

HUMAN DEVELOPMENT TRAINING SCHOOL

First Quarter Report

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The Institute of Cultural Affairs
4750 North Sheridan Road
Chicago, Illinois 60640

December 31, 1979

HUMAN DEVELOPMENT TRAINING SCHOOL

First Quarter Report

I. SCHOOL BACKGROUND

Beginning in 1963, Fifth City, an inner-city neighborhood on Chicago's West Side, has evolved into a demonstration of locally based, comprehensive socio-economic and human development. Through the learnings of the Fifth City Project, methods have been invented by the Institute of Cultural Affairs (ICA) which have been used in catalyzing Human Development Projects (HDP) in some 149 locations in 25 nations. Seventeen of the HDPs are located in the United States. In addition to Fifth City, three were initiated in 1976-77, twelve in 1978 and one in 1979. The HDPs are spread geographically with four in the Northeast, four in the South, four in the West, four in the North Central area and one in Alaska. The HDPs are both rural and urban and ethnically diverse among Rural White, Inner City Black, Hispanic and Native American.

By 1976 a training instrument for this rapid expansion of HDPs around the world became necessary. The focus of this instrument has now become the Human Development Training School (HDTS) with a practical curriculum to use in training local community residents in the methods of HDPs. An eight-week design was created and used in India and adapted to other Lesser Developed Countries (LDC).

By June 1978 the ICA planned its first HDTS in the United States to serve the then existing 15 HDPs. A major redesign was necessary to create an HDTS for an urban, developed nation vastly different from rural LDC locations. School curriculum work was done under a grant from the Department of Housing and Urban Development (HUD) in 1978-79. In the midst of this in order to test and refine the curriculum, the first HDTS in the United States was held on the eight-week design in January-February 1979 in Fifth City.

This first test revealed that a great deal of work needed to be done on the curriculum which was continued under the HUD grant and into June 1979. In July 1979 at the ICA/Chicago, representatives from around the world and the United States gathered for a Research Assembly. One of the Assembly task forces was assigned the work of designing a three-week HDTS to facilitate mobility across the world and the United States.

II. PROGRAM OBJECTIVES

The objectives of the Human Development Training School for the fall of 1979 (September 1 through December 31) were four in number.

A. Methods Skills for 50-100 Participants

1. To provide the 50-100 participants skill in methods for, social and community development for use in small towns and urban neighborhoods.

A total of 124 persons participated in the HDTS held in Fifth City, Chicago, over eight-weeks from October 21 through December 16, 1979. Of the 124, 90 were participants, 22 faculty and 12 consultants (see Plate 1). The 124 persons brought with them a wide diversity of backgrounds and experiences working in local communities. Of the 124 in the HDTS, 68 were men and 56 women; participants 46 men and 44 women, faculty 14 men and eight women, consultants eight men and four women.

All age groups were represented with five under 20 years old, 82 between 20 and 40, 32 between 40 and 60, and five over 60 years old. During the school approximately 35% were ethnic minorities.

In geographic background they came from seven countries, 26 states and the District of Columbia. The countries were: Australia, Canada, Egypt, Guatemala, Jamaica, Malaysia and Philippines. The states were: Alaska, Arkansas, Arizona, California, Colorado, Illinois, Iowa, Kentucky, Louisiana, Maine, Massachusetts, Minnesota, Mississippi, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Washington, West Virginia and Wisconsin, plus the District of Columbia.

In terms of community sociology 53% of the school were from a rural community background and 47% from the urban (see Plate 2).

B. Faculty Training

2. To train community leaders as a faculty capable of teaching the total school and individual modules of the school in communities across the United States.

In addition to the 13 participants who attended both sessions of the HDTS, October 21 through December 16, 1979, a significant number of local community residents in the HDTS expressed an interest in teaching in one or more of the next round of schools to be held across the United States, including in some cases their own community. Of the 22 HDTS faculty, 12 are project staff in local community projects who were enabled to teach what they had already accomplished in the field. Other participants who were community leaders became team leaders or part of a teaching team for one of the Cycles or Labs. Everyone in the school had teaching roles in the Leadership Pedagogy Labs.

ICA				
HDTS ATTENDANCE				
October 21 - December 16				
December 31, 1979				
Plate 1				
Sessions Personnel	A Attending Session I	B Attending Session II	C Attending Both Sessions	D Total Personnel
Participants	17	86	13	90
Faculty	15	15	8	22
Consultants	5	8	1	12
Totals	37	109	22	124

ICA		HDTs PERSONNEL Community Sociology		December 31, 1979 Plate 2	
Sociology Personnel	Rural		Urban		Total Personnel
	Community	HDP	Community	HDP	
Participants	13	39	32	6	90
Faculty	0	13	4	5	22
Consultants	0	1	3	8	12
Totals	13	53	39	19	124
	66 (53%)		58 (47%)		

For the participants this included leadership in their teams, as well as, the up front leadership roles for the Town Meetings that were held in six different places in Fifth City.

C. Curriculum Refinement

3. To review and refine the curriculum so that it can be employed by a larger audience and adaptable to other United States communities.

In September the HDTs eight-week curriculum from the January-February school held in Fifth City along with the revisions from the Summer Research Assembly was rewritten into a three-week session. The major change was to go from nine Modules of Agriculture, Industry, Commerce, Health, Education, Welfare, Environment, Organization and Identity to three Cycles of Economic, Social and Cultural. Therefore, the Economic Cycle was taught instead of the three Modules of Agriculture, Industry and Commerce; Social Cycle instead of Health, Education and Welfare; and Cultural Cycle instead of Environment, Organization and Identity. During the first session (three weeks) a team of two faculty were assigned to continually review and update the curriculum while the school was in process using the screen of relevancy to the Fifth City community (see Plate 3).

During the fourth week (between Sessions I and II) a team of faculty with consultants was assigned to further refine the curriculum. The main work at this point was moving the HDTs Labs from simulation and case study to actual community programs in the local community, in this case Fifth City. For example in the earlier schools the Community Forum Lab was held by the participants on themselves using the school as "the community". In this school the Community Forums were held in Fifth City with participants doing set-up, recruiting, and performing the leadership roles. This produced six Town Meetings held in the Elder's Highrise apartment building and in Block Club leaders houses and involved 84 residents of Fifth City.

D. Design a Three-Week School

4. To design a three-week school for modile use during 1980.

As stated above a three-week design was created for the HDTs and faculty trained in its use. During December meetings of the ICA/Training Division with Area Directors, Regional Managers and representatives from local communities, a schedule for six schools during 1980 was created to be held in six local communities across the United States. The schedule included both rural and urban communities; White, Black, Hispanic, Native American and ethnically mixed; and new communities as well as project communities. The full range of the schools hold the values of being diverse in economic, social and geographic background.

PROGRAMMATIC CHART

Toward the Actuation of Comprehensive Human Development Projects on the Local Level

ICA

thirty six programs — nine structures — three dynamics — one project

Plate 3

<p>A</p> <p>ECONOMIC DEVELOPMENT</p> <p>LOCAL PRODUCTIVITY</p> <p>—toward self-sustenance</p>	<p>B</p> <p>HUMAN DEVELOPMENT</p> <p>LOCAL MOTIVITY</p> <p>—toward self-confidence</p>	<p>C</p> <p>SOCIAL DEVELOPMENT</p> <p>LOCAL SOCIALITY</p> <p>—toward self-reliance</p>
<p>Enabling local—</p> <p>COOPERATIVE AGRICULTURE</p> <ul style="list-style-type: none"> 1 expanded cultivation 2 intensified production 3 water delivery 4 equipment pool 	<p>Reconstructing local—</p> <p>LIVING ENVIRONMENT</p> <ul style="list-style-type: none"> 13 domestic housing 14 public facilities 15 village design 16 essential services 	<p>Creating local—</p> <p>PREVENTIVE CARE</p> <ul style="list-style-type: none"> 25 intermediate sanitation 26 total nutrition 27 systematic immunization 28 primary treatment
<p>Developing local—</p> <p>APPROPRIATE INDUSTRY</p> <ul style="list-style-type: none"> 5 cottage production 6 agro-business 7 processing plants 8 ancillary industry 	<p>Catalyzing local—</p> <p>CORPORATE PATTERNS</p> <ul style="list-style-type: none"> 17 total engagement 18 community commons 19 consensus assemblies 20 corporate workdays 	<p>Establishing local—</p> <p>FUNCTIONAL EDUCATION</p> <ul style="list-style-type: none"> 29 early learning 30 formal schooling 31 youth training 32 adult education
<p>Initiating local—</p> <p>COMMERCIAL SERVICES</p> <ul style="list-style-type: none"> 9 common marketing 10 local merchandising 11 savings & loans 12 basic transport 	<p>Recovering local—</p> <p>IDENTITY SYSTEMS</p> <ul style="list-style-type: none"> 21 community self-story 22 symbol systems 23 corporate rituals 24 village celebrations 	<p>Instituting local—</p> <p>COMMUNITY WELFARE</p> <ul style="list-style-type: none"> 33 family development 34 women's advancement 35 youth task-force 36 elderly engagement

III. SCHOOL OPERATIONS

A. Format

The Human Development Training School was held over an eight-week period from October 21 through December 16, 1979. The eight-week design as divided into two four-week sessions (see Plate 4). The first four weeks focused on training the participants in the total HDTS curriculum. The first three weeks the faculty taught the curriculum to the participants. During the fourth week the faculty and participants evaluated, refined and modified the school curriculum.

During the second four week session, the faculty worked with the participants from the first four weeks who were interested in becoming HDTS faculty in an apprentice teacher role. The faculty conducted teaching tutorials for those apprentice teachers and together they taught the second session to the additional participants. During the final week work was done on curriculum revision and refinement in preparation for further schools.

B. Curriculum

Three things are required to equip individuals and groups in communities to do comprehensive, socio-economic and human development at the local level. First, they must have available to them in broad images the comprehensive wisdom of the Twentieth Century. Second, they must have appropriated and be practiced in intellectual, social and motivational methods. Third, they must have experienced some degree of success with corporate leadership skills.

The design of the curriculum is in three main sections of formal curriculum, operational labs and non-formal curriculum woven together with intellectual, social and motivational methods.

1. Formal Curriculum

Based on the presupposition that communities that are in the process of renewal need economic, social and cultural development, the HDTS is built on these three basic building blocks. The Economic Cycle is to build community self-sustenance; the Social Cycle, community self-reliance and the Cultural Cycle, community self-confidence. In the three-week session the Economic Cycle is the first week; Social Cycle, second week and the Cultural Cycle, third week from Monday through Wednesday.

Each of the three Cycles focused on the major contradiction within that arena, i.e. Economic, Social or Cultural, which the local community believes when acted on will accelerate the development of the whole arena. The participants operated in task forces that did the planning and carried out action that dealt with the contradiction.

The morning of the first day of each Cycle is spent visiting in the community in order to identify the actual needs and to have conversations with community residents who are concerned with the needs of their community. In the

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HUMAN DEVELOPMENT TRAINING SCHOOL
Eight-Week Design

December 31, 1979

October 21 - December 16, 1979

Plate 4

SESSION ONE				SESSION TWO			
THE TRAINING			THE EVALUATION	THE TRAINING			THE EVALUATION
SELF SUSTENANCE	SELF RELIANCE	SELF CONFIDENCE		SELF SUSTENANCE	SELF RELIANCE	SELF CONFIDENCE	
Economic Cycle	Social Cycle	Cultural Cycle		Economic Cycle	Social Cycle	Cultural Cycle	
Methods Pedagogy	Methods Pedagogy	Methods Pedagogy		Methods Pedagogy	Methods Pedagogy	Methods Pedagogy	
Imaginal Education Lab	Community Forum Lab	Profound Humanness Lab		Imaginal Education Lab	Community Forum Lab	Profound Humanness Lab	
Reflection	Reflection	Reflection		Reflection	Reflection	Reflection	
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8

afternoon visits are made to various groups and agencies in the surrounding metropolitan area who can make available various resources and technical assistance to deal with the actual needs of the community. The morning of the second day is task orientation and preparing the plan to deal with a specific need in the community. The remainder of the second day and the morning of the third day is devoted to carrying out the plan and creating the products. The afternoon of the third day is report writing and plenary where all task forces present their reports and discuss the findings.

For the Economic Cycle in the First Session, the simulation was to initiate procedures for the Widen Manufacturing Company (a wood industry in an ICA project in West Virginia) which would move it from concept and initial survey to market profitability. However, in the Second Session the focus was on the profitability of Stanley's Laundromat, located in the Fifth City Shopping Center. In order to come up with a projection of profitability, the task forces from the school, in dealing with an active business in operation, learned they needed to create a total business plan, including new equipment, refinancing, income-expense projections, management training and procedures, etc. The realism was faced directly and a plan created to respond to a real need. The task forces created a total business plan for Stanley's Laundromat.

In a similar manner for the Social Cycle, the first session simulated meeting government requirements for starting a preschool, building rehabilitation and staffing. In the second session the school built a program to open the Elder's Action Center in Fifth City, including collecting 100 signatures for a nutrition program.

For the Cultural Cycle, the first session simulated basic consult planning methods for designing common public indoor and outdoor space for the participant's own community. In the second session they created a plan for the Fifth City Community Center and launched it with a dedication service in which over 200 participated.

2. Operational Labs

The Labs are methods training and demonstration. The Labs were concerned with practical experience in leadership skills, leading community meetings, and catalyzing human motivation. The dynamic of the Lab includes being taught the reasons behind the methods, seeing the methods demonstrated, practicing the methods and reflecting and evaluating appropriation and performance. Each of the Labs is three days in length. The first day includes field work and instruction. The second day is task force work. The third day is a work day and celebration.

The Imaginal Leadership Lab included a Heritage Excursion to various ethnic neighborhoods in the city of Chicago complete with meals. Thus the participants were able to encounter the gifts of each culture and then reflect on how each of these gifts is necessary for a dynamic and whole society. The Lab teaches new methods of study such as charting, new methods of planning community environment such as gridding, new methods for preparing speeches and reports such as four-by-four preparation and paragraph writing and new methods of creating community celebrations such as gestalting, timelining and task force

work. The teams walked through Fifth City and pulled together a community space design. On the third day a work day was held in Fifth City. Half of the teams worked with Mr. Floyd Stanley in his laundromat, repaired machines and cleaned the exterior of the Fifth City Shopping Center. The other half of the teams worked in the Community Center preparing the Elder's Action Center space for city inspection looking forward to the Social Cycle the next week. Thus the Lab dealt with the contradiction in Fifth City economic life discerned in the Economic Cycle just finished as well as anticipated the contradiction in Fifth City social life to be worked on the following week.

The Community Forum Lab included an Urban Excursion to various neighborhoods and institutions in Chicago. At Providence St. Mel's High School in West Garfield Park the participants encountered an innovative example of quality education in the urban ghetto. Other trips included visits to Chicago Economic Development Corporation, Small Business Administration, Continental Illinois Bank, Botanical Gardens and Sears Tower. This Lab specifically teaches, demonstrates and engages the participants in doing all the planning and procedures related to a Town Meeting. The Town Meeting format designed by the ICA allows a community or an organization to look at its future, identify the blocks preventing that future and designing the proposals and practical actions to deal with the blocks. First the participants did a demonstration meeting on themselves. They spent a full day on learning the procedures for doing a Town Meeting. During the week a number of community residents agreed to host a Town Meeting in their home. Assignments were made to each of the participants to have one part in the leadership of a Town Meeting the following day. The task forces then went out and visited the Town Meeting hosts in their homes. Then they visited neighbors in the block around the host's home and invited them to attend the Town Meeting. The result was six Town Meetings for 84 Fifth City residents.

The intent of the Profound Humanness Lab is to provide individual participants with the images, methods and tools for caring for others and themselves while engaged in the difficult task of catalyzing local community development. The Lab included an excursion to the fields of social art including community centers, museums and educational institutions. There are four sections in the first part of the Lab. Each of these sections has a talk followed by a two-part workshop. The dynamics here are a contextual address, corporate study and an exercise on personal reflection. The talks or contextual addresses are taken from The Qualities of Profound Humanness chart (see Plate 5).

The four talks are:

1. Mystery, Consciousness and Effulgence -- on realizing the givenness of one's individual life
2. Event, Presence and Declaration -- on accepting one's life as a great gift
3. Totality, Integrity and Creativity -- on appropriating the radical freedom of being an individual human being
4. Care, Corporateness and Action -- on deciding to continually create a new future beginning in my own community for the sake of the whole world.

THE QUALITIES of PROFOUND HUMANNESS

Plate 5



INTERNAL STATES of BEING

EXTERNAL MANIFESTATIONS

I	II	III	IV
EVENT unexpected intrusion altered situation immediate response decisional appropriation	ACTION appropriate deeds representational engagement decisional victory manifest intentionality	DECLARATION continual exposure visible sign constant interpretation public accountability	INTEGRITY audacious creation destinal resolve incarnate freedom societal transvaluation
MYSTERY mundane transparentization disclosed unknownness nameless fear dreadful fascination	TOTALITY historical responsibility encompassing unity limitless commitment infinitesimal detail	CREATIVITY universal relativity historical engagement decisional impact sociological creativity	CARE overwhelming reality empathioned detachment universal service perpetual expenditure
CONSCIOUSNESS illuminated relationship impactful imagery paradigmatic insight transrational interpretation	CORPORATENESS focused power covenantal collegiality profound fellowship decisional obedience	PRESENCE inescapable selfhood enigmatic archetype internalized affirmation transparent signification	EFFULGENCE endless affirmation unlimited power paradoxical abundance restless tranquility

The four workshops are:

1. Corporate Study of a passage from Markings by Dag Hammarskjöld followed by individual montage building
2. Corporate Study of Ghandi's experience in the South African railroad station followed by individual work on one's life timeline
3. Corporate Study of Lao Tzu's "nothing is weaker than water" followed by individual workshop on concerns, relations and practical vocational choices
4. Corporate Study of Tagore's "On Villages" followed by individual creation of a Screen of Comprehensiveness (see Plate 6)

The third part of this Lab is creating the school report. The intent is to train the participants in report preparation and production as a skill necessary for local community development in both communicating within the community itself and to the public and private agencies at county, state and federal levels. The report includes photographs and paragraphs of the experience of the school written by individual participants and staff. In the Lab the faculty and participants reflected on the school and created a corporate picture of key events, points of excitement, unclarity, surprise and boredom. Part of this reflective process included giving a name to each week and the session as a whole. In the Lab small groups from similar communities work through procedures they could use in documenting and report writing for their own communities. Each participant creates a talk to give upon his return to his home community.

3. Non-Formal Curriculum

Each week was created with the same rhythm. Each day was created with the same dynamics. The weekly rhythm moves from training sessions to field work, from theoretical foundations to practical application, and from group planning to team work to individual responsibility and action. The daily dynamics alternate among practical training to skills transfer to group and individual reflection.

The breakfast and dinner times are reflections on the style and mood of the world in which we live and broodings on the kinds of responsibility individuals and groups can take. Lunch is devoted to leadership methods and skills both the foundation and the practice of the participants before each other.

The format for breakfast includes a short talk on an aspect of the modern world which is followed by a time of general discussion, questions and reflection. The format for lunch is direct teaching of methods and skills, questions and answers, and participant practice followed by group and faculty evaluation. The methods and skills taught are group conversation design and leadership, workshop design and leadership, meeting format design and leadership roles, community calendar design and community space design.

SCREEN OF COMPREHENSIVENESS

I. INCLUSIVE CONCERNS

II. INTELLECTUAL REFLECTIONS

III. CONCRETE PLANNING

IV. INTRUDING ISSUES

V. SPECIAL EMPHASIS

VI. SPECIFIC ATTENTIONS

VII. WATCHFUL INTERESTS

VIII. LOW KEY PONDERINGS

IX. UNDERLYING RUMINATIONS

X. INTERNAL BROODINGS

The dinner time is called the Roundtable. The format is done in the guilds and teams (see below "C. Participants") where together they discuss the events of the day, their learnings and suggestions, and the significance of the work of the day. Following dinner they study, do workshops together and prepare for the next day. The evening time creates collegiality among school personnel and gives opportunity for individuals to create their own reflective skills and styles.

C. Participants

The participant profile has been reported in "II. Program Objectives, Section A." (see page 2). The organization of the participants was based on the team approach (see Plate 7). A Team was made up of six to ten people. The Teams were the basic working unit of the school and assumed responsibility for the practical life of the school, e.g. meal enablement, facility cleaning and class attendance. Two Teams made up a Task Force (12-20 persons). The Task Forces were the basic training units and were assigned to particular tasks in both the Cycles and Labs. In addition the Task Forces were the teaching units at lunch for pedagogy in leadership methods and skills. Two Task Forces made up a Guild (24-40 persons). The Guild was the basic reflection unit and met at the dinner Roundtable and for special events. Two Guilds made up the School Assembly (48-80 persons). The School Assembly was the basic contextualizing and lecture unit and met daily at breakfast for daily plans and assignments. The team approach permitted a building block method for management organization. For example in Session II there were 109 persons assigned to 12 Teams (11 Teams of 9 and one of 10), six Task Forces (18 or 19 persons), three Guilds (36 or 37 persons) and a School Assembly of 109.

The team approach to management organization permits the rapid identification and development of leadership. Each of the Teams had a school participant as the Team leader. Each week of the session a new Team leader was assigned. The first week the Team leaders were assigned based on previous knowledge of the individuals registered. Attention was given to male and female, ethnic balance and mix, and age range. The next two weeks the assignments were based on faculty experience in discerning emerging leadership with careful attention being given to balancing factors and local community leadership potential. This in a three week session from 30% to 50% of the participants experienced full leadership roles. To assure the effective development of this emerging leadership, faculty were assigned to Teams (two each) as advisors. They met with the Team leaders individually and as groups for specific planning and assistance.

D. Faculty

The school had available 22 faculty and 12 consultants over the eight week period. Each session (three weeks plus one week of planning and evaluation) had 15 faculty assigned. The first session had five consultants and the second, eight.

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HUMAN DEVELOPMENT TRAINING SCHOOL

December 31, 1979

Organization

Plate 7

SCHOOL ASSEMBLY

48 - 80 Persons

context and

assignment unit

GUILD I

24 - 40 Persons

GUILD II

reflection units

TASK FORCE A

12 - 20 Persons

TASK FORCE B

training units

TASK FORCE C

TASK FORCE D

TEAM 1

6-10 Persons

TEAM 2

working units

TEAM 3

TEAM 4

TEAM 5

TEAM 6

TEAM 7

TEAM 8

The faculty consisted of 14 men and eight women of whom one-fourth were from ethnic minorities. Eighteen faculty had direct project experience of over one year (13 in the rural and five in the urban). Of the 18, 10 had been project directors. The remaining four faculty were skilled trainers with an average of six years experience in both rural and urban development and an average of 13 years as ICA staff trainers. Seven faculty had experience in previous schools both overseas and in the United States.

The consultants represented experience in the Fifth City Human Development Project and economic development in the city of Chicago.

The faculty were assigned to both teaching and administrative tasks. The teaching assignments included teaching teams for each Cycle and Lab and individual assignments to lunch leadership pedagogy, lectures and leadership roles at breakfast and dinner. The administrative tasks included office, housing, food service, team coordination, transportation, finances, health and celebrations. For example a faculty member would be part of the teaching team for the Economic Cycle, lead breakfast one day and coordinate the health services in the school. The teaching teams were assigned weekly and administrative tasks for the session (four weeks).

The total faculty met one hour each morning before breakfast to review the day and for two to three hours on Wednesday evenings and Sunday mornings. The faculty teaching teams for each Cycle and Lab met to develop a unified teaching plan practically focused on the needs of Fifth City. During the eight weeks a curriculum group of two to four faculty worked on the ongoing curriculum refinement.

IV. PROGRAM EVALUATION

A. School Goals

The Human Development Training School had three primary goals. The first was to increase the participants' capacity to:

1. Use effective methods for comprehensive community planning, and
2. Connect the available resources of the public, private and voluntary sectors to their community.

This goal was accomplished through the Economic, Social and Cultural Cycles in particular. The participants experienced an increased capacity to use these methods because they tested them in Fifth City and saw the actual results. Their capacity to connect a community to the available resources of all sectors of society were a direct result of participating in the site visits of Fifth City where they saw for themselves the real issues the community faced and then went on technical visits throughout Chicago where these issues were being dealt with (see III. School Operations, B. Curriculum, p. 6 ff for the places visited). A lecture was given on the social method of framing for identifying the resources of the public, private and voluntary sectors at the local, state and federal levels.

The second goal was to teach methods that allow the participants to develop their skills in problem-solving, teamwork and motivational methods involving broad based participation of the community. The participants experienced this most dramatically in the Community Forum Lab. They participated in a demonstration Forum on Thursday evening of the second week where they identified contradictions and created proposals for Fifth City. On Friday they organized in six teams. Each team practiced the problem-solving method on themselves and planned on how to set-up and conduct the Forum the following day. On Saturday the six teams went out to two elders highrises, three resident homes of block club leaders and the Community Center. They visited with the host family to set up the room and visited the neighbors inviting them to attend the Forum that afternoon for three hours. Eighty-four Fifth City residents participated in the six Forums stating their visions, concerns and creating practical proposals for the Fifth City community. Residents and participants alike experienced this Lab as the highlight of the school.

The third goal was to focus the curriculum on "how to" effectively implement community plans directly in relation to the community's needs. In addition to the Community Forum Lab mentioned above, the participants experienced most confidence in how to implement methods through the intellectual methods taught in the Leadership Pedagogy Training during the lunch hour and the Imaginal Leadership Lab on the first weekend. There they practiced the skills of charting, art form conversations, workshop creation, space design and celebration planning.

B. Curriculum Revision

The school had two major curriculum revisions:

1. Shifting from nine Modules to three Cycles (see II. Program Objectives, C. Curriculum Refinement, p. 4), and
2. Shifting from simulation and case studies to actual community programs in the host community, in this case Fifth City (see p. 4 as above).

The Community Forum Lab format has been most in demand by the participants since the school and has been used in three locations by the participants with assistance of ICA staff. The Cycle curriculum was the most obvious in its direct effect on the community of Fifth City and on its appropriateness to the actual needs of Fifth City (see III. School Operations, B. Curriculum, page 6 ff). Fifty-two communities were represented in the school with 25 urban and 27 rural. In reading the comments of the participants in the school reports, there were many who stated that they saw their community in a new way related to the communities around their own. There were no participant comments which indicated that the school being held in Fifth City cut them off from applying the practical training to their rural communities.

C. Participant Benefits

Since the school concluded December 16, it is too soon to do a survey and document direct participant benefits. However, in doing a thorough reading of the participant comments in the school reports, there is an indication that the participants experienced increased knowledge of the use of planning methods, identification and use of resources and technical assistance from the public, private and voluntary sectors, ability to teach parts of the school curriculum in their own communities and practical skills in implementing local plans. The following are illustrative of these preliminary assessments:

Armando Divas, a businessman from Denver, Colorado, said:

"I would like to take this opportunity to enthusiastically endorse HDTS as an excellent tool in community leadership development. Any participant will be provided with methodological know-how of community reformulation, creation of business enterprises, mind expansion, motivational strategies and ways of building a new community spirit. By starting the HDTS events, a new edge in human, economic, social and cultural development has been broken loose."

Ernest Yates, a social worker from Winchester, Kentucky:

"The HDTS increased my capacity to use effective methods in my community. It gave me skills training to identify community problems, and a basic structure to help to illuminate my local community's social, economic and

cultural weaknesses. I learned how to do problem solving in a leadership role using workshop methods. I gained a better perspective of our global community network. Now I can lead and train others in Town Meeting methods, roundtable discussion and community space design. The greatest strength of the HDTS is corporateness, teamwork and wisdom."

Valerie Janis, a student from Wakpala, South Dakota:

"Coming to HDTS was one of the wisest choices I've made. It has given me an understanding of what and how a community can get things done if they stick together. From the methods I've learned here, I feel equipped with the knowledge to get back to my Reservation and get things done for my people."

The location of the school in Fifth City, Chicago, allowed field trips and technical visits to varied institutions in the city. At Providence St. Mel's High School, for instance, participants encountered an innovative example of how to establish quality education in the urban ghetto. Stepping from snowy Garfield Park into the Botanical Gardens was an instant trip around the world through tropical and desert lands. In the Heritage Excursion, teams ate in Swedish, Lebanese, Mexican, Chinese, Greek and Black ethnic restaurants and took walking tours in the surrounding neighborhoods. These were first experiences for many of the participants. Everyone realized that a community can be enriched and come to know itself better by touching something different from itself.

The Teams of the HDTS were instrumental in bringing the individual participants into one school community. Team members worked hard together, late into the night, and were up early in the morning. The teams were assigned on a rotating basis to assist in meal preparation and serving and other practical tasks for the school. Teams worked together in the work days at the Fifth City Community Center and at Stanley's Laundromat in the Fifth City Shopping Center. Combinations of teams met as Task Forces for lunch time Leadership Pedagogy Training and as Guilds for dinner time discussions. As the Teams worked hard together, they celebrated together by creating their own Gespacio's Pizza Parlor celebration, an Ur-Lympics game night with team competition in basketball, volleyball, hurricane and steal the bacon. The Team experiences and responsibilities were vital training for work in local communities.

D. Community Benefits

Verdell Trice, Fifth City Staff and Community Dean of the HDTS, reported to the Advisory Committee that the HDTS had done a number of things for Fifth City. The work of the teams from the school in Stanley's Laundromat and the Fifth City Community Center started the residents of Fifth City talking about their concern for more community participation. He said that he now looked at the people who came into his grocery store in a new way. When he asked them if they would be interested in participating in a community event, 75 signed

up in one day. He felt that many residents had responded because of the school's presence in Fifth City. He himself would never had been willing to teach before a group except for the methods of the school which had given him courage to stand before a 100 people and do a lecture.

The linking of public, private and voluntary resources to the community is an essential value in the curriculum. In addition to the report on the Cycle visits to agencies and organizations, people came to the school as consultants in industrial development, commercial loans and education. They gave lectures and helped to create the packages for the Cycles. The interchange from the residents of all 54 communities represented in the school was the most striking benefit to the participants. The HDTs became a clearing house for stories about what is happening in local communities across the world. In talks, in training sessions and during break times, people would tell about events that had taken place in their towns. There was a spontaneous interest as they told about people they knew and the things being accomplished and learned in their communities. The residents of Gibson, North Carolina, shared slides during a celebration of "before" and "after" pictures. The participants' sense of their own initiative, resourcefulness and self-determination was reflected in the design and care of the public space, stories relating to the communities' heritage and destiny, and the symbols that provided unifying and motivating force to the aspirations of its residents. The Fifth City community enabled the participants to encounter directly the power of the environment and community symbols to transform the quality of a community's life. This type of interchange enabled the school participants to expand and strengthen the story of their own communities.

V. SCHOOL EVALUATION

A. Evaluation as Process

Effective evaluation depends on four factors. First, evaluation is for the sake of a more effective operation in the future. Second, evaluation takes place in relation to the model being used in the situation. Third, those involved in the work being evaluated are the program activators, and, therefore, are the prime evaluators. The training in self-evaluative methods in order to build in continual evaluation and revision in a local community is important. Fourth, external or outside evaluator's role is that of an objective presence catalyzing those involved to assess their situation and make improvements in the future. In addition, outside evaluators are primary trainers in evaluation methods.

The HDTS had several evaluative points built into its operation involving participant feedback, faculty finesse and agency monitoring.

B. Participant Feedback

1. On Monday and Tuesday evenings following dinner, there is a 60 minute period of time in which faculty and participants meet informally. This gives the opportunity for informal conversation, answering questions, listening to suggestions and soliciting comments on various aspects of local community development. Although this is an informal, non-structured occasion, all the faculty and most of the participants are present. This feedback system is important to the whole process of continual teaching and refinement of the school.

2. From Monday through Friday at noon during the lunch break, there is a 30 minute period of time in which faculty and participants meet informally and functions similar to Monday and Tuesday evenings.

3. On Wednesday evening following dinner, there is a 30 minute period of time for formal reflection and evaluation of the Monday-Wednesday Cycle curriculum. The method used is the art form method invented by the Institute. This method is a structured conversation in which the participants are asked a series of questions directed by assigned faculty. All faculty and participants attend and assigned faculty take notes for future use in school evaluation and refinement.

4. On Friday evening of the third week, there is a three-hour period of time for school evaluation. This is a structured workshop session (see workshop procedures in Appendix I) in which the participants take a look at the total school and its parts. All faculty and participants attend with assigned faculty taking notes for future use in school evaluation and curriculum revision.

5. On Saturday of the third week, there is an all day eight-hour period of time for preparing the school report. This is a structured workshop organized as a whole and in task forces which produces a report on the school (see workshop procedures in Appendix II). Copies of school reports are available at ICA/Chicago office.

The intent of these 26 hours of reflection and evaluation over a three-week period on the part of the participants is to train them in the capacity and skills to review, reflect, evaluate and recreate practical actions. The overall goal is to enable individuals and groups to be creative in their society in order that continual renewal takes place at the grassroots level.

C. Faculty Finesse

1. From Monday through Saturday, not including Thursday, before classes begin there is a 60 minute faculty meeting. At this meeting there is a review of the previous day, briefing on the current day and assignments, and a discussion of needs, issues and problems and their resolutions.

2. Each Wednesday evening, there is a two to three hour faculty meeting. At this meeting there is an extensive review of the previous Cycle (three days) and a briefing on the upcoming Lab (three days). Assignments are reviewed, adjustments made and issues resolved.

3. Each Saturday of the first two weeks, there is an all day (eight hours) task force of two to six faculty. Their assignment is to make detailed curriculum adjustments that have become necessary and to write special lesson plans for the following week.

4. Each Sunday, there is a four hour faculty meeting. At this meeting the previous week is thoroughly reviewed, debriefed, evaluated and recommendations made for future schools. The following week's assignments are made. In addition each section of the curriculum in the following week is reviewed and the intents and objectives stated and consensed upon.

The intent of these 52 to 55 hours of corporate faculty work over three weeks is to keep the focus of the school squarely in the needs of the participants in order to effectively equip them with the skills and confidence required for their work in local communities.

D. Agency Monitoring

The following activities took place during the fourth and eighth week of the HDTS eight week design.

1. On Tuesday of the fourth week, there was a four-hour meeting with faculty and those participants who expressed an interest in teaching the school in the future. At this time there was a review of the total school, its objectives, accomplishments and needs. At this meeting the changes for the following three-week session were consensed upon and plans made to implement the changes.

2. From Tuesday noon through Friday of the fourth week, two task forces were in operation. The first task force was assigned to curriculum revision and writing. The second was assigned to preparation for the next three-week session.

3. Two reports were prepared for oral presentations to ICA/Chicago staff. One was on the participants and how they progressed in the school. The other was on the curriculum and suggested changes. Each report was given at full staff meetings (100-120 staff) where questions were asked and suggestions made.

4. On Tuesday of the eighth week, there was an eight-hour meeting of faculty in which the total previous seven weeks were reviewed and a report created. This was report was delivered orally to the North American Council (local community representatives and ICA staff) and to the HDTS Advisory Committee.

5. From Wednesday through Friday of the eighth week, three task forces were assigned. One worked on the Cycle curriculum, the second on the Lab curriculum and the third on the Non-Formal curriculum. The work of these task forces was gathered in order to prepare a curriculum manual for the HDTS faculty use in 1980.

6. Following the school in December, the faculty reported to the Training Department of the ICA/Chicago Operations Division. The total responsibility for the monitoring of the school rests with the Training Department with the assistance of the Research Division in doing major curriculum revision.

7. ICA/Chicago has assigned a five person task force to the HDTS for 1980 who will coordinate and ensure the operation of the school.

8. An HDTS Advisory Committee was formed at the request of the Community Services Administration, in accordance with the requirements of CSA Instruction 6400-01a, Part B., Limited Purpose Agencies, made up of over 51% representation from the poor and the remainder from the ICA Board of Directors. The purpose of the Committee is to oversee the school and the CSA grant expenditures. The Committee met on December 15, 1979. The minutes are available on request of ICA/Chicago (see Appendix III).

VI. CSA RELATIONS

There were three major intents of the ICA in relating to CSA and its agencies during the life of this grant. The first was to select ten agency personnel to participate in the schools as an experiment to determine the appropriateness of the curriculum for agency staff. The first step was to inform the ICA offices across the country to visit their nearest CSA and its related offices to inform them of the Fifth City HDTS and invite them to consider sending staff to attend. In consultation with Mr. Jack Ramsey, CSA/Washington, in early October, it was decided that the CSA/Chicago office should be contacted in connection with CSA staff participation. Mr. Donald Raschke, ICA/Training, Mr. Verdell Trice, Fifth City Staff, and Mrs. Karen S. Troxel, ICA/Training and CSA/HDTS Project Manager, visited Mr. Robert Wharton, Assistant Director of CSA/Chicago, and Ms. Mary Dwyer, CSA staff. Both were invited to the opening of the school and to attend themselves or send others. Ms. Dwyer was able to attend the first two days of the school during the Economic Cycle. She observed the curriculum, talked with participants and Fifth City residents. Since there was a CSA training program scheduled at the same time as the HDTS, further participation in the school was not possible. Mr. Frank J. Hample, Director of Community Development, Division of Community Services of the State of Maine, participated in the third week of the second session.

The second intent was to provide regular reports on the progress of the program. This is the first report covering the school held in the first quarter. A second report will follow the schools to be held in February and March 1980 as a second quarter report dated March 31, 1980. The third report will document the participant and community benefits from the schools compiled by participants and staff at the Research Assembly held at the ICA/Chicago in July 1980. This third report will be dated July 31, 1980. The final summary report will be submitted by September 30, 1980, which is one month following the close of the grant period.

The third intent was to explore with CSA ways to cooperate in additional training events, seminars and curriculum creation. This will be appropriate as more CSA related staff observe and participate in the 1980 schools. The most helpful training that some CAP agencies have already used is the LENS Seminar created and taught by the ICA. This seminar is currently under consideration by CSA/Washington and at least one regional office.

Session 6
REFLECTION ON PROFOUND HUMANNES
(1st level HDTs reflection)

HDTs

GRC:Chicago

6:00

Songs

Accountability by Teams: "Let the Human Development Training School account for its presence at this meal by teams. Team 1, 2, 3,....."

Absolution: Life is the possibility of living on the surface or in in the deeps, we choose which and where and how.

Ritual:

Are there guests to be introduced?

Let us feast.

6:15

Context: Together we want to reflect on the focus of the sessions on Profound Humannes that we have just been through.

CONVER-
SATION

1. Look at the Profound Humanness Chart. Which of those categories come to life for you?
2. Which seem clear now? Which are least clear now?
3. We've talked about these categories as windows: Which ones opened up for you some of your own experiences? What did you see about your own life experiences?
4. Where did you find yourself most involved in the last four sessions? Where were you bored?
5. On the exercises: Which were most fun? Which were most helpful? Which would you want to continue to use and experiment with? Which could be useful in working with a group of people in your local community?
6. What did you learn about being human in this lab? What did you learn about the human journey? Your own journey?
7. Present the Profound Humannes sentences and the excerpts from Ancient of Days that were read in the talks.

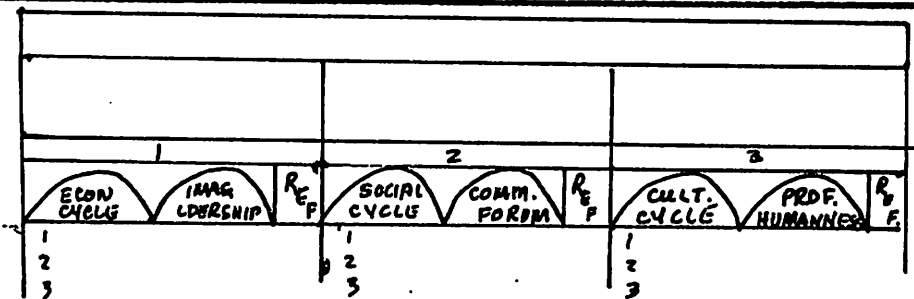
Closing: Let's return at 7:30 to this room to begin our reflection on the event that this HDTs has been.

7:30

Context: Tonight we want to do the impressionistic level of the the HDTs evaluation. The HDTs is a tool invented in India to train local communities in the methods for doing their own development.

OBJECTIVE

1. Everyone write down the
 - a. 5 key events of these 3 weeks for you.
 - b. the high point of this 3 weeks or maybe a better way to say that question is where were you most engaged?
 - c. the low point of this 3 weeks or maybe another way to say that is where did you experience the school the least concrete?
2. Draw the 3 weeks on the board, leaving room to give the week's titles and the 3-week title. This chart should have all the major blocks written in.
 - a. get out events from the group and write a list below that week on the board.



REFLECTIVE

2. What were the high points in Week 1, Week 2, Week 3: Put a 0 on those sessions.
3. Where was the School least concrete (or the low point)? Put a * on those sessions.

INTERPRE-
TIVE

4. What would you name each week? (give everybody time to write their three titles). Get out several for each week--consensus on a title for each week.

DECISIONAL

5. What would you name the whole School? This school was about..... Get out several and consense on a title for the whole 3 weeks.

DEPTH
DRILLING

1. If you could only keep one part of the HDTs which part would you keep? Why?
2. What would you like to add?
3. What recommendations would you make on what to leave out?
4. This HDTs is a construct being used across the across the world. We are not out to change it, but to turn up the intensity of its effectiveness in the developed world. What refinements would you make to turn the dial a bit?

OFF-
STAGE

In July we will be doing a depth evaluation section-by-section and we would invite you to come to Chicago to participate. Now let's turn our attention to the report you will be giving.

THE
INDIVIDUAL
TALK

Context: We want to individually begin building the 4 X 4 for a talk we will each be asked to give when we return to your local community.

1. Who are the names of some of the people or groups to whom you will be giving this report?
2. Let's get out the steps in building a talk by turning to p. 5 in our Methods Manual. Lead them thru the procedure
3. Individually
 - a. list 5-10 things you will include
 - b. star the best one
 - c. go around the room and fill the chalkboard (have each participant take notes so each will have his personal list for gestalting)

ICA

Appendix I

HDTS

Session 6
page 3

GRC:Chicago

4. Individually look over this brainstorm and create the 4 key points for your talk (remember the columns are Broad Description, Depth, Critical Point, and Implications. Gestalt the corporate list under your 4 points. Now decide the four point for each column and the ways you would get each point across.

OFF
STAGE

Now we want to get some volunteers to put their 4 X 4's on the chalkboard in the morning after breakfast. Get at least 3 volunteers.

ICA

Session 7
CREATING A DOCUMENT

Appendix II

HDTs

GRC:Chicago

8:30
REPORTS

1. Have volunteers put 4 X 4's on board during break after breakfast.
2. Ask each volunteer to state the audience and read through the 4 X 4.

CONVERSATION

3. What is the rational objective of any of these talks?
What is the existential aim?

- 4.
4. What poetry could be used to introduce these talks?

5. What board images? What things to hand-out?

6. What did you learn from these three samples about your own talk?

TRANSITION

Let's sing a song on page ____ and move to the next step.

INDIVIDUAL
PARAGRAPHS

Context: This morning we will be working on the documentation of this school. This is what you might call post-brooding that is like the pre-brooding you did as you prepared to come to this School. These individual paragraphs together serve to ignite our vision and we grasp the significance of these three weeks. Hold up a sample document from another school.

1. Pass out forms.
2. As you see we want 50 words that will be printed next to your picture in the document. This is your statement. The only editing is so that no one would be embarrassed if some senator were to read your paragraph. There are four guideline questions which are aimed at assisting you in your writing.
3. When you have finished, put your name, town, state (or province), country, your age (this is for another paragraph in the document) and put your team number on the top. Pass these to _____. The team leader will be responsible for getting paragraphs from each person on his team.

(Note: You want 50 words because of volume of typing and printing space. Anything up to 75 words will usually fit. The discipline of 50 words is a good discipline for local people to learn--concisely stating one's experience)

4. Now we have assignments for the rest of the day. If _____ will come put them on the chalkboard.
Group A--will be writing the prose paragraphs that go in this document. Particularlyly this "center-fold" (Hold up the sample)
Group B--will be reading the paragraphs we just wrote and checking with you if any changes are necessary. And will be editing the work from Group A
Group C--will be laying all this out for the printer.
Group D--will be creating the procedures so they can do documentation in their home communities.

There will be a buffet lunch in _____ at _____. Then we will check to see where we are.

ICA

Appendix II

HDTS

DOCUMENTATION PARAGRAPH
GUIDELINES

INTENT: To write a paragraph of about 50 words that will be printed by your picture in a report stating what this Human Development Training School was for you.

GUIDELINES: It may be helpful to use the following four questions as a way to write this paragraph.

1. What did you learn from this School? The most helpful arenas?
2. How did this School increase your capacity to use effective methods for community planning?
3. How have the methods of this School developed your skill in problem solving, teamwork or motivational skills?
4. What are the "how-to"s you have learned that will assist you in doing effective human development?

RESULTS: Complete paragraph and attach your name, the town, state (or province) and country, your age and give to _____ for editing and typing for the report. Write your team number at the top of the page.

Advisory CommitteePurpose

The Community Services Administration (CSA) under Grant No. 50241-G-79-01 attached Special Condition No. 4 as follows:

Within 45 days from the effective date of this grant, the grantee (ICA) shall submit to the program office documentation of the establishment of an advisory committee in compliance with CSA instruction 6400-01a, Part B.

CSA Instruction 6400-01a, Part B. Limited Purpose Agencies

CSA has not established extensive structural requirements for LPA boards because, in general, the agency extends no commitment to LPAs beyond the term of their grants. Since CSA does not either by statute or by administrative regulation "recognize" LPAs, as it does CAAs, we require only that an LPA involve the poor in the direction of the project for which it has been funded. An LPA may involve the poor in either of two ways. It may already have, or may choose to establish, a board of directors which is composed of at least one-third representatives of the poor. Or it may establish an advisory committee for the project which is composed of at least a majority of democratically selected representatives of the poor.

The purpose of the HDTS Advisory Committee is to advise and regularly review the use of the CSA grant to facilitate the Human Development Training School (HDTS).

Functions

1. Review the HDTS in relation to the stated objectives.
2. Review expenditures as to compliance with CSA requirements.
3. Recommend any changes in the HDTS and/or its funding to ICA and CSA.

Duties of Members

1. Attend the meetings of the HDTS Advisory Committee every 10 to 12 weeks.
2. Make site visits and observations to the HDTS when held in member's area.

ICA:Chicago

Appendix III
December 15, 1979

HUMAN DEVELOPMENT TRAINING SCHOOL ADVISORY COMMITTEE

The first meeting of the Advisory Committee was held on Saturday, December 15, 1979, at the Institute of Cultural Affairs, 4750 North Sheridan Road, Chicago, Illinois.

Advisory Committee members present were: Mr. Jim Phillips, Mr. Floyd Stanley, Ms. Betty Pesek, Ms. Viola Benfield, Mr. Verdell Trice, and Mr. Frank Bravebull. Absent were Mr. Jerome Lopez, Ms. Nola Rose, Mr. Herb Odom, Mr. Ray Caruso and Ms. Kitty Cole. Additional representatives included: Mr. Carlos Ollison from the Human Development Training School, Mr. Charles Hahn from ICA Management, Mr. Joel Wright from ICA Development and Ms. Karen Troxel from ICA Operations.

The meeting was called to order at 7:00 by Mr. Jim Phillips, temporarily officiating until the elections were made for the Chair. Mr. Phillips began by explaining the purposes, functions and duties of the Advisory Committee in relation to the CSA grant. He stated that the purpose of the Advisory Committee is to advise and regularly review the use of the CSA grant to facilitate the Human Development Training School. The functions of the Committee are to review the School as to stated objectives and review expenditures as to compliance with CSA requirements. The duties of Committee members are to attend meetings of the Advisory Committee every ten to twelve weeks and to make on site observations of the School held in each Committee members area.

Mr. Carlos Ollison, a Dean of the Human Development Training School, was asked to give a report on the School held from October thru December. Mr. Ollison said the most significant aspects of the School included the following:

1. Comprehensive Methods. Every day the participants were taught intellectual, social and motivational methods. Therefore each day the participants experienced the total scope of the human development methods.
2. Theoretical/Practical Balance. The intensity of the theoretical training is balanced with the amount of time spent in community work. First the method is explained; then the participants practice the methods in front of their teams, with whom they are familiar and comfortable; and the final step they apply what they have learned in the community.
3. Participant Diversity. Participants in the group were from a wide range of ethnic backgrounds, including Mexican-American, Native Americans from the Athbascan, Sioux and Papago tribes and Blacks and Whites from both rural and urban areas. Internationals were also present from Canada and Guatemala. The faculty diversity was similar in its broad range of educational experience in past training programs and directing rural and urban projects both internationally and nationally. Participants saw that they did not have to like one another to get a job done but that they could use their diversity in ideology, education and ethnic backgrounds as gifts in working together

and being effective.

4. Team Building. The School was organized into teams. Through action and reflection the participants gained a new self-confidence as they experienced the power of corporate care for each other and action in the community.
5. Core Effectivity. In the school 54 communities were present, 24 of which had from 2-5 representatives each. This allowed the training of a core of people from a community to transmit the methods in which they were trained to their community.
6. Community Documentation. All participants participated in the documentation day in which they wrote reports of the school and learned procedures for documenting the economic and social development of community.
7. Fifth City Laboratory. The role of the Fifth City community as a laboratory is important both as it influences the participants and as the participants influence the community. As the participants apply the methods they are being taught, Fifth City acts as a test for their applicability. The community experiences contradictions being identified and programs accelerating in the inter-action with the participants.
8. Vocational Decision. Participants continually reflect on their experiences in working in Fifth City and the relevance of the methods to their own situations. This provides the occasion for new decisions regarding their relationship to their own communities and about the applicability of the methods learned to that community. The participants gain a new vision and sense of what is possible with practical "how tos" they can apply. Personal decisions are made in light of their awareness that actions influence the community's life for many years.

Mr. Verdell Trice was asked to report on Fifth City's role as host to the school. He stated that Fifth City wanted to host the school for two particular reasons:

- (1) to watch the community's reaction to the school, and
- (2) to learn the methods in which the participants were being trained.

He said the school "did a beautiful job for us" by getting a number of things done. The work of the teams from the school in Stanley's Laundromat and the Program Center have started the people of Fifth City buzzing about their concern about more community participation. Mr. Trice said that he now looked at the people who came into his grocery store in a different way. He had asked them if they wanted to sign up for a community event and 75 had signed up that day. He felt it was because of the school he was able to do it. He gave an illustration of how the school was able to involve community residents in a way that persons in the local community had not been able to do. He related that at one time he would never have gotten in front of a group, but by learning methods like were taught in the school, he had been given the courage to teach what he had learned in the school.

He felt that if a school was held in another community, that community would have a "good thing going."

Ms. Viola Benfield reported on how residents in Gibson, North Carolina, that had not been involved with the development of their community felt that they were so late in getting aboard that they hated to come. She stated that the leadership of the community had to find ways to accept these people where they were and find ways to give them permission to be involved. She said that she felt that Gibson doing an school would allow them to do that.

Mr. Charles Hahn gave a financial report on the schools. He reported that bills currently received indicated that approximately 50,000 had been spent in direct expenses plus salaries, travel and inkind contributions. He said that a detailed financial report would be presented at the February meeting. In the meantime the policies and procedures were being worked out with Arthur Andersen & Co. to provide internal controls. Once this was done and necessary forms signed, the funds would be released.

Mr. Phillips then asked if there were any questions from the representatives of the Advisory Committee related to the program or financing of the Human Development Training School.

1. When do you expect the funds to be released?

Arthur Andersen & Co. are working with us now in setting up the internal procedures required for the grant. When the government form is signed, which we expect in January, the funds will be released in two allotments. The first is to cover budget requests up to February 28, 1980, and the second will cover budget items from March through August.

2. What schools will be held between now and September?

From eight to ten communities are seriously considering hosting a Human Development Training School. They are each making decisions with the leadership of their communities in consultation with ICA staff on whether to issue a community invitation and requesting dates for a school. The ICA Operations Division will be creating a schedule for effective staffing.

Mr. Phillips asked for nominations for officers of the Advisory Committee. It was suggested that the Chair be rotated beginning after the February meeting with Mr. Phillips continuing as the Chair at that meeting. Nominations were made for Ms. Kitty Cole as the secretary and the motion passed. Suggested meeting times were February, April and July with specific dates to be suggested in the letter accompanying the minutes of the meeting to each of the Advisory Committee members.

There being no further business, the meeting was adjourned at 8:30.

W e e k	<u>ECONOMIC CYCLE</u>			<u>IMAGINAL LEADERSHIP LAB</u>			
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
BFK	social context						D I S C O O N T I N U I T Y
	Human Devel. is...	Scientific Revolution	Urban Revolution	Secular Revolution	Contextual Ethics	Work Day Context	
M O R N I N G	PRINCIPLES	PROCESS	CONCEPTS	E X C U R S I O N	Space/Time	W O R K	
	5th City Site Visit	Orientation to task	Prepare Final Product		Gridding		
LUN	Art Form Conversation Pedagogy Lab					D A Y	
A P T E R N O N	Introduction to technical Resources	Business Package Rough Draft	Final Report	Imaginal Education	Tools		
				Charting	Talk	C E L E B R A T I O N	
E V E N I N G	ROUNDTABLE Conversations Study: Kazantzakis Language of the Economic			THANKSGIVING FEAST	Curriculum Content		CELEBRATION
					Events	CELEBRATIVE MEAL	

HDTs		Appendix IV						Nov/Dec, 1979	
Fifth City		CURRICULUM DESIGN: WEEK II SOCIAL DEVELOPMENT							
W K	SOCIAL CYCLE				COMMUNITY FORUM LAB			REFLECTION	
S A Y	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY		
B R K	UR IMAGES					COMMUNITY FORUM	D I S C O N T I N U I T Y		
	YELLOW	BLACK	WHITE	TAN/BROWN	RED	INSIGHTS			
M O R N I N G	PRINCIPLES	PROCESS	CONCEPTS	U R B A N	ART OF STRATEGY	S I X C O M M U N I T Y F O R U M S			
	FIFTH CITY SITE VISIT	ORIENTATION TO TASK/ PREPARE PLAN	ENACT PLAN AND CREATE PRODUCTS		WORKSHOP PLANS				
L U N	WORKSHOP PEDAGOGY LAB -----								
A F T E R N O O N	INTRODUCTION TO TECHNICAL RESOURCES	ENACT PLAN AND CREATE PRODUCTS	PREPARE REPORT PLENARY	E X C U R S I O N	ELEMENTS TO DO GCF				
					TALKS/TEACHING PLANS				
E V E N I N G	<u>ROUNDTABLE</u> CONVERSATIONS STUDY: KAZANTSAKIS LANGUAGE OF THE SOCIAL			PROFOUND ROLE OF GCF	STAGING GCF	CELEBRATION	CELEBRATIVE MEAL		
				DEMONSTRATION GCF	PRACTICE GCF				

HDTS

5th City

Appendix IV

CURRICULUM DESIGN: WEEK III
CULTURAL DEVELOPMENT

Nov/Dec, 1979

Week	CULTURAL CYCLE			PROFOUND HUMANNESS LAB			
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
B f k	Journal/News Conversations						
	7 Revolutions	5th City Panel	Destinal Role NA				
	Break/Preparation			Journal News Conversations Break/Preparation			
M o r n i n g	Principles	Process	Vehicle: Iron Man Mythology	Profound Humanness Lab		D o c u m e n t a t i o n	Final Commissioning of School
	5th City Visits ST MELS - Housing - Mini Zones - Botanical Gardens	Indicative Battleplan 5th City Community Node					Disc o n t i n u i t y
L	Lunch Pedagogy			Lunch Pedagogy			
A f t e r n	Technical Visits - Dearborn Park - IL Central Air Rights			At Prog. Center School Evaluation 4X4's ON TALKS		H.D.T.S. School Celebration	
E v e n i n g	Roundtable Conversations: SPIRIT Study: Kazantzakis Language of the Cultural		Worknight Celebration CORRINE'S	7pm. Dedication Celebration Community Center			

ICA
Chicago

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HUMAN DEVELOPMENT TRAINING SCHOOL

Appendix V
December 31, 1979

Faculty Listing

<u>Name</u>	<u>Background</u>	<u>Sex</u>	<u>Community</u>	<u>Session I</u>	<u>II</u>
Bonnell, William	Project Director	M	Rural HDP	x	
Carter, Ruth	Project Staff	F	Urban HDP	x	
Clithero, Jeff	Project Staff	M	Rural HDP	x	
Cramer, Claudia	Project Director	F	Urban HDP	x	x
Ennis, Margaret	Project Director	F	Rural HDP	x	x
Gilgren, Ken	Project Staff	M	Rural HDP		x
Haman, Fred	Project Staff	M	Rural HDP		x
Harris, James	Project Staff	M	Rural HDP		x
Kennedy, Gay	Project Director	F	Rural HDP		x
Krauss, Kit	Project Director	M	Rural HDP	x	
Lazear, David	ICA/Training	M	Urban	x	
Ollison, Carlos T.	Project Director	M	Urban HDP	x	x
Owens, Deborah	Project Staff	F	Urban HDP	x	
Powell, Charlene	Project Director	F	Rural HDP	x	x
Raschke, Donald	ICA/Training	M	Urban	x	x
Sharp, Basil	Project Director	M	Rural HDP		x
Smith, Arthur W.	Project Director	M	Rural HDP	x	x
Stover, F. Nelson	Project Director	M	Rural HDP	x	
Tomlinson, Margie	ICA/Research	F	Urban	x	x
Trice, Verdell	Project Staff	M	Urban HDP	x	x
Troxel, Karen S.	ICA/Training	F	Urban		x
Wiegel, James	Project Staff	M	Rural HDP		x

Consultant Listing

<u>Name</u>	<u>Background</u>	<u>Sex</u>	<u>Community</u>	<u>Session I</u>	<u>II</u>
Early, Lee	Project Staff	M	Rural HDP	x	
Fox, Lily	Project Staff	F	Urban HDP		x
Garcia, Chino	Loisaida Staff	M	Urban	x	
Gilbert, Ruth	Project Staff	F	Rural/Urban HDP	x	
Heard, Robert	Project Staff	M	Urban HDP		x
Mosley, Lela	Project Staff	F	Urban HDP	x	x
Neff, Carrie	Project Staff	F	Urban HDP		x
Said, Mohammed	Economic Development	M	Urban		x
Stanley, Floyd	Project Staff	M	Urban HDP		x
Vance, Robert	Project Director	M	Urban HDP		x
Walters, George	Project Director	M	Urban HDP		x
Westre, Willard	ICA/Operations	M	Rural/Urban HDP	x	

Participant Listing

<u>Name</u>	<u>Address</u>	<u>Sex</u>	<u>Community</u>	<u>Session I</u>	<u>II</u>
Batica, Adelberto	Minneapolis, MN	M	Urban		x
Beal, David	Eureka Springs, AR	M	Rural		x
Benfield, Viola	Gibson, NC	F	Rural HDP		x
Bergdall, Pamela	Fifth City, Chicago, IL	F	Urban HDP		x
Blanchard, Marilie	Oshkosh, WI	F	Urban		x
Bostick, Frank	Gibson, NC	M	Rural HDP		x
Brown Otter, Jolean	Bullhead, SD	F	Rural		x
Carter, Ruth	Fifth City, Chicago, IL	F	Urban HDP	x	
Chaffee, Jonathan	Starks, ME	M	Rural HDP		x
Chapman, Ben	Sydney, N.S.W., Australia	M	Urban		x
Clithero, Nancy	Mill Shoals, IL	F	Rural HDP		x
Cooper, John Earl	Philadelphia, PA	M	Urban	x	x
Cress, Jackie	Pace, MS	F	Rural HDP		x
Divas, L. Armando	Denver, CO	M	Urban	x	
Druckenmiller, Doug	Cannon Ball, ND	M	Rural HDP		x
Dwyer, Mary	Chicago, IL	F	CSA		x
Earle, Lena	Lorimor, IA	F	Rural HDP		x
Edgerton, Judy	Columbus, OH	F	Agency		x
Emerick, George	Charlotteville, NY	M	Rural HDP		x
Emerick, Sally	Charlotteville, NY	F	Rural HDP		x
Eskridge, Helen	Fifth City, Chicago, IL	F	Urban HDP	x	x
Evans, Paul B.	Milwaukee, WI	M	Urban		x
Farrow, Queen	Philadelphia, PA	F	Urban		x
Fenton, James	Cleveland, OH	M	Urban		x
Fleischman, Carol	Cincinnati, OH	F	Urban		x
Furaus, Forrest F.	Portland, OR	M	Urban		x
Gibson, John	Cincinnati, OH	M	Urban		x
Green, Mark	Hackensack, MN	M	Rural		x
Hall, Rod	Pace, MS	M	Rural HDP		x
Hamje, Steve	Gibson, NC	M	Rural HDP		x
Hample, Frank	Liberty, ME	M	CSA		x
Hansard, Roy E.	Harrisburg, PA	M	Urban		x

Participant Listing (continued)

<u>Name</u>	<u>Address</u>	<u>Sex</u>	<u>Community</u>	<u>Session I</u>	<u>II</u>
Hanson, Mirja	Minneapolis, MN	F	Urban		x
Harrington, Steve	Minneapolis, MN	M	Urban		x
Haskell, Nancy	New Orleans, LA	F	Urban	x	x
Heilman, Suzanne K.	Memphis, TN	F	Urban	x	x
Hickey, Barry	Lorne, N.B., Canada	M	Rural HDP	x	
Holmes, Duncan	Edmonton, Alberta, Canada	M	Urban		x
Janis, Valerie	Wakpala, SD	F	Rural		x
Jansen, Margaret	Gibson, NC	F	VISTA		x
John, Scottie	Minto, AL	F	Rural HDP		x
Kennedy, Rosemary	Lorne, N.B., Canada	F	Rural HDP	x	x
Knowlton, Nancy	Mill Shoals, IL	F	Rural HDP	x	
Krauss, Margaret	Lorimor, IA	F	Rural HDP		x
Lockey, John	Gibson, NC	M	Rural HDP		x
Lopez, Raymond A.	Pisinemo, Sells, AZ	M	Rural HDP		x
Lyman, Addie	Kinney, MN	F	Rural HDP		x
Lyon, Cheryl	Bullhead, SD	F	Rural		x
MacKay, Richard	Widen, WV	M	Rural HDP	x	x
Maple, Don	Cedar Rapids, IA	M	Urban		x
Marcos, Magdi	Beni Suef, Bayad, Egypt	M	Rural HDP		x
Martin, Mathy	Mt. Sterling, KY	F	Rural	x	x
McAdam, John	Lorimor, IA	M	Rural HDP		x
McCabe, John	Mill Shoals, IL	M	Rural HDP		x
McKay, Leila	Asherton, TX	F	Rural HDP		x
Melvin, A. Ricardo	Ivy City, Washington, DC	M	Urban HDP	x	x
Miller, Cathleen A.	Indiahoma, OK	F	Rural HDP	x	
Neat, Michael	Vancouver, B.C., Canada	M	Urban		x
Nelson, Wayne	Asherton, TX	M	Rural HDP		x
Newton, Vincent L.	Gibson, NC	M	Rural HDP		x
Ngooi, Chiu Sein	Malacca, Malaysia	M	Urban	x	x
Owens, Deborah	Ivy City, Washington, DC	F	Urban HDP		x
Patton, Eloise	New Orleans, LA	F	Urban		x
Pehta, William	Uptown, Chicago, IL	M	Urban		x

Participant Listing (continued - page 3)

<u>Name</u>	<u>Address</u>	<u>Sex</u>	<u>Community</u>	<u>Session I</u>	<u>II</u>
Persichetti, Luigi	Oklahoma City, OK	M	Urban		x
Peterkin, Willie	Gibson, NC	M	Rural HDP		x
Poole, Mary	Ottawa, Ontario, Canada	F	Urban		x
Rallings, Emily	Philadelphia, PA	F	Urban		x
Richardson, Peter	Cusick, WA	M	Rural HDP		x
Rivas, Fernando C.	Conacaste, Guatemala	M	Rural HDP		x
Roberts, Sharyn	Minto, AL	F	Rural HDP	x	x
Rodda, Jill	Memphis, TN	F	Urban		x
Rodriguez, Pat	Goshen, CA	F	Rural		x
Rodriguez, Randy	Goshen, CA	M	Rural		x
Ross, Roger	Saskatoon, Sask., Canada	M	Urban		x
Roof, Dorothy	Cincinnati, OH	F	Urban		x
Salinas, Mary Jo	Wakpala, SD	F	Rural		x
Sanders, Jan	Lorimor, IA	F	Rural HDP		x
Sims, Rhonda S.	Indiahoma, OK	F	Rural HDP		x
Skinner, James	Bullhead, SD	M	Rural		x
Thomas, Noel	Woburn Lawn, Jamaica	M	Rural HDP		x
Titus, Vernel	Minto, AL	M	Rural HDP		x
Trask, Nancy	Cannon Ball, ND	F	Rural HDP		x
Turner, Maxine	Starks, ME	F	Rural HDP		x
Vergara, Jailu R.	Manila, Philippines	F	Urban		x
Walking Elk, Linda	Kenel, SD	F	Rural		x
Weir, Negel	Ottawa, Ontario, Canada	M	Urban		x
White, Judi	Fifth City, Chicago, IL	F	Urban HDP	x	x
Yates, Ernest	Winchester, KY	M	Rural	x	x
Zahrt, David	Pace, MS	M	Rural HDP		x

ICA THE INSTITUTE OF CULTURAL AFFAIRS

CONCERNED WITH THE HUMAN FACTOR IN WORLD DEVELOPMENT

March 15, 1980

Ms. Devra Bloom
Program Manager
Community Services Administration
1200 19th Street N.W.
Washington, D.C.

re: Grant # 50241-G-79-01; Response to First Quarter Report comments.

Dear Devra,

I have received your letter of February 22, 1980, regarding our narrative and financial report for the period ending December 31, 1979, on the Human Development Training School. In response to your ten comments and questions, I have prepared the following responses:

1. Faculty-Student Ratios

The strategy of holding several HTDS schools was seen by the ICA to be a progressive development in which the learnings of the first schools could be incorporated into those following. In Session I, the predominate emphasis was on the final writing of the curriculum in a live situation. A minimum number of participants in this phase allowed the staff to focus primarily on the curriculum rather than on the peculiarities of student development which naturally multiply with the number of students attending. This also allowed the staff to concentrate on the questions of faculty training and development. Therefore the questions of a small student-to-faculty ratio and per student costs were of minimal consideration in Session I.

Session II had as its' main emphasis the practical transfer of methods to a large audience of students, with a student-to-faculty ratio close to that which is envisioned in a fully functioning school. It allowed the ICA to experience the requirements of doing a school with a student body with a wide variety of backgrounds and experience. In addition, it allowed for experience in the practical requirements necessary to handle a student body of that size. CSA's share of per student costs for Session II was approximately \$860.

2. Learnings

ICA's analysis of the first two schools indicates that the school can be focused on one of two experiential levels---either toward the local community resident who is more or less uninitiated in methods of socio-economic development, or toward the local community resident (or agency representative) who is familiar with one or more approaches to socio-economic development. At the same time, our analysis indicates that it is helpful to have the variety of experiences of these two types of participants present in one school. The basic dichotomy of these two learnings has indicated the need for

PLATE I

INTERNATIONAL TRAINING INSTITUTE

HISTORICAL EVENTS & TRENDS

WEEK II

COMMUNITY REFORMULATION LAB

SATURDAY

EVENTS							TRENDS	
S O C I E T Y	1920's	1930's	1940's	1950's	1960's	1970's	SOCIETY	LOCAL EXAMPLES
C O M M U N I T Y							LOCAL TRENDS	

at least two distinct but blended "tracks" of participation in the school---one characterized as 'full-time immersion training' for the participant with previous experience in the field, and a second mode described as 'a series of consistent encounters', usually on a part-time daily basis, for the community resident new to this kind of training. Curriculum revisions and recruitment schemes are being revised to take this into account and will be reflected in the plan for the latter half of the grant program.

3. Internal Reports

These presentations to the ICA: Chicago staff were done orally. It is not our custom to transcribe such reports. The suggestions made have been incorporated into the HDTS curriculum and operations.

4. Reference to St. Mel's High School

St. Mel's High School of Chicago (which is located in the Fifth City Community) is known locally for its' unique quality of education, especially for an inner city school. It has also gained recent national notoriety as "the Catholic school that refused to close and succeeded". One of the reasons for St. Mel's recognition is the large percentage of ghetto youth who graduate and go on to complete college. The discipline and commitment of both staff and students is quite apparent and thus was deemed an appropriate place to visit as part of the social cycle. I am sure Principal Paul Adams would be pleased to send you further information if you are interested.

5. Participant Evaluation Process

The procedures used by the participants to evaluate the school are all included in the First Quarter Report (directly out of the faculty manual). Participants particular learning goals are not systematically requested by the ICA. The recruitment approach is to announce as clearly as possible what the intent of the school is (see recruitment brochures) and the mechanisms that will be used (see content descriptions). The evaluation procedures are both oral and written. Additionally, in response to your requests, more written materials were collected from students in the Ivy City HDTS.

6. Mobile School Decision

The decision to take the HDTS to other communities outside Chicago (ie. mobile schools) is not a departure from the approved CSA grant narrative. Please note the following excerpts from the approved CSA grant (September, 1979, page two, Objectives):

3. To review and refine the curriculum so that it can be employed by a larger audience and adaptable to other United States Communities.

4. To design a three-week school for mobile use during 1980.

Further, at the December meeting of the ICA Board of Directors and later at the CSA Advisory Board meeting, the decision was made to schedule six (6) HDTS beginning in February, 1980 (Ivy City) and continuing through June 1980. Particular dates for schools

PLATE I

INTERNATIONAL TRAINING INSTITUTE

HISTORICAL EVENTS & TRENDS

WEEK II

COMMUNITY REFORMULATION LAB

SATURDAY

EVENTS							TRENDS	
	1920's	1930's	1940's	1950's	1960's	1970's	SOCIETY	LOCAL EXAMPLES
S O C I E T Y								
C O M M U N I T Y							LOCAL TRENDS	

Devra Bloom
March 15, 1980
page three

were selected primarily to honor requests made by the individual host communities. It is my understanding that Joel Wright verbally informed you of this decision at that time.

7. LENS Seminar

In Spring 1979, Barbara Williams and Jack Gilles of the ICA discussed a proposal (with John Gabusi) to hold 40-50 LENS seminars with C.A.P. agency personnel in the Regional and local offices. I understand discussions will be renewed in the near future with Hector Morales.

8. CSA/CAP Participants in HDTS

I am aware of three (3) CSA/CAP staff who have participated in HDTS programs to date:

1. Mary Dwyer (observer): CSA Region 5 Office; Chicago, Ill.
2. Frank Hample: local CSA office; (in) Liberty, Me.
3. Richard Crawford: Human Resources; Morristown, N.J.

The advance teams for HDTS in the future schools are contacting local CSA offices and CAP agencies in the regions where the schools will be held.

9. CSA Financial Status Reports

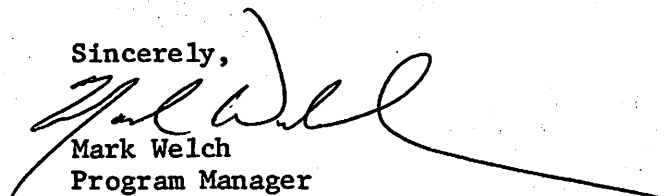
The CSA Financial Status report for Quarter Two will be completed as we discussed in your office February 14, 1980, in accordance with individual budget categories. This report will also show Quarter One expenses distributed by category.

10. Participant Scholarships: Travel/Tuition

Travel scholarships, whole or partial, were made to 36 participants in the first two schools, totaling \$7,512. (No staff travel was covered by CSA). Travel scholarships were provided to 11 participants in the Ivy City school, totaling \$1,015. ICA has written off at least half of the tuition charges to participants. In addition, we are considering small stipends to 3-week participants in order to help boost longer participation. We will continue these practices in the future schools.

I trust that these comments will assist you in your evaluation of the HDTS program. If you have any questions or need additional information, please call me.

Sincerely,



Mark Welch
Program Manager

cc: Joel Wright

PLATE I

INTERNATIONAL TRAINING INSTITUTE

HISTORICAL EVENTS & TRENDS

WEEK II

COMMUNITY REFORMULATION LAB

SATURDAY

EVENTS							TRENDS	
	1920's	1930's	1940's	1950's	1960's	1970's	SOCIETY	LOCAL EXAMPLES
S O C I E T Y								
C O M M U N I T Y							LOCAL TRENDS	

HUMAN DEVELOPMENT TRAINING SCHOOL

Final Report

Submitted to
Community Services Administration
Washington, D.C. 20506

under

Grant No. 50241-G-79-01

for

Program Year

September 1, 1979 to July 31, 1980

by

The Institute of Cultural Affairs
4750 North Sheridan Road
Chicago, Illinois 60640
September 30, 1980

HUMAN DEVELOPMENT TRAINING SCHOOL

FINAL PROGRAM REPORT

I. SCHOOL BACKGROUND

Since the Report to CSA:Washington of March 15, 1980 the curriculum of the Human Development Training School (HDTs) has been tested in five locations: Lorimor, Iowa; Gibson, North Carolina; Pace, Mississippi; and Cannon Ball, North Dakota, all rural communities, and in Tioga-Nicetown, an urban neighborhood in the northern section of Philadelphia, Pennsylvania. The independence of particular units of the curriculum was varified as the Roundtable was used around the evening meal in Cannon Ball and around the lunch meal in Pace (likewise, the leadership pedagogy sessions were during the evening meal time in Pace and around the lunch meal in Cannon Ball). The order of the second week curriculum was adapted with great success in Cannon Ball to the Community Forum Lab followed by the Social Cycle. This accommodated the annual Powwow. Conducting five HDTs 3-week programs in a three month period demonstrated the viability of such a training scheme. The particular construct was focused on releasing fresh approaches for local communities to do their own planning.

II. PROGRAM OBJECTIVES

The objectives of the Human Development Training School over the period of April 1, 1980 - July 31, 1980 focused on the third objective of the work program approved by CSA, March 1980: "To experiment with multi-track schools". The implementation of the objectives had six major emphases:

A. Method Skills for 50-70 Participants

"To provide 50-70 participants in each School skill in methods for economic, social and human development and leadership skills for use in small towns and urban neighborhoods."

1. A total of one hundred and twenty-two persons participated in the HDTs held in Gibson, North Carolina over the three weeks from April 13 to May 4, 1980. In addition 24 persons contributed from one to two days as part of the regional resource panels. Fifty-five percent of the group were women and 45% were men. A wide variety of age groupings were represented. Forty-five percent of the School were from ethnic minorities. Geographically, they came from one other country and eight states and the District of Columbia. The country was India. The states were Georgia, Illinois, Iowa, Maine, New York, North Carolina, Oklahoma, and Texas.
2. A total of one hundred and seventy persons participated in the HDTs held in Tioga-Nicetown, Pennsylvania over the three weeks from May 4-24, 1980. There were seventy who were registered for a minimum of a three day session of the School. Forty-seven percent of this group were men and 53% were women. A wide variety of age groupings

- were represented with two under 20 years old, 20 between 20 and 30, 35 between 30 and 50, and 21 over 50. Fifty-one percent were ethnic minorities. Geographically, they come from four countries, thirteen states and the District of Columbia. The countries were Jamaica, India, Trinidad and Australia. The states were Connecticut, Illinois, Kansas, Kentucky, Massachusetts, Minnesota, New York, New Jersey, North Carolina, Ohio, Pennsylvania, West Virginia and Wisconsin.
3. A total of eighty-six persons participated in the HDTS held in Pace, Mississippi over the three weeks from June 1-22, 1980. Of this group, 30 were present one week or longer. Of that group 33% were male and 67% were female. The ethnic make-up of the School was 45% black, 50% white and 5% other. Geographically, they came from seven countries and nine states plus the District of Columbia. The countries were Australia, United Kingdom, Guatemala, India, Kenya, Republic of the Philippines, and Zambia. The states were Arkansas, Florida, Georgia, Illinois, Louisiana, North Carolina, Pennsylvania, Tennessee and Mississippi.
 4. A total of eighty-two persons participated in the HDTS held in Cannon Ball, North Dakota over the three weeks from June 1-22, 1980. Fifty-six percent of the group were women and 44% were men. A wide variety of age groupings were represented with five less than 20 years old, 38 between 20 and 30, 29 between 30 and 50 and eight over 50. Thirty-nine participants were Native American, 32 white and the remaining nine represented a variety of ethnic backgrounds. Geographically, they came from five countries plus thirteen states. The countries were Republic of the Philippines, Australia, Malaysia, Jamaica and the Republic of Korea. The states were North Dakota, South Dakota, Utah, Arizona, Illinois, Montana, Wisconsin, Minnesota, New Mexico, Washington, Kansas, Maine and North Carolina.
 5. Because Lorimor, Iowa was not funded by CSA under this grant, statistics and learnings are not included in this report.

B. Mobile School Settings

"To take the three-week design to four types of communities and adapt the curriculum contents to the particular setting and participants."

In the HDTS:Gibson the Economic Cycle focused on marketing plan and managerial alterations for the Firehouse Restaurant. The Social Cycle produced a document of future proposals for Gibson Early Learning Center. The Cultural Cycle was concerned with effective leadership development through methods of indicative planning. Because more local residents could come in the evenings, a pedagogy training session for leadership was done around the evening meal.

In the HDTS:Tioga-Nicetown the Economic Cycle discerned a feasible T-shirt industry to be operated by the youth. The Cultural Cycle was done in the second week and focused on the fragmentation of the neighborhood's task. The Social Cycle was done in the third week with the focus on the compilation of urban services for youth and the presentation of the booklet of these services at the Youth Fair. Because more local residents could come in the evenings, the leadership pedagogy training was done around the evening meal. In addition resource panels of experts in particular programmatic arenas presented first hand information following the evening leadership pedagogy sessions. Tioga-Nicetown is not part of the Human Development Project Scheme of the ICA.

In the HDTs:Cannon Ball the Economic Cycle focused on creating a plan for expanding the welding industry, the shopping complex and the truck farm. In the second week the Community Forum Lab preceeded the Social Cycle with the week ending with an annual powwow. In the Social Cycle the products were a youth services directory, a day care center operations manual and a report on the community maintenance crew's past operation and future projection. In the Cultural Cycle there was concern with taking the learnings from Cannon Ball to other settlements on the Standing Rock reservation. The plan to impliment this was built. This cycle culminated in an assembly of 100 people from across the reservation where common steps of community development were discussed. Leadership pedagogy was held at lunch with the Roundtable in the evening.

In the HDTs:Pace the Economic Cycle focused on marketing plan, cash flow analysis and business projection for the new cultured marble etching industry for Pace. In the Social Cycle the products were a survey, estimate for renovation and sources for long range funding for a new community center for Pace. The Cultural Cycle built a five-year plan to enhance the community space plan and community engagement patterns particularly how all residents can share in the task of human development. Because more local residents could come at the lunch time, the Roundtable was done then to accommodate the felt need of methods for sustaining local community residents in the continued task of community care.

C. Multi-Track Participation

"To experiment with multi-track schools which provide a) comprehensive and inclusive contextual and practical training for in-residence full-time participants and b) units of training and participation in basic methods and skills to part-time host community residents."

This was accomplished in Tioga-Nicetown by having larger amounts of formal curriculum in the time period after six p.m. This included both the sustaining community in their overall care curriculum and resource panels related to the cycle work.

D. Full-time Leadership Training

"To equip full-time participant community leaders with the methods and skills of human development so they can be trainers of others in their own and adjacent communities."

This was accomplished through the fact that two of the local residents of Tioga-Nicetown were students in Schools previous to April 1, 1980, and then were faculty in both the Tioga-Nicetown and the Pace Schools. A Gibson resident has served on the faculty of two Schools. A Pace resident who participated in the 5th City and Lorimor Schools was on the faculty in the Pace School. In all Schools residents were trained in the Community Forum methods which they can use in other communities. In the HDTs:Pace some participants were from agencies in nearby towns in Mississippi, so their opportunities to use the group dynamics and motivity methods are frequent.

E. Part-time Host Community Training

"To acquaint part-time host community residents with basic methods awareness for more effective participation and work in their own communities"

In the Pace School one-quarter of the evening participants were part-time who learned how to lead conversations, workshops and motivate their community. These motivity methods include conducting a meeting, designing space in a room or in a whole community, designing a monthly and weekly time pattern and organizing community people. At noon the one-third of the participants were part-time and learned how to sustain people in the care of the community through conversations, study and reflections on the methods of the cycle work. In Tioga-Nicetown the part-time participants were present after 6 p.m. and the formal curriculum was emphasized in this four-hour block of time including leadership pedagogy and resource panels related to the cycle work.

A quote from a Gibson resident exemplifies this well:

"I learned that there are several very important ways to ask for grants for industries seeking operations in Gibson. I plan to start a small organization on leadership for the youth."

Sadie Moore

F. Evaluation and 1980-81 Scheduling

"To compile and evaluate the results of these Schools and project a schedule for the year 1980-81"

At the end of each School there was a faculty evaluation and a student evaluation. These were written into documents for Gibson and Tioga-Nicetown. Because of the elimination from the grant of faculty training and program refinements, the projected completion of similar documents for Pace and Cannon Ball and the compilation of these were not written into document form. The evaluation procedures of the Ivy City HDTs were used.

III. SCHOOL OPERATIONS

A. The Format

The curriculum content was kept consistent with three cycles: Economic, Social, Cultural and three labs: Community Forum, Imaginal Leadership and Profound Humanness and with daily contextual collegiums, leadership pedagogy and Roundtable. The School began with a six or seven a.m. breakfast and closed with 6:30-8:30 or 6:30-10:00 evening formal sessions. The School operated on a 6½ day week. A team of thirteen to eighteen staff was created for each school. Each staff was composed of four persons who had served on previous faculties.

B. The Curriculum

The curriculum created in February 1980 in Ivy City (Washington, D.C.) was used with only minor adaptations based on community needs. In the formal curriculum, the Cycles were the place where most adaptation is intended to be done since the content is dependent on the practical situation in the host community. In Tioga-Nicetown the Cycles were actually re-ordered to accommodate the actual formation of three organizations (guilds) whose tasks included putting into operation the T-shirt industry, compiling the youth services directory and orchestrating the Youth Fair to which 140 attended. The labs were most creatively adapted in Cannon Ball in order to actually begin the extension of Cannon Ball learnings into other settlements on the reservation. This required doing the Community Forum Lab at the beginning of the second week and holding an Assembly to begin

human development implimentation in Bullhead, Wakpala and Little Eagle. The mealtime curriculum was consistent throughout the four schools. The time of the pedagogy and Roundtable were shifted depending upon the training needs of the host community. In the non-formal curriculum, the evenings were structured according to the cultural patterns of the host community. For example in Tioga-Nicetown each evening ended with a disco in the lounge. In Pace the evenings were structured with movies, basketball, baseball, volleyball, table games and jigsaw puzzles. In celebrations, Cannon Ball was most innovative. The HDTs was scheduled during the annual powwow. This involved not only the School but everyone in the community working together in the preparation, orchestration and clean-up of a major celebration. In Gibson at the closing celebration the School performed a drama for the community. Pace made the most creative use of the excursion portion of the Labs. They attended the Homecoming Day for singer B. B. King in his hometown of Indianola, Mississippi; visited the Florewood Plantation; a state park depicting turn-of-the-century cotton plantation life; and listening to poetist, Nikki Giovanni, read her poetry expressing the emotions of the 1980's. This non-formal curriculum provided interchange among students and distance on the formal curriculum.

C. The Participants

The students were organized into teams of 10 to 20 full-time participants. This was the basic working unit for leadership pedagogy, cycles, lab work and enablement tasks. In some Schools the Roundtable time was done as two teams and in other Schools as an Assembly. The Assembly was the total School and was the configuration used for breakfast, lectures, celebrations and in some Schools the Roundtable. The Chart (Plate 1) describes the three track system of nine categories of participants.

D. The Faculty and Staff

Each School's total faculty combined at least four ICA staff who had been in one or more HDTs with other ICA staff and local community resident staff who were faculty-in-training. Additional ICA staff, regional volunteers and community residents were the support staff. The experienced faculty took responsibility for the overall curriculum, total faculty training and participants care. The faculty-in-training took responsibility for leading sections of the curriculum and particular sessions. The support staff took responsibility for the practices including facility set-up, decor, kitchen organization, food preparation, meal planning, repairs, materials purchases, equipment procurement, on-going purchases, and pick-ups.

IV. PROGRAM EVALUATION/STANDARDS OF EFFECTIVENESS

A. School Goals

1. "The HDTs intent is to increase the participants capacity to use effective methods for comprehensive community planning which is built on the assumption of coordinating federal, state and local government resources as well as that of the private sector and volunteer agencies."

ICA

HDTS ATTENDANCE

September 30, 1980

Plate 1

Multi-School Track Site Categories		GIBSON	TIOGA-NICETOWN	PACE	CANNON BALL
National Track	Local Community Leadership	4	15	13	13
	Regional Consultants	5	8	6	7
	Agency Represent'n	4	5	24	10
	ICA Auxiliaries	8	12	15	9
Local Track	Host Coordinators	3	4	4	3
	Emerging Community Leaders	9	15	6	10
	Local Residents	76	97	40	15
School Staff	Continental Assigned	9	12	12	10
	Local Assigned	4	2	6	5
TOTALS		122	170	126	82

This was accomplished. In Tioga-Nicetown, agency personnel visited the School during lunch time and participated in evening panels when large numbers of host community residents were present. In all Schools the foundations of indicative planning methods were taught in a two-day session a minimum of two times during the School. In two Schools compilations of youth service resources available from the public and private sector structures were made.

2. "The methods used have been developed from the perspective of problem-solving, teamwork and motivational skills and are based on the concept of broad local participation."

This was accomplished. The enrollment figures from the Schools reveal the large numbers of host community participants who were able to be trained only because the School was in their community. The emphasis on the team with operational guidelines as the basic unit was experienced as a practical way to allow local resident teams to be effective. Students rotated leadership roles throughout the School and faculty evaluation of their work was detailed. Students were given opportunities to play the same role more than once so they gained confidence. The actual solving of problems in the Cycles was transferred to students while they participated in the methods of making an economic venture viable, the methods of linking a local community service to the city or regional structures and the methods of contradiction analysis and tactical thinking taught through community indicative planning sessions.

3. "The content of the curriculum is focused on the "how-to" with regards to the communities need, plans and practical requirement for effective implementation and on the particular contradiction of the host community."

This was accomplished. The contents of the Cycles were geared to the contradictions of the host community. For example in Cannonball there was not a systematic plan to share learnings with the other settlements on the reservation. In Cannon Ball the content of the Community Forum Lab and the Cultural Cycle gave the host community a concrete plan for taking what they had learned to other communities on the reservation. The content of the pedagogy sessions was geared to the particular community. In the excursions of the Labs in Pace, the content focused on re-articulating the past gifts (at the Flörewood Plantation), on affirmation of the present (at the B. B. King Homecoming Day), and hope in the future (at the poetry reading event).

B. Curriculum Revision

The same curriculum was used in the rural and urban settings. The useability of the curriculum is evident in the fact that two residents of Tioga-Nicetown, one from Gibson, one from Pace and one from Cannon Ball have now held the role of HDTs faculty. The fact that the Cycles were taught in different sequences indicates the independence of each section. There were a number of host community participants who came for a 3-day

Cycle or Lab and were able to grasp all that went on. This indicates the independence of each cycle. The appropriateness of the curriculum is best described by the following quotes:

"I learned ways to deepen my understanding of action around me. I now feel I am able to be not only an effective leader but a more determined and effective person."

Lewellyn Beardsley
Charlotteville, N. Y.

"My encounter with the HDTs was just great. It was most helpful during the Town Meeting (Community Forum) which gives you a chance to look at other communities and their concerns."

Willie Peterkin
Gibson, N. C.

"I learned how to care, to get involved with my community, to do something to better the life of Cannon Ball People, to turn ideas into reality."

Claude Brave Bull
Cannon Ball, N. D.

"Through the Town Meeting (Community Forum) approach I learned an effective problem-solving method for community development and growth."

Pat Naylor
New Haven, CT

C. Individual Participant Benefits

The participants repeatedly talked about how actually playing a leadership role before a group in the Community Forum allowed them to see new ways to do planning in their own community. In the Cycles participants were amazed at the wisdom which was available in their team at the School. The resource panels in Gibson and Tioga-Nicetown brought the federal and state human resources into the host community. In Pace and Cannonball there were visits to federal and state agencies to make the links between the host community and regional structures. Their own abilities to be teachers, became most evident to the participants in the leadership pedagogy sessions and the Labs. The work days and celebrations were great events to practice practical skills in implementing local events.

D. Local Community Benefits

In Tioga-Nicetown one of the foundational contradictions was the limited engagement mechanisms for youth. Through the opening of the T-shirt industry, the youth services directory and the Youth Fair this issue began to be dealt with. In Cannon Ball, the community articulated the need to begin taking what they had learned to other communities on their reservation. Many communities had asked Cannon Ball for assistance but the community leadership did not have a systematic plan for sharing their new expertise. The Community Forum Lab and the Cultural Cycle allowed

that systematic plan to emerge. In Pace some agency people from the county and region came to participate in the School and identify the linkages between these resources and local expertise. The participants from other communities, states and countries provided, in the non-formal curriculum, expansive interchange of how similar issues are being faced. One participant said, "I got in touch for the first time with the global perspective--the interdependence of happenings in this world." (Magaly Reyes, Albany, New York.) Another participant said, "The methods workshops were valuable for me in that they taught organizational methods which can be applied to any situation." (Tanager Kastner, Farmington, Maine).

V. SCHOOL EVALUATION

A. Evaluation as Process

As in previous schools, the evaluation process began from the first day and continued with daily periods of conversational reflection which revealed how well participants were responding to the School curriculum. Furthermore, indirect evaluation occurred every time a participant was before the group in some kind of leading or reporting role. This paved the way for the intensive evaluation which occurred toward the end of each School which included written evaluation (asking students and faculty various questions about the School), verbal evaluations (gathering student and faculty responses to group conversations), and more indirect evaluations by noting how participants carry out what they have learned. In this way the four HDTs built into their operation the methods to guarantee participant feedback, faculty finesse and agency monitoring.

B. Participant Feedback

The participant feedback methods developed in February 1980 in the Ivy City School were implemented in these four Schools. The most intensive sessions on the Friday nights and Saturdays of the third week allowed for several hours of reflection. All of this enabled participants to grasp how it is they could stand back and evaluate their own local situations and continuously create new approaches. These evaluation times elicit such responses as:

"The basic thing I learned was that in order to get any basic project for a community off the ground one must start at the grassroots level."

Magaly Reyes
Albany, New York

"The thing that excited me the most is the art form method, which enables me to lead a conversation on any subject. The art form can be used in meetings or general conversation."

James Harris
Gibson, North Carolina

"This has taught me not only the effective use of problem-solving and planning skills but has given me new insights into the actual meaning and power of cultural events and symbols."

Paul Noah
Chicago, Illinois

C. Faculty Evaluation/Debriefing

The final faculty evaluation for the Schools each combined the steps of key objective data, reflection on the unique breakthroughs of the Schools, arenas of contradiction, and finally strategic directions for the future. Ongoing evaluations occurred most helpfully at the faculty sessions beginning each day and on the Sunday debriefing. Both Tioga-Nicetown and the Gibson Schools found the Sunday evaluation after the first week a signal time in creating common faculty directions for the remainder of the School.

D. Agency Monitoring

The Institute of Cultural Affairs continued a variety of monitoring methods through each of these four schools:

1. There were daily phone conversations between the deanery and the Chicago Continental Office. These included conversations with the Operations Division Coordinator, Justin Morrill, the Program Manager, Mark Welch, the Development Division Coordinator, Joel Wright, the Grants Manager, James Kilgore, and the International Executive Directorate, Kay Lush.
2. Chicago Office staff occasionally were able to visit certain of the Schools. For example, James Kilgore was on site at Gibson to help set-up the financial procedures. Mark Welch visited Cannon Ball four months prior to the School to insure effective set-up. Both Justin Morrill and Mark Welch visited the Tioga-Nicetown School. Justin Morrill was on the faculty of the Gibson School.
3. Reports of each of the Schools have been received by the Training Department of the ICA:Chicago Operations Division. They are now being used in setting up future Schools. The experience of these four Schools has indicated that the curriculum for this School is precisely what local community leadership wants and needs. This time frame would be very adequate for training committed agency personnel. However, local community residents are better able to participate in training in shorter periods of time over a year. For example, one five-to-seven session cycle or lab held in the local community each month. Leadership pedagogy could be part of the format of week night community gatherings and meetings.

VI. LEARNINGS

A. Set-up

The whole set-up process is greatly enabled by the presence of an advance team at least 60 days before the School to help brief the set-up staff on the details and the prioritized time line of the set-up process. Many of the frustrations during the first few days of the faculty presence at Tioga-Nicetown were due to unavoidable gaps in the set-up journey. This was occasioned by the absence of an experienced set-up team previous to the last week of the HDTS preparation. Recruitment from outside the community is often easier than from within. Consequently, the effort of local framing (contacting the multiple leadership of the

host community) and recruitment needs to begin eight weeks prior to the School and consistently build up to the opening date. Furthermore, it can continue all through the School. Successful School events motivate participation in succeeding events. Lastly, during recruitment it is crucial to context accurately and carefully all those who come to participate. People accustomed to 9 to 5 conferences are often overwhelmed with the intensity of a 6 a.m. to 9 p.m. schedule. The faculty felt that the participants at the Pace HDTS would have had a smoother experience if they had known in more detail what to expect.

B. Participant Make-up

The Pace and Tioga-Nicotown Schools affirmed once again the gift of participants with diverse backgrounds at a School. People from within and outside of the community, people of various cultural and ethnic backgrounds, people from local situations and those from agencies, people from the rural as well as the urban, people of various age groupings all make a dramatic sign (particularly to the host community) that a whole community can work together. The workday in the black neighborhood of Tioga-Nicotown shocked the residents as they saw black and white, young and old working as a team. It was discovered that if a solid core of ten to fifteen is present in a School, then it is much easier to balance and welcome those who are part-time participants. More than likely most of the solid core will be those who have come from outside the community. It is our experience that many part-time participants can glean a great deal of data out of a 3-day segment. An example of this is Jamie Hassan of the Tioga-Nicotown School who returned to his local community and set-up a series of training and functional skills programs with 50 men.

C. Content

Cycles that focused on a clearly recognized local community contradiction or locally felt need were those that had greatest impact and positive motivity to the host community. In Pace, while the cultured marble industry is a well-thought through project that does address the underlying contradiction, the fact that the contradiction is not yet perceived, and therefore, motivity for the industry is low. On the other hand in Gibson, the Firehouse Restaurant elicited great enthusiasm and support because it has become a signal of the new in Gibson, although it does not deal to a great extent with the economic contradiction of the community. The faculty was also pleased that the nature of the curriculum construct allowed for great flexibility in sequence and timing of the methods. In Cannon Ball the lab and cycle were reversed in the second week. In Tioga-Nicotown major curriculum events were planned for the evenings. Most participants came eager to learn, to experiment, to grasp and utilize new methods. Participants need to be in front of the group experiencing leadership roles at least leading relatively simple procedures by the second or third day. The initial sessions on the art form method allow that to happen. Most participants showed depth enthusiasm when they were given the responsibility of leading a section of the Community Forum. As an event a student leads comes off well, his confidence deepens and he is able to take on broader leadership roles.

D. Space and Facility

Key to the transformation of facilities is well-prepared decor.

Any room can become pedagogically helpful when charts, pictures, and quotes remind those who enter of the context and goal of the HDTs. In each School the Earthrise picture had a powerful impact. Decor does take a good deal of time to create and needs to be planned early in the set-up process. Both Pace and Tioga-Nicetown experienced difficulties in completing all the requirements for an adequate facility. The plumbing system was not complete for several days into the School. The most helpful step is to bring participants into the decision making that makes the best use of the facilities available. Using the creativity of the group allows for corporate decisions to be made.

E. Faculty

If the practices are handled with adequate support staff, then a school can be done very well with a core of four faculty who have taught in this School before and five others who are experienced ICA faculty. For all the Schools (but particularly in Schools with mixed ethnic setting), the presence of an international faculty strengthens the effectivity of the faculty. For example, in the Tioga-Nicetown the presence of Prabhaker James, ICA staff from India, immediately made the methods global ones, not white methods or black methods. Constant training of new faculty is crucial. It was this on-going effort that permitted Tioga-Nicetown, Pace and Gibson to send trained faculty to other HDTs. Gibson, Pace, and Tioga-Nicetown created three faculty teams which alternated the major responsibilities of cycle orchestration, enablement and preparation for the next major curriculum segment. The effectivity of this design depends upon the support staff taking major responsibility for practices so that all faculty can be present at all gatherings of the entire School.

F. Future Designs

It is clear that each section of the HDTs stands on its own and could be done as a module in a local community. The cycles and the labs could be done in five-to-seven sessions in two or three days. The methods pedagogy series could be combined into one-day workshops. The daily Roundtable could be incorporated into an on-going neighborhood meeting format. Very often we discovered the targeted constituency of local community residents really hoped for could not manage to take off a full three weeks at once. Consequently, the use of two or three day modules would be an ideal way to reach the local people who need and want such opportunities. The construct is now at a point where the entire three-week block could be made available to a variety of agencies.

VII. CSA RELATIONS

There are three major intentions of the ICA in relating to CSA and its agencies during this four month period. The first intention was to invite dialogue with CSA in Washington, D.C. Mr. Mark Welch of ICA had numerous telephone conversations with Ms. Devra Bloom of the Washington, D.C. CSA office. The second intention was to provide regular reports on the progress of the program. The first report was submitted for the period ending December 31, 1979 at the end of two construct-building Schools. Questions were answered after this report. The second report was submitted for the period ending March 15, 1980 at the end of the course refinement work done in the Ivy City School. Questions were answered

after this report. This third and final program report documents the participant and community benefits from four Schools in the testing phase of the HDTS. This final summary was compiled from evaluation reports from each of these four Schools. Because HDTS:Lorimor was not funded by CSA the documentation of that School is not included. It was part of this testing phase. The third intention was to explore with CSA ways to cooperate in additional training events, seminars and curriculum creation. The Research Division presented proposals for future curriculum creation at the July 1980 Research Assembly. Several task forces worked on these proposals and a training group has been assigned to work with the Research Division in this curriculum creation. These curriculum creation plans are currently under continued discussion.

HUMAN DEVELOPMENT TRAINING SCHOOL

Submitted to

Community Services Administration
March, 1980

By

Institute of Cultural Affairs
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HUMAN DEVELOPMENT TRAINING SCHOOL

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HUMAN DEVELOPMENT TRAINING SCHOOL
AMENDMENT TO ORIGINAL GRANT
WORK PROGRAM

I. ICA COMMUNITY TRAINING HISTORY

Beginning in 1963, Fifth City, an inner-city neighborhood on Chicago's West Side, has evolved into a demonstration of locally based, comprehensive socio-economic and human development. Through the learnings of the Fifth City Project, methods have been invented by The Institute of Cultural Affairs (ICA) which have been used in catalyzing Human Development Projects (HDP) in some 149 locations in 25 nations. Seventeen of the HDPs are located in the United States. In addition to Fifth City, three were initiated in 1976-77, twelve in 1978 and one in 1979. The HDPs are spread geographically with four in the Northeast, four in the South, four in the West, four in the North Central area and one in Alaska. The HDPs are both rural and urban and ethnically diverse among Rural White, Inner City Black, Hispanic, and Native American.

By 1976 a training instrument for this rapid expansion of HDPs around the world became necessary. The focus of this instrument has now become the Human Development Training School (HDTs) with a practical curriculum to use in training local community residents in the methods of HDPs. An eight-week design was created and used in India and adapted to other Lesser Developed Countries (LDC).

By June 1978 the ICA planned its first HDTs in the United States to serve the then existing 15 HDPs. A major redesign was necessary to create an HDTs for an urban, developed nation vastly different from rural LDC locations. School curriculum work was done under a grant from the Department of Housing and Urban Development (HUD) in 1978-1979. In the midst of this in order to test and refine the curriculum, the first HDTs in the United States was held on the eight-week design in January-February 1979 in Fifth City.

This first test revealed that a great deal of work needed to be done on the curriculum which was continued under the HUD grant and into June 1979. In July 1979 at The Institute of Cultural Affairs - Chicago, representatives from around the world and the United States gathered for a Research Assembly. One of the Assembly task forces was assigned the work of designing a three-week HDTs to facilitate mobility across the world and the United States.

This three-week curriculum was further adapted to the needs of the United States in September and was used in an eight-week configuration during October-December 1979 with a rhythm of three-week school, one-week evaluation, three-weeks of the school and one-week evaluation. Within two weeks after reports from the October-December event, there had been requests by seven communities in the United States to host the school between February and July.

II. THE PROJECTED SCHOOLS

A. The Objectives

Building on the experience, evaluation, request and recommendations of the previously held HDTSS the School during April 1 to August 31, 1980 will have six primary objectives:

1. To provide 50-70 participants in each School skill in methods for economic, social and human development and leadership skills for use in small towns and urban neighborhoods.
2. To take the three-week design to four types of communities and adapt the curriculum contents to the particular setting and participants.
3. To experiment with multi-track schools which provide a) comprehensive and inclusive contextual and practical training for in-residence full-time participants and b) units of training and participation in basic methods and skills to part-time host community residents.
4. To equip full-time participant community leaders with the methods and skills of human development so they can be trainers of others in their own and adjacent communities.
5. To acquaint part-time host community residents with basic methods awareness for more effective participation and work in their own community.
6. To compile and evaluate the results of these Schools and project a schedule for the year 1980-81.

B. The Rationale

The objectives stated above were born out of a rationale which was initially conceived in the Summer of 1979 and confirmed through the Fall 1979 Schools by the participants of those Schools, the Grant Advisory Board, the ICA Board of Directors and the HDP Project Directors. The values held in building this rationale for mobile Schools is as follows:

1. Geographic proximity of the HDTSS to more local communities.
2. The HDTSS impact on Fifth City community accelerated local residents' own on-going neighborhood programs. The mobile School will provide a similar impact in four other host communities.
3. Each new community providing different issues from which the School can learn.
4. Testing the applicability of the curriculum design in a variety of situations.
5. Greater effectiveness in reaching the poor of local communities who are hesitant to be away from home for extended periods of time.

6. Ability to train groups of people from one community and from surrounding communities rather than the one or two community representatives, on an average, that did attend in Chicago.
7. Demonstrate and evaluate the School in both urban and rural communities.

C. The Format

In order to accomplish these objectives the HDTs as presently designed will be taught in four locations in both urban neighborhoods and rural towns. There will be an emphasis on keeping the curriculum design consistent, the curriculum methods defined and the curriculum content appropriate to the community in which it is being taught.

There will be a team of sixteen staff in each HDTs. It is intended that during this time faculty will be trained and geared toward the needs of 1980-81. An apprentice faculty system will be created.

D. The Curriculum Design

1. Formal Curriculum

The formal curriculum focuses on comprehensive human development in three major cycles: economic self-sustenance, social self-reliance and community self-confidence.

a. Cycles

The Cycle is the heart of the curriculum. Each cycle includes specific program arena content which deals with a specific contradiction facing the community where the HDTs is being hosted. The theoretical framework and practical experiences for catalyzing rapid development in the community is explored. Each cycle includes practical fieldwork in the community. In order to know of and learn how to gain access to the resources currently or potentially available, there are visits to regional and state public and private agencies and institutions.

b. Labs

Accompanying each cycle are three major labs: (1) The Imaginal Leadership Lab demonstrating effective community leadership skills for corporate care in a local situation; (2) The Community Forum Lab demonstrating methods for corporate community planning; (3) The Profound Humanness Lab experiencing the means to continue for many years as the leadership in a local community. These labs include contextual excursions, classroom activities, and actual doing of the methods learned.

c. Mealtimes

The mealtimes provide an opportunity for staff and participants to reflect on the methods and training used. During breakfasts, conversations are held on the meaning of various quotations from historical and contemporary leaders and a discussion on current news events. This is also a time for context expanding talks followed by discussions. At

lunchtime, participants are tutored in methods of structured group conversation, building workshops and doing community planning. The evening meal is a time for reflection on life experiences through conversations, discussion of life images, and games related to the language of the day's work.

2. Non-Formal Curriculum

The non-formal curriculum refers to the awareness that the total time, space and relations are a crucial part of the educational process.

Each evening ends with a period where participants and faculty are encouraged to meet informally in the lounge. Games, puzzles, TV, reading material and music provide an atmosphere for discussions. Team work on practical tasks encourage this type of interchange. This also provides an outlet from the strenuous intellectual work of the formal curriculum. Saturday night celebrations are another opportunity for creativity and for socializing. The unstructured time on Sunday allows time for participants to explore the geography and do personal reflection.

E. The Participant Selection

The 50-80 participants in each school will be recruited with the following criteria:

I. National Track -- 30

These will be the full-time in-residence, participants in the School for not less than one week and at least one-half for three weeks. They will come from communities other than the host community. The sources will be as follows:

-Local Community Leadership	14
-Regional Consultants	6
-Agency Representatives	5
-ICA Auxiliaries	5

II. Local Track -- 32

These participants will be from the host community. A large number will be part-time and non-resident participating in particular time blocks or specific constructs. The sources will be as follows:

-Host Coordinators	2
-Emerging Community Leaders	10
-Local Residents	20

III. School Staff -- 16

The staff of each school is composed of persons from the ICA full-time staff and consultants with extensive experience and training in ICA programs and training. Four of these will be staff-in-training who will also serve in support system roles.

-Continental Assigned	12
-Local Assigned	4

There is a careful screening to effect a balance of men and women and ethnic minorities.

F. The Staff Guidelines

Each HDTS will require a staff of sixteen including three deans: a faculty dean, curriculum dean and a participant dean. Four of the staff will be in supportive and training positions. Those selected will have had experience in Human Development Projects both in the United States and across the world. The staff will include persons who are presently key leadership in Human Development Projects. In order to maximize the advantages from learnings and refinements created in Fifth City, Ivy City and Lorimor, at least three of the primary teaching staff assigned will have taught in one or more of these previous HDTSSs. The staff will be inclusive of the ethnic minorities participating in the school and will be a balance of men and women. Staff will include both urban and rural experiences.

In addition to these staff, part-time and visiting faculty will be employed who are particularly equipped with expertise, know-how and skills related to the curriculum. These will be drawn from the resources of private organizations and public agencies primarily from the area where each School is held.

III. THE NINE MONTH PHASING

The following illustrates the January-August 1980 Phasing:

A. January - 1980

1. Refine and finalize locations and numbers of HDTSSs.
2. Do community modules of 5 days in duration in nine projects, January through March focusing on leadership development and appropriate programmatic needs.
Scheduled: Starks, Maine
Charlotteville, New York
Cusick, Washington
Indiahoma, Oklahoma
Richgrove, California
Asherton, Texas
Pisinemo, Arizona
Minto, Alaska
Widen, West Virginia
3. Initiate staff selection for February for the School to be held in Ivy City, Washington, D. C.
4. Create Financial Management System for local schools.

B. February - 1980

1. Finalize and print materials for HDTSS.
2. Faculty on-site for the School.
3. Begin first HDTSS in Ivy City.
4. Begin set-up for Gibson School in April and Lorimor School in March reflecting on the learning of the Fall schools and Ivy City.

C. March - 1980

1. Ivy City evaluation.
2. Major faculty evaluation on set-up procedures, curriculum refinements, faculty preparation and School enablement.
3. Create Quarter Report for CSA and ICA.
4. Begin set-up for Schools in May and June in Tioga-Nicetown Philadelphia, PA, Pace, MS, and Cannonball, ND.
5. Submit financial reports to CSA and ICA.
6. Begin Lorimor, Iowa School.

D. April - 1980

1. Lorimor evaluation.
2. Faculty on-site for Gibson School.
3. Begin School in Gibson, NC.
4. Gibson evaluation.

E. May - 1980

1. Faculty on-site for Tioga-Nicetown School.
2. Begin School in Tioga-Nicetown.
3. Faculty on-site for Pace and Cannonball Schools.
4. Tioga-Nicetown Evaluation.

F. June - 1980

1. Begin Schools in Pace and Cannonball.
2. Create Quarter Report and Financial Statements for CSA and ICA.

G. July-August - 1980

1. Faculty training in Chicago.
2. Two week post-school evaluation and refinement in dialogue with faculties, participants, local community leaders, projected faculty and ICA staff from around the world.
3. Write final report for CSA and ICA
4. Complete Audit of Grant.
5. Create plans for 1980-81 schedule.

H. Phasing Time-Line

1. Begin School set-up (faculty preparation and recruitment) ten weeks in advance with continual monitoring from Chicago.
2. Faculty to be on-site one week in advance to prepare and make curriculum adjustments.
3. Faculty remains on-site for evaluation of the School.
4. Local ICA staff submits evaluation of effects of the School one month and three months after the School.

IV. EVALUATION/STANDARDS OF EFFECTIVENESS

A. Evaluation of Program

The Human Development Training School goals are related to the CSA Standards of Effectiveness as follows:

1. The HDTSSs intent is to increase the participants capacity to use effective methods for comprehensive community planning which is built on the assumption of coordinating federal, state and local government resources as well as that of the private sector and volunteer agencies.
2. The methods used have been developed from the prospective of problem-solving, teamwork and motivational skills and are based on the concept of broad local participation.
3. The content of the curriculum is focused on the "how-to" with regards to the communities need, plans and practical requirement for effective implementation and on the particular contradictions of the host community.

To this end the School has been created to release the innovative insights of the participants for full involvement in their community as fully self-sufficient.

The evaluation of the School as it relates to the goals and standard of effectiveness are as follows:

1. Curriculum Revision
 - a. Creation of method of the cycles for use in any local community independent of the whole curriculum.
 - b. The evident teachability of the curriculum by participants.
 - c. Local feasibility and appropriateness of the curriculum.
 - d. Curriculum that can be used by both the needs of the urban and rural in more developed nations.
2. Individual Participant Benefits
 - a. Increased knowledge and use of planning methods.
 - b. Identification and use of federal, state and local resources and technical expertise within the local community.
 - c. Ability to teach cycles and labs from the curriculum.
 - d. Practical skills in implementing local plans.

3. Local Community Benefits
 - a. Practical program contradictions identified and dealt with from the HDTSS comprehensive study of overall community development.
 - b. Specific identification within the curriculum of federal, state and local resources and technical assistance to the local community.
 - c. Tested methods from planning consultations either general or specific.
 - d. Interchange from communities in the United States who are engaged in similar issues.
 - e. Job opportunities would be enhanced due to the planning and implementation skills acquired in the HDTSS.

The methods employed for the evaluation of these objectives as realistic and consistent with CSA Standards of Effectiveness are as follows:

1. Written evaluations from participants and staff.
2. Oral reflection by the staff and participants.
3. Involvement of a significant number of people outside of ICA projects.
4. The use of outside consultants.
5. Follow-up and evaluation of the HDTSS effect within selected communities represented by the participants.

B. Relationship with CSA

It is the intent of the HDTSS to relate to the sponsoring agent as follows:

1. The selection, with the approval of CSA, of up to ten agency people to participate in the HDTSS as an experiment to determine the appropriateness of the curriculum for agency staff.
2. To provide regular reports on the progress of the program and a final report.
3. To be willing to explore with CSA ways to cooperate in additional training events, seminars and curriculum creation.