CRS University
INTEGRAL HUMAN DEVELOPMENT MODULES
Module 2: The CRS IHD Framework: Assets
Outline

• Overview of the CRS Integral Human Development Conceptual Framework
  – IHD as Goal and Process
  – IHD Key Features
  – IHD Visual Models

• Assets
  – Definition, Categories, Examples
  – Value and Use: Quality, Access, Power, Control
  – Integration into CRS Programming

• Optional Reflection & Discussion Activities and Further Reading

Note: You will see photos and images from our CRS programs and partners around the world throughout this slide deck. As you come across them, reflect on how they illustrate concepts from integral human development, especially the role of assets.
Integral Human Development: Goal and Process

• **GOAL**: The people we serve increasingly realize their full human potential in solidarity with others and in the context of a just and peaceful society that respects the dignity of every person and the integrity of creation.

• **PROCESS**: that enables individuals and communities to protect and expand the choices they have to improve their lives, meet their basic human needs, free themselves from oppression and realize their full human potential.
Integral Human Development: Key Features

• HOLISTIC
• INCLUSIVE & PARTICIPATORY
• GROUNDED IN JUSTICE AND PEACE

• What’s different or unique?
  – Focus on human beings, their dignity, and their relationships with their families and communities
  – Appreciative inquiry that seeks to build on strengths, assets, ideas and strategies that people know and practice already in their communities
Integral Human Development: Visual Models

- A variety of visual models have been developed over the years to help explain the CRS IHD Conceptual Framework. Here are two common examples. The following slide shows the newest approach.
This newest visual model illustrates the core IHD feature of human dignity while also showing that IHD is holistic: human beings are part of families, communities, societies, and sustainable landscapes.

The core components of IHD will be further explained in this module (assets) and in other modules (systems and structures, shocks, vulnerability, strategies, and outcomes and feedback). These components affect the ability of human beings to live and thrive.
Assets: What Are They?

• Something tangible or intangible that you own, have a claim to, or have steady access to.

• Resources we have to work with and build on.

• Resources that people use to generate livelihoods and to reduce vulnerability to shocks and crisis.

• Other development approaches may have a similar concept but use different terms: assets = capital = capabilities.
6 Categories of Mutually-Reinforcing Assets

- spiritual
- natural
- physical
- financial
- social
- political

and human
Natural Assets

Water, trees, soil, land, pastureland, sea, minerals, plans, animals, air, regular rainfall
Physical Assets

Homes, sheds, equipment, tools, means of transport, fencing, sheds, silos, wells, clothes
Financial Assets

Cash, or items that can be converted to cash quickly and easily, i.e. livestock, crops, gold, jewelry, income from a job or remittances from abroad.
Spiritual and Human Assets

Health, education, skills, wisdom, strength, faith and religion, life experience, physical strength
Social Assets

Relationships with people and institutions, including:

• Kinships, family, friends
• Social systems, culture, norms
• Involvement in community organizations or religious groups
• Support and safety networks

Often, these are affected by gender, age, social status, and group membership
Political Assets

- Power in the community & household
- Ability to claim rights and influence decisions
- Capacity to advocate for resources, change
Asset Value and Use - Quality

• Asset Quality
  – Assets can be more or less valuable and useful depending on their quality. Thus, asset quality can be a limiting or enhancing factor. Reflect on the difference the following would make:
    • Good new roof vs. one full of leaks
    • Fat, healthy cattle vs. thin and sick
    • Strong family relationships vs. dysfunctional ones
    • Clean rivers vs. polluted ones
    • Safe farmland vs. mine and conflict-laden farmland
    • Good road conditions vs. poor road conditions
Asset Value and Use – Access, Power, Control

Assets can be more or less valuable and useful depending on whether or not an individual or community has influence and access as well as an ability to exercise freedom in using a particular asset. Thus, access, power, and control can be limiting or enhancing factors.

• This is affected by inequities at the individual, familial, and communal levels, such as:
  – Gender roles or stereotypes (i.e. education may exist in a society but girls and women may not have access or a household may have income but only males may have control over spending)
  – Age (i.e. youth may not have power to voice their ideas and opinions in front of elders)
  – Caste or social class (i.e. members of particular social or economic groups may not have access to markets or decision-making abilities within society)

This is connected to the “Systems and Structures” and “Influence and Access” components of the IHD Conceptual Framework, which are explored in subsequent modules.
CRS Programming: Asset-Forward

• What?
  – Starts with an evaluation of what assets already exist for individuals, families, communities and societies in order to improve livelihoods, increase household income, and enhance the social and political systems and structures that contribute to well-being.

• Why?
  – This approach aligns with foundational Catholic thought, based in the dignity of the human person.
  – It is more effective because it is sustainable. It builds on what already exists rather than relying on temporary, short-term, or non-integrated fixes.
CRS Programming: Asset-Forward - CONTINUED

• How?
  – Builds on and enhances current assets
  – Grows and develops new assets
  – Increases quality of assets
  – Increases access to, power over, and control of access by marginalized and vulnerable groups
  – Addresses gaps in assets
  – Takes advantage of assets in helping communities prepare for and respond to emergencies, as well as to be more resilient in the face of future shocks and crises.
Reflection & Discussion
Activities and Further Reading (Optional)
Reflection and Discussion: My IHD – Assets Exercise

Utilize the accompanying handout to complete the My Personal IHD Framework - Assets Exercise. Fill in each box to reflect your own (or your family’s/household’s) assets in each of the six categories.

Reflect individually, in pairs, or in groups on the following questions. Option to share in class or with a larger group.

- What did you learn about yourself?
- What category was the most challenging to fill in? Which was the easiest?
- Where do gaps exist for you?
- What may be different for people around the world? Where might strengths and gaps exist for others?
- How are assets interrelated? Give an example from your life.
Reflection and Discussion: Video Case Studies

Watch the following videos.

- *Azure: Investing in Water*
- *Nelly’s Story*

Reflect individually, in pairs, or in groups on the following questions. Option to share in class or with a larger group.

- *What assets do you see at work in each of the videos? What are the different categories in which they fall?*
- *How does CRS programming both build on current assets and develop assets for the future?*
Reflection and Discussion Questions

Reflect individually, in pairs, or in groups on the following questions. Option to share in class or with a larger group.

• Which of the CRS Integral Human Development Conceptual Framework Visual Models makes the most sense to you? Why?

• Can you think of examples from your own life or the lives of others where assets have been enhanced or limited by quality, access, power, or control?

• How do the photos and images in these slides illustrate the role of individual and communal assets within integral human development?

• Why are assets an important starting point for the CRS Integral Human Development Conceptual Framework?