across, which triggers distrust in the long run, for
example overexaggeration in drug and sex education

5. In transformative learning, a key challenge is non-reflective teaching practice.

It inhibits the learning process by preventing educators from being flexible and learning.

This challenge is illustrated by
the 'teacher is always right' mentality
teaching styles that don't address all students' learning styles
reflection not being built into all learning and therefore remaining superficial
teacher training focused on transfer of content or skills without critical thinking
educators not seeing selves as constant learners.

6. In transformative learning, a key challenge is standardized expectations.

It inhibits the learning process by focusing on the quantification of learning, and instilling a sense of failure which leads to shame and giving up.

This challenge is illustrated by
a focus on multiple choice tests, standard curriculum, and short-term results
education that is curriculum and organization driven, rather than student-driven
exclusion of cultural learning that is not mainstream
performance on tests does not have any correlation with success in life.

7. In transformative learning, a key challenge is following society's pre-established values and patterns in an unquestioned repetition of tradition.

It inhibits the learning process by not allowing adjustment to changing conditions and discouraging innovation in transformational approaches.

This challenge is illustrated by
fear of change
conflicting value interpretations
- isolating learners from family and culture
restricted resources, time, and support for questioning patterns and creating
innovation
promoting individualistic over collaborative learning
emphasis on standardized testing and curriculum
sterile classroom experiences

continuing old patterns and structures in face of known options.

8. In transformative learning, a key challenge is entrenched formal bureaucratic systems.

It inhibits the learning process by **preventing educators from exploring new visions.**

This challenge is illustrated by

- limiting education to formal structures with set operating patterns which are based on the power of hierarchy
- undersupported community boards and committees
- limited student participation in planning and decision-making
- belittling of experiential learning outside the formal system
- educators choosing to conform and be promoted rather than risk experimentation.

9. In transformative learning, a key challenge is strong individualism.

It inhibits the learning process by **blocking collaboration and creating a sense of isolation and discouragement.**

This challenge is illustrated by

- small isolated pockets of transformation on the margins of the education system
- competitiveness and wanting to get the credit
- educators who resist other educators' support and experience
- most sports focus on competition
- rewards (grades and awards) are for individuals and not for teamwork.

The Settings of Wholistic, Lifelong, Transformational Learning

The Image of Community Based Learning Centers

Wholistic, lifelong, transformational learning can happen anywhere.

Learning is not dependent on formalized education settings, processes of assessment and accreditation or designated learner/facilitator roles. In fact these very structures, intended to enhance the learning process, can impede it. The system of delivery and measurement of effectiveness can become the objective in itself and block the sensitivity and openness that is the foundation and beginning point for the necessary shift in perceiving of the learner to occur. The perception of the potential for life changing interchange can be blocked and evaporate in the preoccupation and tension of the delivery system.

Much attention is still given to learning shifts that need to occur in schools. The societies of every nation have invested in schools as the primary form of learning transmission. Schools, however, can be a distorted and unnatural learning setting and most children, youth and young adults have to spend the larger part of their lives meeting the requirements of these institutions. We could do well to rethink the very image out of which we are operating as we perpetuate our school system

Many agencies for the transmission of knowledge, skills and values need to take on the dynamics of community centered, interactive, flexible all-ages learning that is demonstrated in many local examples. These community based learning centers are characterized by mutuality between all the members. They empower individual learners to be creative within their community so that transformation can occur in the lives of others.

The sharing of examples from the international group present in the Millennium Connection Conference seemed to indicate several qualities or characteristics of the image of a community based learning center.

Community based Centers for Transformational Learning :

- Immerse learners in the community which transforms the learner, the setting and the community.

- Act as an alternative model which can challenge the system and present an option for those looking for change in their own setting/institution.
- Are constrained by political and hierarchical policies which limit creative responses (especially in countries with absolute political control over the education system)
- Understand that the decision of a participant to be involved in an alternative learning setting indicates a conscious decision to take control of their learning.
- Present individuals with new thinking tools which impact the life of the individual and their community. (eg. A nation wide application of de Bono's lateral thinking techniques in schools)
- Moving out of a narrow "school-based" model which often alienates, to connecting willing learners in any setting to those with skills, experiences and ideas to share.
- Understand that the immediate setting should stimulate collaborative and multi-sensory interaction to maximize learning.
- Creates experiences of interdependence by inverting hierarchies of power eg. Adults or those in authority become the learner and the children and or the community members become the teachers.
- Utilize all aspects of the social setting to maximize learning potential eg invite donors to become mentors, models, companions etc.
- Acknowledges that the learning situation affirms or disenfranchises individuals, families and communities.
- Facilitates and encourages intergenerational learning.
- Nurtures mutuality and overcomes stereotypes when the dominant group or individual has a very real need met by the student or marginalized group, eg. A corporate donor needs to learn the language of the community members.

WHOLISTIC LIFELONG LEARNING: Looking forward to Guatemala 2004

Context:

In pursuing the following four outcomes, the WLL Stream recognizes that we must and should:

- Be true to ourselves, working from the inside out
- See ourselves as learners, not just teachers
- Find ways to creatively use technology and resources appropriate to our own settings and environment
- Carry out this work in ways that are respectful of the earth and its resources.

Outcomes/Goals (w/n next 4 yrs.)	Key Players	Actions Needed	Resources Required	Current Status
Enlarged diverse network of people involved in TL. (<i>Ghee Bowman and Deana Henry</i>)		<ul style="list-style-type: none"> • Liaison with government and NGOs • Ensure top level assistance with those who need visas • Find supportive parents who will become leaders • Write and mail thank you notes • Intentionally listen to voices outside our circles (<i>Reem Bahgat and Confort Maduakoh</i>) • Challenge community and deepen diversity and Respect "otherness" within organizations we participate in (<i>Reem Bahgat</i>) • Target mainstream teachers, teacher trainers, principals • Stream members build relationships with 2 local organizations • Research like-minded organizations and networks (<i>Debra Harris</i>) • Visit settings where TL is happening, e.g. Montessori 	Many, many perspectives	
WLL will have established channels for dissemination and communication of resources and information in WLL and beyond. (<i>Sally Fenton and Larry Schwartz</i>)		<ul style="list-style-type: none"> • Develop data base of events, people and archives • Publish/share funding sources for Transformative learning [Sponsors required to provide website production maintenance, management.] (<i>Larry Schwartz</i>) • ICA Canada and others take conference results to Michael Fullan as "2nd order change" in action • WLL/ TL to update information and be an idea exchange forum to include: home page, post board, links page, chat room, and calendar (possibilities for URL: wll.org or translearn.net) • Dissemination through quarterly survey on web page; regional centers print out and distribute through networks, arts councils, etc. • Retreats and reflection through scheduled chats and localized retreats • Outreach into communities through songs and stories accommodating local contexts and hot issues like health • Partnerships with libraries and local literacy networks • Publish articles on WLL in Edges magazine and ICA UK Network News- Spring 2001 (<i>Jo Nelson, Susan McGury, and Ghee Bowman</i>) 	Quarterly Global Learning Forum on line	
Develop and produce a		<ul style="list-style-type: none"> • Prototype, image based curriculum on the website (<i>Kaleidoscope and Transformative tools</i>) 		

<p>variety of tools and resources for TL in WLL starting immediately. (Olive Ann Slotta, Steven Forrest, George Packard, James Fenton, Mike Heidkamp-Pimentel, Devi Golembo, Reem Bahgat)</p>		<ul style="list-style-type: none"> • Journal articles on Transformative learning (<i>Mark Dove, Jill Persichetti, Don Hinkelman, Helen Heal</i>) • Take risks in teaching • Community learning center/ think about what elements could be included, purpose: to integrate community/ learners into a wholistic learning process (<i>Diana Behtel, Robyn Hutchinson, and Reem Bahgat</i>) • Identify key factors of balanced whole human life experiences • Develop programs for the concepts of death and treatment of the dying • Free writing (<i>Laura Hsu and Devi Golembo</i>) • Develop funding sources for Transformative learning • Create handbook of Transformative learning (<i>Helen Heal</i>) • Refer to key factors and challenges when developing tool and resources • Art of focused conversation for schools, published April 2001 (<i>Jo Nelson</i>) • Experiment with ways to validate Transformative learning (<i>Helen Heal</i>) 		
<p>By the end of year 2002 we will have created a vision statement for the role of WLL in Guatemala in 2004.</p>		<ul style="list-style-type: none"> • Create a 2004 conference committee- <ul style="list-style-type: none"> ○ Decide how to include Transformative learning in next conference ○ Provide 'space' for natural 'alliances' connections (in the conference schedule) • Moments of anarchy at next conference (<i>Reem Bahgat</i>) • An international conference needs to be inclusive - language/foods and technologies for visual/audio exchange- Creating translation facilities for all (<i>Reem Bahgat</i>) • Explore ramifications of 'team' learning (<i>Robyn Hutchinson</i>) • Organize and adventure appropriate to site of next conference 		

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