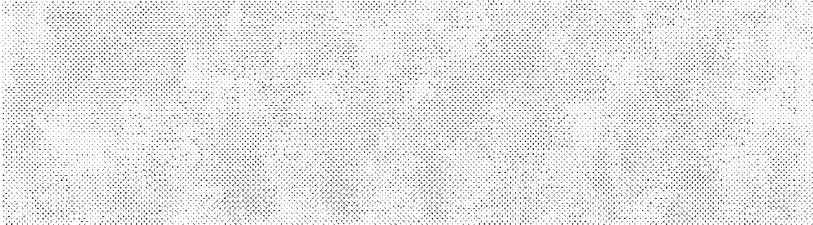


Burna Dunn

**MACHAKOS
SIMULATION
GAME**

a guidebook




**MACHAKOS
SIMULATION
GAME**

a guidebook

Created by
The Institute of Cultural Affairs
Houston, Texas 1986

The Institute of Cultural Affairs
4207 Chartres Street
Houston, Texas 77004
713-522-7933



"This kind of development is what we call comprehensive human development. It starts at the beginning...with the people. In other words, it goes straight to "the heart of the matter."

ACKNOWLEDGMENTS

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The Institute of Cultural Affairs' *Heart of the Matter* Development Education Program staff expresses appreciation to those who have played key roles in the Machakos Simulation Game's development:

- * the thousands of Kenyan villagers, hundreds of village development volunteers, ICA staff in Kenya, and especially, Mike Haasl, all of whom lived the Machakos Human Development Project experience which created the case study upon which the game is based;
- * all of those who have, through the *Heart of the Matter* Development Education Program, participated in the refinement and testing process that has brought it to maturity.

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Development of the MACHAKOS SIMULATION GAME has been, above all else, a team effort. Most of the people listed above have been involved in several facets—not simply the one for which credit has been given.

Particular thanks are due, also, to individuals and agencies whose funds and encouragement have undergirded the tremendous amount of human energy and creative teamwork that has brought the game to fruition. Chief among these are the United States Agency for International Development, the Trull Foundation, the Presiding Bishop's Fund for World Relief of the Protestant

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INTRODUCTION :

Where Did It Come From?

The idea of a **Machakos Simulation Game** first germinated in the imagination of Steve Harrington, a Minneapolis volunteer with The Institute of Cultural Affairs (ICA). Steve was interested in devising an innovative method for debriefing volunteers returning from village development experiences. His vision was to create a simulation that would bring the "world of human development" home to people who had never travelled beyond their own nation's borders. Such a game could contribute to transforming mainstream America's picture of international development from one-way "handouts" to a "people process."

In 1982, Steve pulled together a team consisting of Mike Haasl, a volunteer recently returned from two years of service with ICA's Machakos Human Development Project in Kenya; Richard Duke, a professional game consultant; John Grossman, a city planner; and other Minneapolis-based ICA Staff and volunteers to work on the game's invention. Using documentation from the Machakos experience, the team set to work building a simulation based on real people, real villages and a real development process being used in the nation of Kenya.

In 1984, the ICA's Houston office received a Biden-Pell Grant through the United States Agency for International Development to develop its "Heart of the Matter Development Education Program." The "Machakos team" was then broadened to include ICA staff and volunteers in Houston.

Over the initial two years of the "Heart of the Matter" program, the game has passed through several versions. It has, in its **present** form, been field tested by a **regionally-based**

the Guidebook

core of seventeen trained game guides with a wide variety of participants--age 12 to 80--in middle school, university, church and development agency settings. Participants have been from cities of the south, the midwest, and the east and west coasts.

What Happens in the Machakos Simulation Game?

This three-hour event engages a team of five in catalyzing local development in the villages of the Machakos District in Kenya. Visual tours, specific village development projects, role playing and skirmishes with chance all enable players to work with villagers to complete projects and create self-sustaining villages. Cooperative teamwork is a key ingredient to success!

The Machakos Simulation Game unfolds in four phases:

PHASE I "Welcome to Rural Kenya!" transports the participants from their home country to Kenya and orients them to both the urban and rural scene. Participants are introduced to their living quarters in the village of Kamweleni, in the Machakos District, and to the accomplishments of the **Kamweleni Human Development Project** during its first two years. Some of the accomplishments pictured in the audio-visual presentation are agricultural terracing, improved nutrition through diversified agriculture, simple water catchment systems and infant growth monitoring. In this phase participants role play villagers as a means of getting inside the realities of village life and the hopes, dreams and concerns of villagers.

PHASE II "Training In Project Completion" communicates the "rules of life" in the world of the Machakos Human

Development Project. It is here that participants learn the ins and outs of working with villagers to complete projects called for by the villagers' own plan for their development.

PHASE III "Venturing Beyond One Village" takes participants through the expansion of the Machakos Human Development Project from one to five villages. They learn about the crucial role of the "human development consultation" for involving villagers in planning their own development. Here, also, participants experience the necessity of teamwork and the logistical challenge of maintaining development momentum across five villages. Within a limited time span, they complete as many of the 17 projects generated by the consultation as possible.

PHASE IV "Preparing to Return Home" brings an opportunity for participants to reflect on their experience of living and working in rural Kenya through a guided reflective conversation. Participants become aware of their learnings and of the ways in which their images of the world have changed as a result of participating in the simulation.

How to Use This Guidebook

This guidebook is intended as a reference for trained game guides in preparing for and leading Machakos Simulation Game events.

Section One contains learnings gained during the field testing period regarding: Helpful data to gather about game participants before the event, optimum simulation environment set-ups, and the role and style of the game guide. Also included in this section are "Tips for Tailoring Reflective Conversations."

Introduction: The Guidebook, continued

Section Two contains the Game Guide Script, some of which should be used verbatim during a Machakos Simulation event and some of which can be ad-libbed as a game guide becomes familiar with the flow of the game and thoroughly attuned to the objective of each step necessary to the unfolding of the simulation.

Section Three contains a "Rules Reference." Rules communicated in narrative form in the script are reproduced here in concise form for quick reference. This section also contains suggestions about creative handling of unusual situations that arise as each unique group of volunteers lives and works in Machakos.

Section Four contains an "Inventory of Game Piece Functions." It serves as a quick reference for the function of each game piece and indicates how many of each piece are contained in a complete game set.

Section Five contains a "Glossary of Terms" which provides definitions of technical terms used to communicate the development process used in the Machakos Human Development Project as well as a pronunciation guide for Kenyan names, places, and Swahili words used in the simulation.

Section Six provides a case study for background reading on the Machakos Human Development Project. Game guides not already familiar with the participatory development processes used by The Institute of Cultural Affairs will find that this section enables them to better understand how the simulation reflects the actual experience of the project and, therefore, the "whys and wherefores" of the simulation's design.

Section Seven provides further background on The Institute of Cultural Affairs as an organization involved with international

development across the world.

This guidebook assumes that the game guide using it has participated in the **Game Guide Training Workshop** conducted periodically by The Institute of Cultural Affairs' Heart of the Matter staff. Suggestions for its improvement by practicing game guides are welcome.

The Machakos Simulation Game is fun--serious fun. It was created to give perspectives on how positive, evolutionary change can happen and is happening in villages and organizations around the world as well as in our own backyard. Let us know how you are using it and to what extent it accomplishes its intent: changing the perspectives and thereby transforming the lives of ordinary people wherever they are living.

Please send your comments, simulation event anecdotes, learnings and suggestions to The Institute of Cultural Affairs' Heart of the Matter Program, 4207 Chartres Street, Houston, Texas 77004.



OBJECTIVES AND BENEFITS

The overall objective of the Machakos Simulation Game is to give participants practical, personal experience with the following aspects of development work:

the importance of fostering long-term self-sufficiency in village development,
the cruciality of teamwork among volunteers who will be working together in the field,
the necessity of working creatively with cultural differences,
the need to work with limited resources in a development task,
and, the complexities of communication and project coordination in another culture.

The game aims to challenge participants' capacity to assimilate a development process, initiate projects, work on a team, train and equip villagers, and search out and link resources in a culture that is unfamiliar to them. An important discovery made in the midst of the game is that comprehensive human development anywhere in the world starts with the people.

Benefits of playing the Machakos Simulation Game are the following:

COGNITIVE LEARNING

- a. Participants gain factual information about village development concerns and processes in Kenya through the presentation of the Machakos Game.
- b. Participants' assumptions about one's control over culture and the natural environment are challenged.
- c. Participants become aware that development is a task requiring sensitivity, forbearance and time.
- d. Participants acquire reference points for concepts such as "volunteer," "project

Objectives and Benefits, continued

completion," and "self-sufficiency."

e. Participants learn procedural sequences through a highly concentrated experience of a project completion process.

f. Participants learn general principles of human development such as geographic coverage, local participation, the importance of high visibility and rapid completion of projects, and involvement of the public, private and volunteer sectors.

g. Participants gain a feel for the field work situation--the people living there, the real input required, the probable results, and the keys to success.

h. Participants are introduced to a self-organizational, whole systems approach which is integrated into the operating principles of the human development projects.

i. Participants realize that people's values and modes of operating emerge from their life situation and make sense within that context.

AFFECTIVE LEARNING

a. Participation changes the perspective and attitudes toward development related world issues.

b. Participation leads to increased empathy for others such as national decision makers, village residents, and increased insight into the way the world is seen by them.

c. Participation builds an informed appreciation for the complexities involved in generating long-term economic and social development anywhere--at home or abroad.

d. Participants experience the power of cooperation on behalf of a common task.

e. Participants look at the issues of life--food, health, job, family--through the eyes of villagers.

f. Participants gain increased self-awareness and a greater sense of self-confidence.

CHANGES IN STRUCTURAL RELATIONS

a. The Machakos Game promotes positive practitioner/villager or management/employee or student/teacher relationships.

b. The Machakos Game provides a method for self-generating local development.

c. The Machakos Game provides an opportunity for participants to reflect on their vision for their own vocation and for the planet's future.

d. Playing the Machakos Game creates a team and gives practical experience in teamwork.

e. The Machakos Game expands the concept of leadership from one who makes a plan to one who facilitates team decision making and motivates participation.

f. The Machakos Game leads to perceiving social action as effective in society and meaningful for the participant.

CHANGES IN THE CHARACTER OF FUTURE ACTIONS

a. Participation in the Machakos Game makes field service more meaningful by placing participants in a situation where they can see the ambiguities and complexities of life in the Third World.

b. Participation in the Machakos Game leads to more sophisticated and relevant inquiry about approaches to development and the qualities and skills required to be an effective volunteer.

Scheduling a Machakos Event

When a person calls to arrange for a Machakos Simulation Game event for his/her group, the following information should be obtained:

1 Find out how many people will be playing. Indicate that multiples of five are preferable.

2 Get a picture of the space in which the event will be held. The room needs to be large enough to accommodate the group seated in teams of five around separate tables. A blank wall or large blackboard at the front of the room is needed for wall visuals. Indicate that round or square tables the size of card tables are ideal.

3 Find out about the group's profile:

- age
- male, female or mixed
- group's overall purpose
- depth of experience with international development
- group's reason for playing the Machakos Simulation Game

4 Is the following equipment available in the facility where the event is to be staged?

- audio cassette recorder
- screen for slides

5 Are snacks normally part of the group's meetings? If so, they might be interested in preparing Kenyan style drinks and snacks.

6 Additional information to communicate is:

- The Machakos Simulation Game takes three hours of playing time, exclusive of snack breaks.
- Game Guides will need access to the space for the game one and a half to two hours ahead of the starting time in order to set up the simulation environment.
- Indicate the cost for the event and arrange for payment.

Creating the Simulation

Creating a transformed and functional environment for the Machakos Simulation Game is crucial. When participants arrive, they walk into a room that signals something unique is about to happen. They encounter African decor, set up team tables, carefully placed wall visuals, and African background music. This environment helps people enter into the spirit of the game.

Setting up this environment typically takes one and a half to two hours. Following are steps to be taken in accomplishing this simulation environment set up.

'DON'T FORGET'

- ✓1 CHECK MATERIALS
- ✓2 ARRANGE ROOM
- ✓3 MOUNT VISUALS
- ✓4 CONNECT SLIDE SHOW EQUIPMENT
- ✓5 EQUIP TEAM TABLES
- ✓6 LAYOUT GAME GUIDE TABLE
- ✓7 ENHANCE AMBIENCE

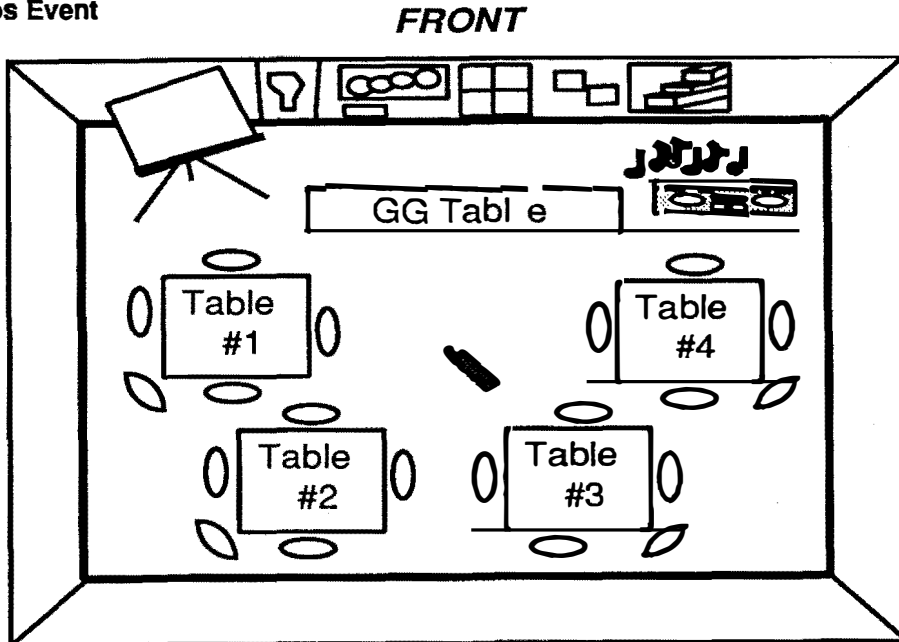
✓1 CHECK MATERIALS

Before going out the door, check to see that you have the following:

- Machakos Simulation Game Guidebook
- 1 game board set per team of five participants expected
- 1 gameguide paraphernalia package (contains wall visuals, bell, Round Tracking Forms, song sheets, 2 fresh magic markers)
- 1 audio-visual package (slide tray or carousel containing both Kenyan Orientation and Consultation Orientation slide sets and African music audio cassette)
- Slide projector and screen
- Audio-cassette recorder
- Masking tape and/or push pins
- African fabric and artforms

Environment

Diagram of Room Arrangement for Machakos Event



✓ 2 ARRANGE ROOM

Given the number of five person teams expected and considering the walls that could potentially serve as the focal point for the wall visuals, decide where the "front" of the room will be. Arrange the team tables so that as few participants as possible have their backs to the front of the room.

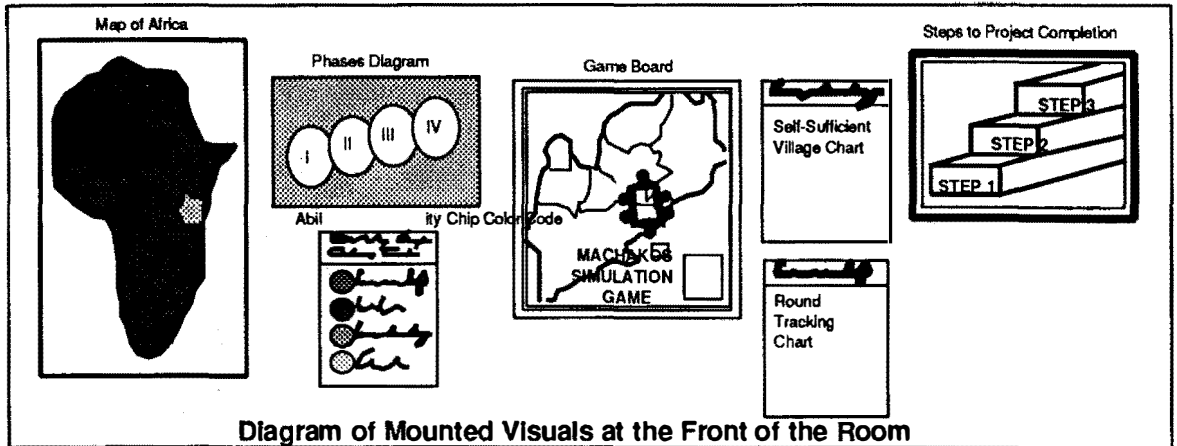
Set up the slide projection table and screen. The screen should be positioned such that participants can sit at team tables and see with a minimal movement of chairs. Test for appropriate distance.

✓ 3 MOUNT VISUALS

Put up the following visuals at the front of the room.

- African Map with Kenya highlighted
- Phases Diagram
- Ability Chips Color Code Chart
- Steps to Project Completion Diagram
- Self-Sufficient Village Chart (enlarged)
- Round Tracking Chart (enlarged)

Creating the Simulation Environment, continued



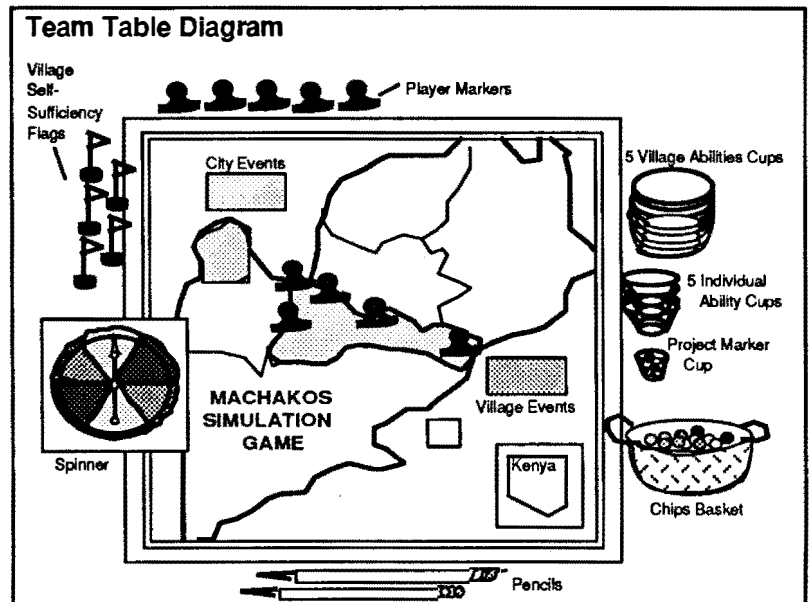
Game board with set of player markers and one villager marker arranged around Kamweleni and attached to the board with masking tape loops

✓ 5 EQUIP TEAM TABLES

Set out the following pieces of each game set on each team table:

✓ 4 CONNECT SLIDE SHOW EQUIPMENT

- Set up projector and screen
- Check to see that slides are in place and correctly inserted in the slide carousel



Creating the Simulation Environment, continued

- Game board
- 5 Player Markers (1 red, 1 green, 1 yellow, 2 blue)
Arrange in a line just off the game board.
- 5 Village Self-sufficiency Flags
Arrange in a line just off the game board.
- 5 Villager Markers (white)
Place on the squares marking the location of each of the five villages of the Muputi Sublocation (Kamweleni, Ikulu, Mwanyani, Kalumoni and Wamani).
- 5 Village Abilities Cups (large)
Arrange in a stack with Kamweleni's cup on top and place just off the game board.
- 5 Individual Ability Cups (small)
Arrange in a stack and place just off the game board.
- 1 Project Markers Cup
Fill with 17 Project Markers and place just off the game board.
- 1 Spinner
Place alongside the game board.
- 1 Basket of red, blue, green and yellow chips
Place alongside the game board.
- 1 set of Village Event Cards
Stack facedown on the game board above the inset map of Kenya.
- 1 set of City Event Cards
Stack facedown on the game board to the right of the city of Machakos.
- 2 Pencils with erasers (freshly sharpened)
Place neatly alongside the game board.

✓6 LAYOUT GAME GUIDE TABLE

The game guide needs a table for materials that will be passed out during the course of the game. This can be at the center front or at the front but to one side or the other. The following materials should be arranged on the game guide table in an orderly, easy to pick up fashion:

- Set of Self-sufficient Village Charts (1 per team and a few extras)
- Set of Round Tracking Charts (2 per team plus a few extras)
- Set of Song Sheets (1 per person)
- Decorated bell
- 2-minute timer
- Dark red, blue or green magic marker
- 1 set of Team Role Medallions per team (1 Director-red, 1 Accountant-yellow, 1 Recorder-green, 2-3 Field Staff-blue)
- 1 set of each of the following types of cards for each team:
 - 5 to 6 Gear Cards (1 per person)
 - 1 white Team Role Card
 - 5 green Village Data Cards (with the Kamweleni Card on top)
 - 6 pink Villager Biography Cards
 - 5 to 6 Resources and Clout Cards (1 per person on the team)
 - set of 2 goldenrod Muputi Sublocation Cards and 15 light blue Village Project Cards clipped together in the following subgroups:

Subgroup #1: Kamweleni - Water Tank (DC2)

Subgroup #2: Muputi Sublocation - Village
Leadership Institute (D1)

Creating the Simulation Environment, continued

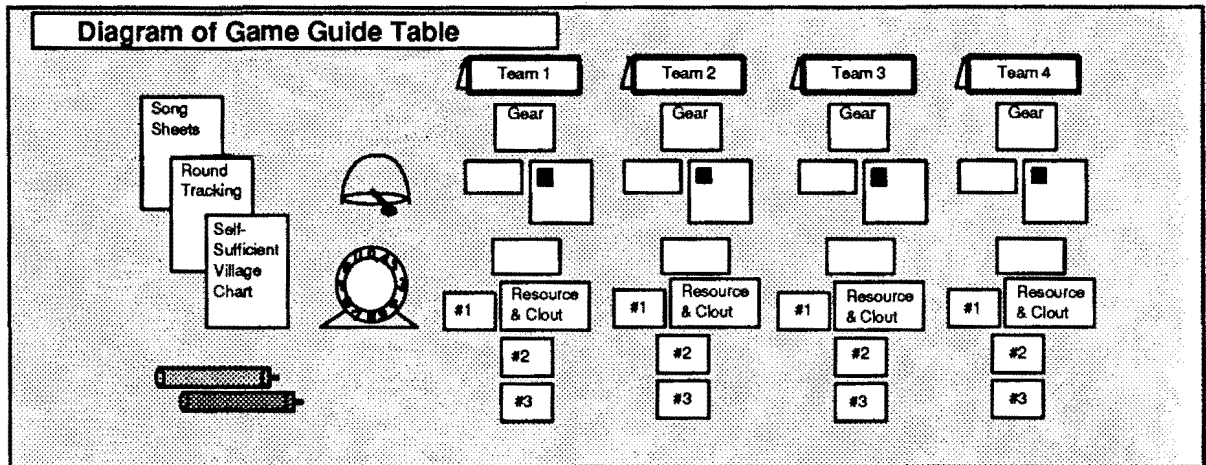
Ikulu - Agricultural Terraces (DA1)
 Kalumoni - Market Area Beautification (DB2)
 Kamweleni - Water Pipe (DC3)
 Mwanyani - Nursery School Benches (DD1)
 Wamani - Women's Dance Group (DE3)

Wamani - Harambee Fund Raising Event (DE2)
 Wamani - Demonstration of Hybrid Seeds (DE1)

Subgroup #3: Muputi Sublocation - Health Caretakers Training (D2)

✓ 7 ENHANCE AMBIENCE

On the remaining walls and furniture, arrange African fabric hangings or table cloths,



Ikulu - Water Spring Access (DA2)
 Ikulu - Road Repair (DA3)
 Kalumoni - Tree Planting (DB3)
 Kalumoni - Telephone Service (DB1)
 Kamweleni - Regular Neighborhood and Village Meetings (DC1)
 Mwanyani - Cooperative Basket Industry (DD2)
 Mwanyani - Bio-gas Generators (DD3)

carvings, masks, etc. to further transform the space. Before the participants arrive, turn on the African music cassette as a musical, rhythmic back-drop.

Role of the Game Guide

A Machakos Simulation Game event is led either by one game guide or a team of two game guides. If a team of two is used, a helpful division of roles is for Guide One to facilitate Phases I and IV and Guide Two to facilitate Phases II and III.

The game guide has a four-fold task.

First, the game guide **creates** the simulation **context** and keeps the participants within that context. The posture is that they really have volunteered to spend three to six months in Kenya working with villagers. They have their backpacks on, and they're getting on the airplane!

Second, the game guide is responsible for **communicating the game mechanics** - the rules of life in the Machakos Human Development Project simulation - in a clear and interesting fashion.

Third, the game guide **helps** participants to become aware of and **Integrate** their **learnings** through facilitating reflective conversations at various points during the game.

Fourth, the game guide **makes impromptu rulings** on unusual situations that arise as new sets of people engage creatively with the "world of Machakos." These rulings should be made, as much as possible, within the basic game rules framework as set out in the "Game Guide Script" and "Rules Reference" sections of this guidebook. Adept fulfillment of this aspect of the game guide task requires backward and forward knowledge of these rules so that quick decisions can be made that will keep the simulation experience moving forward and "on track."

To accomplish all of this requires a multi-faceted style that develops rapport with the game participants and communicates that being a part of the game is fun and serious at

the same time.

The game guide is a risk taker and a dramatist when participants need to be loosened up to play the roles of villagers; a vibrant showperson with a touch of humor when a battery of game mechanics needs to be communicated. The game guide is playful when the game has become too serious. He/she becomes a quiet but active listener when guiding reflective conversations periodically as the game progresses.

These are a few of the facets of the game guide's personality. You will discover many more!

TIPS FOR TAILORING CONVERSATIONS

Reflective conversations in the Machakos Simulation Game enable participants to process their experience and distill from it both practical and contextual meaning for their lives.

Each group has its own particular reason for investing three hours in the Machakos Simulation Game. Some want to experience what it's like to live and work in rural villages of the world. Others want to use the game to deepen their own group's experience of teamwork. Still others are interested in transferring learnings from their simulated experience of village development in Kenya to community or organizational development applications at home.

You will want to tailor the conversations within the game to suit the particular needs of the players at hand. When a game is scheduled, find out why the group chose to play the Machakos Simulation Game. Then design the reflective conversations at the end of Phase I and Phase IV accordingly. Leading this conversation format is an art that takes time to learn and gets better with practice.

Role of the Game Guide, continued

Each conversation printed in the Game Guide Script follows the "Basic Discussion Model" format. This format moves from asking questions with objective, "factual" responses at the beginning to questions requiring progressively more reflective, "feeling" responses to interpretive and decisional responses as the conversation moves toward completion.

This "question flow" from easy to more difficult questions is designed to encourage broad participation and depth dialogue to happen in a short conversation. When tailoring the conversations printed in the Game Guide Script, care should be taken to preserve this flow. Potential questions printed in the Game Guide Script are coded with numbers to aid in making a selection which includes all four types of questions.

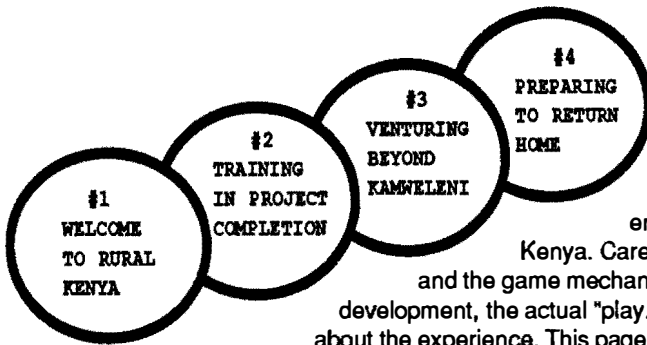
To start a reflective conversation, ask an objective question and get a response from everyone, in turn. Then ask one or two more objective questions in the same fashion. This sets a tone of total participation and maximizes the potential for lively participation as the conversation moves to deeper levels of awareness and experience.

After this first round of responses, let responses flow from whomever is moved to speak without allowing one or two people to dominate the conversation. Encourage brief responses to allow dialogue to build--avoid long speeches.

As the questions move to the interpretive and decisional levels, expect a certain degree of silence as people consider how to respond. If a silence is uncomfortably long, that's a clue that the question may need restating.



INTRODUCTION: *the Game* *Guide* *Script*



The Machakos Simulation Game unfolds in four distinct phases as a way to allow participants to enter into the development process in the villages of Kenya. Care is taken to acquaint people with the African setting and the game mechanics. This enables teams to engage in assisting with development, the actual "play." The simulation concludes with sharing reflections about the experience. This page gives the flow of the script for the entire simulation.

PHASE I

Participants are oriented to life as village development volunteers in rural Kenya through

- visualization
- orientation slides
- role plays.

They experience a shift of cultural context and get a feel for the hopes and dreams of villagers as well as the obstacles they will have to deal with on the job as village development volunteers.

PHASE II

Participants are introduced to game mechanics by taking on team roles, learning steps to project completion and completing one project through

- verbal orientation to game pieces and procedures
- team meetings
- working with game pieces and case study cards
- singing.

They experience the frustration of *not* being in control of the outcome of their plans as well as the exhilaration of finally accomplishing, through hard work, what they set out to do.

PHASE III

Participants work as a cooperative team to build and implement a strategy for completing multiple, grassroots-generated projects which strengthen five villages' capacity for self-sufficiency through

- sublocation consultation slides
- team strategy sessions
- strategy implementation.

They experience the mounting complexity of the

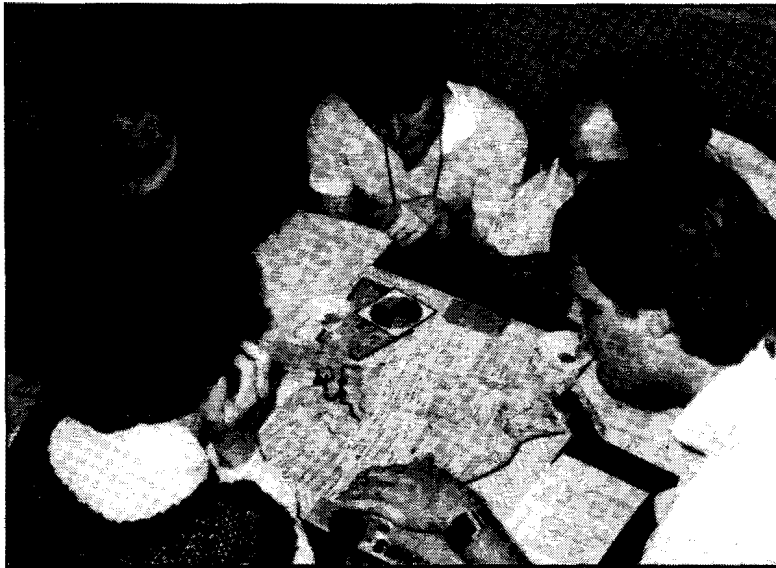
*Introduction: Game Guide Script, continued***PHASE IV**

development process, the cruciality of teamwork and the long range importance of enabling villagers to participate in this process.

Participants distill learnings about the world, teamwork and their own organization or community from their experience of living and working in rural Kenya through

□ guided conversation.

They experience life in Machakos as shedding light on their own lives, institutions, and modes of operating in their home country. They discover a new sense of kinship with the peoples of the planet.



PHASE I: *Welcome to Rural Kenya!*

Orientation

The game guide's "on-stage" lines...to begin orienting participants to the unique world they are about to enter.

"I welcome all of you who have volunteered to spend the next year enabling rural village development to take place in the **Machakos District** of the nation of Kenya.

"We will be linking with a development process that has been in action for two years in the village of **Kamweleni**.

"We are embarking on an experience which is really a game... though not a game. The Machakos Game is a simulation of the way life is in Kenya. In the Machakos Simulation Game, the rules are the rules of life: life in rural Kenya.

"This simulation has four phases:

- I. Welcome to Rural Kenya!***
- II. Training in Project Completion***
- III. Venturing Beyond One Village***
- IV. Preparing for the Return Home***

Refer to the PHASES wall diagram.

Refer to map on wall.

"Let me call your attention to the map of **Africa**. **Kenya** may appear to be small, but remember that Africa is a huge continent. **Kenya's** population is small, approximately 18,200,000. The area is about the size of Texas. The map on the table is a portion of the **Machakos District**. At the center of the map is the **Muputi Sublocation** in which we will be working this next year."

GEAR CARD DISCUSSION

Hand out the GEAR CARDS to each table, say these instructions, and lead a short discussion.

"You are now receiving a **Gear Card** which details the items you will need to live effectively in rural Kenya. Look over the card and note the items you do not yet have. Perhaps you can purchase them once we have arrived in Kenya.

Ask: What surprises you about this list of articles?
What is absent that you might want to take along?"

VISUALIZATION

As you read through the visualization, pause slightly at the "....." to allow participants to form pictures in their mind's eye.

Also have the projector already plugged in, slide holder on, and know how and where to turn it on!

Have someone cued to turn lights down so that when the slides are started, it flows smoothly.

It should seem to participants like the visualization and slides are one – not two sections.

"Let's get ready, and we'll be on our way.

"Close your eyes, relax, and let your imagination view the scenes as we move along.....let your mind's eye work.....

"You are arriving at Kennedy Airport in New York.....and checking in at the check in counter..... We make our way through security..... You notice that one member of our group takes the change from his pocket.....and removes his watch, pen, and pencil.....It was too much for the metal detector.

"By the time we have arrived at the gate, our flight has already been called, and we are able to board the plane. Immediately, you find your seat, place your carry-on bag under the seat in front of you, fasten your seat belt..... and before long you discover that we have pulled away from the gate and are taxiing to the end of the runway.

"After a brief wait, you hear the engines roar, the plane vibrates slightly, and you are pressed back into your seat as the pilot gives the engines full throttle and the plane rushes down the runway. You settle back in your seat and relax a bit after you are in the air.....

"Soon the flight attendant is offering you a drink and then a delightful meal. As you enjoy the food, you find yourself anticipating the next three months.

"You try to imagine what you will be doing.....what everything will be like..... You spend long moments trying to picture the people.....the homes.....the environment where you'll be working. Drowsiness sets in and you opt for a good nap after the meal because you are going to have two quite short nights in the air before arriving in Nairobi.....After half sleeping and half waking you discover daylight comes rapidly. Soon you are fully wakened to a continental breakfast of rolls, juice and a choice of coffee or tea..... The flight attendants hardly have the trays cleared before you hear the announcement to fasten your seat belt in preparation for a landing at London's Heathr w Airport.

"You leave the plane and begin a several hour wait before your next plane leaves for Nairobi.....Wandering about the airport, you find yourself fascinated by the British accent. In the late afternoon you discover yourself passing another gate onto another airplane..... anticipating another short, night flight to Nairobi.

"Just as you are finishing your dinner, you glance out the window and see the sun is almost setting in the long summer evening..... You see the bright snow capped peaks of the Alps floating on a sea of darkness as they tower over the deepening shadows of the valleys below.....

Visualization, continued

"Darkness comes, and you nap, dozing and waking as the plane races toward the sun. You look out as dawn approaches and see the empty Sahara Desert below.....Before long, sparse clumps of trees begin to appear.....and soon you feel the plane begin its slow descent into Nairobi International Airport.

"The landing is smooth, but as the thrust of the engines is reversed, you feel the plane shake slightly and you brace yourself as you are pushed forward. The plane comes to a halt at the gate of a very modern airport.

"You move through passport control and customs quickly, but as the local health authorities check your papers, you realize how serious they are about your having had a yellow fever immunization.....

"Now open your eyes as you take a last look at the plane on the airfield."

Be set to move into the slides immediately.

Slides

Script

- | | |
|----------------------------|---|
| <i>1 Airplane</i> | It's 7:00AM as you leave the Nairobi airport terminal and move out into bright sunshine. You load into a truck and drive up Mombassa Highway toward the city. |
| <i>2 City</i> | In the city you change your money and take a |
| <i>3 Hotel</i> | spin past the tourist hotels |
| <i>4 Modern Building</i> | |
| <i>5 Plaza with Flags</i> | and the famous Kenyatta Plaza. |
| <i>6 Plaza with Statue</i> | |
| <i>7 Tin Roofs</i> | Toward the fringe of the city you get a glimpse of the conditions of the urban poor. |
| <i>8 Market</i> | You pull up at the Kawangware market, |
| <i>9 Buckets</i> | and check your gear list to see |
| <i>10 Dresses</i> | what missing items you need to pick up. |
| <i>11 Market</i> | |

Slides, continued

- 12 Hotel** You get a cup of tea from one of the hotels frequented by local people.
- 13 Cars/Hotel** You load back into the truck
- 14 Bus** and move out ahead of the busses and matatus.
- 15 Women Walking** You pass people walking as you head southeast toward Machakos.
- 16 Giraffe** About an hour later, still 16 miles from Machakos, you pass
- 17 Gazelles** the game preserve where you see giraffes, gazelles
- 18 Elands** and elands.
- 19 Pumps** In Machakos the truck stops for petrol. You pile out of the back, noticing some district government
- 20 Buildings** offices and a sign advertising that district market days are Monday and Friday.
- 21 Road and Hill** 5 kilometers southeast on the Machakos-Kitui road you see Kalumoni village.
- 22 Buildings** You pass the Muputi Location Chief's office at Wamani.
- 23 Huts on Hill** You head down a steep winding switchback road to the Ikewe River Valley, and then
- 24 Cluster of Huts** bouncing up as the bus turns sharply uphill, you glimpse traditional mud plaster houses.
- 25 Woman Thatching Roof** The driver shouts that Philimena Ndunge, one of the village leaders, is putting on a new roof.
- 26 3 Huts** You pass more houses, and crossing
- 27 Road over River Bed** the newly constructed bridge, you make a left turn off the dirt road and drive up to
- 28 Training Center Sign** the training center and staff residence.

*Slides, continued**29 Training
Center**30 National Staff*

Some of the national staff are there and

31 Young Man

you meet Said

32 Young Woman

and Margaret.

33 3 Kenyans

Several of the national staff are eager to show you

34 Program Chart

the project program chart

35 Kenyan Map

and the maps of Kenya and the District

36 District Map

before you drop off your gear in the dorm.

*37 Sublocation
Chart*

A chart of the sublocation gives you an idea of where you will be working.

38 Women's Dorm

You drop off your gear in the dorm and notice the kerosene lamp which is used at night.

39 Clothesline

Coming out again you see the laundry area and notice how sparingly water is being used.

40 Water Tank

You are shown the tank where the water is stored and told it's filled only twice a day by a team going to the river.

41 Nthenge

You meet Joe Nthenge, the Muputi chief. He offers to show you the village's achievements.

42 Iron Man

He starts with the iron man statue and

*43 Community
Center*

the community center which have been

*44 Community
Center*

built by voluntary labor.

45 House and Jar

He speaks proudly of the water jars built to catch water off the roofs of the newer cement houses, and you are impressed by the importance of conserving water.

46 Health

You meet Anna, a health caretaker, who tells you the value of

Slides, continued

- 47 *Dish Rack* dish racks, compost pits, latrines, grain storage bins, and kitchen gardens.
- 48 *Women and Children* Chief Nthenge boasts of the many kitchen gardens that have made such a difference in nutrition.
- 49 *Women in Garden* A farm family explains that they grow vegetables to supplement the maize in their diet and to improve nutrition.
- 50 *Maize Field* When you stop for tea, the women eagerly explain how the poultry industry eggs have cured Kamweleni children of their orange hair by correcting the vitamin 'A' deficiency in their diet.
- 51 *Women in House* Continuing on, you pass crossbred cows and some fruit trees, two more boosts to nutrition and income.
- 52 *Kids in Door* You pass a literacy class on the way to the newly built preschool and elementary school where health caretakers monitor babies' growth by regular weighing.
- 53 *Kids on Ground* Another group of leaders tells you how all this started with a village meeting where they shared their vision for a better community and made a plan to overcome their age-old obstacles.
- 54 *Cows* Major Kwamutisya tells you how he expanded his general store as people's income increased.
- 55 *Trees* The leader of the mothers' child care class explains the classes on mothering that many of the women are attending.
- 56 *Class* You go on down the street
- 57 *Class at Table*
- 58 *Preschool*
- 59 *Preschool*
- 60 *Baby Weighing*
- 61 *Leaders*
- 62 *Blackboard*
- 63 *Tactics*
- 64 *Shop*
- 65 *Mothering*
- 66 *Women Waiting*

*Slides, continued***67 Tailor**

and pass new tailor

68 Crafts

and craft shops.

**69 Training
Center**

Your mind whirls with the determination of these people to overcome their adversity.

**70 Women
Dancing**

You wonder, "How hard will it be to get this kind of momentum going in other villages?"

*This section must
be carefully timed.***CONVERSATIONS BETWEEN VILLAGERS AND
VOLUNTEERS**

"You have just awakened from your first full night of sleep in three nights and feel rested and ready for a new day in Kenya.

*Pass out the
KAMWELENI
VILLAGE DATA
CARD.*

"As you gather as a team, familiarize yourself with the data in the paragraphs on the **Kamweleni Village Data Card**. Don't worry about the data in the lower right corner, for now.

What do you notice?

What is the most interesting piece of information?

"The main task today is to go out into the village and meet some villagers. The purpose of this activity is to begin learning what it's like to live here. The villagers are also curious about you. This will give them a chance to meet you. First impressions are very important!

"To accomplish these visits, you are going to step outside your role as a volunteer for the next few minutes and step into playing the role of a villager."

VILLAGER BIOGRAPHY CARDS*Pass out VILLAGER
BIOGRAPHY
CARDS.*

"The card you are receiving describes the villager you are to play. Don't worry about which card you get. Take a minute or two to read the card and familiarize yourself with the person you will be playing.

"In a moment you, as a team, will be going on an imaginary walk through Kamweleni. As you set off down the village path, you will meet the villagers represented on the **Villager Biography Cards**. The person closest to me at each table* will be the first to 'become' a villager. The person

**Indicate which
people you mean.*

*Conversations between Villagers and Volunteers,
continued*

**Indicate which
people you mean.*

across the table from this 'villager'* will take the lead, as a **development volunteer**, in starting up a conversation with the villager. Other team members may also join in the conversation.

"After two minutes, the person to the left of the first villager takes on the villager role and the person to the left of the first lead volunteer starts up a conversation with this second villager. Are the mechanics clear?"

*In some situations it
may be appropriate
for the GUIDE to
role play a
conversation with
another GUIDE to
provide a role model
for both villager and
volunteer. Decide
this before the game
starts. Some
rehearsal is helpful
if you plan on
doing this.*

Now, what is the purpose of having all these visits with villagers?"

We want to get a feel for what life is like in the villages as well as to learn about the hopes, dreams and concerns of the people.

What are some good questions you will want to ask the villagers?"

"Villagers, in turn, are going to be curious about you as a new team of foreigners arriving in their village.

What might the villager want to know about you as volunteers?"

"The flavor of these visits is that of a lively conversation rather than a one-way interview.

"By the way, in Kenya an appropriate greeting for women is "Jambo Mama." "Jambo Mzee" is a respectful title for men. Try beginning your conversations in that way. Hand shakes are also typical.

*The GUIDE's
enthusiasm and
willingness to
confidently
communicate this
Swahili greeting
gives participants
permission to have
fun.*

"For the next ten minutes, you will have the opportunity to talk with five villagers as you meet them one at a time along the path.

"Let's begin the conversations. Remember, the person nearest me will be the first villager. The person across the table will be the first lead volunteer. The rest of the team should feel free to jump into the conversation at any time, in character as volunteers.

*TURN ON THE
TIMER. Following
each two minute
interval instruct
players to shift to
the next villager
until all have played
their villager and
lead volunteer roles.*

"I will signal when each two minute conversation interval is over.

"What questions are there? Okay. Let's begin."

*Conversations between Villagers and Volunteers,
continued*

REFLECTIVE CONVERSATION

"Let's pause a moment and talk about what has happened up to now in the Machakos Simulation.

Ask:

Use one question from each question group. For further insight into the conversation method see "Tips" on pages 12-13.

1. What have we done thus far?
1. What mental picture do you remember?
1. What piece of information do you recall?
2. What emotion have you experienced or seen others experience?
2. When were you surprised?
3. What have you learned about Kenya?
3. What have you learned about the people...their concerns... their hopes?
4. At what point do you expect to run into difficulties or obstacles?
4. What are you looking forward to?

This is a helpful place to have a short break, if time permits.

"After a full day of going about the village and becoming acquainted, you are very tired and turn in for a good night's sleep."



PHASE II: *Training in Project Completion*

Training Game Participants

ROLES

"Each of you is a village development volunteer. You'll be working as a team with the others sitting around the game board. Each of you will be assigned to play a special role as a member of your team. Every team working in the Machakos Human Development Project needs:

*a **director**,
an **accountant**,
a **recorder**, and
field staff.*

*Distribute TEAM
ROLES CARDS
and
MEDALLIONS.*

"The **card** being distributed to your team gives a brief job description for each team role.

"Read the card aloud in your team. Your team has two minutes to assign **roles** and hand out the **role medallions**."
Sometimes it is best for the Game Guide to assign roles to players.

VILLAGE ABILITIES

"Your purpose as part of the Machakos Human Development Project is to work with the five villages of the Muputi Sublocation in their effort to become 'self-sufficient.'

"A village becomes self-sufficient when it has enough
Leadership -- ability to motivate and sustain participation
Labor Power -- ability to work cooperatively...and...
Knowledge -- ability to find or provide for a village's basic needs to provide for its basic needs.

"A fourth ability is the effective use of 'clout.' '**Clout**' is the ability to use one's influence to obtain needed resources for village projects."

TEAM MEMBER ABILITY CHIPS

Go to one table and hold up an individual team member's ABILITY CHIP CUP (the smaller of the two cups).

"Each of you has arrived in Kenya with **leadership, labor power and knowledge** abilities as well as a certain amount of **clout**. These individual abilities will also be represented by colored chips.

"**Accountants**, please give one **chip** of each color to each team member. They can be stored in the small cups on your table.

"Now, look at the color of each team member's **medallion** and give him/her an extra **chip** of the same color."

REVIEW

Ask: "What is your purpose as a village development team in the Machakos District?"

You want to remind participants here that the main objective is to support each village in its own efforts to become self-sufficient.

"How do you know when a village is self-sufficient?"

When leadership, labor power, knowledge, and clout reach the needed levels indicated on the Village Data Card.

"How do you imagine these villages will increase their abilities?"

Village abilities are increased through doing projects that the villagers, themselves, have decided are important.

"When a project is completed the village receives chips representing an increase in abilities. These chips will be placed in the appropriate **village abilities cup** already on your table."

KAMWELENI BACKGROUND

"Let me tell you what happened in Kamweleni.

"At the start of the Kamweleni pilot project in 1978, a village consultation was held. The villagers decided they needed to accomplish many projects, some of which you saw on your tour of the village two days ago.

Ask: "What are some of the projects you remember seeing evidence of in the slides?"

Pass out the
KAMWELENI
WATER TANK
PROJECT CARD.

Kamweleni Water Tank Project

"Today we are going to begin training in project completion. Look at the **Kamweleni Water Tank Project Card**. Share the information as a team.

- Ask: What is the situation with this project?
What did you find out about this project from the card?
What is the current situation?
What materials need to be on hand to complete the project?"
5 bags of cement, 15 boards, nails
- "Where might you go to get the cement and other resources?"
to private companies, public and private agencies in Machakos
- "How do you imagine you can convince these agencies to give you the needed materials?"

Pass out the
MACHAKOS
RESOURCES AND
CLOUT CARD.

MACHAKOS RESOURCES AND CLOUT CARD

"This card represents the hard won learnings of the village development teams who preceded you here in the Machakos Human Development Project. Through frustrating trial and error, they learned where to go for various resources, how much clout it takes to get the resources from the various agencies, how long it typically takes for them to be delivered to the village, and then, finally, how often one may go back to make another request.

"Take a moment to familiarize your team with the card."

ABILITIES REQUIRED

"Now, look at the card to see the human abilities that are needed to complete this WATER TANK PROJECT."

12 leadership, 10 labor power, and 6 knowledge.

"Where are you going to find these human resources?"
They reside in the village and with the team.

"Where do you see you might get the cement you need?"
Check out the Resources and Clout Card.

Some steps
2. Build strategy
3. Move markers to past location

Abilities Required, continued

Define ROUND.

"Look at each column on the Resources and Clout Card. A round symbolizes time passing, **three days for each round**. Practically speaking, a round consists of each player taking a turn at the spinner. More about the spinner in a minute.

Ask: Will you be able to get all the resources you need from one agency?

You are familiarizing players with the "clout" concept as it would work in a real situation in order to enhance the simulation experience.

Where might *your team* go to get the cement? How much clout would that take?

Where might you go to get the boards and nails? How much clout would that take?"

How will the village benefit from completion of this project?"

Two (2) labor power units will be added to the village's capacity, bringing it closer to self-sufficiency.

Walk through PROJECT COMPLETION WALL CHART.

PROJECT COMPLETION CRITERIA

"We are about to go into action. But first we need to understand how a project gets finished.

"The **first step** is to *obtain any needed materials from Machakos*. The **second step** is to *successfully set up a project workday*. The **third step** is to *successfully do the project workday*.

"The **first two steps** can be done simultaneously by splitting your team into two smaller units to work in two places at once.

"The **third step** can only be done when the **first two steps are completed successfully** and **materials have been delivered**.

Have five (5) VOLUNTEER MARKERS and one VILLAGE REPRESENTATIVE MARKER prepared with masking tape attached so the MARKERS can be moved around on the mounted game board for this demonstration.

"As a team have a meeting and decide **your plan** for accomplishing the first two steps. In other words, who is going to *go to Machakos* and get materials and who is going to *stay in Kamweleni* and set up the workday?"

After each team has had a few minutes to get their minds around this, the game guide calls everybody's attention to the front board.

"Now, I want you to keep your own plan in mind as I walk through a hypothetical plan on the board.

"Let's say this team has decided to send the **accountant** and the **director** to Machakos with a leader from

Project Completion, continued

Place the appropriate markers in Machakos and Kamweleni on the mounted game board.

Explain the SPINNER.

Describe PLAYING.

Kamweleni. The remainder of the team remains behind to set up the workday."

In your experience, do the plans you make always turn out the way you planned them? *NO!*

"It is like that in Kenya, too. To represent this reality of life we use a **spinner** which tells you whether you have been successful or not.

"Each team member will spin the spinner to see if he/she is successful in his/her task for this round. If you spin the **green 'Victory'** or **'Harambee,'** meaning 'moving ahead together' in Swahili, you have been successful. The abilities you have brought to this task can be counted.

"If you spin the **pink 'Zilch'** or **'Kuto Kufahulu,'** something has happened to prevent you from participating helpfully and you are not successful. The abilities you have brought to this task cannot be counted for this round.

"If you spin the **yellow 'Surprise'** or **'Mshangao,'** you take a **City Event Card** if you are in Machakos or a **Village Event Card** if you are in the village. When you get a card, read it aloud to your whole team. The card will indicate whether you are successful or unsuccessful this round."

Hand out the ROUND TRACKING CHARTS.

"I'm handing out a **Round Tracking Chart** to each **recorder**. This will be used to keep track of your team's turns with the spinner. We will keep track of this hypothetical team on this large chart.

"Let's see what happens to this hypothetical team.

Point to the markers on the board on the wall.

"The team decides to send its **accountant, director and a village representative** to Machakos, and two **field staff** and the **recorder** remain in Kamweleni to set up the workday.

"The **accountant** spins **'Harambee.'** Great! His/her two (2) **clout units** count.

*Model the use of the ROUND TRACKING CHART on the large wall chart at the front of the room.

"At this point, the **recorder** puts a check by the **accountant's** name on the ROUND TRACKING CHART to indicate success this round."

"The **director** spins a **'Zilch.'** The recorder marks an 'X' under that name on the chart to indicate that his/her abilities do not count this round.

Playing, continued

"The next player, a **field staff**, spins and gets a '**Surprise.**' The **field staff** is in Kamweleni and therefore takes a **Village Event Card.**"

Direct a player at one of the tables to take a card off the village event card stack and request that he/she read it aloud to the group.

"Did the **field staff** succeed in the task? The **recorder** should mark the tracking chart accordingly.

"The remaining two players spin and one gets a '**Harambee**' and one gets a '**Zilch.**'

"Now take stock of what was accomplished this round. The unit of the team in Machakos needed four clout units to obtain permission for the materials. The village representative contributed one clout automatically. The accountant contributed two. The director contributed nothing because he/she was unsuccessful. Did this group succeed?" **NO!**

"They will need to remain in Machakos for the next round and try again.

"Now let's look at the group in Kamweleni. To successfully set up a workday requires one person to spin successfully. Of the three in Kamweleni, at least one person was successful. So the work day is set up.

"Do the people in Machakos know what has happened in Kamweleni?" **NO!**

There isn't a telephone connection with Kamweleni.

"So during the next round the people in Machakos continue trying to get permission for materials and the people in Kamweleni wait for their materials to come. While they are waiting, they spin to symbolize time passing and to see if any unexpected possibilities emerge in the village.

"Let's say in the next round the people in Machakos succeeded.

"Look at your **Resources and Clout Card**. How many rounds will it take for the delivery of the materials?" (1) "The team in Machakos has the option of staying in Machakos while that round is spun or they may return to Kamweleni to spin the round.

Playing, continued

"If they stay in Machakos they have the possibility of making new contacts through drawing some **City Event Cards**. If they decide to return to Kamweleni they have the possibility of drawing some **Village Event Cards**.

"Once this round is spun, the materials have arrived and it is time to do the workday. Each player present in Kamweleni spins and the **recorder** keeps a record of spin results.

"At the end of the round the **recorder** tallies the abilities that were successfully contributed to the workday. The **accountant** was successful and therefore contributed one (1) leadership, one (1) knowledge, and one (1) labor power unit. The **director** was unsuccessful and therefore none of his/her abilities can be tallied. **Field staff #1** was successful and therefore contributed one (1) leadership, one (1) knowledge and two (2) labor power units to the workday. **Field staff #2** was also successful and contributed one (1) leadership, one (1) knowledge and two (2) labor power. The **recorder** was unsuccessful and his/her ability units therefore cannot be tallied.

"Now count up the totals in each ability category and refer to the **Water Tank Project Card**. 12 leadership units were needed. The village had six (6) already, so the team needed to supply six (6). Did this team contribute enough leadership to make the workday happen successfully?" *No!*

"Ten (10) knowledge units were needed, the village had six (6) already and the team contributed three (3). Was enough knowledge present?" *No!*

"Six (6) labor power units were needed, the village already had six.

"So one requirement was satisfied. However all three ability requirements must be satisfied within one round for the workday to be successfully completed.

"This workday will take at least one more round and maybe more.

"Do you think you understand clearly how projects are completed? Who could summarize the process briefly for us?"

MORE PLAYING POINTERS

1. You may freely move your **marker** to different positions each round or stay in one place several rounds. You do not have to spin successfully to move. The **spinner** simply determines whether or not you have successfully contributed to the task you set out to accomplish.
2. If there is a wait of several **rounds** while materials are being delivered, this will be an opportunity to learn more about life in Kenya. Continue to spin, learning from **Event Cards** as you are directed to them. Don't forget to be in Kamweleni for the workday!
3. The project is accomplished when materials have arrived and each player needed for his/her leadership, labor, and knowledge abilities is on site and spins successfully in a given round.

"When your **recorder** has verified that your team has successfully completed a project, the team accountant adds the number of abilities chips gained to the abilities cup for that village, fills in the appropriate project marker on the game board. Send someone up from your team to **ring the bell** so we can *all celebrate project completion*.

"When all teams have completed the **Water Tank Project**, we'll be ready to venture beyond Kamweleni into other villages and into Phase III of the game. Okay, gather back in your teams. Refine your plans and begin play. Ready, set, go!"

Keep an eye on how each team is moving toward project completion. If no team is ensured of successfully completing the Tank Project within 10-12 minutes, look for an opportunity to make a game guide ruling that will remove the obstacle and enable completion.

Also note, it is fine for players to feel some frustration with things not going their way. However, it is important to keep the game moving along at this point to preserve a maximum time for Phase III.

Project Completion Celebration

SONG CONTEXT

"*Harambee* is a popular national song of Kenya. It calls for people to pull together for social change."

When the first team to complete the WATER TANK PROJECT rings the bell, stop all play, pass out the song sheets, and invite everyone to celebrate the successful completion of the water tank by singing "Harambee."

Song, continued

Teach the song "Harambee" by having participants repeat each line of the lyrics after you say it. Next, invite all players to jump in and risk singing in Swahili. Clapping and drumming is very appropriate!

HARAMBEE

Refrain:

Harambee, Harambee Tuimbe Pamoja
Harambee, Harambee Tuimbe Pamoja
Harambee, Harambee Tuimbe Pamoja
Tujenge Serikali.

Wengi walisema Kenya itakuwa matata
repeat 3 times

Watu wote wasalama.

Refrain

Watu wa Kenya hatuna ubaguzi
repeat 3 times

Kila rangi tunaipenda

Refrain

PHASE II CONCLUSION

"To enable us all to move ahead together we're going to assume that every team has completed the **Water Tank Project**. To symbolize this accomplishment, **accountants** add two (2) blue **labor power** chips to Kamweleni's **village abilities tray** and update your team's **Self-sufficient Village Chart**."

If the game time is limited to three hours, the break should be no more than five minutes. Teams that haven't yet successfully completed the Water Tank Project may spontaneously elect to waive the break to finish the project.

"This is a good place for a quick break."

PHASE III: *Venturing Beyond One Village*

INTRODUCTION

"We are now ready to move on to Phase III.

"Since you are trained in the methods of project completion, you are ready to begin the pioneering task of spreading the human development process that has been so successful in Kamweleni to other villages in the Muputi Sublocation."

HUMAN DEVELOPMENT PROCESS REVIEW

"Let's see what you remember about the how the Kamweleni Human Development Project began.

Ask: What was the first step?
They held a consultation.

What are the products of a consultation?
The products are projects that the villagers have decided are critical to their economic and social development as a community.

"Kamweleni's **consultation** was for one village. To speed up the spread of this process to many villages at once, all future **consultations** will be done at a *sublocation level*. That is, *all villages in a sublocation will be invited to attend the consultation*. During this **consultation**, villages will generate projects both for their own village and the sublocation as a whole."

CONSULTATION AUDIO-VISUAL SEQUENCE

"Let's experience what setting up and holding such a **consultation** would entail.

Our first step in a sublocation consultation is to visit the villages to talk about having a consultation. Most people already know about Kamweleni's success stories, so they are already interested in our proposal.

Again, your equipment and slides must be ready to go.

Slides**Script**

- | | |
|--|---|
| 1 <i>People under a Tree</i> | <p>The consultation set-up meetings include most of the people present in any village on the day we arrive. People agree to provide housing and food, and invite other villagers to the consultation. The results are definitely a portent of what is to be an unforgettable week. We are about to be well hosted!</p> <p>During the consultation week we get together with the people, both in their own village and in Ikulu, the actual site of the consultation. Ikulu is a good location because it has one of the few buildings big enough to hold people from the whole sublocation.</p> |
| 2 <i>Terraced Hills</i> | <p>People share their vision for their lives and villages.</p> |
| 3 <i>Malnutrition</i> | <p>They also look around and acknowledge the community problems which bring deep despair: unnecessary polio, sparse food supplies, educated people with no jobs.</p> |
| 4 <i>Program Chart</i> | <p>Then they plan some down-to-earth projects to strengthen positive trends and set new directions in motion.</p> |
| 5 <i>Planning Process</i> | <p>The people get totally involved in this process of serious decision-making about their future. This releases them to go in new directions and to be the primary creative force in development--to live the real meaning of "harambee".</p> |
| 6 <i>Government Officials</i> | <p>We end with a wild celebration. The goat stew is delicious! Government officials give supportive speeches. We present a printed document summarizing the results of the week.</p> |
| 7 <i>Dancing</i> | <p>Ecstasy fills us full as we dance in wonder at what the future can be because of this week of talking and planning together. The key step now is to sustain momentum in the villages by supporting efforts toward visible change.</p> |
| 8 <i>Ministry of Agriculture Demonstration</i> | <p>Because village leadership skills are so important to this momentum, a Village Leadership Institute has been planned. For five days, leaders from each village in Muputi Sublocation will learn to submit proposals to the government offices for both materials and training that is available to help implement their villages' plans.</p> |

Consultation Audio-Visual Sequence, continued

9 *DOOP model
diagram*

We will also share with them the consensus forming method we're developing. It is called the 'DOOP Model'-- 'Do Our Own Project.' These village leaders will learn how to lead meetings that involve people in planning and doing workdays needed to implement the projects planned at the consultation and to

10 *Huge
Workday*

experience and celebrate the progress they are making.

Consultations, sublocation circuits, and the Village Leadership Institute are pioneering ventures. They will provide the breakthrough needed to unlock the capacity of villagers to do their own development. Now is the time to make it work! There is evidence that these Kenyan villages are well on their way to becoming self-sufficient. They are a demonstration for Africa and a sign of hope for the planet.

REAPING FRUITS OF MUPUTI SUBLOCATION
CONSULTATION

"Now that you have a picture of what this vital part of the human development process is like, we're going to declare that you have all successfully participated in setting up and holding the **Muputi Sublocation Consultation**.

*Pass out additional
VILLAGE DATA
CARDS.*

"To symbolize that you have successfully visited each village, I am passing out **Village Data Cards** for the villages of **Ikulu, Kalumonl, Mwanyani and Wamanl**. Spend a few moments sharing the data on these cards. Note similarities and differences amongst these villages and compare them with Kamweleni.

"Notice also the **leadership, labor power, knowledge and clout** units they already possess. Each **accountant** should take this opportunity to update his/her team's **Self-sufficient Village Chart** for each of the new villages.

As a result of the village visits that were done in preparation for the consultation, each village has gained one (1) unit of leadership. **Accountants**, add a red **leadership** chip to each village's **abilities cup** and mark an additional **leadership** unit for each village on the **Self-sufficient Village Chart**.

As a result of this consultation, each village has become

Muputi Sublocation Consultation, continued

better known and has, therefore, gained in clout. **Accountants** add a yellow clout chip to each village tray. Also, please mark an additional clout unit for each village on the **Self-sufficient Village Chart**."

DOING MULTIPLE PROJECTS

"Your task as a team for the remainder of Phase III is to work with all the villages of the Muputi Sublocation in their efforts to become self-sustaining. You will be using the same project completion procedures you used in Phase II. However, now you have five villages and multiple projects to work with. To make the most of the opportunities for all of these villages to move toward self-sufficiency will take some creative strategizing as a team. I am now handing each team a set of six projects: five village projects and one sublocation project. Meet together, build a strategy for completing these projects and then use the procedures you learned in Phase II to successfully carry out your team's strategy.

Hand a set of project sub-group #2 cards to each team.

The Sublocation project is the VILLAGE LEADERSHIP INSTITUTE.

This is set #3.

"Give special attention to the **Village Leadership Institute** and its potential for dramatically increasing *leadership abilities* in each of the villages.

"When you are ready for an additional set of projects, let me know. Remember, when a village has attained the level of leadership, labor power, knowledge and clout abilities needed for self-sufficiency, a **Village Self-sufficiency Flag** is erected in the village. From this point on, any surplus abilities gained should be filled in as before on the **Self-sufficient Village Chart** and the appropriate ability chips given. However, as needed, the villager marker from this village can be sent to Machakos or to another village to temporarily contribute its surplus abilities to help with project completion steps.

"Be sure to give all of us an opportunity to celebrate with you as each project is completed by **ringing the bell**.

"Any questions?"

Be ready to hand out project sub-group #3 as teams either complete all in sub-group #2 or feel they are ready to handle additional projects.

Doing Multiple Projects, continued

Try to give teams 30-45 minutes of playing time. Circulate from table to table, assisting with questions and giving pointers. Keep in mind the total amount of time the group is willing to give to the game.

Five minutes before you intend to start Phase IV, announce that there are five more minutes to play.



"It is time to draw Phase III of our work to a close and reflect together about our experience in Kenya."

PHASE IV: *Preparing to Return Home*

Reflection

When you are 20 minutes from the scheduled closing time, stop the game and conduct the conversation.

No learning takes place without reflection. It is therefore recommended that a reflective conversation always be done, without exception.

The additional questions are alternatives that might be useful for a particular group. The choice of questions must be thought through before the game is played and often adjusted during the game—as you become acquainted with the participants.

For further "tips" on facilitating conversations, see pages 12-13.

"It is time to turn our attention toward preparing to return home. Let us draw Phase III of our work to a close and reflect together about our experience in Kenya."

SEQUENCE OF QUESTIONS

Questions with a "1" should be asked BEFORE questions with a "2", "2's" before any "3's", and "3's" before any "4's."

1. I would like to hear from each team, How many projects did your team complete? Which ones?

1. How many rounds did you complete?

Give them a few seconds to tally. Get responses from each table.

1. What strategies did your team develop?

1. How close were you to having a self-sustaining village?

2. What notable experience did you have while working in rural Kenya?

2. What emotions do you remember experiencing?

2. What new skills did you begin to learn?

2. What was your experience of being a team?

2. What issues did your team struggle with?

3. How would you talk about the role of teamwork in bringing about effective development?

3. What are some of the "learnings" or insights that came to you while working in the Machakos District?

3. What difference did your work make to life in the Muputi Sublocation?

3. As you return home from Kenya, what new awareness will you bring back to your daily life in North America?

4. How has your picture of the world changed as a result of living and working in Kenya?

4. What difference will all these experiences make to *your* daily way of life in _____?

4. What is one insight that you will take back to your daily work with you?

Sequence of Questions, continued

"The time has come to say goodbye to your team, the villages and Kenya and leave to catch your flight home. Thank you for investing your time and creativity in the Machakos Human Development Project."



Rules Reference

Phase II

ROUND

A round is complete when every team member has taken his/her turn at the spinner. One round equals three days in time. Rounds must always be completed--never cut short, no matter how pointless it may seem for furthering the team's immediate task.

COMPLETING PROJECTS

1 There are three steps to completing projects which require materials from Machakos. These are: **step 1-get resources**, **step 2-set up workday** and **step 3-do workday**.

2 For projects which do not require resources from Machakos, only steps 2 and 3 must be completed.

3 To complete any one of these steps, an adequate number of people on the team must "spin successfully" within a given round of team player turns. A "successful spin" is spinning "Harambee/Victory" or, alternatively, spinning "Mshangao/Surprise" and, as a result, picking up an event card specifying success for you this turn. A successful spin entitles the ability points carried by that player to be counted within that round.

4 Each step has its own success requirements.

Step 1-getting resources has been successfully completed when the players working on that step have, within a given round, gotten enough clout points to obtain the most 'clout-expensive' of the two resources sought. They may get them by spinning enough "Harambee/Victories" or by picking up enough positive event cards for the clout points carried by those team members to total the required amount.

When you have successfully obtained permission for the most "expensive" resource, you automatically receive the remaining resources for that project even though they may be from other agencies.

When permission has been granted for needed resource(s) from an agency or agencies, note the name of

Rules Reference, continued

the agency(ies) in the **reminder** column on your "Round Tracking Chart." This note will help you to see when you can return to that agency with a similar request.

Step 2-setting up workday has been successfully completed when one of the players working on that step has spun a "Harambee/Victory" or picked up a positive resulting event card.

Step 3-doing workday can be attempted when any needed resources have arrived in the village. Resources arrive at the end of the number of rounds specified for delivery time on the "Resources and Clout Card." This step has been successfully completed when the team players working on this step have, in a given round, had enough successful spins for their combined leadership, labor and knowledge ability points, in combination with the abilities of the village working with them, to equal the number required by the project on which they are working.

5 When a project has been successfully completed, the team accountant adds the number of abilities chips gained to the abilities cup for that village, fills in the appropriate boxes on the "Self-sufficient Village Chart" and places the appropriate project marker on the game board. A team member rings the bell on the game guide's table to signal there is cause for celebration.

Phase III

CONSULTATION SET UP

Each village in Muputi Sublocation receives one red leadership chip as a result of the visits done to set up the Muputi Sublocation Consultation.

CONSULTATION COMPLETION

Each village in Muputi Sublocation receives one yellow clout chip following the consultation to signify that it has become better known and more confident through the consultation.

DOING MULTIPLE PROJECTS

Each team may initiate as many projects as it feels it can handle at one time. Each of the three steps of project completion must be completed for projects requiring resources from

Rules Reference, continued

Machakos, and only steps two and three must be completed for projects requiring no resources. Apply the procedures detailed in Phase II above.

SELF-SUFFICIENCY FLAGS

Remember, when a village has attained the level of leadership, labor, knowledge and clout abilities needed for self-sufficiency, a "Village Self-sufficiency Flag" is erected in the village. From this point on, any surplus abilities gained should be filled in, as before, on the Self-sufficient Village Chart and the appropriate ability chips given. However, as needed, the villager marker for this village can be sent to Machakos or to another village to temporarily contribute its surplus abilities to help with other project completion steps.



Inventory of Simulation Game Pieces

Each game piece is intended to add to the playability and the content of the whole game. Following is a brief description of each piece and a summary of its function in the Machakos Simulation Game. The numbers in () indicate how many of each piece are found in a complete game set for one team of five players.

GAME BOARD

The game board is a map of a portion of the Muputi Location in the Machakos District of Kenya. The function of the game board is to focus player action on the geography including the City of Machakos and the 34 villages located in various sublocations on the map.

CARDS

The function of the cards is to provide detail about the villagers, the roles to be played by participants, the villages and projects which participants help develop, the resources available for accomplishing projects, and events in the city and countryside which affect development activity.

Some of the eight types of cards give data about how villages become self-sufficient, how projects are completed and how the four given abilities of human development -- leadership, labor power, knowledge, and clout -- grow over time. Card colors are indicated inside the () along with the number of cards in a complete game set for five players.

CARD FUNCTIONS

Gear Card (5 tan) This card lists personal belongings that a player needs with him/her to live in the countryside of Kenya.

Villager Biography Card (6 pink) Each of these cards presents the major aspects of a villager's life -- his or her role in the village, way of making a living, family relationships, and concerns. It also indicates the questions this villager would like to ask of a new volunteer in the village. The set of six villager biography cards includes a young woman, a young man who is the teacher in Kamweleni, a middle aged woman, a middle aged man, an older woman and a male village elder.

Inventory of Simulation Game Pieces, continued

Team Role Card (1 white) This card describes the roles of director, recorder, accountant, and field staff that players take on during the game.

Village Card (5 green) This card provides baseline data about a village and shows the amount of leadership, labor power, knowledge, and clout it must develop in order to achieve the self-sufficiency goal of human development represented in the game. There is one card for each of the five villages in the Muputi Sublocation.

Village Project Card (15 light blue) This card describes a project that a village has decided it wants to do. Some projects require materials or special expertise and all projects require human development abilities in order to be completed. When a village completes a project, the community becomes more self-sufficient.

Sublocation Project Card (2 goldenrod) This card describes a multiple village project that all villages in the Muputi Sublocation have decided they want to do. It calls for larger amounts of materials and human development abilities in order to be completed than do single village projects, but completion of a sublocation project has impact on village self-sufficiency for all villages in the sublocation.

Resources/Clout Card (5 white) This card guides participants to agencies and businesses in Machakos which can provide the various goods and services needed to complete projects. The first column lists the agencies and businesses. Opposite each, in the second column, are the goods and services available. A certain level of the "clout" human development ability is required before resources can be organized for village projects. The third column indicates how much clout is required to obtain the goods and services listed. The fourth column shows how many rounds of player turns it will take for goods and services to arrive in the village, once permission to get them has been obtained. The fifth column tells how many rounds one must wait before asking the same agency or business for particular goods and services again.

City Event Card (40 yellow) This type of card introduces unplanned events into the activity of the game when players are visiting Machakos. These events can add to or subtract from the pace of the game and the success of human development in the area.

Village Event Card (55 pink) This type of card introduces unplanned events into the activity of the game when players are in a village. These events can add to or subtract from the pace of the game and the success of human development in the area.

Inventory of Simulation Game Pieces, continued

GAME BOARD PIECES

Ability Chips (*red, blue, green, yellow*) Ability chips are red, blue, green and yellow plastic chips. The function of these chips is to represent the following abilities essential to village self-sufficiency:

leadership - red
labor power - blue
knowledge - green
clout - yellow

Ability Chips Basket (1) The function of the Ability Chips Basket is to hold the bulk supply of Ability Chips. Chips are distributed from the basket as they are earned through project completion or awarded by Event Cards.

Project Completion Markers (17) Project Completion Markers are small squares illustrated with line drawings of project symbols. These symbols match the symbols on the village and sublocation project cards. The function of the Project Completion Marker is to be a visible reminder of projects completed as the Machakos Simulation Game progresses. As projects are completed, corresponding project markers are placed on the board next to the village where the completed project was located.

Village Self-sufficiency Flags (5) The function of the Village Self-sufficiency Flag is to show which village(s) has accrued enough human development abilities to be self-sufficient. Surplus abilities may be used to help other villages complete projects during workdays. These surplus abilities are carried to the village of need by the villager marker of the self-sufficient village and are contributed for the workday round only. They continue to "belong" to the original village which earned them. There is one self-sufficiency flag for each of the five villages in Muputi Sublocation.

Team Member Abilities Cup (5) This is a small plastic cup. The function of the Team Member Abilities Cup is to hold an individual team member's ability chips issued at the time roles are chosen as well as chips gained through Event Cards. Each team member has one of these small cups.

Team Member Marker (5) The Team Member Marker is a red, blue, green or yellow plastic pawn. The function of the Team Member Marker is to show the location of each team member on the game board at any given moment. Markers are color coded to represent the roles played by each team member:

director - red (1)
field staff - blue (2 or 3)
recorder - green (1)
accountant - yellow (1)

Inventory of Simulation Game Pieces, continued

GAME GUIDE MATERIALS

Bell (1) The function of the Bell is to build excitement and to signal when a team has completed a project and therefore has something to celebrate!

Machakos Simulation Game Guidebook (1) The function of this Guidebook is to be a resource for game guides to use in orchestrating Machakos Simulation Game events.

Two Minute Timer (1) The function of the Timer is to limit each villager/volunteer conversation during Phase I to two minutes. This will ensure that all teams finish their conversations at the same time.

WALL VISUALS

Map of African Continent (1) This is a map of the entire African continent with the nation of Kenya highlighted so that it is easily visible from a distance. The function of the African Map is to locate Kenya on the continent of Africa at the beginning of the game. It also serves as a reminder throughout the game that Africa is a huge land mass containing thousands of villages. The Machakos Simulation Game only deals with five of these.

Machakos Simulation Game Phases Diagram (1) This diagram features four circles, each representing one of the phases of the Machakos Simulation Game. The function of the Phases Diagram is to serve as a tool for the game guide to use in giving participants an overview of the flow of the game.

Chips Color Code Chart (1) This is a colorful wall chart illustrating the red, blue, green and yellow chips used to represent leadership, labor power, knowledge and clout in the game. The function of the Chips Color Code Chart is to provide the game guide with a tool for communicating the colors associated with human development abilities in the context of this simulation game. It also serves as a visual reminder for participants throughout the game.

Steps to Project Completion Diagram (1) This is a diagram showing two stick figures climbing the three steps to project completion. The function of this diagram is to be a tool for the game guide to use in communicating the three basic steps to project completion.

Display Game Board (1) This is an extra Game Board. Its function is to be a tool for the game guide to use in demonstrating the movement of pieces on the board and in communicating the scoring of rounds.

Inventory of Simulation Game Pieces, continued

Display Self-sufficient Village Chart (1) This is a large version of the Self-sufficient Village Chart handed out to the team accountants. The function of this chart is to communicate the use of the smaller chart managed by the team accountants.

Display Round Tracking Chart (1) This is a large version of the Round Tracking Chart handed out to the team recorders. The function of this chart is to communicate the use of the smaller team chart managed by the team recorders.

ENVIRONMENTAL AMBIENCE

Music Tape A cassette recording of East African music can be used, particularly as participants are gathering, to set the cultural tone for the simulation. It can continue to be played softly in the background throughout the game if this seems helpful.

African Decor African fabric can be used to cover bulletin boards and to decorate walls. Carvings, masks and other African artforms can also be used to help create an African setting.

Song Sheets A Song Sheet containing actual songs from the "New Village Movement" in Kenya is used as a means of punctuating the simulation through group singing.

PRACTICAL MATERIALS

Masking Tape This is used to put up the wall visuals.

Push Pins These are used to put up any African fabric that is used as wall decor.

Pencils Two pencils are needed at each team table for the recorder and accountant to use in filling out the Self-sufficient Village Chart and the Round Tracking Chart.

Marker A dark marker is needed for demonstrating the use of the Self-sufficient Village Chart and the Round Tracking Chart.



Glossary

TERMS

Clout The ability to use one's influence to obtain needed resources for village projects; good working relationships with government officers, business people, and cultural leaders (e.g. Joe Nthenge has **clout**, i.e. he has friends and influence throughout the area).

Consensus A process of decision-making by a group for the collective good of the village.

Consultation A meeting of villagers and representatives of the private, public, and voluntary sectors to consense on development needed in their villages.

Harambee A national Kenyan slogan meaning "we work together," or, "unite for social change."

Human Development A process of implementing economic, social, and cultural programs through a team effort which enhances the confidence and ability of indigenous leadership to generate and sustain projects to improve the quality of life.

Knowledge Social, cultural, or economic skills (e.g. being capable of speaking and understanding the Akamba language is a cultural skill).

Labor Ability to work together cooperatively (e.g. the ability to organize, complete and celebrate a village workday).

Leadership Formal and informal learned ways of catalyzing, motivating, and sustaining participation (e.g. knowing how to organize a village workday).

Simulation Game A process of acting out or duplicating an event that has actually occurred, in a game setting.

Sublocation The smallest governmental organizational unit in Kenya, comparable to a township, containing a number of villages.

Round The amount of time it takes for each team member around the table to spin. A round symbolizes 3 days.

Glossary, continued

NAMES

Mumbua (*moom `boo ah*) an older woman, about 65 years old. Name means born during the rain.

Mumo (*`moo mo*) a young woman, about 26 years old. Name means born when the economy was stable.

Mutiso (*moo `tee so*) a village elder, man, about 70 years old. Name was his grandparent's name.

Mutua (*moo `too ah*) a village teacher, man, about 27 years old. Name means birth was delayed or baby had big head and labor was hard.

Mutuku (*moo `too koo*) a farmer, man, about 35 years old. Name means born at night.



Glossary, continued

PRONUNCIATION KEY

Akamba (*ah `kahm bah*)Harambee (*hah `rum bay*)Ikewe River (*i `kay way*)Ikulu (*i `koo loo*)Iluvya (*i `loov yah*)Kaani (*kah `ah nee*)Kaathi (*kah `ah thee*)Kalumoni (*kah loo `mo nee*)Kaluoki (*kah loo `o kee*)Kamweleni (*kahm wuh `lay nee*)Kaseve (*kah `say vay*)Kathuni (*kah `thoo nee*)Katoloni (*kah tah `loh nee*)Katumani (*kah too `mah nee*)Katuvu (*kah `too voo*)Kenya (*`kehr yah*)Kiima Kimwe (*kee mah `keem wuh*)Kikuyu (*ke `koo yoo*)Kilungu (*ke `loon goo*)Kimboloi (*kem bo `lo ay*)Kimutwa (*ke `moot wah*)Kitulu (*ke `too loo*)Kivandini (*ke vahn `dee nee*)Kyangundi (*chan `goon day*)Love (*`lo vay*)Maasai (*mah `sah ee*)Machakos (*mah `chah kos*)Makakoi (*mah kah `ko ay*)Makilu (*mah `kee loo*)Malindi (*mah `len dee*)Mangauni (*mahn gah `oo nee*)Masaku (*mah `sah koo*)Mathunthini (*mah thoon `thee nee*)Mbenbani (*m ban `bah nee*)Mbolo (*m `bo lo*)Mbuuni (*m boo `oo nee*)Mikuini (*me koo `eh nee*)Muputi (*moo `poo tee*)Musuna (*moo `soo nah*)Mwanyani (*mwahn `yah nee*)Nanda (*`nah nah*)Ngiini (*nge `ay nee*)Nthenge (*n `then gee*)Ugali (*oo `gah lee*)Ukala (*oo `kah lah*)Wamani (*wah `mah nee*)Wundeni (*woon `day nee*)

Case Study

THE CHALLENGE OF DEVELOPMENT

The last two decades have witnessed both successes and failures in the development of poor countries. Per capita income, literacy rates, and infant mortality have improved during this time. But these successes are often tempered by several problems.

National statistics often reflect improvements among the most visible and accessible elements of society, particularly those in urban areas and those who live along all-weather roads. The life of the majority of people, who live in less accessible areas, has improved very little, in many cases. Secondly, many projects which have raised living standards have also engendered dependence of rural peoples on government assistance. The dependence is sometimes obvious, as on food handouts, sometimes subtle, where local leaders, for example, refuse to believe they can accomplish anything without government assistance.

A third and related problem is that development policies planned from above have often ignored the felt needs of those who must "endure" the policy. Many development projects have failed because they required participation from a local population which had no say in their planning and initiation.

All of these problems have become more acute during the present world recession. As both government and donor resources shrink, the funds to extend the localized successes to less accessible areas disappear. Neither the governments nor the donors can afford to support the dependencies they have created.

Nor can they afford to waste scarce resources on projects which do not have the support of the local people. Many observers have concluded that if development is to continue, rural people will have to be involved in the planning and implementation of their own development. While much has been written about this need, very little has been done. The work of The Institute of Cultural Affairs is an attempt to take on the challenge of people-based development.

ICA'S RESPONSE

In Kenya and worldwide, the ICA has devoted itself to the critical task of orienting development planning, decision-making, and project implementation to the local level. In ICA's model of development, village projects:

- 1) are designed and decided upon by local villagers, not imposed by external authority or outside "experts"
- 2) emphasize meeting basic needs through small-scale village projects, rather than large projects such as building dams and bridges
- 3) are dependent primarily on locally available materials, labor, and motivation, not on an influx of aid or the stimulus of personal financial gain
- 4) are comprehensive in dealing with local issues, not focused on a single issue
- 5) are replicable from one village to another, not focused solely within a single geographical area.

Case Study, continued

There is today a sense of urgency about the task of meeting basic human needs. Slogans such as "health for all by the year 2000" are expressions of this urgency. The ICA contends that if these slogans are to be taken seriously, development efforts must be re-directed toward awakening the spirit of community and capturing human motivation at the village level.

Human development is the process of implementing economic, social and cultural programs. Visible improvements and the confidence of indigenous leadership are indices of effective development. The input of technical assistance and appropriate funding aid in the process of enabling people to create their own solutions, meet their own needs, and participate in building a healthy planet.

THE WORK OF THE ICA IN KENYA

The first project was started in 1975 in Kawangware, on the western outskirts of Nairobi. Since then, the Kawangware people, together with the public and private sectors, have made great strides in developing their community. Some of the programs in Kawangware have included building and staffing a clinic, developing a comprehensive health program, and establishing nursery and primary schools and adult literacy classes.

Cast a stone in still water and ripples spread in ever-widening circles. At that point in our work globally, we were beginning to realize that one village demonstration project could affect many other villages if it was initially set up to "ripple out" from a central location. And, since 85% of Kenya's 18 million people live in the rural, it made sense to cast the stone into rural waters.

In 1978 the Kamweleni Human Development Project was established by the ICA in the Central Division of Machakos District as a demonstration of village renewal for rural Kenya. The project intent was: (1) to be a demonstration of effective community development done by the people in their own village; (2) to accelerate the transfer of skills through local training efforts; and (3) to expand this effort to include the nation's 18 million people.

Kamweleni village was chosen as the site for the first rural project in consultation with villagers and government officials. With few resources, it was one of the least developed villages in the Muputi section of Machakos and was fairly isolated due to the poor condition of its only road.

Kamweleni is an agricultural village dependent on maize, beans, and greens for its livelihood. These crops are often threatened by low rainfall. Though it is bordered by a river and two streams, Kamweleni does not have a year round water source, and lack of water is a major problem. Women often travel long distances to get water from a dam at another village. Most families have no cash income. Those that do earn from 120 to 600 Kenyan shillings per month (\$12-60 U.S.). Most of the employable males have gone to Nairobi for work, leaving mostly women, youth, and elders in the community.

Kamweleni's people are Akamba. The Akamba tribe of Kenya live mainly in the mountains of the Machakos District. The principal town, Machakos, is 60 kilometres (142 miles) from Nairobi, between Nairobi and the coast of the Indian Ocean. Leaders of the Akamba tribe rise to prominence through personal ability and influence. An early tradition of trading beyond

Case Study, continued

their immediate boundaries has established the art of maintaining sociable relations with other tribes and cultures. They are known to be intelligent, brave and honest. Wood carving has become a major industry, and the wares of Akamba carvers are on sale in most Kenyan towns.

The Akamba participate in familiar yet unique family patterns. A few days after a new baby is born, the family celebrates the occasion. During this celebration, the child is named after a grandparent or is given a name marking an event that occurred at the time of birth. Young children enjoy much attention and are encouraged in a playing and learning relationship with grandparents. From them the children learn their own history and background, come to understand their culture, and sharpen their wits at the same time.

The Akamba people have been pioneers in doing their own development while maintaining the fullness of their cultural traditions. Today, the old stories are told, but patterns are changing to accommodate the new world of technology and an urban style. With most men gone to Nairobi, their wives and mothers stay and farm the land. Children go to elementary school near their homes and are taught by Kenyan teachers.

THE CONSULTATION PROCESS

The project in Kamweleni began with a five-day village consultation held in February, 1978. This was a time for villagers to meet together to set goals and make plans for their implementation. It provided a chance, first of all, for villagers to express their needs, to articulate their visions or dreams for the community. Next, the villagers sought to identify the obstacles that hindered the achievement of those

needs, in order to enable realistic planning. Finally, the assembled community developed "down to earth" versions of their dreams. They proposed nursery school education and improved communication systems, for example. Specific events were suggested to achieve those aims: beginning the Kamweleni nursery school and opening the road. All the events were prioritized and scheduled across a two-year period. Finally, the day-by-day specific actions necessary to get the first tasks done were determined and scheduled on a timeline covering the coming three months.

This consultation or planning process is at the heart of the ICA methodology and is considered the starting point for implementing a comprehensive Human Development Project. The end product of the consultation is a realistic timeline and organized set of plans stating the goals and anticipated activities of the community. But more than that, the consultation expresses the new decision of community members to work together.

VILLAGE STRUCTURES

Village-based development efforts are very often hampered by the lack of clearly defined structures and channels for decision-making and implementation. The concept of "village" is weak in rural areas where family, clan, and religious ties predominate. Thus there is little structure for, or practice of, village cooperative activity. By establishing geographical neighborhood structures, the village has a way to involve and care for all members. No area or person is left out. The ICA organizes these structures during the consultation.

The villagers contribute information about the make-up of their village: natural boundaries,

Case Study, continued

open land, landmarks, clusters of households and other geographical and demographic features. They draw a map of their village, dividing it into five geographical sections which are called "stakes." Each stake has from 20 to 30 families.

Each stake chooses a leader and pulls together its ideas for community activities. All the stakes meet in a community assembly once a month to decide together on plans for the village as a whole and to monitor progress on their two-year timeline of activities.

Village-wide "guilds" or work teams are also established during the consultation. These working groups are organized by common trade, task or profession. Guilds are formed in areas such as health, agriculture, and education. They take responsibility for carrying out many tasks identified during the consultation planning process.

IMPLEMENTATION

Development must rely on local skills, local resources and local labor. When people become involved in planning the future of their village, they also begin to shoulder the responsibility for seeing the work through. Workdays are staged by the stakes, the guilds and the village as a whole as a means of carrying out many project plans. Workdays may include clearing pathways, building a nursery school, or planting trees.

One of the most dramatic accomplishments in Kamweleni village was the opening of the road linking Kamweleni with the Machakos-Kitui road to the north and the Mbooni road to the south. The villagers built a concrete drift across the Ikewe River and then petitioned the government to upgrade and maintain the road.

The Kamweleni road is now the main route used by public transport and other vehicles travelling from Machakos to Mbooni. The opening of the road sparked a whole set of new enterprises. Kamweleni now has three "dukas" (stores) and a tea shop under construction. Without the drift across the river, the opening of the road and the resultant increase of traffic through the village, it is unlikely that these businesses would have started. The wonder of Kamweleni is that it went from a scattering of farms to a village with a road, school, stores and a welcome sign: Kamweleni: Place of Plenty.

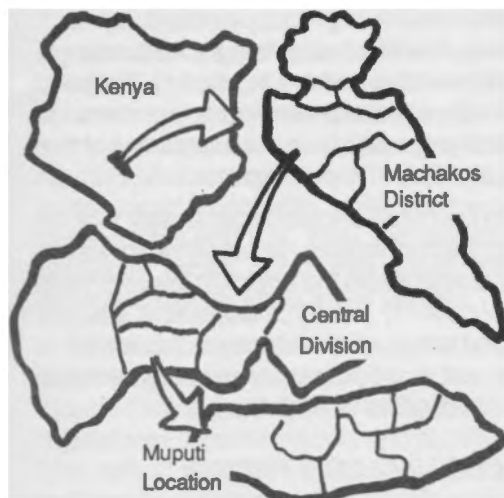
PROJECT REPLICATION

After almost two years of the Kamweleni pilot project, sufficient data, experience, and trained staff were at hand to begin the process of replication: the expansion from the initial demonstration project to the surrounding villages.

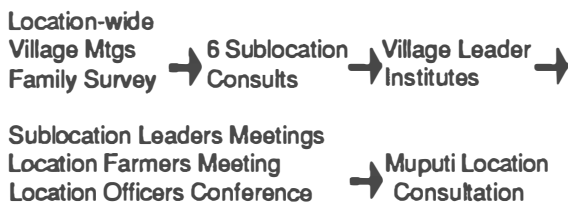
The first replication phase, 1980-84, involved doing projects in each of the 27 districts of Kenya's "90% population belt," and one project in a nomadic area. Each of these projects was then expanded to villages of the neighboring divisions and sublocations within the districts. Through this work more than 10,000 village leaders from 1500 villages in Kenya have been trained in ICA's human development methods.

This geometric method of expansion was pioneered in the Machakos District following the successful initiation of the Kamweleni project. The first "cluster project" included the villages of the sub-locations within the Muputi Location.

Case Study, continued



The Muputi Location Cluster Project was a year in the making. This is how it came about.



During the summer of 1980, village meetings were held in each of the 34 villages of the Muputi Location. Surveys were taken of 4,400 families in the Location.

The first five-day sublocation-wide consultation was held in November with the five villages of the Muputi Sublocation where Kamweleni is located. This was followed by similar consultations in each of the remaining five sublocations. They were held one month apart and were all completed by the end of May, 1981.

Each consultation drew approximately 100 people. The village meetings held before and

after the consults involved roughly 3200 people. Beyond that, many other villagers participated in the consultation workdays and during the final celebrative events. As a result, over 4000 people in the six sublocations participated in various aspects of the consultations.

Each sublocation consultation produced a five-part document that articulated the villagers' operating vision, their perceptions of the underlying contradictions, practical proposals, tactical events, and implementing timelines for the sublocation and each of its villages. In the planning process, each village pictured how everything it wanted to do would be planned for by the village, paid for by the village and carried out by the village. The government and non-governmental organizations might be able to help, but they wouldn't initiate or carry through the projects.

The outcome of each sublocation consultation was a practical development plan in the form of a two-year timeline for each village and one for the sublocation as a whole. This gave every village responsibility for its own development and also pulled together all villages into one united thrust for development activities. Many villagers remarked that this was the first time they had ever worked together as a sublocation to see what they could accomplish.

THE VILLAGE LEADERSHIP INSTITUTES

Following each sublocation consult, 25 to 80 village people attended a residential, five-day Village Leadership Institute. The consensus forming method of the DOOP (Do Our Own Project) model was shared through theory, a demonstration, and time to practice and reflect on the method. Myths were used during the

Case Study, continued

evenings as another tool to communicate the consensus forming method. The Institute is the first time most of the participants have led a group meeting, and they begin to think of themselves as village leaders. By June, 1981 approximately 500 village leaders had been trained in the DOOP model.

Other key activities taking place prior to the Muputi Location Consultation were Sublocation Leaders Meetings, a Muputi Location Farmers Conference and a Muputi Location Officers Conference.

THE LEADERS MEETING

After three of the six sublocations had held their consults, a Leaders Meeting, attended by 75 people, was held for Muputi, Kaani and Kivandini sublocations. This was the first stage in preparation for the Location Consult.

Participants in this one-day meeting heard reports from each village and sublocation. Government officials attending affirmed their support of all the projects. Sorghum seeds were made available for a minimal price by the Division Agriculture Officer and the Machakos Integrated Development Project.

Planning sessions at the Leaders Meeting enabled the villagers to grasp the importance of their leadership role and to prepare for the Location Consult. This meeting was followed by similar meetings for the other three sublocations and each of the newly formed sublocation projects.

THE FARMERS CONFERENCE

The Muputi Farmers Conference was a three-day event held the week prior to the Location Consult. Reports on agricultural activities in each village were discussed in relation to the

agricultural tactical events proposed at the consults. The Machakos Integrated Development Committee and the Machakos District Cooperative Union presented suggestions for practical proposals from the experience of the Food and Cash Crops Program.

During the conference it became clear that, by joining the cooperative and applying for loans, every farmer within the Location, barring major natural calamity, would be assured of adequate food and substantial cash crops. Tactics to implement these proposals were devised and scheduled for the next quarter.

THE OFFICERS CONFERENCE

A one-day Muputi Location Officers Conference was held for all government officers of the Muputi Location. The conference began by bringing all of the officers up to date on the purpose and operation of the sublocation cluster projects and reviewing plans for the Location Consult. In workshops, the officers stated what they saw to be their role and task, outlined the services and materials their offices would supply to the Muputi Location Project, and gave their recommendations for the work of the Muputi Location Cluster Consult.

THE LOCATION CONSULT

The three-day Muputi Location Cluster Consult was finally held the second week of June, 1981 with three villagers from each sublocation participating, and representatives present from the private and public sectors. The Consultation was held at the Kamweleni Training Center. Most of the participants also stayed there in order to join in evening and early morning activities and to visit people in neighboring villages.

Case Study, continued

The participants pulled together all of their sublocation work into one plan for the Muputi Location. The people had many environmental concerns in their visions and proposals. They wanted adequate water supplies, healthy facilities, visible reminders of their traditions, and terraced farmland to prevent soil erosion and increase land use. They also planned for education, health, community identity and economic development in the villages.

A renewed consensus on village and cluster monthly operating procedures was reached. It included using the DOOP model and holding regular meetings for leaders and committees. They talked about how the Location planning and implementation works -- how it originates in every village, how each village and sublocation have comprehensive programmatic development plans that they themselves have proposed and carry out, and how the Location bases its activities on these plans and relies on them for its further development as a whole. Money authorized by the Location Committee is spent on events and activities that contribute to this development process. In addition, participants created a quarter's circuiting schedule for visiting village, sublocation and Location leaders. The consult ended with a celebration which included speeches, a commissioning, and traditional dancing by Kamweleni residents.

THE BREAKTHROUGH

The basic breakthrough in the initiation of this Location Cluster Human Development Project was catalyzing the people living in the Location to work together. There are approximately 25,000 people living in Muputi Location.

The initiation of one sublocation cluster after another built up a dramatic momentum and

visibility that resulted in the self-generating Muputi Location Cluster Project. By the time the first three sublocation cluster consults were completed, the word had spread through the whole Location. New sublocations were eager to participate and even began their discussions on who they would send to the Village Leadership Institute after their Consult. Initial operations signaled a tremendous transformation. The cluster strategy expanded operations into other villages and intensified the dynamic of people doing their own development.

CONCLUSION

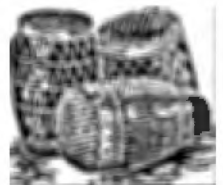
Two major evaluations of the ICA's work were carried out by the Ford Foundation in Kenya and the Swedish Cooperative Centre, both ICA funding sources, in 1982.* These evaluations, plus comments from the Muputi Location officers and its own internal assessments, have helped the ICA to pinpoint problem areas and concerns. One concern is the expectations of villagers who have become used to handouts and are disappointed when massive material input is not forthcoming from the ICA. Another is the difficulty of coordinating programs with government and more traditional development agencies. The need to develop a more reliable method of documenting village accomplishments is also very clear. Internal issues of staff training, duties, living conditions, and responsibility for decision-making call for on-going attention.

*Much of the material in this case study was drawn from *Development by the People: A Case Study of the Work of The Institute of Cultural Affairs in Central Division, Machakos District, Kenya* by Waithira Gikonyo, November, 1982.

Case Study, continued

The ICA is also in the process of articulating its changing role in catalyzing massive rural development.

These concerns point to the difficulty of the task undertaken by the ICA, that of fostering community-based development initiated and sustained by broad local participation. But we are convinced that this type of development will be key to addressing the tremendous needs of developing countries. When villages are organized and the will and motivation of their people harnessed, villagers themselves will find the ways to feed their children, build their roads, educate their families, and save their land. The ICA has learned a great deal about the dynamics of village development and continues to seek creative ways to enable villagers to utilize their power and resources.



About the ICA

Culture, in its true sense, defines what it means to be human. Thousands of people in communities around the world have wrestled with defining humanness through the work of The Institute of Cultural Affairs. ICA's slogan reads: concerned with the 'human factor' in world development. Human development is what happens when a community asks itself *What is the future we need to create?* and then answers the question with its own hands, its own heart, its own mind. Human development starts with the people, though it may not end there.

For 32 years ICA has engaged in research, leadership training, and the creation of programs that release potential in individuals, communities, and organizations. We have worked in urban areas, with corporations and agencies, with government bodies as well as villages. The bottom line in human development is the same everywhere: people have to decide to care for their situation and somehow, therefore, must imagine they are capable of affecting it.

For all the nuts and bolts of our approach, ICA takes aim primarily at the human imagination. We believe in people. We believe that people can transform their communities. We transmit the message -- you can do it! -- in every program and every project we touch. And then, through our training, we share what we know about change. We teach people how to plan, how to listen to each other's ideas, how to build a team for support. And so on.

A brief synopsis of our development work to date follows.

1963-1974 A pilot experiment to develop approaches was undertaken with community residents in Fifth City, a black ghetto in Chicago. This work was the base of experience from which methods for education, motivation and rebuilding social structures were created. Projects soon took root in Mowanjum and Oombulgurri, Aboriginal communities in northwestern Australia, and on the atoll of Majuro in the Marshall Islands.

1975-1976 24 pilot communities around the world were selected to serve as demonstrations of what local people, given development training, can achieve through their own efforts.

1977-1984 Experiments with replication of village development were undertaken in India, Kenya, Zambia, Jamaica, the Philippines, Indonesia, Korea, Egypt, Venezuela, and the USA.

In partnership with several United Nations agencies and other organizations, ICA, from 1982 to 1984, organized The International Exposition of Rural Development in 55 nations in order to interchange successes by grass-root groups. The theme of sharing successes to catalyze imitation and further invention has been used since then by many of the participating organizations and governmental bodies. The ICA was given Category II consultative status to the United Nations Economic and Social Commission in 1985.

We are currently involved in collaborative projects with like-minded agencies and people to disseminate our methodologies, and in offering our training programs to a wider audience.

*About the ICA, continued***TRANSFORMERS: MORE THAN MEETS THE EYE**

Unlike most not-for-profit organizations, the ICA incorporated a separate organization for the support of its staff. This fiscally distinct body, the Order: Ecumenical, has been key to much of the work the Institute has done over the years. Its roots go back to the beginning of the ecumenical movement in the early 1900's. A small group worked within the university community in the 1950's creating a religious curriculum to help people understand their faith in light of the 20th century theological revolution. The emphasis on the practical role of the church soon led the group to Fifth City in Chicago and work on development methods was initiated.

The Order: Ecumenical sees itself as a demonstration community experimenting in polity, economics, and lifestyle in order to discover globally usable models. Internal organization centers around ways to release time and human creativity for service to society. Visitors to ICA facilities often notice the sharing of responsibility for many of the practical aspects of daily life.

Economically, the staff in each of our locations is self-supporting through earned income, program fees, and a few for-profit independent ventures. This money goes into a corporate pool to pay for living expenses and family stipends as well as a reserve for such things as health, education and contingency funds.

The separate economic base of the staff has given a great deal of freedom for program development and global flexibility. Often, reserve funds from the Order have allowed ICA to go ahead with desired program shifts into new arenas while the funding sources were

still being developed.

Experiments with our own internal polity and lifestyle have formed the basis for many of the methods ICA uses in its programs. The consensus method of decision-making and the capacity to initiate and maintain motivation are strong elements of ICA's approach. Intentional use of symbols and celebrations, as well as the continual struggle to create significant rituals and individual practices for a multi-cultural community are all aspects of our life.

ICA's 650 full-time staff represent 25 nationalities and at least six of the world's major religions. ICA staff includes single and married family units and joining requires no particular religious or ideological persuasion. People volunteer to participate in the experimental community out of their personal commitment to ICA's work and life style. In addition, hundreds of volunteers work with ICA staff on a regular basis.



