

DOCUMENTATION MODULE
A One Day Exercise in Integrity

Art of Documentation

I. SETTING THE CONTEXT (30 minutes) Conversation with Group

1. Spin on the Times and the Indicative of Documentation
2. Talk about the Definition & Meaning of Documentation
3. The Art of Documentation as Intuitional Process
4. Indicate Why Documentation is Necessary in Your Local Situation
5. Indicate What Documentation is Being Called For
6. Indicate For Whom the Documentation Needs To Be Done

- | | | |
|------|---|-----|
| I. |  | VI. |
| II. | | V. |
| III. | | IV. |

II. EXPANDING & EXPLORING THE POSSIBILITIES (1 hour)

1. Artform the Subject That is to be Documented

Example: Human Development Project

- a. What are some of the key things that have been done in your project community?
- b. What are some things that everyone acknowledges as victories?
- c. What have been important learnings of the Project?
- d. What are some of the uniquenesses of your Project?

2. Look at Reports & Files (Including Consult Document) as Initial Sources

Example: Human Development Project

- a. What do the reports indicate as the project's major accomplishments?
- b. Where does the project appear to be weak?
- c. What are other reports or evaluations done on your project?

3. Interview Key People in Person, if Possible; if not by Phone

Example: Human Development Project

- a. What have been the big breakthroughs? Describe them.
- b. What have been the concrete signs of:
leadership?
self-reliance?
decision-making?
self-sufficiency?
- c. Who are those who demonstrate leadership:
Names?
where was it shown?
degree of leadership expressed?
- d. Look at the Programmatic Chart: any data it triggers in your mind?
- e. Look at the Organizational Chart: any data it triggers in your mind?
- f. What trips and work have locals done outside the community?
- g. Training locals have received:
Formal, such as HDTs?
Informal, such as marketing trips?
- h. Employment or Income Increases?
- i. Literacy or Skills Improvement?
- j. Increase in Social Services?
- k. Investments locals have made?
- l. Self-supporting Programs?
- m. Total Inputs & Investments in the village?
- n. ICA's economic relationship to the village?
- o. Before & After Photos? Where? What?

Interview Reflection:

- a. Look back at who you said the documentation was for and write a sentence on the nature of your audience.
- b. Look back over your work on the project - write 3 sentences on the state of the project, including its current contradictions.

4. Think Through the Possible Arenas of Documentation (Use Chart Below)

5. Think Through Other Sources of Documentation, Especially Third Party (Use Chart)

	1	2	3	4	5	6	7	8	9	10
Arenas										
Source										

6. What is the Product That Has Begun to Emerge in Your Mind?

III. DISCERNING THE SIGNAL ARENAS (1 hour & 30 minutes)

1. Get Clear on the Audience & the Questions They are Asking

Example: Vagar's Audience : Meiti Federation's Questions

- Is the village becoming more economically independent?
- Who are the core leaders in the village taking responsibility for it?
- How are the people better equipped to deal with their needs independently?
- What structures of decision-making are being carried on?
- What are you doing that is replicable?
- State what you are out to do, why you are doing it, and why you would recommend it.
- From a 10 year perspective, what is the historical residue of the 2 years of the project?
- What percentage of the population is involved in the HDP? Evidence?
- Why has education not been dealt with?

Reflection:

- Are any of these relevant to your audience?
- What additional questions is your audience asking?
- What is the Primary Question (Question Behind the Question) of your audience?

2. Get Clear on the Real Status of Your Documentation Subject

Example: Re-examine the Vision & Programs in the Consult Document
What has been left undone? Why?

3. Examine Various Types and Forms of Documentation

Types

Program Report
Annual Report
Status Report
Program Evaluation
Pictorial Brochure
Financial Audit
Audio Visuals

Forms

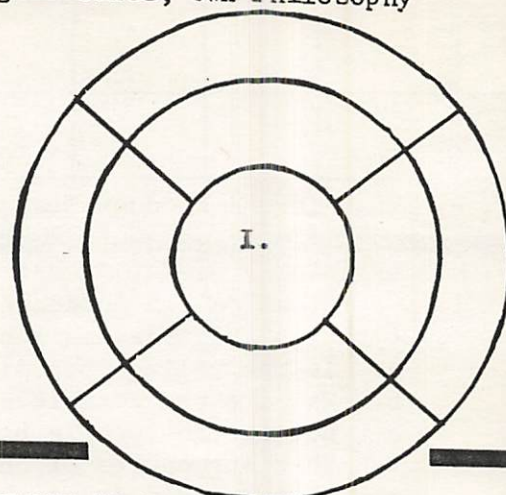
Computer Printout, e.g. Consultants List
Graphs e.g. Increase of Rice Production
Prose e.g. Project Economic Learnings
Charts e.g. Team Responsibilities
Line Items e.g. Prove Cost Effectiveness
Requests e.g. Nation Requesting More HDPs
3rd Party Appraisals e.g. Vanistendael
Speeches e.g. 25th Anniversary Speakers
Letters e.g. Government or Local Support
Before & After Photographs
Comparisons e.g. Kelapa Dua & Bubun Consults
Financial Statements e.g. Grant Accountability
Case Studies e.g. Cano Negro Eco. Development
Summaries e.g. Program Actuation
Track Over Time e.g. India Volunteers

Sources

Reports
Old Files
Local People
Consultants
Government Office
Agencies
Colleagues
Data Analysis
Experts
Original documents
Assignment Charts
Observer Reports
Questionnaires
Interviews
Self Examination

- * 4. Go Snake Eyes on Subject, Audience, Historical Significance, Own Philosophy
- 5. Discern Signal Arenas
- 6. Name the Arenas

- * 4,5, & 6 require an intuitive process such as:
 - a. Write 5 Primary Arenas for documentation on separate slips of paper. (Remember these must answer the primary question of the audience using real historical data).
 - b. Arrange slips on a Bullseye with #1 near the center and less important arenas at relative stations on the periphery.
 - c. Discern clusters; name them
- * 3 persons are recommended minimum for process



IV. INVENTING THE FORM (1 hour)

1. Talkthrough the Flow of Documentation Arenas
2. Reach a Consensus on the Basic Storyline
3. Rearrange the Arenas to Follow Storyline
4. Check Your Intuitions With Key Persons
5. Rename, if Necessary, Your Arenas
6. Get More Clarity on What to Document
and How to Do It (Stellar Examples)

Group Reflection: Have 2 or 3 Storylines talked through; Reflect.

STORYLINE (Write in Connecting Sentences)

I.

II.

III.

IV.

V.

V. CREATING THE PROCEDURES (1 hour)

1. Look at Each Arena With Most Stunning Documentation Possibilities
2. Objectify How it was Achieved
3. Speak in Each Arena to the Underlying Haunting Address of the Audience
4. Explicate the Relevant Methods, Philosophy, & Learnings
5. Look Through All Data for any Missed Jewels for Documentation
6. Indicate the Steps Needed to Do the Documentation, Who & How To Do It

	What Doc?	How Achieved?	Address?	Methods?	Jewels	Steps For How To Do Doc'n	Who
I							
II							
III							
IV							
V							
VI							

VI. CREATING THE PRODUCT

1. Implement the Procedures
2. Type up the Raw Products
3. Workshop the Final Product
4. Examine Rationale, Flow, Appearance
5. Arrange Sections for Imaginal Impact
6. Prepare Final Draft

or

VI. CREATING THE PSU (1 hour)

1. Go Over the Pace Report Procedures
2. Go Over the PSU Form
3. Fill Out the PSU Form
4. Plan Motivational Gimmicks to Get Local Participation
5. Name the Event the Documentation Will be Ready For
6. Reflect on the Day & Art of Documentation

Global Research Centrum: Chicago
December 1979

VI. CREATING THE PRODUCT

ICA: Chicago
GRA '79

PARTICIPATORY REPORTING METHOD
Example: Mississippi Is Leading The Way

July 8, 1979
Documentation

1. Assign a task force and set the deadline when the report is to be completed and published.
2. With the assigned task force create the context for the report.
3. Do a workshop with all of the involved parties, e.g. HDP report with the auxiliary, village leadership and as many villagers as possible; TM report with the circuiters, regional house, and guardians. Types of questions to be asked as follows:
 1. Who is the audience?
 2. What is the style of the report?
 3. What would the finished report look like?
 4. What are the values to be held in the report?
 5. What are the tensions to be held in the report?
 6. How would you maintain balance in the report?
 7. What type of language is to be used?
 8. What kind of graphics?
 9. What kind of photographs?
 10. Is it to be typed or typeset?
 11. Content: What needs to be included?
 12. Pass around other reports to get images of all kinds.
 13. What is the structure of the report? Come up with a chart.
 14. What needs to be the imaginal impact?
 15. What does the cover look like?
 16. What is the slogan or unifying theme?
 17. How many pages?
 18. How would this report be used in the future?
4. With the consensus now built, the task force can set about its work. It is often helpful to divide up the task force into teams, although continuing to work as a whole task force until the report is completed. Example of a four person task force could work in two teams: (1) Research and Writing and (2) Art Work and Quotations.
5. Do an initial layout of the report and write up an intent paragraph for each of the pages.
6. Brainstorm cover ideas and do a first mock up of the report?
7. Create the report consensus in the task force.
 1. Structure of the Report
 2. Each Page
 3. The content
8. Do a comprehensive mock up of the report.
9. Review the mock up with as many of the involved parties as possible. See step No. 3.

Participatory Reporting Method

July 8, 1979

10. Do the final mock up of the report.
11. The two teams do the writing and graphics.
12. Do the costs and inking of the report.
13. Review all writing drafts and send back to the local level, e.g. guild, village council, auxiliary, TM circuiters, mayors, etc.
14. Rewrite all drafts.
15. Type up final drafts, typeset and proof read.
16. Do special art work and graphs.
17. Secure typeset materials and past up the mechanical.
18. Take it to the printer. Go over everything in detail and color key.
Do final corrections.

VI. CREATING THE PSU

DOCUMENTATION PSU

Rational Flow

CONTEXT (Why is Documenation Needed?)

RATIONAL OBJECTIVE (Project Breakthrough or Impact)

EXISTENTIAL AIM (Audience's Primary Question)

TASK DESCRIPTION (Product)

PROCEDURES

F
R
I
D
A
Y

S
A
T
U
R
D
A
Y

M
O
R
N

A
F
T.

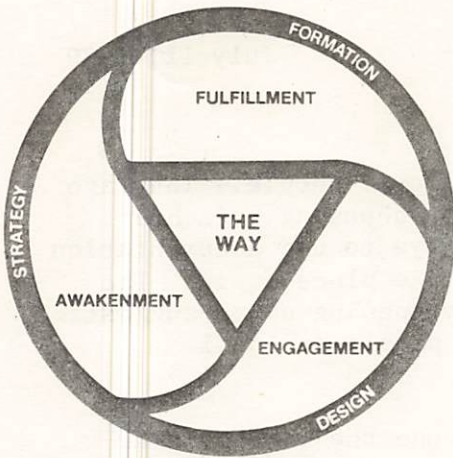
N
I
T
E

S
U
N
D
A
Y

(Could include VI CREATING THE PRODUCT)

REFLECTIONS ON A RECENT DOCUMENTATION EXERCISE

1. WHAT DOCUMENTATION DID WE DO?	3. SOURCES OF DOCUMENTATION	5. WHAT WOULD HAVE BEEN HELPFUL?
<ol style="list-style-type: none"> 1. Philippines Cost Effectiveness 2. Demon. of functions shift 3. Story of ICA, EI, OE 4. Traced salaries 5. Traced travel itineraries 6. Indonesian Consult Comparisons 7. Economic Actuation 8. HDTI Tracing 9. Cost charts 10. Replication status 11. Rice production growth 12. Uniqueness of ICA in countries 13. Bubon 1st year report 14. Funding costs analyzed 15. Learnings of HDP work 16. Transfer of leadership to villages 17. Funding tracing 18. Volunteers to certain areas: #s 19. Functions, jobs, products of teams 20. Cost effectiveness of HDP work 21. Language: from mono to multilingual 22. Graph of number of projects 23. Commun. Devel. Assoc. initiated 24. Legal status of each project 25. Income before and after 26. Income increase chart 27. Social services increased 28. Computer printout of volunteers 29. Relations with PVO's 30. Requests from nations, agencies. 	<ol style="list-style-type: none"> 1. Reports: written and verbal 2. Old files 3. Local people 4. Consult participants 5. Government, other agencies 6. Colleagues 7. Analysis of data 8. Asking yourself hard questions 9. Experts, like Arthur Anderson 10. Original documents of grant 11. Consult documents 12. Assignment charts 13. Observers reports 	<ol style="list-style-type: none"> 1. Same data from all projects 2. Loans received 3. LEV or CDA data 4. No. of total village participation 5. Troop configurations 6. Programmatic activity status 7. Regional support system reports 8. Tracking board on the wall 9. Charting the grant & proposals 10. Understandable, usable files 11. Charts of yearly reports
	4. FORMS OF DOCUMENTATION	6. WHAT DOES THE DATA TELL US?
	<ol style="list-style-type: none"> 1. Computer print outs 2. Graphs 3. Prose 4. Charts 5. Line Items 6. Requests 7. Third party appraisals 8. Speeches 9. Letters 10. Before & after pictures 11. Comparisons 12. Financial statements 13. Tracking according to time 14. Summaries 15. Case Studies 	<ol style="list-style-type: none"> 1. No one was there from Operations 2. Needed someone who knew the files 3. Method should have been lightning 4. Needed more clear procedures 5. Needed common report forms 6. Need usable file system 7. Need systematic communications 8. All Centrums need to be aware of our commitments & responsibilities. 9. Male/female dynamic necessary 10. Must have objective summary data to create the future. 11. You have to be a nobody: nitty gritty
2. WHO DID THE DOCUMENTATION?		7. TWENTY-FIRST CENTURY DOCUMENTATION
<ol style="list-style-type: none"> 1. Locals 2. Experts 3. Legal experts, 4. Financial picture creators 5. People who had been on the scene 6. Outsiders who asked hard questions 7. Local auxiliaries 		<ol style="list-style-type: none"> 1. Instant communications system 2. Constant tracking 3. Screens include inputs of human motivation, leadership transference, transfer of commitment. 4. Social & cultural documentation as well as economic statistics. 5. Means of documenting compre. approach 6. Publish what we learn 7. Replicable models to give to locals.



ICA: Chicago THE PROFOUND FUNCTION OF DOCUMENTATION
GRA '79

July 11, 1979
Documentation

The key to strategy is to focus on the two million villages and urban communities of the world. With that in mind, and with relatively limited resources, the question of strategy begins to take a turn. Obviously, the two million villages will not be done by this body, but nevertheless, the task is necessary and anything less is not worth a life commitment.

Since the beginning of consciousness stories have been profound agents of social change: myths, legends, novels, etc. Possibly the edge for the Order and the Movement is becoming the story-tellers, and how to do it in such a way as to change the life of the reader/hearer. Much is being said about the need to document the Human Factor, the phenomenon of change in local people and local communities, and how it is accomplished. In documenting these learnings about engaging every person in building the future three arenas emerge: (1) calling forth the local decision to move into the future, (2) calling forth the decision of Those Who Care to participate in the demonstration of human community and (3) calling forth the decision within the structures of the world to serve local people and local communities. These stories of learnings - reports, brochures, evaluations, proposals, movies, talks, seminars, and books - are capable of mass distribution. The experiment needs to continue in all directions with a keen eye toward the vehicles that will reach the two million villages.

Documentation is a life method: (1) telling an event, (2) articulating the specific change that occurred (statistics and method), and (3) retelling the event with its meaning revealed - breathing significance into what has taken place. In discerning the profound function of documentation it is helpful to raise the question from the standpoint of three audiences: local people, ourselves, and the world.

The world does not believe what is possible for local people. They are considered ignorant and unwilling or incapable of changing. It has become apparent that one of the most effective ways to use documentation is to show what has taken place and how it can take place again. The bureaucratic structures of the world are already opening up to suggestions as to how they can more effectively serve local people in local communities.

The profound function of documentation is to change the world. What must be done is to document the Human Factor which allows a glimpse, an image, of how it can be done. What would it mean to create a whole new strategy for documentation that would directly effect structural change in the two million villages and urban communities across the world?

One of the learnings of doing social demonstration is that the dynamic of community management: finances, communications, records, public relations, etc. - is a controlling dynamic. Knowing the particulars of the situation and being able to deal with data and facts is key to being able to move ahead comprehensively. The more responsibility local people take in managing their community, the more responsibility they assume for its future realizing it is in their hands. Therefore, the challenge is to demand they learn and do everything in the projects allowing them to take charge of their own destiny.

Recording, or more specifically documenting, victories, accomplishments, campaigns, etc., is essential to providing an objective picture of the present situation, what trends are appearing and where the edge is going to be. In the task of experimenting such objectivity is crucial for future strategizing.

TYPES OF DOCUMENTATION

July 12, 1979

Documentation

Description	Statistics	Narrative	Components	Style	Examples	Keys to Preparation
Types						
Program Reports	Charts and tables related to programs	Contextual Informative Program specific	Program description Graphics Pictures Method Vignettes Learnings Future Credits	Imaginal Dynamic	Mississippi Is Leading The Way	Initial workshop Assigned Task Force Time Limit Written notes Newspaper articles Quotations
Annual Reports	Program data Finances	Program Descriptive Agency Description	Pictures Programs Graphics Financial Statement Board of Directors Contributors	Formal Businesslike	ICA : Annual Report	Financial Statement Initial Workshop Assigned Task Force Time Limit Previous Reports Pictures
Status Reports	Statistical Tables related to programs -original baseline -current status -inputs/outputs	Accomplishments related to blocks Process of programs (method)	Program analysis Learnings Process/Method Participation Benefits Future directions	Factual with interpretive narrative	Maharashtra Report Latin American Report	Articulate the intent and the audience Assign Task Force Time Limit Site Visits Records & Data Plan
Program Evaluations	Inputs/Outputs	Current Accomplishments compared with Program Objectives	Program Analysis Learnings Process/Method Participation Benefits	Objective Futuric Implementation oriented	AID Evaluations	Clear on Grant Agreement and Proposals Original Baseline Current Status Journey of Programs
Pictorial Brochures	NIL	Descriptive	Pictures Maps Vignettes	Informative Imaginal	Sudtonggan - Two Year Philippines - Four Year	Clarity on intent and audience Statement on the journey Before/How/After pictures
Financial Audits	Budget line items with specific back up	NIL	Expenditure summary with invoiced back up	Rational Systematic	AID Audit	Detailed back up receipts
Audio Visuals	NIL	Descriptive method which is carried with the visual	Film Slides Video Tape Interviews	Illustrative reporting of the journey of Human Development	World of Human Development	Clear intent Good photography time limit

At least seven types of documentation have been used this past year:

1. Program Reports: Mississippi Is Leading the Way - TM Report
2. Annual Reports: The Institute of Cultural Affairs, Annual Report '78 (USA)
3. Status Reports: Maharashtra Village Replication Project, Human Development Projects in Latin America
4. Program Evaluations: AID Formative Evaluation (AID/W), AID Project Evaluation Summary (USAID/Indonesia)
5. Pictorial Brochures: Sudtonggan Human Development Project, Two Years of Comprehensive Community Development; Human Development Projects, Four Years of Comprehensive Community Development (Philippines)
6. Financial Audits: AID/W on the Development Program Grant for ICA: Chicago
7. Audio-Visuals: Film: The World of Human Development, Lorimor Video-Tape, various HDP and TM slide presentations

Eight components of documentation that have been used this past year are as follows. Each type of documentation does not use all of the components.

1. PROGRAM ANALYSIS

Program analysis involves a description of program accomplishments in a given geography. This description commonly consists of stating the contradiction and the accomplishments, the statistical verification to back it up, and sometimes the methodology for implementing the tactics set forth in the initiating HDP Consult. Some reports have been written in the following format:

1. The contradiction and observable accomplishment, before and current.
2. How it was done.
3. Benefits to the community.
4. Shifts/changes in the people and the community.
5. Future directions or next steps.

2. LEARNINGS

Learnings refer to where the program has been blocked and what breakthrough occurred. Often this is what is being asked by such grant accountability questions as: "What have been your failures? How have you changed the way of doing your work?" A format could be as follows:

1. What was the program that was planned.
2. What was done.
3. What blocks occurred.
4. What was done to overcome these blocks or new programs created.
5. What is the current situation.
6. What are some future directions envisioned?

3. PROCESS/METHOD

The accomplishment catches the attention, but how it was done is what is convincing. Describe:

1. HDP site selection
2. TM set up
3. Consult process
4. Stake and Guild operation (community participation)
5. Community assemblies
6. TM description

4. PARTICIPATION

Participation refers to human participation in activities relating to the project or program. These fall into at least two categories: (1) local participation and (2) external participation.

1. Local participation: probably best done through a participation screen done by stakes with families listed and related to categories like stake meetings, guild meetings, preschool, workdays, etc. Distinguish number of people on salary versus number of volunteers listed in number of man hours of work.
2. External participation:
 - a. Voluntary time: by guardians for project related activities or Town Meetings done in man hours.
 - b. Services: electricity, roads, water system, etc.
 - c. Technical Expertise: agricultural training, industrial, commercial, health, etc.

5. BENEFITS

Benefits are usually written up as part of the Program Analysis (see No. 1), but are often useful to be pulled out in a later part of the report to dramatize the cumulative effect. Benefits can fall into two categories (1) direct such as new jobs, training, , etc. and (2) indirect which are side benefits, not originally planned, such as a new store resulting from increased income.

6. INPUTS/OUTPUTS (financial)

Inputs/Outputs is one of the ways of measuring the effectivity of a project or program, especially in terms of economic indicators. Original baseline data and the current data are needed for input/output data.

1. Inputs:

1. Local: the monetary investment of the community
2. External: the monetary investment beyond the community
3. In Kind: value of goods and services
4. Labor: voluntary in terms of man hours, not helpful to monetize voluntary labor

The total inputs = Cash + In Kind. Total inputs are calculated on an annual basis. Then inputs can be calculated on the basis of cost/person/year and cost/family/year.

2. Outputs:

1. Agricultural Net Profits (total profits - cost of production and services = net profits)
2. Industrial Net Profits
3. Commercial Net Profits
4. Total salaries, both in the community and external.

The total outputs = Total Net Profits + Total Salaries. Total outputs are calculated on an annual basis. Then outputs can be calculated on the basis of output/person/year and output/family/year.

There has been some experimentation with the ratio of outputs to inputs in terms of a benefit ratio, but not too helpful at present. The same can be said for the concept of Gross Village Product (GVP), both of which need more work.

7. FINANCIAL STATEMENT

Financial Statement refers to the Income and Disbursements for any unit over a period of time, usually one fiscal year.

I. Income

1. Revenue from
 1. Training Programs
 2. Community Forums
 3. Project Programs: preschool fees, health clinic fees, etc.
 4. Other
2. Contributions
 1. Local Community
 2. Private Sector
 - a. Individuals
 - b. Foundations
 - c. Corporations
 - d. Organizations
 3. Public Sector
 - a. Village Council
 - b. District
 - c. State
 - d. National
 - e. International

II. Disbursements

1. Program Services
 1. Project Programs: Preschool, etc., by each program
 2. Community Forums
 3. Training
2. Support Services
 1. Administrative and Management
 2. Fund Raising

8. FUTURE DIRECTIONS

Future directions refers to the projection within the next time frame, usually one year. Continuing programs and new programs, spin offs from what has been done, and may include a budget for the next time frame, including anticipated income and projected expenses.

1. Assign a task force and set the deadline when the report is to be completed and published.
2. With the assigned task force create the context for the report.
3. Do a workshop with all of the involved parties, e.g. HDP report with the auxiliary, village leadership and as many villagers as possible; TM report with the circuiters, regional house, and guardians. Types of questions to be asked as follows:
 1. Who is the audience?
 2. What is the style of the report?
 3. What would the finished report look like?
 4. What are the values to be held in the report?
 5. What are the tensions to be held in the report?
 6. How would you maintain balance in the report?
 7. What type of language is to be used?
 8. What kind of graphics?
 9. What kind of photographs?
 10. Is it to be typed or typeset?
 11. Content: What needs to be included?
 12. Pass around other reports to get images of all kinds.
 13. What is the structure of the report? Come up with a chart.
 14. What needs to be the imaginal impact?
 15. What does the cover look like?
 16. What is the slogan or unifying theme?
 17. How many pages?
 18. How would this report be used in the future?
4. With the consensus now built, the task force can set about its work. It is often helpful to divide up the task force into teams, although continuing to work as a whole task force until the report is completed. Example of a four person task force could work in two teams: (1) Research and Writing and (2) Art Work and Quotations.
5. Do an initial layout of the report and write up an intent paragraph for each of the pages.
6. Brainstorm cover ideas and do a first mock up of the report?
7. Create the report consensus in the task force.
 1. Structure of the Report
 2. Each Page
 3. The content
8. Do a comprehensive mock up of the report.
9. Review the mock up with as many of the involved parties as possible. See step No. 3.

10. Do the final mock up of the report.
11. The two teams do the writing and graphics.
12. Do the costs and inking of the report.
13. Review all writing drafts and send back to the local level, e.g. guild, village council, auxiliary, TM circuiters, mayors, etc.
14. Rewrite all drafts.
15. Type up final drafts, typeset and proof read.
16. Do special art work and graphs.
17. Secure typeset materials and past up the mechanical.
18. Take it to the printer. Go over everything in detail and color key.
Do final corrections.

Rational Objective

Existential Aim

1. Introduce the varieties of types of documentation and appropriate uses of each.
2. Draw forth wisdom from the GRA relative to documenting the Human Factor.

1. Enable the GRA to see documentation as a vehicle for showing human development as a key to local community transformation.
2. Allow GRA to experience the ease of documentation.

PRELUDE

MOVEMENTS

POSTLUDE

I

II

III

Introduction

How to do documentatin

Edge of Documentation

Documenting the Human Factor

Recommendations

1. Spin: Profound Function
2. Done/Seen TM/GSD
3. Imaginal Capture
4. Samples
5. Art Form

1. Telling the World
2. Walk Through: Mississippi
3. Walk Through: Maharashtra
4. Preparations
5. Procedures

1. Human Factor Elements
2. Bayad Report
3. Reflection
4. Individual documentation
5. Reading/Reflection
6. Prepare cards

1. Swirl Gestalt Human Factor Insights.
2. Write paragraphs
3. Read paragraphs
4. Reflection
5. Collect paragraphs

1. Art Form
2. Implications for next year
3. Recommendations
4. Handouts.

Whole Grpup 20 min

Whole Group 30 min

Teams 40 min

Group/Teams 60 min

Whole Group 20 min

ICA: Chicago
GRA '79

DOCUMENTATION MODULE

July 11, 1979
Documentation

Prelude

20 minutes

Rational Objective

To introduce and delimit the arena of documentation

Existential Aim

To demonstrate that documentation is a life method. It is key to demonstrating Human Development.

SPIN - 5 Minutes

CONVERSATION - 15 Minutes

CONTEXT OF
DOCUMENTATION

Out to do two million villages
Document the total project

DOCUMENTATION
AS AWAKENMENT

Create the story - the myth factor
-call forth a local decision to
move into the future
-call forth the decision of Those
Who Care
-call forth decisions within
structures

DOCUMENTATION
AS LIFE METHOD

Before - During - After and
relationships
Event, articulate change, tell the
story
Learnings

DOCUMENTATION
AS SOCIAL
CHANGE

Creates the myth - the Impossible
is Possible.
Discerns trends for future planning
Effect structural change

1. What have you done - or seen done - in
Town Meeting or Global Social Demonstration?
2. What has captured your imagination in
documentation that you have seen?
3. Hand out samples of types of documentation:
4. Art Form:
 1. What catches your eye?
 2. What different types of documentation
Form?
Content?
 3. What type might you use? Why?

ICA: Chicago
GRA '79

DOCUMENTATION MODULE

July 11, 1979
Documentation

Movement I
How To Do Documentation

30 minutes

Rational Objective

Share samples of recently done documents

Begin to get inside preparing to do
documentation.

Existential Aim

Allow participants to see documentation like
writing drama of humanness can be fun.

See that preparations valuable to our own training.

CONTEXT - 10 minutes

Conversation with folks around
edges seems to indicate our
concern is with program and
status reports.

World is asking "How do you do
it?"

So we are asking ourselves "How
do we tell the world how we
do it?"

Burden even more heavily on
documentation!

CONVERSATION WORKSHOP - 20 minutes

Pass out the Mississippi and Maharashtra reports.

"These are two latest publications - seem to be good examples of our
attempts to tell the story."

1. What catches your eye?
2. If you were in the shoes of a local community resident (or mayor,
senator, American Standard Executive), what would be your response?
3. What would you add? Leave out?
4. What happens to someone who sees this?

"Move to the preparation....."

1. What data would you need to prepare reports like these?
2. How would you collect it?
3. How would you keep it in a usable form?

These are the procedures used for the Mississippi and Nadlapur reports:

1. What do you notice?
2. What seems to be the key steps?
3. Where are most unclear about preparation?

ICA: Chicago
GRA '79

DOCUMENTATION MODULE
Movement II
Edge of Documentation

July 11, 1979
Documentation
40 minutes

Rational Objective

Discern the keys to documenting the
Human Factor

Existential Aim

Experience the Human Factor in the midst of
writing the documentation.

- 12
1. Raise the question and get a few (5-10) objective level responses:
What are the elements of the Human Factor?
 2. Pass out the Bayad Report. Divide into three groups of teams 10-15.
-Skim the report quickly
-Read paragraphs 4 and 5.
 - a. What statistics or hard data were used?
 - b. How was the journey described?
 - c. What changes occurred?
 - d. Where would you point to as documenting the Human Factor?
 3. Individually take form for documenting the Human Factor and decide a place and program to document out of your experience. Write at the top.
 4. Write a one page report: first using the statistics, journey, significance boxes to accumulate material. Then write out a paragraph on the second page.
 5. Read the paragraphs in small groups: Where did you hear the Human factor? Push for insights into documenting the Human Factor?
 6. Write these insights on 3x5 cards and have ready.

ICA: Chicago
GRA '79

DOCUMENTATION MODULE
Movement III
Documenting the Human Factor

July 11, 1979
Documentation
60 minutes

Rational Objective

Identify components of documenting the Human Factor

Existential Aim

Ground doing the Human Factor as myth factor.

1. Leader calls for 3x5 cards from each group and does a swirl gestalt on the wall chart.
2. Name the swirls and assign one or two swirls to each group to write a paragraph about.
3. Write paragraphs - include insights involved; illustrations; indicate appropriate documentation usage.
4. Read the paragraphs in the groups. Pass to another group who reads and refines.
5. As a whole group read selected paragraphs.
6. What new insights came in writing and reading?
7. Collect all paragraphs for editing and printing.

ICA: Chicago
GRA '79

DOCUMENTATION MODULE

July 11, 1979
Documentation

Postlude
Recommendations

20 minutes

Rational Objective

Collect insights into documenting the Human Factor

Existential Aim

Experience documentation as awakening

1. Art Form conversation:
 1. What do you remember from this module? Images? Words?
 2. Where did you experience breakthroughs?
2. What are the implications for this next year?
3. What are your recommendations concerning documentation? Use the blackboard for recording the data.
4. Pass out the handouts and charts for the participants.

GRA '79

Worksheet

July 12, 1979

DOCUMENTING THE HUMAN FACTOR

ICA: Chicago

Documentation

Place El BayadProgram Pure WaterS
t
a
t
i
s
t
i
c
s

4 wells, 11-13 meters deep
 bi-weekly testing
 First 2 wells dug by village men
 Second 2 by Governate Housing Dept.
 kilometer of pipe laid to water tank
 six stakes have 2 taps each
 Public Work Corps built pumphouse and
 installed diesel engine and pump.
 maintain system
 Tank bears symbol

J
o
u
r
n
e
y

Data

Illustrations

Before

Village water source the Nile or
 irrigation canal, both polluted
 Water infested with Bilharzia worm
 health problems of malnutrition
 dysentary & parasites

The canal used to bath water buffalo &
 people, for laundry, and for watering
 camels, donkeys, goats, sheep & cows

During

First two wells dug by village men. . .
 On work days village people laid a
 kilometer of pipe
 The water tower was constructed of
 locally quarried limestone

.in the face of ridicule for trying to
 do what centuries of experience proved
 was impossible.

After

Each of 6 stakes has water tap
 Bi-weekly testing for pure water
 Second 2 wells dug by Governate Housing
 Department.

The men of the Public Work Corps built
 the pumphouse and installed the diesel
 engine and pump with a back-up gasoline
 engine.

Slogan on water tank

"Water is life for the people of Bayad"

C
o
n
c
l
u
s
i
o
n

They maintain the system in all its parts and understand their job is not a
 matter of "hours of work" but responsibility to see that the village is never
 without water.

Bayad is saying to the world that water is a basic human right, and that there
 is no good reason why any community in the world cannot have it.

GRA '79

Worksheet

July 12, 1979

DOCUMENTING THE HUMAN FACTOR

ICA: Chicago

Documentation

Place _____

Program _____

S
t
a
t
i
s
t
i
c
s

J
o
u
r
n
e
y

S
i
m
i
l
i
t
u
d
e

Data

Illustrations

Before

During

After

Write a paragraph using the statistics, the journey and its significance you noted on the reverse side. Include illustrations, anecdotes and/or quotes as appropriate.

The following is an excerpt from the El Bayad HDP report, July 3, 1979 GRA '79.

At the beginning of the El Bayad Human Development Project the community indicated that the three top priorities were: water, electricity and bilharzia treatment.

At that time, the only source of water for the village was the Nile River or the irrigation canal. Because the canal is closer than the river, most women drew water there. The canal is used also for bathing the water buffalo and the people, for laundry, and for watering camels, donkeys, goats, sheep, and cows. In addition to the massive pollution from these sources, the slow moving water in the canal provides an excellent residence for snails which host the bilharzia eggs which are released as worms into the water. The worms, then, penetrate the skin and enter the blood stream of anyone who sets foot into the water. A longer walk to the river meant only a reduction of the amount of pollution and bilharzia worms -- not the elimination of hazard.

A single bilharzia worm in the blood stream will produce thousands of eggs a day. The accumulation of eggs gathers to block blood vessels in the liver or kidneys gradually causing the deterioration of those organs. Reduced vitality is the immediate and ongoing symptom; death is the long term effect.

Other health problems of major proportion in Bayad were malnutrition and dysentery, and a variety of debilitating parasites.

Today El Bayad has probably the finest water system of any village in Egypt. It includes four wells, each 11 to 13 meters deep, located near the Nile, but far enough to allow for a fine natural filtration. Bi-weekly testing over a period of two and one-half years has confirmed a pure supply of well water, requiring no additive treatment. The first two wells were dug by village men in the face of ridicule for trying to do what centuries of experience proved was impossible. The others were dug recently by the Governorate Housing Department. On work days village people laid a kilometer of pipe up to the base of the water tower which village builders had constructed of locally quarried limestone. On top of the tower rests a steel tank which was contributed by public sector companies in Cairo. The inkinding skill of two village men who are ICA auxiliary members -- and who are at this Assembly -- made this gift possible.

Each of the six stakes has its own water site equipped with two taps. The men of the Public Work Corps built the pumphouse and installed the diesel engine and pump, with a back-up gasoline engine. They maintain the system in all of its parts and understand their job is not a matter of "hours of work" but responsibility to see that the village is never without water. The tank bears the village symbol, beside which is the inscription: "Water is life for the people of Bayad." Recently a team of experts who were doing an analysis of water systems throughout Egypt visited the village. The Bayad water system elicited their uninhibited excitement as well as a financial contribution to the Project from their company. Bayad is saying to the world that water is a basic human right, and that there is no good reason why any community in the world cannot have it.

RESEARCH
PROPOSAL

In March 1979 a Research Proposal for \$500,000 was submitted to the World Bank, United Nations Development Programme (UNDP), and United Nations Children's Fund (UNICEF). The intent of the research is to document the learnings of the ICA relative to Human Development as a positioning toward doing the 2,500 and 25,000 in Maharashtra and catalyzing the Two Million Villages globally. The time frame for the research is July 1979 through December 1980.

AGENCY
INTEREST

The proposal has been received by all three agencies and additional meetings have been held with them. The World Bank has taken the lead and proposed that they assign one person full time beginning in August 1979 to work with the ICA and other agencies to develop the research work plan. This does not constitute approval of the proposal by the World Bank, but represents their active interest in developing such a research program.

The current status is:

CURRENT
STATUS

1. Projects to be documented are to be selected from the lesser developed countries (LDC).
2. The research be a collaborative effort done by a team which would include ICA and agency assigned personnel.
3. Additional agencies could be invited to participate, e.g. the Inter-American Development Bank.
4. It is likely that the World Bank would be designated as the implementing agency with funding and participation from the other agencies.
5. Projects to be studied would include those done by the ICA, World Bank and other agencies.
6. In addition to ICA locations, other places that are proposed to be involved are Mexico, West Africa, Thailand and Bangladesh.

COUNCIL
RECOMMENDATION

It is recommended that the ICA begin this research program with the Global Research Assembly '79 and assign two persons from Research Centrum: Chicago to work with the World Bank on developing the research work plan beginning with August 1979.

GRA: '79

ICA: Chicago

NADLAPUR HDP TWO-YEAR DOCUMENTATION METHOD

July 12, 1979

Documentation

INTENT OF THE DOCUMENTATION: The Nadlapur HDP had been adopted as a four-year project by the Vizier Sultan Tobacco Company in 1977. After 2 years they required a quantitative documentation report of the project plus budgets for the remaining two years. This request was used as an opportunity to produce a status report on the Sixteen Actuating Programs of the Nadlapur HDP as well as to hold a two-year consult. The following is the method used for documenting the project.

PREPARATION

1. Team study of the Nadlapur HDP Consultation Summary Statement
 - a. Baseline Data
 - b. Contradictions Chart Paragraphs
2. Data from all previous reports was copied into notebooks - one per actuating program and studied
3. The sub-tactics (257) were aligned under the appropriate actuating program.
4. A collegium was held with the Nadlapur auxiliary in which the sub-tacts were evaluated and ranked under the following categories:
 - a. Self-sustaining
 - b. Established
 - c. Initiated
 - d. Bracketed
 - e. Not yet initiated

FIELD WORK

1. The Documentation group was divided into 3 teams: Economic; Social; Human with 9 Units: one per program arena. Each unit was given the past report data on the actuating programs appropriate to its program arena.
2. Interviews were held with villagers involved in each of the 9 program arenas. The following is a sample interview used by the Commerce Unit.
 - a. What was your daily profit at the beginning of the project? What is it now?
 - b. What has made the difference? What have you done to raise your income? What has been as a result of the project? Of other people's income rising?
 - c. Have you taken out any loans: bank? private? What other investments have you made?
 - d. What have you done with your added income? Or, what difference has your adden income had on your life? What do you do now that you couldn't do before?
 - e. What are your future plans for your business?
 - f. What work have you done with the Commerce Guild?
3. Resource Input Analysis
 - a. Loans - amount; total repaid to date
 - b. Business contracts
 - c. Government schemes
 - d. Wages - amount of increase
 - e. Crop yield increase
 - f. Private Schemes
 - g. Materials and services donated

PRODUCT

1. Paragraphs were written on each of the components of the Sixteen Actuating Programs describing what had been accomplished giving facts and figures and illustrations.
2. Charts
 - a. Family income increase
 - b. Crop yield increase
 - c. Cash Flow Chart
 - d. Resource Input Chart
3. Analytic paragraphs on the Relationship of economic to social programs and the effect of the community's Self-story on what it had done.
4. Paragraph on clues to human development revealed in the shift in contradictions over the two-year period.

VOGAR DOCUMENTATION

The audience for this documentation is understood to be the Meitis Federation. The overarching image of the documentation is that of the community fulfilling its vision as articulated in the consult document. We are out to demonstrate with hard data that the community has become more independent over the last two years. We are out to illuminate the catalytic role of the ICA and to share HOW this independence was stimulated.

Samples of other documentation are enclosed to give you images of what the procedures are pointing to. Please call us at any point in the process.

You will find it important at all points to engage the community in the procedures; thus they will be motivated by what they have done and they will be able to tell the story. Also there is critical data that you can only get by direct and indirect conversation with them.

VOGAR DOCUMENTATION PROCEDURES

I. The Vogar Community is Fulfilling Its Vision

- A. Write a 3 sentence statement on what the ICA is after in community development - i.e. our approach.
- B. Take the Vision Chart Reflections from the Town Meeting Dec.28 (gestalt or swirl as needed) and write a statement on each vision element describing how it has been fulfilled. This would be like our memorial accountability statements in the Priors Council. It might use language like fulfilled, in process, and to be acted upon in the last 2 years of the project.)
- C. List signal benefits which were not prominent elements of the vision when the project started.
- D. Standing in the year 1990, looking back over the first two years of the project, what is the historical residue - economically, socially, culturally. (This is not the number of toilets. This will have to be intuitive; it can point to shifts and/ trends which can be discerned by serious review of past reports & documents)
Examples: The Historical Residue of the 5th City project
1965-70 was 1. Eco - success of HUD Rehab had set a trend of residential permanence and set patterns of local responsibility for housing.
2. Soc - A core of leaders had been created.
3. Cul - The Iron Man symbol and 5th City grid
Set aside this work and proceed to specific documentation which follows.

II. Vogar Is Moving Toward Community Self-Sustenance

- A. Write a 3 sentence statement on what the ICA is after in this arena - i.e. what is our approach.
- B. Toward Full Employment (Evidence or Verification)
Study the samples from the Nadlapur 2 Year Report
Create a chart, or series of charts, which shows the numbers and percentages of people employed - perhaps at 6 month intervals.
- C. Economic Principles in Operation (Historical Residue)
Review the local economic principles (Get money into the community, keep it in the community as long as possible, circulate it as many times as possible, etc.)
 1. Show a rise in total village income (and/or family or per capita income) - Study of the Nadlapur samples will help you discern how to compute this - pay attention to little things, like sheep manure.
 2. Show that money is circulating more - some work was done last year on cash flow, it should be in your files and could be updated if trend has continued, it not you might use what was done last year as a sample versus a complete picture.

3. Show how credit lines have been opened up.
4. Show the increase of monies into the community.
5. Show the increase in community assets.

(These are suggestions; you may be aware of better ways to indicate the growth of a solid economic foundation).

Any 3rd Party statements you can get on this will be key.

- D. Vagar Economic Case History (How have these changes been produced)
Review the Cano Negro Case History and talk about key items to include in a Vagar Case History. Items which occurred to us were signal events, methods used, community participation at key points, methods transferred to locals. This method should allow you to show things like the Wood Industry and the decision not to do it because of community sense and consensus as well as the Sewing Industry and the Store being objectively traceable to the Economic Trek (Oct '77) and the gradual turn over of things like the Store to complete responsibility by a community family.
- E. If you had it to do over again, what would you do differently? (Other decisions you might have made, how you would alter the timeline, other things you would have done, etc.)
- F. Indicate economic arenas that still need to be implemented.

III. Vagar Is Moving Toward Community Self-Reliance

- A. Write a 3 sentence statement on what we are after in this arena - what is the ICA approach.
- B. Vagar Grants Case History (Evidence of increase of Self-Reliance)
 1. Sit down with Project Officers and write up a Timeline of the Community grants showing the shift of roles of the community and the ICA (Ex. 1st grant for sewing industry, ICA carried the ball through to Sawmill and Truck loans where community carried the ball, even to the extent of working through wood rights and market survey). This may also be able to show the growing support of the farmers for the efforts of the Meites - indicating a greater social cohesion. This documentation should include numbers and names.
 2. Get a letter from Special Arda & CEDF stating their documentation of the above and their evaluation of community growth in self-reliance. Get one or more of the residents who got these loans to write something on what getting the loan has meant for him or her.
- C. Project Frame (Historical Residue)
Create a before and after picture of the village's external relations and the frequency of contact and nature of benefit to the community. Show new programs running without ICA assistance now.
- D. Participation Journey (How were the above done?)
Trace the number, kind, and participation in community events - perhaps on six month intervals.
Exeample: Low number and infrequency of community events before the project and people leaving the community for employment and entertainment. First 6 months might show more events but done primarily by ICA to awaken the community; second 6 months more events done by ICA but to engage the community; third 6 months events done more by community people with ICA assistance and

greater community participation and the last 6 months show events done by the community alone. This journey would include health and training events and methods transferred as well as events for women, youth, elders, etc. It would show the % of the community involved in the project. It needs to go beyond the enclosed work on Nadlapur and if you can think of a better way to show HOW self-reliance was developed, let us know.

E. If you had it to do over again, what would you do differently to develop self-reliance in Vogar?

F. Indicate Social arenas that still need to be implemented.

IV. Vogar Is Moving Toward Community Self-Confidence

A. Write a 3 sentence statement on what we are after in this arena - what is the ICA approach.

B. Vogar's Physical Transformation (Evidence of Greater Self-Confidence)

1. Put together a photographic series of before and after pictures of the environment. Write prose to accompany it re pride.
2. Put together a chart and prose on house ownership and improvement; from hovels to sweat equity to home improvements and decoration - is there evidence of people deciding to be a significant part of the Vogar community? How does this compare with other communities or with Vogar's previous history on property ownership and care?
3. Get 3rd Party Statements such as from the public health nurse and federal agency people describing the change in the people themselves - their appearance, health, mannerisms, carriage, language, etc.
4. Get statements from Maite communities which have been excited by Vogar on what the change is that they observed and wish to imulate.

C. Vogar's Leadership Core Profiles (Historical Residue)

Compile a series of profiles on key persons in the community, giving their previous jobs and roles, the training they were given, trips taken on, their new roles in the community, and any evidence that they are independent of the ICA and are ready to move. These should probably include: George Murphy & Breena Monkman, Doreen Paul & Albert Monkman, Gladys & Llyod Pelletier, Pam Geisler & Lester Monkman, Dennis and Sally Beach, Johnny & Rita Monkman, Jimmy & Lorain Maonkan, Ralph & Lillian Pelletier and Ralph's brother and wife. This would include the sawmill operator & how he got the wood rights, the woman learning double entry bookkeeping, the woman running the store, the man running the garage, the truck owner doing his own market survey. It should include marketing trips, business modules, as well as subjective changes. If a gimmick is needed for doing these, it might be as an update on the Maite families who tamed the wilderness written in 1970; there might possibly be a grant in this.

- D. Telling the Vogar Story (HOW was self-confidence created)
Compile a picture of the community meetings held, the calls and visits made, the site visits hosted, the reports and newsletters prepared, and the people going out to the town meetings elsewhere. If there is any progression or journey which can be indicated in terms of awareness of the larger world, awareness of courage, ability to operate outside the community, show it. Describe how each of these allowed them the chance to tell the community and their own story. If there is evidence of their ability to prepare their own reports now, indicate this - for example, get them to prepare a report out of the list of accomplishments gotten out at the Town Meeting to give to someone.
- E. If you had it to do over again, what would you do differently to increase the community's self-confidence?
- F. Indicate cultural arenas that still need to be implemented.

V. Social Demonstration Learnings

- A. Pull all the answers to E. together into a series of Learnings
- B. Write a statement on why the community has not moved on the unimplemented arenas of its vision..
- C. In the light of this specific documentation, how would you alter or add to your previous work on the ICA approach to community development?
- D. What further documentation is therefore indicated in any of the above five arenas?

VI. Future Projections

- A. Review work of the recent Town Meeting, Uninitiated subtactics, Arenas in the consult document not achieved.
- B. Pull together all F statements and any next steps revealed by the documentation.
- C. Write up Vogar's future projections; include HDTs or modules as part of the plan for implementing the education arena.
- D. Get letters from agencies and communities wanting ICA to do more.

VII. Complete Section I: Fulfilled Visions

- A. In the light of all this documentation, how would you alter or add to your previous work in Section I on the historical residue of the first two years of the project. This first section might include the statement prepared by the village on its accomplishments, the statement on historical residue, and a statement on our approach to community development as discerned through pulling together A of I, II, III, IV and C of V.

VIII. Creating the Product

- A. Do all of the above procedures
- B. Type up your raw products
- C. Look over all of the products, present rationale, flow, appearance. Think about the imaginal impact of what you have been able to document - charts versus prose versus pictures, etc.
- D. Review the audience's basic questions and standpoint
- E. You will have things that were not planned in the procedures, and some of what was planned will have proven undocumentable. In the light of what you actually have and your review of the impact and audience, rearrange the pieces to create an imaginably impactful final product.
- F. Final type; table of contents; camera ready charts: page numbers; cover; etc.

VOGAR DOCUMENTATION PROCEDURES

I. The Vogar Community is Fulfilling Its Vision

- A. Write a 3 sentence statement on what the ICA is after in community development - i.e. our approach.
- B. Take the Vision Chart Reflections from the Town Meeting Dec.28 (gestalt or swirl as needed) and write a statement on each vision element describing how it has been fulfilled. This would be like our memorial accountability statements in the Priors Council. It might use language like fulfilled, in process, and to be acted upon in the last 2 years of the project.)
- C. List signal benefits which were not prominent elements of the vision when the project started.
- D. Standing in the year 1990, looking back over the first two years of the project, what is the historical residue - economically, socially, culturally. (This is not the number of toilets.) This will have to be intuitive; it can point to shifts and/or trends. (Review of previous reports and documents)
Examples: The Historical Residue of the 5th City project 1965-70 was 1. Eco - success of HUD Rehab had set a trend of residential permanence and set patterns of local responsibility for housing.
2. Soc - A core of leaders had been created.
3. Cul - The Iron Man symbol and 5th City grid
Set aside this work and proceed to specific documentation which follows.

II. Vogar Is Moving Toward Community Self-Sustenance

- A. Write a 3 sentence statement on what the ICA is after in this arena - i.e. what is our approach.
- B. Toward Full Employment (Evidence or Verification)
Study the samples from the Nadlapur 2 Year Report
Create a chart, or series of charts, which shows the numbers and percentages of people employed - perhaps at 6 month intervals.
- C. Economic Principles in Operation (Historical Residue)
Review the local economic principles (Get money into the community, keep it in the community as long as possible, circulate it as many times as possible, etc.)
 1. Show a rise in total village income (and/or family or per capita income) - Study of the Nadlapur samples will help you discern how to compute this - pay attention to little things, like sheep manure.
 2. Show that money is circulating more - some work was done last year on cash flow, it should be in your files and could be updated if trend has continued, if not you might use what was done last year as a sample versus a complete picture.

3. Show how credit lines have been opened up.
4. Show the increase of monies into the community.
5. Show the increase in community assets.

(These are suggestions; you may be aware of better ways to indicate the growth of a solid economic foundation).

Any 3rd Party statements you can get on this will be key.

- D. Vogar Economic Case History (How have these changes been produced)
Review the Cano Negro Case History and talk about key items to include in a Vogar Case History. Items which occurred to us were signal events, methods used, community participation at key points, methods transferred to locals. This method should allow you to show things like the Wood Industry and the decision not to do it because of community sense and consensus as well as the Sewing Industry and the Store being objectively traceable to the Economic Trek (Oct '77) and the gradual turn over of things like the Store to complete responsibility by a community family.

- E. If you had it to do over again, what would you do differently?
(Other decisions you might have made, how you would alter the timeline, other things you would have done, etc.)

- F. Indicate economic arenas that still need to be implemented.

III. Vogar Is Moving Toward Community Self-Reliance

- A. Write a 3 sentence statement on what we are after in this arena - what is the ICA approach.

- B. Vogar Grants Case History (Evidence of increase of Self-Reliance)

1. Sit down with Project Officers and write up a Timeline of the Community grants showing the shift of roles of the community and the ICA (Ex. 1st grant for sewing industry, ICA carried the ball through to Sawmill and Truck loans where community carried the ball, even to the extent of working through wood rights and market survey). This may also be able to show the growing support of the farmers for the efforts of the Meites - indicating a greater social cohesion. This documentation should include numbers and names.
2. Get a letter from Special Arda & CEDF stating their documentation of the above and their evaluation of community growth in self-reliance. Get one or more of the residents who got these loans to write something on what getting the loan has meant for him or her.

- C. Project Frame (Historical Residue)

Create a before and after picture of the village's external relations and the frequency of contact and nature of benefit to the community. Show new programs running without ICA assistance now.

- D. Participation Journey (How were the above done?)

Trace the number, kind, and participation in community events - perhaps on six month intervals.

Exeample: Low number and infrequency of community events before the project and people leaving the community for employment and entertainment. First 6 months might show more events but done primarily by ICA to awaken the community; second 6 months more events done by ICA but to engage the community; third 6 months events done more by community people with ICA assistance and

greater community participation and the last 6 months show events done by the community alone. This journey would include health and training events and methods transferred as well as events for women, youth, elders, etc. It would show the % of the community involved in the project. It needs to go beyond the enclosed work on Nadlapur and if you can think of a better way to show HOW self-reliance was developed, let us know.

E. If you had it to do over again, what would you do differently to develop self-reliance in Vogar?

F. Indicate Social arenas that still need to be implemented.

IV. Vogar Is Moving Toward Community Self-Confidence

A. Write a 3 sentence statement on what we are after in this arena - what is the ICA approach.

B. Vogar's Physical Transformation (Evidence of Greater Self-Confidence)

1. Put together a photographic series of before and after pictures of the environment. Write prose to accompany it re pride.
2. Put together a chart and prose on house ownership and improvement; from hovels to sweat equity to home improvements and decoration - is there evidence of people deciding to be a significant part of the Vogar community? How does this compare with other communities or with Vogar's previous history on property ownership and care?
3. Get 3rd Party Statements such as from the public health nurse and federal agency people describing the change in the people themselves - their appearance, health, mannerisms, carriage, language, etc.
4. Get statements from Maite communities which have been excited by Vogar on what the change is that they observed and wish to imulate.

C. Vogar's Leadership Core Profiles (Historical Residue)

Compile a series of profiles on key persons in the community, giving their previous jobs and roles, the training they were given, trips taken on, their new roles in the community, and any evidence that they are independent of the ICA and are ready to move. These should probably include: George Murphy & Breana Monkman, Doreen Paul & Albert Monkman, Gladys & Llyod Pelletier, Pam Geisler & Lester Monkman, Dennis and Sally Beach, Johnny & Rita Monkman, Jimmy & Lorain Maonkan, Ralph & Lillian Pelletier and Ralph's brother and wife. This would include the sawmill operator & how he got the wood rights, the woman learning double entry bookkeeping, the woman running the store, the man running the garage, the truck owner doing his own market survey. It should include marketing trips, business modules, as well as subjective changes. If a gimmick is needed for doing these, it might be as an update on the Maite families who tamed the wilderness written in 1970; there might possibly be a grant in this.

- D. Telling the Vogar Story (HOW was self-confidence created)
Compile a picture of the community meetings held, the calls and visits made, the site visits hosted, the reports and newsletters prepared, and the people going out to the town meetings elsewhere. If there is any progression or journey which can be indicated in terms of awareness of the larger world, awareness of courage, ability to operate outside the community, show it. Describe how each of these allowed them the chance to tell the community and their own story. If there is evidence of their ability to prepare their own reports now, indicate this - for example, get them to prepare a report out of the list of accomplishments gotten out at the Town Meeting to give to someone.
- E. If you had it to do over again, what would you do differently to increase the community's self-confidence?
- F. Indicate cultural arenas that still need to be implemented.

V. Social Demonstration Learnings

- A. Pull all the answers to E. together into a series of Learnings.
- B. Write a statement on why the community has not moved on the unimplemented arenas of its vision..
- C. In the light of this specific documentation, how would you alter or add to your previous work on the ICA approach to community development?
- D. What further documentation is therefore indicated in any of the above five arenas?

VI. Future Projections

- A. Review work of the recent Town Meeting, Uninitiated subtactics, Arenas in the consult document not achieved.
- B. Pull together all F statements and any next steps revealed by the documentation.
- C. Write up Vogar's future projections; include HDTS or modules as part of the plan for implementing the education arena.
- D. Get letters from agencies and communities wanting ICA to do more.

VII. Complete Section I: Fulfilled Visions

- A. In the light of all this documentation, how would you alter or add to your previous work in Section I on the historical residue of the first two years of the project. This first section might include the statement prepared by the village on its accomplishments, the statement on historical residue, and a statement on our approach to community development as discerned through pulling together A of I, II, III, IV and C of V.