



# **HOUSING AND MANAGEMENT**

**a human  
development  
training  
module**

prepared by  
**The Institute of Cultural Affairs**  
4750 N. Sheridan Road  
Chicago, Ill. 60640

# **HOUSING AND MANAGEMENT**

## **a human development training module**

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The Institute of Cultural Affairs  
4750 North Sheridan  
Chicago, Illinois 60640

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## INTRODUCTION

The Human Development Training Modules were developed by the Institute of Cultural Affairs for use in the Human Development Projects around the world. The module is a vehicle for releasing effective coordinated action in specific arenas of a community's life. These one day events are designed to equip participants with both an overall grasp of the arena as well as practical methods for catalyzing its rapid development in the community. The residue, however, of a one day course is more a set of practical resolutions than it is a set of refined skills. Modules bridge the gap between envisioned accomplishments in arenas of community need and the action needed to achieve those goals. They blend education and implementary planning into a unique package which trains participants in how to move effectively in their own particular situation, while simultaneously offering them methods to move in any situation. They mobilize both concerned local residents and related resource people in specific programs. Modules are designed to attack limited vision and paralyzed motivation at the local level. They are most effective where a clear need and consensus to move on a project already exist in a community, but where actual movement is frustrated.

This manual is designed as a tool for leaders of Human Development Training Modules to use in setting up and preparing to teach modules in local communities. The first section describes the underlying philosophy and approach to local development and training which has emerged from the work of the ICA over the past 25 years. The second section, Module Preparation, details the work which a module orchestrator must do prior to a module to ensure the relevance and focus of the day for the participants and the host community. The third section lays out the module itself including preparation work for each segment of the day. The fourth section includes back-up materials which inform the teaching of the module.

## I. MODULE DEVELOPMENT

### A. BACKGROUND

#### 1. Philosophy

The human imagination is involved in all forms of thinking and learning. The term imaginal education is used here in the special way that has already been implied. It aims at enabling the student to discover and create images of himself in his real world which will motivate him to free, intelligent, responsible involvement in civilization. Images are the bridges between abstract ideas and the specific deed. They both illuminate the practical situation and impel to concrete action. Images offer the deep, personal permission to be and to do. They are the guides, forces and critics of our sense of personal integrity and vocational accomplishment. In sum, imaginal education intends to awaken and expand the image-making capacity in man and thereby to release him into effective participation in society.

This must not be seen mistakenly as an exclusive problem of the individual. It is a major social issue of far-reaching consequences. A nation, a city, a town or a neighborhood must decide whether it can afford to have a citizenry ill-equipped to engage creatively in the social task of building new structures for human existence and social well-being. Even those considered to be a liability to society have become so, not in the first instance because they have been subject to sub-normal environment, childhood warping or innate weakness of will, but because they have inadequate self-pictures and fail to organize their personal and social experiences significantly.

What is needed is a reconstruction of life attitudes, a re-education of the imagination. Whatever this process be called - motivational, contextual, attitudinal or imaginal education - a new dimension must be added to our concept of learning. This re-education of the imagination is the foundational basis for the module objectives.

## 2. Framework

The program chart serves as a framework for ICA's efforts in human development. It emerged out of a drawing together of program elements from the first twenty-four Human Development Projects and represents the inclusive arenas of actuation in Human Development. These nine program arenas have also served as a framework in developing the Human Development Training Modules.

<b>ICA</b> <b>PROGRAMMATIC CHART</b> Toward the Actuation of Comprehensive Human Development Projects on the Local Level thirty six programs — nine structures — three dynamics — one project		
<b>A</b> <b>ECONOMIC DEVELOPMENT</b> LOCAL PRODUCTIVITY —toward self-sustenance	<b>B</b> <b>HUMAN DEVELOPMENT</b> LOCAL MOTIVITY —toward self-confidence	<b>C</b> <b>SOCIAL DEVELOPMENT</b> LOCAL SOCIALITY —toward self-reliance
Enabling local— <b>COOPERATIVE AGRICULTURE</b> 1 expanded cultivation 2 intensified production 3 water delivery 4 equipment pool	Reconstructing local— <b>LIVING ENVIRONMENT</b> 13 domestic housing 14 public facilities 15 village design 16 essential services	Creating local— <b>PREVENTIVE CARE</b> 25 intermediate sanitation 26 total nutrition 27 systematic immunization 28 primary treatment
Developing local— <b>APPROPRIATE INDUSTRY</b> 5 cottage production 6 agro-business 7 processing plants 8 ancillary industry	Catalyzing local— <b>CORPORATE PATTERNS</b> 17 total engagement 18 community commons 19 consensus assemblies 20 corporate workdays	Establishing local— <b>FUNCTIONAL EDUCATION</b> 29 early learning 30 formal schooling 31 youth training 32 adult education
Initiating local— <b>COMMERCIAL SERVICES</b> 9 common marketing 10 local merchandising 11 savings & loans 12 basic transport	Recovering local— <b>IDENTITY SYSTEMS</b> 21 community self-story 22 symbol systems 23 corporate rituals 24 village celebrations	Instituting local— <b>COMMUNITY WELFARE</b> 33 family development 34 women's advancement 35 youth task-force 36 elderly engagement

The program chart represents practical working arenas in developing communities. Each arena is related to the others in the three realms of development: economic, human and social. In its expanded form each arena operates as a screen of activities involved in successfully rebuilding that aspect of the community's life. The module relies on this screen to give participants a sense of the larger task of which the current planning is a part.

### 3. History

In 1976, the ICA completed the initiation of 24 pilot Human Development Projects across the world. It was in Maliwada India (one of the 24 pilot projects) that two approaches of the ICA were brought together: Imaginal Education and Community Reformulation. Out of these two approaches the Human Development Training School was conceived and developed, in order to respond to the concern for massive village renewal in the State of Maharashtra, India. There have been four schools taught per year in India since October of 1976 with a cumulative number of over 1000 graduates. These graduates now comprise the staff and directors in 160 rural villages that have replicated the pilot project in Maliwada. In addition to India's schools, one school was held in June, 1978 in Cano Negro, another pilot project site in Venezuela, 20 miles outside of Caracas, in order to train the directors and staff for four new projects in Latin America. Other schools have been held in Kwangyung Il, Korea, Sudtonggan, the Philippines and Fifth City Chicago in the United States.

## B. APPROACH

### 1. Training

Two discoveries have proven to be fundamental to the experience of human development training in all of the schools. They are significant considerations in using the Human Development Training Modules as an effective training tool for local communities. First, it was discovered that the success of the training appears to be closely related to it having taken place in a demonstration setting that is representative of the possibility of comprehensive community self-renewal. In India, it was documented through student experience and performance that working in a laboratory relationship with the people and programs of the Maliwada Project heightened the motivation of the students and therefore the effect of the training experience. Second, because of the emphasis on direct experience of a local community over a conceptual approach to learning, it was discovered that the construct and design of the training seems to equalize the potential of the students, in spite of varying levels of socio-economic background and academic preparation. People who had completed the equivalent of high school or college worked side by side with people who were functionally illiterate. These discoveries offer promise for a new form of education in local communities based on insight into actual situations and the coalescing of available skills to act on. They have guided the development of these modules.

### 2. Audience

The module is designed to coalesce a strategic mixture of people: social roles, levels of training and involvement in community development. The primary audience is concerned local residents who vary as the neighborhood itself varies, yet who have a common interest in the module arena of community life. Voluntary consultants and supporters of the community project as well as concerned resource people also attend. They acquire a better understanding of the community's needs for outside assistance as well as see the effectivity of their contribution as they work along with the community residents. Also present and closely related to the goals of the module is the project staff. Representatives from nearby communities concerned with development attend to gain insights on what methods allow diverse people to work effectively together and sustain their motivation. Such a wide spectrum of people in a community and its broader social structures working together is critical to the development of self-reliance.



### C. OBJECTIVES

The format of every module is the same. Its dynamics are intended to produce new insight and action in its participants. The major objectives of each session are to:

1. clarify the inclusive aspects of the module arena as it appears in a local community;
2. analyze the current status of the arena in the host community;
3. communicate workable alternatives for effective action in the arena;
4. reveal the resources available to the host community;
5. formulate the above information into a committed plan of action; and
6. reflect on the overall learnings of the module for its future effectiveness.

The first session, the MODULE OVERVIEW inclusively illustrates the substance of the arena in any local community. It provides new and fresh images of what have come to be old problems. It shows the scope and significance of the arena for the whole community and gives examples of how particular issues within it relate to the whole process of human development. By clarifying the arena of concern and its importance, this presentation gives participants a new perspective from which to view their development efforts, often illuminating new approaches and alternate actions.

The second session, the FIELD VISIT takes community residents and outsiders on a tour of the host community, introducing them to the work already done in the module arena. The participants view this work firsthand where possible in relation to previous plans and accomplishments to date. This exercise gives new perspective to the issue of the module as participants begin to see what has already happened which can be used to advantage and other steps which need to be introduced. In addition, the interaction between community residents and outsiders enables the residents to articulate their accomplishments and learnings and thereby clarify how the situation has actually changed since the program's initiation. This is a motivating factor in that it produces a new resolve in the community residents.

The third session, the IMPLEMENTATION TALK is a detailed walk through of one or several efforts in the module arena. It is the relating of practical experience by a person directly related to the module arena involved in doing comprehensive community development. The presentation relates case studies of successful local programs, available technical schemes and tested strategies and tactics which have proved effective. This presentation orients the participants in a variety of "how tos" of implementation.

The fourth session, the RESOURCE PANEL gives the participants new boldness in utilizing available resources. The panel cuts through the sometimes overpowering mystique of governmental agencies, business executives and technical experts by opening a dialogue between local residents and people in these agencies or businesses willing to help. This involves initial presentations by panelists followed by a guided question and answer period.

The fifth session, the PRACTICAL WORKSHOP focuses on building a practical plan of action for a significant accomplishment in the module arena that would catalyze changes in the community beyond the module arena itself. The participants discuss the practical steps necessary to implement the plan, put them on a timeline and make assignments.

The sixth session, the PARTICIPANT EVALUATION provides a time of reflection for the participants to summarize their learnings from the module training. The group reflection allows the participants to discern the key learnings of the module for themselves as individuals. The group evaluation comments allow a broader perspective on the learnings. The written evaluation form serves as a tool for the module leaders to further develop the module content and methods for future use.

## II. MODULE PREPARATION

Community and neighborhood leadership benefit by participation in the module in many ways. Community people who attend the module receive practical suggestions, renewed motivity, fresh sources of assistance and a concrete plan for the module arena. The module arena is selected because a significant accomplishment in this dimension will catalyze broad, sweeping change in the community. In order for such changes to occur in a local community, the leadership must see the task with new eyes, to remove past prejudice and reduced goals and broaden ideas about future opportunities.

### A. RESEARCH WORKSHOP

The following workshop is intended for use by the module trainer with project leadership during the week prior to the module to begin the process of considering fresh approaches. The purpose of this workshop is to state the significant accomplishments that have already happened locally in the module arena, locate the current blocks preventing further progress and name the necessary action that would facilitate visible change in three month's time.

#### I. HISTORY

What would you consider to be a significant accomplishment in the module arena?  
What specific actions have been completed so far?  
What individuals from the community, local agencies and the surrounding region have been involved in this work?  
What would you say have been breakthrus, or new insights in this area?

#### II. CURRENT BLOCKS

In what areas have you run into blocks?  
What seems to slow down progress?  
What is the single obstacle which if dealt with would catalyze the community's development?

#### III. THE "LEAP" (significant accomplishment in the module arena for catalyzing broad, sweeping change in the community)

What do you want to have happen to the community by the end of the month?  
What are the key accomplishments that would occasion a "leap"?  
How can the module enable this?

## THE RESEARCH WORKSHOP CHECKLIST

1. Name 5-10 activities that have been done toward the key accomplishment needed in this module arena to catalyze dramatic development in the community.

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

2. Draw a grid of the community:

Place sites where actions related toward this accomplishment have already taken place.

3. Who has been involved in working on this from the community?

- 1.
- 2.
- 3.
- 4.
- 5.

4. Who are additional people in the community interested in working in this area?

- 1.
- 2.
- 3.
- 4.
- 5.

5. What resources have been consulted:

<u>Public Financial</u>	<u>Private Financial</u>	<u>Expertise</u>	<u>Community</u>
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

6. Name five new resources related to the module arena. Visit.

- 1.
- 2.
- 3.
- 4.
- 5.

7. What facilities have been used or could be used?

- 1.
- 2.
- 3.
- 4.
- 5.

8. Name two other ways to use facilities or resources that would release momentum.

- 1.
- 2.

9. Name five ways to expand involvement of the community through the use of this module.

- 1.
- 2.
- 3.
- 4.
- 5.

10. Create two wild, exciting images for the work on the major accomplishment anticipated.

## B. PARTICIPANT RECRUITMENT

The module is designed to serve a diverse audience. To ensure that invitations are extended to a comprehensive list of potential participants list 10 names under each of the following categories:

1. Local residents who work in the module arena
2. Persons from the metropolitan area, county and state, who work in the arena both in public and private agencies.
3. Volunteer consultants and financial supporters of the community project.
4. Other local residents who are concerned with their community's development.

After getting out a comprehensive list of potential participants, determine how these people will be invited. Some can be sent invitations by mail with a phone call follow-up while others may need a personal visit. Follow-up by personal visits and telephone calls are necessary to answer questions, provide additional information and secure definite registrations. Publicity materials can be designed to reach a broader audience. News releases can be placed in local papers to give a brief description of the module and enrollment procedures. Fliers can be designed for mass distribution to provide information on the day. Door-to-door visitation within the local community can be organized through block clubs or other local organizations.

### C. MODULE LEADERSHIP

Adequate leadership of Human Development Training Modules requires a team of people with various skills to fill the basic roles throughout the day. Since an important aspect of the training involves communicating corporate methods that allow diverse people to work effectively together, the demonstration of the leadership team's working together is crucial. One overall coordinator familiar with Human Development Projects and skilled in workshop methods is needed to orchestrate the day and, where necessary, to train others for specific roles. One or two people with direct experience in Human Development Projects are required to do the two talks and to serve as resource people. It is preferable for one of these to be from outside the host community because of the objectivity and fresh insights possible from other experiences. One or two people from local communities (not professionals or staff, just local leaders) are also needed. At least one of these needs to be from the host community to serve as emcee for the day. This would be a basic team of 3-5 people. Prior to the module this team would meet to make assignments to cover the following roles: Host, Module Overview, Field Visit, Implementation Talk, Panel Moderator and Workshop Leader. An important aspect of this team is that it illustrate a range of role models including effective orchestrator, local leadership and resource staff adequate to the perspectives of the participants. In addition to this core team, additional people will be needed (depending on the size of the module) to lead field visits, subgroup discussions and to serve as resource and practice staff.

The following are the specific tasks required for each of the assignment roles:

Host: A community leader welcomes people to the module and the project site.

Module Overview: This talk covers the whole module arena and is done by the coordinator.

Field Visit: Community residents host module participants for the field visit. If the group is large, they break into groups of about twenty to facilitate the tour.

Implementation Talk: This talk is a testimony to the possibility of developing the module arena in any community, preferably done by a local resident who has been actively engaged in the project.

Panel Moderator: A member of the project staff introduces the panel and makes sure that all questions are adequately answered. This person should have questions on hand to keep the dialogue moving.

Workshop Leader: This role may be played by anyone with workshop training and experience to create the plan that will be done by the community.

Lunch Preparation and Room Set-up: These practical tasks are done by local residents and project staff.



## D. PRACTICAL ARRANGEMENTS

### 1. Space Design

A meeting space which will accommodate 40-60 persons is needed. Criteria to be considered in the selection are:

1. Adequate space to seat anticipated participants around tables.
2. A central location to facilitate the tour of the community in the morning session.
3. Easy access to a meal preparation and/or service area.
4. Free use of the space or minimal rental fee.
5. A location to which all residents of the community will be willing to come.

Equipment and materials which are needed include:

1. Tables
2. Chairs
3. Blackboard, chalk, erasers
4. Butcher paper
5. Magic markers
6. Masking tape
7. Paper and pencils for participants
8. Decor items such as:
  - Community map
  - Local symbols (e.g., community logos, flags)
  - Photos of the community (before and after)
  - Display of any industrial/commercial products
  - Global map with other Human Development Projects marked on it.
9. Name tags
10. Ash trays
11. Food service equipment
12. Plastic garbage bags

## 2. Food Service

A hot lunch is served as a part of the module design. In order to keep preparation and service time to a minimum, a simple though substantial menu is in order. Past experience has shown that restaurants and fast food chains are sometimes willing to participate in the day by providing the meal with no charge.

Coffee and doughnuts are served during the morning registration period. A simple "finger food" afternoon snack is also served. Coffee, tea, and a cold beverage are served at these times as well as at lunch.

## II. MODULE DESIGN

The Housing and Management Module consists of six sessions used in a one day consultation with a local community. These sessions include: I - Module Overview, II - Field Visit, III - Implementation Talk, IV - Resource Panel, V - Implementation Workshop and VI - Participant Evaluation. Each session includes the outlines for the lectures and the procedures of the field visit, resource panel, and implementation workshop. An evaluation form is included to provide feedback for the module leadership for future module revisions.

The module time design is:

8:30	Module Overview
9:45	Field Visit
11:00	Reflection on Field Visit
11:30	Break
12:00	Lunch and Implementation Talk
1:00	Resource Panel
2:30	Implementation Workshop
5:00	Participant Evaluation

## A. MODULE OVERVIEW

The Module Overview inclusively illustrates the substance of the arena in any local community. It provides new and fresh images of what have come to be old problems. It shows the scope and significance of the arena for the whole community and gives examples of how particular issues within it relate to the whole process of human development. By clarifying the arena of concern and its importance, this presentation gives participants a new perspective from which to view their development efforts, often illuminating new approaches and alternate actions.

The Module Overview is designed to give a basic checklist of relevant categories. A sample talk provided in the back-up materials provides data that informs these categories. To develop this talk, the leader states in his own words the objectives of the module in the light of the particular host community and anticipated participants. Then the outline is studied to obtain an overall sense of the critical elements of the talk. Illustrations and visual aids are added at this point to fill out the talk as well as to make the presentation lively. The leader then prepares an introduction that will both capture the audience with dramatic images and give the context for this arena. Finally, a conclusion is built that will leave a powerful image that can be retained by the participants.

The format on the following page serves as an aid for the preparation and the presentation.

MODULE OVERVIEW PREPARATION FORM

SUBJECT:  
OBJECTIVE:

OUTLINE:

I.

A.  
B.  
C.  
D.

III.

A.  
B.  
C.  
D.

II.

A.  
B.  
C.  
D.

IV.

A.  
B.  
C.  
D.

CONTENT BRAINSTORM:

Data:

Illustrations

Visual Aids

INTRODUCTION:

CONCLUSION:

## SESSION I: HOUSING AND MANAGEMENT OVERVIEW OUTLINE\*

- I. DEMONSTRATION SIGN
  - A. "Block" Demonstration
  - B. Model Apartment
  - C. Neighborhood Identity
  - D. Replicable House
  
- II. HOUSING DEVELOPMENT
  - A. Master Plan
  - B. Property Improvements
  - C. Special Housing
  - D. Local Ownership/Control
  
- III. CONSTRUCTION PROCESSES
  - A. Contractor Relations
  - B. Cost Estimating
  - C. Code Conformity
  - D. Comprehensive Funding
  
- IV. PROPERTY MANAGEMENT
  - A. Local Corporation
  - B. Financial Administration
  - C. Property Maintenance
  - D. Community Relations

\* Sample talk included in Section IV - Back-up Materials.

## B. FIELD VISIT

The purpose of the field visit is to acquaint the participants with the actual working situation and the cultural setting of a particular area of the community's life. The participants review the subject matter presented in the first lecture, tour the neighborhood with a list of questions, and have the opportunity to question community residents on their understanding of progress in this arena. The field visit ends with a group discussion on their learnings from the tour.

To prepare for the field visit, the leader does the following six steps:

1. Looks through the consult document and notes the contradictions (what is blocking the community from moving on its problems); and programs (the organization of the implementation steps to accomplish the intent of the proposals).
2. Lists the relevant subtactics in the documents (subtactics are the detailed tasks listed to solve particular problems).
3. Takes an advance tour of the community with project leadership and notes which activities and accomplishments can be seen. He relates these to the subtactics in Step 2 (e.g. Subtactic: organize classes for management training; Accomplishment in project: two weekend seminars on better management held by Better Businessmen Association.)
4. Notes the effectiveness and visibility of the accomplishments to date in the community and chooses a resident most familiar with this arena to be the tour guide.
5. Notes the subtactics not in evidence and asks the residents about future plans in relation to those subtactics. He listens for current obstacles as well as new directions.
6. Briefs the tour guide on how the tour will be illuminating for the module and helpful to people who do not know the community but are struggling to do creative work in their own communities.

## SESSION II: HOUSING AND MANAGEMENT FIELD VISIT

### INTRODUCTION

Project programs are not done for their own sake but for the tactics they embody. Tactical thinking is key to project planning.

### SECTION I: TACTICAL REVIEW

1. Pass out the Fifth City Document and have the group scan it and reflect briefly on their impressions.
2. Turn to the tactics section and locate some of the housing tactics on the Tactical Systems Chart. Pass out the housing tactics listing on the housing program abstract and have group place the housing tactics on the program abstract.
3. Brief reflection on the results of the placement:
  - a. Where did the weight of the tactics fall?
  - b. Where are the tactics weakest?
  - c. What surprised you?
  - d. What contradictions are handled by these tactics?
  - e. How is the vision of the local people realized through them?
4. Call on residents to make reports on tactical accomplishments in Fifth City to date. Emphasize the management arena.

### SECTION II: PROJECT TOUR

1. Tour guide pass out community maps and focus group on key housing and management visitation points, including the demonstration apartment, the housing management office, buildings in process of rehabilitation, where tenants will be visited, where new construction is being planned.
2. Guide invites group to make notes on their maps and observe the general state of housing, noting where they would add new tactics.
3. The group stays together for about an 1½ hour tour. In the event of inclement weather an optional slide show may be used, showing before and after pictures.



### SECTION III: REFLECTIONS

Hold question and answer session on what the housing and management programs are all about in the community. (Some of this will be done on the tour itself.) A reflective conversation is held:

1. What struck you on the tour of Fifth City?
2. What insights came to you?
3. What values would you hold in doing a housing program?
4. What is the human factor in housing?
5. What advice would you give Fifth City in regard to her future?

### CONCLUSION

Housing and Management is concerned about images of permanence and stability vs. transience.

# HOUSING AND MANAGEMENT TACTICS

## HOUSING/MANAGEMENT TACTICS:

- 3 Building Materials
- 4 Repair Equipment
- 6 Finance Clinic
- 15 Development Capital
- 19 Construction Teams
- 20 Task Forces
- 23 Local Managers
- 35 Housing Apprenticeship
- 76 Architect Enlistment
- 118 Property Analysis
- 119 40 Block Plan
- 120 Planning Commission
- 121 Residential Rehabilitation
- 124 Landholding Agency
- 125 Inspection Service
- 126 Repair Consultants
- 127 Repair Demonstration
- 128 Referral Service
- 129 Periodic Reports
- 130 Preventive Repairs
- 140 Construction Company

## HOUSING AND MANAGEMENT PROGRAMS

I DEMONSTRATION SIGN	"Block" Demonstration	Model Apartment	Neighborhood Identity	Replicable House
II HOUSING DEVELOPMENT	Master Plan	Property Improvements	Special Housing	Local Ownership/Control
III CONSTRUCTION PROCESSES	Contractor Relations	Cost Estimating	Code Conformity	Comprehensive Funding
IV PROPERTY MANAGEMENT	Local Corporation	Financial Administration	Property Maintenance	Community Relations

### C. IMPLEMENTATION TALK

The Implementation Talk is intended to illuminate the practical actualization of the work of the module arena. It is most effectively given by someone who has been active in a Human Development Project--one who can share actual examples of successful programs and methods. The format of the talk is to be a sharing of helpful hints and illustrations rather than a set of philosophical principles. The talk arenas covered are:

- I. key programs: those which catalyze further action in the module arena;
- II. replicable schemes: those which organize existing resources, manpower and motivation to achieve substantial results;
- III. task force functions: effective enablement of community residents to take on the work of the module arena; and
- IV. auxiliary support: the role of the auxiliary staff in facilitating programs and leadership.

The outline which follows is designed to give a basic checklist of relevant categories. A sample talk provided in the back-up materials provides data that informs these categories. To develop this talk, the leader states in his own words the objectives of the module in the light of the particular host community and anticipated participants. Then the outline is studied to obtain an overall sense of the critical elements of the talk. Illustrations and visual aids are added at this point to fill out the talk as well as to make the presentation lively. The leader then prepares an introduction that will both capture the audience with dramatic images and give the context for this arena. Finally, a conclusion is built that will leave a powerful image that can be retained by the participants.

The format on the following page serves as an aid for the preparation of the presentation.

IMPLEMENTATION TALK PREPARATION FORM

SUBJECT:  
OBJECTIVE:

OUTLINE:

I.

- A.
- B.
- C.
- D.

III.

- A.
- B.
- C.
- D.

II.

- A.
- B.
- C.
- D.

IV.

- A.
- B.
- C.
- D.

CONTENT BRAINSTORM:

Data:

Illustrations

Visual Aids

INTRODUCTION:

CONCLUSION:

### SESSION III: HOUSING AND MANAGEMENT IMPLEMENTATION TALK\*

#### I. PROGRAM DEVELOPMENT KEYS

- A. Demonstration Unit
- B. Local Management
- C. Program Inter-dependence
- D. Community Relations

#### II. PRACTICAL ACTION SCHEMES

- A. Packaging Schemes
- B. Development Team
- C. Finance Schemes
- D. Management Schemes

#### III. TASK FORCE FUNCTION

- A. Community Story
- B. Stake Planning
- C. Catalytic Events
- D. Local Promoter-Manager

#### IV. AUXILIARY SUPPORT ROLE

- A. Program Designer
- B. Proposal Writer/Packager
- C. Project Framer
- D. Management Organizer

\* Sample talk included in Section IV - Back-up Materials.

#### D. RESOURCE PANEL

The resource panel gives the participants new boldness in utilizing available resources. The panel cuts through the sometimes overpowering mystique of governmental agencies, business executives and technical experts by opening a dialogue between local residents and people in these agencies or businesses willing to help. This involves initial presentations by panelists followed by a guided question and answer period.

The panelists may be new contacts or residents of the project community. Their role is to testify to accomplishments in human development in their area. They provide valuable information on how to obtain the data and services which are crucial for such things as proposal writing, grant receipt and training extension services. The panels are designed to expand people's concepts of what is possible in a community, as well as to serve as examples of increased motivation in engaging in the life of the community. The panelists also share the results of their experiments, sparking new ideas for the project and making people aware that the panelists themselves are resources for future planning. As community people on the panels share their story, it allows them to experience the significance of their work and renews their effort.

1. Who should be a panelist?

- a. List five people from the public or private sectors who have particular expertise in the module arena (or list the places such persons could be found).
- b. List five people from agencies who can provide, or help to provide, services which the project needs, i.e., financial assistance.
- c. List five people from the project who have been involved in the module arena.

From these 15, select four who should be asked to attend. At least one should be from the community. After the four have been selected, decide who should ask them to come that is the most likely to secure a "yes" answer.

## 2. What should the format be?

Prior to the presentation, the panelists should have explained to them the module and its intent, the project, the audience and the information that would be most helpful for the group to hear. It is recommended that each panelist spend 2-4 minutes initially addressing themselves to key questions of concern. This will give them an opportunity to get "on stage" and introduce themselves. It is helpful to give them a few questions on which to focus their presentations.

### Sample questions:

What advice would you give someone interested in initiating the program arena?

What are the most critical needs in this arena today?

What are some things we need to know in order to secure funding?

What are some of the more effective methods for securing funds?

How can you be of help to us here with the resources you have available?

Following these presentations (the panelists should be reminded to be brief), the session is opened to questions and answers from the audience. The moderator should be prepared with a list of questions covering a large variety of subjects to ensure that no individual panelist monopolizes the time, and also to ensure that a broad span of knowledge is shared. The moderator should feel free to interrupt and change the direction of the discussion if it drags or has too narrow a focus.

It is crucial to remember that the panel creates morale in the group. It does this by allowing participants and experts to share their common experience in working with local communities. It follows the implementation lecture, which creates a screen for seeing the unused resources in a community. The panel discussion offers new ideas to be used in the workshop that follows. In choosing the panel, it is important to remember that as persons on the panel communicate vitality and possibilities for local residents through their vibrant style and relevant stories, they will make the panel a signal event of the day.

## SESSION IV: HOUSING AND MANAGEMENT RESOURCE PANEL

### INTRODUCTION

Welcome and introduction of the panel. Only when expertise such as represented by this panel is brought together with the practical wisdom of local people can comprehensive and effective planning be done. (Suggested panel participants: Local, i.e., Fifth Citizens involved in housing and management; Federal Government, i.e., HUD Regional Community Development Office; City Government and Professionals, i.e., contractor, architect, lawyer, developer)

### SECTION I: PREPARATION

Moderator leads introductory conversation with the participants:

1. Who here owns his own home? is a rent payer? has ever managed an apartment building? has ever written a proposal?
2. What are your hopes in regard to housing? your concerns?

### SECTION II: PANEL

Moderator calls upon the panel to talk about what they do and address all or part of the following questions:

1. What are some of the most successful inner-city and small town housing projects?
2. Where are the greatest difficulties in funding housing?
3. What would be the best example you could show us in the financing arena?
4. What are the most innovative methods of management you have seen?

### SECTION III: GROUP-PANEL DIALOGUE

1. Moderator asks a general question to panel as a whole for any to answer.
2. Questions are directed from group to panel.
3. Panel asks questions of the group.
4. Moderator thanks the panel and encourages further informal dialogue to continue after the session.



## E. IMPLEMENTATION WORKSHOP

The purpose of this workshop is to focus the insights shared during the day into the creation of a practical plan which, when carried out, will produce the desired acceleration of the industry. Participants experience new resolve in their ability to succeed through building a concrete, realistic plan complete with timeline and assignments.

To prepare for this, the leader should answer the following questions as a way to discern the specific focus of the workshop?

1. At the end of the module, what should the participants have learned about the subject (e.g., starting an industry)?
2. What are three specific arenas the participants should focus on?
3. What are some issues in this module that we could use in a taskforce in the workshop? How many taskforces should we have and how should we assign the participants to them?
4. What should happen at the closing plenary after the workshop? What would the concrete products be? What unifies all these products into one unified thrust?
5. How can we make the product of the workshop lasting and dramatic for the community?
6. Where will the product be used that will have the most effect in the community?

The format of the workshop is that of a symphony. It lays out a dramatic journey of participation which allows a product to emerge from the group. The flow moves from an introduction which sets the context to a brainstorm of ideas within the arena. A coagulation of emerging insights emerge and are reflected on until a set of decisions and resolutions are concensed upon regarding the plan. The following pages include a sample workshop.

## SESSION V: HOUSING AND MANAGEMENT IMPLEMENTATION WORKSHOP

### INTRODUCTION

Conversation on "housing victories I have seen, and key to success". Examples can come from any community in North America.

### SECTION I

1. Pass out supplementary set of procedures (see following page).
2. Review purpose of workshop to create a program brief on housing and management. Pass out thumbnail sketch of a mini-zone (stake) including map of houses and description of the problems.
3. Group brainstorm all the possible program components that will lead to the following product in that zone: (1) brick & mortar work; (2) engagement and education of tenants; (3) public improvements and (4) creation of jobs and training positions.
4. Group gestalt list into 5 to 9 program components.

### SECTION II

1. Divide up into number of sub-groups equivalent to components. First get the four points descriptive of each program.
2. Write the paragraph brief describing what the program does, who will do it and how. About 300 words or less.
3. Do a cost estimate on the program.

### SECTION III

1. Have plenary reports from each group. Ask for key point in program and major insight discerned in getting it done, plus main result in the community.
2. Hold quick conversation on framing the project, using the framing screen as a brainstorming device. Get private and public names up.

3. Have everyone make a list of their development team (agency expert, architect, contractor, lawyer, community resident). Call for one or two.

## CONCLUSION

Our nation is rich in resources and ingenious solution-making. You have experienced a method whereby local communities can co-opt the wisdom of our society in creating human living conditions.

## SESSION V: SUPPLEMENT

The objective of this workshop is to write the first draft of a Preliminary Brief as part of a proposal for a Community Development Block Grant for the rehabilitation of a portion of South Homan Avenue in the Fifth City Project.

### Procedure:

1. Reflect on the specific housing/management problems observed along Homan Avenue on the earlier tour.
2. Brainstorm what to do about these problems, building a picture of a rehabilitated zone.
3. Group together solutions into several program components, including the following arenas: brick and mortar work; education and engagement of tenants; public improvements (including sidewalks and yards); and creation of jobs and training positions.
4. Work in sub-groups by component program. Write a paragraph as part of a preliminary brief of a proposal. The paragraph would include the following information:
  - a. identification of property involved in rehabilitation (or group of tenants involved in the program);
  - b. description of what needs to be done;
  - c. authorization from owner and occupants to do the work;
  - d. how it is to be financed;
  - e. contractor arrangements/relations;
  - f. how it would be maintained and managed; and
  - g. cost estimate.
5. Meet back together as a total module to report and discuss work.
6. Have preliminary brief typed and duplicated for further use in Fifth City. Have a color-coded map of the project created as an appendix to the brief.

## F. PARTICIPANT EVALUATION

The Participant Evaluation provides a time of reflection for the participants to summarize their learnings from the module training. The group reflection allows the participants to discern the key learnings of the module for themselves as individuals. The group evaluation comments allow a broader perspective on the learnings. The written evaluation form serves as a tool for the module leaders to further develop the module content and methods for future use.

The group reflects on the module with such questions as:

1. What do you recall from today's work?
2. Where did you find yourself most involved?
3. What did you get excited about?
4. Where did you disagree? become frustrated?
5. What would you say were the "learnings" of the day?
6. How do you anticipate using the learnings of the day?
7. Where would you like more information?
8. Which section of the module do you feel is most important?
9. If you were going to do this module next week with another group, what would you add? What would you delete?

The written evaluation form is filled out by the participants after the group reflection on the module. The module leaders compile these evaluation forms to discern future module revisions. The following pages include a participant evaluation form.

# PARTICIPANT EVALUATION FORM

## COMPREHENSION Check one category in each line.

	Most Clear About	Remember Partially	Unclear
1. Role of module arena in project. 2. Program initiation method 3. How to locate resources 4. Basic issues in module subject 5. 4 major parts of overview lecture			

## SKILLS Check one category in each line.

	Adequately Trained	Need More Training
1. Work in group with set procedures 2. Reflect on experiences 3. Evaluate progress of work 4. Discern problems in community 5. Ask relevant questions		

In your own words, answer the following:

1. What I learned how to do best in this module was \_\_\_\_\_
2. The most important thing I learned was \_\_\_\_\_
3. The least most important thing I was taught was \_\_\_\_\_
4. The thing I wanted more training in was \_\_\_\_\_

ATTITUDES Grade your response on a scale of 1-10 with 1 being the highest score:

SCORE

1. Confidence in working in group
2. Familiarity with government structures
3. Ease in talking to officials
4. Familiarity with program arena
5. Respect for diversity in group
6. Confidence in reasoning ability

Please comment on the following:

1. Time schedule:
2. Module Setting:
3. Lecture content and delivery:
4. Effectiveness of field visit:
5. Workshop procedures:
6. Resource panel value:

What suggestions do you have for revising this module:

#### IV. BACK-UP MATERIALS

- A. Sample Talks
- B. Case Study
- C. Bibliography



## SESSION I: HOUSING AND MANAGEMENT OVERVIEW

For the past few years, I have had the opportunity to work with the Fifth City Citizens Redevelopment Corporation, a local neighborhood non-profit housing corporation now entering its eleventh year. The comments I would like to make this morning about housing in local communities are not entirely my own, but rather the work of many people over several years.

Housing begins on the block for most city people. Being a city person myself, I was not really conscious of this until I visited friends in the country--and got lost real easy. They had no blocks. Instead they had landmarks and roads that defined their living space, though my country friends were no more conscious of this than I was of blocks. Today, for urban dwellings, the block is the lowest, practical common denominator of common living space. For more and more people, tightness of space, horizontally and vertically is a way of life, whether their block is a single apartment building, a development project, a row of houses or whatever. Family life, too, is closely tied to the life of the family next door, above you, below you, or across the street.

This change in space use, from the single family home of the rural areas to the urban modular multi-family arrangement, has caused some real confusion in appropriate design. In a city like Chicago, the considerations involved in design, housing and environment begin actually at the neighborhood level. All neighborhoods have geographical and social boundaries; and the people who live in them can tell you what they are, at least in practice if not in theory. How is the garbage picked up? Who visits who? On foot or in a car? And how does the public infrastructure work (the streets, lights and sewers)?

Sewers are interesting. If you grew up in a middle-aged neighborhood like me, you probably never thought much about the sewers. They were just there, somewhere under the street. But if you live in an old neighborhood with a lot of vacant or torn-down buildings, you know what a messed-up sewer system can really be like. I remember over the past few years all the public sewers we had to clear out with 150 foot sewer rods. We had several where the clay tile under the street had caved in and had to be dug up. (Did you know that sewer is your responsibility until it actually reaches the main line in the street?)

When you think of a whole neighborhood in this condition, not just one building, you have a picture of the scope of the problem in our older inner city neighborhoods. What I am trying to say is that the people who live in a neighborhood can give you the most comprehensive picture of the realities of the neighborhood needed to form the basis for the most comprehensive plan to deal with that neighborhood. All they need is a way to objectify these realities.

How then does a neighborhood begin to tackle the issue of Housing Development? In Fifth City we found the process begins with first determining what exactly is already there and how it all fits together. This is the beginning of the Master Plan. A good exercise is to obtain or make a map of the whole neighborhood and then color-code every bit of space. Use different colors for the houses (large and small), businesses, industries, play areas, garden areas, vacant lots, etc. We used to do this in block club meetings. That way everyone is in on it. What you end up with is a "birds-eye view" of the land use of a neighborhood. Then you can begin to raise the question of what kind of property improvements are really needed--for public areas as well as individually-owned areas. The most important result of this exercise is the emergence of a single image of a neighborhood that tells you how it is made-up, how it was shaped, and how it came to be what it is. The single image is powerful, especially when you try to "sell" the neighborhood to the outside resource people you will need to help you improve things, like the government banks and what-not.

Property improvements must be focused into activities that make them manageable and understandable. Questions can help sort out the basis for proposals from all the activities suggested like: What can be done quickly? What will take a long time? What can we do ourselves? What will we need help with? It will also give a rough idea of how time must be used. Special needs of a community that deal with senior citizens, handicapped, school access, condition of streets and alleys, and other "target" issues can be cross-related in order to get some easy but needed improvements underway quickly, while longterm projects are worked on. This approach builds participation and motivation, which is important over the long-haul.

I want to say a few words about ownership at this point. Ownership always comes up as a key issue when property improvements are undertaken. In Fifth City when we began 15 years ago, nearly 85% of all homes and businesses were absentee-owned. Today absentee-ownership is down to about 35%. We thought, I must admit, that tenants would do little to improve conditions since on paper they did not have a permanent stake. However, we were

wrong. We found that residents, whether tenant or owner, are concerned about conditions and many are willing to do something. A Neighborhood Residents Association was formed, that by definition included everybody who lived or worked in the neighborhood. Ownership not only includes the person whose name is on the deed, but who manages the property, who derives benefit from the property, and simply who controls the situation. Control is more spread out than you might first think. In a strong sense, control of the streets, alleys, vacant lots and litter may be vested in a block club or a street gang. For formal ownership, many legal structures exist to fit nearly any design: single-owner, coop-owner, condo-owner, tenants association, and local non-profit corporation are most common. This latter form, the local development corporation, is becoming more widely-used and provides for property control by a board of citizens, not just a single individual, which is a good management insight learned from modern industry. Determining the options of control that best suit your neighborhood for both land and buildings is an important consideration in your plans.

Perhaps the most bewildering aspect of housing and environment development is the construction process, which is unavoidable for longterm projects which substantially change the neighborhood. Many of us have started to "fix-up", run smack into the technicalities of the construction business, got frustrated and given-up. If this has happened to you, welcome to the world. As someone who basically happened into this business, I have learned two things: (1) construction is a "home-made science"; and (2) men build buildings, but business makes it happen.

Let me illustrate this a little using a list of what I call "the players" in the construction business:

- |             |                                                           |
|-------------|-----------------------------------------------------------|
| Investment: | 1. Developer: knows the players and their interests.      |
|             | 2. Builder: knows the market.                             |
| Business:   | 3. General contractor: knows everybody's costs.           |
|             | 4. Subcontractor: knows his own costs.                    |
| Labor:      | 5. Journeyman: knows how to fix any sink.                 |
|             | 6. Apprentice or handyman: knows how to fix his own sink. |

If you go into "fix-up", you will get into one or more of these roles. For example, as the builder (or builder's consultant), you know what the people in your community need and what they can afford, i.e., you know the market. Maybe your neighborhood is ready to be general contractors for themselves. Here your task is to put people in the community to work building buildings. These roles are difficult and time

consuming; but if you want to see something get done, someone has to play these roles.

Cost estimating is perhaps the difference between a completed project and a disaster. Besides "hard costs" which are the costs of actually putting-up or rehabbing the building, there are "soft costs" to take into account. These include the architects drawings, the legal fees, title search and insurance escrow accounts, financing fees, taxes, etc., as well as the all-important category of "cost overruns" or the cost of the unexpected (which by the way is normal). On the average, the total development cost of a project is two-thirds "hard costs" and one-third "soft costs" for almost any project a neighborhood might undertake. A contingency fund for overruns is important because problems resulting from strikes, security, hazard insurance and claims, possible litigation and of course inflation, can seldom be accurately predicted although they can "break the back" of a project.

Perhaps the most complicated aspect of construction, at least the one that most people ask about, is comprehensive funding. I would like to mention briefly four approaches to funding that are good to be familiar with: (1) conventional financing; (2) subsidized financing; (3) block grants and "seed money", and (4) bonds and syndication.

If, when you hear "conventional financing" you think "banks", and when you hear "subsidized financing" you think "government", you will have the basic difference between the first two kinds of financing. When you figure out how much your project will cost, you must ask where can I get the money. Usually you must study how much the money you will need to borrow will cost you, or in other words, interest rates. The key question here is to first determine what your future renters or homeowners can afford, since all costs will be passed on to them eventually in the form of rent or monthly payments. I must say at this point, that I have never had the luxury of participating in a project that did not absolutely require some form of cost subsidy. I think most neighborhoods here today are in the same boat.

Rather than go into all the many kinds of subsidy the government has invented at this time (we will have a panel this afternoon to deal with that question), I would rather say a word about working with these sources. This is the job of the developer, which often must be done by those in the community who decide that despite lack of expertise somebody must do it and nobody seems to be standing in line ready to volunteer. The job is really "building a network" or a pyramid of contacts,

information sources, technical assistance and most importantly financial resources. What you will find is that funding seldom comes directly from where you thought it would or for the reason you thought it would. It is largely the result of persistence in the search, or as a friend of mine said, "90% perspiration and 10% inspiration". A key principle in leveraging is remembering that in the financing business everybody loves company. That is, whether bank or government, nobody wants to be the only one putting money into your project and especially, nobody wants to be first. So when you have one source interested, go tell another source about it and try to get them interested too. Block grants from the government can sometimes be acquired as the first commitment to a project and in this case are called "seed money" because their intent is to plant the seed that will grow into a full project.

I would like to close with a few words on property management. This I believe deserves far more attention than we ever give it, probably because it lacks any glamour. It is the on-going task that fulfills the dream and the need that motivated a community in the first place to undertake renovation. Once housing is built or rehabilitated, some form of local organization is needed to sustain the improvements. Property management principles are few and far between because management style and maintenance needs vary widely within any community. Fifth City has its own non-profit property management agency that has learned "how to" by jumping in and doing it.

I would like to highlight one important learning from this experience: on a day-to-day basis the manager has a basic control on how the job gets done. The financial security of a building (i.e., having enough money to keep the heat on, etc.) is closely tied to property maintenance. The tenants play a major role in property maintenance and financial security.

The tenants, the residents on the block and the rest of the neighborhood, determine how a building does. The community relations maintained by the owner, management agent and the tenants themselves will be apparent to the rest of the community. There is also a role of accountability that must be played by the community at large.

We will look today at buildings being rehabbed and blocks being improved. While you walk around and talk with people in this community, keep in mind the consciousness of the whole neighborhood. Ask them about their community: What are the boundaries? What services are available? What is the community's master plan? How does housing and management relate to that plan?

### SESSION III: HOUSING AND MANAGEMENT IMPLEMENTATION TALK

The Housing Implementation Talk is intended to provide some clues as to how to get housing re-development underway in a local community. While in every community the housing situation and needs may vary and the key to initiating the housing program may be different, the following approaches have been utilized effectively in many communities.

The first clue has to do with visibility. Select one building for rehabilitation, a one, two or three flat building, which has become an eyesore and is considered hopeless. Promote the rehabilitation of this building as a demonstration. It should be in a highly visible location. The intent is to indicate that housing improvement is possible and feasible in this community. The project may be carried out in conjunction with an individual home owner, or through a community housing corporation utilizing city, state, or federal housing grants, loans or loan guarantees, for private financing if the owner qualifies. It is most attractive to these agencies when it is related to a larger, long range plan for the whole community's housing.

The second clue to initiating a housing program is engagement of many local citizens in the program. Housing redevelopment takes many years. There must be a year round program which keeps care and attention focused on that. Annual maintenance is one key. Spring clean-up, paint-up, fix up campaigns focus on both exterior and interior maintenance which local citizens can do together by block clubs and/or teams, i.e. painters, carpenters, electricians, plumbers, roofers, etc. Full utilization programs can be organized around fire preventions, insulation, heating system tests and inspections, etc. Men, women, youth and children can all join in the campaign from planning, to work, to celebrating the end of a work day or evening.

A third clue to initiating housing redevelopment is a comprehensive approach. The rehabilitation program must include a plan for all the buildings which need rehabilitation in the community both single family and apartment buildings. It must be related to the commercial, industrial, and social and civic development plans. The development of all arenas at once reinforce each other. A single line of development has very little chance of success.

A fourth clue to initiating housing redevelopment is the early initiation of a housing management program. This program can begin focused on how existing housing is managed and maintained. Training local citizens in management and maintenance also prepares them to assume responsibility for the rehabilitated or new housing stock. A management program seems to deter the continued deterioration of the existing housing while a new direction is being initiated. Again this is a matter of several years work, not just a few months.

Several practical schemes for initiating housing development have also proven effective in local communities and can be developed by local citizens with technical assistance. The first scheme is the preparation of the comprehensive plan itself in a fundable package. This is generally referred to as a brief which includes a description of the current housing, number of units, types, condition on a color coded map and a proposed plan for improvement including major rehabilitation, home owner improvement, and management and maintenance programs and training.

The second scheme is the establishment of a housing development team. The team consists of a sponsor which may be a public or private agency or community group, incorporated for this purpose. Technical assistance is required in the form of architectural sketches and contractor construction estimates. Frequently these can be found in one's own community or several from publicly funded agencies established to provide this assistance. Finally someone who can put all the numbers together is needed to design the financing scheme for the total program and each component. This includes land and building acquisition, development costs, capital budgets, and the recovery or mortgage plan.

The third scheme is the cultivation of public and private sector advocacy and resources. This includes the creation of a story and the presentation of this story to a broad range of individuals (i.e. congressmen, senators and other representatives) who will advocate the plan, and government agencies and lending initiatives who will provide the interior and end financing for the plan. The technical team and local citizens must work together in this cultivation of resources essential to bring the whole program to fruition, continually keeping all parties aware of progress and blocks as they arise.

The fourth scheme essential to the successful housing development effort is the development of local investment and assets. Virtually all lending institutions and public funding require a percentage of local equity to be involved in the process. Putting together this local equity can be very difficult in a community which is primarily

absentee owned. However, solicitation of funds from one agency to match funds from another agency is generally acceptable in such cases. In situations where a significant local ownership base exists, those owners forming a neighborhood development association or corporation and investing some of their land or cash in the corporation provide the kind of incentive external funding agencies are looking for and encourages their assistance. Badly deteriorated buildings may frequently be purchased for taxes or payment of the balance due on their mortgages, a cost much less than the appraised value which would be given to them as part of a rehab package.

In all the above clues to initiation and schemes, it is apparent that a leadership base must function to facilitate this development. This base, which may be referred to as a task force, has several functions to perform over a 2 to 4 year period to enable the total development effort.

The first function has to do with developing a positive community story about its housing situation and needs. The task force must take the lead in securing a current land use analysis of the community portrayed in such a way that all local citizens can understand it. Community meetings and workshops can be conducted to enable citizens to say what they would like to see in the future - the kind of housing, price range, etc. Architects will usually gladly pose options to a group to consider since they might likely be employed in the end. The task force leads these meetings and workshops and invites "idea" people to assist local citizens in determining what they want.

A second function of the task force is to catalyze and motivate the whole development program. Each step of the development from clean-up days to ribbon cuttings on completed projects helps build the mood of the community and the assisting agencies. When a building is going to be rehabed, a sign goes up. When a work day is planned, flyers go out. When funds are granted on a loan service, a news release goes out. Site visits are the occasion to invite those who can assist the development to come see what has been done and what is planned. Blue prints, sketches, brochures, and a plan book are utilized to both keep local citizens informed and to cultivate external support.

A third function of the task force is to maintain a continuing process of reporting, evaluating, and planning which involves owners and residents together on at least a quarterly basis. These events should be both celebrative in reporting victories and serious planning sessions to consider options and reach a consensus on how to move.



The fourth function of the task force is to locate and secure the essential training for local citizens that prepares them for future ownership, tenancy, management, and maintenance of the housing they are improving and/or constructing. They would also seek ways to provide as many local jobs in the process, to form a local contracting and subcontracting company, real estate firm, as well as management company which upgrades the economy of the community while improving the housing.

Possibly the most critical component in the whole process is the management company itself. Professional management has often abused its privileges especially when it is not community based and accountable. A non-profit local management corporation may exhibit far more care and still provide jobs and professional services essential to first class property maintenance. Some essential components follow:

- A local office where tenants can come, pay their rent, make requests and be dealt with personally on a day to day basis.
- A regular invitation plan for seeing each tenant in their home each month. A fulltime maintenance team which can repair minor things before they become major.
- A seasonal self inspection program of all systems: electrical, heating, plumbing, gas appliances, etc.
- A constant control of essential services such as exterminators, scavenger, etc.
- A regular tenants meeting by buildings or neighborhoods as occasions to report and plan the care of property.
- A seasonal schedule of tenant workdays for paint-up, clean-up and fix-up which saves money, keeps rent lower, and develops corporate pride.
- A scheme for tenant projects such as gardening, playgrounds, mutual child care, and seasonal celebrative events.
- A tenants security watch program to watch out for each others apartments and property.
- A tenant handbook so that each tenant knows his rights and his responsibilities as well as those of the manager.
- A contractor retained to handle major repairs and remodeling when it arises.
- A liaison with other community programs and services which make the tenant at home and a participant in his community.

## CASE HISTORY: HOUSING AND MANAGEMENT

### ACHIEVEMENT:

In Fifth City, where only 5 to 10% of the homes were owned by community residents, home ownership was increased to 60% over a fifteen year period. During this time 140 family housing units were rehabilitated and a local property management corporation was formed. Residential redevelopment in a demonstration "minizone" provided an impetus to further rehab and beautification by individuals and block clubs. Preparation is now underway for new single family housing to be built.

### PROBLEMS TO BE OVERCOME:

Buildings throughout the community were very dilapidated and many were abandoned, but financing to purchase buildings as well as to cover costs of rehabilitation was impossible for individual residents. Even with the power of a local organization financing was difficult to obtain. Once buildings were rehabbed management became a crisis threatening a mortgage default and incurring high maintenance costs.

### STEPS TO CREATION:

1. An initial step in housing redevelopment was the purchase and rehab of several building shells by new residents.
2. In 1967 the Fifth City Redevelopment Corporation was formed to consider housing redevelopment. It became a legal entity to negotiate financing for building procurement.
3. A non-interest bearing loan was procured from Illinois Housing Development Administration for the purchase of 15 buildings.
4. Loans were negotiated through FHA Programs 221(d) and 236 in two housing rehabilitation packages.
5. A rent subsidy program was initiated to make rentals feasible to local residents.

6. Due to the inadequacy of three professional management agencies, Fifth City Property Management Inc. was formed to manage the two FHA projects.
7. A Contractors' Association was created to provide local workmanship for maintenance and rehab.
8. Several Fifth City organizations joined together to form Fifth City Housing Enterprises and began as that entity to plan new housing construction.
9. A mini-zone project was initiated which facilitated funding for individual residents to work on their own houses and the beautification of their own block.
10. Twenty families commitment has been secured to seek the purchase of eighteen new single family dwellings.

KEY RESOURCES:

The following resources from public and private sectors were tapped for this housing development: IHDA, FHA and HUD financing; local contractors and laborers; volunteer architectural services; CETA program and local community organizations.

FOLLOW THROUGH AND MAINTENANCE:

1. Housing redevelopment stimulated local business out of the need for maintenance and construction. Both a local contractors' association and a maintenance corporation are now functioning as the continuing support for housing management.
2. A local management corporation has become creatively involved with the tenants through training and organization to be responsible for upkeep and improvements.
3. The renewed "mini-zone" has been used as a model of resident effort and replication of this demonstration has been promoted in four new locations.

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## GLOSSARY

Art form conversation: Conversation using objective, reflective and interpretive categories.

Auxiliary: A catalytic staff of consultants.

Brainstorm: A list of impressionistic data rapidly elicited from a group.

Chart: An organization of material in a horizontal, rather than outline form.

Consult: An initiating planning event for a Human Development Project.

Consult document: The product of a consult which describes the community's two year plan.

Grid: An overlay of geographical and social relationships on a map.

Guilds: Groups of people organized to actualize task arenas.

Human Development Project: Specific projects in comprehensive community development sponsored by the ICA.

Leap: A significant accomplishment in the module arena for catalyzing broad, sweeping change in the community.

Module: Training event in a program arena.

Program: An organization of tactics for realizing the community's vision.

Stakes: Geographically based care units to include every individual in the community.

Tactic: An actional component of a program.

**ICA** THE INSTITUTE OF CULTURAL AFFAIRS  
CONCERNED WITH THE HUMAN FACTOR IN WORLD DEVELOPMENT

The Institute of Cultural Affairs is a global training and demonstration group concerned with the human factor in world development. Originally incorporated in the state of Illinois as a not-for-profit corporation, the Institute is now headquartered in Brussels, Bombay, Hong Kong, Singapore and Chicago and is registered in 27 nations. The ICA is supported by foundations, corporations, government programs, organizations and concerned individuals. Private support has ranged from large foundation and corporation grants to a large number of local corporation gifts and donors. Government agencies including ACTION, AID, HUD, EDA and OEO have supported various programs. The major program of the ICA is comprehensive human development projects in local communities. Such projects are being conducted in 59 urban and rural communities around the world in 27 nations. The intent of each project is to allow each community to become self-sustaining socially and economically within two years.