



PISINEMO TRAINING SCHOOL

FINAL REPORT



SEPTEMBER 1981

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PISINEMO PROJECT

Since October 1978, the people of Pisinemo have been participating in a comprehensive socio-economic development program. With the Institute of Cultural Affairs, a global, voluntary organization providing consultant staff, Pisinemo joined a network of communities around the world in creating a global demonstration of local development. The effort in Pisinemo has become a remarkable sign of hope by demonstrating economic self-sufficiency, social self-reliance, and human self-confidence.

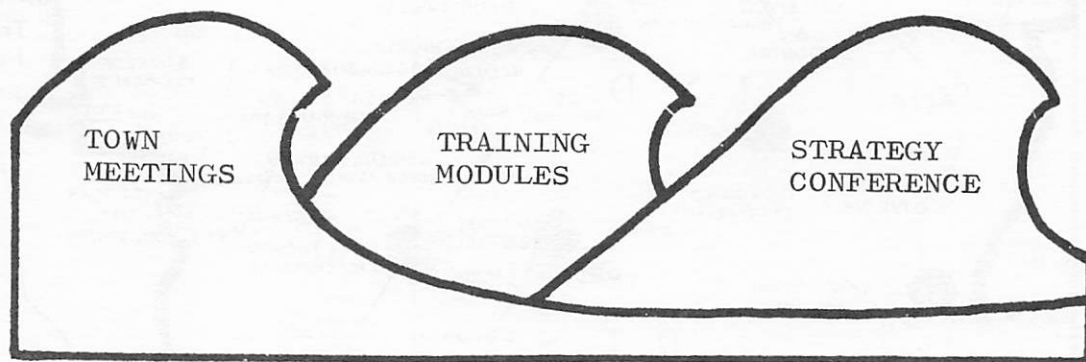
Using local skills and resources, Pisinemo has introduced commercial services, stimulated local employment and initiated agricultural development. The Pisinemo Wapkonakud is a laundromat and snack bar. Pisinemo Adobe is an adobe manufacturing operation, construction company, and retail building supplies center. The Santa Cruz Farm is a ten acre demonstration truck farm utilizing modern farming techniques to produce a variety of vegetable and cash crops. Seventeen residents are currently employed by these District owned businesses, with local managers and bookkeepers providing a stable management team.



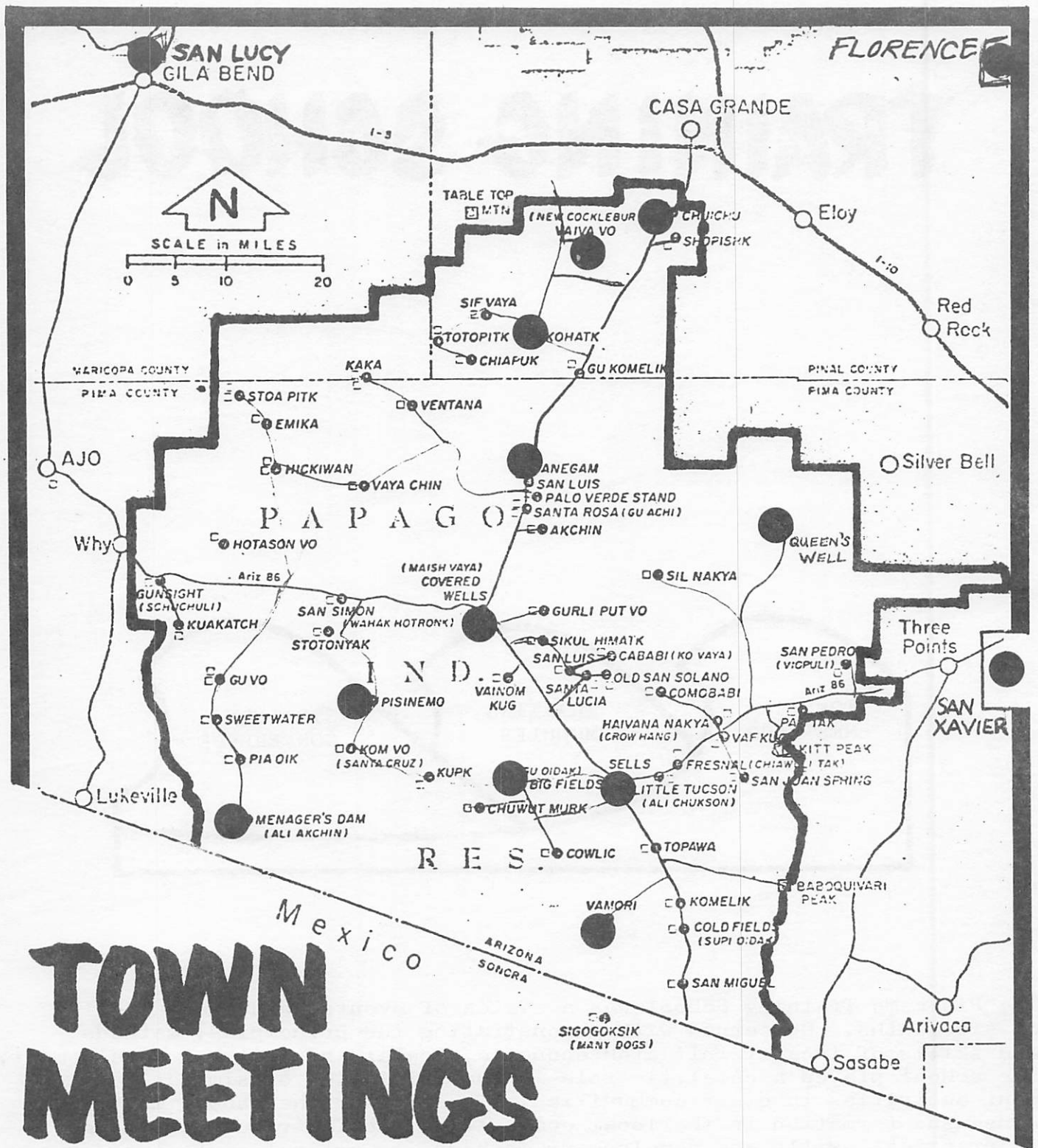
The Pisinemo Wapkonakud is first District owned business

In the past three years, the social and cultural life in Pisinemo District has been enhanced by fostering recreational and youth activities, promoting leadership training, and forging strong community identity. The Buffalo Head Community VOICE is a local newsletter highlighting news and community events. The community design has been altered through roadside and business signs, new public buildings and offices, murals and painting, community parks and family gardens. Workdays have improved village roads, removed litter, built a new ball field, and repaired the telephone line. A voter registration drive added over 200 names to the rolls. Recreational activities have included a summer coed basketball league, softball teams, volleyball tournaments, and annual Fun Runs. The Health Club involves young adults in health and social activities on a weekly basis.

TRAINING SCHOOL



The Pisinemo Training School was a series of events held over a period of six months. Concerned with demonstrating the principles, methods and skills of locally initiated economic, social and cultural development, the school played a catalytic role in the initiation of similar development activities in other communities. The flow of the school moved from consensus formation in the local communities, to individual training in practical skills and development methods, to a final conference on strategies for development in the eleven Papago Districts. The Human Development Project staff and Pisinemo residents provided the leadership throughout the phases of the school and used the Pisinemo project as a laboratory. Over 500 individuals participated in some aspect of the Training School, with predominant representation from the Papago Reservation. Members of four other Arizona reservations were also present. Panel participants and other guests represented Sells, Phoenix, Tucson, and other communities neighboring the Papago Reservation.



The first phase of the Training School was Town Meetings held in communities and with special groups. A demonstration Town Meeting and training lab was held for rural development workers at the Western Navajo Agency in Tuba City. Specially focused meetings on small farm development were held in Sacaton (Gila River Reservation), Sells and Pisinemo. Nine Town Meetings were held on the Papago Reservation. These were coordinated by the Community Resource Persons of the Papago Community Development Office, along with people from Pisinemo. Most of these meetings were conducted in Papago.

TOWN MEETING PROPOSALS

The challenges and proposals from the Town Meeting series held from April through September 1981, have been collated and organized into five major areas. They represent the practical directions that people in local villages wish to pursue. Proposals in two areas seek to improve social conditions, and the remaining three deal with greater community self-sufficiency within the villages.

Greater Community Involvement

Residents are concerned about communication of issues and needs, coordination of community efforts and greater involvement of people in village affairs. Proposals include more community meetings (Chui Chu, Menager's Dam) and better scheduling and recruiting for meetings. San Lucy, Covered Wells and Vamori suggested the possibility of Saturday or Sunday meetings.

Recreation Facilities and Equipment

Almost all the Town Meetings discussed the imperative to improve and expand recreational opportunities, for both young people and adults. People are concerned about better physical health and more social activities in the communities. Proposals included basketball and volleyball courts, new equipment (Pisinemo) and more recreation programs. Many communities saw the need for fund raising to accomplish these proposals.

Improved Physical Services

There is a critical need to improve the physical environment of villages. Many proposals pointed toward new construction, such as community buildings (Florence). Others were concerned about new and improved housing, trash pickup, fencing and new dikes. In Queen's Well the people discussed a new water tank that would provide sufficient water pressure.

Initiate Community Farming

One of the most consistent proposals discussed at the Town Meetings was the revitalization of community gardening and farming. Better nutrition, cash income and employment were some of the concerns being addressed. While none of the Town Meetings had enough time to lay out detailed plans, the major emphasis was on recovering agricultural plots, with better fencing, new equipment, modern farming methods and irrigation plans.

Develop Small Scale Businesses

Another pressing issue for all the larger villages was initiating appropriate small businesses and services. It was felt that with some financing and management training, community businesses could be profitably operated, providing needed service and some employment for local resident Chui Chu recognized the need but also saw the difficulty with Casa Grande so close. Big Fields discussed a small laundromat, while Covered Wells made plans for a cafe.

TRAINING MODULES

A series of three-day training modules were held in Pisinemo during late May and June 1981. The areas covered were Adult Education, Small Business, Housing and Local Industry, Indian Agriculture and Community Life. These were critical to local community development on Indian Reservations, based on data input in the Town Meetings and the experience of Pisinemo. 167 participants from twenty communities on five Arizona reservations attended. Average attendance at the modules was forty-five people. While in Pisinemo, the participants attended instructional workshops, panel discussions, hands-on training events, and went on excursions. The learnings of locally based development were presented as contextual screens or "principles" for supporting the planning and implementation efforts in other communities.

The social development "principles" are designed to release local care and participation. First, it is necessary to delimit the geography of the community to focus impact and build identity. Second, comprehensive care is created, working with all the problems and all the age groups. Third, decision making at the local level is insured through engaging individuals, groups and the whole community to plan and implement their proposals for transforming the social environment. Fourth, the depth human problem means working seriously with the inadequate images of self and community identity that often block any meaningful change. The last emphasizes that symbols are key to community unity and confidence. The belief in the possibility of change and renewed human lives are enhanced through songs and symbols, regular community patterns, and cultural celebrations and practices.

The economic principles are related to initiating local economic planning and development.

ISOLATE THE ECONOMIC UNIT

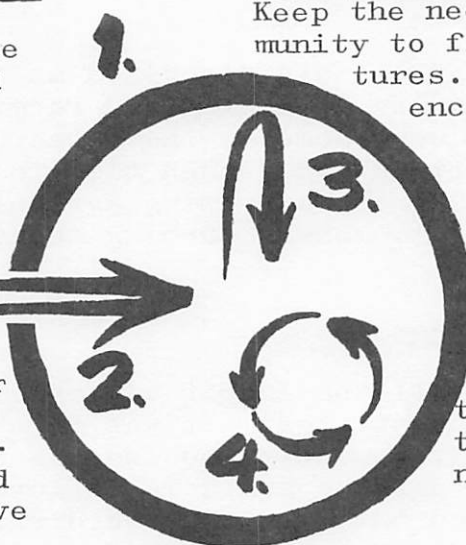
Build local economic structures which utilize available resources and serve local needs. An independent economic entity is a priority.

RETAIN THE MONEY

Keep the needed capital in the community to finance development structures. To offset "retail leakage," encourage small businesses providing basic goods and services.

BRING RESOURCES IN

Increase capital injection through loans, grants and other investment forms to transform community resources, both human and natural, into productive enterprises.



5. RELATE TO REGIONAL ECONOMY

Provide dependable relationships of commerce. Obtain access to bigger markets to provide the community with services not provided locally.

CIRCULATE THE MONEY

Rapid and continuous turning over of the money increases its value. Multiply the effect of available money. "Buy locally" is the watchword.

A third set of principles has to do with sustaining motivity and creativity that can result in momentum and long term structural stability. The first of these principles is visible transformation. The fact of development is undeniable when new businesses are opened, when housing repair brings safety and sanitation to people's homes, and when new recreation facilities are built. The second is rapid actuation. Often this involves tactics that are quick, easy, highly visible, cost little or no money, and engage a lot of people. In Pisinemo, seventy-five people, young and old, held a workday that transformed a community eyesore into a small park; by four p.m., a sign proclaimed the completion of "Windmill Park." Three years later, people still talk about that event, delighting in the victory, giving the community courage to face even more difficult undertakings. The third principle is corporate effort, where the people are constantly involved in decision making and brought together to work in the community. Fourth, actuating agencies insure the coordination and direction of implementing efforts in a unified thrust. This requires new structures like the Pisinemo Development Authority that manages the new community owned businesses. It also takes the form of a catalytic core of individuals who are capable of engaging community effort and who are prepared to sustain the motivity of the community over the long haul. Outside the community, a supportive frame begins to take shape, made up of people from the public, private and voluntary sectors who interface with the community toward intensified development work.



Group picture of Community Life Module

SMALL BUSINESS

| | MONDAY | TUESDAY | WEDNESDAY |
|------|--|---|--|
| A.M. | <ul style="list-style-type: none"> • PRINCIPLES OF COMMUNITY BASED ECONOMIC DEVELOPMENT AND OBJECTIVES • TOUR: PISINEMO LAUNDROMAT • DISCUSSION: STATISTICS OF LAUNDROMAT | <p>PRESENTATION: CHARACTERISTICS OF AN ENTREPRENEUR</p> <p>TOUR: PISINEMO HDP</p> | <p>SETTING UP FINANCIAL SYSTEMS</p> |
| P.M. | <p>EXCURSION: SELLS INDIAN OWNED BUSINESSES</p> <ul style="list-style-type: none"> - PAPAGO CAFE - ST. MARY'S CO-OP - MIGUEL'S TIRE SHOP | <p>PRESENTATION: "WHY START A BUSINESS"</p> | <p>START UP PLANS FOR DEVELOPMENT OF FOUR NEW BUSINESSES</p> |

50 PARTICIPANTS FROM 13 COMMUNITIES

ADULT EDUCATION

| | MONDAY | TUESDAY | WEDNESDAY |
|------|--|--|---|
| A.M. | <p>PANEL DISCUSSION: COMMUNITY BASED EDUCATION</p> | <p>LAUBACH LITERACY</p> | <p>TOUR: PISINEMO HDP</p> <p>WORKSHOP ON HUMAN DEVELOPMENT</p> |
| P.M. | <p>LAUBACH LITERACY METHOD</p> <p>"EACH ONE TEACH ONE"</p> | <p>LAUBACH LITERACY</p> <p>ADULT FUNCTIONAL SKILLS</p> | <p>FOUR MONTH PLAN AND ORGANIZATIONAL STRUCTURE FOR INITIATING LITERACY PROGRAMS IN THREE DISTRICTS</p> |

15 PARTICIPANTS FROM 9 VILLAGES

HOUSING & LOCAL INDUSTRY

| | MONDAY | TUESDAY | WEDNESDAY |
|------|--|---|---|
| A.M. | <p>COMMUNITY SPACE DESIGN</p> <p>PANEL: FUTURE OF INDIAN HOUSING PROGRAM</p> | <ul style="list-style-type: none"> • PRACTICAL OPERATIONS OF A CONSTRUCTION COMPANY - MAKING & LAYING ADOBES - CEMENT STUCCO - INSTALLING INSULATION | <p>EXCURSION: TUCSON</p> <ul style="list-style-type: none"> - ADOBE BRICK YARD - TWO CUSTOM ADOBE HOUSES UNDER CONSTRUCTION |
| P.M. | <p>FHA LOAN PROGRAMS</p> <p>TOUR: DISINEMO HDP</p> <ul style="list-style-type: none"> - NEW ADOBE HOUSE - FHA REHABS | <ul style="list-style-type: none"> • JOB SPECIFICATIONS • MATERIALS ITEMIZATION • PURCHASING • PRODUCTION • PERSONNEL OPERATIONS • PRINCIPLES OF ECONOMIC DEVELOPMENT | <p>LUNCH: RESTAURANT IN 110 YR. OLD ADOBE HOUSE</p> <p>EVALUATION AND REFLECTION</p> |

45 PARTICIPANTS FROM 10 COMMUNITIES



Learning to make adobes

Producing six District newsletters



INDIAN AGRICULTURE

| | MONDAY | TUESDAY | WEDNESDAY |
|------|--|--|---|
| A.M. | TOUR: - PAPAGO FARMS WHEAT, ALFALFA, COTTON - SANTA CRUZ FARM FRESH VEG. & SPECIALTY CROPS - TRADITIONAL PAPAGO FLOOD WATER RUN-OFF WITH NATIVE GARDEN CROPS | HANDS-ON WORK - DRIP IRRIGATION - PLANTING PAPAGO SQUASH & DEVIL'S CLAW - CROPS DISCUSSION - PLANTING JOJOBA | DEVELOPED PLANS FOR THREE OTHER COMMUNITIES AND ONE FAMILY FARM |
| P.M. | SANTA CRUZ FARM - HISTORY - LEARNINGS - PROJECTIONS | PANEL OF EXPERTS AND ADVISORS: "ECONOMIC POTENTIAL OF JOJOBA AND GUAYULE" - NEWCAST CENTER, ASU - ARID LANDS INST., U of A - SUNLAND JOJOBA, MARANA | EXCURSION: SELLS - VO-AG CENTER AT BOBOQUIVARI H.S. - ST. MARY'S CO-OP |

58 PARTICIPANTS FROM 4 RESERVATIONS

COMMUNITY LIFE

| | MONDAY | TUESDAY | WEDNESDAY |
|------|--|---|---|
| A.M. | <ul style="list-style-type: none"> • PRINCIPLES OF SOCIAL AND HUMAN DEVELOPMENT • SOCIAL ORGANIZATION • VOTER REGISTRATION PANEL | PANEL: COMMUNITY NEWSLETTER • WRITING • LAYOUT • EDITING • ADVERTIZING • GRAPHICS • BUS. OPERATION • PHOTOS | FINISH CAMERA-READY NEWSLETTERS EXCURSION: AJO |
| P.M. | <ul style="list-style-type: none"> • ELICITING SIGNIFICANT COMMUNITY ACTIVITIES • ANALYZING COMPONENTS OF ORGANIZING • PLANNING SOCIAL EVENTS | NEWSLETTER PRODUCTION | COMMUNITY ACTIVITIES PLAN REFLECTION |

64 PARTICIPANTS FROM 10 PAPAGO DISTRICTS

STRATEGY CONFERENCE

The concluding conference, held in Tucson on September 23-24, 1981, was attended by fifty-five Tribal and District leaders from all eleven Papago Districts. After an opening talk that gave an overview of the Training School, each District met for the first workshop. They reported on District accomplishments during the past year, reviewed the proposals from the Town Meetings, and discussed futuristic trends affecting the communities. Each District team then decided their four priorities for the next year. These included District offices, community buildings, housing rehab programs, community farming enterprises, a cultural center, a District park, water system improvements, and new recreation facilities.

A second workshop focused on the next three months and each District team created action plans, with statements of intent and anticipated benefits. Then a series of implementing steps or tactics was formulated for each month. A final session focused on "New Strategies for Tribal Development."

| Pisinemo Training School | | | | |
|--|--|---|-----------------|--|
| S T R A T E G Y C O N F E R E N C E | | | | |
| W E D N E S D A Y | | | T H U R S D A Y | |
| AM | *Introductory Conversation *Overview | *District Planning | Bk-a fast | Joel Wright ICA Area Director |
| Lun. | PHDP Slide Show | *Leadership Exchange of Ideas | AM | Three Month Action Plan |
| PM | District Activities Planning | *Developing Teamwork | Lun. | Buffet |
| Din- ner | Jess Sixkiller Arizona ACTION | *New Strategies for Self Development | PM | Charles Trimble "New Strategies for Development" |
| | | *Four Sector Coalitions | | |

The image of the four sectors has emerged as a helpful, theoretical model in catalyzing local development. The public sector consists of all government agencies, offices and elected bodies. Public sector representatives provide public services and are responsible to all the people. The private sector constitutes businesses and industries, providing goods, services and employment. Private sector responds to market demands and is profit motivated. The voluntary sector consists of churches, civic groups and volunteer organizations. They generally work to meet human needs not currently being met by other societal structures. The local sector is composed of people whose primary interest lies in the community where they live. Therefore, while one may show up playing roles in one or more of the other sectors, everyone is part of the local sector, especially when the basic self-image is that of representing the local community.

Today, in our complex and interrelated society, it is necessary to bring the broadest range of resources available to meet the demands of developing communities. This can be accomplished in an effective manner by building partnerships among the four sectors to deliver the required resources. There are signs now that point to the initiation of creative coalitions to facilitate development. The Pisinemo Training School has sought to occasion varied forms of these coalitions in responding to the fundamental issues in the reservation. The ability of these coalitions to meet the current challenges in Native American self-development will be an indicator of the success of the Training School.

FOUR SECTOR COALITION



IMPACT AND EXTENSION

The impact of the Training School falls basically in three areas. First, it has catalyzed significant programmatic initiation in other communities. Other Districts and Tribal programs are now producing newsletters with skills learned at one of the modules. New adult literacy programs have started up. Individuals and communities have started serious conversations about small businesses, and plans for a laundromat and cafe are currently underway. Housing rehab programs and research into adobe housing construction have begun in other Districts.

Second, the potential for beginning small-scale farming is being explored. New equipment is being purchased, traditional lands revitalized, new desert crops tested, and considerable interest is being generated in trying new farming ventures. A large funding proposal is in the early stages of preparation to launch a Small Farms Project based in Pisinemo that would involve computerized educational programs for potential farmers, greater accessibility to arid land technologies, training in intensive production and farm management, and starting ancilliary businesses. During the first year three other Papago Districts would join Pisinemo in setting up farms, and in subsequent years the program could expand to the rest of the reservation.

A third goal of the Training School was to provide training for community leadership, both in participatory planning and program implementation. Many who attended were Tribal and District councilpersons, community development workers, teachers, and active village leaders. Throughout the Training School, the participants received group leadership techniques, workshop methods, and general program management skills. Town Meetings and special emphasis forums are continuing in many Districts. The collegiality and added benefits of exchanging ideas and program suggestions that many discovered have encouraged the formation of other organizations and events to continue this dynamic. Some Districts are considering holding one or two of the Training School Modules, adapted to meet each local situation.

The school has come at a critical time in the emerging new strategies of Native American self-development. Indian reservations remain the most underdeveloped areas of American society. The challenge is recognized as the determination to come to terms with socio-economic self-sufficiency without compromising Indian identity. If this challenge is to be successfully faced, new strategies need to be implemented through Tribal investment, private/public sector partnerships, local management systems, and District/community based planning. The general consensus of the Training School pointed in this direction. There is a new determination to deal with the challenges of human, community and resource development. As one of the speakers at the conference remarked, "It's a challenge we can face, because the future of our people depend on it."

THE INSTITUTE OF CULTURAL AFFAIRS

The Institute of Cultural Affairs is a research, training and demonstration group concerned with the human factor in world development. It has worked for twenty-five years to devise and demonstrate practical methods for comprehensive local reformulation. As a non-for-profit voluntary organization working in thirty-four nations, it has over 100 field offices served by coordination centers in Bombay, Brussels, Chicago, Hong Kong, and Kuala Lumpur. The work of the Institute staff is complemented by a network of voluntary consultants representing a wide range of expertise. Consultants donate both time and resources to assist in the planning and implementation of Institute programs. The ICA is supported financially by foundations, corporations, religious and service organizations, and concerned individuals. Specific programs have been funded by regional, State, provincial and national government bodies.

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