

Institute of Cultural Affairs International

Winds and Waves

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Nepal prepares for the 8th Global Conference on Human Development

ICAI May Global Dialogue and June Global Assembly Reports

Launch of 2nd edition of The Courage to Lead

Welcome to the Virtual Conference

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Editors' Note

Dear Readers,

Welcome to this edition of the Institute of Cultural Affairs International magazine, 'Winds and Waves'.

Across the world ICA members and like-minded colleagues are using, refining and sharing methods that work... methods that make a difference.

Inside this edition of 'Winds and Waves' practitioners share their stories and experiences at the "coal face" of meaningful facilitation.

You'll also find timely news and updates on various ICA activities and coming events.

Enjoy.

Co-Editors John Miesen and Dharmalingam Vinasithamby

Winds and Waves

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Co-Editors

John Miesen (Australia)
email: johnmiesenhome@optusnet.com.au
Dharmalingam Vinasithamby (Malaysia)
email: dvinasithamby@yahoo.com

Internet Format Design

Peter Ellins (Canada)
email: peter@ellins.ca

Content Coordinator

Robyn Hutchinson (Australia)
email: rjhutchinson@optusnet.com.au
Content submissions are most appreciated. Please include any (print quality) photos or graphics with your submission as attachments to your email. Text files should be in Word.

Publication Assistants

Isabel de la Maza (Chile)
Peter Ellins (Canada)
Seva Gandhi (USA)
Gerald Gomani (Zimbabwe)
Ken Hamje (Peru)
Robyn Hutchinson (Australia)
Catalina Quiroz Niño and Fernando García Adrianzén (Spain)
Voice Vingo (Zambia)

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Correspondence

Please direct all magazine correspondence to:

Co-Editor

John Miesen
email: johnmiesenhome@optusnet.com.au
or

Content Coordinator

Robyn Hutchinson (Australia)
email: rjhutchinson@optusnet.com.au
or

ICA International President

Larry Philbrook
email: Larry@icatw.com
or

Letters to the Editor:

Dharmalingam Vinasithamby (Malaysia)
email: dvinasithamby@yahoo.com



From the President

Dear Friends,

Time has gone by quickly. I cannot believe I joined the global leadership team almost 21 months ago. I have had great pleasure working with all the ICAs and colleagues to review our situation and formulate our vision of the future.

I would like to reflect on two things in this letter. First is the question of strategy and second is our choice to be leaders.

We stated at the General Assembly in India two years ago the ICAI purpose:

The Institute of Cultural Affairs is about empowering, through methods and values, an authentic and sustainable transformation of individuals, communities and organizations. The ICAI is an organization and the representation of a Global Community of individuals and organizations that support participatory and sustainable global human development. We have 21 member organizations representing all the continents. ICA International has decided that a decentralized "peer to peer" approach, with a regional perspective, is the most effective way for national ICAs to support one another. Responsibility for priority functions will be delegated and appropriated by national ICAs.

This was critical to the reformation of ICAI - that we agreed on the role and function we needed and intended to have. We have established the peer to peer approach and continue to do so as evidenced by, among many things, this magazine. The list of ICAs now as statutory members represents a much more viable list of organizations; some are still struggling but we as a global community have a better understanding of the reality of each. Each ICA understands that peer to peer means "the one who sees the need, does the deed." ICAs are helping each other with the resources they have.

Beginning at the GA on June 16 we are launching research dialogue on global strategies concluding with a declaration in December at the General Assembly. We know that ICAs are working on Research, Training and Demonstration. We know the focus of communities, organizations and methods development. What are the strategies and how integrated do they need to be? I look forward to this dialogue continuing.

In November at the end of the Nepal conference, I will step down from the Global Leadership Team and on Dec 31 step down as President of the

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board. I will serve as President Emeritus for 1 year but no one quite knows what that means.

I assume this will be my last president's letter and the next will be written by the new president selected at the board meeting in Nepal. I am writing this in Addis Ababa, Ethiopia, where I just completed an Appreciative Leadership program for UN Staff in Africa. One evening of the program is on storytelling and we ask each person to share a story of value-based leadership from their culture. I have done about 15 of these groups around the world. Each is very profound as people talk about famous people, family, friends and even people that others might consider as villains in other parts of their journey but at the moment told of in the story they were living a life of service. Each time I do it, it raises for me the question: What is my life of service? What am I doing that promotes the future?

While sitting in the circle I am reminded of the many heroes and leaders in our own global community. For me it is people like Robert Shropshire, who taught my academy in Chicago in 1972. The Sarpanch of Nandapur, Shakuntala Jadhav and Desmond Balm, all of whom challenged and nurtured me when I started working in development projects in India. People like Joe Slicker with his boundless enthusiasm and strategic insight. My colleagues and partners in Taiwan, Dick and Gail West, and so many more have each demonstrated what discipline, service and risk were all about. I have been blessed to work with many great people and I meet new ones every day.

Across the world we have people stepping up and taking the challenge trying to figure out what service means now. People like my colleague on the GLT, Isabel de la Maza Urrutia, who, through gentle care and service, is supporting the rebirth of the ICA community across Latin America. ICA USA led by Terry Bergdall, who is constantly asking the question: "How do we remain consistent in our edge strategies not just locally but globally?". Wayne and Shizuyo, who with their colleagues in Japan, are caring for the victims of the tsunami while still caring for others across the world. The global teams of volunteers, especially those involved in this magazine *Winds and Waves*, the global virtual team working with the great team in Nepal to prepare for the conference. Some of these stories are in this magazine; others are still in the making. What are your stories? What choices are you making?

With respect,
Lawrence Philbrook
GLT member and President, ICAI
Director, ICA Taiwan

Transforming Communities: ICA Approaches that Work

Community Development for the 21st Century

By Ken Hamje, ICA-Peru

The following article will appear in "Changing Lives, Changing Societies", a book being produced in conjunction with the ICA 8th Global Conference on Human Development later this year.

Community Development was unheard of in the integrated communities of the 19th century where local needs were largely met with local creativity, and outside assistance was not expected. But the imbalances in communities created by the industrial revolution and the two world wars created many urban and rural communities with reduced initiative to care for themselves, inviting the emergence of a dependency that has led to today's dominant images of community development as a process of delivering necessary services from "more capable" sources, often from the outside. Now as the 21st century has emerged, it has become clear that there is no bright future for dependent communities, be they urban barrios, suburban bedroom communities or more isolated rural communities. Something radically new is being called for in communities of every continent, region and nation of the world.

In the early 1970s the ICA built the Social Process Triangles which revealed the imbalances in society and the need for viable local communities as the new cradle of social evolution. As previously mentioned in this book, the freedom-giving ToP methods, tens of thousands of participatory Community Forums, and hundreds of demonstration communities were the ICA response towards building viable local communities. From



Local leader using ToP methods to lead a consensus-building community meeting.

this work and experience a more specific body of methods and practices has emerged which today can be characterized as Community Self-Development.

Typical Community Development Methods

The Community Development approach most widely practiced today is normally built upon a needs-based analysis by professionals from outside the community. Programs or projects are then developed to directly assist in responding to the documented needs, usually with limited input of the local citizens in the delivery process. This approach often leads to immediate improvements in the target needs, but at the same time initiates a dependency on the delivered services which becomes almost impossible to break, and in turn, leads to the demand for ever more intervention to meet ever more community needs. In a world of 7 billion people, this approach simply has no future in the 21st century where it is absolutely essential that ALL the citizens participate in the delivery of necessary services for their communities.

Local needs are typically defined by surveys and analyses conducted by paid professionals from outside of the communities.



Projects are typically designed and delivered by outside experts to directly meet the needs which they have defined, usually with little community involvement.

The element that is missing in this needs-based approach is taking into account the persistent contradictions that are blocking the natural processes of meeting community needs.

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Uniqueness of the ICA approach to Community Development

The ICA approach to community development, employing the ICA developed ToP methods, is dramatically different – in both content and in the style of application.

In the ICA process, the members of the community take the lead, with outside experts acting only as facilitators of the consensus which arises from the will of gathered local people:

- The community **makes its own needs assessment** – through the group process of defining their commonly held community vision,
- The gathered community then discerns the profound **contradictions that are blocking their vision** from coming into reality,
- Then the community defines **strategic proposals** which have the potential to totally eliminate the contradictions that are blocking them,
- And finally, the community makes commitments to **implement these proposals** at levels which they are currently prepared to support, in order to move themselves forward.



The key to this process is the definition of the Contradictions which, when defined, lead to an immediate breath of relief from the community, like lifting a huge invisible weight from their collective shoulders, for now it is clear to all exactly what needs to be done. For example, in Peru the nearly universal contradiction in communities is the rampant individualism which effectively blocks all forms of cooperation and collaboration. However, once the community ITSELF defines this reality it becomes clear to most of its people that it is essential to begin to work together to change their collective future. This paradigm shift brings clarity about what REALLY needs to be done and is the first step in getting new action taken.

THE CONTRADICTIONS THAT BLOCK THE DEVELOPMENT OF THE COMMUNITIES OF THE HIGH ANDES

Prepared by the Institute of Cultural Affairs – ICA-Perú

INCONGRUENT TRADITIONAL MANAGEMENT OF RESOURCES		LIMITED IMAGES OF THE NECESSITY TO WORK TOGETHER IN COMMUNITY			GAP BETWEEN CAPACITIES AND THE VISION OF THE FUTURE	
INADEQUATE MANAGEMENT OF CAPITAL	STRUCTURES RESTRICT LEADERSHIP	DISTRUST OF FAMILIES TO COLLABORATE	DOMINANCE OF INDIVIDUALISM	LIMITATIONS OF TRADITIONAL ROLES	FRAGMENTED IDENTITY OF THE COMMUNITIES	LIMITED PREPARATION OF THE PEOPLE
- Exit of capital from the communities to purchase products from the outside - Fiestas that last many days and disrupt work patterns - The habit of consuming a lot of alcohol dominates family budgets - Preference to buy new products from outside vendors - Fear of the implications of formalizing family businesses - Dependency on outside sources of capital - Undeveloped disciplines to save money for capital	- Internal rules in each community limit individual initiative - Leadership frozen in rigid structures - Complexity of the requirements of outside actors severely limit local participation - The authorities act without the consensus of the great majority of the population - Authorities live outside of the communities with little knowledge of the realities - Limited management abilities of the authorities - Limited media for local communication	- Traditional conflicts block the collaboration which is necessary today - Little experience with collaboration that is effective - Extreme privacy in family economic affairs blocks collaboration - Family money is in the control of the men - The insecurity caused by frequent thefts undermines the confidence to collaborate - The volunteer community workday is out of style in the new economy of wages - The scarcity mentality justifies the style of not sharing anything with anybody	- Jealousy which denies a neighbor from advancing more than you do - Experiences of many failures with projects requiring community capital - Individualistic groups looking only for their own interests - Profound distrust of people not known personally - Limited communication between families make community development difficult - Conformity style limits the willpower of the people to seek ways for their own development - Little organization of the people to play community roles - Practical neighborhood structures are virtually nonexistent	- The image of leadership is patronizing, self-seeking and macho - The dependency of patronizing structures is the dominant mentality in the zone - The women depend completely on their husbands - Women are not respected if they work to produce income - Only the men speak their thoughts in community meetings - Traditional roles of men, women and youth limit creativity - Youth are not accepted for serious roles in the communities	- Local values have disintegrated with the rapid changes of the new generation - Unfaithfulness of men creates families without a stable economic base - The youth are leaving the communities in search of new opportunities - Outsiders threaten the local identity - Cell phones, Internet and television have replaced traditional cultural events - Tendency to travel to urban centers for the weekend - Vacuum of communal symbols for local identity	- Limited experience with new technologies for economic production - Limited access to new options for making money - The operating vision is out of sync with the local capacities - Limited abilities to read and write - The education level for women is less than of men - The technical training available in the rural areas is focused on urban careers - The population is not prepared to deal with natural disasters

Instituto de Asuntos Culturales (ICA-Perú) 28 de Julio 432. Maeddalena del Mar. Lima 17. Perú. (01) 461 0813 – admin@ica-peru.org

A Contradiction Chart is designed to show the Principal Contradiction in the center column, with supporting themes to the left and the right.

Once this process of self-analysis and planning is in action, almost immediately a new vision begins to be born in the people, and soon they find themselves in a spiral process of growth in skills and consciousness as they successively, over months and years, go through the process of Community Self-Development.

We have lived and worked with this process in Peru for over 30 years and have seen hundreds of communities move themselves forward, sometimes quite dramatically and quickly. One of our most memorable experiences was working in Chincha after the 8.0 earthquake in August 2007 where the majority of the people in the city of over 170,000 were homeless and without water or food. Our staff arrived after a few days with essential supplies donated by Japan and there were near riots as each family sought to take as much of the goods as possible. We decided to keep the truck closed up and announced to the crowds that we would return in one hour and distribute goods in their neighborhood, but only if they were ready to cooperate to meet the needs of their neighbors who most needed assistance. Leaders emerged from the crowds, lists were made, goods were distributed in an orderly manner, and there was a new style of cheerfulness and appreciation among the people. We returned to work in this city for over a year with continuing aid from Japan, and even in this extremely difficult situation the people operated with a high level of new-found cooperation and always defined their own needs and took the first action of organizing themselves and displaying initiative before receiving any outside assistance.



Desperate people in Chincha self-organized to receive critically needed water barrels.

Integral Community Development for Sustainability

The focus on the elimination of the underlying contradictions in the community inevitably leads to an awareness of the

need for Integral Development if the work in the community is to be sustainable. Tackling the tough challenges is the key to this approach, which takes a focus and seriousness rarely seen in normal sectorial approaches to community development. How can you expect a sustainable response to early childhood nutrition deficiencies if family incomes are not improved? How can new education initiatives be sustained if there are no jobs or needs for trained youth? How can you build sustainable communities when new transportation and communication infrastructure lead to an exodus of people and money from the communities? How can any sectorial project bring about sustainable integral development?

Human beings are integral by nature with all genetic, experiential, environmental and emotional influences creating a complex whole which needs to be nurtured at all levels at the same time. Experience has taught us that communities are equally complex and that community development can only be sustainable if it starts from an integral model, not from a hodge-podge of disconnected sectorial projects based on direct needs analysis and dependent on outside expertise and resources. In Peru this is very evident with the huge sectorial social responsibility investments made by the extractive industries which over the years have brought about fragmented dependent communities that systematically send their youth away to the cities for a doubtful future. In recent years, a few of these companies have moved toward an integral development model built upon the formation of teams of local leaders-facilitators who have a vision of making their communities truly viable and sustainable for the 21st Century.

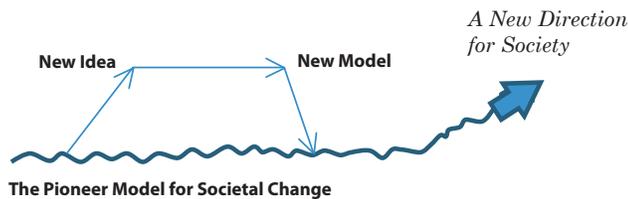
Forming Leaders for Integral Community Development

Leaders of integral community development come in all shapes, sizes, ages and genders but they have at least one thing in common – they have undergone a paradigm shift which allows them to see all people in the community as resources, not as problems. To adopt a cellphone image, these people have undergone a change of “chip” – they simply see life differently. They know that everyone in the community has something of value to contribute and they have a hunger to know what it is and nothing will stop them from getting those contributions recognized by others.

This new breed of volunteer community leader is what we call a “leader-facilitator” – ordinary people who use their skills of facilitation to elicit a new viable future from the citizens who they choose to serve. They share a common understanding that the only secure future for themselves and their families lies in being a contributing member of a cooperative community where collaboration is a way of life that nearly everyone embraces. They are the pioneers who bring about change through their persistent pursuit of the model of an integral community.

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In Peru, each year we train about 300 of these leaders-facilitators to serve about 70 communities using an intensive 6-month leadership formation model for Community Self-Development. We can conduct 10 of these 6-month programs every year with a program staff of ten experienced facilitators, with each program being sponsored by a company to serve about 8-12 communities in their zone of operations. During the first month of the program, two ICA facilitators visit the communities and hold public meetings to orient the people to the program and its benefits, and to assist the communities in selecting their representatives to be trained as facilitators. In total we accept 30 representatives to go to the ICA Training Center in the community of Azpitia, which is the award-winning national demonstration of Community Self-Development started by the ICA in 1979. Here the 30 people spend three very intensive weeks of formation training in the methods and style of facilitation, including a wide range of practical hands-on experiences in agricultural technologies, productive businesses and effective personal and family living. At the end of these 21 days, the changes in these people are quite visible and the testimonials are remarkable.

During the four months following their Azpitia experience, two staff members work for 10 days each month to assist the

Quick Results in Canchan

In July 2010 we had 30 people from the mountain community of Canchan in our Training Center, and included were three candidates for mayor for the elections in October. During the first week, the three candidates were in constant conflict, each trying to outdo the other with loud and insulting comments, which moderated during the second week as they began to listen to each other. By the third week, the three were seen frequently working together with groups of other interested participants. We found out the following month that the group of 30 participants had decided that only one of the three candidates should run for mayor in order to pool their efforts to put an end to the years of tyranny of the incumbent mayor. In fact, their selected candidate won the election and the district has since moved in a new direction, much to the satisfaction of the citizens and to the amazement of the program sponsor.

new leaders to facilitate community meetings, training and demonstration of practical technologies which are immediately usable for the population with no outside assistance. This is Community Self-Development at its finest and the excited residents are invited to join the new leaders in Economic Networks to start new family businesses and increase their family incomes and wellbeing. This combination of enthusiasm and structure, with the support of savings circles for capital formation leads to about 50 new families businesses being initiated by the fourth month of the Implementation phase, putting the communities well on their way toward a new and sustainable future.

The Lever for Sustainable Integral Community Development

After decades of experience with the freeing approach of Community Self-Development, we have learnt that a spark of self-interest is needed to build the momentum of the process to the level of being truly sustainable. We call this spark the lever which lifts the burden of initiating any new process that requires the collaboration of others, and for Community Self-Development that lever is the development of the Local Economy with productive family businesses.

The focus is on supplying the needs of the local economy, for that is where the people have hands-on experience and can know exactly where the market is and what it wants. We avoid programs which create products for outside (global) markets for these sales inevitably need to go through middle-men who have access to the markets and limit the income of the local producers. In addition, these global market sales are subject to great variability and style changes, whereas local economy markets tend to be much more stable with well-known cycles.

If done thoroughly, almost any Local Economy can be very stable and prosperous if it follows these four simple principles of operation:

- Transform local agricultural products for value added (make bread out of wheat)
- Replace products that come from urban factories or China (make school uniforms)
- Create new products and services needed locally (delivery meals for seniors)
- Buy locally made products and services (even if they cost a little more!)

Community Self-Development is Becoming the Future for us All

Incidentally, we will all come to understand that building the Local Economy is not an option in this century – much sooner than we think it will become a matter of survival for us all. As the price of energy climbs sharply – and it will – the “global markets” will

dry up as people simply cannot afford to ship vegetables, grains and inexpensive factory goods around the world. LOCAL is the reality of the future, and we are now in the laboratory stage of polishing the models of how it can be done best, as there will be no “big brother” there to help us all when the need is urgent. There simply is not enough money in the world to hire people to replant the watersheds of the world, or even build adequate housing for seven billion people. These basic tasks of survival have got to be done locally with the creativity and labor of the beneficiaries themselves.

Community Self-Development which engages people in their own care and development is emerging as the only viable future for rural communities in the 21st Century. And what other model can there be for urban communities as well? Already there are over 5,000 local economies in the world that have advanced to the level of having their own local currencies, and many tens of thousands more are in development stages.

LOCAL is the future that is already here. With a current global population of over 7 billion, the task of “community development” is far too large for any public or private institution



Team work (at 13,400 feet) to prepare the activities for the Implementation phase of the community plan.

to handle in any nation. There is no use waiting any longer for assistance – we have but to gather with our neighbors and get to work! ☐

ICA NEWS BYTE United Kingdom



(from left) Jonathan Dudding and Martin Gilbraith pictured in the ICA:UK office with DFID Minister, Stephen O'Brien

ICA:UK received a grant from the UK Government’s Department of International Development (DFID) for community schools in Togo, West Africa, and a visit from International Development Minister Stephen O’Brien, with whom we spent over an hour sharing ideas and perspectives on development work in Africa.

Jonathan Dudding travelled to Tanzania to facilitate a strategic planning process with ICA Tanzania. With funds raised by ICA Tanzania and by

Mohammed Khaki, Board member of ICA Canada, the event brought together key stakeholders to develop a new plan for ICA Tz.

In the UK, two further courses were held to introduce the Kumi approach to dealing with conflict (developed by ICA with others in the Israel/Palestine conflict). The next stage will be to focus on building a track record for Kumi in the UK, using the connections we have through the 40 people who have been through the courses.

“The Exciting Life of being a Woman”, a new book edited by ICA:UK’s Amelia Lee as part of the Feminist Webs project (www.feministwebs.org.uk) was launched last quarter and is available on Amazon!

After the recruitment drive late last year, we now have six new trustees on our Board, bringing fresh perspectives and new energy into our governance.

To keep up with our news, follow us on <http://www.ica-uk.org.uk/ica-uk-weblog>

Kids in a Dhaka slum get basic education and life-skills training



Students in the class room

By M. Aziz Rahman

The Bengali word “phulki” means spark. It is also the name of ICA Bangladesh’s educational and life skills project for street children in Dhaka City. Phulki was initiated in 2009, and is now in its fourth year. This year ICA Bangladesh introduced rickshaw and sewing machine in this project. Among extracurricular activities, it organized visits to different sites of educational and recreational interests.

Under this project, the children are provided access to non-formal basic education and basic life skills training. Basic education includes alphabet learning, numerical counting, and functional literacy, while life skills include child rights, health and hygiene,

M. Azizur Rahman is a PhD Student, Department of Criminology, University of Ottawa.

disability, sanitation, HIV/AIDS, STDs, drug, environment etc. The children are taught facilitation skills, healing techniques, citizenship, love, respect, herbal medicine, natural agriculture, social justice, environmental restoration, micro-credit, responsible internet access, leadership skills and basic computer knowledge.

They are offered learning materials including books, notes, monthly scholarship, school bag, school dress, snacks, and stipend. Sport facilities, cultural and extra-curricular activities like dance and drama, and water and electricity are also ensured under this project. The guardians, community, local government and local voluntary clubs/ non-profits/business are partners in the project. The children are offered participatory and active learning environment along with facilitative

leadership and life skills training. The project was inaugurated by a Member of Parliament and has held its first year celebration. Educational and urgent materials distribution day was witnessed by the City Councilor. Parents and local partners took part in a workshop using ToP followed by the formal inauguration, cultural day, sports day and concluding ceremony.

Before starting the academic year, ICA staff visit every home in this community to tell them about the project and collect their opinions about it. We arrange community meeting at commissioner’s house or the learning centre where the guardians of the children attend and share their views about this project. We use the ORID method and the workshop method for planning. These meetings encourage us to continue the project as

the community realizes they are poor but poverty is not the main issue of their life. The main problem is they do not know how they can overcome poverty. Their dream is to make their children successful but they have no way to make it happen. If their children are involved in income generation they can minimize hunger in the family. But if they take the responsibility to make their children educated and skilled, they can develop their children's future as self-confident, dignified and self-reliant citizens.

The students love the school and the ICA mission. They feel the school is their own organization. They say that the education system is different here. Teachers are friendly and helpful. The children are learning new things here unlike in other schools. Leadership training is exciting for them. They also love to learn life skills. They also share what they have learnt during awareness raising sessions on social issues like patriotism, love, respect, birth registration, voting, traffic laws, health, rights etc with their parents and neighbors. In return, they are appreciated and honored. When they think of themselves as the future leader of their community, they feel empowered and dignified. The children want to change their society.

They were asked to write something about the project, the people funding it and the ICA. We have picked the following two stories written in Bengali by two children.

Md. Rabin Miah, 11, is a student at the Phulki school, mainly funded by TUC Japan. He lives in the slum with his mother. He is her only son. Last year, he lost his father. At that time, he was in class four of the primary school. His father was the only earning member of the family. After his father's death, he had to stop his education work in a bread-making factory to support his family. His mother also began working as maidservant. Rabin is a meritorious student and very interested in studies. But his working hours clashed with school and he had to drop out.

When his mother learnt about the ICA education project, she wanted to get her son admitted. Now he is a regular student. He has good leadership skills and was selected as class captain. For life skill training, he has chosen computer training. He dreams of working in a computer shop while continuing his studies.

Lucky Akter, 12, lives in the slum of Khilgaon with her parents. Her father Abdul Gafur is a rickshaw-puller and her mother Sharifa Begum is a housewife. They were not keen to admit her in school due to prevailing social values



Students performing extra-curricular activities



Students being introduced to computer training

and norms regarding girls and education. But Lucky was very interested. When ICA team visited their slum, she asked to be admitted. The ICA team spoke to her parents. When they understood that their daughter could learn some life skills which would be helpful for income generation and would also get a monthly stipend, they agreed to send her to Phulki. Now she gets basic education and life skills training. She is interested in dressmaking and wants to learn how to use sewing machines, which the ICA introduced this year. □

ICA NEWS BYTE Peru

Community Self-Development programs take off

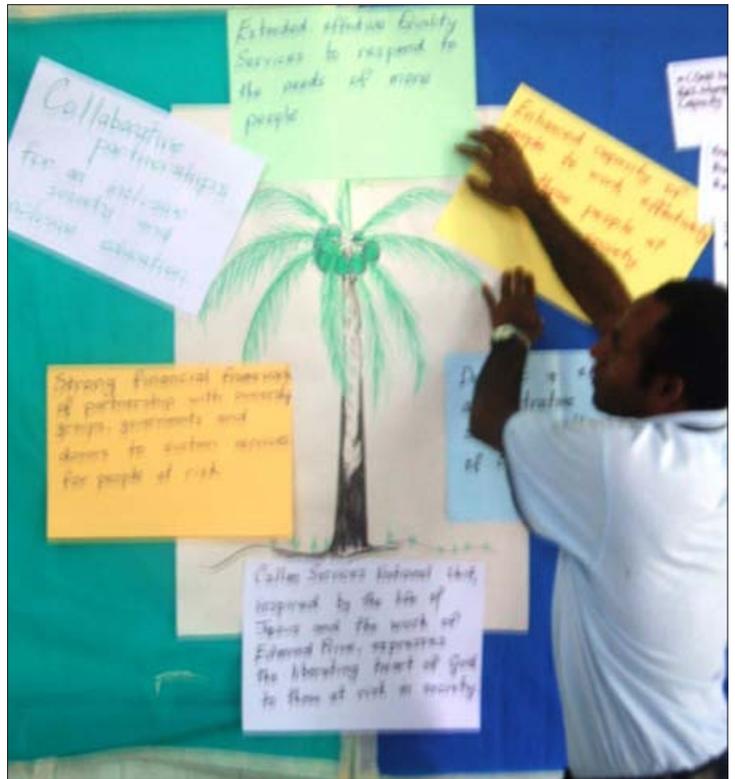
ICA-Peru carries out a six month program for the formation of leaders-facilitators for community self-development. The program includes a month of community orientation, three weeks of intensive Leadership Formation Training (based in ToP methods) in our Training Center in Azpitia, and four months of follow-up implementation support in the communities of the new leaders-facilitators. Our total staff of 15 can schedule 10 of these programs each year, creating about 500 new community leaders-facilitators in about 70 communities.

These Community Self-Development programs are sponsored by companies as part of their social responsibility for the

communities near their operations. The big change for us in 2012 is that all of the programs through July have been from companies who had called us to do a program. This indicates some acceptance of the effectiveness of the Community Self-Development program. We are especially pleased to be doing two programs for a very high profile project surrounded by a lot of conflict, where we have been asked to give an organized voice to the local people who have been excluded from the dialogue to date. While this is somewhat risky work for our staff, we are excited to see our work coming into mainstream use. Another indicator of change is that we are now being asked to give the same training to the Community Relations staff members of a couple of the companies.

Helping Callan Services develop a strategic plan for Papua New Guinea

By Margaret Endicott



The coconut tree vision

At the fourth meeting for the development of a strategic plan for Callan Services, Papua New Guinea, I asked the group to reflect on the journey so far. We had just named the strategic directions at this meeting. My question was – ‘What image, colour, sound would you give to what has been happening?’ Great images were shared, but one in particular seemed to speak to me about the people here and ToP processes.

Said one participant:

‘We are familiar with the leader out in the front and we are all in a line behind. He is pointing ahead and telling us that is the way but during these months we sit in circles and someone asks, what is the way?’

Callan Services has been operating in Papua New Guinea for over 25 years. A Christian Brother, Br Graeme, from Australia had been the driving force behind the establishment of this organisation.

Its core work is in education and training for teachers and workers in the

Margaret Endicott is a ToP Facilitator, Sisters of Mercy, Queensland, Australia

field to ensure inclusive education for all, especially the hearing and vision impaired. Many specialist medical services are needed too, so it is doing much in that area as well. It has 17 regional centres with several sub-centres each. These resource centres are owned by the local diocese and governed by a local board. It is a structurally complex organisation operating in a geographically challenging country with mountains and rivers that makes connections very difficult.

Within PNG, Callan has an amazing reputation for contributing to changes in government policy in relation to education and people with disability, as well as being a positive force for people with disability. It is connected to thousands of people.

At the end of 2008, the founding director retired. Another Christian Brother, Kevin, has become the director. He invited me to work with Callan Services to develop a strategic plan. Here began a fantastic journey for me, one that has given me energy and inspiration into how effective the ToP methods can be in the Melanesian culture as well as a great way of training and building the capacity of

people. I have just completed my fourth visit, working for four days each time, with at least one more visit planned this year.

We began in January 2009, a few weeks after the faculty event in Brisbane. I had previously done some work in PNG with another group using the methods, so I had confidence that ToP processes were appropriate here. My role was two-fold, facilitation and training. These had a few steps: to facilitate initial planning to manage the change process for the first six months, to facilitate the development of a strategic plan and to train people in key roles in the methods. All my favourite tasks!

I would like to share with you the steps in this process as I think it will give a picture into a wonderful people and place. In January 2009 we gathered. The ‘we’ was the retiring director, the new director and one other man who was the national coordinator of the Hearing Project across PNG. Another person was to come but he was stuck in Hagen and we were in Wewak. We had a small room in which we worked (the only place on the campus with air-conditioning, well, sort of). The room is one sticky wall wide

and one sticky wall and a door way long, all walls covered with book cases and books. Until this time, only the director had been involved in strategic planning. Our themes for these days were, learning from the past, living in the present and thinking into the future.

We began with a focused conversation to form the group and then moved to a historical scan. The image emerging from this was a journey, and taking a journey in this country is very difficult venture. After listing and naming the current issues, concerns and demands that had to be met we developed a change map. This was a great exercise, as the PNG man really came to the fore with his images, drawings and stories. We then developed an action plan for the next few months, as this was such a critical time they were unable to look too far into the future, just make sure they survived and did all that needed to be done to manage the transition time. Finally, I shared with the group the process of the focused conversation, as we had done many conversations throughout our two and a half days, and then we prepared one. The director was going to interview every staff member so we developed the conversation for this action.

In February I returned. Since the last meeting the two members of the initial meeting had shared the historical scan with the staff at Wewak and they had added their ideas. The director had conversations with each staff member using the focused conversation prepared and in particular shared in more depth what we had done in our meeting with two people who joined us at the February meeting. This group is now named as the executive team for Callan Services National Unit, extending the decision making group from the initial one to four.

This second meeting began with a review of the action plan developed in January and identifying those actions that needed a specific action plan developed in order to move them forward. I unpacked the action planning process with the group and they each developed an action plan for some project that they needed to undertake in the next period of time. We began to critique the overall strategic

planning process that I was proposing and refined it. One particular aspect was identified as a gap before we could commence the planning. The mission statement, or The Statement of Purpose, as they call it, was not up-to-date. So we reviewed past statements and developed a new draft one. The group prepared a focused conversation to have with staff in the coming months to critique the statement of purpose. One interesting dynamic was the electric power supply. It was quite an event on the move as the power would go out for hours at a time, so we were moving from our tiny room to a larger room – taking our sticky walls with us. Quite a sight!

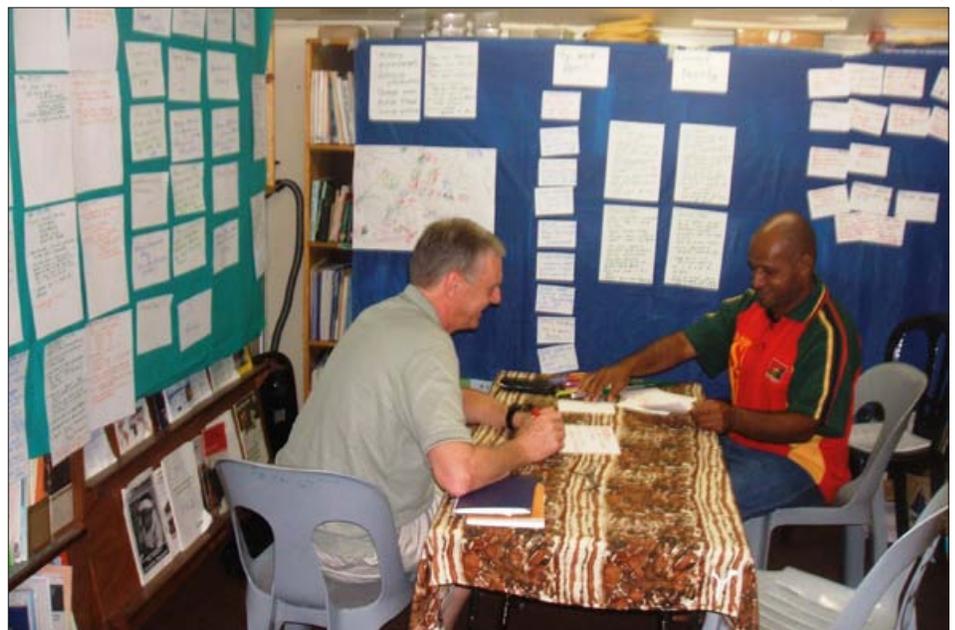
Our April meeting began the strategic planning process in earnest. All the Callan Services National Unit staff gathered – about twenty five. For most present this was the first time they had been involved in strategic planning. It was a great morning with many creative ideas emerging for the strategic vision for Callan in 2015. Actions were gathered, clustered and initial naming was undertaken. The executive team plus four regional coordinators then gathered to plan the process of consultation across PNG. They were to gather reflections on the statement of purpose and further ideas for the emerging strategic vision from all the resource centres, other NGOs, government departments and

bishops where the centres were located. I thought it was a mammoth task, knowing the pressures of the immediate work to be done in continuing to deliver services as well as the travel involved. We designed a form for them to complete at the meetings and send to me for collation and preparation for our next meeting.

What a mad idea!!! I received about 200 ideas for future actions. My hall wall at home was a great place to put up a sticky wall, so over the next few month as I received these ideas I would print out the list from the centre, cut up the actions in little strips of paper and begin the clustering. This began with the initial clustering from the staff meeting but extended over the weeks to sub-groups within these main clusters as well as new clusters emerging. I gave them one-word headings so I could remember the focus. Before leaving for PNG for this most recent meeting I typed all the actions into the columns and printed each off on A3 sheets of different colours.

My bag was heavy on the way to the July meeting with so many ideas for the future, and indeed so heavy that it did not arrive in Wewak with me on the Saturday before the meeting! There were 24 hours of concern hoping the material would arrive in time for our meeting on Monday, but thank goodness it did. All day Monday we worked at naming the

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Any room will do

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clusters. The group consisted of a few more coordinators, so each time more people are exposed to the work and gain ownership of the product. We had to have all the naming done by the end of the first day as we were then taking the strategic vision to a wider staff meeting the next day to share and then identify the barriers and brainstorm some strategic actions.

We did get the strategic vision named and the group was quite excited about what they had accomplished. They could not believe they could take the hundreds of ideas and come up with something so concise and meaningful. The image that held the vision was that of a coconut tree – the roots represented the values and purpose of the organisation and they wanted this included in the strategic vision, the trunk of the tree represented the two vision statements that held the internal work of the organisation, and finally the fronds and fruit held the statements that were the work of the organisation. One member of the group volunteered to draw the image and bring to our staff meeting the next day.

One of the great outcomes of the next mornings meeting was the overall ownership of the strategic vision. There were five different key strategic vision statements with two, three or four sub-headings for each. Five different people from the Monday group explained a vision statement, what was behind it and how it linked to the work different staff members were doing at present. This part of the morning took longer than planned but the outcome was greater than expected. The barriers identified and named were very accurate and helpful to the next step. I used a dragon story that Elaine had shared at our last Module 3 session in Brisbane and it worked really well. We could keep saying when trying to name the barriers – it is not the dragon we need to focus on, but what is keeping the dragon there.

The next day we did the work on the strategic directions and the group made some critical decisions for their future. They were surprised at what surfaced,

scared at times to really take the step but in the end decided that this was the way forward.

Their level of participation and depth of thinking are amazing. Their excitement about being involved and developing the future together inspires me. At the end of our session this time I told them I wanted to write about what we are doing and asked for some comments from them to include. The following comments have been sent to me and I share them with you.

“Here is what I have learnt and would like to share with you and other in regards to process of formulating the Strategic Vision for CSNU. I find it very hard to express it in one sentence but I’ll try my very best:

Wisdom is essential for productivity of Knowledge, Without wisdom Knowledge could be highly explosive – Your enriched guided and directive questions, has enhanced me significantly into help shaping the vision for the organization, CSNU!”

An email from the Director to staff:

As I said during the course of our work together we are working through a VERY challenging time but you have dreamt a new future based on the best of what you have achieved in the past. Thanks and congratulations!!!!

Our final naming of the Strategic Plan sums up the process:

**One in Heart
Looking Back
Walking forward**



The wall speaks



*It's all good fun
- Sr Margaret
Endicott*

Helping the disabled in Chile get jobs and a role in society

By Ana Mari Urrutia A.

Fourteen years ago Mr. Bruno Casanova invited me to participate at SOFOFA's (the Federation of Chilean Industry's) Commission for the Disabled. This Society is in charge of associating different Chilean industrial enterprises. I started working together with the General Manager of the Children's Rehabilitation Institute (Telethon), Mr. Sergio Oyadel, and though we were highly motivated, at the beginning we were not at all sure what this Commission was seeking. It included representatives of the Work Ministry, Health Ministry and Education Ministry. There were also representatives of the Security Mutual (ACHS), FONADIS (National Fund for the Disabled), some very important entrepreneurs such as Mr. Raúl Sahli and Mr. Casanova and Municipality representatives. This Commission had a total of 16 members.

At the beginning we decided to establish in each Municipality in Chile a Communal Commission for the Disabled (CCD) that would let us support the disabled inhabitants and their families in each of these communities. As time passed, we realized that the big issue was to include the disabled in the work force, by providing the means for all of them to get work, regardless of age. It's a painful fact that when the disabled become adults they have great difficulty getting any kind of work.

Ana Mari Urrutia Arestizabal is Executive Secretary of the Board of the Sociedad Pro-Ayuda al Niño Lisiado and Theleton Foundation, that's in charge of the Institution and a member of the SOFOFA (Sociedad de Fomento Fabril) National Commission for disabled people. She is a specialist in Participation Technology, trained at the Institute of Cultural Affairs in Chicago (1984) and in Phoenix, Arizona (1995-96). She is now Trainer and Board's Secretary at ICA Chile.



ICA-Chile has a long history in this country designing programs for vulnerable people, especially young ones physically challenged. The results we had had with our program for youth using ToP Methodology had been excellent, so we decided to try it on the adult members of the CCDs. We started giving courses that took 30 to 34 hours in 2006. People from different organizations were motivated to start small enterprises and were enthusiastically looking for work according to their different abilities. There is still a long road to travel though, in order to really include the disabled in the work force in Chile. We know that in those places where there has been an ICA course, something really good has happened: participants have awakened, they were motivated, they created new possibilities of organizing themselves in order to work and develop different projects. Up to this point we have given 54 ToP training courses to 1.296 participants all through Chile during six years of hard work.

We have worked with several CCDs not only in Santiago but in many places north and south of Chile. This year, 2012 we expect to give 20 courses.

The great plus of this project is that it unites private enterprises and the Employment Service of the Chilean Government (SENCE). This is a public entity that finances our courses in order to attain help for the disabled. The participant enterprises do it through the RSE (Enterprises' Social Responsibility). Besides this, they completely trust the tools we use in ToP Methodology, in order to get results that contribute to attain the goals of the program. This is a very important initiative. Its leader today is Mrs. Anita Briones. She is a very important Chilean entrepreneur at SOFOFA.

The stimulation, motivation and enthusiasm that these courses can result in help us realize that we should consider repeating them whenever they are necessary. We want to thank all those who have been involved in this very special and different "Program for Human Development" on behalf of those persons that suffer disabilities in Chile. This program relies on ToP Methodology to awaken the spirit of everybody and of the organizations involved and helps them plan new strategies in their work so as to include all the disabled in society and work. □

ToP helps community housing project in Wales

By Jonathan Dudding, ICA:UK and Ann Lukens, Groupworks

This article appeared originally in e-Organisations and People, (Autumn 2011, Volume 18, Number 3), the journal of The Association for Management Education and Development (AMED), www.amed.org.uk

Introduction

Involving all staff and client members in full corporate planning processes may seem to stretch the 'need for consultation' to its limits. However, in 2010-11, a community based housing organisation in Wales that is widely recognised for its community engagement strategy did exactly that. Bron Afon Community Housing (see box) wanted a corporate plan that was developed with maximum community, member and staff involvement; enhanced the organisation's capacity continually to design and facilitate participatory events; and broke down the barriers between departments to provide more cohesive and integrated services to tenants. This is the story of how we co-designed and facilitated that project.

Context

In keeping with its values, Bron Afon wanted all of its members and staff to be part of making the big decisions that would form its new five-year corporate plan. And as they wanted to keep those participants involved in delivering the plan over time, they also needed the process to develop the skills of their own teams in building capacity, working collaboratively and in partnership. Bron Afon believes strongly in participation and involvement and sees this as key to performing its role in the Torfaen communities. So it sought external expertise from ICA:UK (www.ica-uk.org.uk), an international facilitation, community development, and training organisation whose values are similarly participatory.

Jonathan Dudding is Director of International Programmes, ICA:UK (jdudding@ica-uk.org.uk)

Bron Afon was looking for three principal consequences of this intervention:

- A new five-year corporate strategic plan – a short and accessible document to complement and supplement the existing business plan, and to identify what services will be delivered to whom, by whom, and how.
- A breaking down of departmental and 'silo' working, enabling and encouraging Board, staff and members to appreciate each other's values and perspectives, and to share a common purpose and commitment.
- The development of internal facilitation skills and capacity to support ongoing, inclusive participation and partnership across staff and membership groups.

How we designed the process

Design was shared by the ICA:UK team (Ann Lukens, Jonathan Dudding and Martin Gilbraith) and the Project Management team set up by the client, reflecting a partnership approach based on our shared values around capacity building and community development. In addition to Bron Afon's Aims and Values, we developed eight principles to underpin the process:

- As many members, staff, and board as possible should be involved at every stage, and each idea must have the same weight as every other.



A Bron Afon facilitator working with members to gather their ideas

- All outputs and documents should be available to all participants through various forums, including email and intranet, staff newsletter and notice board, and tenants and members newsletters.
- The outputs should show the links from Vision through to everyday working plans.
- Bron Afon staff should be involved in facilitating at all stages, both to build skills and to ensure that all participants saw the process as theirs and took ownership of the product.
- The Bron Afon senior management team needed to be part of the process throughout.
- Members' input was critical and had to be supported throughout.
- During training, all participants would actually be involved in a full demonstration of the processes that they would later facilitate. The output that they produced would be incorporated into the final reports of each event, ensuring that as staff members, they had input to the full process and were not excluded from the process by being facilitators.
- Venues must be fully accessible and all parties able to contribute fully.

These principles played an important part in designing training and events,

consolidating information during the sessions, choosing venues and times, and maintaining the ongoing communication which was required across both teams throughout the twelve months (June 2010-May 2011). All the events were co-facilitated, with Jonathan and Ann as lead facilitators, modelling a co-facilitation approach and ensuring that the Bron Afon facilitators understood each step (with full training beforehand and detailed facilitation guides for each workshop).

The jointly designed approach combined elements of facilitation, training, mentoring and coaching in facilitative leadership, project management, data handling, event design and community engagement. Training was also provided in Action Planning facilitation methods and tools for the detailed activities that would result from the directions set by the group, and a scrutiny process was developed to ensure that members could continue to be fully involved in how projects are selected and managed against the wider Corporate Plan. Combining three facilitation methodologies (the Technology of Participation, Open Space and Solutions Focus), the process included visioning, resource and opportunity identification, capturing areas of concern, and development of strategies for the

Corporate Plan. These methodologies were chosen partly because of their own individual contributions to effective participatory planning, but also for the underlying principles they share and reflect (participation, teamwork, creativity, a leaning towards ownership and action, incorporation of learning and reflection) and their compatibility to Bron Afon’s values.

Each set of events was preceded by facilitator training, extensive publicity and

follow-up to encourage people to attend, and careful identification and preparation of venues to maximise accessibility and ensure a memorable experience. Afterwards, all the outputs from each event were documented (the boxes in Figure 1 below) and collated - both as a record of what was agreed as well as to feed into the next stage and, finally, into the corporate plan itself. Table 1 (below) shows a summary of the major group-based events that took place during this project.

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Figure 1: Collaborating on the Corporate Plan

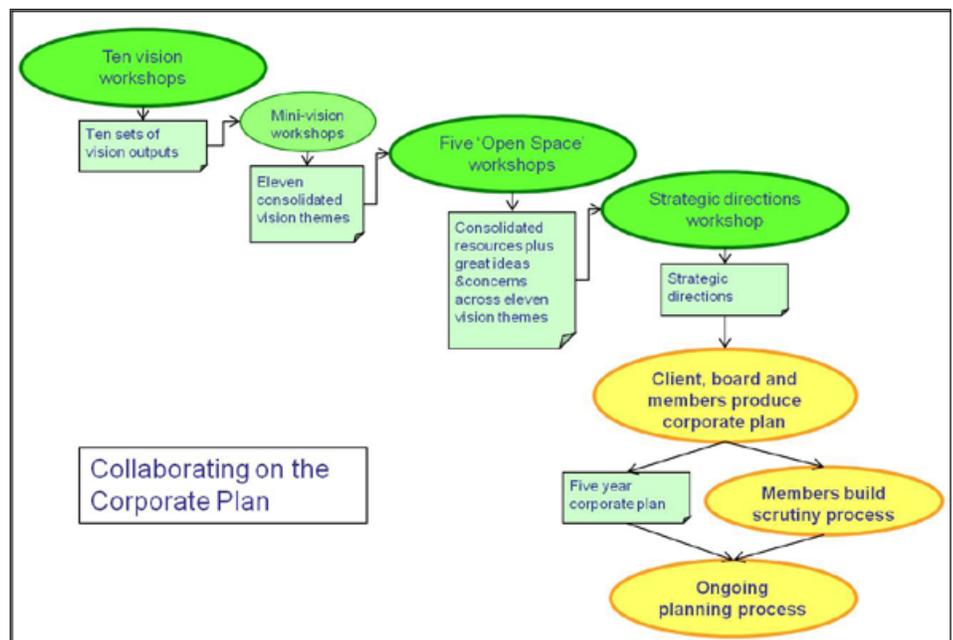


Table 1: Major group-based events

Events	Purpose	Numbers involved
Ten vision workshops	Establish a vision of a thriving community as a starting point for the plan	600 members, and staff
Five Open Space workshops	Identify existing resources, challenges and generate great ideas for moving forward	600 members, staff, young people, local authority elected representatives and other partners
<i>(N.B. 3 of the Open Space workshops were initiated, designed and facilitated by Bron Afon staff alone.)</i>		
One strategic directions workshop (1)	Develop clear actions and strategies clarifying Bron Afon’s priorities and contribution to the vision	80 members, staff and Board
One scrutiny process workshop	Establishment of a process to enable members to scrutinise the implementation of the corporate plan	15 Members of the Membership Committee

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Reflecting on the Experience

During the process six key lessons emerged:

The fundamental role of values

At the beginning of the process, time was taken to clarify and note the compatibility of the core values of both Bron Afon and ICA:UK. Our mutual commitment to participation, to teamwork, to inclusive decision-making and to capacity development underpinned the design of the whole process and provided an agreed basis for changes and alterations as the process continued. These shared values also informed the choice of methodologies used in the process, ensuring that the values were reinforced every step of the way.

The importance of documentation

By producing detailed documentation after each event, participants were able to track their individual ideas all the way through the process and to see them reflected in the final plan. The documentation also enabled the Membership Committee to carry out an initial scrutiny of the plan, based on the outputs generated during the earlier events. The detailed documentation also provided Bron Afon with a valuable source of ideas and resources which can be revisited and drawn upon in future. Lyn Weaver, chair of the Bron Afon members group, noted that this was a vital part of their experience:

“We have this overall picture that holds everyone’s ideas – not everyone says things in the same way, but with it all captured and grouped into themes, you could see that we were all aiming for the same thing. And it’s all still there – we can go back to it and find new ideas – it’s a resource we can use forever.”

The value of feeling forward movement

The events were designed to build on each other, to develop new ideas based on earlier outputs and to demonstrate progress towards the agreed goal of a new plan for Bron Afon. While this steady build-up led to some impatience from some members (who were eager to see decisions made and work carried out), the vast

majority appreciated their involvement in such a process.

Such a feeling of forward movement needs to be maintained as Bron Afon moves into the implementation stage. The facilitation team needs to ensure that the ongoing planning, implementation and reflection process remains based on well-disseminated information, on the premise that all voices are heard and that the contributions of the whole team and the individuals within it will produce a better product and greater commitment. The commitment to the Vision that the group created together will be reinforced each time a new activity or project is initiated. It will be checked against initial data to be sure that the work signifies movement towards that Vision according to the directions and priorities that the group has agreed together. The energy and excitement will in this way be preserved and increased over time. Successes will be celebrated.

Accountability and Transparency encourage participation and ongoing ownership

Care was taken continually to re-assure people (staff and members) that their input was valuable, that the ideas would be listened to, taken into account and, where possible, acted upon. Arguably such an assertion will not be proved until well into the implementation stage. However, with such a clear paper trail of event outputs to the plan, and the scrutiny process now in place, members and staff are encouraged not only to continue participating in the process but also to take ownership of the plan. There is excitement about the great and practical ideas they had generated that would help to achieve this vision for their communities. For their part, Bron Afon has taken care not only to document and to share all the ideas that did find their way into the plan, but also to record and



Bron Afon members Peter Wadley and Dorothy Moreland discussing ideas at the Open Space event.

hold all the ideas that did not - seeing them as a community-developed ideas bank for future projects.

Reflection is vital!

Throughout this process an important element of reflection was maintained to ensure the ongoing quality and effectiveness of the events, to support the learning of the facilitators, and to encourage staff and community members to play an active and ongoing role in implementation as well as planning. Time was built into each training event and facilitated session to enable such reflection to take place, with any recommendations being noted and implemented in subsequent events.

The value of interaction between Staff and Members

These events brought together staff members who seldom meet each other (e.g. trades and administrators), and brought the members in contact with staff members they never see. This interaction led to a new appreciation of the bigger picture and encouraged participation from beyond the ‘usual suspects’. The use of trained Bron Afon facilitators added another dimension to this, raising their profile within the organisation and amongst members, and enabling managers to recognise a new skill set that is now established within the organisation.

And the results?

Bron Afon began the process as an organisation that valued participation and development of both staff and

community. In the end, how were they different? What has changed? Although the process has only recently been completed, there are already three important signs of change:

Bron Afon has a strong, confident and creative facilitation team

“One of our aims in undertaking the project was to build capacity which we could use in the future and this has already been a proven positive outcome: the facilitation skills and techniques learnt and developed during the project have already been used in a number of other areas in the organisation. For example a workshop was held to identify and prioritise the support needs of our tenants to inform the future direction of this service using the trained facilitators and the process learnt which yielded really useful and comprehensive results.”

Penny Jeffreys,
Learning and Development Manager,
Bron Afon

The facilitators we trained have already undertaken many events for their teams and communities, have designed and facilitated the staff away day, and continue to see new and different areas where their honed skills, and new methods and tools, can support great results. Even when methods like Open Space challenged their inclination to organise (even influence) everyone, they stepped back and recognised that participants could just get on with it, allowing them the time and space they needed to come up with ideas, without seeking to influence what those ideas were.

In addition to confidence and skill, the facilitators have also learned creativity. At a meeting held minutes after the scrutiny session, one of the new facilitators took the new process and product and helped a different group to apply it. At the staff conference which the facilitation team designed and organised, they were praised for their creativity and resourcefulness both by staff members and senior management - the main challenge being how they would be able to do even better next year!

Bron Afon’s relationship with their members has been strengthened

The members were not only involved in this full process of corporate planning, but have also been exposed to these new skills and processes many times since this initial project. At a recent session, where a year’s worth of data needed to be pulled together, Shelley Hier (one of the Community support team facilitators) said,

“The process came at just the right time – we had a year’s worth of data and using what we had learned, we were able to make sense of it all with our members group – coming up with an outcome that was clear, concise and (in the end) easy. The members really felt they owned it and



Staff and members adding their ideas and prioritising the different aspects of the vision

in fact they said ‘the best thing we’ve ever done at Bron Afon.’ They could see actions and ways forward – the result of us having better processes and understanding how to apply them in different situations.”

So already, the facilitators we trained have undertaken other and different events for their teams and communities, with great results.

Bron Afon has a Corporate Plan which meets everyone’s needs, and will continue to do so

With the process involving everyone in the organisation and many of its members, the Corporate Plan itself meets the needs of all parties – the board, members, staff, and the Chief Executive. It does so by providing a framework which is grounded in reality, reflects the aspirations of the communities Bron Afon is there to serve, and clarifies the organisation’s imperatives and priorities for the next three years. □

Some information about Bron Afon Community Housing

Bron Afon Community Housing (www.bronafon.org.uk) is the registered social landlord set up in March 2008 as a community mutual association to own, manage and improve the homes previously owned by Torfaen County Borough Council in South Wales, UK. This means that it is owned by the more than 1200 tenants and residents who joined as members and shareholders, and has 470 staff. It serves four areas, 17 communities and 97 neighbourhoods in Torfaen, many of which are among the most deprived in the borough.

Bron Afon activities fall into five main areas – construction, housing provision, support (particularly for the

elderly), facilities management and community investment.

“Bron Afon has been created and shaped over the past three years by tenants and staff working together to design their own landlord and employer,” says CEO Duncan Forbes.

“The result is a unique organisation with our own ways of working. Our membership committee is elected and scrutinises the work of our Board.

Staff are involved in shaping and developing our policies and we are placing a great emphasis on people working across teams.”

Linking ToP to sustainable agriculture and renewable energy in Zimbabwe

By Gerald Gomani

ICA Zimbabwe was founded in 2000 by local nationals with a vision of maintaining high standards of quality related to Technology of Participation (ToP™) as a provider of services in training, facilitation and programs to more target groups in Zimbabwe and beyond involved in facilitation and organizational development in order to achieve client satisfaction and empowerment.

Technology of Participation builds effectiveness, efficiency, ownership and commitment through:

- Active and inclusive participation
- Respect for differences
- Access and opportunity to basic needs' resources
- Community empowerment and broad-based positive responsibility
- Providing a framework for an ongoing creative process

Technology of Participation ToP™ consistently brings people – who want to improve their quality of life – to consensus, collaboration and commitment. ICA Zimbabwe considers itself a capacity builder that believes in fighting the various forms of 'dependency' that exist in Zimbabwe – dependency expressed in terms of financial and mental self-sufficiency – through capacity enhancement.

Participatory approaches and facilitation have been used increasingly in the fields of agriculture and renewable energy. In agriculture this has expanded the idea of experiential learning between farmers and farmer-to-farmer exchanges, it has enabled farmers to co-operate more effectively in the upkeep and maintenance of shared equipment or resources, in joint storage, marketing and selling of products, in joint design of machinery and other equipment. In

Gerald Gomani is Chief Executive of ICA Zimbabwe and ICAI Secretary

renewable energy the involvement of local people has highlighted design issues in relation to the local culture, leading to changes in design and greater uptake of the technology, and peer-to-peer education has enabled a wider spread and impact more quickly.

ICA Zimbabwe recognises the significant work being carried out in the agriculture and renewable energy sector in Zimbabwe and based on success stories recorded within ICA network in Japan, Kenya, Zambia and India we believe ICA can contribute to the development process of agriculture and renewable energy in Zimbabwe.

Some of our global work involving sustainable agriculture and renewable energy include:

- ICA Zambia/OPAD work with farmers groups since 1990/91, first through the SAVE (Sustainable Agriculture Village Educators) programme and subsequent variations.
- ICA Kenya's work with KIOF (Kenya Institute of organic farming, working with farmers in various programmes since mid 1990s
- ICA Kenya's work with solar-powered cookers
- Conferences with farmers in fear of losing their farms
- Strategic planning with various government Agricultural Departments
- Major conference on Innovation in Agriculture for a University
- Major government conference on Geospatial Technology which is about online maps and land use.
- Various clients who are into fertilizer and chemicals.



An ICA Zimbabwe staff member leading a ToP session

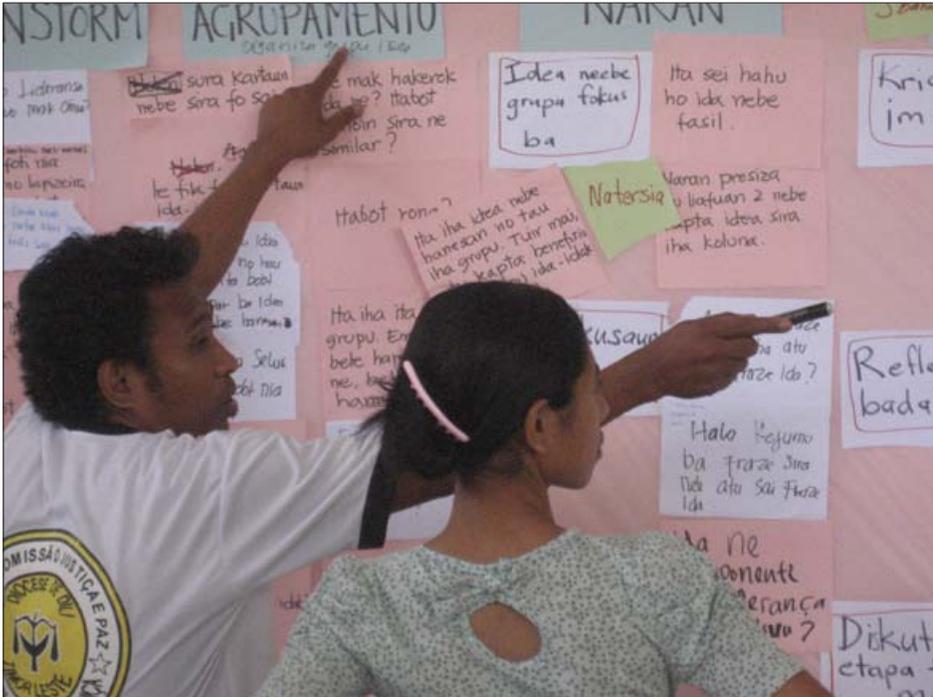
- Renewable Energy
- Facilitated government advisory groups on wind energy
- Strategic planning with non-profits promoting solar and wind energy in cities
- Planning sessions with several energy related non-profits
- Facilitated events with government power generation corporations.
- 3000 Town campaign meetings done in America,
- Peer to peer training in Spiritual Agriculture/Permaculture
- Contextual Strategic Planning workshops that go to the action planning steps

We see facilitative approach to development using ToP™ as a never-ending process of improving, changing and developing an organisation and individual. In our endeavour to become what we've set out to be – a provider of facilitative services in Zimbabwe we are seeking partners in order to deliver our services. The basis for this partnership will be based on mutual learning. This process will provide ICA Zimbabwe opportunities for structured learning through joint reflection, preparation and planning and also provision of outside expertise within ICA Network. □



Foundational Methods of ToP learned at Timor Leste Forum

By Karen Newkirk



Participants getting on 'ToP' of the methods...

On Wednesday the 21st of June, ICA Australia colleagues David Jago and Karen Newkirk arrived in Timor Leste (TL) full of anxiety that the plan that had been generated to impart knowledge and skills to Timorese people would indeed succeed. For David it was his eighth trip to TL, my second and for Helen Ritchie (who joined us on Friday from New Zealand) it was also her second trip. Previous experiences had shown us how difficult it was to work in a multi-lingual situation without fully understanding the culture. The official language of TL is Portuguese, Tetun is widely used, Indonesian is widely used and many people have another local language. Different people have different levels of ability in each language with some not speaking any Portuguese others not speaking any Indonesian and others not speaking much Tetun. Some people speak English.

We had arranged to essentially deliver Module One of the Facilitative Leadership

Karen Newkirk is President, ICA Australia

Program; the foundational methods of ToP i.e. Discussion Method and Workshop Method twice; once for the Co-facilitators and interpreter and then for the 26 participants.

Our local partner in the training was Forum ONG Timor Leste (FONGTIL). FONGTIL is the umbrella organisation for all local, national and international NGOs operating in Timor-Leste. Currently, there are over 450 member organisations across Timor-Leste's 13 Districts. FONGTIL's role, identified in the mandate from its members, is to facilitate the work of member organizations via information dissemination, coordination, advocacy and capacity-building.

Terms of Reference (TOR) were agreed including broad objectives that were, 'Strengthen knowledge and skills for 13 district NGOs, 2 NGO Networks and 16 FONGTIL staff especially District Liaison Officers (DLOs) in their approach in communities through Technology of Participation (ToP)'. The TOR also included

a detailed outline of what would be done and anticipated outcomes.

Institute of Cultural Affairs Australia (ICAA) had raised over \$6,600 for the purpose of delivering this training. Three ToP GIFL providers were willing to receive minimal payment to deliver the training and the US Embassy small grants provided about \$1,000 for the training for FONGTIL staff and Members.

FONGTIL deeply appreciates the fundraising and services provided by ICAA and ICAA deeply appreciates the fundraising and co-ordination by FONGTIL and particularly that of Elsa Pinto who enabled everything to happen and run extremely smoothly.

Support from FONGTIL included:

- Transport to and from airport, to and from FONGTIL during the training period. This was very good and much appreciated.
- Identification and booking of accommodation. Very central and comfortable accommodation.
- Training venue (FONGTIL meeting room and 'classroom').
- Identification of three co-facilitators and interpreter. All were excellent although the interpreter missed Thursday 21 June and one co-facilitator missed Friday morning causing initial understanding to be slightly less than it could have been. However by 5pm Friday 22nd June the training facilitators (David, Helen and Karen) were very excited about the level of understanding shown by the Co-facilitators and Interpreter. One co-facilitator (Elsa Pinto) had excellent English, a second had fairly good English and the third had a little bit of English however he was placed in the team with the Interpreter and he showed a very deep understanding of facilitative leadership (as did his colleagues).

(Continues ►)

(▶ *Continued* ▼)

- Lunches, morning and afternoon teas were provided and money was provided for meals that were external to the training for the training facilitators. FONGTIL also hosted a celebrative dinner on the Friday evening for the training team ('PD CHECK') and FONGTIL management.
- Printing of resource packs and Certificates were done at FONGTIL.

Co-facilitator / Interpreter Training

Training began on Thursday 21 June at 9am with an introduction to the foundational methods and the training program to the co-facilitators (the interpreter missed Thursday). A demonstration of the Discussion Method was followed by an exploration of what was involved and then a practice of the discussion method. The topic used was the quote from Alexandria Mikeljohn, "Democracy is the act of thinking independently together." The three co-facilitators were excited and animated during the discussion and agreed that we use it for the conversation in the training on the Monday.

Monday 25 June

Transport was a little late on Monday resulting in arrival at the venue at 8.30am rather than 8am. A Training Plan (A) was presented for the week with movable post-it notes since we were very unsure how we would go getting the training across in the situation. For the same reasons we did not display Training Objectives except to say and illustrate that we were teaching the Discussion Method and the Workshop Method.

After the introduction including when the US Ambassador was arriving (11am) we began the conversation on the Alexandria Mikeljohn quote. Unfortunately it was not clear enough that this was the beginning demonstration and people became lost. A second mistake was made in not just accepting 'liberty' as an alternate word for 'independently'. Fortunately we had a conversation prepared about the European football game that had recently taken place.

This demonstration was very clear and had the animated participation (including those not interested in the football) required for such a demonstration.

The US Ambassador did arrive at 11am and speeches were made. The Ambassador responded to three questions taken from the group. This was a good participatory approach and did not detract from the training at all. We adjusted the timing accordingly.

We broke into three groups in three spaces and prepared a discussion on the topic of 'Discrimination in Timor Leste' as this had been raised during the discussion on democracy. Each space had a sticky wall and the teams named themselves; 'Peace', 'Haburas' / 'Flourish' and 'Buka Hatene' / 'Search for knowledge'. The teams did not include the Facilitators and Co-facilitators and Interpreter as we formed a fourth 'teaching team' of seven people ('PD CHECK', the first name initial of each member). We rotated the groups through each of the spaces and facilitation teams so that over the week they formed a bond as a learning community and also had the opportunity to experience all three training styles.

Tuesday, Wednesday and Thursday 26-28 June

Tuesday we practiced the Discussion Method in the three groups through, planning a discussion, leading a discussion and providing and receiving feedback on a discussion.

Wednesday a second practice of the Discussion Method consolidated learning. The Workshop Method was introduced with a demonstration and an exploration begun in each of the three groups.

Discussion Method topics:

- Democracy
- Czechoslovakia and Portugal Football Game
- Discrimination in Timor Leste
- Facilitative Leadership compared with three other styles of leadership (as per chart provided)

- NGO's in Timor Leste
- End of course review (prepared on Wednesday for Friday)

Thursday we practiced the Consensus Workshop Method in the three groups through, planning a workshop, leading a workshop and providing and receiving feedback on the workshop.

Workshop Topics:

- The benefits of Facilitative Leadership
- The existing elements of Facilitative Leadership in Timor Leste

Twenty-five participants had the opportunity to practice the Discussion Method or the Workshop method and demonstrated varying levels of understanding of and skill in these methods. The 26th participant had no experience as a facilitator as he worked as an admin assistant in the office. He participated for the first three days but clearly struggled with the content and was not present on Thursday and Friday.

Elements of Facilitative Leadership were not foreign to the participants. Trainers noted great respect and collegiality between participants and assignments to roles were done with gender balance in mind. It was useful to establish that significant elements of Facilitative Leadership were sprouting and securing roots in Timor Leste. Two of the older (late 30s/early 40s) participants stood up (separately) to deliver their practice Discussion forcefully delivering a lecture and not long into their delivery the other participants explained to them that they were not using the method that they were learning. On one occasion during a workshop practice a participant said to the participant practicing, 'Hey, you aren't supposed to tell me what to think or where to group my response. You ask questions'. There was a great deal of laughter and admission that they hadn't quite got it. One of them changed almost immediately stating that he now understood how to draw out the ideas from the group rather than telling them what to do. Many participants noted that in doing so they gained commitment to the outcomes.

Friday, 29 June

On the last day we covered the underlying dynamics common to both methods, had a discussion about application of the methods and then broke into work-groups determined by similarity of application. The work-groups prepared discussions and then practiced on each other in three groups. This meant that all 25 participants had practiced a method twice by the end of the training (the 26th participant was not in attendance on the last 2 days). This concluded by 3.30pm in time for the scheduled afternoon tea. The evaluation and distribution of Certificates of Attendance was scheduled for 4pm till 5pm however there was some delay resulting in a five people having to leave before the evaluation. Twenty-four people including Caesar, Cornelio and Elsa completed evaluation forms. The closing was not finished until 5.45pm.

Of the 26 participants 11 were from FONGTIL, 15 were from eleven NGOs. 13 were from districts outside Dili and 13 were from Dili. Feedback through surveys, a discussion and informally indicated that people learnt a great deal from the course and are keen to apply what they have learnt to their work.

Saturday 30 June

Helen left early for her plane back to New Zealand. The other two facilitators (David and Karen) and the Co-facilitators, (Elsa, Cornelio and Caesar) met from 2pm till 5pm. The agenda included:

- Confirmation of completion of the Terms of Reference for the work
- Team reflection on the training and the training journey of participants
- The training journey of the Co-facilitators
- Analysis of the Feedback forms
- Implications for monitoring and evaluation of application of training
- Future Training

The Co-facilitators expressed that they felt excited and nourished by the experience of being a Co-facilitator. None of them had done that before (all in their late twenties).

Comments regarding what the experience meant to them:

'It changed my attitude and my way of dealing with people. Very interesting and helped me understand my attitude. I learnt not to push my own thinking'.

'It helped me to gain knowledge. We have to be careful with interpretation as bad translation can really lead people astray. I can make use of these methods back in my district'.

'It is important to not just use your brain in making decisions but to pay attention to what your heart and the hearts of others are feeling. I learnt how to do this in both the Discussion and Workshop methods. I have become stronger and more structured as a facilitator.'

Comments regarding decisions:

'I would like more follow-up training. I would also like to see more of this training for NGOs and other organisations and government.'

'Young people and leaders should get this training. I am planning to use these methods and to show others.'

'Firstly I want to apply this to our monthly FONGTIL meetings. I want to learn more and complete all the modules. We will monitor and evaluate the use of these methods by the 26 participants.'

The Co-facilitators were able to explain things to participants during breaks as well as through appropriate interventions. This could be done because of the two-day training for the Co-facilitators. One participant, who clearly understood the methods by Thursday, was able to explain the methods to colleagues during breaks.

Participants learned from each other's ideas and mistakes in small groups.

Participants felt engaged in their learning.

Singing and a game lifted the energy after breaks and at the beginning of the day.

The training was a great success. The participants and co-facilitators delighted Helen, David and Karen with their demonstrations of the uptake of knowledge and skills in these valuable ToP methods. □



Smiles all round at the end of the training.

Facilitating Belieforama's anti-disc

By Ine van Emmerik, Extravaleren, Netherlands; Catalina Quiroz Niño, Institute of Cultural Affairs, Spain, June 2012

This article represents the ongoing reflection of facilitators involved in holding Belieforama's Religious Diversity and Antidiscrimination (RD and AD) courses throughout Europe.

In the February issue of *Winds and Waves* (Volume 2, No. 1), we wrote about the Belieforama training programme. The following is from one of the facilitators of a course held in Madrid in December 2011:

We were kindly hosted by Catalina Quiroz Niño from ICA Spain (IACE, www.iac-es.org).

My German colleague Nina Mühe and I facilitated a 5-day training course with a group of mixed nationalities (Spanish, German, Belgian, Dutch, English, Danish); beliefs (Christian, agnostic, Muslim, Humanist, Buddhist, atheist); professions (education, training, consultancy, academic world); and ages (20 to 60). Given the amount of diversity and professional experience within the group, Nina and I decided that we would be facilitators of peers, which means: taking seriously what participants bring to the floor, giving them the opportunity to steer their own learning process.

Belieforama's core philosophy is that non-formal education for adults can make a significant contribution to societal change. When human beings are more aware of their personal beliefs and convictions and able to resolve possible conflict with others, they can make a more meaningful contribution in their personal sphere of life and work. This is the basic philosophy behind the pedagogical and didactic flow of the course.

Firstly and very importantly: building the foundation. It is only in a psychologically safe environment that participants can share thoughts and feelings that are

very intimate to them and (even more important) confront each other in a constructive way. Starting a course like this by giving space to talk about your hopes and fears enables people to voice their personal needs. In this group, one of the participants suggested starting each day with a moment of silence. In such a diverse group an action like that has many aspects: does the silence feel comfortable to both religious and non-religious? We agreed to explore it by doing it, leaving it open whether we

It is only in a psychologically safe environment that participants can share thoughts and feelings that are very intimate to them and (even more important) confront each other in a constructive way.

should continue to do it. As it turned out, everyone felt very comfortable with those few minutes of silence each morning.

The second phase, identity, enables participants to reflect upon their own identity: where do I come from, what makes me tick? Conversations on this subject were fascinating to hear, because they show what is often not taken into regard: reflection upon personal beliefs (religious or non-religious) reveals a complex and rich inner panorama and it is sometimes a quest to find words for it. We took our time, which turned out to be worthwhile, because participants felt respected personally and it created an atmosphere of dialogue, which enabled us to enter the third stage of raising cultural awareness, exploring and sharing about daily life practices on religion and belief.

Then we entered the phase where politically correct behavior was

challenged. Being respectful and willing to start a dialogue is one thing, but what to do when things get really difficult? What do you do when you literally have to take position on issues that touch your deepest convictions? Because of the foundation that was built by the group, participants were able to reflect upon their own choices, doubts and emotions after an activity. This was even more important in the next stage of "confronting the issues", where we did a role-play of a little community that had to deal with the issue of a new school, initiated by an external funder. The complexity of these issues "hits participants in the face" so to speak: difficult choices, mixed emotions in action. And of course, afterwards, the burning need for analyzing and solving. We addressed the fact that everyone

brought their own talents, experience and emotional involvement to the floor in the exercise of the last phase: social action. How would we be effective and efficient

social agents in this situation, accepting what we can and cannot do?

Some remarks about the choices we made as facilitators, both in the phase of preparation before the training and during the week itself. It was very helpful that we agreed upon the basic goals of the training: giving a group of peers the opportunity to explore this issue in an experiential way, empowering them in their role as social agents in their own setting. Our main focus was aimed at building a clear structure for the process, allowing space for exploration for the participants. During the week, there was an ICA Spain sticky wall in the room, showing the structure of the week, activities being turned backwards. Each element was turned round after completion.

I can't stress enough the importance of some playful elements for the process, creating space: brief intermissions with energizers, spontaneous singing or reading poetry, making jokes about practical

Discrimination course in Madrid, Spain

things that went wrong (as they always do, working with an international group in a foreign city). And of course: free time, an afternoon with no program, enabling participants to digest their experiences in the way that suited them best.

There was a clear outline of the program that we worked with, but we assessed every day whether we were on track, whether adaptations were needed. During the fourth day, listening to the group after the role play, Nina and I decided to improvise with an adaptation of the prepared activity, which turned out really well.

In their evaluation, participants made clear that the training course had been both informative and inspiring, and that they felt empowered to work on those issues in their working environment. They gave critical and constructive feedback for improvements.

As mentioned at the beginning of this article, ICA Spain acted as a host for the training. This was the first time that the RD and AD course took place in Madrid. Our reflections will be focused on our learnings from the process of hosting this training.

This hosting opportunity allowed ICA Spain to count on its volunteers. Although they spoke little or no English, French, German or Dutch, they managed to support the hosting activities during the week.

The participants and trainer-facilitators had to adapt themselves to different coffee and meal times. This meant spending more time together in an informal setting during meals and snacks, which allowed them to continue interacting and sharing different perspectives about the course. Participants and trainer-facilitators commented that they felt that this extended their intercultural

understanding and learning in a very positive way.

Facilitating these times was as important as facilitating the training itself: caring for the group, their understanding of the importance of that moment and how they wisely seized it during the week.

Our role was not only as host, but also as coach as the training developed. There were some participants who were willing to start talking about their future relationship with the project as potential trainer-facilitators in their own countries. Others had the opportunity to clarify their own position and to make decisions about their possible commitment to go through the Belieforama accreditation process designed for those wishing to become accredited Belieforama trainer-facilitators. □

Part of the process checklist for hosting the group was:

- a Consider participants' gender, cultural, educational background, thinking and communicating styles, age range, health and disability status, language proficiency. For most of them, this was their first visit to Spain.
- b As part of host responsibilities, we chose two cultural visits according to participants' profile. These were a 1945 Catholic workers' movement and an Orthodox synagogue,
 - The Workers' Brotherhood inspired participants as being one of the only Catholic organizations who managed to have men and women in leadership roles. This parity of responsibility and visibility between the two genders surprised the participants, given the year it was founded and knowing that the movement had a very important influence in social, cultural and political life within Franco's dictatorship.
 - The second visit was to an Orthodox synagogue, in which hosts really engaged with participants, giving a very personal explanation of Jewish life in Spain; and an emotional witness experience, such as having the Spanish King Juan Carlos asking for forgiveness for the expulsion of Jews from Spain in 1492, in a speech at this synagogue in 1998.
- c The close coordination with the training coordinator of the Belieforama project based in Brussels (CEJI: www.ceji.org) and the registration forms gathered by them, helped us to make informed decisions taking into account:
 - Religious affiliation (an optional section to fill in).
 - Current role and responsibility within their work place.
 - Their experience in the inter-religious field and the fight against racism or other forms of discrimination.
 - Their expectations about the course, at a personal and institutional level.
 - Dates and times scheduled for the training and cultural visits.
 - The RD and AD course usually starts Sunday afternoon and finishes Friday midday.
 - Be aware of religious festivals, e.g. Ramadan or any fasting ritual carried out by participants.
 - Prayer times, places of worship for participants as appropriate.
 - Dietary needs or concerns (especially knowing that the offer of vegan and/or vegetarian meals in Spain might be limited compared with other places in Europe).
 - Physical access and or mobility needs
- d Activities that will allow participants to have a live, recorded testimony of their experience, so they can listen to themselves in the future, in this case a radio report which you can hear (in English) at www.belieforama.eu. The trainers prepared the group for this activity.
- e Participants' involvement in decisions related to logistics helped to develop their ownership of the course.

Nepal prepares for the 8th Global Conference on Human Development



The 8th Global Conference on Human Development, 2012, aims to bring together researchers, development workers, academicians and policy makers for a dialogue on making the world a better place and accelerating human capacity building for sustainable development.

Speakers include scholar Dr. Jean Houston, Mr. Robertson Work, development practitioner and former UNDP principal policy advisor on decentralized governance, Professor Dr. Suresh Raj Sharma, who helped establish Kathmandu University, and possibly Dr. Mohammad Yunis.

The plenary sessions will allow sharing of wisdom and experience in human development. There will also be workshops on various themes as well as other events on the side such as the launch of the ICA Book.

ACE Travel will arrange post conference site visits and activities, which can be viewed on <http://conference.ica-nepal.org/travel-info/travel-package/>. Virtual participation is also possible for those who cannot be physically present. Mr. Nimesh Amatya (nimesh@ica-nepal.org), Dr. Douglas Druckenmiller and team are working on the virtual setup. (See page 28.)

We receive moral support from several government and non-government bodies. They include the Nepal Tourism Board, the Foreign Ministry, the Home Ministry, the Rotary Club of Rudramati, and Association of INGOs in Nepal (AIN), NGO Federation of Nepal, Equal Access, and Practical Action. Kathmandu University, Darwin Academy and Glen Buds School are also backing us.

The following are descriptions of two of the conference themes by the theme leaders.

Building a Viable Future for Planet Earth

Mr. Krishna Kumar Shrestha, Program Director for the Center for Environmental and Agricultural Policy Research, Extension and Development (CEAPRED), will lead this theme.

“Most development activities have a very dark side. We are living at the cost of natural resources without taking into consideration adverse implications on environment and the planet earth. The current trend of energy/resources usage is not only unsustainable but also environmentally hazardous. Therefore, global communities now need a paradigm shift in their working style - from resource exploitation to its sustainable utilization and also promotion of alternative energy sources. Thus, smart, responsible and sustainable utilization of resources will help to make the future of planet earth

more viable and livable for coming generations.

The current challenge is the unplanned exploitation of natural resources. Even bigger challenge is that the stakeholders who have probably biggest role in bringing the earth to its present vulnerable state fail to recognize the impending danger. We as global citizens have also failed to commit our resources and work to reverse the global impacts that may soon go beyond control. As long as we don't break away our old behavioral patterns, consumerist lifestyles and keep the planet earth above our national interest, it will be a major challenge to build a viable planet earth.

We live in a global village today and activity in one part of the world has its severe effect globally. So far we have only taken from the Earth/Nature but have not given anything back. Therefore, it is very essential that we become accountable not only to each other as fellow inhabitants of Earth but to the Earth/Nature as well. Wherever we live, all of us have the responsibility to ensure that we do not exploit and destroy the Nature but use it responsibly and give back as much as we can.

We need a paradigm shift in the current development concepts and activities. We should opt for green initiatives. We should create, promote and support development initiatives that require sustainable use

of resources. A global effort is required to coordinate a global plan of action in terms of funds, technology transfer and community support.

On behalf of Mountain Countries of HKH region and the group of Least Developed Countries as chair, Nepal is leading Rio+20 Summit this year. Nepal, with less industrial pollution and approximately 40 % area under forest, is in fact a green country in terms of carbon emission. Holding the 8th Global Conference on Human Development here will be another milestone for Nepal.

Building Strategies for Comprehensive Development

This theme is led by Dr. Bhavani Dhungana, an economist.

“Development implies a multidimensional approach encompassing economic growth, structural changes in society, technological innovations, knowledge generation, productivity improvements and overall increases in human welfare and national standards. A comprehensive development strategy requires holistic intervention for human empowerment through education and skills development, health improvements, socio-economic and political inclusions, community participation, and full exercise of all human rights.

Major global challenges that have limited human development are poverty,

ignorance and illiteracy; exclusions from rights and privileges; lack of tangible and intangible assets; and overall deprivations.

Human security and the empowerment of all for decent living, freedom from fear and insecurity, and the opportunity to live in peace and in a secure environment are issues that need to be addressed.

The global support for education, health, decent work and employment; social protection against hunger and ill health so that overall human security is ensured; and Nepal's achievements on HDI are all remarkable.

Nepal possesses enormous human resources. Its endowments in water resources are also high. It can develop these to uplift the life of Nepali people.

The 8th Global Conference on Human Development can help in the evolution of new and innovative ways for meeting the requirements of full human security and development, particularly in the areas of empowerment, inclusive development and alleviation of all kinds of deprivations and destitutions.

For details about the conference and on how to register, please go to the following links: http://www.ica-usa.org/events/event_details.asp?id=229929 and <http://conference.ica-nepal.org>

Ishu Subba, Conference Secretary, 8th Global Conference on Human Development, 2012

ICA NEWS BYTE Chile

Projects for this Year

1. 16 ToP courses for Community Councils for the Physically Challenged people, deaf and blind people.
2. Just finished writing a book on our experience with PELPs (Participative Leader's Training Program) and it's ready to be printed. This book is about ICA Chile's 12-year program for physically challenged youth.
3. We are working with ICA – Colombia in their Environmental Services Project and writing a manual with them about participative consults in order to develop new projects in Brazil and Panama. The facilitators in this process were: Joaquina Rodriguez (ICA-Guatemala), Liseth Lorenzo (associate to ICA-Guatemala), and Isabel de la Maza (ICA-Chile). They are motivated with the new

peer to peer organization style and are also looking for new activities.

4. Facilitation with 10 universities for Santiago's Inclusive Educational Network (Red de Educación Superior Inclusiva de Santiago de Chile).
5. Facilitation work for Iquique National Event of the Community Councils of Physically Challenged people, deaf and blind.

Future Projects

1. Working on procedures to get 20 courses throughout Chile for Community Councils for the Physically Challenged people and deaf and blind people.
2. We are also preparing PELPs to be held in Santiago, Talca and Concepción.

Welcome to the Virtual Conference

By Douglas Druckenmiller

The virtual conference site for the 8th Global Conference on Human Development is active and ready for dialogue.

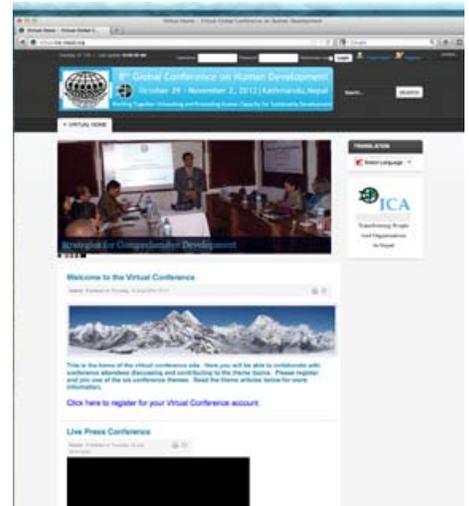
This is a custom designed website for the use of the conference leadership team and virtual theme participants. The site was designed through an international collaborative process involving more than 100 undergraduate and graduate students along with the conference coordinating team and virtual ToP trainers during the spring term of 2012. An international development team took these initial designs and prepared the conference web platform. This virtual environment will be available for dialogue during the conference and after the conference for continued collaboration and sharing.

To contact Douglas Druckenmiller, the development team leader, email da-druckenmiller@wiu.edu or call ddrucken over Skype.



For the main conference website go to: www.conference.ica-nepal.org

You will need to register on the site to create your free account. Just click the link on the welcome article "Click here to register for your Virtual Conference account." Virtual conference registration is free and all the conference themes will have forum dialogues, paper discussions, photo sharing and blogging capability with ToP facilitator support. Each theme



For the virtual conference website go to: www.virtual.ica-nepal.org

is also supported with a group Skype connection and virtual "sticky wall" powered by Edistorm. We've engaged ICA's virtual ToP facilitation team to provide "Sherpa" support to virtual conference participants. You can explore and join any or all of the conference themes on the site and engage in the pre-conference theme dialogues. □

ICA NEWS BYTE Canada

ICA Canada: Highlights

- ♦ Prepared for our Annual General Meeting and launch of the 2nd edition of The Courage to Lead (also available electronically at www.iuniverse.com)
- ♦ Trainings and groundwork for the replication of Il Ngwesi work in Africa through the Listen to the Drumming program
- ♦ Indigenous Literacy and Language Initiative, supported by Save the Children Canada, nearing the end of the six-month pilot stage
- ♦ Currently completing a pilot called the Community Facilitators Training Initiative to connect individuals doing community work, share ICA methodology, and contribute to the development of future positive social change-makers

- ♦ For further information about The Courage to Lead and the Listen to the Drumming program contact Nan Hudson (nhudson@icacan.org)
- ♦ For further information about the Indigenous Literacy and Language Initiative contact Miriam Patterson (mpatterson@icacan.org)

Youth as Facilitative Leaders

- ♦ Completed 3-year Young Community Leaders Project in North Bay and Sudbury, Ontario, in the fall of 2011
- ♦ Currently working on developing a new 2.5-year project that will see ICA Canada working in partnership with several organizations to meet the expressed needs of 10-12 First Nation communities in northwestern Ontario
- ♦ For further information about the Youth as Facilitative Leaders program contact Staci Kentish (skentish@icacan.org)

The ‘miracle’ of *Winds and Waves*

On a warm sunny afternoon in September, 2010 a bunch of “Aussie” colleagues sat out on the verandah of John and Julie Miesen’s home in Brisbane, Australia. We were gathered to celebrate the completed life of our dear ICA colleague, Elaine Richmond.

The spirit was moving that weekend in many mysterious ways. During the course of the afternoon our conversation turned to the upcoming ICAI gathering in Pune, India. As you can imagine, we had much reminiscing, and sharing of meaningful connections over many years. We felt Elaine’s presence during that afternoon and evening as we ate of the loaves and fishes and sang many old songs, including ‘The Rose’, one of Elaine’s favourites.

We raised the question. How we could continue to re-invent ourselves and this wonderful, crazy, organization we call the ICA. We were all clear that communication is one of the keys to doing that, and being the glue that binds us together.



Co-Editor, John Miesen preparing this issue of ‘Winds and Waves’.

The conversation developed to the point where we went to the ICAI gathering in Pune armed with a proposal for a new magazine, which could actually replace a long valued ICA Australia publication ‘Pacific Waves’.

With the developments that took place in the Pune meeting, in establishing a new governance and operating model for the ICAI, the vision of a brand new magazine, linked to our website and

other forms of communication took hold in our global thinking. Pretty effortlessly, a global editorial team of 10 members, representing every continent across the world, was formed in virtual space. We have now produced the third edition, which is also fully electronic, of the ‘Wind and Waves’ publication.

The editorial team has a lot of fun on regular skype meetings planning for each edition. We are also very challenged as we confront the demands of being a global publication. The readership has grown to well over a 1000 people globally.

We thank all the ICAs and the many other contributors who make this global initiative possible. We see this as part of the ‘spirit glue’ that keeps the ICA together. Quietly, for those who knew Elaine, we dedicate this effort to her spirit which lives on, and is present with us. □

Robyn Hutchinson, for W&W team



Invitation

CIVICUS World Assembly

An action-packed programme!



The CIVICUS World Assembly serves as a primary venue for civil society practitioners, researchers, activists, concerned business leaders and representatives from governments to share ideas and experiences on strengthening citizen participation. **The 2012 CIVICUS World Assembly will be held in Montreal, Canada from 3-7 September 2012.**

The [2012 CIVICUS World Assembly programme](#) is now available. The content is rich, the presenters are bringing a great diversity of expertise, there are a thousand things for you to accomplish...and your own participation is only a click away!

Benefit from...

- 5 days (Youth Assembly and World Assembly) of constructive discussions and exchanges;
- Around 1,000 delegates from over 100 countries;
- Over 200 keynote speakers, presenters and experts wanting to share the wealth of their knowledge;
- 52 very interactive work sessions supporting the 3 World Assembly and Youth Assembly [programme tracks](#);
- Many social activities to foster long-lasting and fruitful relationships;
- The annual CIVICUS members’ meeting;
- The [Citizen Café](#) to meet enthusiastic partners and learn about the latest projects

...and lots more!

Join this great gathering of civil society where citizens, governments, businesses, researchers and organizations from a hundred countries are working to strengthen citizen action. **Register today!**



ICAI May Global Dialogue and June GA Reports

By Larry Philbrook

Continuing on the dialogue design we created in 2011 we have expanded it a bit for 2012. During 2012 we will have two gatherings for each region and two general assembly meetings.

In May we held the first series of Regional gatherings, the focus of the regional gatherings was reports and peer-to-peer sharing, Nepal conference preparation, Review of the candidates for the GLT/ Board, and recommendations for the General Assembly in June. Some other highlights were:

- North / South America – This is our smallest region in terms of the number of ICA's but the perhaps the largest in terms of budget and expansive programs. This has traditionally been driven by the north with US and Canada, their efforts expanded even more this year with programs both domestic and International. What was surprising is the work of our colleagues in South with Peru expanding their work nationally and ICA Chile/ Guatemala working with colleagues from Brazil, Columbia and Bolivia.
- Africa Europe Middle East – The region with the most members but has also had the most difficulty with communication and interchange. The Europe connections are growing with ICA UK joining as an associate member involving six other countries in Africa in their programs. ICA Zimbabwe and OPAD (Zambia) continue their programing with Aids HIV and youth. Kenya as well as working with its own programs is exploring East African collaboration. Our colleagues in West Africa have had more difficulty communicating and collaborating, we are hoping for expansion of our Francophone community with a group of facilitators working with ICA Taiwan emerging in Paris.
- Asia Pacific – The region has continued to maintain a high level of peer to peer collaboration with all of the ICA's

Larry Philbrook is an ICAI Global Leadership Team member and President, ICAI; Director, ICA Taiwan

partnering with at least one other country and often with several ICA and Non ICA organizations as they work beyond their borders. Greater China has seen expansion of ToP and community development efforts. New projects initiated by Japan have been going on in Haiti, India, Nepal and Japan itself.

Our June General Assembly is hosted in Canada but electronically we invite all members both associate and statutory plus guests. There will be two General Assemblies in 2012 the first was focused on four areas: Current reality, Nepal conference preparation, the election of new members of the global leadership team/ICAI board, and to begin the dialogue on several strategic areas that we will discuss over the next six months until the General Assembly in Dec 2012.

Current reality – the purpose was to check on participation the governance model which we began in 2010 focused primarily on the increasing access of members through virtual connection using skype, adobe connect and other virtual tools. The other area is the work on peer-to-peer which involves every ICA sharing the resources and wisdom with other ICA's and organizations beyond their own national boundaries.

The result of the dialogue was overwhelming support for the new ways although there are still technical difficulties especially for Africa the access is so much more than before. In the peer to peer every ICA except two has benefited and those two are working on ways they can self initiate.

Nepal conference preparation – We discussed recruitment (45 foreign and at least as many local, the virtual conference site is targeted to be up and running on July first with a large group working on each theme.

The election committee received nominations from statutory members for three people and they were reviewed and shared with all members. The election was unanimous and they will join Shankar Jadhav, Isabel Urrutia Delamaza and Gerald Gomani on the Global Leadership Team Nov 1 2012.

- Krishna K. Shrestha - Australia
- Seva Gandhi - USA
- Staci Kentish – Canada

At the suggestion of the election committee, Lawrence Philbrook, will informally relate to the board as President Emeritus for one more year.

Finally we began to discuss strategy, with the shift away from a secretariat form to a board and peer-to-peer structure it is important that we not lose our ability to ask global and regional strategic questions. During the remainder of the year and in preparation for the end of the year General Assembly we proposed three questions:

- **What is the world asking the ICA network to be and to contribute over the next 20 years?** *Beginning to explore the broader question. We have said ICA strategically works in CONTEXTUAL RE-EDUCATION worked toward achieving "new breakthroughs in methodology and curricula in order to allow each individual to respond creatively to the complex demands of our time" STRUCTURAL RE-FORMULATION worked toward assisting "communities and organizations to realize their potential for effective decision-making and self-sustained structures in order to overcome apathy and a sense of powerlessness." SPIRIT RE-MOTIVATION worked toward releasing the human imagination "from cynicism and despair in order to see the possibilities for significant individual and corporate engagement in human history."*
- **Global top structure** – How do we explore top development and expansion beyond the local / national structures we have created? What is the quality system and consistency needed?
- What is a new and exciting way to do global conferences- who will take the lead for the next one in 4 years? Should they be regional, virtual or?

There is another general assembly at the end of the year so the conversation is not over. It is just beginning. 

Launch of 2nd edition of The Courage to Lead

By Janet Sanders

2012 marks the 50th year for the ICA. We celebrated this at ICA Canada’s Annual General Meeting and launch of the second edition of The Courage to Lead, Transform Self, Transform Society by R.Brian Stanfield.

There were wonderful smells of India - Miriam Gibson had prepared a gourmet selection of Indian dishes - old friends and colleagues, and the fresh young faces of folks who had recently met the ICA. What a thrill to see such vitality.

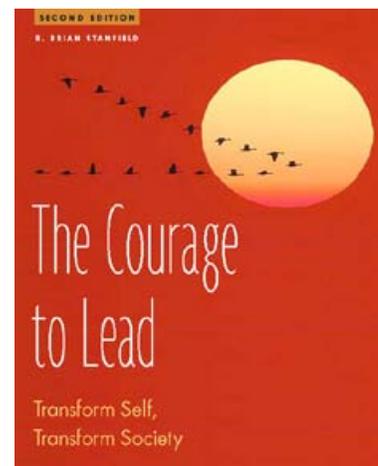
For the book launch, Jeanette Stanfield placed Brian’s photo on a table in the front of the room. We relived the creation of the first edition with stories, jokes and memories, recalling that it was born from the questions of board members, particularly from young Shelley Cleverly who expressed passionately the need to share and to understand the foundational values of the ToP® methods.

Shelley and Duncan Holmes recounted Monday morning meetings where colleagues brainstormed common wisdom, read Brian’s writing and probed for clarity and insight. The first version was published in 2000 and seminars were launched in Toronto. Over the years, a faculty has been established to

conduct these seminars. These are being offered publicly at ICA and on a regular basis through the University Health Network, which staffs several hospitals in downtown Toronto. In a reflection of the impact of these seminars, a colleague who had surgery in one of those hospitals recently commented on how caring the doctors, nurses and maintenance staff there were.

Twelve young faculty members were on hand to help us encounter the twelve chapters of the book. Richard and I both selected the chapter on Historical Involvement, along with David Patterson, a long-time colleague. We talked about the “passing” of the baton from one generation to the next. Perhaps this was what was most evident in the evening’s celebration - the vision of a baton of service being passed to a new generation. We ended the evening with toasts and the group creation of a drawing which claimed promises for The Courage to Lead.

The original edition captured the experiential wisdom of thousands of colleagues over several decades. The second edition is the same book made new. The cover shows geese flying in the formation of a wedge. In the foreword, Duncan Holmes says: “We have worked



Geese flying in formation pictured on the front cover of the 2nd edition of The Courage to Lead.

The Courage to Lead 2nd edition is now the BESTSELLER on the iUniverse bookstore website.

to make the book more accessible, the language easier and the references more familiar. Sometimes we have added more current examples. I’ve heard people say that they didn’t understand a chapter the first time around. The second time, it was ‘Wow! Now I get it. What a powerhouse!’ In this revised edition we wanted to make the powerhouse in each chapter visible on the first read. Brian’s laughing voice is still present. There are also the life stories of a new generation willing to transform themselves and build the new society.”

Go to www.youtube.com/watch?v=WkFJqC8R_v8 to see some reviews on the Courage to Lead seminars. You’ll want to get your copy of the book and tell your friends. You can download it as an ebook for any format or get a paperback from bookstore.iuniverse.com/ or from Amazon.

The paperback will be printed in Canada, USA, Great Britain or Australia depending on the location of the order and shipped around the world. Or ask your favorite bookstore to order it. □



Some of the faculty members involved in holding seminars on The Courage to Lead.



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