

RECON Team: Area Assessment Checklist

COMMUNITY/AREA DETAILS
A-1. Obtain a map of the area or the community. If no map is available, draw one to scale. A-2. Indicate road networks (include main and secondary roads). A-3. Show location of such important places as religious institutions, schools, community halls, and marketplaces. A-4. Indicate distances to adjacent communities. A-5. Describe what determines the center of the community and what factors are most important in giving the community its identification. A-6. Describe the relation of the community as to the political, trade, school, and religious areas with that of the adjoining communities. A-7. Describe weather and terrain features affecting the location or life of the community.
HISTORY (AS IT AFFECTS THE PRESENT SITUATION)
A-8. Identify important people and events in the community's history. Consider the following: <ul style="list-style-type: none">• Crises in the history of the community.(including the war/collapse)• First settlement.• Incidents giving rise to conflicts or cooperation in the community.• Immigration and emigration.• Outstanding leaders and famous citizens in the community.• Prior interactions with the Morrow Project.
POPULATION
A-9. Obtain the following information: <ul style="list-style-type: none">• Census.• Common occupations of inhabitants.• Ethnic groups present, if applicable.
COMMUNICATION
A-10.Determine how inhabitants, groups, organizations, and governmental entities communicate within the community and with other communities. Consider the following: <ul style="list-style-type: none">• Transportation (roads, water, rail, air).• Electronic (telephones, television, radio, internet, telegraph).• Printed material (newspaper, posters, magazines).• Mail facilities.• Connections with other communities.• Degree of self-sufficiency or isolation
COMMUNITY INTEGRATION
A-11.Determine the groups or individuals that are independent of the local government; for example, groups or individuals directly responsible to an outside or higher government. Determine the effects they have on the community. Determine the attitude of the local citizens toward these individuals.
ECONOMIC SITUATION
A-12.Consider the following factors when assessing the economic situation: <ul style="list-style-type: none">• Natural resources.• Industries.• Agriculture.• Crops and products, markets, ownership, and tenancy.• Who are the landlords? Are they in the community or absentees?• Are there any local merchants? What is their influence on the community?• Professional (teachers, doctors, ministers).• Credit associations and their relations to the community.• Relative economic status of the people (debt, savings, taxes).

RECON Team: Area Assessment Checklist (continued)

<p>RELIGIOUS SITUATION</p> <p>A-13. Consider the following factors when assessing the economic situation:</p> <ul style="list-style-type: none"> • Number, make-up, attitude, and membership of each religion/sect. • Buildings and equipment. • Schools run by religious institutions. • Relationship of each religion/sect with the others. Do they clash or cooperate? • Holy sites.
<p>EDUCATIONAL ORGANIZATIONS</p> <p>A-14. Consider the following factors when assessing the influence of educational organizations:</p> <ul style="list-style-type: none"> • Schools (number, size, area served, buildings/equipment/libraries, and admin structure). • History (how and by whom were the schools constructed?) • School activities and relation to the community
<p>VOLUNTARY ORGANIZATIONS</p> <p>A-15. Consider the following factors when assessing the influence of voluntary organizations:</p> <ul style="list-style-type: none"> • Number, types, composition of membership, equipment, activities, and relation to other phases of community life. • Farmers' co-ops (4-H-type organizations, home economic organizations). • Other occupational groups.
<p>HEALTH AND HEALTH CARE</p> <p>A-16. Consider the following factors when assessing the health and health care situation:</p> <ul style="list-style-type: none"> • Physicians, health workers, nurses. • Public and private health organizations, (hospitals, dispensaries, clinics, school health program). • Health status of the people. • Prevalence incidence and types of diseases.
<p>POLITICAL SITUATION</p> <p>A-17. Consider the following factors when assessing the political situation:</p> <ul style="list-style-type: none"> • Political structure and government (solidarity or strife and causes). • Dominant personalities. (names, background, attitude to Morrow Project, contact details)
<p>COMMUNITY ACTIVITIES, CUSTOMS, AND IDEALS</p> <p>A-18. Consider the following factors when assessing the influence of community activities, customs, and ideals:</p> <p>Community events other than religious observances.</p> <p>Community customs or traditions (taboos or social disapprovals)?</p> <p>Activity characteristics and pastimes.</p> <p>Community attitudes on all types of progress?</p>
<p>LEADERSHIP</p> <p>A-19. Consider the following factors when assessing the leadership situation:</p> <ul style="list-style-type: none"> • Dominant leaders. Family control. • Is leadership representative, democratic, or autocratic? • What is being done (and by whom) to develop new leaders? • Attitude of people toward old and new leaders. • Motivation—politics, religion, economic power, prestige, or a combination of these?
<p>COMMUNITY ORGANIZATION</p> <p>A-20. Consider the following factors when assessing the community organization:</p> <ul style="list-style-type: none"> • What is being done to integrate the community? • What are the needs for community organizations?
<p>STATUS OF LAW AND ORDER</p> <p>A-21. Consider the following factors when assessing the status of law and order:</p> <ul style="list-style-type: none"> • Organization and capabilities of law enforcement agencies. • Police techniques. • Crime rate and trends.