

The Network Exchange

May 1990



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NEWS BRIEFS

THE EDGE OF THE KENYA WORK

Contracts with the Ministry of Agriculture to provide the community participation component in the Small Scale Irrigation Development Project (SSIDP) brought in 27% of ICA's income in 1989. A contract to continue the present leadership training and planning with farmers in the Kisumu area was just signed. This is a full-time job for six staff over the next two years. In addition, smaller teams are working with a number of irrigation schemes in the Mt. Kenya area and the Rift Valley team is just starting their new contract. The SSIDP is funded by the Dutch government in a long term arrangement with the Government of Kenya. These contracts are a key strategy in demonstrating how the government and NGOs complement each other in the field, as well as making the ICA less dependent on grants.

Solar cookers are being introduced to 20 women's groups in western Kenya through a Helvetas grant. The cookers save money and prevent the depletion of forests.

A programme of strategic planning with 60 women's groups across Kenya provides strategic planning, facilitator training and exchange visits for the purpose of increasing their capacity to manage their own programmes.

A new programme in income generation was launched on the coast with 15 women's groups. The first five day course "Choosing the Pathway to Successful Income Generation" is preceded by market analysis and followed up by implementation of the selected income project.

ORGANIZATIONAL UPDATE

The ICA in Kenya has 46 Kenyan staff, three full time and one part time extra-nationals. They are located in Nairobi, four rural training centres and two rural outposts carrying out programmes in most Districts in the population belt. While there are many programmes in health, water, sanitation, income generation, community participation, strategic planning and training Development Committees, a major focus now is the sale of the

interim facility at Rose Ave. This will enable the purchase of land for a larger facility near Nairobi. Proposals for construction are submitted to ODA and the EEC.

Recent changes, which keep life lively here, include Oscar Damen taking a position with the Ministry of Agriculture in which he is assigned to help the ICA irrigation work half time. Beatrice Imali will move to Ahero to fill out the team there; and German Gituma, Nzilani Mutua and David Simiyu are assigned to the new irrigation team work in the Rift Valley. In order to release staff housing, several people have taken apartments near by. The Powells live one km away; Frank is working as an independent consultant and Sandy started working in the CARE Regional Training Office in April. The Packards are just a half block up the street experimenting with "family" living prior to their return to the U.S. in August. The Smiths and Elisabeth Castiglioni continue at Rose Ave. The Bergdalls reside in Lusaka where Terry is working with the Swedish Cooperative Centre and Pam is working on the Southern Africa Grassroots Training Programme.

ICA Kenya, P.O. Box 21679, Nairobi, Kenya

PROGRAM CAPITALIZATION FUND BULLETIN

The PCF Committee (Mary Coggeshall, Don Elliott and Don Moffett) of the ICA: USA Board of Directors has reviewed the status and the proposed direction of the PCF. ICA staff have been involved in this process. The result of our review follows:

- 1) PCF will continue as a revolving fund. It will make loans to enable ICA's staff in the application of capital resources to their missional work.
- 2) No additional loans can or will be made until those currently outstanding are clarified (Paid, written off or substantiated as viable). This should be done by November 1990.
- 3) Interest income may be allocated to: a) Capital account, b) PCF Operation expenses (fund raising, management expenses), or c) ICA Accountability Management.

WORLD CONFERENCE ON EDUCATION FOR ALL

Evelyn Philbrook represented the ICAI at this conference, held from 5-9 March 1990, in Jomtien, Thailand. UNICEF, UNESCO, UNDP and the World Bank sponsored the event. Evelyn commented, "I have always been very trusting and very naive. I have discovered that this is a choice to pretend to be ignorant. I have also been very stoical, very angry and very much a pharisee. I have also discovered that I am a woman of faith. I found myself to be all these at this conference."

The WCEFA Conference was held in the tropical country of Thailand. With over 1,500 delegates, and an equal number of observers, workshop facilitators, and exhibit and press personnel, one would think that this multi-national, multi-racial crowd could be spotted anywhere at the beach resort. Not always so. The huge facility easily housed all the guests in different complexes and swallowed the group with its numerous convention halls which had the feel of an elegant theater equipped with plush rugs and sparkling chandeliers, while the space at times felt like an indoor football field. The main hall holding the curved rows of delegates listed alphabetically by country (with the NGO's seated behind Zambia and Zimbabwe) was the awesome centre for symbolic speeches and austere gatherings. The real drama seemed to take place in the drafting committee itself, with diplomatic axing and voting over the words to be used in the final Declaration and Framework for Implementation guidelines.

I found myself asking, "What is the Institute of Cultural Affairs International doing here? Why is this an important event for us to attend?"

The Institute of Cultural Affairs International applied and was recognised as one of the 137 non-governmental organisations to be delegates at this conference. The NGOs as a community have always been observers, but not necessarily delegates in shaping the policy guidelines which large fund-

We are part of an historical event.

ing agencies follow in the UN network. Those who have fought and won this battle for NGOs gave the ICAI an opportunity to be among the first NGO delegates invited and attending as full delegates. We are part of an historical event. This made a substantial difference to the final document because NGOs held opinions that are needed for educational progress.

I believe this happened because of events like the Women's Decade Conference in Nairobi, Kenya, which had very exciting NGO workshops outside the UN conference construct. And also because the NGOs have demonstrated that they can

produce, particularly in Third World countries. Some NGOs are huge networks, like the Catholic church, or the labour unions. But we are among a smaller group of networks which have the flexibility and possibility of creating new structures, models and demonstrations in education and development, unlike many others.

There seemed to be several different types of phrases repeated throughout the conference. One was HOLISTIC. Meaning that education is a part and parcel of the total society in which we live. "Global and environmental" are part of this holistic approach. Another was PARTICIPATORY. This was referred to in the context of developing cognitive thinking rather than simply verifying quantitative materials or skills. It was also used when discussing the inclusion of parents and the greater community to create an environment of healthy learning. LIFE-LONG LEARNING, train-

The evolving revolution of change around education in the economic/environmental/community development sectors is a place where we need to keep our eyes open.

ing for the child at birth, pre-school, primary, secondary, higher education, and the elderly all were touched on. Innovation with the use of DISTANCE LEARNING instruction like computer conducted courses, video cassettes, and radio training all had their place in the conference.

The issues that were hot points at the conference had to do with making sure women and girls (2/3 of all illiterates), the disabled, refugees, and national political minorities also had opportunities for education. For the Third World nations, the news of the World Bank doubling their allocation to education over the next ten years was both positive and wary. The debt payment rescheduling then became the topic that never left the floor again. The protection of education budgets from debt repayment was a resounding consensus. The question was asked, "Why does the World Bank want to focus on education now?" (The answer in economic and assessment roundtables became very clear. The workforce which is educated up through primary grades can produce and exceed production expectations given the right work environment. How does a country train and maintain human capital as a resource for economic progress?)

As I look at the time I have spent in developing countries, I know that the nations who are moving or have moved to the Newly Industrialised Country

status with outside resources and technology coming in to employ an educated workforce are much sought after. Therefore, since the timing is right to emphasize education, all should benefit, whether factory labourer, or farmer.

Whether we look at motive or morals is not the issue we want to address directly. The evolving revolution of change around education in the economic/environmental/community development sectors is a place where we need to keep our eyes open. The Institute's programmes with companies in Strategic Planning, the training of the clerical workforce in Training Inc., Residential Learning Centres for youth, and our core curriculum with Imaginal Education are still powerful, motivational, life changing tools that can assist in the shaping of society. How do we be Earthwise in our strategies to provide what the wave of history is calling for?

A dispute broke out the night before over the final presentation for the NGOs at the closing plenary. I had not said anything up to that point, but felt it necessary that NGOs not be seen as flaming fanatics, (no minority reports, or displays of dissent please! All the NGOs have worked too hard to finally be recognised for their work in the UN, only to be kicked out later) nor do they need to be seen as "yes" men. We are free agents and must speak as we see fit, but not on behalf of the NGO delegates that might not be present.

As a result of this disagreement, I was elected to give the closing speech to the plenary representing all the NGO's. I read a statement prepared for me by the Interim NGO Committee. It should have been Daniel Waegner, Ba'hai International, the elected NGO Vice Chairman to the UN, but he said he would not disagree with the final document at all, which caused all the problems. Anyway, Robert Thomas did most of the writing with the help of Odell Moreau, and Daniel was recognised for his role by presiding over the plenary which called for a consensus on the documents. If you want a copy of the speech, you can have it, but it just reiterates the NGO perspective in education and the obligation to side with the nations of

**How do we be Earthwise
in our strategies
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the South on their debt repayment statement. By the time all the speeches were finished, our report was mild, and the World Bank responded to say that they will look into a solution for debt repayment which received a hardy round of applause.



"If you came to hear about the true edges of education, then you came to the wrong conference. I was more excited on reading the Alerdings' report of their education conference, the two papers from the Packards in Kenya, Ronnie Seagren's insights on Imaginal Education, the work in Chicago, Phoenix and Seattle, knowing that Brazil and Portugal are still dealing with preschool and adult literacy and finally receiving the key 7 Intelligences chapters and chart from Donna Wagner than anything that I heard at the conference. There were a few moments that something came through loud and clear. Like the early childhood roundtable...delightful, clear presentations. Or the culture roundtable asking the question of how to measure the worth of a human being and their culture, and not competitive memorization quotas. And participatory education leaving people with questions and no real answers about what is required for development today. The problem was that it was not ever clear how this whole thing held together. One felt that there was so much wisdom in the room sitting next to you, but only daring overcame the possibility of talking with someone and exchanging cards."

RIO BONITO INTEGRATED RURAL DEVELOPMENT PROJECT

The Rio Bonito Integrated Rural Development Project funded by the Kellogg Foundation completed its first year having assembled a complete staff, established working relationships with the target communities and various agencies and organizations, completed the baseline surveys, and initiated all basic program activities.

ETDH

Escola De Treinamento Em Desenvolvimento Humano trains people in practical leadership skills, community and organizational planning, team motivation methods, development principles and effecting social change by changing images.

Vignette. During the ETDH a youth from Catimbau Grande surprised the faculty by offering to lead a roundtable discussion in his own community. He had always been a quiet person and very seldom spoke out in front of a group. After the roundtable, in which he did a very good job of leading, one of the staff asked why he had decided to lead it. He said that during a session earlier in the course, on the importance of images and their relationship to behavior, he had realized that applied to him directly. He realized his reluctance to speak in front of a group was related to his self-image that he did not have anything important to say. He wanted to change this self-image to one of being a competent leader. So when the staff asked for volunteers to lead the roundtable sessions he saw it as an opportunity to adopt a new image and volunteered. Today he is president of the Catimbau Grande Youth Group.

ATIC

Assistencia Tecnica Para Iniciativas Comunitarias trains grassroots leadership and empowers community residents to organize themselves and develop their own projects.

Vignette. Catimbau Grande, a predominantly rural worker community of 100 families, has traditionally had two sports teams, volleyball and soccer. Typical of the general divisiveness in the community, the two teams represented different groups and not only did not support each other, but fought continuously over the use of the community's only playing field. During the youth forum several members of the volleyball team were reflecting on how the community's general disunity was a block to resolving the community's problems and, in the course of the conversation, realized they were part of the block. The next Sunday the volleyball team showed up at the weekly soccer game and rooted for the community team. Today, both teams support each other and are working together on a project to improve the community's sports facilities.



CRESC

Cresciento Saudavel De Crianca is a community based preventive health program focused on families with children under 6 years of age.

Vignette. The CRESC program is based on the assumption that community residents are an important and often overlooked resource in an effective overall public health program. They have the capacity, and if approached correctly, the interest and motivation to be trained and function as effective community health workers. This was confirmed in Lavras, Catimbau Pequeno and Mata where the health orienters were trained and had begun making home visits before being told they would receive a small monthly remuneration (US \$15).

IMAGINAL EDUCATION

The Imaginal Education program provides practical training and support for rural teachers in learning new teaching methods and in developing the school-community relationship.

Vignette. While brainstorming ideas for how to increase school-community integration in Mata, the Imaginal Education team and the school director came up with the idea of a kind of treasure hunt that would require the students to talk to community residents in order to complete their tasks. The students loved the idea and participated enthusiastically. The tasks were fun and educational. They researched local history, how to milk a cow, how to make a garden, etc. The President and past-President of the resident's association were interviewed along with many others. It was a very productive effort. On the final day, the teams received prizes and felt honored by their accomplishments. The most gratifying comment came from a mother who has a son in the school. "I asked my son if he could go to the field today to help his father and he said to me, Mom, I can't miss school today, I have some very important work to show my teachers."

REGIONAL SYMPOSIA

Regional Symposia are interchange and collaboration events designed to bring together people involved in rural development from three to five municipalities to share their experience and explore possible ways to coordinate their efforts.

Vignette. Sr. Vander, President of the State Honey Producer's Cooperative, came to the first day of the symposium intending to stay only a few hours.

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ICA ZAMBIA

ICA Zambia has for the past few years been making a transition into a legitimate Zambian NGO, and 1990 may be the year when the possibility will come to fruition. The staff, consisting of eleven Zambians, has been involved in sustaining the organisation primarily through four different arenas since 1987. First, using contacts made during the HDTI in 1987, they have gotten short-term contracts to train other NGO field staff and to conduct village planning events for various organisations working at the grassroots level.

Secondly, they have, through CIDA and District Council Funding, been carrying out a Ward/Branch development programme aimed at training Ward and Branch leaders in community development methods and assisting villages to create and implement their own plans.

Thirdly, also under the CIDA-funded Southern Africa Grassroots Training Programme, Florence Chitkatula and Voice Vingo have been involved in taking the 'technologies of participation' to NGOs in Botswana and Malawi, along with Sandy Powell and Pamela Bergdall from Nairobi. This programme has been instrumental in developing staff skills and getting the ICA known throughout Southern Africa.

Currently, the eleven staff members include Ackim Chimusanya, Florence Chitkatula, Billy Lubeska, Stephen Moyavle, Patricia Mudenda, Royde Mulele, Agnes Muyaule, Peter Nchenensi, Grace Phiri, Voice Vingo, James Wambia.

According to recent external evaluation, the work of the ICA Zambia is good and is considered

to be a very necessary activity that no one else seems to be doing at this time in Zambia. However, the evaluation also revealed a number of organizational and administrative constraints which seriously affect the creative implementation of the programmes of the staff. The eleven ICAZ staff members have much experience with implementing programmes at the grassroots level and training people in participatory methods, but have little expertise in managing an organisation. To deal with this, the staff is in the midst of reorganizing and searching for a Zambian Administrative Secretary. They have held two week-long staff workshops to create organizational and financial policies with Pamela Bergdall facilitating the process.

Key strategies for the future include continued work with the Ward/Branch development programme in the Districts of Zambia. The Training Centre in Kapini will play an increasingly crucial role as it provides the venue for training not only village leaders and Ward leaders, but also extension officers and NGO field staff. They have written reports on their work and have also created several proposals for what they need to do in the future.

The challenge ahead, upon which their future really depends, is the creation of partnership between the staff, the new Administrative Secretary and the Board of Trustees. A new CIDA grant will give them a great opportunity this year to fund the Administrative Secretary and get things going.

Contributions of \$200 to \$2,000 would greatly assist ICA Zambia during this time of institutional strengthening.

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

ROCKEFELLER BROTHERS FUND

1290 Avenue of the Americas
New York, NY 10104
USA

BACKGROUND

The Rockefeller Brothers Fund was founded in 1940 as a vehicle through which the five sons and daughters of John D. Rockefeller, Jr., could share a source of advice and research on charitable activities and combine some of their philanthropies to better effect.

PRESENT FOCUS

The Fund will make grants in four general areas:

One World is made up of two components, Sustainable Resource Use and World Security. The first is to encourage more efficient and renewable use of natural, human, and man-made resources. The second is to strengthen arms control, improve international relations and encourage development, trade, and finance.

New York City, to improve the quality of life in New York.

Non profit sector, to promote the health and vitality of the nonprofit sector, both nationally and internationally.

Special Concerns, to support emergency situations and compelling new opportunities.

GRANT CRITERIA

A preliminary letter of inquiry is recommended for an initial approach to the Fund. The review of inquiries is ongoing throughout the year. Most grants run between \$10,000 and \$75,000.

Having never submitted proposals to date, no grants have been given to the ICA

LESTER BROWN /WORLDWATCH INSTITUTE

In the last five years Worldwatch has put into the last chapter of its annual *State of the World Report* a set of steps or how to's relative to saving the planet. This year we decided to create a vision of a sustainable global economy. Most thinking is focussed on what won't work. The issue as we perceive it is our limited consciousness of what such an economy could look like, not how we get there.

So we asked, "What would an environmentally sustainable global economy look like?" First we would say that life in a sustainable economy will be more pleasant, there will be less anxiety. Second, it would be different from 24 billion tons of topsoil loss, uncontrolled population growth, continual cutting of trees and plants, accelerating climate change. It would satisfy our needs without jeopardizing future generations.

Knowing no models are available, we asked, "If we were to paint a picture of what life would look like, what principles would apply?" Assuming the birth and death ratio would balance, tree cover, greenhouse effects, and soil loss would be stabilized we then decided to paint a picture of *What Life Could Look Like In The Year 2030*, which is closer to us now than World War II. We determined that this picture would:

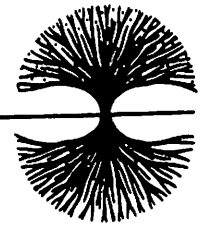
- 1) Satisfy the principles above.
- 2) Use only existing technologies.
- 3) Not use power by fossil fuels but renewable resources like plutonium and solar.
- 4) Population projections would not increase but stabilize at eight billion or decline.
- 5) Incorporate more efficient use of energy.

Transportation: The bicycle will become the dominant mode of individual transportation (2/1 or 5/1 in relation to cars). In urban areas, public transportation will predominate. Bicycles weigh an average of only 28 pounds per person versus about 375 pounds per person for cars and allow for mobility. They could be used in cities for trips of less than 5 miles. People will use them if they are safe; we need to make bike-friendly transportation. Cars will use fuel that gets 70-90 miles to the gallon equivalent to today's gasoline fuel.

Housing: In Saskatchewan, Canada they have designed super-efficient houses which use body and appliance heat. The construction uses baseboard heating; it doesn't pay to use furnaces. The technology can be expanded and used for cooling as well.

Alternative Energy Sources: We felt our 40 year time frame was realizable without new technology. We built our vision on what has been demonstrated as possible now because we want to warn against the illusion of relying on technological fixes.

Electricity will be generated only 1/5 from



hydroelectric power. Wind will be expanded rapidly. In the Great Plains many ranchers can make more money selling wind-generated electricity than cows! Wind could be the source of 1/4 of all USA electricity.

Solar/thermal energy converts 22% of sunlight into electricity. At 8 cents an hour it is already competitive. In the USA, North Africa and the Middle East, Soviet Union, India and China deserts could produce solar energy. Already in the Philippines, geothermal energy has replaced petrol. Hydrogen fuel production is also possible. Old industries will fade. New professions will emerge, like - wind prospectors, solar architects, energy auditors.

Wastes: Before 2030 there will be mandatory recycling rather than landfills. Recycling will replace garbage collection. People will use recycled versus virgin material.

IS THIS A VIABLE FUTURE?

Current trends of environmental degradation undermine our global economy. Environmental degradation leads to ecological decline which leads to social disintegration. There are also hopeful trends. These include the increasing level of public concern - such as Earth Day, expected to be the largest public demonstration in history - and the winding down of the cold war. People and governments have come to see that the threats we face are not ideological but environmental. The level of interest and of media coverage is up.

New values are evolving. Materialism is not going to make it. Acquisition of material goods beyond needs for well-being is on its way out. People will be judged by who they are versus what they possess. They will be concerned about their real needs versus contrived needs. If we do make it, it will be in this way.

TO MAKE IT TO 2030, ENVIRONMENTAL DEGRADATION MUST CHANGE IN THIS DECADE. Each year the world needs to have a physical examination to measure its forests, deserts, top soil, ozone, plant/animal population, greenhouse gases, pollution, acid rain. Whether we make it or not depends on you.

Excerpts from his talk delivered in Brussels in February 1990.

BOMBAY'S PRIVATE SECTOR WORK

Dennis Jennings, an ICA staff member from Chicago, spent five weeks in India, October-November, 1989. He attended the Asian Economic Network Gathering and did marketing and facilitation with the ICA Corporate Services staff. Dennis visited ICA projects and some of the spiritual sites of India. He reports that the ICA staff in Bombay are doing very sophisticated and professional work with the Indian private sector. Under Rajiv Gandhi much of the government regulations of industry were removed, exposing Indian companies to the increasingly globally competitive forces. India finds itself dealing with the same market realities of mass customization, continuous product and service improvement and customer responsiveness that all companies do. These companies want to use the latest participative management methods and processes. ICA has become a well-known name in Indian private sector networks.

In India the spirit-religious dimension is always right under the surface. There is less resistance to talking in spirit-mythic language in the East than in the West. On Indian national TV the Godrej Company is sponsoring a weekly series on the ancient Indian epic, the Mahabarata. The response there is very much like the response was in the West to Joseph Campbell's myth series. Sunday mornings from 9-10 am everything stops in households, hotels and businesses as people watch the Mahabarata.

This spirit-religious dimension is reflected in the organizational transformation that ICA: Bombay is doing with private sector companies. For example, a group of twenty-eight managers from the Crompton-Greaves Fan Manufacturing Division, when asked to give titles representing the kind of spirit they wanted released as a result of their task force implementation work, drew upon the pantheon of gods and goddesses from Hindu tradition. The title for their whole quarter was "JEEVAN

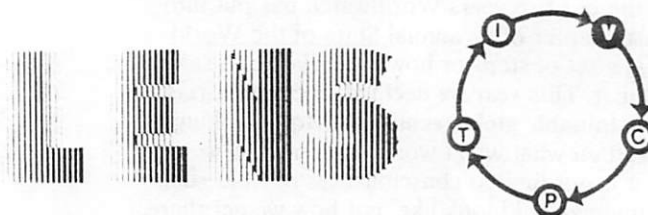
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He ended up staying the whole day, asking someone else to take his place at an important speaking engagement so that he could return for the second day. He commented, "this is too important to miss."

AMAR

ASSISTENCIA MOVEL PARA AUMENTA DE RENDA is income generating skills training and small enterprise development for men, women and youth in low income rural families.

Vignette. One day, Sr. Damiao, the Project Director, was visiting a small producer in Catimbau Grande who he had trained in bee-keeping. The young man had become quite successful in bee-keeping. But he also had the use of about 25 acres of land, which he did not work. On this occasion



JYOTI" ("the soul which is the tissue/body"). Most intriguing is the "Open Heart" task force, whose intent is to create a culture of openness throughout the division and to bring people together on a common platform essential for sharing. The first step was the recognition of memos between managers and supervisors as a dishonoring top down approach indicating a lack of trust. As a result, they are developing face to face dialogue approaches to create solutions to production and quality concerns.

LOCALLY LED INTEGRATED PARTNERSHIP IN PUNE

In the Pune district of India, the ICA work has entered a new phase, led by village people who have gained the skills, confidence, and commitment to serve others. They work in an integrated rural tribal development cluster which features an innovative water development scheme. These leaders view their work in village development as a partnership with private businesses providing funding, government agencies assisting with systems, voluntary organizations like the ICA facilitating the development process, and local people doing the development. The ICA staff in Pune also trains businesses and local agencies in development approaches and methods.

ICA: Bombay, 13 Sankli St., 2nd House, Byculla, Bombay, Maharashtra 400-008 INDIA

Damiao asked the fellow why he only kept bees when there seemed to be so much potential for other activities. His response was that the beekeeping took all of his time. Damiao, expert beekeeper himself, could tell from the size of the beekeeping operation that it should not have occupied more than 25% of his work time. Damiao realized his block was his perception and management of time. Seeing this, Damiao sat down with the fellow and drew out a week's calendar, showing how he could focus his beekeeping activities in 2 afternoons a week and have the rest of his time free to develop other income generating activities. Today he is raising goats and pigs, has planted black beans and cassava and is building a pond to raise fish.

ICA: Brazil, Avenida Graca Aranha 416, sala 1115, 20030 Rio de Janeiro BRAZIL

LITERACY TRAINING. COUNT US OUT

Literacy is a wonderful thing. The access to information and ideas which it permits can only be described as "life changing". But we have decided not to undertake any adult literacy training in our rural development project. Why?

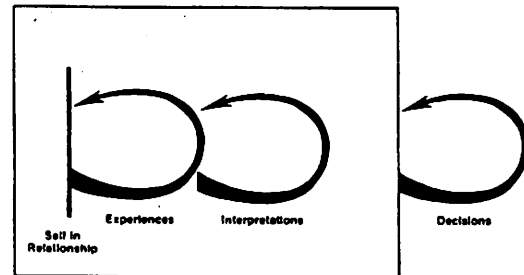
The road to literacy starts with learning a second language - French. For virtually all village people, and most urban dwellers, French is a second language. Fortunately, children at the age of entering school seem pre-programmed to learn language, they learn quickly in spite of overcrowded classes and minimal materials.

But in spite of a massive government school effort, there are few literate people in the villages with whom we work. The cultural milieu remains essentially oral tradition, with no readers and no reading materials available in the villages. Why is that? Because literate young people nearly always migrate to the cities, leaving illiterate older people behind. These older people, neither French speaking nor literate, have an energetic oral tradition.

Literacy training, beginning with French language training, is a prolonged and labor intensive prospect for people who have never been to school, never learned to hold a pencil or even recognize a two dimensional figure. How many thousands of hours must be spent before such a person achieves basic reading skills, let alone fluency? African peasant women are known to work 18 hour days already. Where will those thousands of additional hours come from? Where will the necessary training staff come from? What else could be done with that effort and personnel?

We have found that quite a bit of useful education can be achieved with much less effort. How? Using oral tradition skills to advantage, getting curriculum translated into local language, and using the simple technology of battery-powered cassettes to transmit that curriculum. The use of cassettes gives the women control over the hour of the training. They are prepared to sit and listen after their day's work is complete - a time when an outside trainer would be unavailable to the village. The curriculum on local language cassettes can deal with concepts which are much more complex than could be handled if the material was being presented in French to struggling literacy students. Attempt, for example, to explain the problem of AIDs in the vocabulary available to an adult reader. Compare this to the immediate comprehension achieved when the same curriculum is translated into oral form in local language.

Yes, women taught this way learn very well. You are letting them make use of their strongest skill (oral tradition) rather than trying to get them to make use of a previously undeveloped skill



(literacy). You are honoring them by presenting material in their own language/culture rather than forcing them to feel like second-class learners struggling along in French. We use oral examinations at the end of each unit or chapter, and encourage the women to talk among themselves to decide the answer to each question. This talking and reflecting among themselves also enhances learning, and the pattern of corporate work is much more culturally appropriate than singling out an individual for a response.

Ken Gilbert, ICA: Cote d'Ivoire, 01 BP 3970, Abidjan 01, COTE D'IVOIRE

IMAGINAL EDUCATION IN SINGAPORE

"I have just returned from Singapore after teaching an Imaginal Education Course with Larry and John. We left two days after I arrived back from Thailand and basically let the original format stand on it's own. We did a six module (3 hours each) version in two days with the 25 preschool and kindergarten staff of the Presbyterian Welfare Society - which runs 11 centres in Singapore. Rev. Newman Tew and his wife Nancy (former ITI grads) run the programmes (Symond Kock is on their board).

They wanted some training for their core staff and the Imaginal Education Course is still one of the best we have because of the methods training it provides. We charted Kenneth Boulding's "Image" paper, learned how to use the Artform Conversation, Lesson Planning with the Symphony of Success, did the Workshop methods, and created a Wall of Wonder and individual declarations. We used Karate Kid I as the movie, and had fun with all the classical stories, (Prince and the Magician, Long handled Broom, Immense Journey etc.) the Emerging Generation curriculum, songs and rituals from 5th City.

We had a fantastic time! It was good to rehearse "The Way Life Is", and begin to think through how we might use the 6 Thinking Hats from De Bono, the 7 Intelligences from H.K. Gardener and Jean Houston exercises.
Evelyn Philbrook, ICA: Kuala Lumpur, Lot No. 9889, Lorong Awan Biru, Bt. 5, Jalan Kelang, Taman Yarl 582200, Kuala Lumpur MALAYSIA

DUNE STAR INDIANA

We're working on setting up a spot in the Indiana Dunes for some programs, some R & R, and a place for "meshworking" of women's leadership, that's a little tighter weave than networking and connotes delivering one's resources to do something, perhaps together, or taking inspiration to more solitary pursuits.

I've been reflecting just this week on the connectedness, exposure, travel reality of global community. I put Lynette Shanklin-Flowers on the plane to London for a Re-evaluation Counselling Conference (She and I are both teaching this).

I got a postcard from Jan Sanders from Brazil. Kate Howard Paxton just called. She leaves for Paris on Thursday to do some composing. My co-counselor is in Thailand. Joann Canon just returned from the Soviet Union, Citizen's Summit II on the Environment. Whew!
Alfreida Wilkins, Chicago, Illinois

SEATTLE WOMEN

We're enjoying a monthly gathering of women who have been connected with the ICA over the years - there are a gob of us around this area: Del Morrill, Anita Chandler (Morrill), Kathy Bauknight, my Mom (Ruth Rawson), Dorothea Jewell, Maxine Norton, Molly Shaw, Nancy

Lanphear, Peggy Wiltse, Jean Poole, Marion Karpoff, Sharon Robertson, Martha Dempster; Sharry Lachman - and others! We have a potluck dinner and sometimes a special program. But nothing very formal. It is time to share, enjoy each other, and stretch our imaginations. One of the most fun things is "storytelling"!!

Claudia Cramer, Seattle, Washington USA

BRUSSELS WRITERS GUILD

The Brussels Writers Guild has been meeting since December 1989 from 8:00 to 9:30 pm on the first Wednesday of each month at rue Amedee Lynen 8 B-1030. Initiated by Nelson Stover and Donna Wagner, the Guild draws writers from across the city who wish to develop their unique writing style through interchange with others in the profession.

The procedure is for each person to distribute copies of the piece for which they would like to receive feedback, prior to the meeting if possible, at the meeting if necessary. Each piece, no more than three pages, is read aloud and persons comment on its appeal and ask questions to help the author clarify its literary thrust. All genres of writing are explored.

Donna Wagner, Brussels, Belgium

SEEKING ECOLOGY WITH DEVELOPMENT OPPORTUNITY

This article is a statement of interest in programs and/or contacts related to ecology and development. I am looking for opportunities to either help conceive or develop projects, consulting services, or educational programs that integrate development with ecology, in the case of developing countries; and redevelopment with ecology, in the case of developed countries. I have some preliminary concepts and ideas in the areas of technology transfer and re-evaluation, educational approaches integrated with ecology, value system issues, and human ecological interface/intervention analyses and education. **I am interested in corresponding with anyone who feels that I could be of help in these areas based on my experience and education.**

I am currently finishing an educational program here in Brussels, following a career in engineering. My latter experience extends over 16 years and includes product design, mechanical design, energy

studies, environmental impact assessments, water and wastewater treatment engineering, fish hatchery design, construction management, marketing, and engineering management. I also have extensive computer applications experience. In July 1990 I will complete a Master Degree Program in Human Ecology at the Vrije Universiteit Brussel. The course embodies a broad perspective of the causes, effects, and interrelationships involved in the present ecological crises faced by the planet earth.

If you or someone you know have or are considering programmes or projects that fall within the general areas I have listed above please contact me so that we can discuss detailed possibilities. My name is Lee Hatcher and I am presently located at ICA Belgium, Rue Amedee Lynen 8, B-1030 Brussels, Belgium. You may also contact me by phone (please leave a message); 32-2-219-0087, or by FAX (best); 32-2-219-0406.