

COMPARING RELIEF AND DEVELOPMENT

Understanding CHE as a Program for Wholistic Development

Date: 02/11

(1 HOUR)

- OBJECTIVES:**
1. Participants will understand that we desire development in a community that fosters individual self-reliance under God’s direction.
 2. Participants will understand wholistic development includes all aspects of an individual’s total being.
 3. Participants will understand that we want multi-sector development, not just concentration on one aspect.

OVERVIEW FOR TRAINERS: The River Crossing story points out the concept of self-reliance and introduces the concept of multiplication for all development that is taking place.

METHOD	TIME	KNOWLEDGE
<p>Role Play: <u>River Crossing Role Play.</u></p> <p>(Draw two lines with chalk on the floor to be banks of a river. Draw two circles representing stepping stones and a larger circle in the middle to represent an island. Role play the two scenes below and ask the corresponding questions).</p> <p>Scene 1: Two men come to the river and want to cross but do not know how to swim. The current is strong, and they are afraid to cross. An outsider comes along and sees their difficulty. He offers to help them cross using the stepping stones, but they are afraid. He agrees to carry one on his back but only manages to reach the island in the middle. There he leaves the first man and returns back to shore where the other man is waiting.</p> <p>Ask: What happened to the outsider in this role play? What happened to this first village member? What can we observe about community work from this role play?</p>	<p>30”</p>	<p>Points from the river crossing role play:</p> <p>Observations about community work from scene one of the role play</p> <ul style="list-style-type: none"> - When you carry a person, you don’t teach him to do it for himself. - We hurt more than help by doing things for people that they can do for themselves. - When we do things for people that they can do for themselves, we can leave them stranded in the middle of the river. - Doing things for people doesn’t get the job done. - If people are carried, the project will die when the developer leaves. - Sometimes we only do half the job. - The people, not the outsider, should

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<p>Scene 2: The outsider returns to the riverbank to the waiting village member, but is now too tired to carry him. He refuses to carry the second man, but agrees to help show him how to walk across on the stones. Halfway across, the village member feels confident enough to manage on his own. The 2nd village member and outsider cross the river, but the first villager is still left on the island. He shouts for help. The outsider walks away and instructs the second village member to go back and show the village member on the island how to walk on the stones and reach shore.</p> <p>Ask: How were the results of the second scene different from the first? How was the process different in the second scene from in the first? What were the keys to success in the second scene? What does the second scene teach us about community work?</p>		<p>identify the need.</p> <p>What scene two teaches about community work:</p> <ul style="list-style-type: none"> - Real development is helping people to do things themselves and not just doing things for them. - If you teach someone to do something, teach so he can teach another person so there can be multiplication. - You learn better by doing and not just seeing or hearing. - Just because someone can do something doesn't mean they can teach others. - Use local resources. - A teacher is needed. - We learn by example and encouragement. - Step by step instruction is given as a person needs to know. - Repetition is important. - The trainer himself needs to know how to do the task. - You don't need vast experience to teach someone else. - The goal is multiplication.

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<p>I. Divide people into small groups to compare relief and development on the following points:</p> <ul style="list-style-type: none"> - Required situation - Duration of the project - Source of resources - Ownership of the project - Outcomes and end results - Type of action 	25"	<p>I. Comparison between emergency relief and long-term development:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;"></th> <th style="text-align: center;">Relief</th> <th style="text-align: center;">Development</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">Required Situation</td> <td style="vertical-align: top;">Disaster, life and death situation, Emergency</td> <td style="vertical-align: top;">Chronic poverty. "Normal" life that people want to improve.</td> </tr> <tr> <td style="vertical-align: top;">Duration</td> <td style="vertical-align: top;">Short-term</td> <td style="vertical-align: top;">Long-term</td> </tr> <tr> <td style="vertical-align: top;">Resources</td> <td style="vertical-align: top;">Bring outside resources</td> <td style="vertical-align: top;">Maximize the use of local resources</td> </tr> <tr> <td style="vertical-align: top;">Ownership</td> <td style="vertical-align: top;">Outsider</td> <td style="vertical-align: top;">Local people</td> </tr> <tr> <td style="vertical-align: top;">End result</td> <td style="vertical-align: top;">Return to normalcy</td> <td style="vertical-align: top;">Improvement, progress</td> </tr> <tr> <td style="vertical-align: top;">Type of action</td> <td style="vertical-align: top;">Doing things for the people. Reactive, curative.</td> <td style="vertical-align: top;">Enabling, teaching people to do it by themselves. Pro-active, prevention</td> </tr> </tbody> </table>		Relief	Development	Required Situation	Disaster, life and death situation, Emergency	Chronic poverty. "Normal" life that people want to improve.	Duration	Short-term	Long-term	Resources	Bring outside resources	Maximize the use of local resources	Ownership	Outsider	Local people	End result	Return to normalcy	Improvement, progress	Type of action	Doing things for the people. Reactive, curative.	Enabling, teaching people to do it by themselves. Pro-active, prevention
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<p><u>ATTITUDE:</u> Facilitator has understanding that development must be approached from the grass roots level, involving the people and helping them to become self-reliant under God's direction. It is not the developer's role to develop the community. People must develop themselves. Work is to be from the bottom-up (community-based) and not top down (institution-based).</p> <p><u>SKILL:</u> Participants will be able to understand the difference between relief and development for their areas of responsibility.</p> <p><u>EVALUATION:</u> Facilitators will know that participants have learned the content of this lesson when they are able to work as part of the community from the bottom-up and not top-down. Also, the project will be fostering self-reliance under God's direction, and it will be wholistic, taking into account the whole man.</p> <p><u>MATERIALS:</u></p> <ul style="list-style-type: none"> - Newsprint - Marking Pens - Masking Tape - Bible - <i>River Crossing Story</i> handout 																							

RIVER CROSSING STORY

(Draw two lines with chalk on the floor to be banks of a river. Draw two circles representing stepping stones and a larger circle in the middle to represent an island).

Scene 1: Two men come to the river and want to cross but do not know how to swim. The current is strong, and they are afraid to cross. An outsider comes along and sees their difficulty. He offers to help them cross using the stepping stones, but they are afraid. He agrees to carry one on his back but only manages to reach the island in the middle. There he leaves the first man and returns back to shore where the other man is waiting.

Scene 2: The outsider returns to the riverbank to the waiting village member, but is now too tired to carry him. He refuses to carry the second man, but agrees to help show him how to walk across on the stones. Halfway across, the village member feels confident enough to manage on his own. The 2nd village member and outsider cross the river, but the first villager is still left on the island. He shouts for help. The outsider walks away and instructs the second village member to go back and show the village member on the island how to walk on the stones and reach shore.

I. Points from the river crossing role play:

- A. When you carry the person, you don't teach him to do it himself.
- B. If you teach someone to do something, teach so he can teach another person so there can be multiplication.
- C. Sometimes you hurt, more than help, a person by doing it for him.
- D. You learn better by doing and not just seeing or hearing.
- E. When the developer leaves and the people are not taught, the project will die.
- F. Use local resources.
- G. A teacher was needed.
- H. We learn by example and encouragement.
- I. Explanation is needed.
- J. Repetition is important.
- K. There is more motivation when there is a need.
- L. Sometimes we only do half a job.
- M. Doing it for someone doesn't get the job done.
- N. The task is too great for one.
- O. Just because someone can do something doesn't mean they can teach others.
- P. The trainer himself needs to know how to do the task.
- Q. Give step-by-step instruction as a person needs to know.
- R. You don't need vast experience to teach someone else.
- S. Bring out the point that real development is helping people to do things themselves and not just doing things for them.