

Sister City Club Student Project Potential



A Project by: Tom Saunders
Environmental Science Practicum
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Introduction:

This project was conceived and created in order to determine the feasibility and methods involved in linking student knowledge, energy, and skills with hands-on projects warranted in Arcata's Sister City of Camoapa, Nicaragua. As a practicum experience, the project has also served to illuminate the planning process, problem-solving framework, and details involved in such an undertaking. The project duration has exceeded one year's time beginning in January of 2000 and "ending" with the production of this report. Components of project experience include fundraising, planning of an international trip, planning and implementation of a work-project, a one-week language school, a home-stay with a Camoapan family, research, potential future-project interviews, working with Nicaraguan non-profit agencies, and participation in outreach and education within the community of Camoapa. Much of the actual work and research took place during a one-month stay in Camoapa, Nicaragua during the summer of 2000. Planning, fundraising, and slideshow presentations consumed time prior to and following the actual trip.

In working to find an effective, efficient, and mutually beneficial way for students to gain experience while also benefiting our Sister City of Camoapa, the problem-solving framework was adapted and applied. The following document reviews the methods and findings of the project through the implementation of the problem-solving framework as an outline and also serves as a format through which project experiences are discussed. Alternatives addressing the involvement of students in future individual projects as well as considerations for the future are described. A historical background of Nicaragua and

the Arcata/Camoapa Sister City relationship provides a context for this project and fills the ensuing discussion.

Background

Nicaragua

A brief look at the relatively recent history of Nicaragua reveals the country first gaining independence from Spain in 1821 and finally becoming an independent state in 1838. Since its inception Nicaragua has been politically unstable and economically challenged. In 1855 William Walker, a U.S insurgent invaded Nicaragua in order to gain control of the country. U.S military and economic interests have constantly had a hand in Nicaraguan politics, often supporting northern economic interests and dismantling Nicaraguan attempts at true independence. From 1928-1934 Augusto Sandino led forces of guerillas against occupying U.S forces and factories. Taking the name of their rebel leader, the Sandinistas finally gained control of the country through revolution in 1979 when they ousted the extremely corrupt Somoza family, which had dictated the country since 1934. Through the 1980's the Sandanistas attempted many social, economic, and political reforms but were undermined by a U.S embargo that brought extreme poverty and social instability to the country. Also, a group known as the Contras, consisting of members of the former Somozan army and supported with U.S training and military resources, worked to disable the effectiveness of the Sandanistan government.

Nicaraguans eventually voted the Sandinistas out in 1990 in the face of social and economic collapse heavily caused as a result of a U.S embargo. The National Opposition Union (UNO) officially won the election in 1990, with Violeta Chamorro becoming President. Although progress in demilitarization and reconciliation within the country was made, the economy was still in poor condition.

Finally in November of 1986, the people elected the current president, Arnaldo Aleman. This marked the first time in more than 100 years that one civilian, democratically elected leader, would pass the power onto another.



Arnoldo Aleman Speaking in Camoapa (in pink shirt).

The 1990's brought more challenge and changes to the face of Nicaragua. The economy began to grow at a rate of 5.5%, however, heavy dependence on international aid and the increasing debt from loans by the World Bank and IMF cripple the ability of the country to find its independence. Austerity programs demanding cutbacks in social spending have removed citizen access to health care and education, producing increasing death rates from malnutrition, disease, and respiratory illness. In 1998, Hurricane Mitch devastated the countryside setting back development efforts and concentrating resources on the reconstruction of Nicaragua's infrastructure.

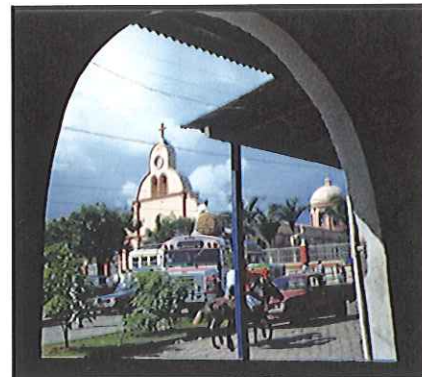
Present

The question of governmental corruption, the siphoning of relief funds for personal profit, U.S economic influence, and austerity programs that inhibit social

development are current problems that the country is now facing. United Nations population estimates for the year 2000 show approximately 4,812,569 people living within Nicaraguan borders. The country is undergoing a 2.2% annual population growth rate, which predicts a doubling time of approximately 32 years. Nicaragua is currently found to be one of the poorest countries in the Western Hemisphere with over 50% of the population below the poverty line. The economy in Nicaragua is currently based on 43% agriculture, 42% service industry, and 15% manufacturing.

Camoapa

Camoapa is a rural community located in the center of Nicaragua, approximately 60 miles east of Managua, the country's capital. Camoapa proper has a population of approximately 15,000 people with a total of 40,000 people living in the outlying areas or "comarcas". The economy of Camoapa is primarily livestock based , providing both beef and dairy



Camoapa Plaza Church

products. Dairy and cattle cooperatives serve to unite the farmers as well as process the raw products into fine cheeses and leather goods. Camoapa also has a large percentage of artisans producing fine leather goods, straw hats, and metal products.

Camoapa also participates in a Sister City Program with San Just, a city in Spain. Current developments in Camoapa sponsored by a variety of programs include a running water system for Camoapa proper (sponsored by the European Union), latrine building

projects, and the creation of an adult education center. In order to better coordinate the development of the community, Camoapa has assembled a Sister City Commission,



Sister City Commission

which consists of a former Mayor, the Dean of the University, and other public officials and development workers. Ramon Mendoza is the primary contact at the Sister City Commission and has proven invaluable as a coordinator for past visits. He has located, overseen, and proposed projects as well as located housing for the Arcatans. Ramon arranges visits to surrounding areas, local schools, community groups, and cultural events.

The Centro Universitario Regional de Camoapa is a small university with about 220 students and 8 full-time professors. The university is in the process of moving into a new building where it will have increased space as well as land on which to carry out



CURC Students

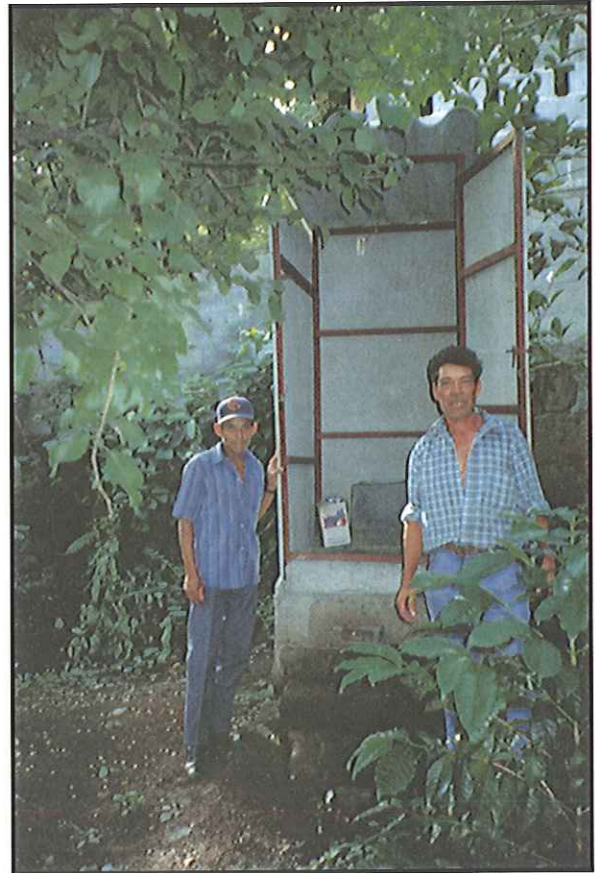
agricultural studies. CURC offers degrees in Agricultural Engineering, Agricultural Economics, and Veterinary Medicine. Although improving, the university is still in need of basic supplies such as an up to date and more complete library collection and lab supplies. The university is currently actively practicing and teaching sustainable agriculture in the surrounding areas. Through education programs that cover topics such

as maintaining surface cover to conserve water and prevent erosion, companion planting, vermiculture, and the use of organic fertilizers.

Arcata\Camoapa Sister City Project

The Arcata/Camoapa Sister City Project was first initiated in 1986 as a non-political relationship created in order to foster increased communications, cultural exchange, and understanding between the two cities. Since its inception, the Sister City Project has implemented a variety of aid and exchange projects such as:

Educational resource donations, refurbishing of the medical clinic, reciprocal mayoral visits, appropriate technology transfer, an artisan exchange program, midwifery training, latrine construction, English instruction, dental services, family planning, cultural exchange, and well-capping projects that have brought clean and accessible water to areas that previously only had access to contaminated water.



One of 72 Recently completed latrines.

Since the beginning of the Arcata/Camoapa Sister City Project over 150 people have traveled from Humboldt County to Nicaragua. People from all walks of life including doctors, carpenters, veterinarians, nurses, school teachers, business owners, students, musicians, dentists, and elected officials have had the opportunity to experience our Sister City. Projects that have been completed are done so at the request of the Camoapan community and are undertaken working side-by-side with local Camoapan residents.

The Sister City Project is primarily run on donations and an annual fundraising event, the I-Block party. The I-Block party serves to increase awareness in the Arcatan community of the project and its activities. In addition, returned community members are able to share their experiences in Camoapa. Fundraising activities include food and beer sales as well as an auction of Camoapan made goods, Nicaraguan rum, and varying donations from local businesses and artisans in Arcata.

HSU Arcata/Camoapa Sister City Club

“The mission of the Arcata/Camoapa Sister City Club is to facilitate reciprocal cultural exchanges, to provide students and faculty with opportunities for academic study and field experience, and to support humanitarian, sustainable community development projects in the region of Camoapa.”

The Arcata/Camoapa Sister City club was founded at HSU in 1997 as an offshoot of the Sister City Project. The club generally consists of 10-15 members with an average

brigade size of seven going down to Camoapa. There is no formal governmental structure within the club, which allows students to work as a team. This also allows individual club members to elect to take on differing assignments and projects. The club works with the Sister City Project and has relied on funds provided by the project in order to send brigades of students to Nicaragua to work and learn with the Camoapan community. Three brigades have already gone down to Nicaragua, with another brigade in the planning stages for this summer (2001).

While the Sister City Club shares many of the same goals as the project, they also focus on a relationship with the university in Camoapa, known as CURC (Centro Universitario Regional Camoapa). Recently, the club has fundraised in order to provide a



Donations for the CURC science labs.

scholarship for a university student as well as to buy supplies for the school labs and books for the library. Students also collect medical supplies and other donations from local community members in Arcata to bring down as gifts to the community of Camoapa.

The club shares its experiences with the campus community through slide-shows, benefit concerts, and open weekly meetings. Club members also assist at Sister City Project fundraisers and do the bulk of the planning and communication in regards to work projects and travel arrangements for trips to Nicaragua.



Lynn with CURC Baseball Team.

Process

Challenge Statement

The main question being addressed by this project is: "How can students at HSU apply experience and knowledge to hands-on projects and potentially gain course credit while mutually benefiting our Sister City in a context that provides cultural exchange and mutual learning?" In this question, quite a variety of components are found, such as students gaining university credit, the incorporation of a diversity of student interests and experiences into a situation thousands of miles away, cultural sharing, mutual learning and reciprocity. Most importantly however, the answer to the question must also ensure that a project is mutually beneficial to both the student and the residents of Camoapa. The goal of this project is to offer the club a tool that will function to assist in getting one step closer to enhancing an effective, efficient, organized, and reciprocated relationship with Camoapa.

Providing a framework that allows each component of the project question to be satisfied while also taking into account challenges such as language barriers, cultural differences, differing world-views (sometimes between students as well as between cultures), and communication over such a large distance has proven to be a detailed undertaking indeed. This paper will serve as a format to review experiences and happenings of the summer trip of 2000, identify lessons learned in the attempt to define a path by which each of the above components is satisfied, outline a proposed structure by

which these goals are met, and finally, to provide ideas for the future evolution of the HSU Sister City Club.

Summer Trip of 2000

Trip preparation began in January of 2000 as a group of prospective brigade members began to form. The planning process started by deciding who would go and what time frame was feasible. From there, communication was established with the Sister City Commission in Camoapa and they began to look for projects for the brigade to work on. In the meantime club members stayed busy gathering donations, planning fundraisers, and identifying individual projects. Club members also attended Sister City Project meetings and continued research and planning for the summer.

The main club fundraising event took place at the Arts and Music festival put on at the HSU campus on Earth Day. Club members established contacts with community businesses and received donations of food and financial assistance to defray the costs of



Fax Donation

the event. The club pulled together to raise enough money to provide a Camoapan student with a scholarship for two years, provide books for the library, and buy a fax machine to help facilitate communication with the university; all of this was done by selling burritos and drinks at the festival.

Eventually, Ramon Mendoza sent a project proposal to the club describing a stairway that needed to be built up a steep incline to provide access to the Adult

Education Center. The proposal was formally presented to the Sister City Project and the funds were approved. It was decided that the total trip duration would be one month, including a weeklong language school for interested members. Extensive planning and arrangements were initiated for the transfer of the project money, airline reservations, language school, transportation, room and board, and individual project planning for club members.

Finally, in the beginning of July, the members participating in the language school met up in San Juan Del Sur on the Pacific Coast of southern Nicaragua. Sterling Evans, an HSU history and Latin American studies professor, acted as an ambassador for the HSU brigade in Camoapa and also met up with the group in San Juan Del Sur. After a week of language school the group traveled north to Managua where the entire brigade, along with two members of the Sister City Project working on a midwifery project, finally met up and traveled to Camoapa.

Once in Camoapa, members were placed with families that volunteered space in their homes. Days were spent by working on the project from eight in the morning until noon with local groups such as students and teachers of the “soon to be” adult education center. The remainder of the day was spent working on personal projects, visiting local schools, meeting with CURC, and hiking in the surrounding countryside or attending cultural events such



Work in Progress



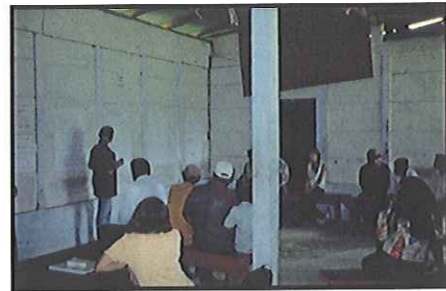
Getting to know the family.

as local dances and festivals (Appendix 1). Personal project work varied from student to student. Members from the language department earned credit for Spanish experience, one worked on the researching the history of Camoapa, while another did research for his Master's thesis regarding community cooperatives.

Work completed in regards to this project included: touring past projects and reviewing their status and benefit to the community, interviewing community leaders and contacts in order to learn of the potential for future projects, and speaking with community members in order to identify other possible projects (For results see Potential Projects, Appendix 2). Also, on-going community meetings and educational workshops, "tallers", were attended in order to better understand local project dynamics as well as meet people living in the surrounding "comarcas".



Past Sister City Wash Station Project



"Taller" in the surrounding Comarcas.

Indoor air pollution and woodburning efficiency was stated as a problem that needs to be addressed.



Lessons Learned

Communication proved to be one of the most challenging components in the planning of the trip and projects to be completed. Not only does a great distance separate planning bodies in addition to the standard room for confusion in normal written communication, but a language barrier exacerbates the potential for confusion and misinterpretation. In order to streamline the communication process, I would suggest one point of contact through which both parties routinely communicate. Although a fax machine was donated to facilitate increased communication, e-mail is now available at the Sister City Commission office and should be utilized. The communication should be between one representative of the Sister City Club and one representative of the Sister City Commission. This was not always the case in the planning of the summer trip of 2000, which resulted in mixed messages being received in Camoapa. Communication is also especially challenging in light of a variety of students, each with interests in varying areas and projects.

In regards to the potential for student projects, it was found through discussions with Ramon that if personal projects were going to be implemented, they would be more effective if they were ongoing projects with known histories and future plans. A suggestion addressing project planning and the potential for students to earn credit while also benefiting the community of Camoapa, would be to establish on-going projects that are department-based within HSU. This would provide a format that would allow information to be passed from student to student and increase the efficiency and effectiveness of in country project work. The student would write a report for the next

student interested in working on the project during the following summer or trip. This would also function to keep project advisors and teachers within the departments aware of the opportunities for experience and credit with the Sister City Club (Project Flow Chart, Appendix 3).

To ensure that personal projects fulfill the requirement of being beneficial to both the community and the student, using the mission statement of the club as a criteria to weigh and measure project actions would be highly advised. This would function to identify projects that specifically match the mission of the club and serve to benefit both the student and Camoapa. Ideally, a project criteria checklist would be developed by the club, functioning to specifically outline project criteria and requirements. These criteria could be constantly monitored through subsequent visits to Camoapa and via project needs assessments.

Club Organization and Alternatives

The Sister City Club has no formal governance structure. This concept was designed in order to leave club members as equals, all working together to get the job done. The concept worked well in the past when a core group of students knew the club structure, relationships with the Sister City Project, and communications with the Sister City Commission. However, the club has become increasingly transitory with new faces arriving frequently, at times resulting in confusion and inefficiency due to unfamiliarity with the club and its history. Also, at times, information gained in the past has had to be

learned again by new club members. While students graduate and move on, some lessons learned slip through the cracks leaving the subsequent group to “re-invent the wheel”.

In approaching some of the problems discussed above in the “lessons learned” section, a variety of alternative solutions can be implemented. For example, a governance structure could be instated allowing for a hierarchy of membership within the club and providing for positions of varying responsibility. This structure could follow the traditional president, vice-president, treasurer, and secretary outline allowing for an organized approach to trip planning and communications with the Sister City Commission. A student assuming the president position would be trained and briefed on club workings and presidential responsibilities allowing for coordination of club activities and delegations of assignments and trip/project planning tasks.

A second alternative of club organizational structure was formulated in order to counteract information loss and is detailed in Appendix 4. This structure provides a division of club activities and information into separate binders and WebPages, the responsibility for which is to be assigned to varying club members. As seen in the proposal, each binder would have an introduction and orientation allowing new club members to become familiar with its contents and uses. This structure would allow for an understandable structure of information, its location, the delegation of responsibility to different club members, and a format for club functioning. It is hoped that this structure will increase the organization of resources, decrease the loss of information, and provide a format that can be passed on through a dynamic college environment.

In weighing the alternatives against each other, it is seen that each provides a pathway towards increased informational organization and efficiency. The main goal of the organizational structure being to provide a framework that functions in an environment of changing membership, complex relationships, fundraising, and complicated communications. In keeping with the goals of the club founders, the second alternative allows for the division of responsibility without the hierarchy of a club government. It was decided by the club that this would be a functional alternative in line with the clubs goals and needs.

Proposed Structure With Regards to Individual Projects

Within the structure described above lies a framework for the functioning and evolution of student participation and potential credit acquirement. Within the project planning binder, club members will find a section on projects proposed by the Camoapan community as well as blank project report forms that they can fill out in order to keep information current on ongoing projects. The past project binder serves as a storehouse of information allowing new students to get a feel for the type of work being done and to see what the next steps in specific project implementation are. Within the fundraising binder students will find information regarding opportunities for fundraising to defray personal trip expenses; a percentage of money raised goes towards airfare and the rest goes towards club activities such as providing Camoapan students with college scholarships. This outline will serve to streamline individual project identification as well as increase the effectiveness of projects in the field by increasing their continuity.

As seen in Appendix 1, in order for projects to gain momentum and local support they must be initiated by a request for a project by the community of Camoapa. The subsequent acceptance of the project by the club, along with the sustaining fuel of continuity and student energy to keep the project going, serve to complete the loop. The potential exists for many projects to be established over time within varying departments of the college. It does take energy and time, but once the system gets started all it needs is a little attention and maintenance to keep going. It is hoped that the structure and recommendations made above are of benefit and catalytic effect to the Sister City Club and in the reaching of the Club's goals.

Summary

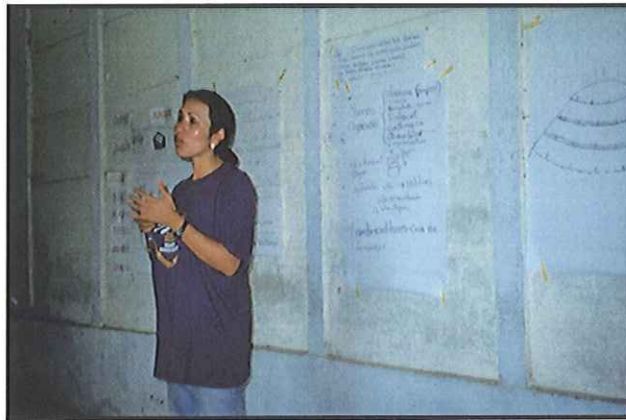
The goal of this project was to identify and promote the potential for individual projects as well as the acquisition of student credit through the HSU Sister City Club. In order to complete this task a one-month participatory trip to Camoapa, Nicaragua was planned in conjunction with a work project and language school. In order to facilitate this trip, planning, fundraising, and coordination of an international excursion was necessary. The trip itself provided a diversity of experience including interaction with local community members, leaders, and non-profits, living with a Camoapan family, attending cultural events, and conducting reconnaissance level research while in Camoapa. The information gathered was assembled and is to be used as a resource for future projects. A structure that will assist in the planning and functioning of individual projects and the club was established and implemented. Overall, the project provided an

opportunity to apply knowledge and experience to a specific situation finally culminating in the net result of having had a real affect on the lives of others.

Parting Shots



Young Ladies of the Comarca's.

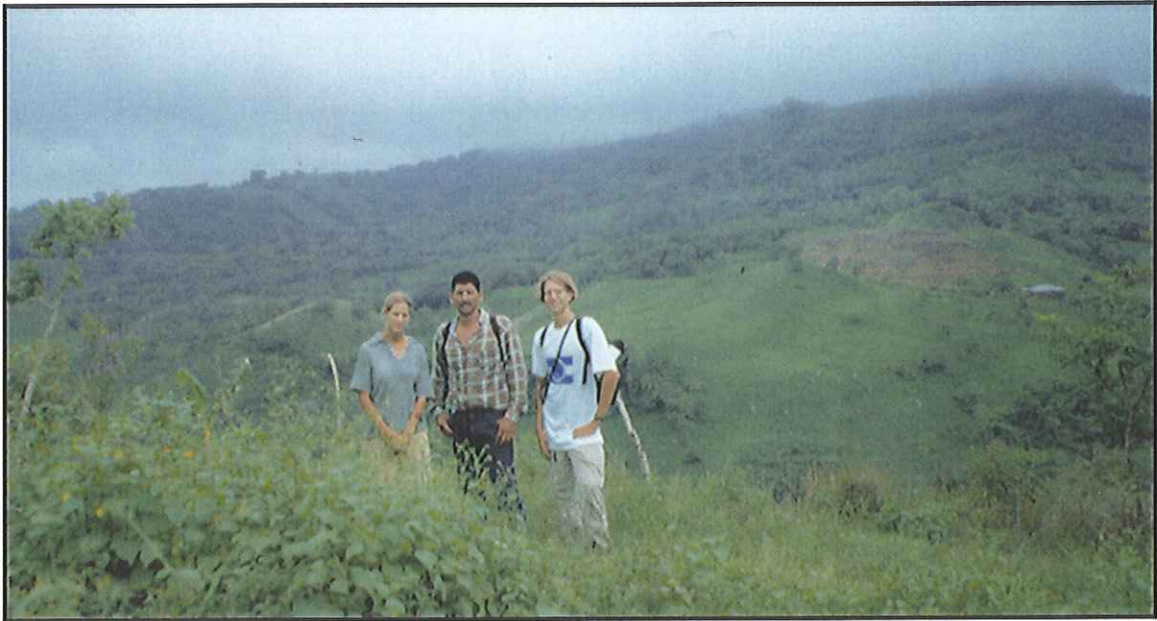


Taller on Sustainable Farming Practices.



Hiking in the Hills Surrounding Camoapa.

Appendix 1



Hiking with Marcos to Invite Locals to the "Taller"



Sister City 2000 Group and Friends

Appendix 1 Continued.



Project Site Before.



Project Site After

Appendix 2

Potential Individual Project Information

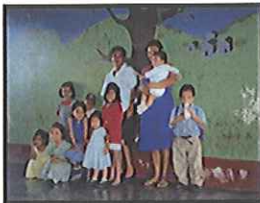
Our Sister University: CURC- Centro Universitario Regional Camoapa

CURC is currently undertaking a large watershed restoration and education project. This project is taking place in the rural communities or "Comarcas" which surround Camoapa proper. Opportunities exist to participate and lend a hand in education, reforestation, soil conservation, and appropriate technology.

CURC is also working with IDR (Instituto de Desarrollo Rural), which is the Institute of Rural Development. Together, and possibly with your assistance as well, they are undertaking projects involving:

- Efficient woodburning stoves (Cocinas Lorenas)
- Agroforestry
- Technical workshops on sustainable use of natural resources. (terraces, organic fertilizers, reforestation, etc..)
- Soil conservation

Infant Development Center: CDI- Centro Desarrollo Infantil



Irayda with Students

The infant development center is located on a hill overlooking the center of town. There is room for over 120 students and the director, Irayda Ibarra, is excited about working with HSU students in the future. Some of the projects that she is interested in include:

- Education of the local fathers to increase child attendance at the center.
- Exchange and sharing of ideas on education and experiences working with children.
- Reading and teaching projects in the afternoon.
- Child Psychology (funds or resources)
- Medicinal supplies for school first-aid kit.
- Artistic supplies and programs

- Construction of a playground and sandbox.
- Mural painting project. (There's a whole blank wall waiting to be painted!)
- Construction and planting of a garden and nursery.

The Orphanage: Los Chavilitos

Los Chavilitos is an orphanage situated in the surrounding comarcas. The owner and director, Alejandro, was educated in the U.S and has since gone back to start up the orphanage. There are currently around 13 children ranging from 6-15 years of age. The orphanage serves as a home for street kids who have been abandoned or abused. The land surrounding the orphanage also serves as a wildlife refuge as Alejandro has forbidden hunting. There is an in house dairy and farm which helps to cover the costs of the supplies. One of the goals of the orphanage is to become self-sustaining through the use of appropriate technology and permaculture concepts. Some possible projects include topics such as:

- organic farming
- companion planting
- plant starts for riparian zones
- appropriate technology

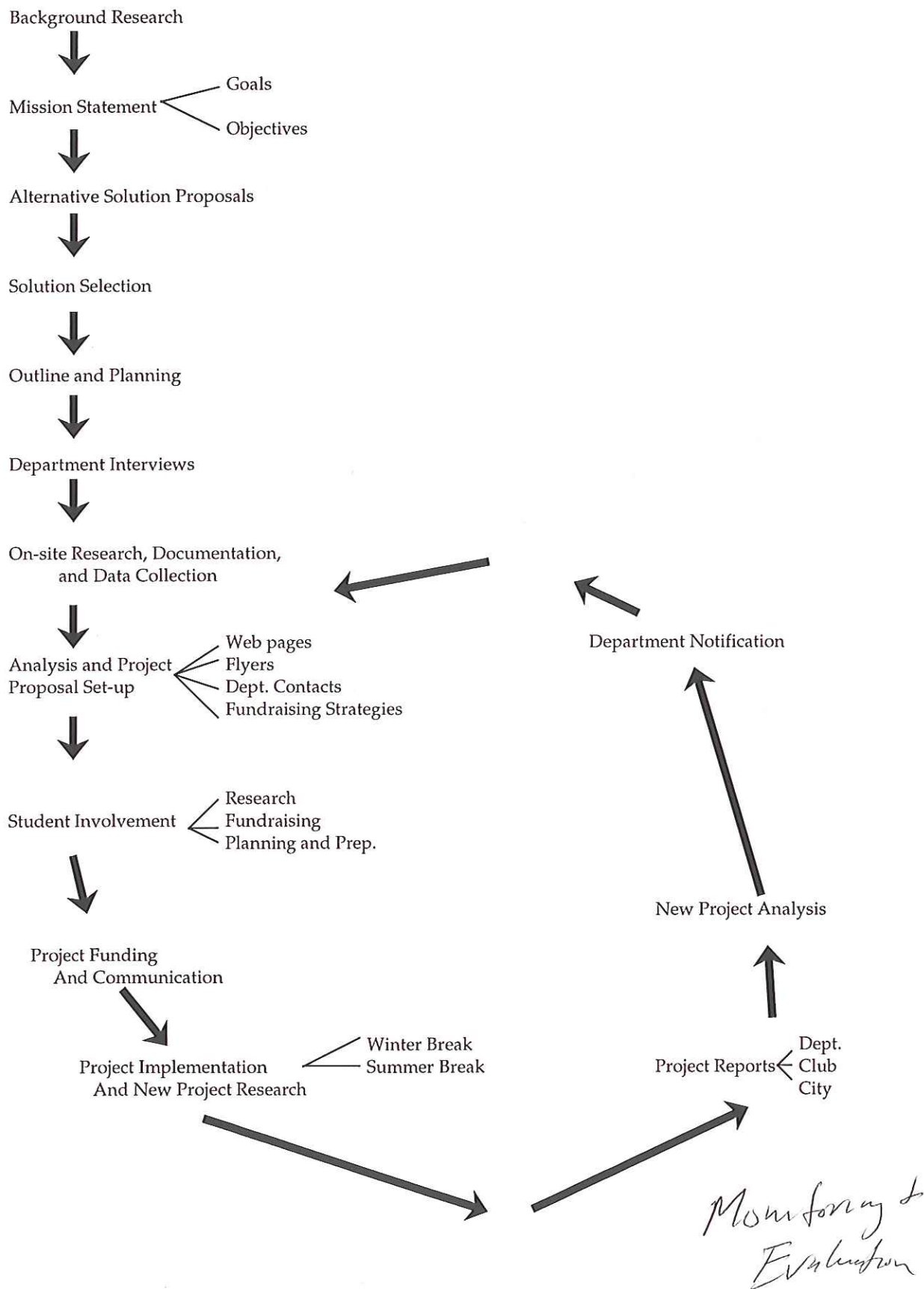
Water Projects

The lavanderas^a that have been built in the past are used on a regular basis by many people. This has helped with sanitation in the local area as well as provided an easily accessible water source and bathing area. New problems have arisen in dealing with the effluent from these sites and the Sister City Commission has expressed the desire to address some of these issues. Potential projects in regards to this desire include:

- Completing a water quality assessment of the effluent to characterize the runoff and develop potential treatment strategies.
- Locating contaminant areas and identifying the affected environment.

These first steps would lead into future development and implementation of a water treatment strategy.

HSU/Camoapa Sister City Symbiosis Project Flow Chart



Appendix 3 Continued: Project Flow Chart Explanation

Overview:

The project flow chart has been created following the problem-solving framework in order to establish lasting, meaningful, and adaptable projects working with our Sister City of Camoapa, Nicaragua. The project chart flows through the problem-solving framework finally veering into a feedback loop that provides an opportunity for analysis, revision, and adaptation of the project to current needs arising as time progresses.

Background Research:

Initially, a project must be researched in order to gain a better understanding of the project background, determine the purpose and need for the project, facilitate a better understanding of the people affected as well as project participants. This information will provide context for future project workers and give meaning and direction to the specific project itself.

Mission Statement:

Through the development of a mission statement, a metric with which to measure future project changes as well as clearly define the goals and objectives of the project will be created. The mission statement will include not only what the specifically project endeavors to accomplish, but also quantitative measures that can be compared with project progress. An example might be, stating that the project goal is to reforest riparian vegetation in order to improve water quality downstream of agricultural fields. The quantitative objective might include the planting of a specified number of trees or a distance of riparian zone planted to a width of 20 meters. This way, the progress can be clearly seen and understood.

Alternative Solution Proposals:

This section of the flow chart addresses the creativity of the planning body. Here, the opportunity is provided to look at other ways to accomplish similar project results. Is there a less-expensive way? Can supplies be found locally? Are there alternative methods of achieving the same results in a more efficient or "elegant" manner?

Solution Selection:

Once all alternatives have been identified, they can be compared and weighed against each other and the project mission statement in order to establish the most feasible alternative. This process could include a scoring system based on established values for each component of an alternative, be they economic, community oriented, or based on efficiency.

Outline and Planning:

Once the solution has been determined the beginning stages of implementation commence. Here a complete outline of the project and planning will be created in order to provide a stepwise guide through the project itself arriving at the indicated goals and objectives of the project. This outline can be in the form of another flowchart or checklist outlining the necessary steps and their associated time constraints.

Department Interviews:

Interviews will be conducted with interested faculty members in the department most related to the project. These interviews will be focused on identifying potential faculty advisors as well as gathering insight into possible snafus and recommendations for project streamlining and improvement.

On-Site Research, Documentation, and Data Collection:

The next step in the process includes primary on-site activities including gathering more project informational detail, gathering initial data, and documentation of the project site in order to fully understand the variables of a specific project.

Analysis and Project Proposal Setup:

When back at HSU, students take the information gathered during the previous stage and collate it into an accessible and useful format. Options include putting it on the website, creating flyers to drum up student involvement, and passing it on to department and faculty contacts. Also, this stage will include the planning of fundraising opportunities in order to offset project costs.

New Student Involvement:

At this point, students not previously associated with the project would be invited to come on board and participate. They would do their own project research, participate in fundraising, and help to plan and prepare for project work to take place during the subsequent trip to Camoapa.

Project Funding and Communication:

Once research and thorough project detail has been established, the project would be formally proposed to the Sister City Club and Sister City Project in order to gain the necessary financial support. Additional communication would be established with Camoapa to ensure that the project remains within their requests and desires.

Project Implementation and New Project Research:

Over either the summer break or winter break students have the opportunity to travel to Camoapa and implement the project. Also, when on the project site additional information can be gathered in order to update the project needs, goals, and methods utilized to achieve the desired results. This research aids in the function of creating dynamic and adaptable projects that will remain fully supported and viable. This type of project monitoring is a necessary component of maintaining effectiveness within the community and providing an avenue for community and student input regarding project improvements.

Project Reports:

Once returned, the participating students will compile a project report. This will serve to summarize what work was completed, any project changes suggested, and information gained along the way. These reports will be given to the department overseeing the specific project as well as the Sister City Club and Project in order to keep these bodies informed and aware of project progress. Also, students will have the opportunity to share experiences with their peers through slide-shows and fundraising events such as the I-Block Party. This is a valuable cultural sharing experience and helps to increase the general student populations knowledge and awareness of our Sister City of Camoapa, Nicaragua.

New Project Analysis:

Once the additional research has been put into report form, the members of the project crew will analyze the projects and decisions will be made as to the actual changes that will be made. Once settled, the changes will be implemented fulfilling the goal of providing an evaluation and adaptation of project design in line with the changes that come with time.

Department Notification:

Finally, closing the loop, the departments will again be notified and interested students will present the project proposal for the next funding cycle. Departmental and faculty advisors will also have the opportunity to provide input into the future developments of the project before they move on to the next cycle and round of proposals.

Summary:

The project flow chart is meant to guide the creation and development of new projects being worked on by the Sister City Club. This process will allow for a coherent and attentive approach towards the acceptance, adoption, development, and adaptation of projects providing a more meaningful and effective use of student energy, expertise, and experience while also providing Camoapa with projects that assist them in ways that they see fit.

HSU Sister City Club - Potential Organizational Outline

Club Binder

- Mission Statement
- Table of contents
- Club event calendar (w/ don't forgets: ie. X-mas cards, thank-you's, scholarship, SCP meetings, etc)
- A sheet like this showing how it all works (kinda like the club's table of contents; FLOWCHART that says what info is where)
- Club Financial Account info
- Current Projects info
- Grant info
- Scholarship info
- Website maintenance instructions
- Email account instructions
- Diskette storage for website back-ups, digital reports, and forms (100MB Zip-disk preferred)
- Application for status
- Dues info etc...
- Advisor info
- Flyers and recruitment
- Slideshow info (past outlines, locations, media, resources, etc...)
- History handout?

Club Email Account

- Address and phone info
- Bulk mail subscribers
- Serves as a universal contact site for interested students, Camoapan contacts and for keeping track of participants)

Club website (Familiar & easy website program like Frontpage that is easily passed on, explained, edited and updated)

- Mission statement and meeting times
- Map and location info
- How you can get involved section (local projects and going on trips)
- Can I get credit? (past people who've received credit reports)
- Club organizational structure (explain non-president etc...)
- Past trip reports
- Project info
- Photos and experiences
- Club event calendar
- History and informational pages (How it started, what we've done, where we're going, SC project and club relationship)
- Fundraising info
- Recommended readings
- Links (Camoapa, CURC, History, Culture, About, Statistics, current medical, other associations, member links)
- Minutes section?

Fundraising Binder

- Table of Contents
- Calendar w/ fundraising opportunities
- Specific fundraiser and Info (equipment needed (ie. Rope pump info, pots, pans etc...) past donations and addresses, form letters, food amounts, staff requirements, how much change, amount sold, and profit, or band name etc...)
- Publicity information (Radio station contacts, Lumberjack, poster sites and reservations, etc...)
- Food safety requirements (training videos, certified kitchen locations, cooking supply location)
- Individual fundraising agreements and explanation

Project Planning Binder

- Mission statement
- Table of Contents
- Project planning outline (ie. Club requirements such as: meeting mission statement, documentation, final report, records, photos, personal experience write-up, advice for future groups, further project research or ideas-where does it go from here?) Perhaps a flowchart w/ to-do checkboxes?
- Blank Project Report Forms with fields including: Project name, type, contact names and numbers, party involved, dates, photos (on disk or slides), dated status report, what's left to do.
- Proposed Projects (From SCCommission, El Porvenir, etc...)
- Project funding options
- Average trip cost summary and student fundraising opportunities
- Past donations (contacts and what donated)
- Past trip advice (Hard Copy)
- Contact info for project coordinator (or other folks)
- Travel info (Travel agencies, websites, advice)
- Spanish school info (costs, locations, recommendations, advice, early learning resources)
- Medical info (Shots required, advice, relevant past experiences, websites for current information)
- Passport and customs info
- Travel insurance
- Good resources list (ie. Travel books)
- Things to bring list
- Things to bring back list (what sells, where to get it, what to pay, etc...)

Past Project Binder/File (Club Projects)

- Mission Statement
- Table of contents (date and project type)
- Past Project Report Forms
- Past project photos (on Zip disk)

"The mission of the HSU chapter of the Arcata-Camoapa Sister City Club is to facilitate reciprocal cultural exchanges, to provide students and faculty with opportunities for academic study and field experience, and to support humanitarian, sustainable community development projects in the region of Camoapa."