

H.D.T.S. SET-UP NORTH AMERICA
January-July 1980

Dear Project Directors:

Attached are some sheets that will give you guideline to begin setting up your HDTS.

The scheduling of these Schools is being done through Global Operations Centrum.

The curriculum refinements and materials are being done by Global Research Centrum.

The unified budgets and public image for these Schools in the next six months need to be worked through during the first fifteen days in January. The concern is a unified picture for all funding sources. The Public Patrol in Global Development Centrum and Global Management Centrum will be working this through.

There are plenty of other things to do between now and then. Work on Community Readiness. Please keep in touch.

Grace and Peace,



Margie A. Tomlinson
for Global Research Centrum

H.D.T.S. COMMUNITY READINESS

Context	The major criteria for doing a Human Development Training School is <u>community readiness</u> . The community issues an invitation, preferably in writing, requesting to host the School.
Community Dean	The community has a person who has preferably been through the HDTS, cares deeply about the community, who will commit himself to being the community dean. This is a critical 5am to 10pm role for three weeks. It is the community dean who provides the presence and courage for all the community to participate.
Community Participation	The image is that every human being in the community participates in the School, because we intend to deposit foundational methods in the community as a whole. This requires community organized structures so the practices and classroom work are an opportunity for every person. Some people may be able to participate in lunch pedagogy, in roundtable or in the labs. Some will take their vacation to participate full-time, others may take off three days for a cycle or a lab. What is critical is infusing methods across the community. Community readiness means massive participation plus full-time commitment by the core. The method for doing this commitment is stake calling, door-by-door, and registering people. To repeat, participation in the HDTS requires a significant number of the catalytic core in full-time attendance and many others who will attend for one week or less. There will need to be full-time participants from other communities where town meetings have been held and from other serious human development efforts in the region and area.
Community Hosting	The greatest interchange may be for participants who come from outside the community to be hosted in homes of residents.
Community Space	It is obvious that a community plenary space and group meeting spaces will need to be located. Also staff housing facilities need to be thought through to provide the kind of space conducive to making critical decisions and doing corporate and solitary preparation.
Community Contradictions	The community is willing to expose the important contradiction in the economic, the social and the cultural arenas (3 total) and is prepared to pull together the objective data on these prior to the School. This involves a great deal of pain. The community is willing to set-up the framing and initial visits for town meetings to be done in nearby communities.

H.D.T.S. BROCHURE GUIDELINES

RECOMMENDATION:

Use the same size and basic format of the Human Development Training School Fifth City brochure of Quarter II, 1979-80.

IN ADDITION:

1. The front cover would incorporate your project grid and the name and state of your project.
2. The second page would keep the "TRAINING practical methodology for comprehensive community development" and the paragraph below that title. Also keep the italic on the "ICA has developed this framework..." sentence. Replace the three pictures with three from your project, with accompanying appropriate titles.
3. Keep the "TRAINING for effective action" and the right hand page as is. The inside would contain the program design attached plus the following 3 paragraphs.
THE SCHOOL FORMAT The school will be divided into three one-week sessions. The first week is focused on self-sustenance. The second week is concerned with building self-reliance and the third week with eliciting self-confidence.
THE CURRICULUM DESIGN The three major cycles of study focus on comprehensive Human Development in the economic, social and cultural arenas. Each cycle includes specific methods which deal with the theoretical framework and the practical implementation for catalyzing lasting development in the community.
THE FACULTY OF THE HDTS The faculty of the HDTS have all worked extensively in Human Development projects across the world and bring both methodological and practical insight to the training school. Student and faculty work closely together in classroom and community, forming an essential collegiality in the life of the school.
4. The back cover keeps the "ICA is..." and the standard symbols. The Participant Information would read:
 - The School is focused on the skills needed by local citizens in small towns and urban neighborhoods in North America.
 - Attendance for full 3 weeks, March 2-23, 1980, is recommended. Limited numbers will be permitted to register for shorter periods of time.
 - The cost of the HDTS is \$135 per individual. This covers all basic expenses, including food, lodging and program costs. A registration fee of \$45 should be sent prior to the opening date. Limited scholarship funds are available.
 - For persons planning to attend only part of the 3-week School the cost is \$45 per week. Limited numbers of 3-day session participants may register at the weekly fee.

HUMAN DEVELOPMENT TRAINING SCHOOL CURRICULUM DESIGN							
ECONOMIC			SOCIAL			CULTURAL	
ECONOMIC CYCLE	IMAGINAL LEADERSHIP LAB	REFLECTION	SOCIAL CYCLE	COMMUNITY FORUM LAB	REFLECTION	CULTURAL CYCLE	PROFOUND HUMANNESS LAB
		GRADUATION					

H.D.T.S. FOOD SERVICE RATIONALE

MENUS	Menus for the HDTS feature low-cost, nutritional dishes. The weekly and daily rationale emphasizes high protein breakfasts, which supply from all of the five food-groups adequate energy for the day's work. In North America this is an image shift for some because the large meal often comes at the end of the day. Snacks and lunches together cover another set of the five food-groups. Dinners are imaged as light one-dish suppers, featuring complimentary protein casseroles, which over three days feature a small amount of meat. Diversity, attractiveness of food on the plate--including garnish, color contrast, texture contrast, plus the use of spices--enhance any meal. In the second week the breakfast menus are part of the experience of the contextual collegium and reflect the common foods of each UR.
PERSONNEL CONTEXT	Short courses to the preparation team allow contexting local people on the use of the five food-groups, and the image of a sustaining breakfast and light dinner. Samples of the weekly menu plan for three weeks in the latest school are attached as a guideline. Menus will be made available as required.
FOOD COORDINATION	A food service coordinator is required. Wonder team enablement provide the manpower. The coordinator is responsible for supervising wonder teams, planning menus, purchasing food and purchasing food service items. The wonder teams cook, wash dishes, and keep the kitchen clean. Teams rotated through morning and afternoon snack service as well as through table set, food serve and table clear. It is recommended that the community hire a cook to do the major cooking tasks.
PROCUREMENT IMAGE AND SYSTEM	A full in-kind campaign for food a month before the school is critical to low cost. The image is in-kind the total food needs. Regular in-kind pickups set with vending services, produce vendors, bakers and so forth ease the cost of perishable items. A weekly inventory should be taken on Wednesday and food for the next week ordered on Thursday. Especially low cost items are eggs, protein extender and beans. Store purchases should concentrate on sale items and damaged goods which are sometimes cheaper than wholesale prices. The image of \$2.00 per meal per participant with over half of that in-kind is another way to talk about the budget. Inventory control, purchase or procurement sheets and menu-food requirement checklists are required. With the image of everyone in the community registered for some part of the school we can expect the number of people being served at each meal to be different--so we do have to plan this in ahead of time.
EQUIPMENT NEEDS	As fully equipped a kitchen as possible eases many of the headaches of food service. Many needed materials can be borrowed or purchased second hand. The following is <u>not a comprehensive list</u> but includes the basic necessities for food service. An army field kitchen is the image. Where a commercial dishwasher is not available recommend using disposable dishes.

Table Service

9 in plates

6 in plates

12 oz bowls

5 oz juice cups

8 oz hot cups

silver ware

napkins

platters (2 for each 5 people)

serving bowls (2 for each 5 people)

ladles

juice pitchers (1 for each 5 people)

coffee servers (1 for each 5 people)

teapots (1 for each 10 people)

Kitchen EquipmentHeavy Duty Mixes, 6 burner stove, 2 large ovens, chest freezer,
2 refrigerators, dish washer, 2 each 90 cup coffee urns,

at least 2 each: 10 gallon mixing bowls

10 gallon cooking pot

3 gallon cooking pot

1 gallon cooking pot

oven trays (at least 6)

baking pans (at least 6)

fry pans or equivalent

Cleansing itemsdish soap, bleach, scrub brush, chore boys, handwipes, or disposable
rags, garbage bags, soaking concentrate, ajax cleanser, rag mops,
brooms, dust pans.

H.D.T.S. INKIND SAMPLE LIST

SET-UP

Housing:

Tents, cots/mattresses, blankets, sheets, pillow cases, pillows
towels, wash clothes, hand soap, laundry soap

Cleaning Supplies:

Mops, pails, brooms, dust mops, detergent, rags, floor wax, vacuum
cleaner

Decor Items

Hammer, Nails, Staple gun, staples, masking tape, thumb tacks, mount-
ing paper, markers, matt board, colored paper

PRODUCTION

Paper, copy machine, ditto machine, spirit fluid, ditto masters,
rulers, staplers, markers, pens, pencils, white out, correct
tape, typewriters, masking tape

FOOD STUFFS

Meats, hamburger, chicken turkey, beef stew, liver. Produce,
Fruits, lettuce, potatoes, carrots, beans, onions, ginger, etc
Staples, flour, sugar, salt, pepper, rice, oatmeal, cereals, coffee,
tea, cocoa,

Canned goods, vegetables, fruits, soup, spaghetti, fruit juices

Spices

Kitchen Equipment

H.D.T.S. SAMPLE PROPOSAL

Curriculum	<p>The Human Development Training School is a three-week in residence program to equip local residents in the foundational methods of effective, comprehensive community development. These methods involve the means to solve problems, create teams and elicit motivity with the involvement of a broad-base of community residents. The focus of the curriculum cycles is on methods that allow a community to implement its cision. This involves both the self-sufficiency within the community and the effective delivery of resources available in the public, private and voluntary sectors of society as a whole. The focus of the curriculum labs is the methods of community teamwork, decision-making and sustain community momentum.</p>
Benefits	<p>The Human Development Training School is directly beneficial to accelerating the revitalization of a community's development in two major ways. First it catalyzes the motivation of the community leadership of the host community where the training methods are applied. Secondly, it trains community leaders who are participants in the school as they directly use the methods they are taught to deal with the issues of the host community. This in residence training program gives new motivation and vitality to participants as they reflect on their learnings and see the development of practical skills applicable in their communities.</p>
History	<p>The Human Development Training School was initially created in response to a concern by third world nations for massive village renewal as the foundation for the development of their countries. In 1976 the first school was held in India. Since that time quarterly Xschools have been established there. Pilot Schools have been held in Indonesia, Kenya, Republic of Korea, Republic of the Phillopines and Venezuela.</p>
North America	<p>The Human Development Training School has been adapted in North America to provide the methods and skills local communities require in the developed world. Three Schools have been held in the urban neighborhood of 5th City on the west side of Chicago. In these Schools participants came from communities across North America. The Human Development Training School in (Gibson) is intended to provide training fo the residents of (Gibson) as well as the other communities across the (Carolinas) and across North America.</p>
ICA	<p>The Institute of Cultural Affairs, who will provide the staff and curriculum in conjunction with the cooperative efforts of the leadership of (Gibson), have been creating training programs to teach methods learned in local communities for the last 25 years. The ICA is a research, training and demonstration organization concerned with the human factor in world development. The ICA seeks to discover and demonstrate effective methods for comprehensive local renewal and for motivating the spirit of responsibility and co-operative action. It is a non-profit organization presently offering programs in 32 nations. Among these programs are one day community forums, community reformulation projects called Human Development Projects and other specialized consultations.</p>

H.D.T.S. PARTICIPANT MATERIALS

STUDENT
MANUAL

Student manual for each student will be created. Many pages can be produced by Global Management facilities in Chicago. Others will need to be created on site.

AT HDTIS SITE

BY GLOBAL MANAGEMENT

- | | |
|--|--|
| 2. Project Map | 1. Table of Contents |
| 9. Daily Time Design | 3. Curriculum Design |
| 14. Participant Services | 4. Social Process Triangles (5th) |
| 15. Local Facility floor plan | 5. Programmatic Chart |
| 16. Multiple buildings being used | 6. Organizational Chart |
| 17. Team Assignments | 7. Economic, Social, and Cultural Principles |
| 18. Enablement Structure/Assignmt | 8. Qualities of Profound Humanness Chart |
| 19. Half-day Wonder Structure Assignment | 10. Daily Ritual |
| Cover with GRID and in colors of the project | 11. Readings for the Daily Ritual |
| | 12. Common Life Rituals |
| | 13. Breakfast Procedures |

STUDENT
TOOLS

Each student will receive a songbook, a journal, a Methods Manual, a copy of Kazanski (Saviors of God). These will be provided by Global Management and Global Operations Centrum and will be charged the the School expenses.

PROJECT
DOCUMENT

Each student will need his own copy of the HDP Summary Document from the host HDP.

STUDENT
MATERIALS

Each School will supply each student with a notebook and a carrying case for all these materials. It is recommended that these be inkinded in each location. The carrying case needs to be of the variety used in ITIs.

H.D.T.S. CURRICULUM DECOR/FURNISHINGS

For 90 Students

(For 60 students--use 2 Guilds and 4 Task Forces)

Plenary (1)	Social Process Triangles (5th Level) With Pressure Points Organizational Chart Programmatic Chart School Time Design Profound Humanness Chart Economic, Social, Cultural Principles Framing Chart Project Grid Turn Symbol Full Wall World Map World Gri 6 Economic Pictures 6 Social Pictures From Project 6 Cultural Pictures 11X17 Kaz Journey Chart Earth Rise	Tables/Chairs for total school Chalk board 4X16 Symbol Table
Guild (2 for total of 3)	Profound Humanness Chart Kaz Journey Chart Earthrise (for art form conversation) Turn Symbol PLUS Task Force Decor	Table/Chairs for 2/3 of school Chalk boards 4X8 Symbol Table (Use Plenary space as one guild space)
Task Force (3 for total of 6)	Social Process 5th level World Map World Grid Town Meeting Posters/Quotes Art Form Chart Workshop Chart Turn Symbol	Tables/Chairs for 1/2 of School Chalkboards 4X8 Symbol Table (Use Plenary + Guild spaces for 3 groups)

KITCHEN	5 Food Groups Montage--large Menus Montages	Shelves labeled for Dishes/Storage Adequate Pots/Storage containers Stove/Refrigerators/Freezers/ETC
Bathrooms	Montages Journal Quotes Other Quotes	Shelves/Hooks
Lounges	Local Hero Photos Project Journey Photos Montages Journey of Community in Photos	TV Cards Table Games Ping Pong Bulletin Boards Outdoor Sports Equipment Coat Racks Wastebaskets
Halls	Ur Image Posters Town Meeting Quotes Lens Quotes	Tables by phones Pay Phone Waste Baskets
Rooms	Social Process Triangles 3rd Level World Grid Earth Rise Placemat Quotes Local Pictures	Tables Bureaus or suitcase racks Shelves Clothes Racks Bed/Matresses/Bedding Wastebaskets

Operations Centrum

NORTH AMERICAN HUMAN DEVELOPMENT TRAINING SCHOOL SCHEDULE

Week 1,II, 1979-80

Chicago

January 11, 1980

IVY CITY	LORIMOR	LORNE	CANNON BALL	VOGAR
	Confirmed Community Decision	Confirmed	Confirmed Community Decision	Confirmed
	GIBSON	RICHGROVE	TIOGA-NICETOWN	DELTA PACE
Confirmed Community Decision	Confirmed Community Decision	Considering	Confirmed Agency Decision	Confirmed
Weeks 8 - 10	Weeks 11 - 13	Weeks 2 - 4	Weeks 6 - 8	Weeks 10 - 12
Quarter III		Quarter IV		

GOC: CHICAGO

H.D.T.S. PREPARATION
TIMELINE

1979-80

JAN. 80

TIMELINE TITLES	THE PREPARATION								THE EVENT			
	PRACTICAL PLANNING THRUST				PRACTICAL PROCUREMENT ACTIVITIES				DEPOSITING FOUNDATIONAL METHODS			
WEEKS	1	2	3	4	5	6	7	8	0	1	2	3
COMMUNITY CONSENSUS	TO HOST H.D.T.S.		TO REGISTER WHOLE COMMUNITY		SPACE USE FOR H.D.T.S.		CONTRA- DICTIONS TO MOVE ON IN CYCLES	AWAKEN- MENT STRATEGY & FRAME	FACULTY ON SITE FINAL COUNT- DOWN	REPORTING THE EVENT		
COMMUNITY RECRUITMENT	CREATE BROCHURE	CREATE COMMUNITY PLAN	ISSUE INVITA- TIONS OUTSIDE COMMUNITY	GET RESIDENTS TIME RELEASED			LIST OF OUTSIDE PARTICI- PANTS	REGISTER EVERY ADULT BUILD SUPPORTIVE SYSTEMS		TRACKING EVERY RESIDENT'S ATTENDANCE		
CURRICULUM PREPARATION			DISCERN ECON CONTRA.	DISCERN SOCIAL CONTRA.	DISCERN CULTURAL CONTRA.	FOCUS 3 CYCLE ARENAS	AWAKENMENT SET-UP CYCLES SET-UP			CONTINUAL ARCHIVES		
FUNDING FRAMING	PROPOSAL OPTIONS	CREATE PROPOSALS/ BUDGETS	INKIND TRANSPORT DECOR	INKIND OFFICE/ PRINTING	INKIND EQUIPMT	INKIND FOOD SUBMIT ACTUAL BUDGETS	INKIND RECEIVE FUNDS	INKIND		DOCUMENTATION		
PRACTICS	CREATE PLAN/ TROOPS/ TIME/ TASK	MENUS DECOR	HOUSING HOSTS DESIGNS	BEGIN BUILDING DECOR		SPACE ARRANGE- MENTS TABLES & CHAIRS	PRACTICS PRACTICS PRACTICS			SUPPORTIVE STRUCTURES		
