

**INTERNATIONAL CONFERENCE  
2003 LONDON  
DECEMBER 15-17**

**CITYSIDE TRAINING AND CONFERENCE CENTRE  
WHITECHAPEL ROAD,  
LONDON E1**

**THE COMBINATION OF PERCEPTION AND MEMORY  
PROVIDING ADDED VALUE TO THE WORKPLACE**

Dear all, It has been a long time since we met in Toronto. There has been much Action Learning activity since then. Some excellent work going on in Sweden with Schools. I myself am involved with managers in the area of people with learning difficulties.

I look forward to seeing you at the conference in December 2003. We have booked a venue in Central London. Residential accommodation is also being checked out. Don't forget this is good time for Christmas shopping in London.

My thoughts on the conference are that each nation involved should organise/facilitate some part of the event. The executive of IFAL UK will be hosting the event and have organised the programme.

**AIMS OF THE EVENT**

- To promote Action Learning.
- To run the event on Action Learning lines.
- To have fun.
- To provide space for consultants to offer services.
- To show good practice.
- To encourage debate on topics such as facilitation training.
- Provide a forum for sharing the Action Learning experience

**WHO SHOULD ATTEND**

- People experienced in Action Learning.
- People who feel that questions are more important than just knowledge.
- People who would like to discover more about Action Learning.
- People from Business/Government/Academic/Voluntary groups/
- independent consultants
- 100-150 maximum



**COST £50.00 PER DAY-----£90.00 FOR 3 DAYS**

**ACCOMMODATION WILL BE RESPONSIBILITY OF DELEGATES**

**Ray Mahoney  
Chair IFAL-UK**

**CONFERENCE PROGRAMME**

**MONDAY 15 DECEMBER**

**10.00 AM IFAL UK executive breakfast meeting.**

**11.00 AM IFAL UK AGM**

**12.00 AM**

**12.30 PM LUNCH**

**1.45 PM WELCOME TO THE CONFERENCE**

**RAY MAHONEY,  
CHAIR IFAL UK**

**2.00 PM KEYNOTE SPEAKER**

**DR. DAVID BOTHAM, REVANS CENTRE  
SALFORD**

**2.20 PM THE COMBINATION  
OF PERCEPTION AND  
MEMORY**

**ALAN WENHAM- PROSSER, IFAL UK**

**3.00 PM ACTION LEARNING  
GROUPS**

**ACTION LEARNING IN SCHOOLS  
ACTION LEARNING IN HOLLAND  
ACTION LEARNING IN UK  
ACTION LEARNING AND CHANGE  
MANAGEMENT**

**4.00 PM BREAK**

**4.30 PM QUESTION GROUPS/ ACTION  
GROUPS**

**5.30 PM CLOSE**

**7.00 PM CULTURAL GROUPS/ NETWORKING  
ETC**

**9.00 PM CLOSE FOR DAY**

**TUESDAY 16 DECEMBER**

**NEW WAYS OF LEARNING**

**9.30 AM LEARNING THROUGH ARTS**

**EMAIL ACTION SETS**

**11.00AM BREAK**

**11.15AM ACTION LEARNING FOR SCHOOLS**

**FACILITATION SKILLS  
DEVELOPMENT**

**12.30 PM LUNCH**

**1.30 PM ACTION LEARNING GROUPS**

**3.30 PM BREAK**

**4.00 PM ACTION LEARNING GROUPS**

**5.30 PM CLOSE**

**7.00 --9.00 PM ACTION LEARNING AND  
MUSIC AN INFORMAL GET -  
TOGETHER**

**WEDNESDAY 17 DECEMBER**

**9.30 AM DISCOVERING THE  
LEARNING FROM  
THE CONFERENCE**

**IN ACTION SETS  
(INCLUDING BREAK  
AT 10.45AM)**

**12.00 PM CONFERENCE  
PLENARY**

**1.00PM CLOSE**



**Some of Reg Revans' many friends, family and followers at the recent memorial service held at Salford**



All photos Caroline Altounyan

## Action learning—developing the mind and the body

It was Revans' who first advocated the duality of developing the mind and the body. He was, after all, an athlete and a scientist. This, for me, is still at the heart of Action Learning as I believe we should pay attention to both as Revans' outlined that it is important to do. Also Action Learning can be both an individual and a group activity, for myself there is immense pleasure and comfort from being part of a group of friends in adversity.



I was reminded of this during a round of golf recently. Golf is a game played by individuals but usually in-groups of two, three or four. There are strict rules, but they can be waived at times, usually by agreement of those involved. I was also aware that the mind can be very important when playing sport: for confidence; for sticking with or varying rules; or for overcoming barriers. The adherence to the rules is one of trust. I trust my colleague to declare his ball lost and not play one found in the trees. I trust the group in front on society days to play the same rules as my group. Well, action learning is like that, we all have a notion of the rules, how it works. We trust groups to operate within the rules, but trust them too when they choose to operate slightly differently to us. Can there be rules or is the philosophy of action learning enough?



The body and its fitness for the activity, as I was well aware after six hours on a chilly day, also play a significant part. In a set the ability to listen for long periods, to be generous of spirit, to sustain a high level of attention, not to be judgmental is all important. All seems better when I am feeling in peak condition.

I am currently working with some groups new to action learning and relate the experience back to when I first started to play golf. My son asked me to help him learn the game and I was enthusiastic, because I had always wanted to play. How hard I thought could it be to hit a little white ball around a field and pop it into a hole? Surely an able sports person like myself could achieve that? Well, I did not realise the mental torture I was

about to put myself through, or the physical requirements of whacking that little white ball for up to four hours. Well, so it can be for those new to action learning. They may have to adopt a new mindset and be more aware of their emotional intelligence. They may also be unfamiliar with working in a way that recognises the importance of not giving advice when an issue is first aired. They often comment that at the end of set work how tiring it can be.



All of this got me thinking how I enjoy golf playing with many different people of varying ability. I now realise how generous of spirit some people were when I was first learning the sport. I made a terrible hash of it for a couple of years. Then I took a few lessons and changed my style a little and now enjoy it almost every time I go out. Action learning is very similar, people learn by different routes. Some need the guidance of a facilitator, or to learn with experienced action learners. As a facilitator and experienced action learner I need to be generous of spirit and encourage all of them to carry on learning, but recognise that, as in golf, some will give up and decide it is not for them.

**Ray Mahoney**

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Thus, we may more accurately describe action learning as development of the self by the mutual support of equals

**Reg Revans**

## ?Memory or perception or both?

Throughout the world action learners enjoy and support putting to practise the legacy which Reg Revans gave to all of us. Even though he would himself say that he did nothing but alert us to its existence, he did surely champion its practise and he gave us a way of systematising what he called a natural process which had existed for thousands of years.

But how many action learners stop to think about what is really happening? This year at the IFAL conference in London we hope to breath a little new life into the internal process of action learning. This is not to advocate any basic changes in the thing itself but perhaps to look at it afresh, from a new angle.

All that we do in the way of action comes about through a dual process for which I have coined a phrase "the combination of memory and perception". What do I mean by this phrase? I will make, in what follows, a feeble attempt to illuminate a subject which is far greater than I have the capability to expound. But nothing is gained without some kind of effort -- I will do my best.

Many years ago -- before television --- there was a very funny program called the Goon Show on the radio. I was an ardent fan of it. Many a time I would miss large sections of the dialogue because I would be literally lying on the floor in a fit of laughter for several minutes. This naturally (for me) led to the questions "What was it that made me laugh so much?" "How was it from that laughter I felt - as if -- cleaner inside?". The answer came, in part, from the Goon Show itself. The program narrator or Spike Milligan would often say -- "It's all in the mind --- you know". I was young then, in my early teens, and little did I know at that time that this single phrase of Spike's would spark off a search for answers which is still going on today nearly 50 years later.



That is not to say that none of the questions have been answered, but as the process has evolved each stage has opened new worlds or new vistas of insight into how the mind works, along with new and deeper questions. It is my wish to share a little of this in what follows.

In our daily encounter with life we let our sense perceptions and memory carry us through the day. All this normal process appears to need no input from us in the way of effort. By which I mean our ears, eyes and senses of touch and taste etc work by themselves. Also the memory of what happened before today recurs without much effort. They are self activating on waking from sleep, though some of us may need a cup of coffee to kick start the process. During the daily round the combination of sense perception and memory becomes intermingled, and much of what we think we see in the world has a superimposition of expectation cast over it coming from a memory of the past. So what is the process of Action Learning (AL) in relation to all this? How is it different from the normal daily run of events? Let's go back a few thousand years and look at a very old analogy.

While I was in India, many years ago, there was a discussion about how the human mind makes mistakes of perception. One person in the company related an ancient analogy of how the process had been conceived as false mental superimpositions. It runs something like this :-



*A man is sitting in a room a little before daybreak. He glances towards a corner of the room and he sees a snake coiled up on the floor. Immediately fears and thoughts arise in him of the danger in which he now finds himself. He begins to plan his escape or actions which may remove the danger. What he does not know at this stage is that what he saw in the half light was in fact a coiled piece of rope. The question now arises -- How can this man remove the illusion of the snake impressed on his mind? The analogy answers that there are two ways. He can either wait until the light of day becomes brighter or he can ask another person for clarification, someone who knows that it is a rope. In either case the false snake, which is only present in his mind, will be replaced with the true knowledge of the rope.*

Here we have sense perceptions and memory working, first in a mistaken way and after in a correct way. If the man had not seen a snake before then he could not have imagined it (memory). Also if he had not seen a

*(Continued on page 7)*

*(Continued from page 6)*

rope before then he could not have recognised it (perception). The secret to this whole process is in the word "re-cognised" which means to have cognised it again (this is memory). In the process of mentally superimposing the snake onto the rope, it is an act of false recognition. In the process of seeing the rope as a rope, it is an act of true recognition. The question which would arise in the mind of a truthful enquirer is -- "When do we know whether we have falsely or truly perceived the world around us?" The answer may well be as with the Goon Show, *"It's all in the mind"*.

We can say with certainty that the fear of the snake and the plans of what to do to become safe from it, were all in the mind of the man in the dark, superimposed as it were from memory. Also that much of what was in his mind as a result of the superimposition, was unnecessary. When we have difficulties or issues arising from our encounter with others in the work place or elsewhere, the question which is most important is "How much of this difficulty is only in the mind, or is due to lack of true knowledge of the situation?" The "being in the dark" in such situations is a combination of two things: - being without full knowledge of what is happening and believing in a false superimposition. The remedy may well be to ask others to help, as in the situation of an AL set. The best help in this process is to throw light onto the other person's perception and allow that person to see the true situation for himself. The solution will then be found to be contained within the original problem and to have been already known. It comes to light after new knowledge arises and the false cognitions have been eliminated.

This process begins to work when those who take part in it open the sense of hearing to the present and take on the new knowledge of someone else's situation. This I would categorise as a new perception coming from the world outside of the individual mind. On becoming aware of this new information, memory would arise in the form of the experience of similar situations and previous solutions. This has the danger of leading on to mentally superimposing a false image or solution onto the situation. This is where the discipline of asking the right kind of question avoids that danger. So the combination of memory (past experience) and perception (listening and watching) carried out in the controlled environment of an AL set may lead to the false snake being dissolved and the rope being seen for what it really is.

Let me close with a short quote from Reg Revans given in a speech to the Corporation of London:- ( the words in [ - ] are my comment)

*"The message I want to give to you is very simple. It is not so much how clever other people are in telling you what it is they know and what you must do [superimposition] , but our real need is to look at the reality around us [perception] and say:- 'Why is it that I am so unable to do anything about the mess we are now in?' And to ask :- 'Could I meet other people elsewhere who are also saying the same?' We will not make progress until individuals recognise that they have difficulties in doing what they are doing . The only way to understand those difficulties is by discussing your troubles, your handicaps and your inabilities with others who are ready to talk about theirs."*

**Alan Wenham-Prosser**

### **The next Newsletter will be published in January 2004**

Please send contributions directly to Lancaster (preferably on e-mail) to:  
*p.wright@lancaster.ac.uk*

**OR** on a disc

Pam Wright, IFAL Administrator  
Dept of Management Learning  
Management School  
Lancaster University, Lancaster LA1

plus hard copy,

**DATE FOR COPY 18th December 2003**



## Action Learning in a Nutshell

Action learning involves working on real problems, focusing on learning and actually implementing solutions. It is a form of learning by doing.

Pioneered by Professor Reg Revans and developed worldwide over the last 35 years, it provides a well-tried method of accelerating learning which enables people to handle difficult situations more effectively.

***'...we learn most when faced with a real problem which we are obliged to solve'***

*Lord Weinstock, managing director, GEC*

Action learning is based on a radical concept: **L = P + Q** Learning requires **P**rogrammed knowledge (i.e. knowledge in current use) and **Q**uestioning insight. It also uses a small group to provide challenge and support: individuals learn best with and from one another as they each tackle their own problem and actually implement their own solution.

The process integrates: research (into what is obscure); learning (about what is unknown); and action (to resolve a problem) into a single activity and develops an attitude of questioning and reflection to help individuals and organisations change themselves in a rapidly changing world.

The approach has been successfully applied to a wide range of situations in industry, commerce and the service sector as well as in other fields of human endeavour across Western and Eastern Europe, North America, Africa, India, China and Australasia.

Specifically it has been used to: tackle strategic problems at board level; help the unemployed start their own businesses; develop skilled managers for new responsibilities; improve productivity in retailing and manufacturing companies; bring about major change in large organisations; and improve services in health and education.

In the UK many small businesses and large organisations have become involved. Among them are GEC, ICL, Motorola, Texaco, Prudential, Zeneca, Thorn EMI, Lloyds TSV, Littlewoods, Financial Services Authority, NHS, water companies, local authorities and government

***'I started this course for the security of a qualification, but I found that security in the learning'***

*Student on MSc by action learning, Manchester*

## Spreading the Word

It seems a long time since my initiation into action learning. Synchronicity. A brief article in the Surrey County Council staff newsletter appeared in the same week that I had learnt about action learning sets from another source. This led to a facilitators training course with Ray Mahoney and the late Roger Gaunt. I was hooked.

Jump ahead to July 1995. At a meeting of the newly-formed London Coaching Group I ran a session on action learning sets, showing the members how they could use their skills in another way. After all, coaching could be regarded as an action learning set with two members! The result – a group of coaches who asked if I would teach them more. And so started a journey that has involved working over the years with six groups, 5 in London, and one in York.

Working with coaches has given me an interesting insight into the skills of action learning sets.

Introducing people to sets usually involves some considerable work on questioning skills. Indeed, I was stretched to my limits recently working with a group of entrepreneurs on a search project, trying to persuade them to question rather than offer advice; eventually the light dawned. Well, with coaches my experience has been quite different. Listening and questioning skills are the stock in trade of the professional coach. Learning, action, and reflection, are the essence of good coaching.



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ally involves some consideration. Indeed, I was stretched to my limits recently working with a group of entrepreneurs on a search project, trying to persuade them to question rather than offer advice; eventually the light dawned. Well, with coaches my experience has been quite different. Listening and questioning skills are the stock in trade of the professional coach. Learning, action, and reflection, are the essence of good coaching.

No, my problem with coaches was getting them to be comfortable sharing the questioning. Their natural tendency, having asked the first question, was to go into coaching mode, and ask the next, and the next..... Coaches are comfortable with silence too, when they are with a client. However, in a set of coaches there is always someone with a relevant question ready, and so giving the presenter thinking space had to be emphasised.

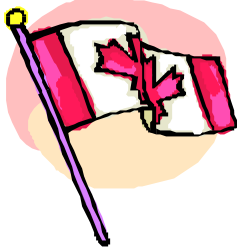
Each coach has developed his or her own style and so a set of coaches is a rich experience, with a flow of elegant, insightful questions. They are usually very flexible in their approach, adapting to the needs of each client. Coaches tend to be good at managing the time in a coaching session, and this transfers to working with a set. The many similarities between coaching and action learning sets has led to the development of some very skilled facilitators.

So where now? Many of the groups I've worked with have continued as a set after their training. Some have become involved in a national project in action learning sets in the voluntary sector. Others have introduced ambitious programmes in their own organisations, or other companies. A small group of us is now providing accreditation for facilitators through the NVQ route. The NVQ unit concerned – Enabling Group Learning – is broader than action learning set facilitation but it covers all the essential skills. The set to which I belong is trying different approaches to action learning, letting it evolve, while still maintaining the essence that I learnt from Roger and Ray.

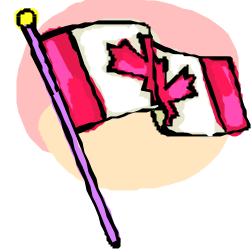
### **Geoff Allan.**

BA, MSc(Management)

Executive Coach & Business Development Consultant.



## Re-birth of IFAL - Canada



This announcement is to inform interested Action Learning (AL) practitioners of the rebirth of the International Foundation for Action Learning - Canada (IFALC). IFALC went into mothballs in 2002, the year after sponsoring its very successful 4th international annual conference in Toronto. This was because the then current executive group was burned out and insufficient new leaders stepped forward.

Over the five years it was in service IFALC had its greatest success as an event organizer (workshops, programs, conferences) and the new organization will build on this knowhow. The fresh approach being designed now involves a techno-communications supported executive cooperating virtually and made up of national regional sponsors of events (plus lots of international sponsors we hope). There will be no general membership as such as currently envisaged. Interested individuals are invited to contact me for details or to contribute thoughts and comments - like any good AL initiative this has more Q than P!!

The first of IFALC's new events is a workshop scheduled in Toronto in October and in London in October & November. I hope the workshop indicates the "pushing the envelope" stance that a good deal of IFALC's efforts will be directed toward. I can forward a flyer (email attach or snail mail) to interested folks. A new website will be up and running through the Fall and we'll keep you informed on that and other progress.

For further information or to join IFAL Canada's new initiative please contact Peter Smith at [pasmith@tlainc.com](mailto:pasmith@tlainc.com) or Tel (UK): 07762 155747 or Tel (Canada): +001 905-853-9553

**Peter Smith**

# Notice Board

## Managing People and Organisation Issues for Success

**QUESTION** - How do you quickly and effectively turn the reality of to-days complex people, organisation and business development issues into tomorrows real-time co-aligned strategic learning development programmes ?

**ANSWER** - Spend £55 on the latest 2004 DSA edition of:-  
*The DEVELOPERS GUIDE to DYNAMIC SWOT ANALYSIS.*

DSA is the complete seamless - Alpha to Omega - Action Learning Process Guide - that takes your people through the basic idea and raw shock attributes of situational issues and into higher level business perspectives and decision making. From this vantage point the process moves them onwards into the formulation of profitable 'doing business today' tactical strategies and 'need-to-learn' driven projects.

The DSA Developers Guide provides you with the 'how-to' of the professionally managed DSA flow process and provides comprehensive guidelines for the design, resourcing and delivery of your action learning business development programmes.

DSA is still the most powerful of international real-time action learning management processes with beneficial outcomes in people, organisational and leadership development at every step along the way.

See the Executive Overview at [www.swot-analysis.com](http://www.swot-analysis.com) and purchase the process Guide Book online.

This offer includes a Free Case Report on a 2003 DSA application built around *'reading and righting dash board dynamics in the cockpit of management'*.

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# Notice Board



**IFAL AGM 2003**  
**CITYSIDE TRAINING AND CONFERENCE CENTRE**  
**WHITECHAPEL ROAD,**  
**LONDON E1**  
**Monday 15th December 2003**  
**11.00am**

If you have not received a booking form for this and the conference please contact Pam Wright on  
[p.wright@lancaster.ac.uk](mailto:p.wright@lancaster.ac.uk)  
Tel/Fax +44(0)1524 720115

This year's popular AMED conference will be held on 19th, 20th and 21st November at The Robinson College, Wyboston Lakes, Bedfordshire.

There are many exciting and innovative speakers this year, from organisations such as Marconi, Sheffield Hallam University, the Legal Services Commission and TMS development. Brochures will soon be mailed out to AMED members – non-members should email [amedoffice@btopenworld.com](mailto:amedoffice@btopenworld.com) to reserve theirs now.

For further details, to request a brochure, please visit:  
[www.emccouncil.org.uk](http://www.emccouncil.org.uk)

Date: 19th - 21st November  
Venue: Robinson Executive Centre, St Neots, Bedfordshire

£575+VAT, or £475+VAT before 1 October (AMED members)  
£725+VAT (non-members)

# Notice Board



**Special Interest Group (SIG) Event – 19<sup>th</sup> November 2003**  
**Exploring World Class Corporate Learning Solutions**  
**The Association of Corporate Universities and Academies**  
**(ACUA)**  
**[www.corporateuniversity.org.uk/ACUA/Acua.htm](http://www.corporateuniversity.org.uk/ACUA/Acua.htm)**

**Session Title:** Who Profits from Learning - Session 2 at the BASS Management Centre.

**Session Theme:**  
Achieving a balance of benefits and rewards in business led learning.

**Who should attend?** This SIG is the 2<sup>nd</sup> Meeting dealing with this important aspect of strategic learning management. It will be of special interest to management professionals who are responsible for, or who are interested to learn more about the successful management of business based organisational learning strategy, policy and practice in both the public and private sectors.

**Date and Time:**  
Wednesday November 19th 2003 – Start 9.30 for 10.00am

**Venue:**  
BASS Management Centre, Nottingham Business School (NBS),  
Nottingham Trent University  
Location map: CITY CENTRE SITE, Talbot Street Car Park and the  
BASS Management Centre; info at [http://www.ntu.ac.uk/marketing/visitorsguide/city\\_campus.PDF](http://www.ntu.ac.uk/marketing/visitorsguide/city_campus.PDF)

**SIG Sponsors** This SIG is hosted by the Nottingham Business School at Nottingham Trent University. The University is one of the most successful modern universities having one of the UK's largest student populations and has a commitment to innovative development strategies that combine academic excellence with entrepreneurial spirit.

**Booking:**  
Via the web at <http://www.corporateuniversity.org.uk/ACUA/Acua.htm> or Contact Samantha Parrack by email at [ng38@dial.pipex.com](mailto:ng38@dial.pipex.com)  
Delegate fee £92.50 + vat.

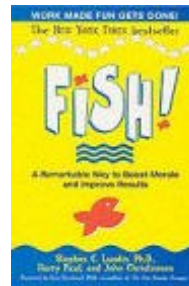
## Books....books....books



**Hardcover** 696 pages  
(1 June, 2003) **Publisher:** Blackwell Publishers; ISBN: 0631226729

An international handbook by Mark Easterby-Smith and Marjorie Lyles drawing together analyses and critical commentary on organisational learning and knowledge management from world leaders in these subjects. The book bridges learning and knowledge, rather than debating them separately as some texts do.

Management Learning is used as a process for examining and redefining in the context of business theory. Theories of knowledge in existing disciplines of economics, psychology and sociology are covered as you would expect from such a text, but implications for research and future theories of organisation are expounded as well, making this a useful text for practitioners.



**Paperback** 112 pages  
(5 September, 2002)  
**Publisher:** Coronet; ISBN: 0340819804

If you wish to bring a little levity into your day to day thinking and examine new ways of addressing work place problems, then read this enjoyable text, where a fictional manager has to transform a singularly ineffective, unenthusiastic team into a cohesive, dynamic unit. 'Fish' will give you answers using simple messages to transform your workplace, whilst addressing today's work place needs.



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Index of 675 topics



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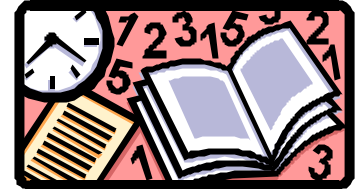
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## THE INTERNATIONAL FOUNDATION FOR ACTION LEARNING

### THE WORK OF THE CHARITY AND THE BENEFITS OF MEMBERSHIP

The International Foundation for Action Learning is a company limited by guarantee and a registered charity, set up to promote action learning. This is a process for improving management in which people learn together by direct involvement in the identification, analysis and treatment of their own real problems and opportunities. It is a form of learning by doing.

Action learning is used in many industries, businesses and services in this and other countries. Examples are:

1. managing director groups;
2. helping the unemployed to start their own business;
3. developing skilled managers as they take on new responsibilities;
4. improving productivity in retailing and manufacturing companies;
5. bringing about operational change in large organisations;
6. improving services in health and education.

Action learning has demonstrated that it can help individuals and organisations to adapt in a fast changing world

Since 1977 when it was set up ALT/IFAL has become well-known and respected as a source of information and support for those who practice or are interested in action learning. IFAL encourages the use of action learning by:

1. Information - On request, responding to requests and promoting discussion by phone or letter.

2. Library - IFAL has a substantial library (over 1000 items) of writings about action learning, many of which are not available elsewhere. Copies of items may usually be purchased for the cost of photocopying and distribution. Some of the most useful are unpublished discussion papers.

3. Newsletter - A regular newsletter provides the opportunity for members to share their ideas and experience, it is used to spread news and views about the process of action learning and its development. It includes book reviews and reports of conferences, and promotes discussion through correspondence and articles.

4. Meetings/Conferences/Workshops - IFAL arranges meetings around the country for the purposes of exchanging information and to highlight problems in the application and use of action learning. Conferences are held regularly and occasional regional meetings provide a local forum for debate and learning.

The design of these meetings is always participative following the principle of action learning that people learn best from people who are also learning.

5. Network of individuals and organisations - Through its international membership, IFAL constructs a network of people who can support one another in their diverse experiences of action learning throughout the world in private, public and voluntary sectors.

In summary: IFAL exists to identify and encourage a network of enthusiasts who will support and develop the work of action learning worldwide. It is an educational charity and in order to do its work properly it appeals for financial and practical support from those who believe in the value of action learning

**IFAL'S REGISTERED CHARITY NUMBER IS: 273242**