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## PREFACE

This is the third in Series A of publications on Community Development Training which have been adapted from materials developed in the Philippines by Mrs. Rita Ogden. As urban community development is a relatively new field where there has been limited experience, it is suggested that in connection with this pamphlet, the reader study "Community Development in Urban Areas," a United Nations Report by the Secretary-General, issued by the Department of Economic and Social Affairs, New York, 1961 (ST/SOA/45; E/CN.3/556/Rev.1).

The potential of urban community development is suggested by Dr. George M. Foster, in his most recent book, *Traditional Cultures: and the Impact of Technological Change* (Harper and Brothers, Publishers, New York, 1962 page 51): "... current community development methods almost ignore the presence and influence of cities. The strategy is phrased in terms of 'local initiative,' 'self-help,' 'community organization,' 'identification of local needs,' 'mobilization of local resources,' and so forth. A hard look at the nature and implications of village-urban relationships probably would inject more life into community development programs than would any other single act."

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## Introduction

This paper treats urban development as a complement to or as a result of rural development work in the Philippines. The principles and approaches of community development as has been applied in the rural areas are being explored and studied with the idea of modifying them so that they may be applicable to urban development work.

Urbanization is referred to as a dynamic development which has been due to the cooperative efforts of the citizenry which, in turn, has been due mostly to the organizational processes carried out by the urban Community Development workers. Also, it is a part of the larger process of economic, cultural, and social change which is affecting present-day communities.

The new urban communities are economically, socially, and culturally linked with rural people, and as such each needs and affects the other. It can be said that the rate of development in any urban center is limited by the economic status of the rural areas, and vice versa.

It is apparent, therefore, that the development of urban communities cannot be successful unless there is a coordinated program which has been planned and closely integrated with the rural sectors of the country.

In the new urban communities, community development organizational processes and principles may be applied with success if a majority of the people and their leaders are trained in these procedures and motivated to take a new outlook, and who, in turn, strongly advocate change and reconstruction.

Taking the developmental processes in the light of the above assumption, urban development in the Philippine setting may be viewed within the following dimensions:

1. Urbanization as a *concomitant process*

In its rudimentary form and taken in the modified content of rural CD work, urbanization and industrialization or the developing of peripheral communities of a city should be carried out simultaneously.

2. Urbanization as a *resultant process*

In this context, urbanization is considered in relation to highly industrialized cities or section of such cities. In order to balance or equate the forces or pressures that are usually associated with the fast pace of industrialization, the urban programs must adopt improved methods and techniques which, in turn, will develop more vigorous moral and sociological attitudes.

3. Urbanization as a *complementary process*

In a slowly progressing city or part of a city where a kind of isolated developmental and organizational work has been started for some time by the governmental and non-governmental agencies, urbanization may be used as a complementary process. In such a case, the main objective would be to integrate into the Philippine CD Program all the entities operating in the area. Thus co-optation may function to ensure more effective cooperation among agencies in the areas doing developmental work.

## General Objectives

As stated previously, urban work may be viewed in several dimensions. Therefore, the specific social and operational goals may not be listed here but the direction of the urban program may be considered as being consistent with that of the Philippine Community Development Program, whose objectives are as follows:

1. To assist in the development of self-government in the *barrios*.
2. To increase the productivity and income of the population through self-help projects in agriculture and industries.
3. To encourage construction, largely on self-help basis, of *barrio* roads which will connect *barrios* with principal highways or feeder roads.
4. To provide governmental services more nearly equal to those now available in the *problaciones* (town proper).
5. To promote better coordination of the government services at all administrative levels.
6. To improve, through a maximum of self-help, facilities for education, water supply, irrigation, health, sanitation, housing, and recreation.
7. To increase the educational and vocational opportunities for the adult population in the *barrios*.
8. To increase citizen awareness and action with respect to the enforcement of laws on tenancy, usury, labor, and other subjects.
9. To take the needed steps to improve the morale of the citizens and strengthen their participation in the economic life of the nation.

## Characteristics of Urban Communities

1. There are increasing social problems in cities as a result of the influx of population to urban places. City residents are confronted with many problems such as: insufficient housing; slums; juvenile delinquency; undernourishment; inadequate disposal of waste; poor drainage system; congestion of traffic; ugliness; etc.

2. The cost and standard of living in the cities continues to rise. The capacity to increase the production or income falls behind. This affects the economic and social behavior of the city residents. Due to a high birth rate and low mortality rate, population is increasing at an alarming rate which, in turn, aggravates other problems.

3. Cities exist by feeding and serving surrounding areas. They send out services in the form of ideas and innovations. In return, they receive not only products from the surrounding areas but also a large number of people every year. Cities die when the surrounding areas fail to buy their services and ideas, to provide employment for a labor force, and to supply raw materials for industries.

4. Urban communities have been able to produce a number of specialists: professionals, craftsmen, tradesmen, teachers, etc. By their nature and size, cities demand more specialization, division of labor, and more opportunity for individual employment.

5. The marked individualism in urban sectors is a direct contrast to the strong group consciousness of people in rural areas. In densely populated cities, there is vastness and impersonality which makes people different. Ties need not exist: Neighbors do not know each other; they do not work with each other. Specialization, sectionalism, compartmentalism have made city folks more impersonal than the rural people.

6. In the cities there are more voluntary organizations giving assistance and more well developed welfare services and facilities, such as schools, recreational halls, hospitals, trading centers, water systems, etc.

7. Most often paternalistic landholders, politicians, middlemen and others who reside in cities play the role of lord over non-urban people. This has something to do with the leadership patterns (mostly political in nature) in urban and rural areas.

## Principles and Suggested Techniques For Urban Development

The following ideas are suggested as a guide to urban development workers:

1. There should be an opportunity for citizens to study continuously in order that they may discover their needs and problems, and determine their resources to meet these needs. They should also be assisted in selecting their targets for action. Effective *point of leverage* for urban CD work can not be imposed upon communities but must grow out of their verbalized and recognized felt needs, problems, and desires. Motivation for change comes *as people are encouraged to see their needs and as they are helped to develop the will and capacity* to make the desired changes. People can continue to work cooperatively as they identify other community problems; thus, direction is established internally.

Where workers or community leaders train the urban people to think, conduct surveys to determine community needs and problems, and plan projects which affect most of the population; hostility, prejudice, and apathy can be totally eliminated. When this is done, a new brand of community spirit will be created. With this spirit and expected outside assistance, projects are bound to succeed.

2. There must be formal and informal organizations for effective planning with active involvement and participation of representatives or elements of responsible groups. Also, when asked or desired, the urban worker must provide the desired assistance.

*All ideas and opinions* in relation to priorities, specifications, or selection of projects should come from the citizens. Ideas may be gathered through the "*wide pooling of ideas*" or by *close study* of problems by the working committees of both the informal and formal groups.

Special interest groups, disturbed by or dissatisfied with present conditions in a neighborhood, may become focal bodies for creating community awareness of these conditions, and providing the remedial measures for these problems. Most likely the discussion of the more pressing problems of a community appear first in informal groups such as corner gangs, street communities, neighborhood societies, friendship and youth clubs, and religious and political groups. Such conditions create, in those groups or societies, significant and persistent emotional attachment to and concern for the causes of those problems, and provide the desire to determine the probable remedial measures. These groups, therefore, should be helped to organize and work on the causes of these community problems; especially along the line of the motivational forces which are responsible for the existing unwholesome conditions.

Formal groups such as Lions, Rotarians, Parent-Teacher Associations, Chambers of Commerce, religious organizations, and governmental bodies should have their awareness steered toward those unpleasant conditions with a view to motivating them into planning and action groups. These formal bodies, when

made to extend their helping hand, give more vigor and prestige to the informal groups which were concerned initially with the problems. They also provided needed procedures which may be used in discovering the solution to many of these problems. These formal bodies can give not only moral support but also financial and technical aid. When they come to share emotionally the feeling of *discontent* and *pain* created by the unwholesome community conditions, they voluntarily work cooperatively with others or share the burden of *costs*. The best approach is to inform the people in order that they might share the feelings of discontent and burdens. Then, involve them in the identification of the causes of the problems and in the planning of the desired projects. This procedure will mark the beginning of new responsible group leadership and a strong structural pattern.

3. Parallel to the enthusiasm, responsibility, and action given by the informal and formal non-governmental bodies, *city councils* and *city barrio councils* become financially, technically, and morally into active participation. These official bodies should exert the integrating and coordinating roles for all entities working in the projects. *They should not, however, run the show; claim credit; or manage the activities for the citizens.* Urban development should be truly a citizens' affair. *Official bodies should manage the projects and programs with the citizen groups.*

4. If it is the consensus of citizen groups that one "problem" should be remedied, enough motivation exists to overcome the difficulties confronting the processes of planning and organizing the citizens. The question of who should implement such plans will always arise. This question is most easily resolved when, in the initial process of planning and organizing, citizen groups are deeply involved in the activities. They will then accept *the responsibility for remedying the problems that are perplexing them.*

*In the event that citizen groups plan the solutions to a problem, or set priorities for the various projects, who should object? Should the local government officials or urban workers object and offer substitutes for such citizen actions? Or should these councils, officials, or workers encourage such planning groups to carry out their plans and that they can solve all difficulties?*

It is suggested that the second course should be taken. Ideas or projects imposed or superimposed will always be considered by the people as government agency or city council projects. Hence, they will not identify themselves with the projects and will refuse to maintain or use them. The very purpose of constructing such projects—to promote a cooperative method of satisfying common needs which creates *community initiative and responsibility*—will not have been achieved.

5. There must be responsible leadership for training activity and carrying out the projects selected. Sparked by the desire to remedy the verbalized and recognized conditions which affect most of a community, the erstwhile unorganized local groups take on a new form. They spring back to life, making it possible for more people to resolve cooperatively their shared felt needs and problems. A new brand of leadership, which needs to be nurtured and trained along the lines of democratic values and standards, emerges. It recognized the inherent

capacity of the people and their privilege to be responsible. The strengthening of leadership toward that value and standard introduces more vitality and organization into the planning and action groups. It also encourages the coordination and integration of subgroup which in turn increases the capacity and resources needed to implement the programs and plans made by them.

6. An untrained group trying to solve problems or difficulties normally cannot go through the frustrating and time consuming experience of planning community programs or projects without definite leadership. The planning of such programs is the part where volunteer local leaders and trained urban workers may give some real assistance. However, when the required degree of group maturity and functionalism is attained, the urban workers' assertiveness should wane to give such planning and action groups more opportunity to *manage their activity*. If this is done, new challenges, new threats, and urgent needs may arise in the group. However, bickerings, off-tangent deliberations, and non-relevant decisions may still develop. But *these would not lead to loss of interest, low morale, and inefficiency* if the right ingredient of shared group leadership functions has been attained. Group skills of urban workers may come into use at this point.

Fundamentally, responsible leadership exists when the planning or action groups are assisted in determining the priority of community problems, planning the solutions to these problems, and carrying out their plans. The planning group, subsequently the implementing body, maintains responsibility for the whole program or project, secures the required outside assistance; and it allocates authority to committees to work on the various aspects of the programs. This indicates applying wisely the principle of involvement and management, and using the initiative and resourcefulness of the sub-groups.

A planning group for instance can undergo the complex process of planning if the responsible shared leadership exists. In every stage of the planning process small group or committee work is essential. The steps of the process are:

a. *Define the community program on hand.*

The whole planning body is divided into small buzz groups to define the various aspects of the program. They agree on the particular aspects of the problems.

b. *Understand the implication of the problem.*

Since one problem has to be seen in all of its dimensions—its meaning, scope and implication—the planning body is required to assign an appropriate committee or group to manage every aspect of the community problem.

The problem must be studied by small groups in detail. They may ask the following questions:

- (1) What is it we are primarily disturbed about?
- (2) How much of this problem can we reasonably undertake?
- (3) Who could or should be dealing with other aspects of the problem?
- (4) How can we do our part, yet press for more adequate consideration of other parts of the problem?
- (5) Where are the sources of help—human and material?

At this stage, if not before, competent persons should be taken into the planning process to give their knowledge about the community problem. When the

time comes for *action*, resistance will have been partly forestalled and considerable support will have been gained.

c. *Consider solution of the problem.*

After the precise aspects of the problem have been selected, work groups assigned, and data processed, the possible alternative solutions are determined. There should be consensus on the best alternative.

d. *Go into action.*

The plan to implement the decisions should be carefully conceived and developed in order to anticipate success. This means that the responsible groups should be led to:

- (1) Study carefully the plan of action;
- (2) Know the probable reaction of the people;
- (3) Understand the customary procedures by which similar plans are accepted, adopted, or enacted;
- (4) Involve those people who must support the plan;
- (5) Know the cost of implementing the plan and the sources of money needed;
- (6) Know the reasons why such a plan is desirable and why arguments against it are not invalid; and
- (7) Know the proper way of discovering and involving community leaders and agency personnel.

7. There must be provisions for training of both urban workers and community leaders. Community leaders and specialists in towns and cities may be called, from time to time, for community leadership training to better equip them with the fundamental skills in development and organization. *Knowing the principles, accepting responsibilities and developing capacities to translate these into action will give more impetus to the development work.* The course of training may be determined by the trainees with the help of the urban workers and the Training and Information Section. Leadership and orientation training may be given to lay leaders and agency personnel, respectively. Seminars, workshops, and study tours may also be conducted when needed.

8. There must be adequate plans for the future based on continuous evaluation and planning. The urban program grows as evaluation proceeds and future anticipations are discussed by citizens and urban workers. When necessary, evaluation and re-planning conferences may be conducted by citizen groups assisted by the urban workers.

## Organization and Relationships

In order to attain the specific objectives of the program, the implementing organization should be reorganized so that it may combine its former operations with that of community development. In chartered cities where a different kind of governmental structure is set by provisions of city charters, the urban CD workers and officials of the City Community Development Councils concerned should incorporate agency elements into the combined operational chart. Since cities are big and are composed of different types of groups, the urban workers should always, with prudence, aim at absorbing into the organization power or prestige elements coming from those groups.

The basic units for coordination of local action, and for making and implementing plans are the *Barrio* Councils in cities organized for community development. Here the urban community development councils work closely with the *barrio* councils in implementing plans that serve more than purely local needs.

In general the procedure is as follows: *Barrio* development plans are prepared by the village leaders who have been directly elected by the community to the *barrio* council. The community, through the legally constituted *barrio* assembly, in turn, is given maximum opportunity to become involved in planning local development. The assembly can meet at any time when called by the village president or when petitioned by a sufficient number of its members. It can also be the recipient of requests for the ratification of development measures enacted in the elected *barrio* council.

A limited form of participation in the planning is shared by the *barrio* with government units outside the village which are called upon to render technical or financial assistance for *barrio* development. For this purpose, community development councils are set up in municipalities, provinces, and chartered cities. These councils lay down criteria and formulate priorities in the use of relatively limited resources for assistance. On the national level, the inter-departmental Community Development Council likewise sets criteria and priority systems for the use of national funds and other resources.

The organization for the implementation of community development programs follows that of planning. Purely self-help projects are executed solely at the discretion of local people. Implementation of the "aided self-help" is shared with the community development councils on the municipal, provincial, and chartered city levels. Where national resources are involved, the national community development agency sends its representative down to the appropriate area to superintend the implementation according to the criteria and priorities previously determined to guide the use of national resources.

Each city organized for community development has a Municipal Community Development Council (MCDC) of which the technicians of the several municipal agencies are members. Since they must serve as technicians needed for *barrio* projects, they must help in determining criteria and setting priorities for

projects recommended by the several *barrio* councils in the municipality. These technicians are known as the Community Development Team. But it should again be emphasized that the *barrio* councils, assisted by the neighborhood associations, local clubs, and power elite groups compose the lower decision-making, coordinating, and implementing bodies.

The *City Community Development Council* may be composed of the following officers and members:

- |   |                         |
|---|-------------------------|
| 1. City Mayor   | --- Chairman            |
| 2. Urban CD Officer   | --- Executive Secretary |
| 3. Vice-Mayor   | --- Member              |
| 4. City Treasurer   | --- Member              |
| 5. City Auditor   | --- Member              |
| 6. City Engineer  | --- Member              |
| 7. City Health Officer  | --- Member              |
| 8. City Chief of Police   | --- Member              |
| 9. Superintendent of City Schools   | --- Member              |
| 10. City Social Welfare Administrator   | --- Member              |
| 11. City Agriculturist (available in some cities)   | --- Member              |
| 12. City Home Demonstrator  | --- Member              |
| 13. City Veterinarian   | --- Member              |
| 14. Heads of civic organizations actively engaged in community development (not more than 4 at the discretion of the Council) | --- Member              |

The City Community Development Team may be composed of the following:

1. Physician
2. Dentist
3. Nurse
4. Midwife
5. Sanitary Inspector
6. Veterinarian
7. Representative of public elementary or high school
8. City Agriculturist (available in some cities)
9. City Home Demonstrator (available in some cities)
10. Social Welfare Worker
11. Engineer
12. Probation Officer, if available
13. Urban CD Worker
14. Any other government agency personnel assigned at the discretion of the City CD Council

## **Job Responsibilities of PACD Urban Personnel**

In general, the following are the job responsibilities of PACD personnel assigned to urban coverages:

### **A. URBAN CD OFFICER**

Acts for and on behalf of the PACD in the administration and implementation of the community development program;  
Is the Executive Secretary of the City Community Development Council;  
Supervises workers and employees assigned or detailed in the urban coverage;  
and  
Performs other duties and responsibilities assigned to him by the PACD.

### **B. URBAN CD WORKER**

In general, the Urban CD Worker shall perform the following job responsibilities:

Educator for community development in the urban coverage;  
Stimulator and organizer for self-help activities in the communities where he is assigned;  
Aide of technical agency representatives; and  
Connecting link between the people and the government.

In general, he acts for and on behalf of the PACD in the implementation of the program in the urban communities where he is assigned. He, therefore, performs such other duties and responsibilities as are assigned to him by the PACD.

Specifically, the Urban CD Worker performs the duties and responsibilities of a *Barrio* CD Worker. In addition, the Urban CD Worker shall perform the *administrative functions* for the internal administration of the PACD.

### **C. TRAINING and INFORMATION STAFF**

In conjunction with the Urban CD Workers, the Training and Information Staff plans and conducts city-wide training programs designed to give training support to training operations. Such training activities may be institutes, seminars, workshops, study tours, conferences, and briefings.

In addition, the staff assists in follow-up activities of training sessions to give full support to program operations. It also helps to evaluate field activities.



## Special Training for Urban Development

The Urban CD Workers and Officers selected by the ADO for assignment in cities or urban areas, including those who have been and are now implementing community development in cities and urban centers, shall undergo a special training for urban development. The plans for such training programs shall be prepared by the Training Division and the urban personnel from *all* areas shall be trained together under the guidance of a special staff to be designated by the Training Officer.

As soon as the ADO's have selected the personnel for urban development, they will transmit to PACD a list of those chosen, including those already assigned in existing cities of coverage, and indicating their present position and previous assignments. This information is needed in order for the PACD to approve and confirm the selected personnel. When all the area lists have been received by the PACD, a special training course will be conducted. Orders indicating the beginning date, place of training, and duration shall be issued to new selectees.

## Program Activities and Projects

Community Development relies upon its citizens. They must initiate the desire for community projects, (through concerted efforts and active participation) plan and carry out their plans. Therefore, the planning committee should plan each activity so that adequate opportunity for full participation is provided. Projects to be undertaken by the citizens should be of two types, self help and aided self help.

The following are suggested activities and projects, grouped according to categories:

### ***Category I—Increased Production and Income***

- Goals:** a. Increase food production  
b. Increase cash income

**Training Activities:** Short-term specialized skill and general leadership courses related to increased production and income. The technical agency personnel concerned shall handle such courses with close cooperation of the PACD workers.

### **Projects:**

#### *Agriculture*

Seed improvement, drainage and irrigation canals, plant pest control, farm tools, settlers' tools, truck gardening, masagana demonstration lots, tree planting, orcharding, portable generator and pump, fertilizer, etc.

*Animal*

Control of pest and diseases, goat projects, individual piggery and poultry projects using native or improved stocks, pigeon raising, etc.

*Handicrafts and Metal Sheet*

Hat weaving, mat weaving, native cloth weaving, basket making, bag making, sandal/slipper making, tin or sheet metal work, farm tool making. Also needlework, bakya making, furniture making, wood carving, carpentry work, house construction, tool kits, etc. (These should be total self-help. PACD may give help in the purchase of machines and tools needed in these activities.)

**Category II—Public Improvement and Housing**

- Goals:** a. Improve facilities and housing units  
b. Increase technical services

**Training Activities:** Conference/briefing sessions designed to instill civic consciousness among city residents and to create a need to call for the services of technical agency personnel.

**Projects:**

*Improved Facilities*

Slum clearance, improvement of streets in slum areas, footbridges in slum places, improved drainage, city *barrio* schools, *barrio* halls, communal electrification, etc.

*Housing and Relocation*

Small scale housing units, relocation from slums, adobe stone cooperative project, communal hollow-block making, *barrio* tool kit, communal sand and gravel project, etc.

**Category III—Health and Sanitation**

**Goal:** Improve health facilities and carry out sanitation practices.

**Training Activities:** Short term courses relating to health and sanitation practices to be handled by the agency personnel concerned. PACD personnel shall coordinate closely.

**Projects:** Safe drinking water, extension water pipes, communal bathrooms, communal comfort rooms, individual toilets, improved drainage and garbage, health centers, medical kits, milk feeding, environmental sanitation, etc.

**Category IV—Barrio Council Stores, Shops, and Restaurants**

**Goal:** Increase participation in local business and trade.

**Training Activities:** Short-term courses on Neighborhood Store program, and special skill training as regards salesmanship, public relations in business, store management and supervision, etc. These shall be conducted by the appropriate personnel.

**Projects:**

*Neighborhood Stores and Shops*

Sari-sari stores, cafeterias, restaurants, groceries, bakery shops, dry-goods stores, barbershops, loan fund, etc. (These projects should conform with the requirements of the *barrio* store program.)

**Category V—Educational, Vocational, and Recreational Activities**

**Goal:** Make better use of leisure time by providing educational and recreational activities.

**Training Activities:** Courses in literacy, courses to install civic consciousness, wise use to leisure hours, and to preserve folk arts and folklore.

**Projects:** Communal playground, recreational equipment, communal basketball courts, radios, musical instruments (for *rondallas*, drum and bugie corps of youth) community reading circles, vocational skills as in auto-mechanics, building construction, etc.

**Category VI—Strengthening of Local Governments and Groups**

**Goal:** Conduct leadership training, orientation classes, conference/briefing, etc. on community development, city coverage, for a period of two years, and follow-up programs of such training activities.

**Training Activities:** Leadership institutes for *barrio* council members, women and youth; seminars and orientation classes for government officials and service agency personnel; *barrio* assemblies and study tours.

**Projects:** Simple projects chosen during training classes shall be considered total self-help activities or projects; unless the concerned groups or council request financial aid, in which case aid shall not be more than one-third ( $\frac{1}{3}$ ) of the total cost of the projects.

**CRITERIA**

To insure the attainment of the urban development work objectives, the following must be considered during the planning and implementing of the projects:

1. The projects must fulfill the general considerations prescribed and must be responsive to the felt needs of the city people concerned.
2. The project must fall within the broad category defined as national priorities.
3. The citizens must agree to carry out and maintain the project after completion.
4. First priority action by PACD shall be given to total self-help activities and projects.
5. Second priority action shall be given to projects and activities requiring assistance from the PACD.



## Some Tools and Techniques

For effectiveness in the program, the following tools and techniques are suggested for the urban workers and trainers:

1. **Self-survey technique**—This involves a great number of responsible people who determine the causes of community problems, and then openly suggest remedial measures. This survey is usually completed before making final decisions and plans.
2. **Co-optation**—Prestige figures or important community leaders and agency personnel are observed to determine their ability to influence the people within the community. Those who are influenced are slowly "integrated" into the organizational structure of Community Development. When action programs need the support of these people, this technique has proven most effective. Industrial concerns and recognized bodies in the area are excellent sources of prestige people.
3. **Open Communications**—In every urban development program there are progressive matters which need to be known. This information can be spread by memoranda, letters, newsletters, personal contacts, radio and telephone. Credit should be given to those who deserve praise, and this should be made public. Usually most of the suspicions about the program and jealousies in a community are minimized by this technique.
4. **Leadership Institute/Workshops for neighborhood leaders**—The purposes of this training are to orient the leaders about the philosophy and principles of community development, to train them in the organizational procedures, and inspire them to accept community responsibilities. After this training, the development of a sound program may follow.
5. **Seminars/Conferences/Briefings of town and city government officials and agency personnel**—These devices have proven most beneficial to the officials. As a result of these educational activities, they have been able to advise the planners constructively and objectively.
6. **Training of Special Interest Groups**—Selective leadership or vocational training courses for specific small interest groups should be programmed. However, only one course should be conducted during a stated period. This type of training will build up a strong democratic and skillful base which is so badly needed for all-out urban specialization and development.
7. **Recruitment of part-time employees or Voluntary Community Leaders**—Promising young or old leaders, men or women, should be carefully recruited and given specialized training with a view of employing them as part time employees with moderate allowances or voluntary community leaders. Funds for the part-time employees may be shouldered by the

PACD. Until they become experienced workers, these leaders may be utilized in the neighborhoods or districts either as Junior Urban Workers or Junior Community Trainers/Organizers. By using this technique, the more promising leaders should be attracted to and may join the CD program. Being closely identified with the program, these leaders will gain more skill and prestige; thus, they may turn out to be strong advocates of change in their respective areas.

## References

### EDITORIAL NOTE:

The specific techniques for democratic group procedures and human relations for use in community development programs are presented in the books and pamphlets listed below. These materials should be most useful to all who are working in the field of community development and informal adult education. Also, this material can be helpful to administrators, trainers, supervisors, local level workers, council members, and just plain citizens who want to learn how to lead or to participate in democratic deliberations, group planning, and co-operative action.

### BOOKS

*HANDBOOK FOR DISCUSSION LEADERS*, J. Jeffrey Auer and Henry Lee Ewbank, Harper & Brothers, N.Y., 1947. (118 pages).

This book lists eight types of discussion forms and describes them in detail. Its purpose is to outline "step by step the basic procedures which experience has shown to be effective in organizing and leading discussions." Chapters analyze pre-meeting preparation, the leader's job, and principles of evaluation. A good list of reference materials is included.

*NEW WAYS TO BETTER MEETINGS*, Bert and Frances Strauss, Viking Press, N.Y., 1957. (175 pages).

Not an educator but a management engineer and his wife (active in many civic groups) present this practical and lively handbook for members and chairmen of groups. It tells how to get members of a group, small or large, to participate; how to reach decisions "without strait-jacket Rules of Order"; how to use the valuable tool of role playing; how a small meeting works best; how to involve the audience in a large meeting; and how to get the best results from a big conference.

These are methods, say the publishers, that have been developing during the last few years in an original field of research called group dynamics. They have been tested and enthusiastically adopted by industry and management groups, social workers, and educational organizations. Mr. and Mrs. Strauss have written the first non-academic and highly readable book on the results of this research, as they think it can produce more effective meetings.

### PAMPHLETS

*GROUP PROCESSES FOR ADULT EDUCATION*, Paul Bergevin and Dwight Morris, Seabury Press, Greenwich, Connecticut, 1950. (86 pages).

This pamphlet gives in outline form the characteristics of each of the commonly used devices for informal adult education. It tells when and how to use group discussion, panel, forum, institute, workshop, etc. The advantages and limitations of each technique are listed and the necessary physical facilities diagrammed. The bibliography describes about fifty books, pamphlets, and articles that deal with the use of these educational devices.

*A MANUAL FOR DISCUSSION LEADERS AND PARTICIPANTS*, Paul Bergevin and Dwight Morris, Seabury Press, Greenwich, Connecticut, 1954. (73 pages).

Use this pamphlet for practical help on: discussion method—its definition and purpose; group discussion personnel: the leader and his responsibilities; the participant and his responsibilities; physical arrangements for effective discussion; and relation of discussion to *action*.

*LEADERSHIP PAMPHLETS*, Adult Education Association of the U.S.A., Chicago, Illinois (each pamphlet 48 pages).

**1. *How to Lead Discussion***

A practical aid to leaders in educational, governmental, welfare, health, farm, religious, industrial and other groups. It will teach you how to lead a discussion group—or lead one better than you now do—by providing: guides to planning meetings; ways to share leadership; program ideas; and evaluation check lists.

**4. *Understanding How Groups Work***

Here you will find help from applied group dynamics on such common problems as: conflict among group members, apathy, indecision, private vs. group goals, and inefficient methods.

**6. *How to Use Role Playing . . .*** and other tools for learning: program patterns, audio-visual aids, field trips, and feedbacks.

**9. *Conducting Workshops and Institutes***

This gives step-by-step help on every phase of the workshop method: pre-planning, getting started, using resource people, learning through play, back-home application, and evaluation.

**11. *Conferences That Work***

This pamphlet is for all who plan and manage conferences. It gives details on how to: involve delegates, set up planning committees, organize work groups, and train leadership.