

**GLOBAL ORDER COUNCIL**  
**Order Formation/Education Report**

**ORDER**  
**FORMATION/EDUCATION**  
**NETWORK**

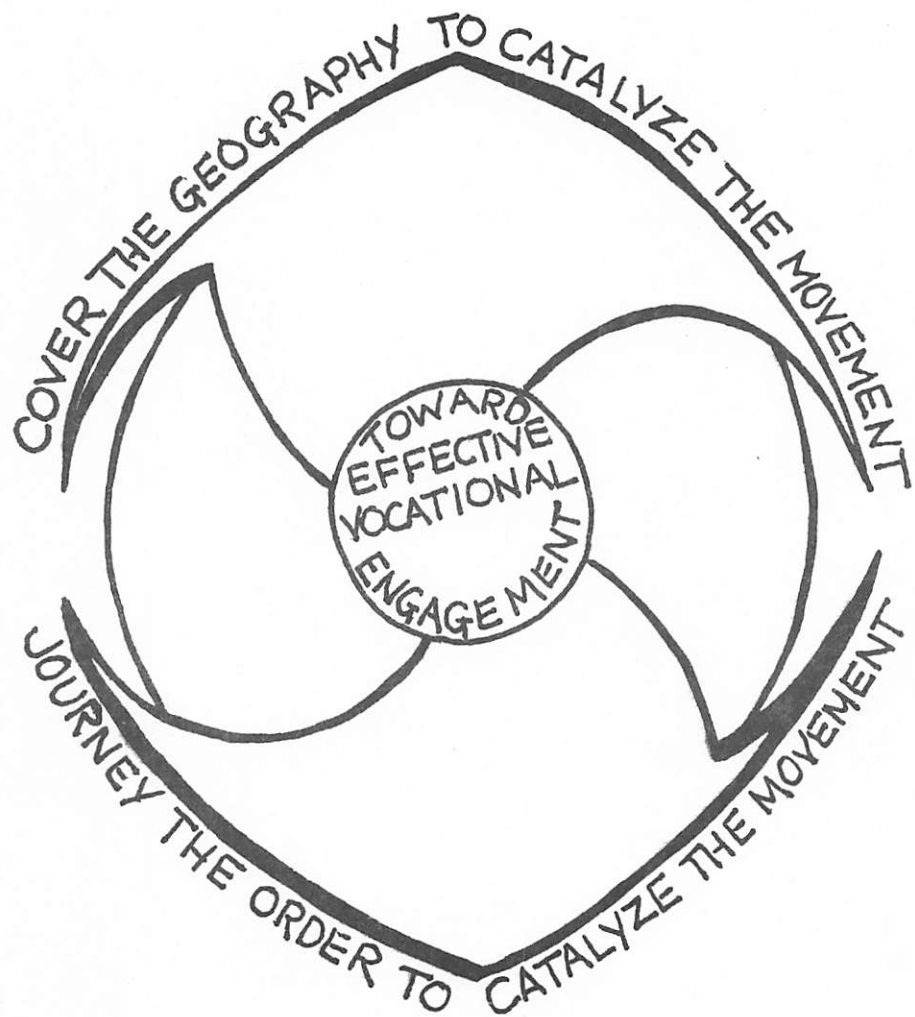


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1. We recommend that a new Academy construct be created over a phased 4 year timeline by Quarter IV 1988. The next Academy would be taught in Quarter I 1985-86 and would include two newly designed modules.
  - The Training and Formation Service Band assigned to Brussels will design the overall curriculum, finding ways to dialogue with both the world and the Order.
  - They will coordinate the development of new modules with at least one Primary Unit per continent participating in designing and testing them.
  - Every Primary Unit will provide input regarding content, language and audience.
  - A model for the training of continental faculties will be built.
  
2. We will create by 1985-86 a three-month global programme to be held yearly for the Order, with a phasing rationale to ensure every Order member's attendance.
  - The Global Formation and Training Service Band team located in Chicago will take primary responsibility for developing this model in consultation with those designated to participate in the first programme. They will build a model for funding, construct, and implementation.
  
3. During 1984-85, we will hold two Communication Skills Training Schools in India, one Communication Skills Training School in Kenya, and one Communication Skills Training School in Latin America.
  - A curriculum will be designed using NST, GLS, ATS curricula as a base for a global outline.
  - A team of four assigned from the Formation and Training Network will work on this.
  - Continental decision relative to scheduling and to assigning additional staff.
  - The continental staff will adapt curriculum to local setting.
  
4. We will have three Centres of Imaginal Education operational in Chicago, Nairobi and Bombay.
  - That the staff be assigned globally.
  - That the Chicago centre disseminate constructs and Curriculum Pillars to the Primary Units.
  - That each location create the appropriate form for curriculum implementation based on circuit design, family conversations, etc.
  - That the three Centres of Imaginal Education will share constructs between themselves and the continents.
  
5. High School Youth be assigned in response to the following values:
  - Educational opportunity and continuity of high school location.
  - Moving into Anchor Houses over two-year phasing period.
  - Consideration of family relations and individual journeys.
  - Global assignments of Primary Units through Assignments Task Force, to which back-up data has been given.

POINTS OF CONSENSUS

6. Each Primary Unit will implement a quarterly intensive training model including the Global Context, Life Journey components, Communication and Language schools, Spirit Life Guide skills, Leadership skills and House Life Styles for all of the Order.
  - The Primary Unit decides the form and phasing in the light of its critical local needs. Training constructs are designed in cooperation with other Primary Units and the Formation and Training Band and are interchanged globally.
  - Primary Units pursue accreditation for participation in our programmes.
  
7. A global experiment in each Primary Unit to prioritize target audiences and create appropriate strategies to focus enlistment efforts.
  - Incorporate the selection of Primary Unit Enlistment Targets into Continental Strategies, Quarter I, 1984-85.
  - To interchange and evaluate enlistment efforts at continental meetings and 1985 Planetary Network.
  
8. The Primary Unit is the initiating point for the Order Formation/Education Band. It operates in the context and with the support of other Primary Units in the continent, including the Global Service Centre.

WHY AN ACADEMY?

1. Building the Movement and the Order
2. Continuing on the edge of the new paradigm
3. Providing a globalizing experience
4. Intentionalizing and intensifying the journey
5. Connecting the Global Brain - the synapses of the brain
6. Knitting together the developing and the developed world
7. Sharpening priorship skills

CONTEXT: In a time of formation, an Academy programme is a key tool for our future.

RECOMMENDATION: We recommend that a new Academy construct be created over a phased 4 year timeline by Quarter IV 1988. The next Academy would be taught in Quarter I 1985-86 and would include two newly designed modules.

MECHANISMS:

1. The Training and Formation Service Band assigned to Brussels will design the overall curriculum, finding ways to dialogue with both the world and the Order.
2. They will coordinate the development of new modules with at least one Primary Unit per continent participating in designing and testing them.
3. Every Primary Unit will provide input regarding content, language and audience.
4. A model for the training of continental faculties will be built.

PHASING TOWARD THE NEW PARADIGM  
ACADEMY

NEW PARADIGM ACADEMY JOURNEY			
BUILDING NEW PARADIGM MODELS	DEMONSTRATING NEW PARADIGM ACADEMY MODELS	CONTINENTAL FACULTIES FOR NEW PARADIGM ACADEMY	CHINESE ACADEMY
84-88	89-92	93-96	96-2000

BUILDING NEW PARADIGM ACADEMY MODELS			
INITIAL MODEL CREATED	NEW PARADIGM ACADEMY LAB-- BRUSSELS	NEW PARADIGM ACADEMY LAB BRUSSELS AND/OR MANILA	NEW PARADIGM ACADEMY LAB MANILA, CARACAS, NAIROBI
1984	1985	1986	1987

EMERGENCE OF THE NEW PARADIGM ACADEMY 1984-85			
ASSIGN BAND MEM- BERS TO BRUSSELS; ASSIGN AT LEAST ONE PRIM. UNIT PER CONTINENT	DESIGN OVERALL CURRICULUM FORMAT; DECIDE TWO MODULES FOR RE-CREATION	TEST & REFINE MODULES; RECRUIT FOR QTR I, 1985-86	REFINE CONSTRUCTS
QTR. I	QTR. II	QTR. III	QTR. IV

Our intent for this programme is to deepen the individual journey of every Order member, to rehearse and globalize our common memory as an Order, to intensify our engagement in our edge methods, and to extend our global research. We see this initially to be an experiment towards developing a unique tool for deepening formation and global corporateness within the Order.

#### CONSENSUS STATEMENT:

We will create by 1985-1986 a three-month global programme to be held yearly for the order, with a phasing rationale to ensure every Order member's attendance.

#### IMPLEMENTATION MECHANIAM:

The Global Formation and Training Service Band team located in Chicago will take primary responsibility for developing this model in consultation with those designated to participate in the first programme (1985-1986). They will build a model for funding, construct, and implementation.

#### RECOMMENDATIONS:

1. The three pillars for this programme would be in the arena of spirit, research, and training.
2. The rotation rhythm for attendance would be 9 years. (see below for the rationale and list of participants for the first programme)
3. Each year the programme would precede the global council in the same location to enable input to and attendance at the council.
4. During 1984-1985, we will hang out the term "Tertian" to dry, while the necessary models are built.

#### ROTATION RHYTHM:

<u>Tertian Year</u>	<u>Programme Year Joined</u>	<u>#'s Joined and Total</u>
1985 - 86	1975-76; 66-67; 57-58	24+20+4 = 48
86 - 87	76-77; 67-68; 58-59	29+22+0 = 51
87 - 88	77-78; 68-69; 59-60	39+29+1 = 69
88 - 89	78-79; 69-70; 60-61	57+46+1 = 104
89 - 90	79-80; 70-71; 61-62	22+67+0 = 89
90 - 91	80-81; 71-72; 62-63	27+59+0 = 86
91 - 92	81-82; 72-73; 63-64	57+38+3 = 98
92 - 93	82-83; 73-74; 64-65	58+42+4 = 104
93 - 94	83-84; 74-75; 65-66; 56-57	35+28+10+1 = 74

#### FIRST PROGRAMME DESIGNATED PARTICIPANTS:

##### Joined 1975-76

Armas, Zenaida  
Balm, Kevin  
Berresford, Alan  
Darlington, Danaraj  
Gaval, Hiranman  
Hajega, Judy  
Hajega, Augustine  
Howard, George  
Hu, Peter  
Jennings-Teats, Dixie  
Jennings-Teats, Robert  
LeBlanc, Mary  
Novel, A.Maria

Pennington, Lynette  
Peterson, Mary Lou  
Price, Patricia  
Rader, John  
Rebstock, David  
Rebstock, Ellen  
Schwobel, Elaine  
Shaw, Michael C.  
The, Liang Djien  
Townley, Anne  
VerNooy, Linda

##### Joined 1966-67

Alerding, William

Barnes, John  
Barnes, Linda  
Campbell, James  
Conway-Rettig, Doris  
Conway-Rettig, Douglas  
Elizondo, Antonio  
Elizondo, Edith  
Knutsen, Margynel  
Lachman, Sharon  
Lachman, Wesley  
Lush, Kay  
Oyler, Marilyn Foese  
Richmond, Elaine  
Spencer, Laura

Townley, Phillip  
Troxel, Karen  
Walters, Carol  
Walters, George  
Welty, Christina

##### Joined 1957-58

McCleskey, David  
Pierce, Joseph  
Slicker, Anne  
Slicker, Joseph

NOTE: There is no intern date for 49 people on the computer.

This rotation design is not meant to be the only method of assignments. For instance, married couples who entered the order in different years could arrange to attend the same programme.

## COMMUNICATION SKILLS TRAINING

Global Order Council

Chicago

The primary intent of this model for Communication Skills Training is to increase the effectiveness of English language skills - spoken, read, and written - for the purpose of increasing global assignability and local effectivity.

- 1) Our proposal is that the basic forms of the NST, GIs, and ATS be used as the framework for a Communication Skills Training School. Curriculum will be adapted to the local setting.
- 2) We would recommend that during 1984-85 two schools be held in India, one in Kenya, and one in Latin America with continents deciding on scheduling and assignment of additional staff.
- 3) We would recommend that these schools be self-supporting through one or more of the following methods: 1) Marketing to paying students in addition to our own staff, 2) Obtaining special grants (from government sources especially), and 3) Working with Global Funding/Authorization Network to obtain special grants from developed countries to specifically fund these events.
- 4) We recommend 20-25 participants per event with 6 staff. We recommend that each event be 13 weeks long.
- 5) We recommend that in addition to language skills and priorship skills/ contextual education that other practical skills be included in the curriculum. Skills such as typing, calculator use, computers, etc. should at least be introduced as necessary 20th Century skills, but not done in depth unless they would either be used regularly or would enhance self-support "marketability". Skills to enhance self-support and especially to empower ventures should be a part of the curriculum.
- 6) We recommend that 4 people from the Global Formation and Training Service Band be designated by the end of this council to revise the curriculum and teach in the schools. One of these (or as an additional resource) needs to be previous NST staff.
- 7) We propose that these people remain in Chicago for one month to work on the curriculum. Two people would then go to India for the first school after which they would teach the Kenya school. The other two people would teach a Quarter III Communication Skills Training School in Latin America.
- 8) Each Continent would assign 4 Communication Skills Training School staff in addition to the Global Network staff and would be responsible for set up of the school, obtaining funding, etc.
- 9) We recommend that India continue to use the Women's Training School as a vehicle for training women with little or no English and that other locations use this construct if needed.
- 10) We recommend that the Global Language School be looked at as a tool for language skills in SEAPAC and Latin America, and that a Communication Skills Training School be scheduled in the Philippines for 1985-86.

PHASE I

Global Order Council

Chicago

1. CENTRES OF IMAGINAL EDUCATION

RECOMMENDATION: That three centres of Imaginal Education be operational in Chicago, Nairobi and Bombay.

MECHANISMS:

- That the staff be assigned globally.
- That the Chicago centre disseminate constructs and Curriculum Pillars
- That each location create the appropriate form for curriculum implementation based on circuit designs, family conversations, etc.

2. PHASE I

RECOMMENDATION: Globalize the Phase I Program by assigning three (3) Centres of Imaginal Education in Chicago, Nairobi, and Bombay. Pursue set-up of a second Student House outside North America by 1987.

3. HIGH SCHOOL YOUTH ASSIGNMENTS

RECOMMENDATION: That High School Youth be assigned in response to the following values:

- Educational opportunity and continuity of High School location.
- Moving into Anchor House locations over two-year phasing period.
- Consideration of family relations and individual journeys.

MECHANISMS:

Global assignments of Primary Units through Assignments Task Force, to which back-up data has been given.

This Council has consensed to globalize the Order Phase I program by doing the following model. This model will empower the family dynamic within the Order, train the emerging Order and raise signs of effective corporate care through building, distributing and demonstrating the global curriculum for all Primary Units.

Therefore in this context we pushed Phase I beyond the enablement image to a professional role of educating and journeying our children and youth. We find ourselves creating structures which not only care for our children, but are an interface with society in viable possibilities for early childhood education. We are being called to provide over-arching curriculum for the planet that can be adapted to the local situation.

GLOBALIZING THE PHASE I PROGRAMME

	DESCRIPTION	FOUR YEAR THRUST	ONE YEAR THRUST
3 CENTRES OF IMAGINAL EDUCATION	Intentional structures which enables the emerging generation to be cared for by the Primary Unit.	Bombay: To create corporate Phase I care that supports continuity of education	To establish the curriculum patterns and to train Primary Unit staff for emerging generation structures
		Chicago: To operate a self-supporting demonstration Imaginal Education Programme Centre	To explore edge educational theories and practices and disseminate materials to Primary Units
		Nairobi: To establish appropriate family care and imaginal education structures that empower local/global mission	To establish Week I and Week II emerging generation structures in three section houses and the Anchor House
GLOEAL CURRICULUM PILLARS	Common curriculum blocks which can be used anywhere with local content	Building, distributing, and demonstrating the global curriculum for all Primary Units and enables the interchange which will increase its effect	2-3 persons assigned to work on curriculum in Chicago
HIGH SCHOOL YOUTH ASSIGNMENTS	There are three options: -Primary Unit with family -Primary Unit without family -Individually designed program	Moving into Anchor Houses within a two-year phasing period	Assigned by these values- -Consideration of family relations and individual journeys -Educational opportunity and continuity of high school location
SECOND STUDENT HOUSE	British System School 7th, 8th, 9th grades Multi-lingual staff	Established in 1987	The Centres of Imaginal Education determine the viable site, considering students, visas, available education. Students planning to participate be trained in English if necessary

## ENLISTMENT EMPHASIS

Global Order Council

Chicago

CONTEXT Global Enlistment Emphasis focuses the formation and engagement strategy of each Primary Unit. The concern is to intentionalize the enlistment process toward a life of service within one of the Order forms.

TARGETS Potential target groups for enlistment are on the accompanying chart.

CONTRADICTIONS The following contradictions block our enlistment efforts:

1. ORDER SELF-DEPRECIATION - Our sense that the Order has not offered long-range economic security, concern over our own vocational commitment, and a lack of confidence in our mission have allowed the "We don't recruit" image to block us from evoking radical life decisions from people.
2. UNSHARED ENLISTMENT APPROACHES - Inadequate sharing of successful enlistment approaches results in "reinventing the wheel".
3. SCATTERED ENLISTMENT EFFORTS - Diversified programs disconnected from enlistment plans create unclarity on enlistment targets, diminish imagination of engagement forms, and block follow-up on engagement opportunities.
4. IRREGULAR INDIVIDUAL CARE - Irregular contact and care for individuals committed to the Order's task results in unintentional follow-ups unarticulated entry points, and unclear understanding of engagement.
5. LINGERING ORDER ELITISM - Outmoded, unconsciously projected images of the "ideal Order member" place unrealistic and unclear demands on potential colleagues and create feelings of being dishonoured through non-recognition of unique talents, styles of selfhood, leadership, and vocational commitment.
6. UNCONNECTEDNESS TO NECESSARY JOURNEY - A poorly articulated story of the essential human journey of service and vague images of the Order's historical role block covenant with the Order.

RECOMMENDATIONS In continental meetings at this council we will converse to: 1) rehearse existing enlistment activities, 2) identify enlistment target groups, 3) talk through anticipated programme enlistment avenues and propose others needed (volunteer programmes, training schools, etc.), 4) decide continental enlistment focus and co-ordination.

In Quarter I, 1984-85, each Primary Unit will prioritize target audiences and create strategies to focus enlistment.

Continental formation and training teams of two in each Primary Unit will monitor Initiate and Affiliate journeys and, in conjunction with the Formation and Training Service Band, co-ordinate continental enlistment emphasis interchange. These functions will also be pursued at conciliar events.

Global Formation and Training Service Band will channel global exchange of effective enlistment programmes and volunteer requests and publicize enlistment efforts and achievements.

Order Formation/Education  
Global Order Council

FORMATION AND EDUCATION NETWORK  
SUGGESTED ENLISTMENT APPROACHES

August, 1984  
Chicago

GROUP	YOUNG ADULTS	SERVICE AGENCIES	FUTURES/VOCATIONAL GROUPS	LOCAL LEADERSHIP & BUSINESS	LIFE QUESTION GROUP	
WHO	University students people in 20 - 30 's, young people in villages	People working in community development, non-government organizations, service organizations	Religious orders/organizations planetary coalitions, women's groups, educators, special issues groups	Human development association village leadership, business community	People retiring early, people over 60 - 65, unemployed, people whom life is moving in a new direction	
SITUATION	Classes/exams, majors, papers, attending Ad Hoc organization collegial/social peers starting families, looking for jobs/careers independence	Overwhelming job care for all in need, lots of paperwork, fewer field workers due to budget cuts	Groups of people oriented to a particular focus or context	Busy schedules, many demands, other engagement in family, civic, politics, education level varies, looking for ways to assist themselves, villages and business envrn.	Radical change in life pattern contacts, rythm, redeciding social life and participation	
PASSION	Participating/influencing society/university, idealism aquisition/job careers economic security	Underlying desire to be effective in acting out their care and concern	Commitment - all of my life is involved, the future is at stake	Satisfaction in work, involvement, money, status, importance, sharing with the village to effect change	Giving up what gave meaning	
CONTRADICTION	Unenabled grounding of idealism in reality, fulfillment as a whole person, planetary issues	Temptation to do a reduced job of caring in face of an overwhelming task, passion of concern gone cynical, low morale	Burnout or staleness due to limited horizons and ineffective results	Unrealized awareness to local/global needs	Outmoded image of roles needed to play	
WHY	This group is facing the decision of what do I do with my life? How can I make a difference. The gift is their idealism and fresh approach.	This group is in touch with society's need and the human suffering and experience a need for effective approaches to service delivery.	Interchange of methods - revitalization of our own research/directions	Engage power brokers of our planet responsibly	This group is searching for meaningful engagement	
MAJOR CAMPAIGN	International/National Volunteer	Sharing approaches and linking Networks with the globe	1-2 year interchange affiliation with Primary Unit	Development calls/ LENS Community Development Trainging Schools	VJL	
S T A G E S  O F T H E  J O U R N E Y	INITIAL CONTACTS	Media and publicity, campus presentation, newsletters, directories of volunteer NGO non-government organizations	Film events, : newsletter	Global Film media publicity networking	Dev't Calls, LENS, teaching English, employer, Intro's, lay colleagues, credibility, Informal sharing, circuiting, invitation to village demo's	Forums with groups, presen- tations, media/plublicity Informal sharing
	GLOBAL SERVANT FORCE	International/National volunteer, Academy, RS-1 Workcamps, Vocational Journey Labs, Roundtable, Circuiting support	Sharing Approaches That Work events, Agency Planning events Human Development Associations	Live in Primary Unit for 1-2 years	Satellite office, evenings at the institute, roundtable, team leadership, LENS, HDTI, LTS, education programmes	Volunteer programs VJL, RS-1, formation fortnite circuiting team member
	INVITING ORDER RELATIONSHIP	Sojourning/house participation Initiate year, Affiliate year	Academy, Residential Training, On-going personal participation	Academy, Engagement Aassessment	Reg'l. colleagues, affiliate members, RS-I, Leadership... roles, Priorsip training, initiate and affiliate year, Global supporter, Academy, Board Member, councils	Academy, Sojourning, house participation, initiate year affiliate year

PRIMARY UNIT TRAINING DEVELOPMENT PROCESS

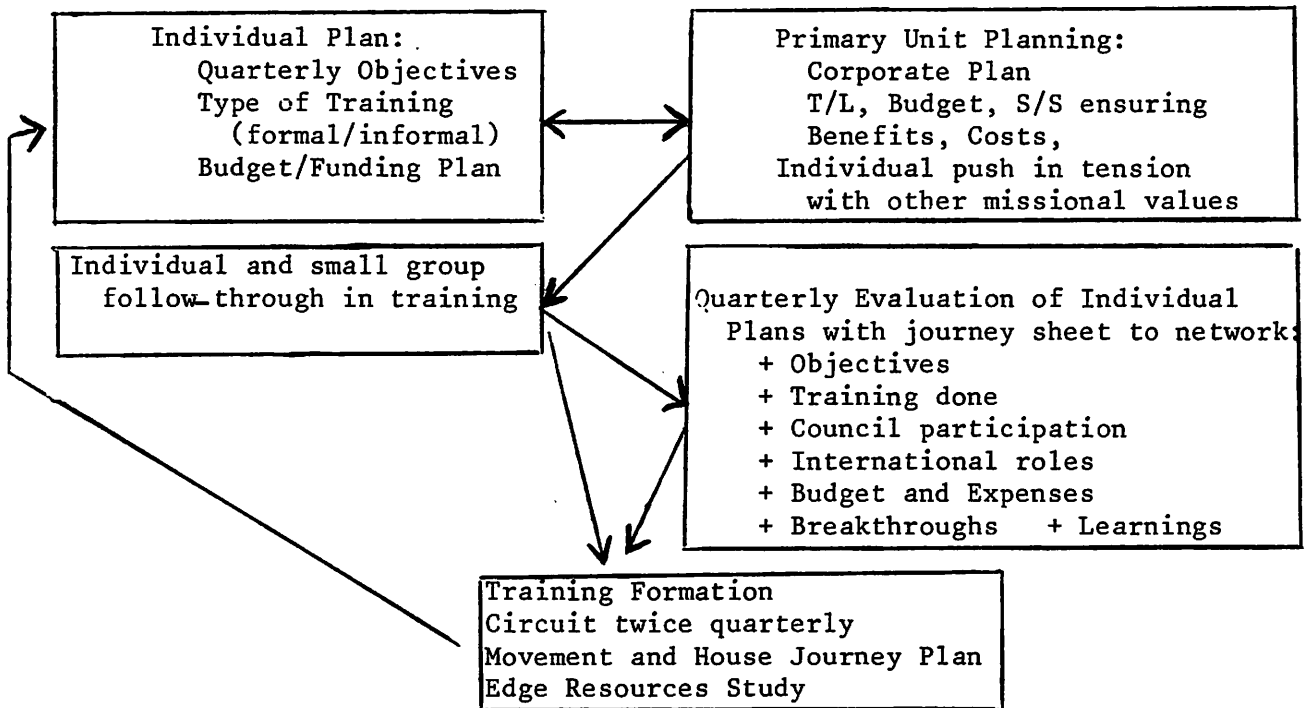
Global Order Council

Chicago

We recommend that staff training be a priority this year. We see that this can best be implemented at the Primary Unit Level. In each Unit the individual's skills and the individual's journey plan will be assessed. Then a training plan will be built holding the individual's plan in tension with the corporate missional task and self-support need. This plan will be guided by a two-person training coordination team appointed in each unit.

INDIVIDUAL

CORPORATE



TRAINING JOURNEY DESIGNS

- +Individual & Primary Unit Planning-Sept.
- +Training, Co-ordination team with 1 yearly assigned member to co-ordinate and develop curriculum and training
- +Tailored Curriculum
- +Needs surveys and self-training/journey plan for 1 year, 4 years & 16 years with budgets & self support plan
- +Training availability research
- +Library, resource development
- +Talking, resource development
- +Media and Computer training
- +Quarterly training check-up

EQUIPPING THE PLURIFORM ORDER

Global Order Council

PALETTE

Chicago

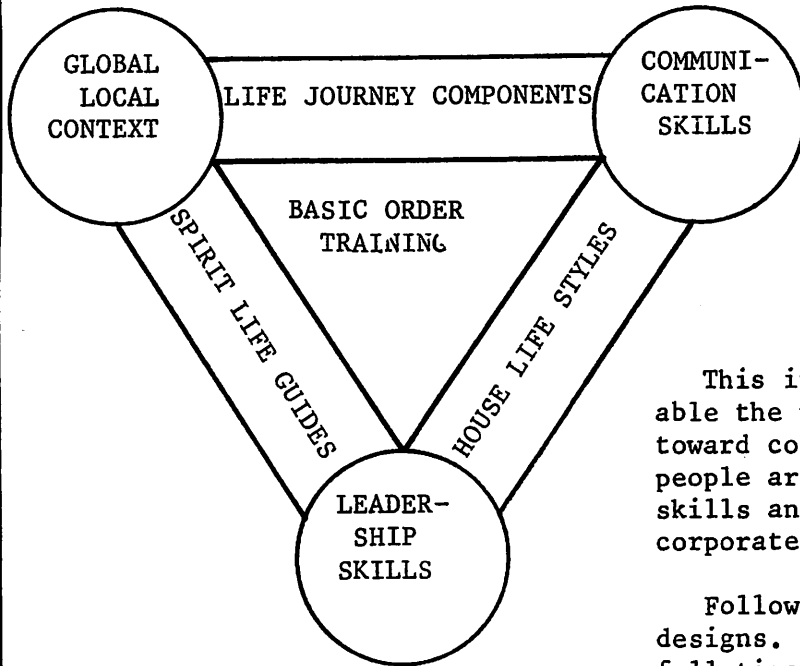
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GLOBAL-LOCAL CONTEXT	COMMUNICATION SKILLS	LEADERSHIP METHODS	SPIRIT LIFE GUIDES	HOUSE LIFE SKILLS	LIFE JOURNEY COMPONENT
BROAD PICTURE OF TIMES News articles CS-I Newspapers	LANGUAGE: LOCAL-GLOBAL Basic Eng. Curric Local Language Training	INTELLECTUAL SKILLS Talks Workshops Seminars	DESIGN SPIRIT EXERCISES Meditation Corporate ritual Time design	FISCAL RESPONSIBILITY Budget Creation House Budgets Commission Mtngs.	CORPORATE VOCAT'NL RETREAT Voca. Journey L. Reflect. Retreat Vocational Think Tank
ORDER COMMON MEMORY J.W.M. Talks Prolegomena Order Polity	CROSS CULTURAL UNDERSTANDING Codes of conduct Festival apprec. Historical excur.	FACILITATING GROUP PROCESS Town Mtg method LENS methods Journey Training	OUTSIDE SPIRIT GUIDES Guru invited in Attend spirit courses	HEALTHY LIVING Nutrition Plan Sanitation Plan Exercise Plan	FAMILY DOCUMENT & SYMBOL Ind. & Fam. Crs. Life Timeline Symbol
ORDER MISSION Years' priorit's Other Primary Unit reports IERD Materials	LITERACY Reading-primary language Writing	CIRCUITING Appointment Set-up Calls Strategy	LEADING REFLECTION CONVERSATION Art Form Event Reflection Event Evaluation	CREATIVE TIME & SPACE Time Design Elegant Simplicity Motivating Decor	SELF-SUPPORT PLAN Skill Trng. Resume writing Job retraining plan
LOCAL GEOGRAPHY & CULTURE Grids Customs/political sensitivities	MATH Concepts Practical basics (add & subtract) Advanced (multiply/divide)	EVENT ORCHESTRAT'N Set-up Bldg Time Design Practics Follow-through	ORCHESTRATING CELEBRATIONS Timing Planning & orch. Engaging the body	TEAM RESPONSIBILITY Team Dynamics Accty/absolut'n Task Conceptualization Assgnm't rational.	LIFE GROWTH T/L Child Developm't EG curriculum Phase Journey T/L
LOCAL PROGRAMME PICTURE History Contacts Strategies	COMMUNICATION TECHNOLOGY SKILLS Proposal Writing Letter Writing Video Use Computer program	DOCUMENTATION Baseline survey Report creation Media present'n.	DECISIONAL COMMUNITIES Short courses creation Order Guidelines	COMMUNITY LIVING Consensus Bldg. Caring Dynamics Conflict Mgt.	INTERCHANGE SYSTEM Order Communicat'n Rsch. Participt'n Creative Expres'n

PRIMARY UNIT TRAINING  
EQUIPPING THE PLURIFORM ORDER

Global Order Council

Chicago



This model lays out a palette of training elements for members of the Order and Movement. The model calls for an intensive one month training structure at the beginning of the year. Each Primary Unit would work out a specific training model using the elements of the palette.

This intensive training month would enable the newly gathered group to move toward corporateness, to assess where people are in terms of their training and skills and then to make an individual and corporate training plan for the year.

Following are samples of two time designs. The first model uses 3 weeks full time for those units which have most of their people out circuiting during the week. The second is a 4 week model using collegiums, evenings and week IIs.

Have fun!

THREE WEEK TRAINING MODEL					
1st Week		2nd Week		3rd Week	
GLOBAL LOCAL CONTEXT	COMMUNICATION SKILLS	LEADERSHIP METHODS	SPIRIT LIFE GUIDE	HOUSE LIFE SKILLS	LIFE JOURNEY COMPONENT

ONE MONTH TRAINING MODEL					
PRE-TRAINING	1st Week	2nd Week	3rd Week	4th Week	POST TRAINING
NEEDS ASSESSMENT	COLLEGIUM	TRAINING	CONSTRUCTS	-----	EVALUATION & FUTURE PLANS
	EVENING	wk. II	TRAINING	wk. II	

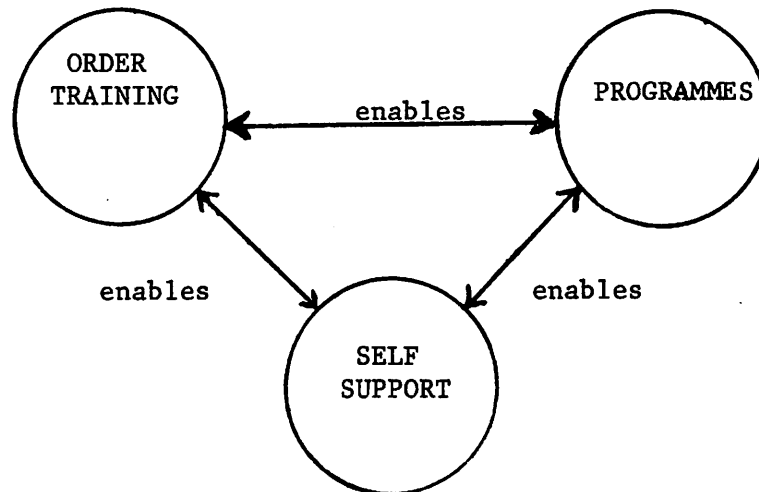
## SELF-SUPPORT EDUCATION

Global Order Council

Chicago

Self-Support Education

Toward

Empowering The Family Self-Support PrincipleBASIC POINT:

The skills and knowledge acquired through our programmes and activities are of direct benefit in obtaining employment or in upgrading employment for Order members and others who participate in these programmes.

Therefore:

We recommend increasing self-support potential through individuals continuing education plans that use formal, outside education where this effectively supplements Order training and experience. These plans will be support by Primary Unit or continental decisions.

SOME INITIAL ILLUSTRATIONS:

- + Tom Price receive 43 credits (1/3 of Bachelor's degree) from Pace University (write-ups available).
- + Oliveann Slotta received continuing education credit as a public school teacher for the Imaginal Education course.
- + At least 4 people at Council have received college credit for Academy
- + Students received credit from Adrian College (with room/board paid from tuition fees) for living and working in the Detroit House.
- + Volunteer service in an ICA project has been recognized as "practicum experience" by 6 European Universities.
- + Taylor University gave academic credits to students for video documentation of IERD community projects.
- + Bernhard Knutsen developed a "Qualification Brief" that was instrumental in gaining employment. It was based predominantly on Order experience.
- + ICA staff in Seattle advised independent course work at Antioch Univ. including control over credit, planning and course development.
- + Mirja Hanson received 2 years credit for ICA experience at Minneapolis City College (write-ups available).

ORDER FORMATION/EDUCATION NETWORK

Global Order Council

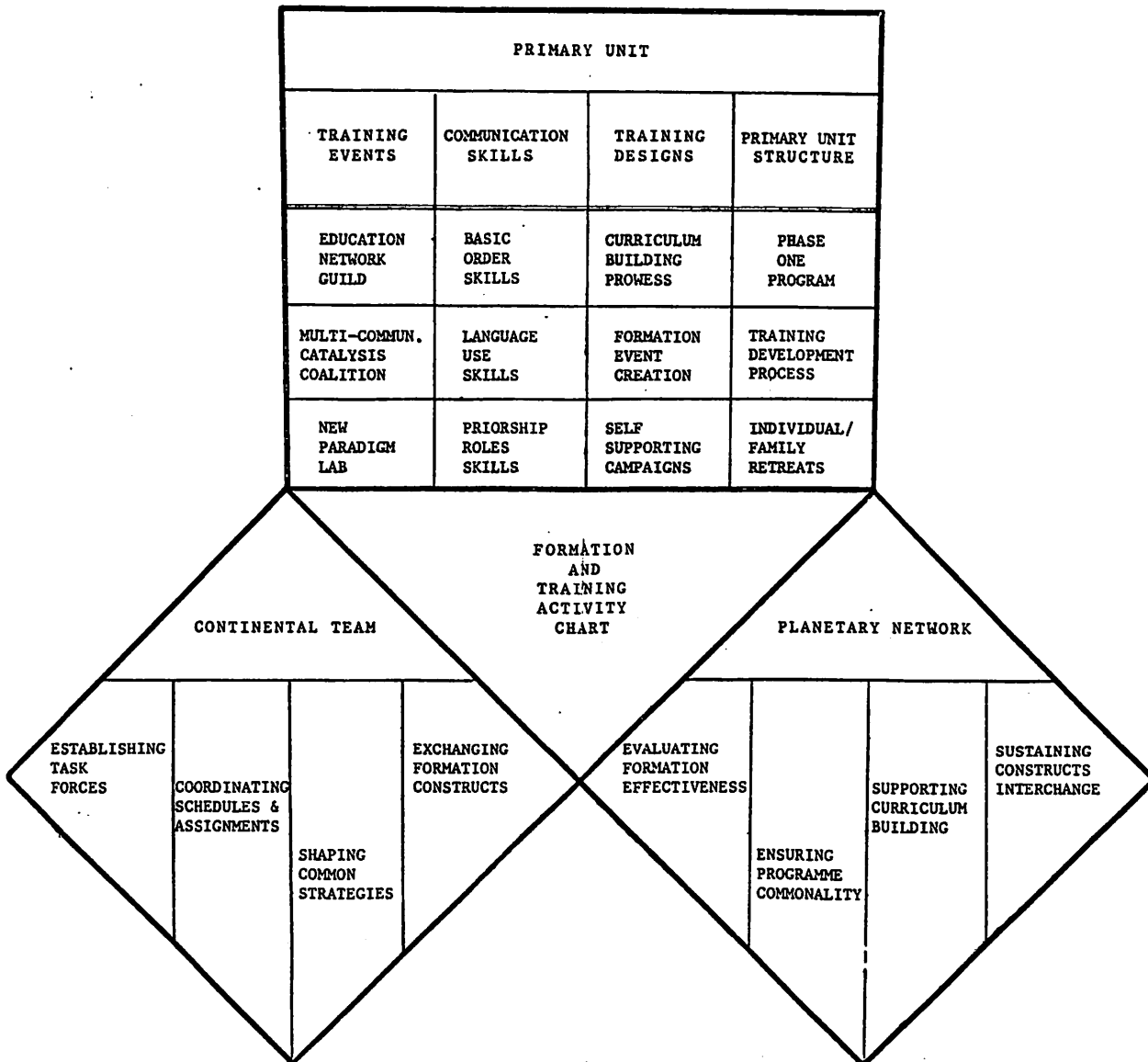
Chicago

In order to cover the geography to catalyse the Movement and to journey the Order to catalyse the Movement across the planet, we have consensed upon a model for how planetary formation and training can be empowered through a network of focused thrusts.

The Primary Unit functions as the foundational locus for the formation journey through societal training events, communication skills training (like CST), creating training designs and the Primary Unit structure and activity in itself.

The continental team functions in periodic configurations (like councils), through developing common strategies for the continent, focused task forces (like ventures), coordination schedules and assignments and exchanging formation constructs.

The planetary service band functions as a focus of the planetary consensus by evaluating formation effectiveness in constructs, sustaining a system of constructs interchange, supporting curriculum building through training as well as discerning the global spirit edge and ensuring programme commonality through the development of an academy for the new paradigm.



		YEAR 1 1984-85				YEAR 2	YEAR 3	YEAR 4	
		QUARTER I	QUARTER II	QUARTER III	QUARTER IV	85/86	86/87	87/88	
PRIMARY  UNIT		SELF SUPPORT EDUC.: NEEDS & SOURCES RESEARCHED ASSIGNED E.G. COORDINATOR Ongoing training and confidence building E.G. CURRICULUM BUILDING, TRAINING & IMPLEMENTING BUILD YEARS TRAINING DESIGN & CURRICULUM REVIEW & BUILD CURRICULUM REVIEW & BUILD CURRICULUM REVIEW & BUILD CURRICULUM SEND CONSTRUCTS TO SERVICE NET LOCAL LANGUAGE SKILLS TRAINING WHERE NEEDED BASIC ORDER TRAINING PLAN ENGLISH LANGUAGE SKILLS TRAINING NEW PARADIGM ACADEMY LAB CURRICULUM, HOLD FORMATION EVENTS AND EVALUATE THROUGH SCREEN OF FORMATION EFFECT AND SEND TO BRUSSELS				SELF-SUPPORT DOCUMENTATION & EVALUATION  REVIEW LAST YEARS TRAINING DESIGN AND BUILD YEAR 2	TRAINING THROUGH VENTURES  REVIEW LAST YEARS TRAINING DESIGN AND BUILD YEAR 3	MARKET SALEABLE SKILLS  REVIEW LAST YEARS TRAINING DESIGN AND BUILD YEAR 4	
		ENLISTMENT CAMPAIGN PLAN SELF-SUPPORT EDUC. INTERCHANGE (1 per Unit) TRAINING THROUGH ESTABLISHED VENTURES 1 ANCHOR HOUSE BUILD COURSE DO LOCAL COURSES-EVALUATE, REVISE SEND TO BRUSSELS ENLISTMENT CAMPAIGN EVALUATION				SELF-SUPPORT EDUCATION EVALUATION AND FUTURE PROJECTION			
C  O  N  T  I  N  E  N  T	EVERY CONTINENT	(SEE EVERY CONTINENT)				HOLD NEW PARADIGM ACADEMY LAB BRUSSELS	BRUSSELS AND/OR MANILA	MANILA, CARACAS AND NAIROBI	
	LATIN AMERICA	CONTINENTAL PLAN-COMMUNICATIONS SKILLS TRAINING (CST) ADAPT CURR./TRAIN STAFF FINANCIAL SUPPORT SYSTEMS & MARKETING		CST (4 CONT'L STAFF) EVALUATE		1 C.S.T.			
	SUBCONTINENT	CONTINENTAL PLAN - CST FINANCIAL SUPPORT/MARKT	CST (4 CONT'L STAFF) C.I.E.* PLANNING SET UP, CURR BUILDING	WOMEN'S TRNG SCHOOL (4 CONT'L STAFF)	CST (6 CONT'L STAFF)	2 C.S.T.			
	AFRICA NAME	CONTINENTAL PLAN FOR CST	KENYA PHASE I CURRICULUM BUILDING AND TRAINING OF STAFF CST MARKETING & SUPPORT SYSTEMS ADAPT CURR. TRAIN STAFF		C.S.T (4 CONT'L STAFF) EVALUATE	1 C.S.T.			
	SEAPAC	CONTINENTAL PLAN FOR G.L.S.		C.S.T. SET UP		C.S.T. -PHILIPPINES			
	NORTH AMERICA	(SEE EVERY CONTINENT)							
GLOBAL  SERVICE  NETWORK		TERTIAN PROGRAMME MODEL BUILDING SELF-SUPPORT EDUCATION MODELS INTERCHANGE CENTRE FOR IMAGINAL EDUCATION ASSIGNMENTS (3 India, 1 Kenya, 9 Chicago) BRUSSELS BUILDS OVER-ALL DESIGN AND SELECTS 2 KEY MODULES C.S.T. CURRICULUM BUILDING 2 STAFF TO INDIA				RESEARCH FOR SECOND STUDENT HOUSE OUTSIDE NORTH AMERICA LAUNCHED BRUSSELS PULL TOGETHER OF 2 MODULES LAB WORK & SENT BACK FOR EVALUATION BRUSSELS PULLS TOGETHER ELEMENTS OF NEW PARADIGM CURR. INTO MARKETABLE FORM COORDINATION & INTERCHANGE OF TRAINING MODELS - COLLECTING & DISSEMINATING MODELS 2 STAFF FROM INDIA TO KENYA 2 STAFF TO LATIN AMERICA	1st TERTIAN SELF-SUPPORT EDUCATION DISSEMINATION OF CONT'L PULL TOGETHER C.S.T. EVALUATION QUESTION OF ADVANCED SCHOOLS BRUSSELS HOLD NEW ACADEMY LAB/EVALUATION	2nd TERTIAN NEW PARADIGM ACADEMY LAB BY CONTINENT	3rd TERTIAN SELF-SUPPORT EDUC DOCUMENTED SECOND STUDENT HOUSE OUTSIDE NORTH AMERICA BEGINS

MAJOR FORMATION AND TRAINING THRUSTS		BASIC AND SELF-SUPPORT SKILLS	VOCATIONAL COMMITMENT	PRIORSHIP DEVELOPMENT	PHASE I PROGRAMS	CURRICULUM DEVELOPMENT TRAINING	NEW PARADIGM CURRICULUM DEVELOPMENT	MULTI-COMMUNITY CATALYSIS COALITIONS	EDUCATION COMMUNITY PERMEATION		
PRIMARY INTENTS OF FORMATION AND TRAINING THRUSTS		Provide skills that enhance individual effectiveness, increase communication abilities and empower our self-support capability.	Address the solitary decision of the life-long covenant towards the new religious life-style.	Provide context and methodological skills for sustaining and developing effective priorship.	Practical care and preparation for journey toward foundational education of the order.	Address the applicability of global constructs, and training people to build curriculum.	Using alot of people (broad base) in creating a new Academy design and 2 new modules.	Address the motivity in people towards a system of responsibility for the movement.	Address the social care in people toward a demonstration of imaginal education methods use.		
PRIMARY UNITS	HOLDING TRAINING EVENTS	HOLD CST'S FACULTY TRAINING FOR CST	rites of passage	APPOINT 2 FROM PRIMARY UNIT TO CO-ORDINATE TRAINING	E.G. CURRICULUM DESIGNS	TRAINING EVENTS TRAINING DESIGNS	LAB FOR CREATION OF NEW PARADIGM CURRICULUM (min. one per continent assigned to pilot module creation and evaluation) (TOPICAL ARENAS BASED ON PROGRAMME ADVANTAGE AND INTEREST)	HOLD TRAINING EVENTS TO ENGAGE PEOPLE IN CIRCUITS AND IMPLEMENTATION	IMPLEMENT CONTINENTAL STRATEGY		
	CREATING TRAINING DESIGNS	INTENSIVE P.U. TRAINING PROGRAM	INDIVIDUAL, FAMILY AND CORPORATE RETREATS	INTENSIVE PRIMARY UNIT TRAINING PROGRAMMES	E.G. CURRICULUM CO-ORDINATOR	CREATES TRAINING DESIGNS FOR FOCUSED EVENTS		CLUSTER COALITIONS LOCAL LEADERSHIP INSTITUTE	IMPLEMNTED COMMON TAILORED CURRIC. AND EVENTS		
	DEVELOPING STAFF CAPABILITY	INDIVIDUAL JOURNEY PLANS		ARRANGE TRAINING EVENTS FOR PRIORSHIP DEVELOPMENT	RELATE TO PUBLIC EDUCATION STRUCTURES	DEFINING FORM OF CENTER OF IMAGINAL EDUCATION, FOR KENYA & INDIA TRAIN E.G. STAFF				DO HDTI VLI, ETC VILLAGE LEADERS CONF.	EDUCATION SYSTEM EVENTS
	ENSURING SELF-SUPPORTING PROGRAMMES	USE EXTERNAL/ ONGOING EDUCATION		SKILLS COURSES							GUILD MEETINGS
	EXPATS LEARN LOCAL LANGUAGE										
CONTINENTAL TEAMS	ARTICULATING COMMON STRATEGIES	G.L.S. IN SEAPAC CST LOCATION & SELF-SUPPORT DECISIONS/IMPLEM.	ORDER SYMBOLIZATION EVENTS	INTERCHANGE OF CONSTRUCTS FOR PRIORSHIP COURSES	INDIA PUT FORM ON THEIR CENTER OF IMAGINAL EDUCATION	PROVIDES PERSONNEL FOR SHARED CONSTRUCTS	COMMONIZE EXPERIMENTS BY FURTHER TESTING OF PILOT MODULES	FORM THE GLOBAL MOVEMENT AT THIS LEVEL	CO-ORDINATED FOCUS OF THE CONTINENTAL EDUCATION NETWORK STRATEGY		
	ESTABLISHING TASK FORCES	ASSIGN CST FACULTY ADAPT CST CURR.	PILGRIMAGE	ALL CONTINENTAL COUNCILS DEVELOP LEADERSHIP THROUGH ASSIGNING TO SECONDARY ROLES	CAMPS	CULTURALLY MODIFIES GLOBAL CONSTRUCTS	(INC. NEW GEOGRAPHIES)	HOT DEVELOPMENT COMMUNITY EVENTS	NETWORK STRATEGY NETWORK PERMEATION & ALIGNMENT		
	CO-ORDINATING SCHEDULE & ASSIGNMENTS	SELF-SUPPORT T/F FOR S/S INTERCHANGE VICTORY REPORTING, ETC.						PROVIDE HDTI DEANS			
	EXCHANGING FORMATION CONSTRUCTS							CONTINENTAL ASSEMBLIES			
GLOBAL FORMATION AND TRAINING NETWORK	EVALUATING FORMATION EFFECTIVENESS	4 CST STAFF FROM TRNG/FORK NETWORK	BUILD JOURNEY CURRICULUM (TERTIAN RETREAT)	SEND EMERGING LEADERS TO GLOBAL COUNCILS, NEW PARADIGM ACADEMY LAB, HDTI'S AS PARTICIPANTS	PROVIDE E.G. CURRIC GUIDELINES/ RATIONALE	ASSURES THE RATIONAL AND IMAGINAL NATURE OF CURRICULUM	CO-ORDINATES THE CREATION OF NEW PARADIGM ACADEMY LAB CURRICULUM DESIGN	TRACK MOVEMENTAL, EFFECTIVENESS IN ENGAGING PEOPLE	MONITOR THE POSITIONING OF A STRUCTURAL PERMEATION PROG		
	SUSTAINING CONSTRUCTS INTERCHANGE	NETWORK TRNG/GUIDANCE RE:P.U. BASIC SKILLS TRAINING			H.S. YOUTH ASSIGN. CENTRE OF IMAGINAL EDUCATION ASSIGN. INDIA-3, KENYA-1, CHICAGO-9	DISCERNES PLANETARY SPIRIT EDGE WHERE CURRICULUM NEEDED	PULLS TOGETHER EFFECTIVE ASPECTS INTO @ NEW MODULES	CREATE PRACTITIONERS TRAINING SCHOOLS	SUCH AS WITH 1980 EVENT CO-ORDINATION, REGISTRATION ACCREDITATION		
	SUPPORTING CURRICULUM BUILDING	EXAMINE FUTURE USE OF CST AND ADVANCED SCHOOL			CIE DETERMINES 1987 STUDENT HOUSE SITE	DEAN TREKS TO PRIMARY UNITS	PROVIDES DEANS FOR ACADEMY LAB AND STAFF CO-ORD.	GLOBAL RESEARCH ASSEMBLY			
	ENSURING PROGRAMME COMMONALITY				PUBLISH OR DITER INNOVATION EDUC RES	TRAINING IN CURRICULUM DEVELOPMENT		HDTI SPIRIT FRAME			