



SUMMER 1989

A Newsletter of
**The Institute of
Cultural Affairs**
serving the West/Southwest

Initiatives

CONCERNED WITH THE HUMAN FACTOR IN WORLD DEVELOPMENT

GUATEMALAN DEVELOPMENT SURPASSES BASIC NEEDS

In this article, Barbara Alerding, a member of the ICA staff in Guatemala reports on what's happening there. She writes from the perspective of having completed 11 years of work in human development which began in Conacaste in 1978. In addition to the Conacaste training center, there is an office in Guatemala City staffed by individuals and families from Guatemala, Chile, Peru and U.S.

While living and working in the village of Conacaste, we often asked ourselves the question, "What happens in human development after the basic life and death or survival issues have been dealt with?" We're beginning to see some answers to that question now that the irrigation system is in place, tripling the agricultural production and greatly increasing many Conacaste family incomes.

Remember the dream of a park in the middle of the village which some of us had during the original community planning consultation? That large, empty area with only a few shade trees is now a three-level, walled Central Plaza complete with flowers and benches. It is a joy to behold when you drive into Conacaste. But that happened only after other survival issues were handled. Now, all kinds of new possibilities are unfolding, including plans for community facilities, parks, clubs and sports teams.

There is also an increased awareness of the need for better health. While curative health programs were the focus, now, because people are consciously thinking of the future, preventive health care is increasingly important - including dental care, nutrition, pre and post-natal care.

Because there is enough money available for farmers to hire other adults in the community to help

plant and harvest, more primary aged children are being released by their parents from working in the fields. The result is a growing primary school. A direct benefit to the primary school is the preschool which now serves 80 children between the ages of 3 and 6. Six community teachers guide the preschool children.

You may recall reading about the Education Conference which **New Horizons For Learning** (an educational organization based in Seattle) helped us organize in October, 1987. The preschool teachers, along with others from Guatemala working in education and business, were present to hear about the new learnings in education. Many follow-up courses and seminars have been held since the conference. The current high interest and excitement have resulted in a new Guatemalan education association, **Nuevos Horizontes de Guatemala** (New Horizons of Guatemala).

The preschool teachers have decided to continue their own educational journey and now come into the city every weekend to attend classes (some in primary school, some in junior high school and some in high school) on Saturday mornings. It requires a real expenditure of their time and money, but they have decided it's worth it!

What else after survival? The Water Committee has done major work to expand the accessibility of potable water. When a village is worrying about three meals a day for its families, just having safe water available nearby was a great step. But now, people want water in their houses. Rotary International volunteers have provided support to expand the water system which will soon serve 500 houses.

The Agricultural Cooperative continues training in necessary skills, administration, production, maintaining the irrigation system, marketing and accounting. It now has a contract with a grocery chain in Guatemala City to provide 100 boxes of tomatoes every week almost all year long. The Cooperative is not without its challenges! One on which they continue to work together, is

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DENVER STUDENTS BUILD CONSENSUS FOR SELVES AND PLANET

At a time when despairing statistics and escalating drug problems color discussions of education, a group of Denver high school students has shown there is another side to the picture.

Participating in an all-day Global forum, 50 young men and women from 10 high schools of the Denver Public School System came together recently to dialogue about their individual and common futures.

"I now know I can make it, even with a troubled past. And I WILL make it," said one student. "I've been going through things in my head and thought no-one else was. Now I feel like we are all the same," commented another.

Sponsored by the ICA, the forum included presentations, workshops, and panels. Work-

shops moved participants from visioning, through obstacles to action planning. Students experienced themselves participating in a brand new experience - consensus building.

A central motif used throughout the day was that of "partnership." This theme was amply demonstrated as young men and women, adult professionals and students, and people of different races worked together to map out needed directions for themselves and the future of the planet.

At a point in history when a balanced and peaceful future often seems little more than a fragile possibility, it's encouraging to hear tomorrow's leaders taking the initiative to make it a real possibility.



MACHAKOS NEWS

The Machakos Game, the village development

simulation game, was exhibited in February at the International Development Conference in Washington D.C. Game Guide training has been held for return Peace Corps volunteers in Chicago. Eight former volunteers were fully trained in this event and are planning to use the game with high school students.

The new brochure is being completed just in time for presentation at the American Forum: Teaching for the 21st Century conference in Atlanta.

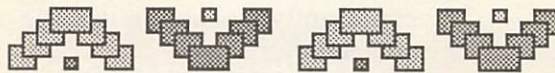
A national Machakos Guide Training calendar will be published in our next issue of INITIATIVES.

SEATTLE MULTICULTURAL THINK TANK

How are education and training programs responding to the increasing demands of a multicultural society? What new demands are being placed on them? What are the possible directions for educators today? These questions were the focus of a 25 person Think Tank in Seattle which was co-sponsored by the American Cultural Exchange, Antioch University, ICA and Project Reach.

Facilitated by ICA, the group saw the need to move in several directions. They included regular dialogue to share approaches that work, coalition building (perhaps even a state council of organizations), developing a data base of resources and programs, and strengthening existing groups.

The day confirmed again that in an information age, interchange, networking, and working together to use all resources in building strategies is essential.



Tohono O'odham Nation

In Pisinemo the youth group supported by the Pisinemo Development Authority hosted a District-wide Youth Conference in March. In that event, the youth did visioning, looked at obstacles and created a three month action plan. The resulting community wide clean-up day, creation of a Peewee league basketball tournament, and plan for a youth excursion to the Grand Canyon this summer, gave these young people a glimpse of their personal and corporate power to impact their lives. "One thing I learned this weekend is that we the youth can make things happen IF we want," said one youth after the conference. The youth will be meeting again for a one day session to create a years plan.

The San Xavier District held a strategic planning in February. They created a comprehensive plan which has at its heart a strong program to build higher participation of community members in all aspects of district

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life. Elements of this program include a Youth Leadership program and a community communication program. Other important elements in their strategic plan are land and water use policies and construction of additional community facilities.

The chair persons group from across the Tohono O'odham Nation participated in a planning session in Tucson. They decided to create a communication forum which included a newsletter.

In addition...

Five Hopi Head Start staff completed Level Two of the Facilitation Methods Course. They, along with staff from Navajo Community College looked at the question of care for the elderly in reservation communities, during the two day course.

ICA hosted a group of four Rotarians in visits to the Tohono O'odham Nation and the Hopi Reservation in April. They were researching possible collaborative efforts with ICA's program in Native America next year.

LEARNINGS ABOUT EFFECTIVE TRAINING FOR PARTICIPATION

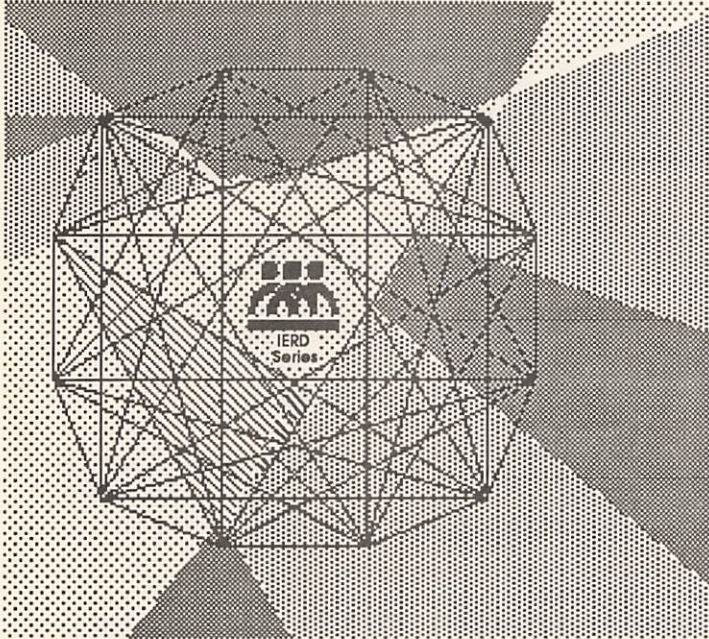
Participation doesn't just happen; it's an acquired skill. Drawing on his experience in community and organizational development, Frank Powell of ICA Kenya lays out some of the lessons he has learned about effective training for participation. This excerpt is adapted from his chapter "Training for Participation" in APPROACHES THAT WORK IN RURAL DEVELOPMENT, Volume Three of the IERD Series

1. *Training for participation must be aligned with reality, i.e., in response to what is actually possible at the present time, what is appropriate to the current situation and what will actually work.*
2. *Every method reflects a particular philosophy, a set of values and perspectives. Every trainer operates out of certain presuppositions, a personal set of values. Regardless of what is taught, the training methods will communicate to participants the trainer's values and perspectives.*
3. *Clarify whether the philosophies, values and perspectives of the trainer are compatible with those of the organization. If the trainer cannot or will not accommodate his/her teaching style and training content to the situation and needs of the organization, the organization is well advised to select another trainer.*
4. *Generally, in-house training is far more effective than sending individuals "outside" to training courses, especially training for participation. It is only possible to work and affect an organizational context or culture from within; it can't be done by training participants representing different organizations.*
5. *Work on real rather than simulated situations, issues and concerns to maximize learning. Designing a plan for a real situation is more motivating and instructive than an "objective" discussion of a case study.*
6. *The training itself must be genuinely participatory, not merely a discussion of participation. Participation by people with varying perspectives and priorities changes preconceived notions and expectations. The trainer must maintain a detachment that allows for sensitivity to what is happening and be prepared to vary or completely revise his/her plan.*
7. *The intent of the trainer is to communicate, not display his/her own knowledge. This means that the content and presentation should be:*
 - Simple yet not watered down.
 - Relevant to the experience of participants.
8. *The trainer's task is to instill self-confidence, self-reliance and self-sufficiency. The experience of the trainer can be useful to illustrate points and to spark creativity, but it becomes a problem when participants trust and rely upon the experience of the 'experts' rather than upon their own.*
9. *Individual and group methods of reflection are essential to comprehension. Individual reflection is essential to comprehension and decision; group reflection is essential to broadening the context for decision.*
10. *Team teaching demonstrates effective teamwork. When an individual teaches, the focus of the group is on the skills and abilities of that individual. When a team teaches, the focus is on the effectiveness of the team and on the part each person plays in the team.*
11. *Knowledge and use of 'learning styles' research is fundamental in communicating to every individual in the group. There are numerous learning and social styles inventories available. One of the simplest and easiest to use is: visual, auditory and kinesthetic. Training programs need to communicate effectively with participants of all learning styles.*

APPROACHES THAT WORK IN RURAL DEVELOPMENT

Volume III of The IERD Series

Published by K.G. Saur. Edited by John Burbidge.



This third volume in the IERD series has made a significant contribution to the development dialogue since its publication last October. Its twenty chapters bring a wealth of insights and perspectives on a host of major development issues. It combines the experience and know-how of ICA's 35-years in human development with that of others highly respected for their contributions to the field.

Along with its two companion volumes in the IERD Series, this book is an invaluable resource for research, teaching, seminars and conferences. ICA and other organizations are using it in training programs and curriculum writing. It is being used as the foundation of a series of broadcasts on Peace and Development, which ICA West has been asked to produce for Radio Peace International, a joint venture of the World Peace University and the United Nations University for Peace in Costa Rica.

If you haven't obtained a copy of Volume Three, don't delay any longer. Fill out the order form and return it with your payment to the address indicated. **A 20% discount is available for all ICA members.** Referrals or marketing suggestions for the book are most welcome. Contact John Burbidge at ICA West, in either Phoenix (602) 955-4811, or Seattle (206) 323-2100.

The IERD Series

Volume I: Directory of Rural Development Projects

Project descriptions prepared for International Exposition of Rural Development 1985. 516 pages. Softcover \$25.00. Library Edition \$40.00.

Volume II: Voices of Rural Practitioners

Self-Analysis of local rural development initiatives worldwide 1987. 474 pages. Softcover \$25.00. Library Edition \$40.00.

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Reports and recommendations on collaborative innovations in rural development 1988. 340 pages. Softcover \$25.00. Library Edition \$40.00.

* A set of three books Softcover \$70.00; Library Edition \$110.00

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WORLD IS THEIR CLASSROOM RESIDENTIAL LEARNING CENTER PREPS TEENS FOR OVERSEAS

The following excerpt is reprinted with permission of "The Citizen" newspaper (Bothell, Kenmore and South Snohomish County, Washington) Wednesday, February 15, 1989

Three students at Canyon Park Junior High - Therese Norton, Esther Lazear and Alisa Oyler - returned in January from five months in Venezuela. The girls all are 14 and will finish the ninth grade at Canyon Park this year.

"I've always wanted to go to South America, and I got to go," said Norton. "It was like a dream come true."

"I learned how to work things out with different kinds of people," said Lazear.

"I learned to be a bit more independent," said Oyler, "We had to do it together, and it was fun to work things out on our own."

The three were given this opportunity through the Institute of Cultural Affairs Residential Learning Center, which moved into Bothell last fall.

"As far as I know, there's no other program like this anywhere," said Stan Crow, director.

The center, located near Canyon Park Junior High, houses 10 students. At the home, seventh and eighth graders prepare to live one semester of their ninth grade year in a Third World country, where they learn about the culture, language, economics and

politics of the country. Students always travel in a group and work together to prepare a report on the country they visit.

Students attend Canyon Park Junior High. When they return from overseas in ninth grade, they turn in their report for school credit.

While in Venezuela, the girls set up their own schedules, including activities like touring the city, interviewing officials for their report and playing badminton with villagers.

The three were given an outline of topics to be included in their report, as well as methods for gathering information. They were assigned specific activities to participate in while in Venezuela.

They agree that they have benefited greatly from participating in the learning center program.

"I like living in a community like this," Lazear said. "We nurture each other."

Oyler agreed. "The whole thing of living together and growing together creates lifelong friends." *For more information on the RLC program contact Stan*

*Crow, 22421 49th Ave.
S.E., Bothell WA 98021*



TEN HUNGER THINK TANKS IN SOUTHERN CALIFORNIA

"This strengthened my commitment to ending hunger and staying involved," says one participant in FOOD FOR ALL's Consensus for Action Think Tanks held across Southern California this spring.

This program is one of the things that makes FFA unique. It is designed to have grass-roots participation in the formulation of this important agency's long-range funding strategy.

In addition, FFA has seen the Consensus for Action program as a means for developing and training local leadership in consensus building and bringing together agencies to work cooperatively. County-wide hunger coalitions, promotion committees, volunteers for a speakers bureau and the sponsorship of a number of participating stores have been the result of this spring's events.

ICA West helped design the format and trained the Consensus for Action Leadership Team as a part of this ongoing partnership.

FOOD FOR ALL is a point of purchase donation program whose proceeds go toward supporting programs working to end hunger locally and to international self-help programs. For more information contact Linda Hamilton, P.O. Box 1791, Redlands, CA 92373.

CHILEAN STAFF CATALYZE ACTION IN SOUTH PHOENIX

Raul Jorquera and Angelica Rodriguez are hard at work using the skills which they developed working with ICA in their native Chile and in Peru. The husband and wife team have been working in the central Phoenix neighborhood of Garfield since January.

Their coordination of a community clean-up was a first step in the birthing of a new community organization called the Garfield Neighborhood Commission. "We

are in the process of showing the community what types of things can be done," Jorquera says.

From January through March, the couple visited over 150 residents and asked three questions:

- What is your vision for the neighborhood during the next seven to 10 years?
- What are the problems that exist in the neighborhood?
- What can be done to solve those problems?

One of the visions most often mentioned was that of a clean neighborhood.

The couple hope that regular community meetings combined with the home to home visits will begin to get people involved. "We want the people to take responsibility," Rodriguez said, "We don't want them to feel they are victims. We want them to create their own future. We're only here to get them started."

Continued from page 1...

keeping the silt out of the irrigation system during the spring rains.

Another important aspect of our work is training in villages across Guatemala. Our staff conducted five Human Development Training Schools in the 1987-88 year. The follow-up from this includes providing advanced training and support for over 20 village projects. We are also administering a

revolving loan fund, provided through a grant, for a small farm projects with apple, wheat, and coffee producers. In addition, there are numerous requests from villages for help with water projects. They need assistance in researching, writing proposals, and finding partner organizations.

So we see, and participate in over and over again, individuals

and communities moving from some stage of survival to a broader interest and concern for the social development of their family and communities. Important aspects of the day-to-day process of human development are the constant need for courage, the flexibility to respond to crises, and the realization that there is always a price to pay beyond money for any accomplishments.

The ICA

The Institute of Cultural Affairs (ICA) is a global network linking 18 major centers and over 50 offices in research, training and demonstration of global responsibility in the local community and workplace. Within the multitude of programs the ICA is doing, there is a common thread -- the desire to release the creativity of people that allows them to shape their own destiny.

INITIATIVES is a quarterly publication of the ICA serving the western/southwestern United States. Contributions of \$35 or more entitle you to membership and are needed to support the programs and projects of the ICA. Send your tax-deductible contribution to the Institute office nearest you.

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