

GRA 78  
H.D.T.S. BASIC DATA HUMAN DEVELOPMENT TRAINING SCHOOL 7-15-78  
ROUGH DRAFT

H. D. T. S.			FACULTY		PARTICIPANTS								S P I R I T		COST/ US \$
No.	LOCATION	DATE	NO. WKS	COUNTRY	No.	COUNTRY	Village	Non Village	Grads	Assigned on gradm	Still Assigned	Women	CURRICULUM EMPHASIS	SIGNAL HAPPENING	
①	Maliwada, India	Oct 76	8	USA India	14 6	India Phillippines	93 2	7	83 2	66 2	13* 2	8	Social Methods	Court yard School	10,500
②	Maliwada, India	Jan 77	8	USA India	11 9	India	78	3	70	63	25*	0	Trip & Excursion Designs	Urban Excursion	8,000
③	Maliwada India	Apr 77	8	India USA	9 7	India Kenya Aus. Aborigine	99 2 1	3	90 2 1	88 2 1	33* 2 1	0	Module Design Creation	Nala Bund	6,000
④	Maliwada India	July 77	8	India USA Australia	10 6 4	India	53	2	50	47	29*	3	Practicalizing the Economic Modules	Ashabi Quereshi Memorial	6,000
⑤	Maliwada India	Oct 77	8	India USA Australia	11 7 4	India Kenya Nigeria	128 5 1	3	115 5 1	113 5 1	93* 5 1	0	Practicalizing the Social Modules	Launching the mighty 250	15,000
⑥	Maliwada India	Jan 78	8	India USA Australia Kenya	12 7 2 1	India Kenya	280 3	5	221 3	213 3	213* 6 one cycle	9 full time	Indirect Curriculum	Council of the 500	22,000
⑦	Maliwada India	Apr. 78	8	India USA Australia Kenya England Canada	26 4 2 2 2 1	India Malaysia Germany	385 1	1	244 1 1	210 1 1	210 1 1	8	Stylistic Disciplines	President's Visit	24,500
⑧	Kwang Yung Il, Korea	Jan 78	6	Korea USA Phillippines Malaysia Australia Hong Kong Taiwan	7 2 2 2 2 1 1	Korea Hong Kong Taiwan	13 3 1	30 1 1	42 4 2	(10) 4 2	(10) 4 2	8	Maneuver to Create Corporateness	Trip to city of Pusan	13,000
⑨	Dombulgurn Australia	Apr 78	4	Australia USA Malaysia Indonesia	5 4 2 1	Aus. Aborigine USA Canada	49	3 1	43	All in cadres	3 1	7	Broaden Aboriginal Involvement	Community meeting done by Students	25,000
⑩	Caño Negro Venezuela	Apr 78	7	USA Venezuela Australia Mexico	13 3 2 1	Guatemala Jamaica Chili Venezuela Brazil Peru Uruguay	13 10 10 10 3	2 8 6 5 2 3 1	80	79	79	35	Maneuver in Latin American Strategy	Acceptance of Assignments to Consults and Villages	30,000
				Total	204		1242	88	1040		* after H.D.T.S # 6 India				

HDTS DESIGNS

TASK FORCE C

THE COMMON FOUNDATION  
OF THE

HUMAN DEVELOPMENT TRAINING SCHOOL

GRA: CHICAGO

JULY 1978

third draft

THE FIVE PILLARS OF THE CONSTRUCT  
demonstrating effective community reformulation

These are separate and objective elements of the basic curriculum ("without which not")

PROGRAMMATIC MODULES	1. Economic Cycle 2. Cultural or Social Cycle 3. Social or Human cycle	giving images of a reformulated community; practical "how-to", examples, visits and stories.
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CONTEXTUAL COLLEGIUM	1. Rehearsing symbols 2. Conversation of the day 3. Image sharing	Training in symbolic life, building con- sensus, exploding life images of the globe, the times, and self.
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COLLEGIAL ROUNDTABLE	1. Songs and conversation 2. Reading or study 3. Tutorial or GLS	For experience in fellowship with the group, and in individual reflection on life.
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METHODS PRACTICE	1. Work days..... 2. Lunch tutorials..... 3. Laboratories.....	Tasks needed in the village (prep) Practicing leadership skills T/M G/S Prof Hum, Aux. Corp, I/F, Odyssey
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DISCONTINUOUS INTERVALS	1. Opening/closing..... 2. Revelatory trips..... 3. Celebrations.....	Orientation, council or planning Heritage, urban At every possible occasion
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THE FIVE RESULTANT LIFE-SHIFTS:  
producing methodological prowess

The school is one integrated experiential event which intends to impart a life residue of decision and skills, oriented towards effective action.

CORPORATE DISCIPLINED STYLE	Use of time, space and materials; same person in many roles; team life; open polity (interaction between many structures).
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COMMON SYMBOLIC REHERSALS	Like morning office, breakfast conversation, meal rites, global decor, songs, accountability, absolution.
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TRANS-RATIONAL PLANNING METHODS	Art-form methodology; brainstorm/gestalt /timeline; indicative battle- planning; Vision/contradiction/proposals/tactics/programs; effective actional planning; doing maneuvers.
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INDEPENDENT REFLECTIVE PRACTICES	Review or examination of the week; Charting the day; Learning spirit tools as used in Roundtable; Contexts and invitations at any moment.
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PROFOUND LIFE DECISION (for the village and the globe)	Expound principles of revolutionary human development; spiral the content (first it happens, later show how, why); assess and address existential situation.
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CURRENT CLARITY ON THE HUMAN DEVELOPMENT TRAINING SCHOOL

Task force C reports on some operating principles which reveal the school as a new reality, a powerful experiment in practical education for local man. Its intent is to produce persons with life prowess oriented towards effective action who will work as auxiliary in Human Development Projects. It teaches methods of effective community reformulation which are globally common, demonstrating them by showing their application in the actual situation of a human development project where actuation is well advanced. This year there were important operational differences in the school in the several situations where it was taught, as appropriate to the local thrust of the Movement; yet the same pillars were always used for the same basic intent. The FIVE PILLARS OF HDTs are PROGRAMMATIC MODULES, COLLEGIAL ROUNDTABLE, CONTEXTUAL COLLEGIUM, METHODS PRACTICE, AND DISCONTINUOUS INTERVALS. The curriculum content is not pre-packaged like an ITI, but custom-built for local application. The local happening is not apart from the village, like a guest event; but integrated with the local tasks and global thrust with the project. The school is intimately interrelated with the three campaigns of the Area and Continent. It is a maneuver which depends on them and will accelerate them. For these reasons, each school calls for careful preparation, pooling the wisdom of the area priors, the auxiliary forces and the deanery.

FUTURE CONSIDERATIONS

Task force C recommends serious consideration be given during 1978-79 to the following:

- 1) Creating a screen which will bring focused reflection and evaluation during the coming year to: a) discerning and articulating the function or functions which the schools are actually serving. b) The nature and design of the spirit journey taken by participants. c) The journey of methodological mastery taken by participants with special reference to the question of a spiral design. All of this data is to be used to bring clarity to the issue of whether we have one or multiple training instruments, the appropriate usage of the school outside of replication, and the duration, composition, and internal flow of the construct.
- 2) Exploring ways of refining and deepening the use of profound humanness tools.
- 3) Discerning current methodological breakthroughs, such as the maneuver method, and incorporating them into the construct.
- 4) Reflecting on how the school and the host village can be profoundly empowering to each other, and developing additional ways of insuring that the faculty works closely with the project auxiliary.
- 5) Interchanging global faculty teams and using the Centrum dynamic to facilitate evaluation and monitoring of the schools.
- 6) Exploring the possibility of an urban school, in terms of the modifications that would be required.
- 7) Developing methods for encouraging and interpreting radical vocational decision on the part of school participants.
- 8) Developing guidelines for faculty corporate life designs to include statements on faculty training before the school, faculty meeting rationale during the school, faculty room decor, celebrations and discontinuity for the faculty, and a systematic method for the faculty to monitor the spirit journey of the school.

GUIDELINES FOR HUMAN DEVELOPMENT TRAINING SCHOOL PREPARATION

FACULTY: These guidelines for HDTs faculty assignments and operations have emerged from our experience of seven replication schools in Maliwada and the three

## FINAL REFLECTIONS (CONT.)

## TASK FORCE C

expansion schools in 1977-78. The faculty of the HDTS is comprised of both nationals and extra-nationals. Their teaching skills range from experienced master teachers, to new grads, playing several different roles including part-time and guest faculty participation. The deanery includes both nationals and extra-nationals, as well as both sexes. Every task force of approximately 30 participants would require a task force leader who is an English-speaking national, a methods trainer, basic instructors, and teaching interns. To insure strong discipline and intentional style there should be a strong team on the practices. The village leadership should play active roles as guest or full time faculty. Experts brought in should be accessible to the project after the school. The faculty should have a balance of men and women, different ages, and non-western extra-nationals. Participation of local village elders as guest faculty may be helpful in enhancing the authority and respect for an otherwise young national faculty. The senior faculty team assigned to each school needs to assemble at the host HDP site a minimum of three weeks before the school opens. This team would include area and project priorship at least for the preparation weeks, as well as national and extra-national faculty. Strong full time participation in the school by key local auxiliary staff is crucial. The preparation task would include building a consensus on the role of the school in relation to local HDP actuation, continental maneuvers, and global priorities. Integration of the school with local HDP maneuvers involves sharing responsibility for local project structures coming off so that momentum is not lost.

CURRICULUM: The basic curriculum should be finalized by the beginning of the faculty training session, and the faculty manual available at that time. Every participant should receive a participant's manual printed in English and the major local language (maximum of two languages). The curriculum needs to be made relevant both to the local project situation and also to the continental maneuvers through extensive pre-visitation. The modules, especially the panels and technical visits should be adapted to local needs and available resources, and at least the first cycle should be completely arranged before the school opens. Very careful and comprehensive arrangements need to be made for the urban excursion, including a preliminary visit to all locations on the tour. Close attention needs to be given to the curriculum, methods, and style in relation to the cultural modes, in order to address the depth human contradiction.

SITE SELECTION: The location chosen for the HDTS will be a human development project community appropriate to global and areal maneuvers. The consensus of the residents to enable the HDTS on behalf of their community and the world as their demonstration of care is a key factor. Adequate space shall be provided for the participants and staff. Visible miracles demonstrating village care will be the end result of student work-days. Excursions will be taken to areas within a reasonable travelling time for students to expand awareness. Printing equipment will be on the site or accessible. The school itself serves as a demonstration to standards of intentional community life and personal style. Therefore careful attention to a sanitary kitchen, preventative health measures, medical services and other practices is crucial. Local villagers will enable the school in various ways including cooking and teaching roles.

STUDENTS: Each participant shall express a serious concern for village and community development and a willingness to serve in a HDP at the completion of the school. Students shall raise part of their expenses. Participants may be assigned by their community or come on their own initiative. A wide range of cultural and educational backgrounds and practical experiences are beneficial in the selection process. Students from host villages need to be contexted to assure full participation in the program.

1. We have experienced effective training instruments in human development using 4, 6, 7 and 8 week forms.
2. By Order Council of 1979 the HDTS memorial will have been implemented.
3. The foundational elements of the HDTS are the five pillars delineated during Summer78.
4. The basis for experimentation this year will be the construct designed by the GRA. It is 8 weeks in length and will be modified only as local requirements necessitate (that is we intend to set up 8 week schools). Experiments will be constructed out of Research Centrum Chicago Nexus in conversation with the globe and with operations to breakthrough current arenas of inadequacy of the construct (that is, faculty teams are to focus their attention on training students and not on revising ~~curriculum~~ <sup>structure</sup>). Such experiments will be undertaken relative to the overall orchestration of the school in terms of the sequence of the cycles, the form of the discontinuous courses such as Profound Humanness, the abstract form of the modules, etc.
5. The HDTS: Maliwada will focus its attention on the simplification of practices, the acceleration of practical prowess, and the training of faculty in order to continue the necessary singlemindedness of the school there in relation to the Maharashtra experiment. India has the nod to move toward accreditation of the Training School as maneuvers there indicate.
6. The Human Development Training School will require extensive adaptation and spiralling in relation to the village in which it is held, the actual availability of resources the future engagement of students and the level of development of the situation. To this end, each faculty needs 2 experienced HDTS deans and a third dean from the project area.
7. The intention of the Order is to experiment with a common construct throughout the year experimenting as indicated in #4, using a common model in all locations (i.e., experiments will be designed "globally" in order to enable focus of attention on pedagogy and pushing through of content in all particulars) The question to be resolved at the end of the year will be the foundational commonality of the HDTS from a pedagogical view, and whether in fact a common model for replication and expansion situations is appropriate or we need to create a new shorter training construct more focussed on impact than the HDTS.