



SMC

FAITH IN DEVELOPMENT

Welcome



SMC

FAITH IN DEVELOPMENT

Our vision is for the Kingdom of God to be manifested on earth.

Imagine a world free from poverty and oppressive structures, in which people can influence their own situations and where God's creation is managed responsibly for future generations. That is what we and our member organisations work for.



Svenska Alliansmissionen

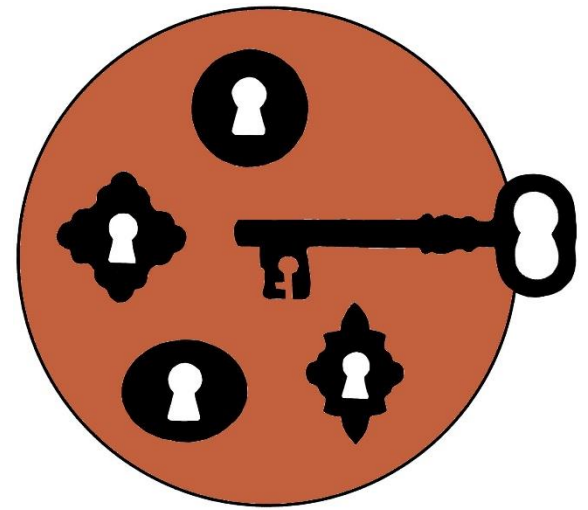
ERIKSHJÄLPEN



Läkarmissionen



Working with change in a religious world



Chatham house rules

.....anyone who comes to the meeting is free to use information from the discussion, but is not allowed to reveal who made any comment.....

Introduction to the tool

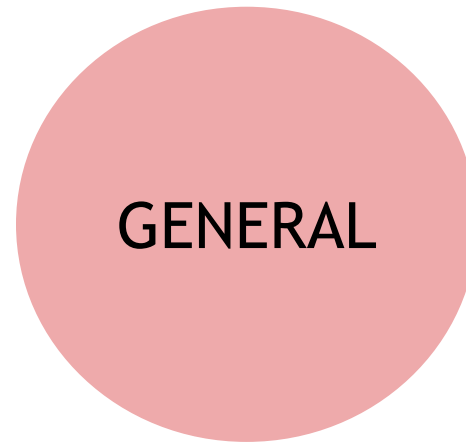


”The purpose
is increased
religious literacy

What do we mean by religious literacy?



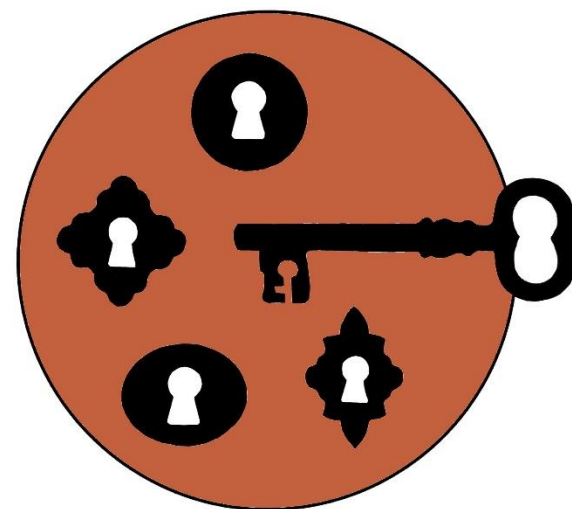
3 levels of religious literacy



RELIGIOUS IDEAS AND ACTORS

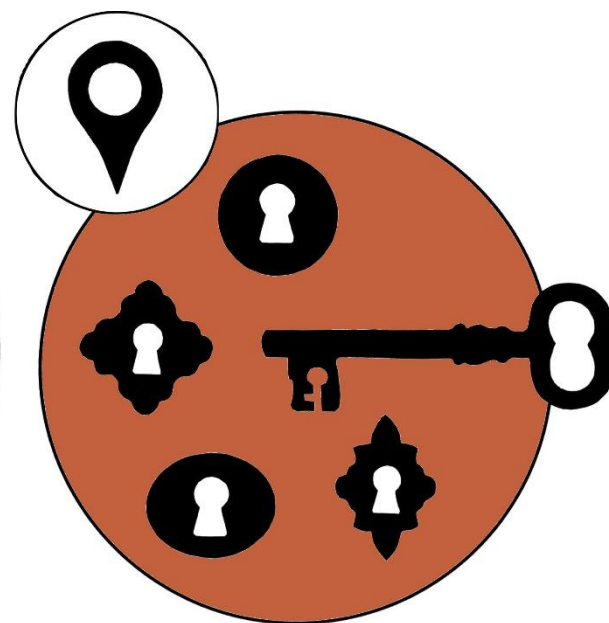


FREEDOM OF RELIGION OR BELIEF (FORB)



OURSELVES







How can we act in this context?

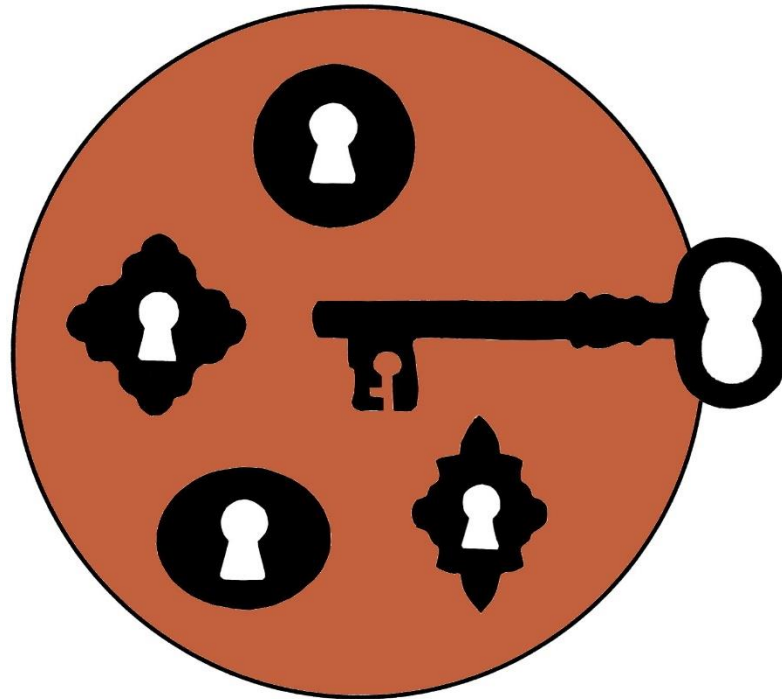
The world is religious

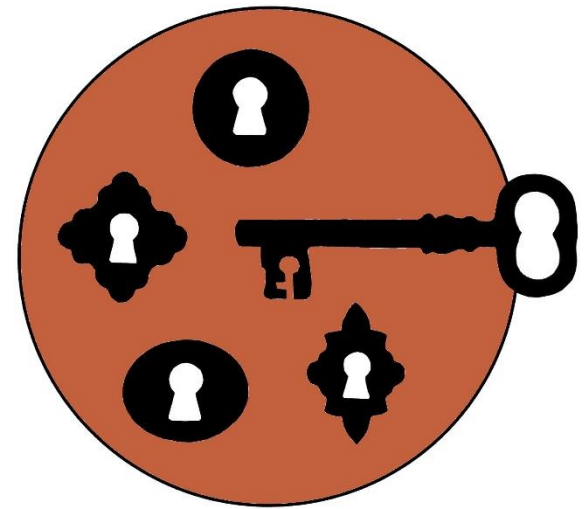


Are we
religious?



We need freedom to talk about
religion and values...







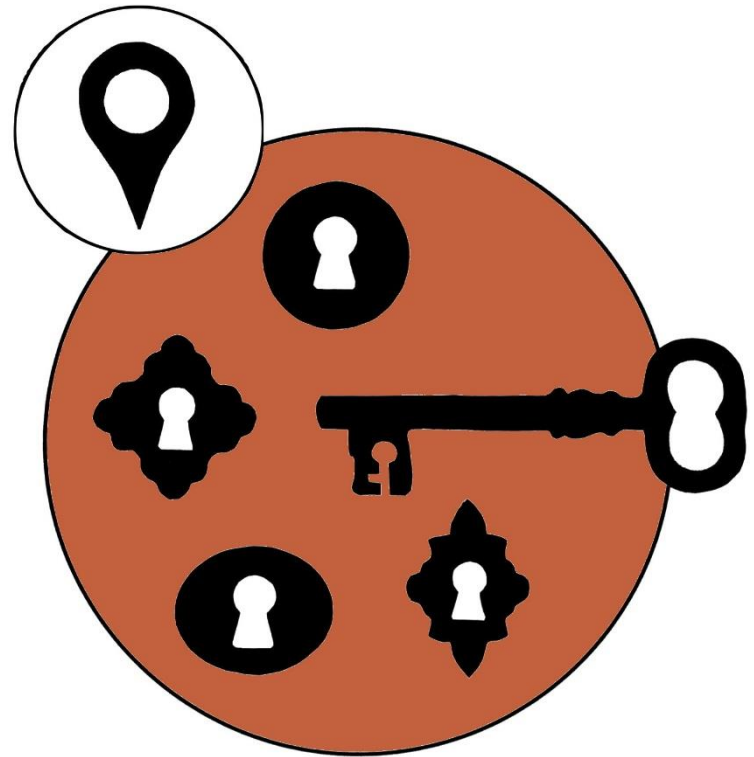
What religious actors and ideas are at work in our context?

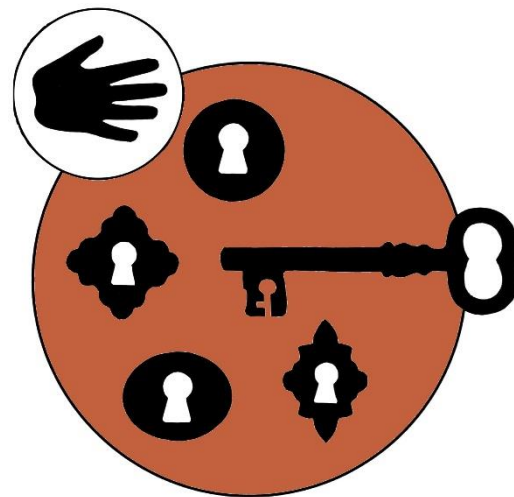
How do religious actors, in this context, see us?



How well do we understand these religious actors?

Do we have
freedom in this
context?





Part 1

3 levels of religious literacy



A vertical stack of three circles of decreasing size. The top circle is pink and labeled 'GENERAL'. The middle circle is greyish-green and labeled 'CONTEXTUAL', with a location pin icon in a small white circle to its upper-left. The bottom circle is reddish-brown and labeled 'PRACTICAL', with a hand icon in a small white circle to its upper-left.

GENERAL

CONTEXTUAL

PRACTICAL

What did we learn about development, 20 years ago at university?

- TRADITIONAL
- RELIGIOUS
- RURAL
- SUBSISTANCE
- DEVELOPED
- URBAN
- EDUCATION
- SPECIALIZED
- KNOWLEDGE

Exercise:



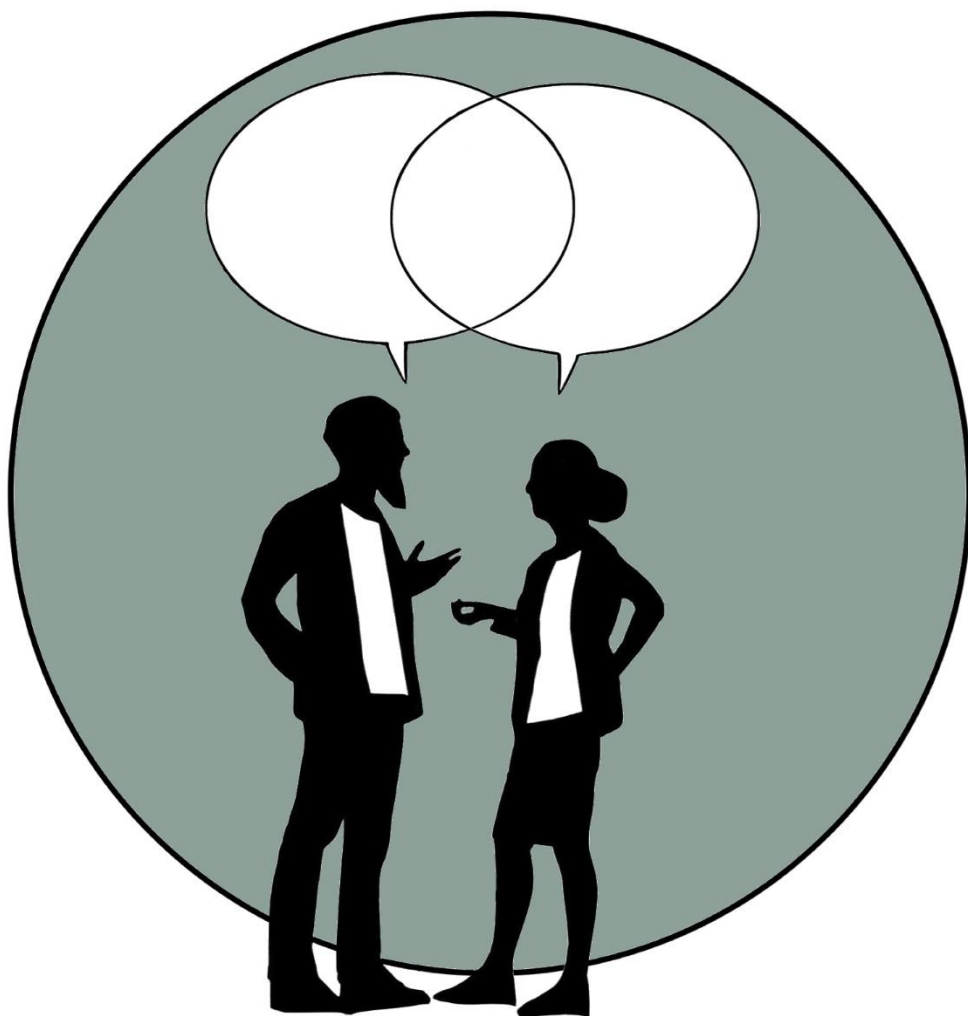
The power of stories

Exercise:

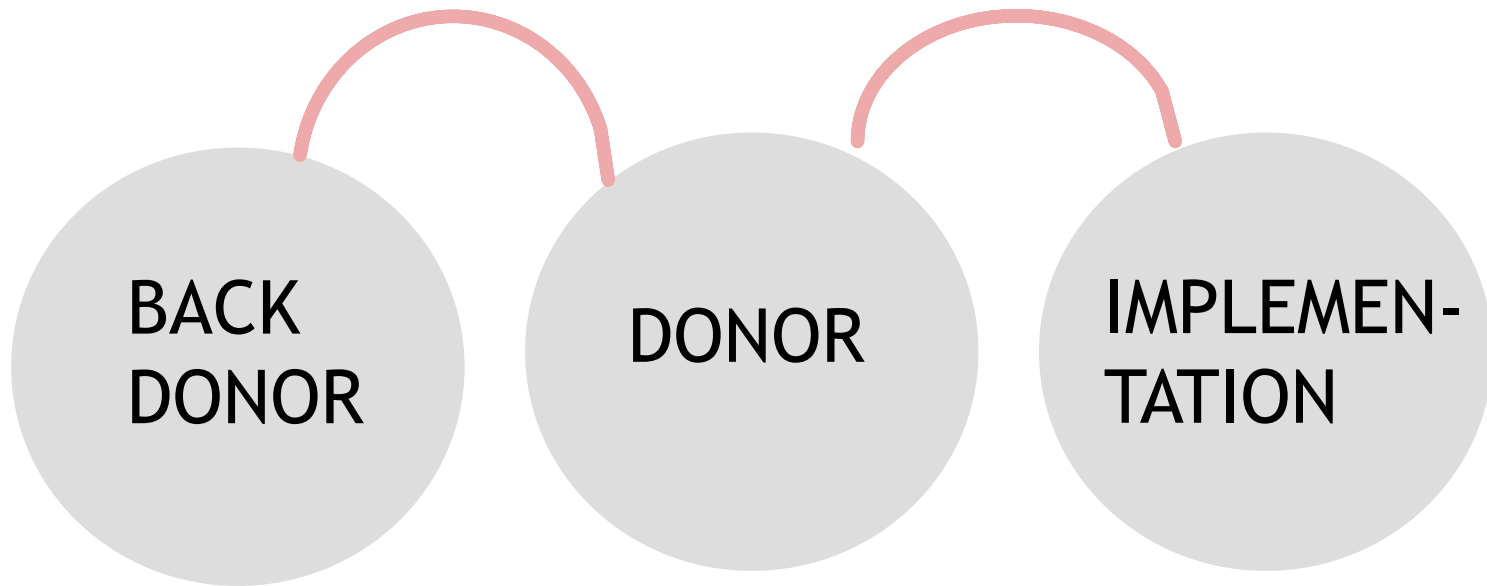


Love
Forgiveness
Friendship
Happiness
Betrayal

Grand narratives



Language of development

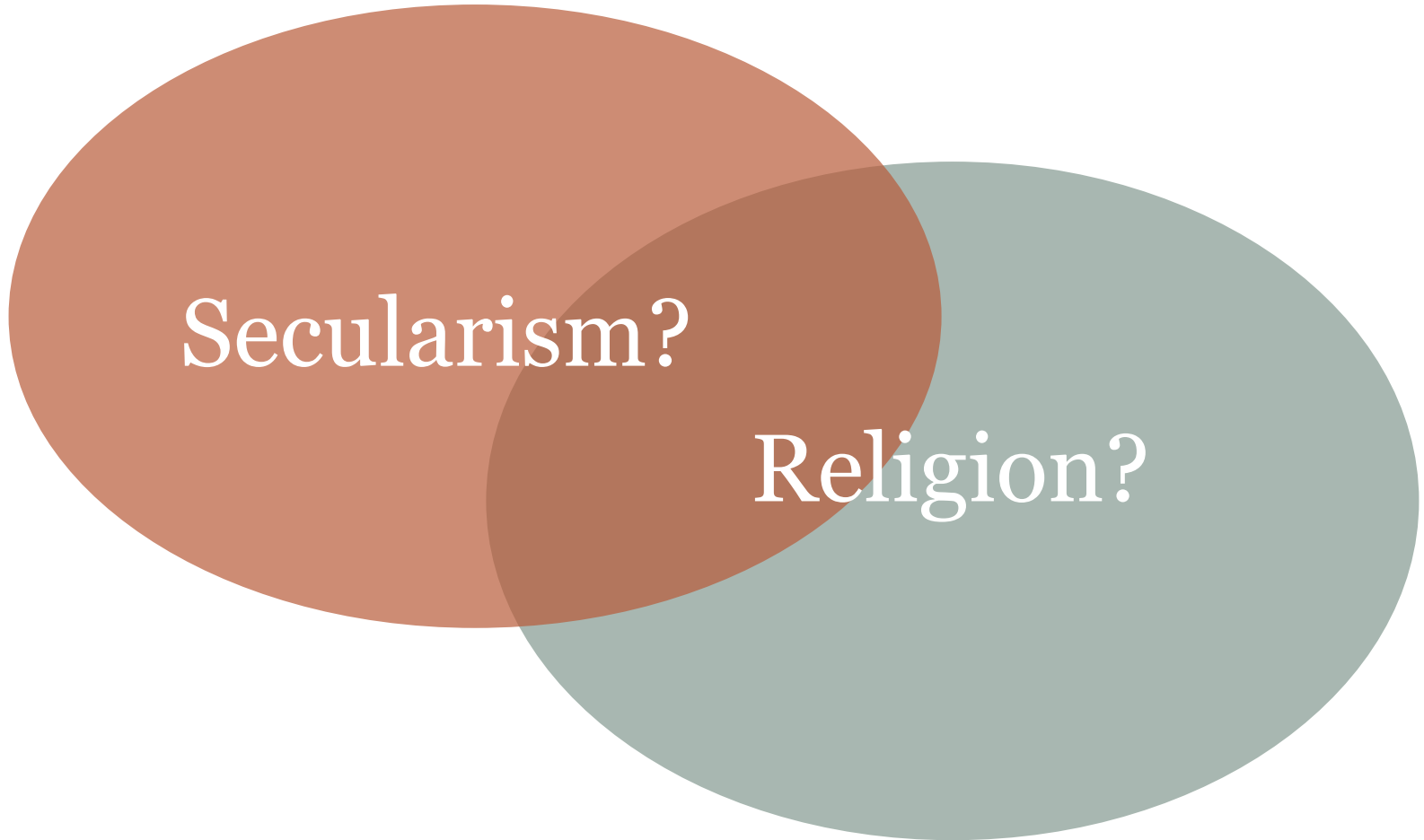


Language of faith

Exercise:

Secularism?

Religion?



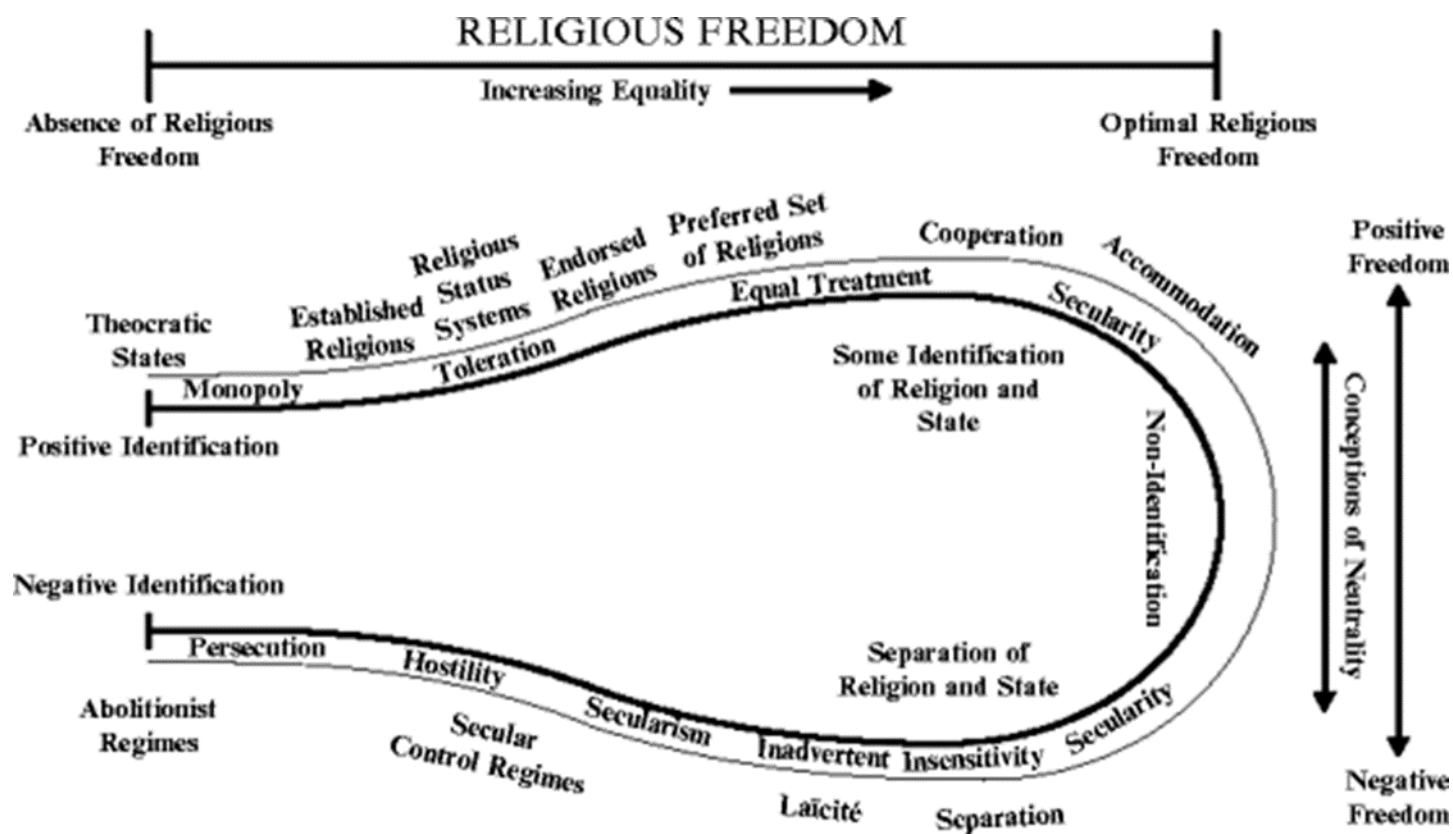


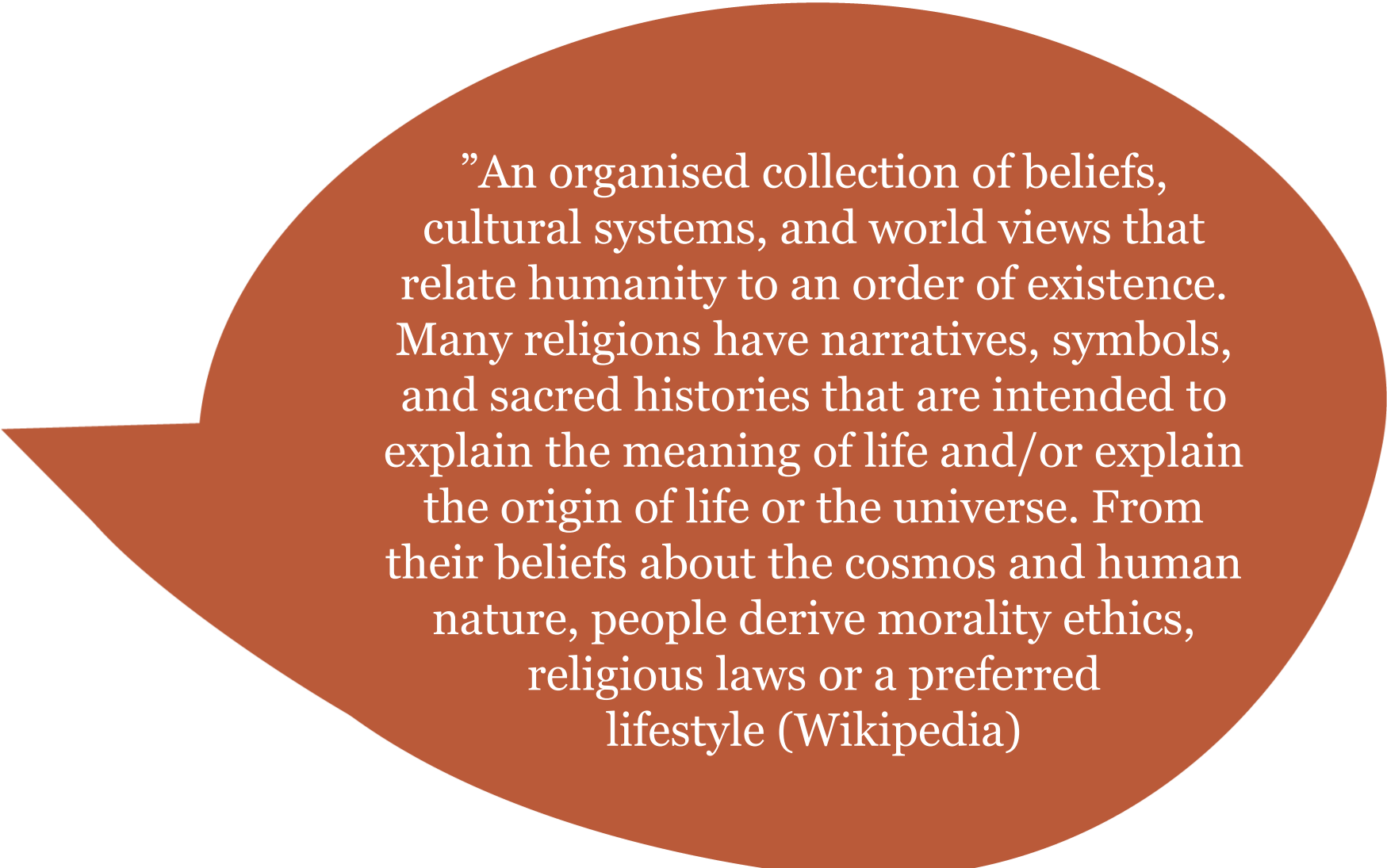
Exercise:

What is religion?

What is secularism?

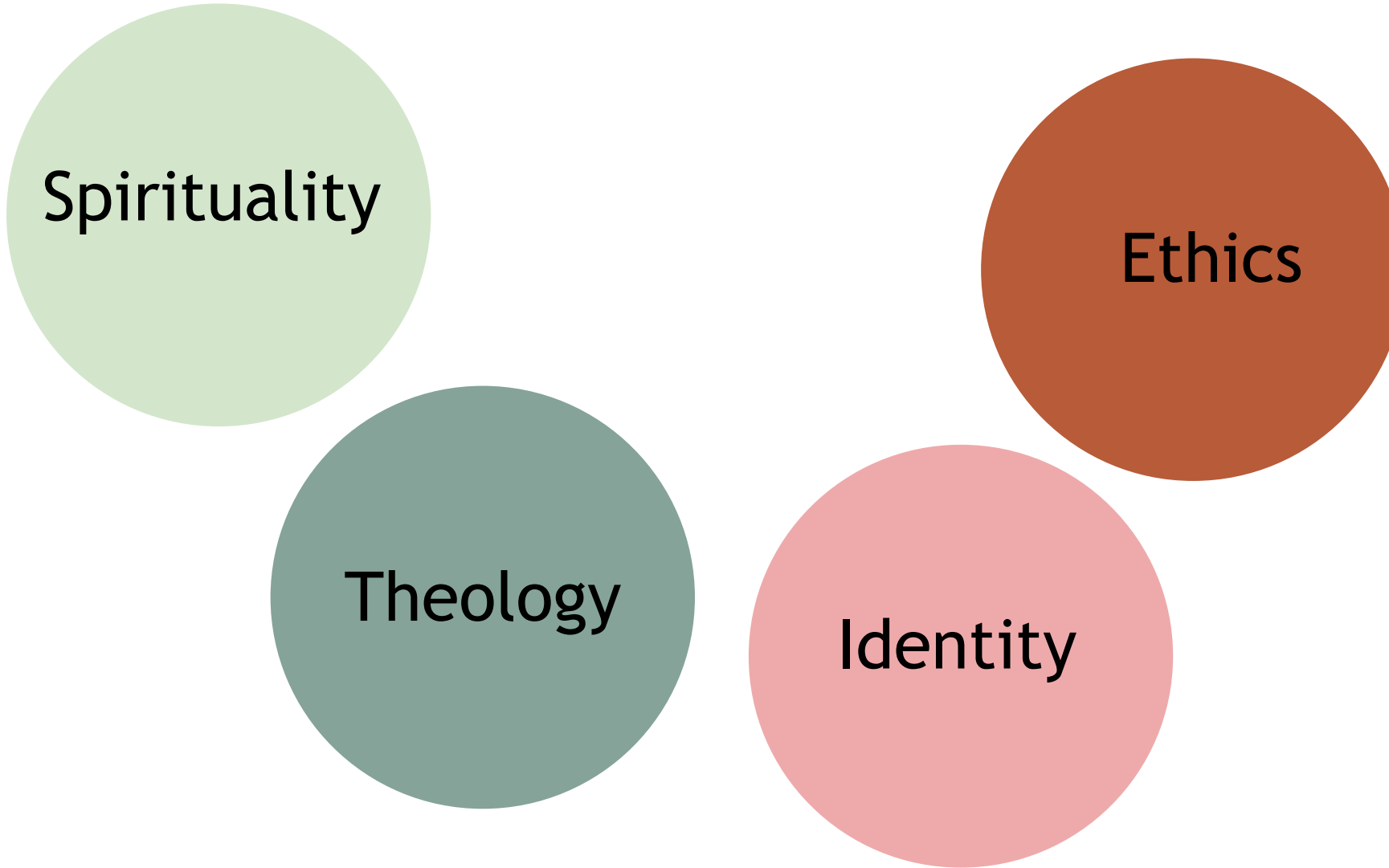
In what situations and in relation to what kinds of questions do you relate to religious actors or ideas during an every day work week?





”An organised collection of beliefs, cultural systems, and world views that relate humanity to an order of existence. Many religions have narratives, symbols, and sacred histories that are intended to explain the meaning of life and/or explain the origin of life or the universe. From their beliefs about the cosmos and human nature, people derive morality ethics, religious laws or a preferred lifestyle (Wikipedia)

What is religion?



Spirituality

Ethics

Theology

Identity

4

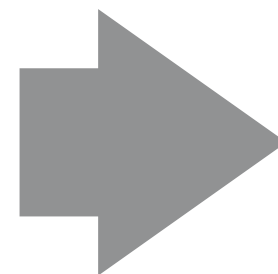
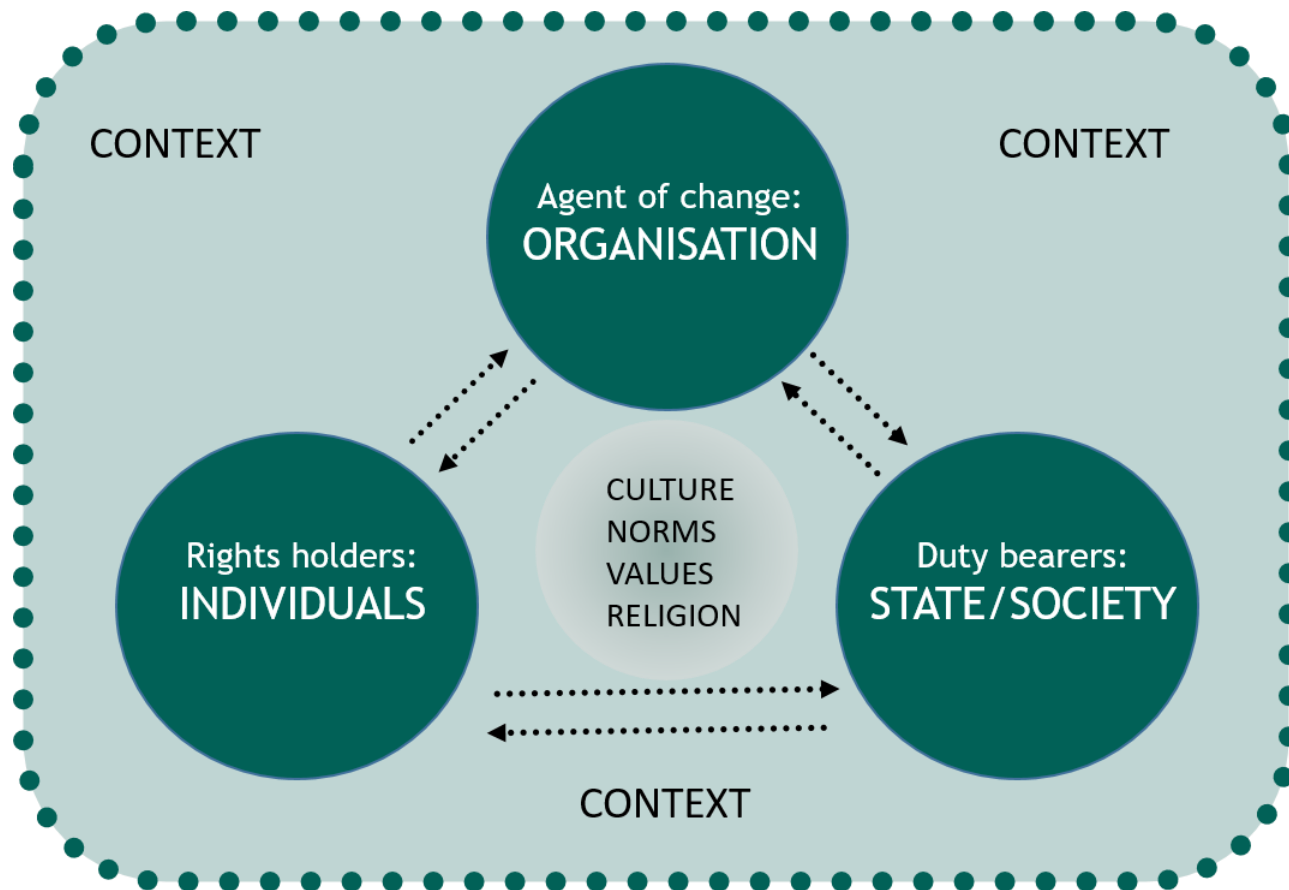
1. A difference between
confessional theology and the
study of religion

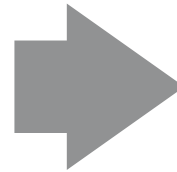
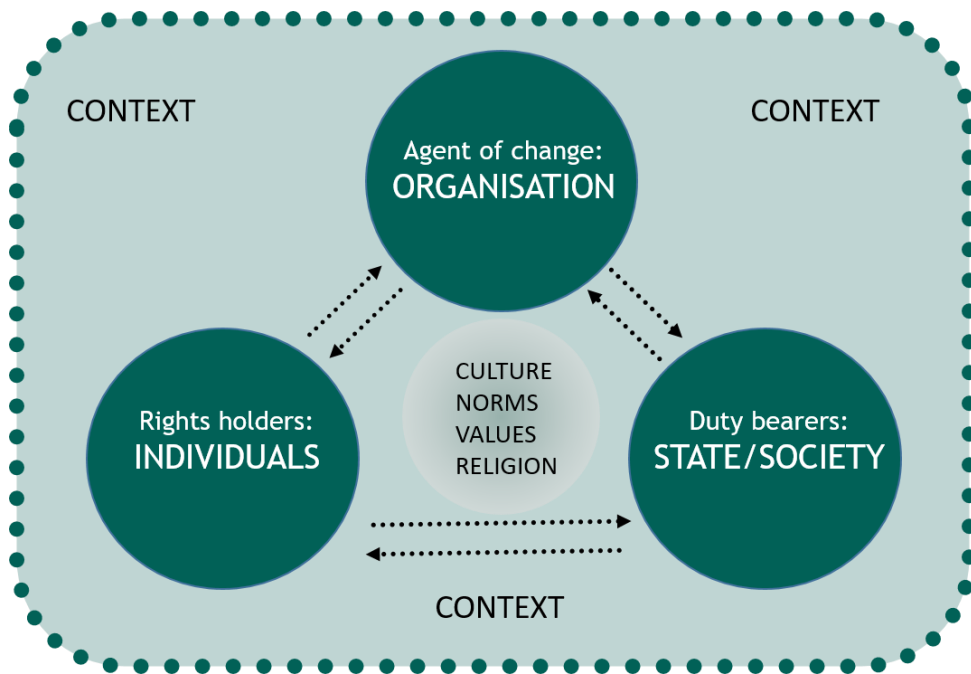
2. Religions are internally diverse

3. Religions evolve and change

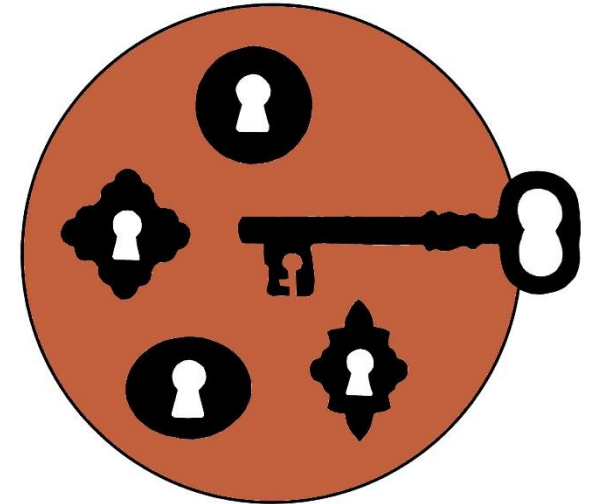
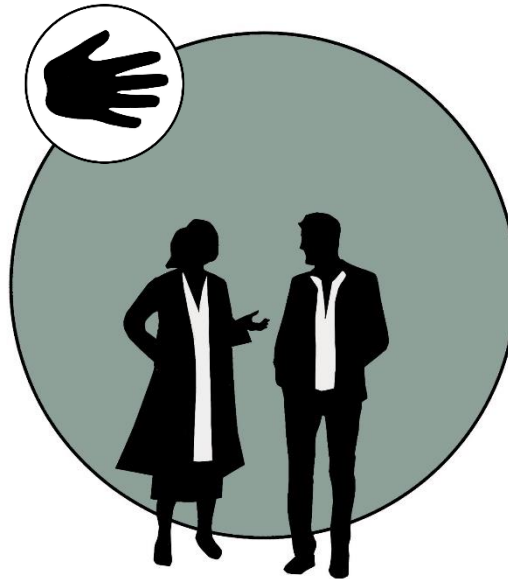
4. Religious influences are
embedded in cultures

1. A difference between confessional theology and the study of religion
2. Religions are internally diverse
3. Religions evolve and change
4. Religious influences are embedded in cultures





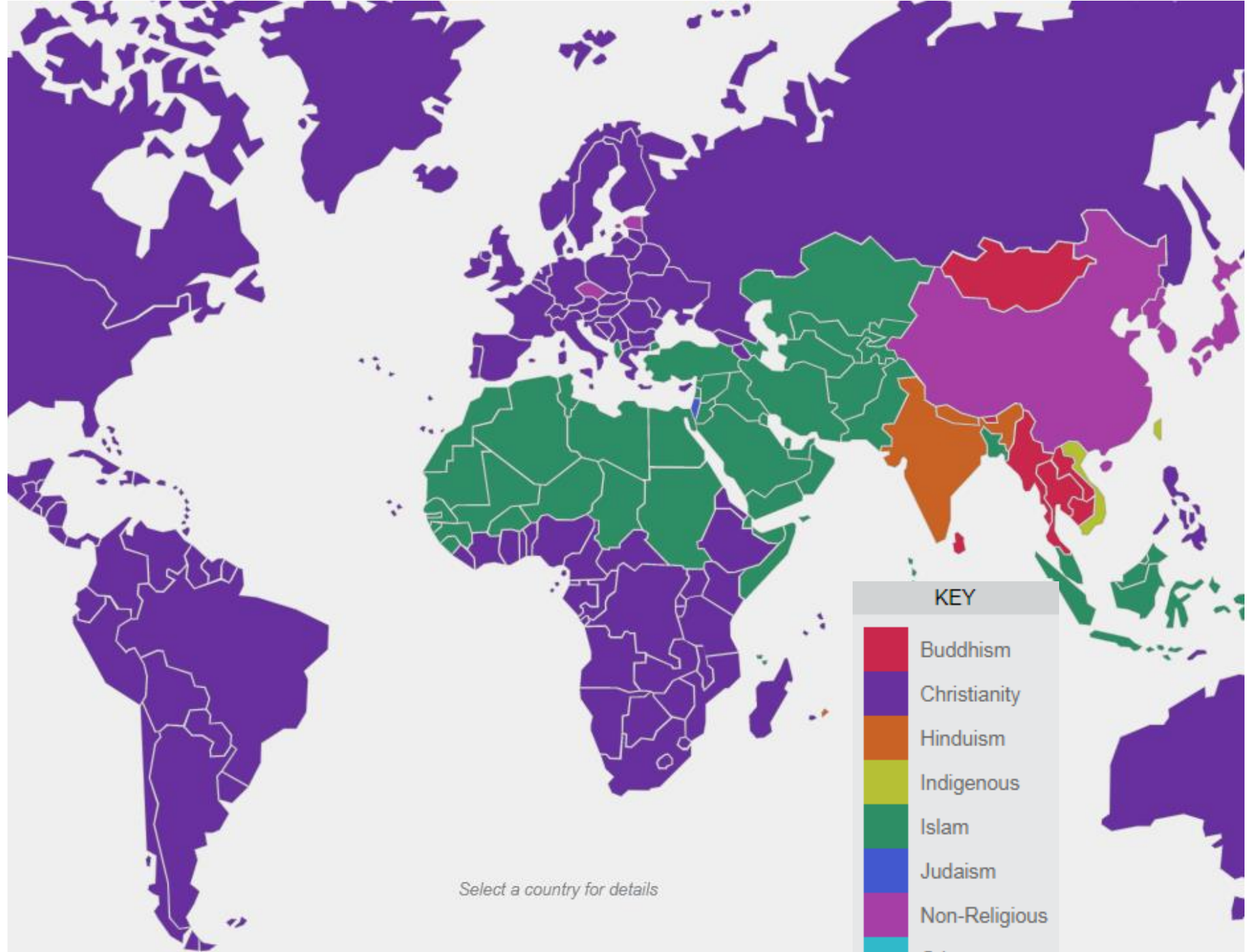
SMC:s view of religious literacy



Why do we
need religious
literacy?

What are the
arguments?





2015

84%

2015

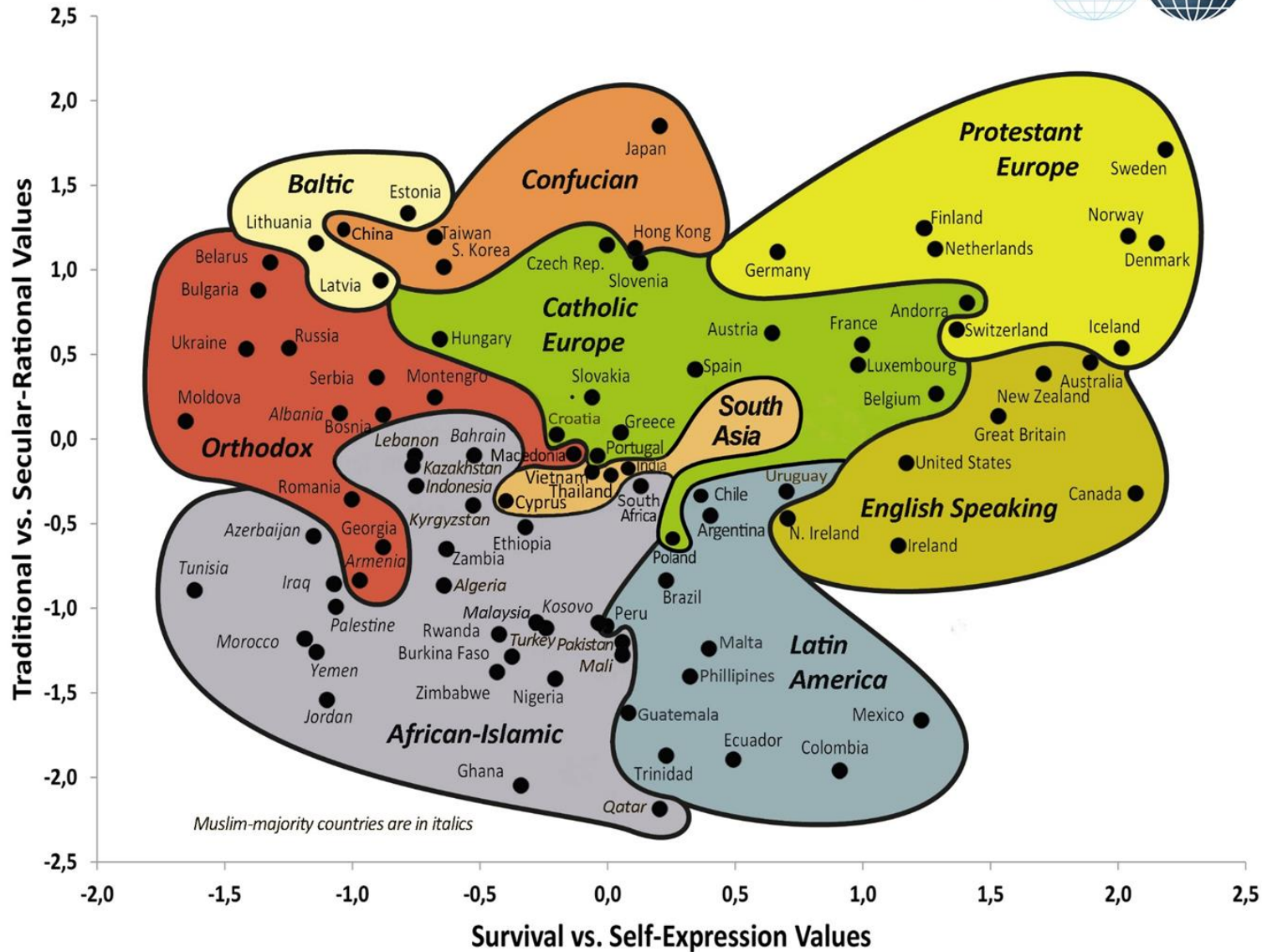
84%

2060

87,5%

Values matter

WVS6, 2015



The world is complex...

...and religion and identity are complex





Exercise:

To look at religion
from an outside
perspective?



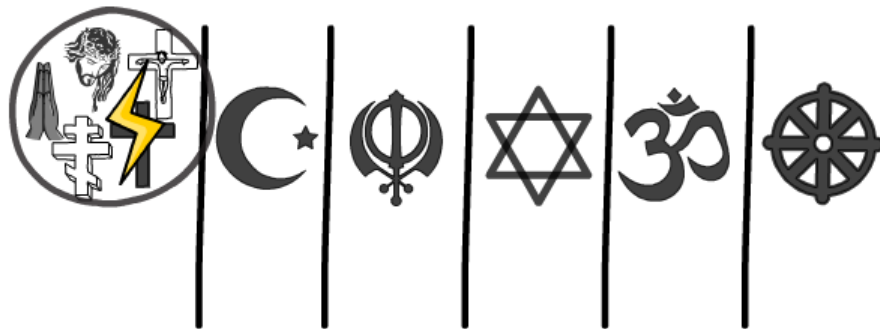
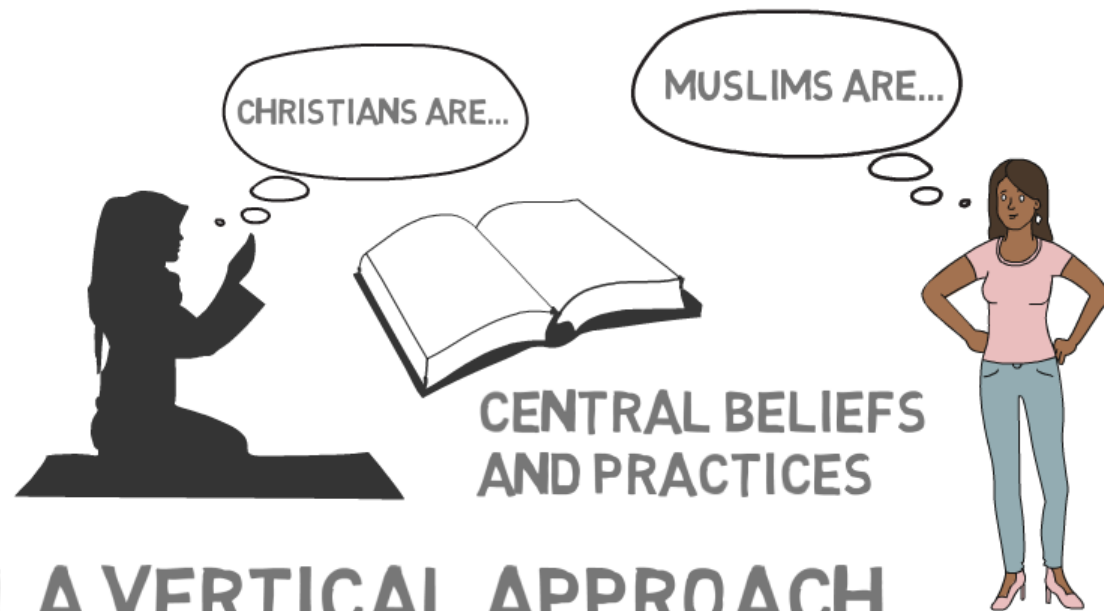
SMC

FAITH IN DEVELOPMENT

<https://youtu.be/AwAirRUjEHQ>

**SIX LENSES FOR
LOOKING AT RELIGION**







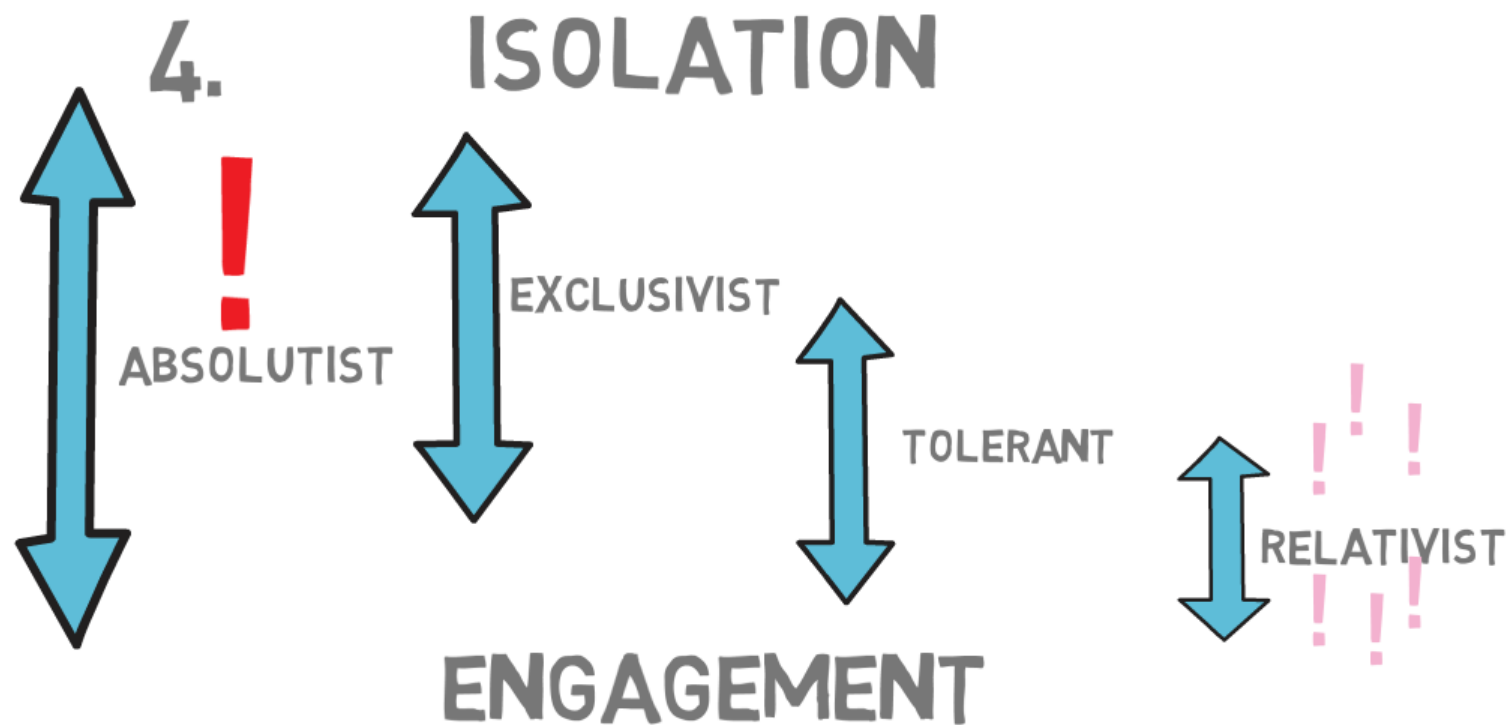
2. CORRECT BELIEFS VERSUS **CORRECT PRACTICE**

(ORTHODOXY OR ORTHOPRAXY)

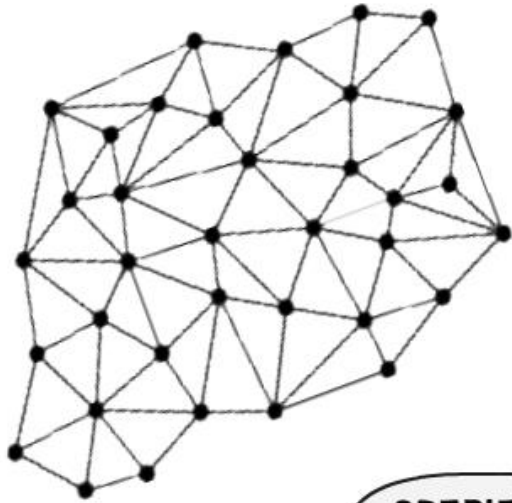


3. INNER EXPERIENCE VERSUS OUTWARD BEHAVIOUR



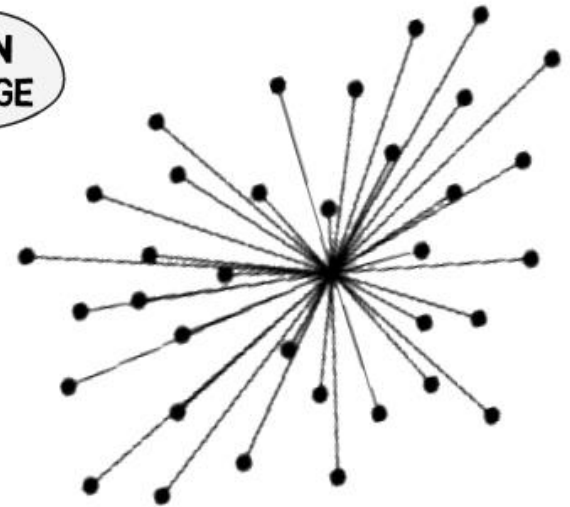
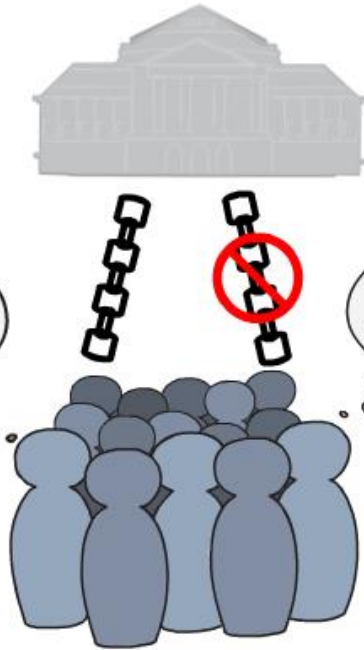


5. CENTRALISED VERSUS DE-CENTRALISED



OBEDIENCE
AND TRADITION

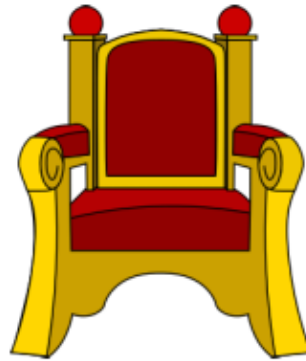
QUESTION
CHALLENGE



POWER
LEADERSHIP
DECISION-MAKING
ORGANISATIONAL STRUCTURES



WORSHIP



ALLIEGIANCE

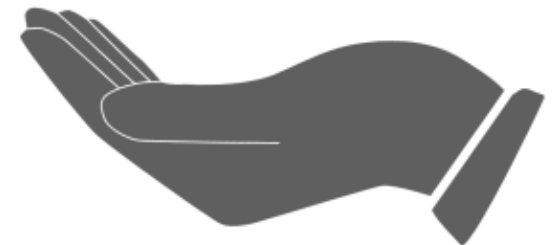


IDENTITY



6. RELIGION AS COMMUNITY

DEPENDENCY





IDENTITY



DEPENDENCY



6. RELIGION AS COMMUNITY

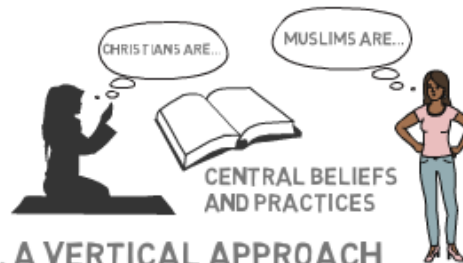
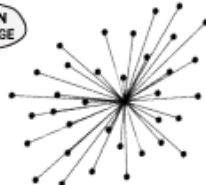


5. CENTRALISED VERSUS DE-CENTRALISED



POWER
LEADERSHIP
DECISION-MAKING
ORGANISATIONAL STRUCTURES

QUESTION
CHALLENGE



1. A VERTICAL APPROACH



2. CORRECT BELIEFS

VERSUS



CORRECT PRACTICE

(ORTHODOXY OR ORTHOPRAXY)



3. INNER EXPERIENCE
VERSUS
OUTWARD BEHAVIOUR



4. ISOLATION



ABSOLUTIST



EXCLUSIVIST



TOLERANT



RELATIVIST

ENGAGEMENT

Change from
top to bottom



Structural
issues

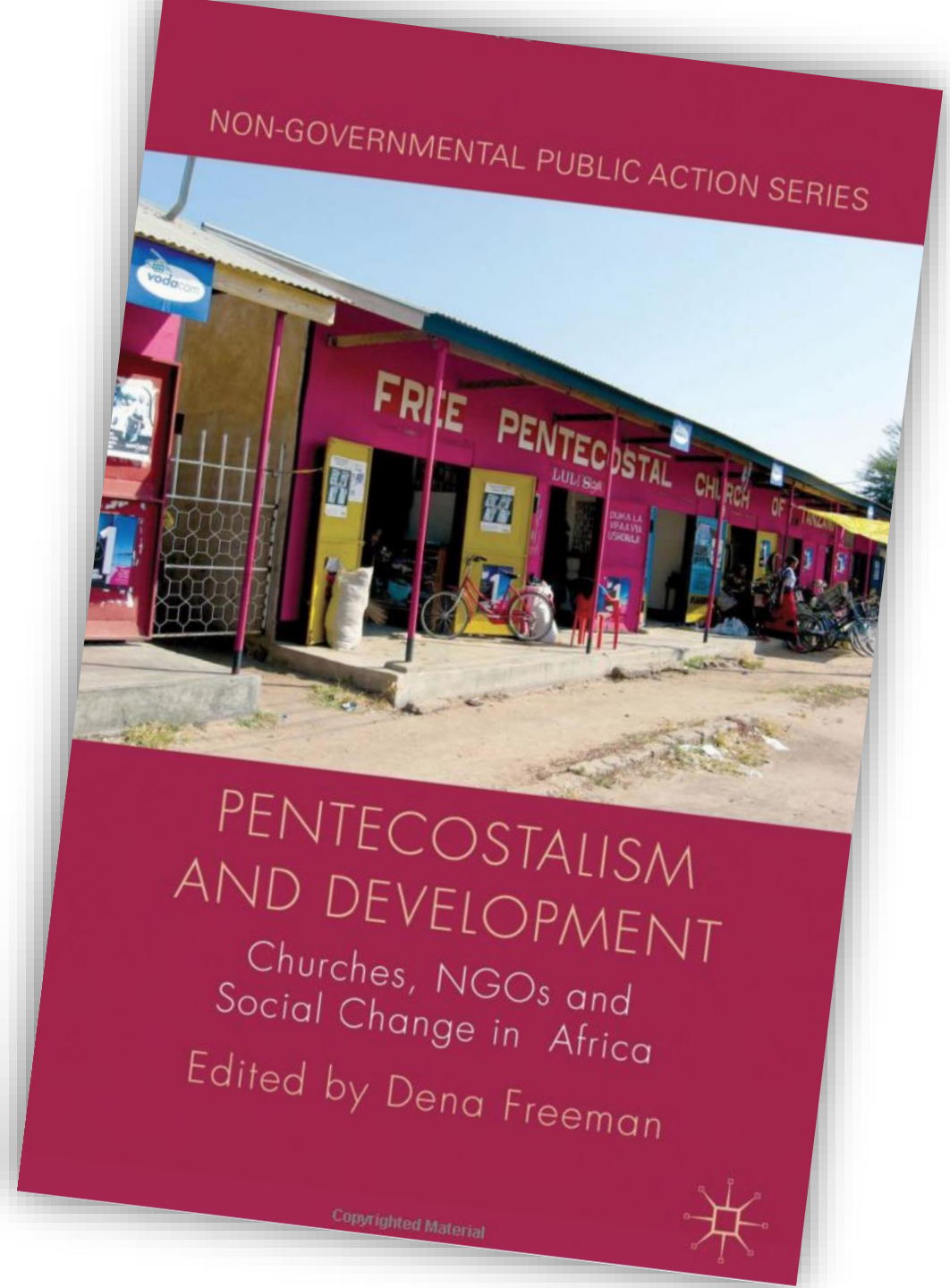


Individual
issues



Change from
bottom to top

Religion
motivates...





Faith based actors have...

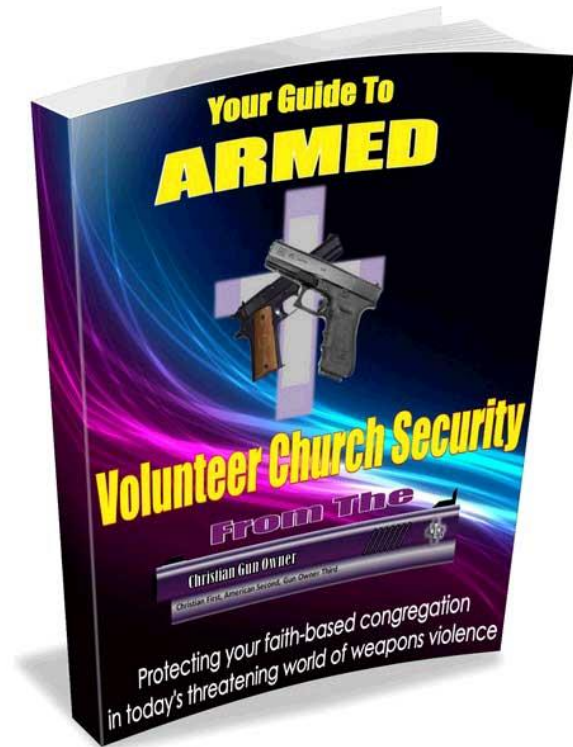
Religion and gender

Who have access to power through religious organisations?

Who are the followers and believers?

Does religion have a positive or negative impact on gender equality?

For better, for worse.....



Instrumentalization:



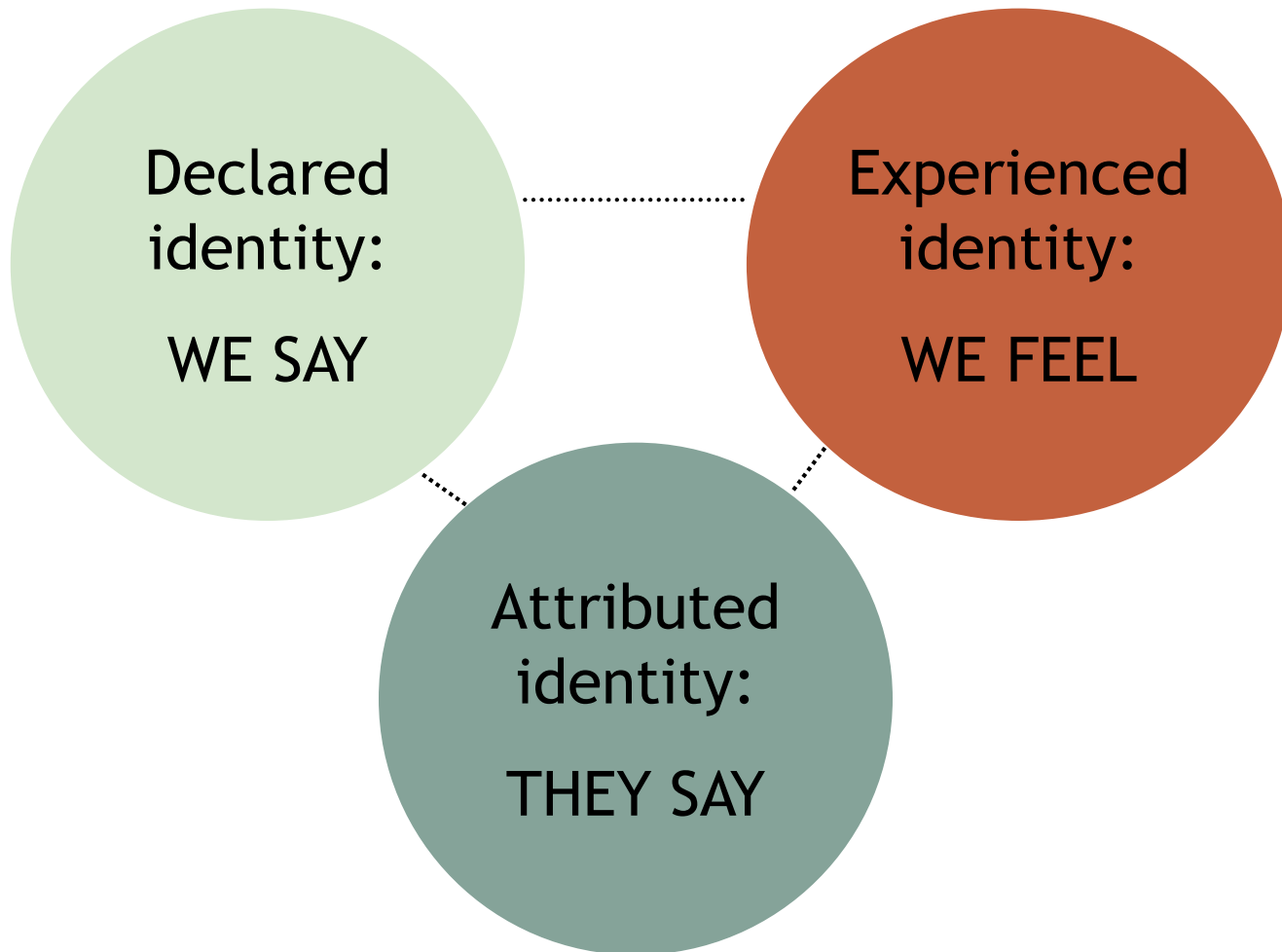


Secular or Faith-Based?

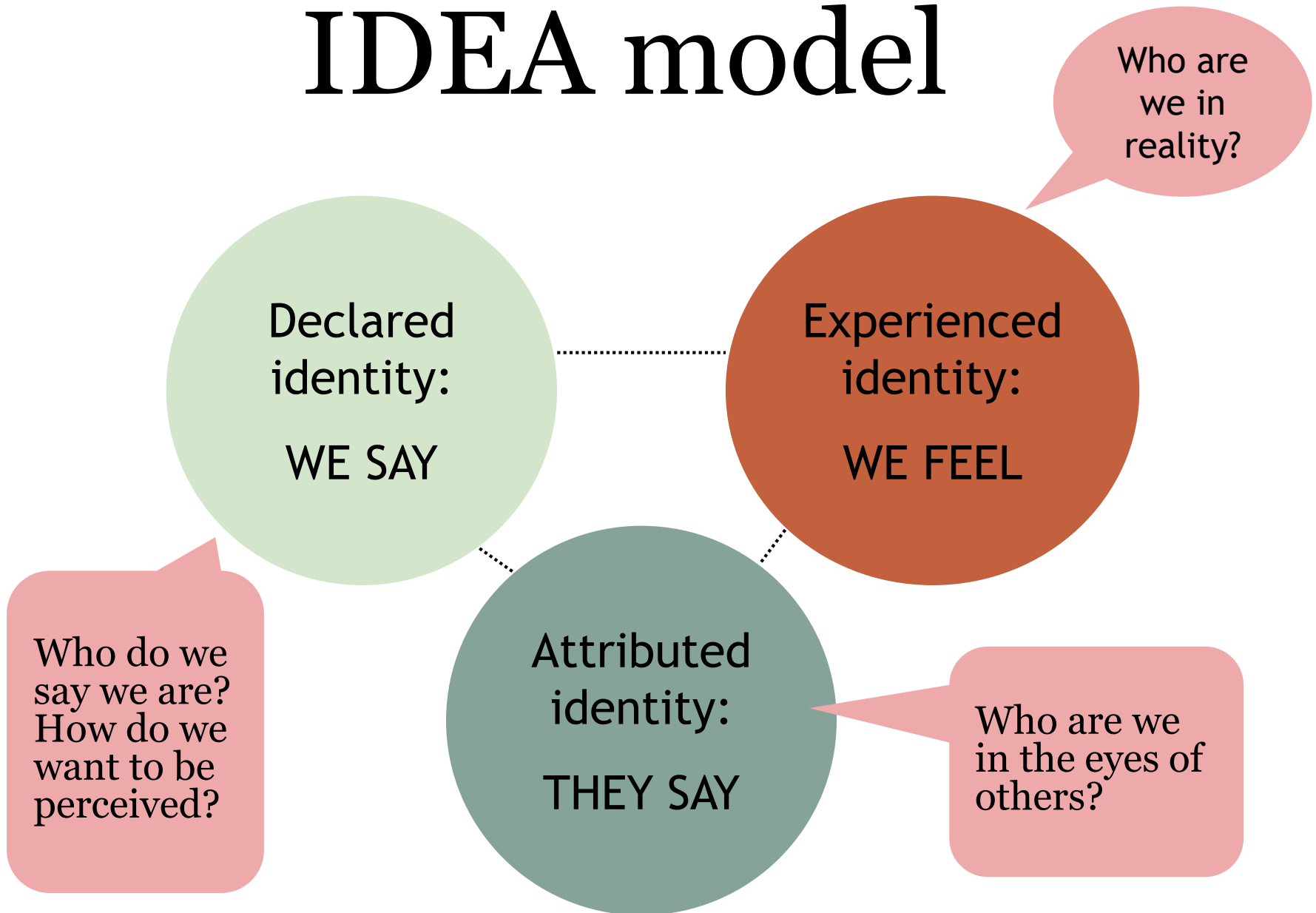
Sider and Unruh's FBO typology

1. Faith-permeated organisations
2. Faith-centred organisations
3. Faith-background organisations
4. Faith-secular partnerships
5. Secular organisations

IDEA model

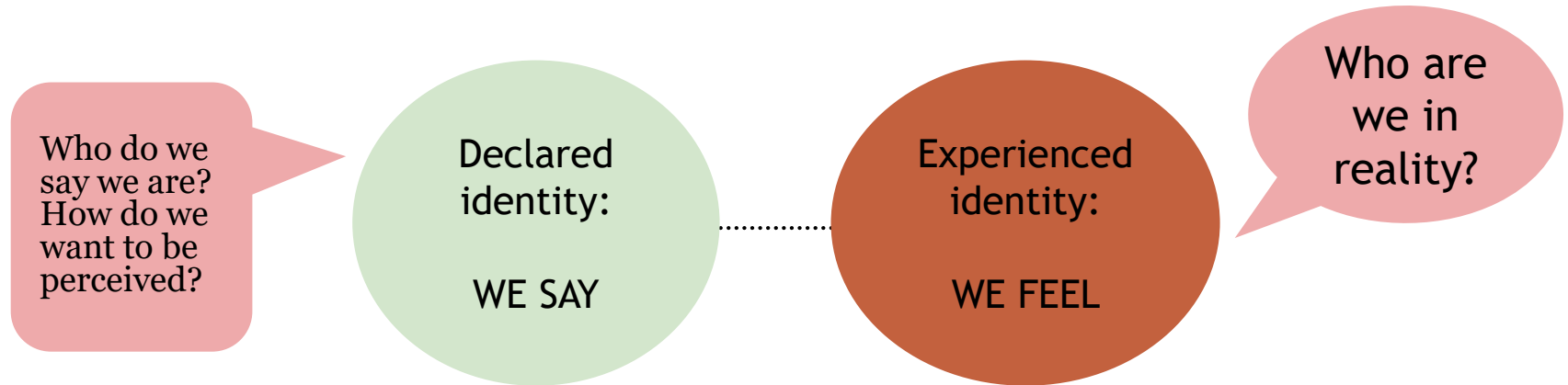


IDEA model





Discuss in organisation groups:



Declared:

- What do we express in our formal documents and our communication outward?
- What typology would we use to describe us based on our formal documents and communication outwards?

Experienced:

- How do we experience ourselves?
- What typology would you use to describe the organisation?

Discuss in organisation groups:



- How do others perceive us? How have they described our organisation? Do they perceive us as religious?
- Which FBO type would they assign to us?

Is it the
staff?

Is it in your
policy?

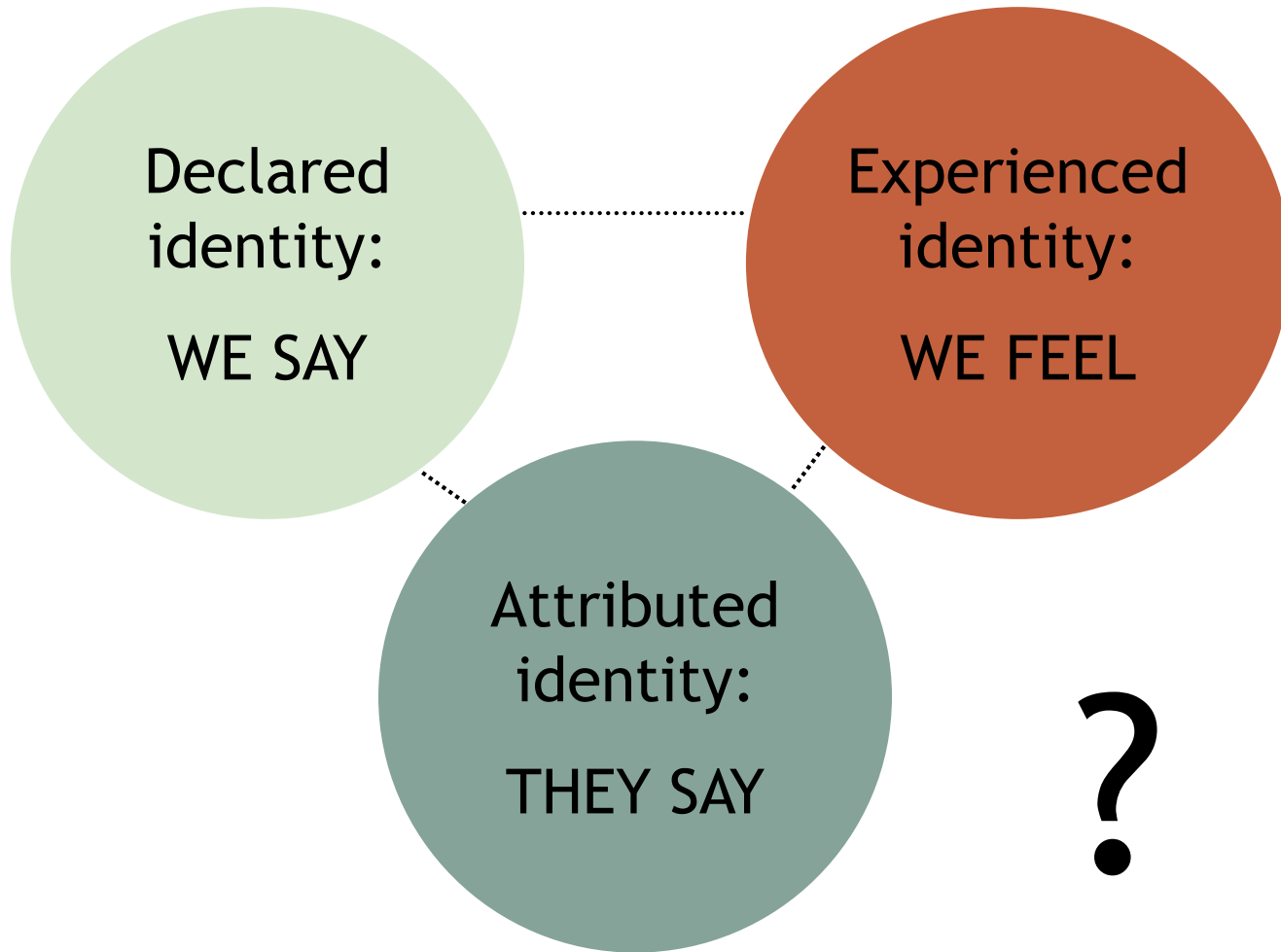
Who is the guardian of
your identity?

Is it the
Secretary
General?

Is it in the
Board?

Is it the
members?

Putting it together



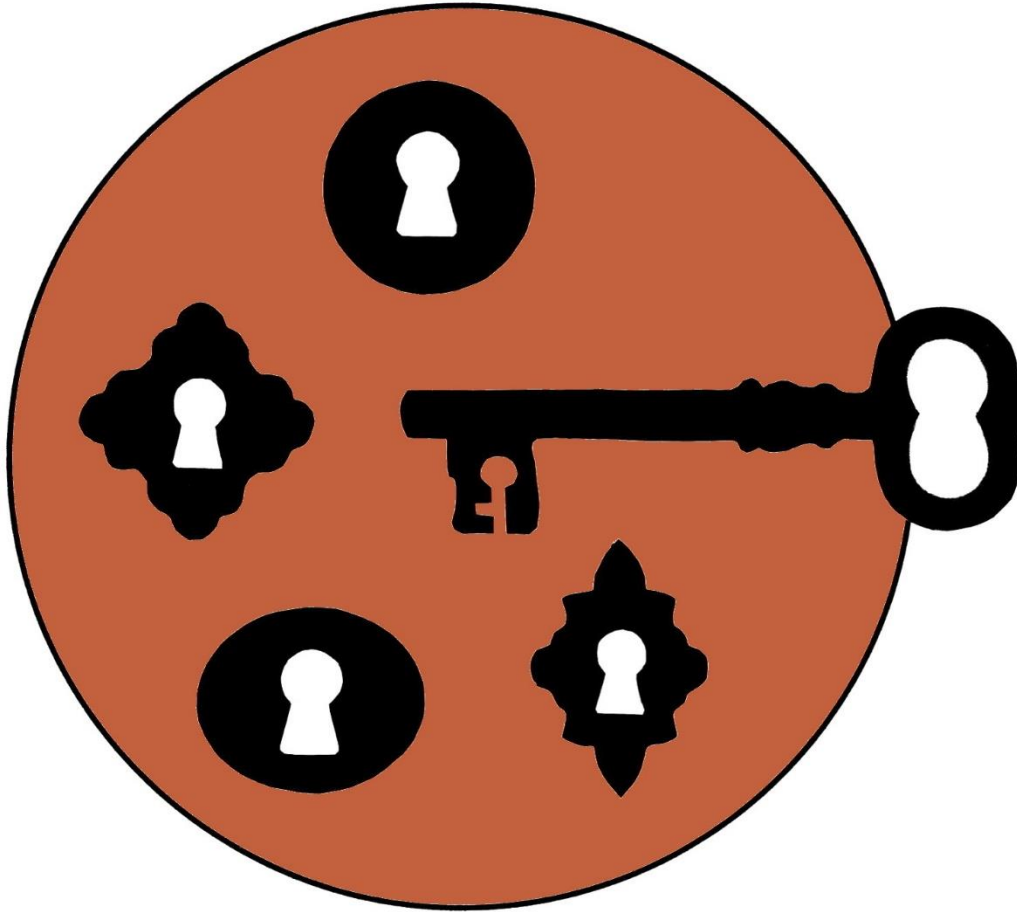


Discuss: Multi faith staff

- Describe the situation in your own organisation!
- How do you make use of this asset?
- What is the relation between multi faith staff and organisational values.



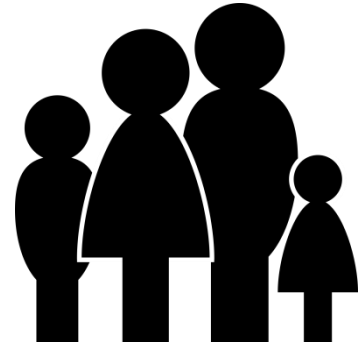
What is
FoRB?



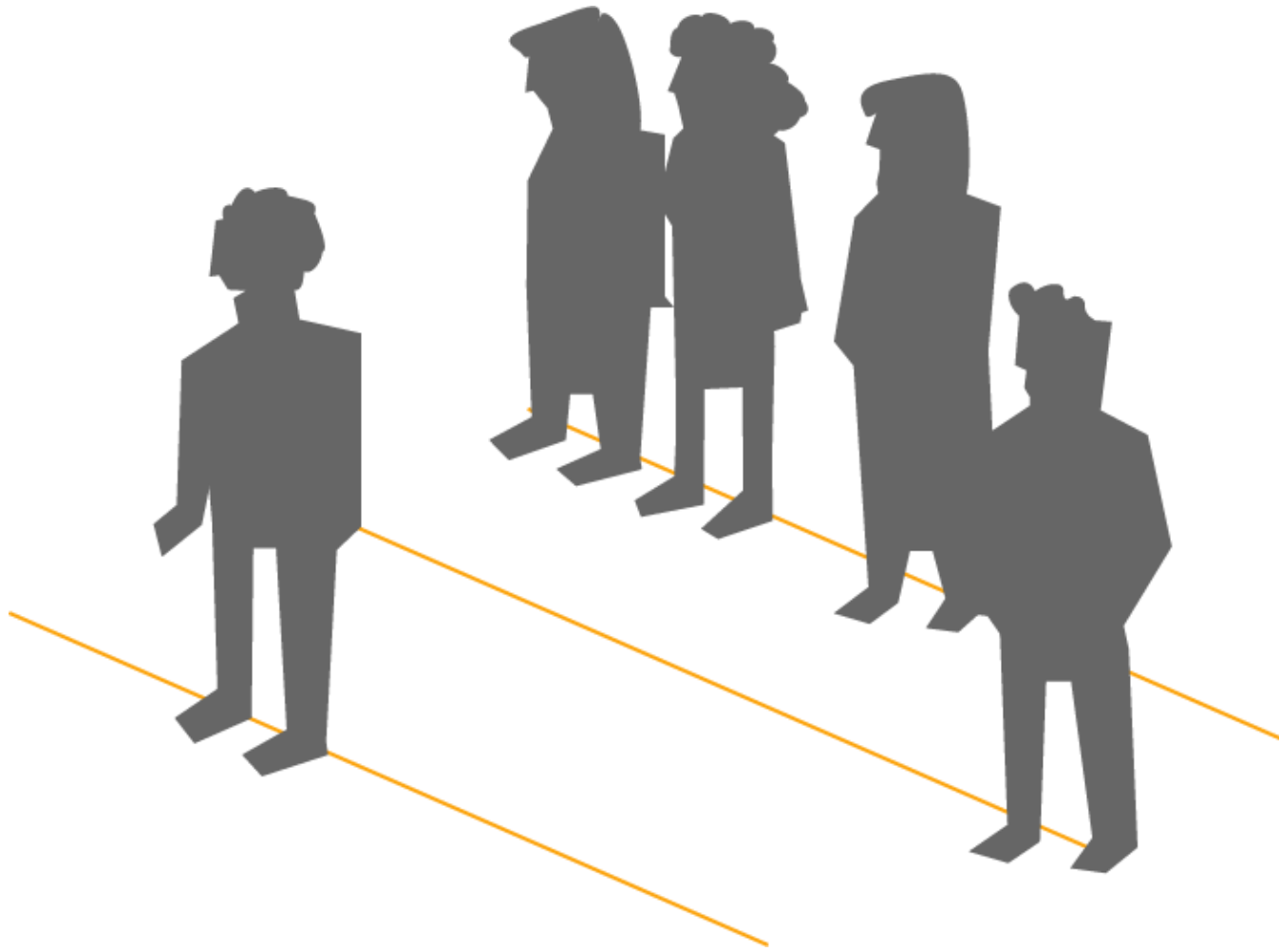


<https://www.youtube.com/watch?v=fy6z14GjO-4>

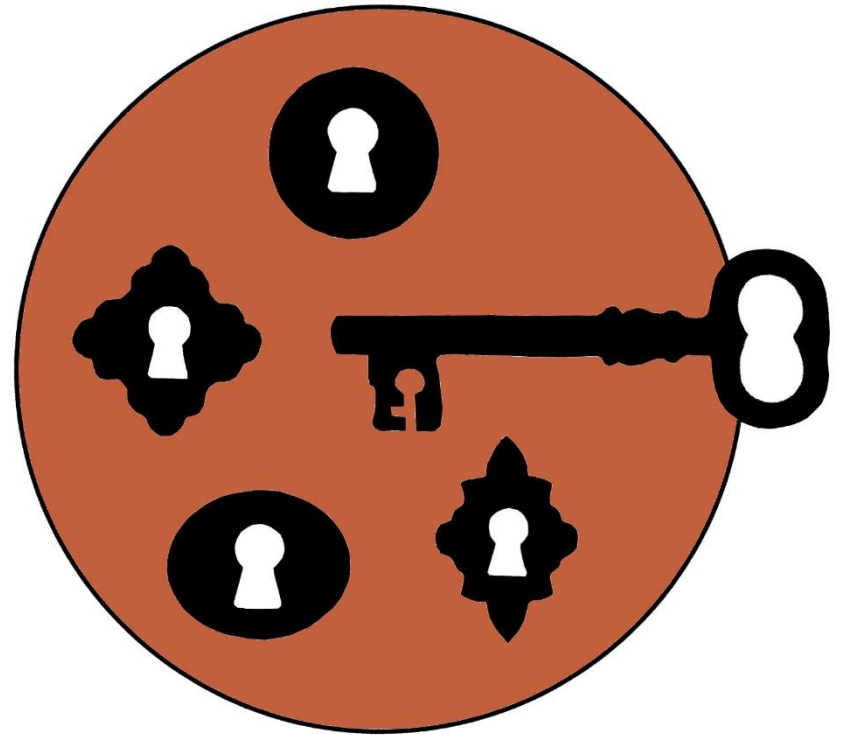
What does freedom of religion or belief involve?



Exercise:



OK, but why
is FORB
important?



Freedom of religion or belief

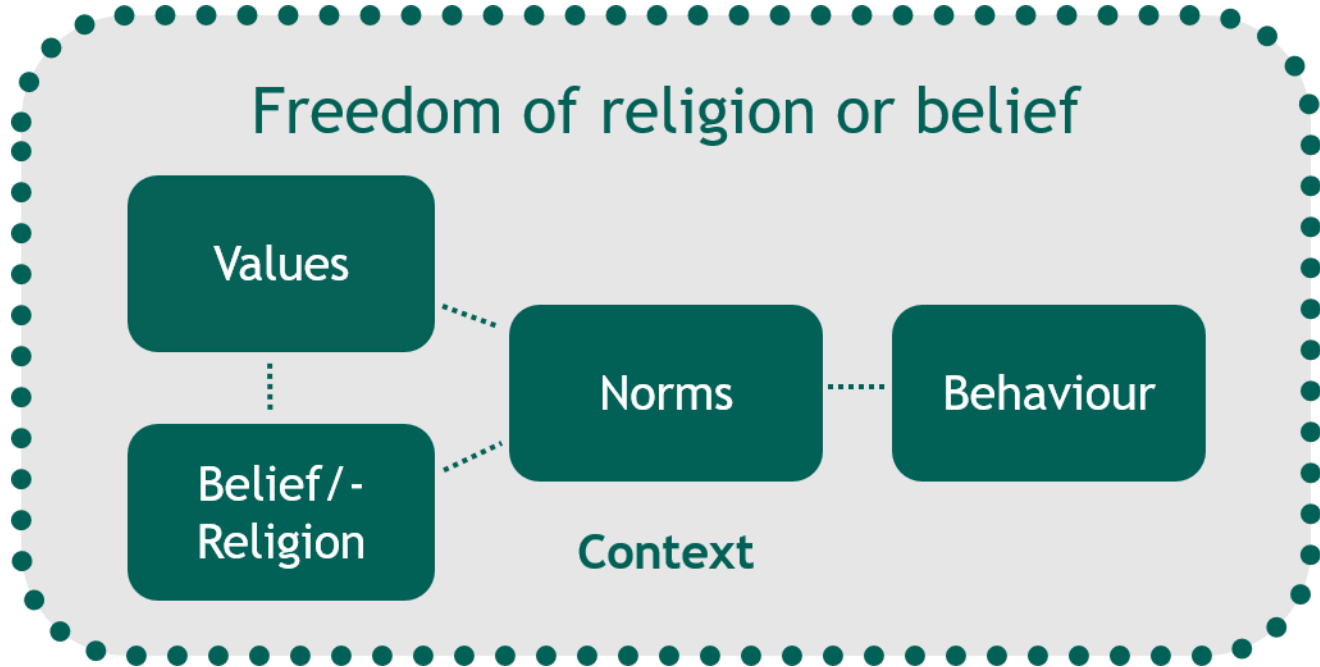
Values

Norms

Behaviour

Belief / -
Religion

Context



Religious actors, FORB and social change

Religious actors are not always what they seem to be...

1. In line with power/majority
2. In open opposition to the rulers
3. Development or Human rights on surface- religious under the radar
4. Religious on the surface- HR under the radar

Religious actors and social change

1. In line with power/majority
- 2. In open opposition to the rulers**
3. Development or Human rights on surface- religious under the radar
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Religious actors and social change

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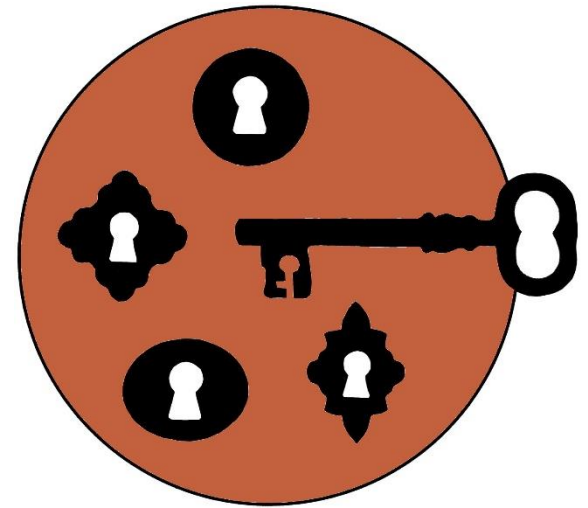


Discuss in table groups:

- Can we freely talk about norms and religion in our project areas?
- What legal frameworks exist to protect FORB in the country?
- Is there culture of freedom in relation to religion and belief in the country?
- Give both positive and negative examples if possible

Summary

General religious literacy



Part 2

3 levels of religious literacy



How have you already
answered these
questions: 3

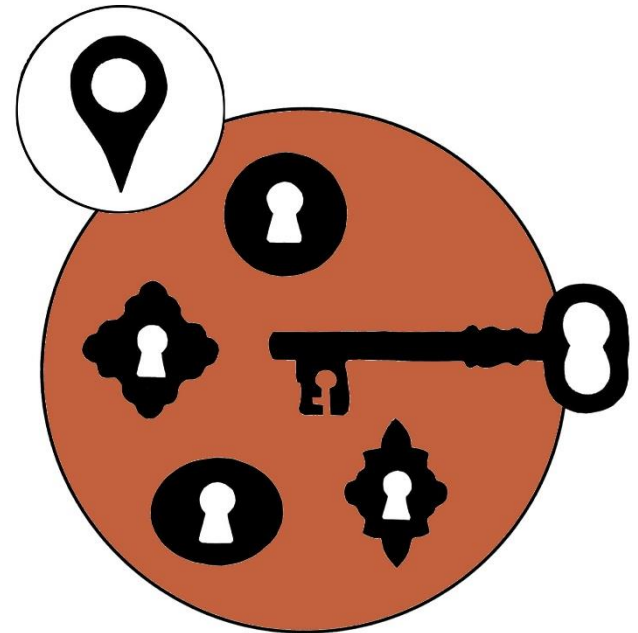
1. What religious actors and ideas are at work in our context?



2. How well do we understand these religious actors?



3. Does the context allow us to ask questions about religion and belief?



Religious actors:



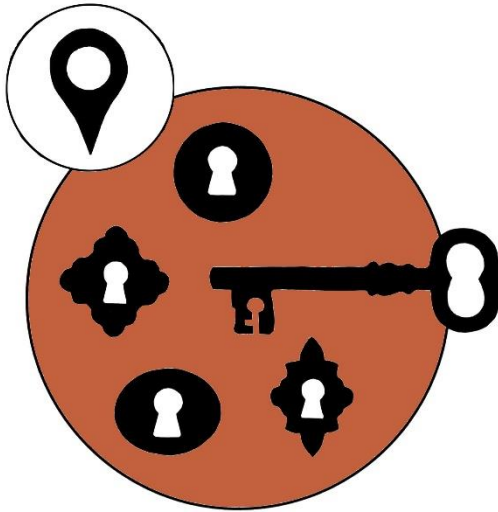
- Identify religious actors
- Build a general picture of who they are
- Start to understand what drives them
- Consider how they relate to our project goals

Our awareness and understanding:



- Understand how well we understand religious actors in our context
- Identify areas we need to understand further
- Consider how religious actors in this context perceive us

FoRB context:

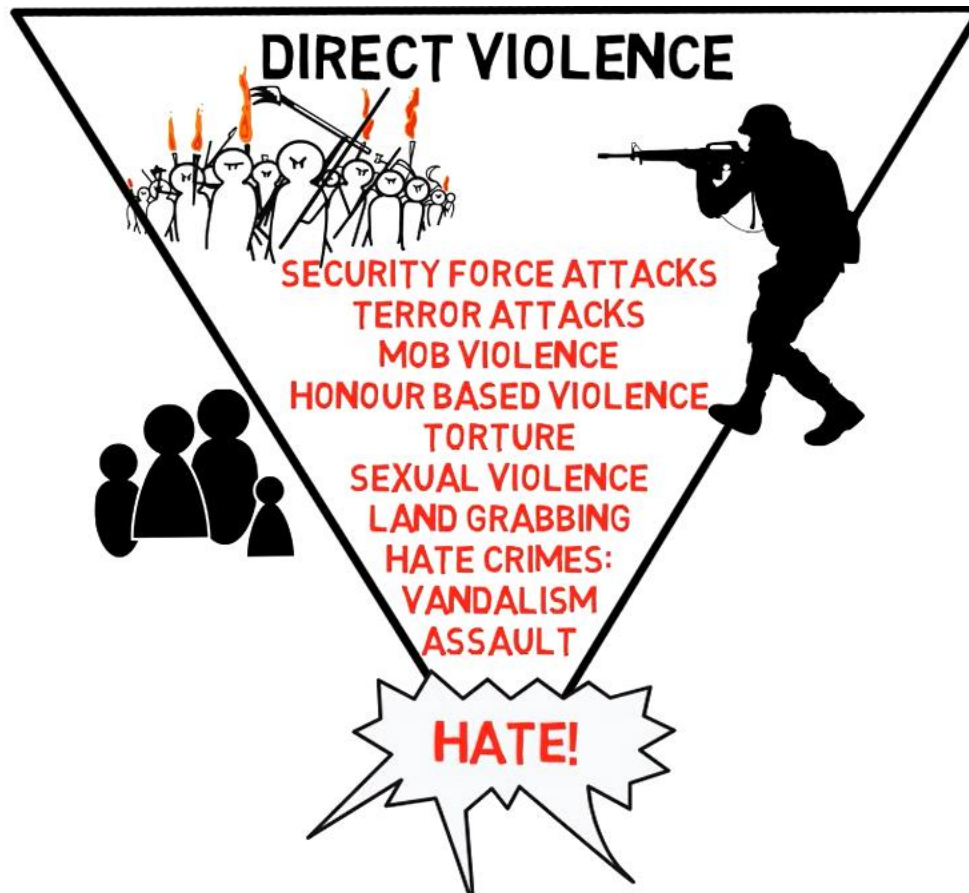


- Understand the FoRB context of our work
- Understand to what extent can we freely talk about religion and values
- Consider how this might enable/limit our work



<https://youtu.be/Ohe0rwYYNP0>

Galtung's Violence Triangle



STRUCTURAL VIOLENCE



DIRECT VIOLENCE

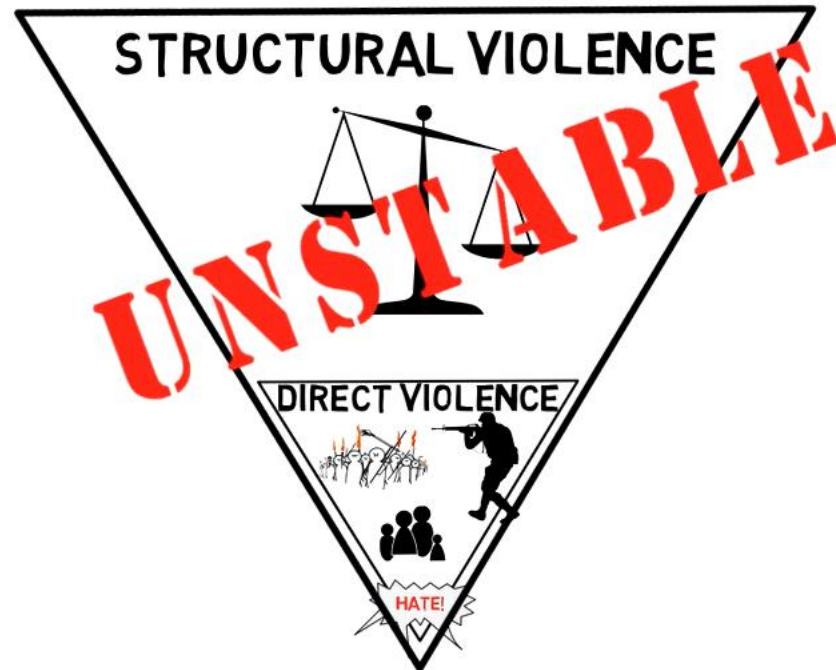


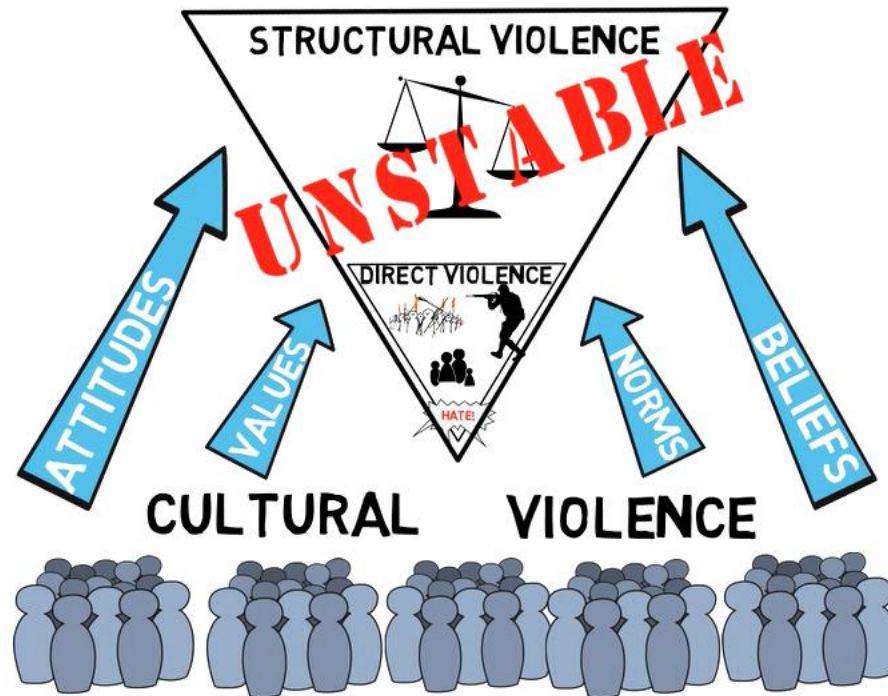
HATE!

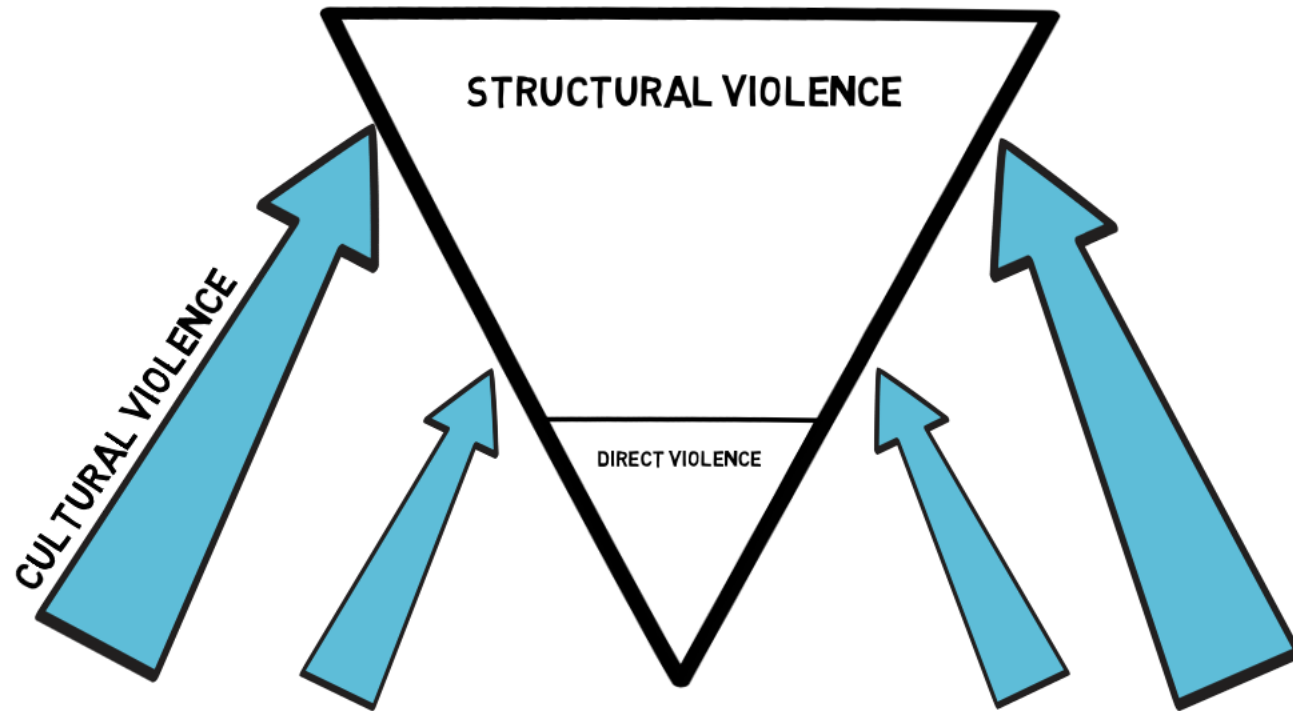


STRUCTURAL VIOLENCE

INJUSTICE DISCRIMINATION







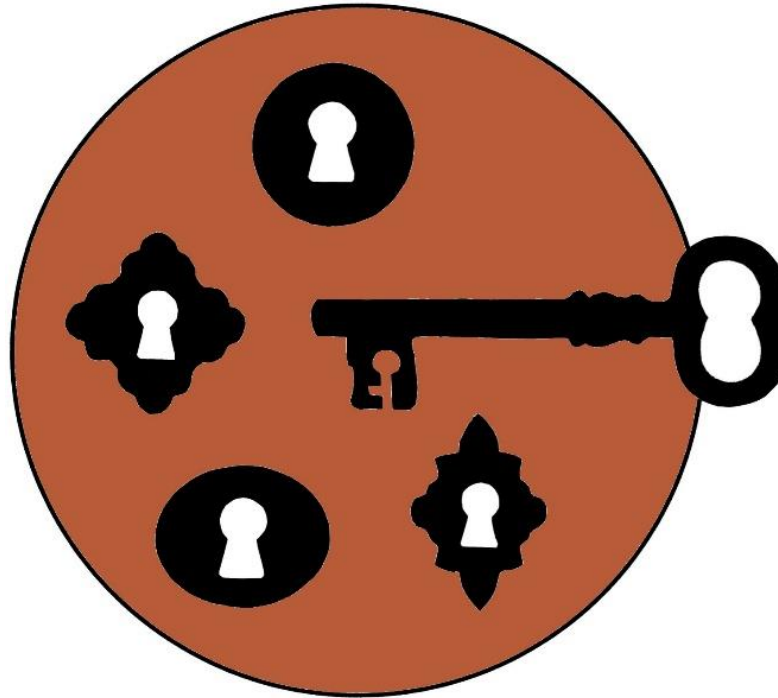


SMC

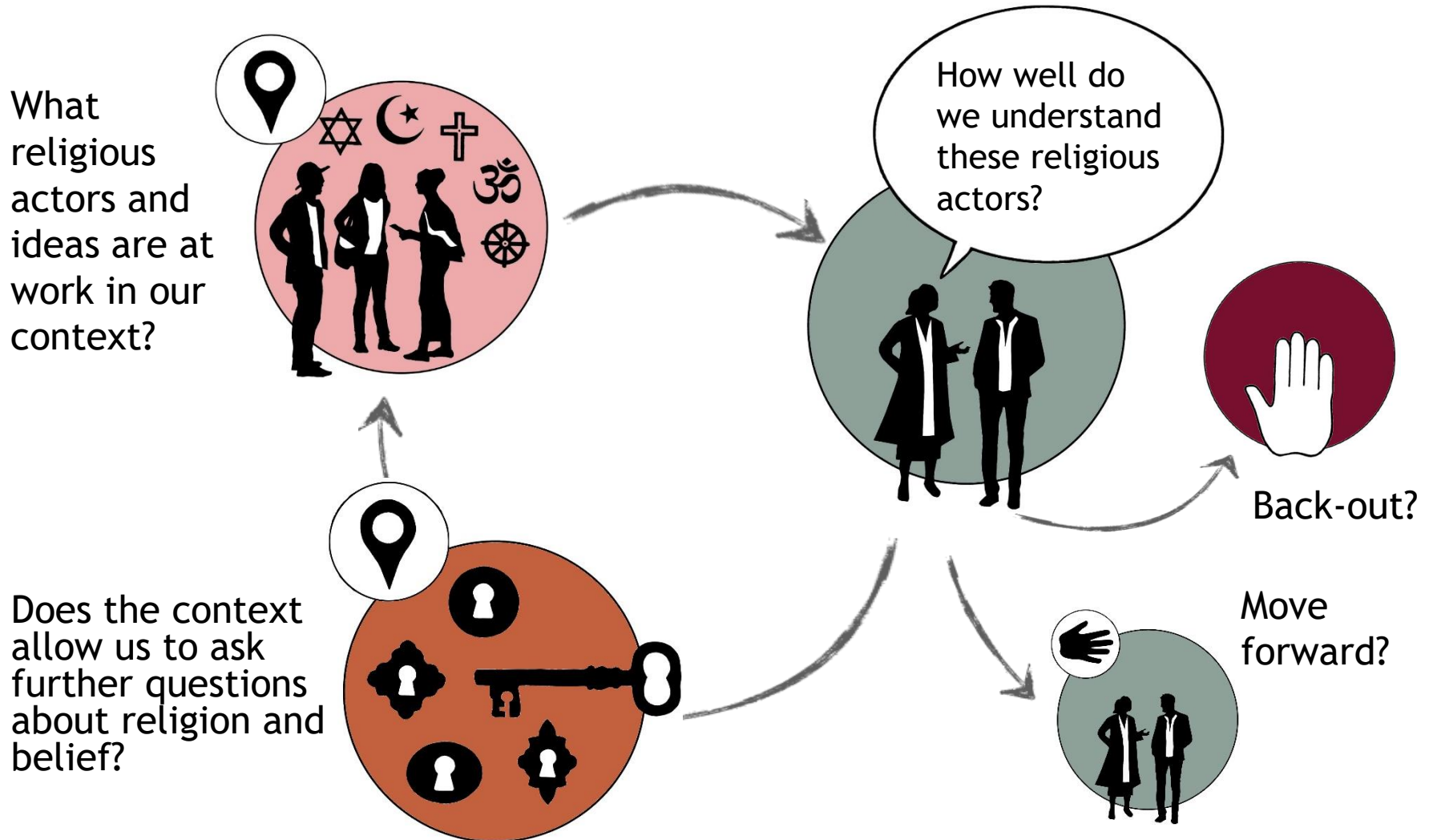
FAITH IN DEVELOPMENT

<https://youtu.be/TK6yvdcf42s>

US and THEM



An iterative process:





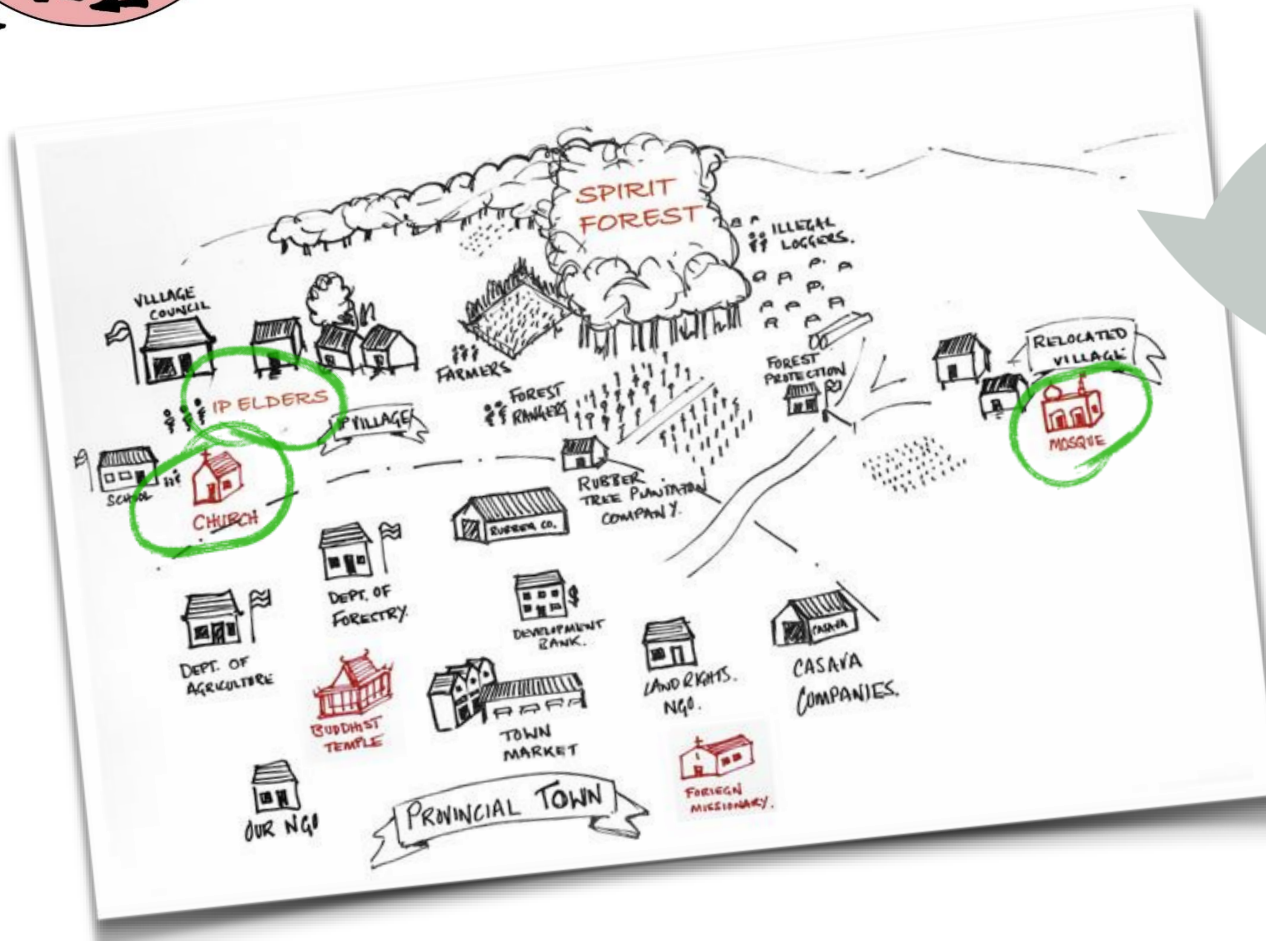
Step 1: Actor Mapping

1. Identify actors in project/program area that relate to the issue in focus (i.e. the local system).
2. Identify any religious actors in this context.
3. Choose 3-4 religious actors that are the most meaningful to focus on (e.g. due to their influence or your relationship with them).
Note that you might decide to change these later after further analysis.



Step 1: Actor Mapping

Example:





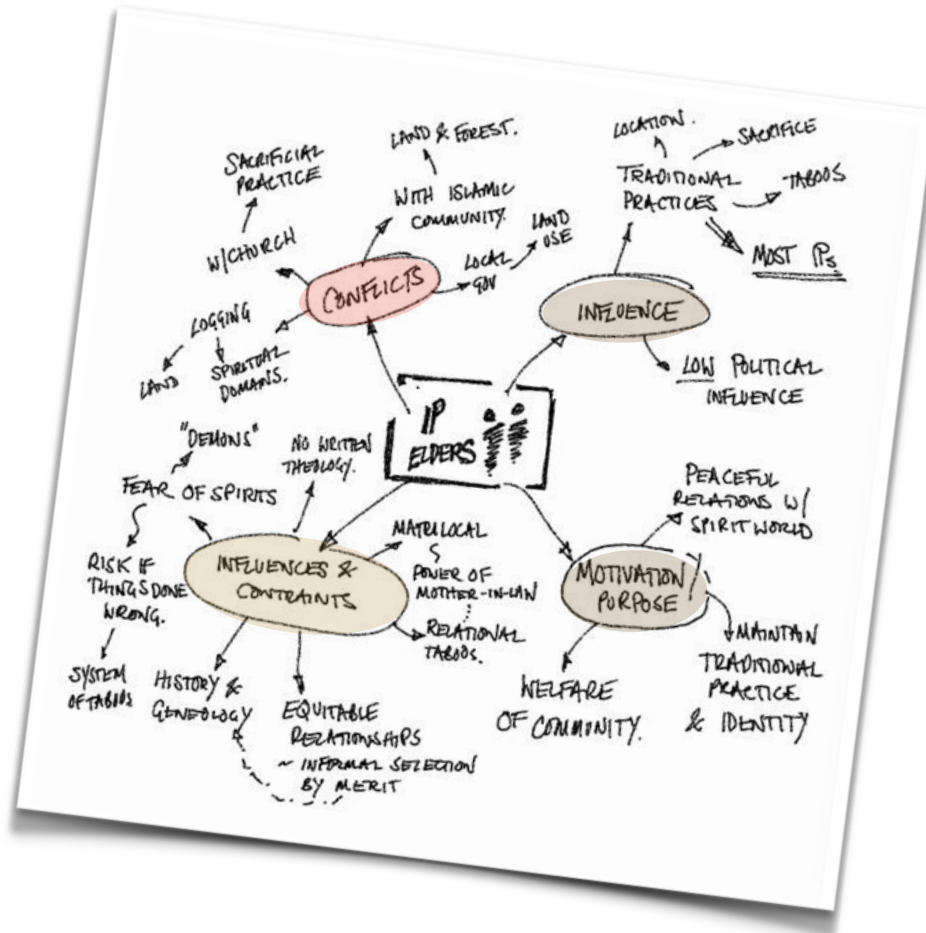
Step 2: Actor analysis

For each chosen religious actor think about:

1. How does this religious actor relate to other actors in the context? Where do they have influence? Are there any conflicts with other actors?
2. Who are the religious leaders?
3. Is what they want clear? (change, status quo, political power, wealth?)
4. What is it that influences and constrains this actor?
Consider:
 - Theology
 - Norms
 - Religious artefacts and practices
 - Internal power relations and hierarchy



Step 2: Actor analysis



Example:

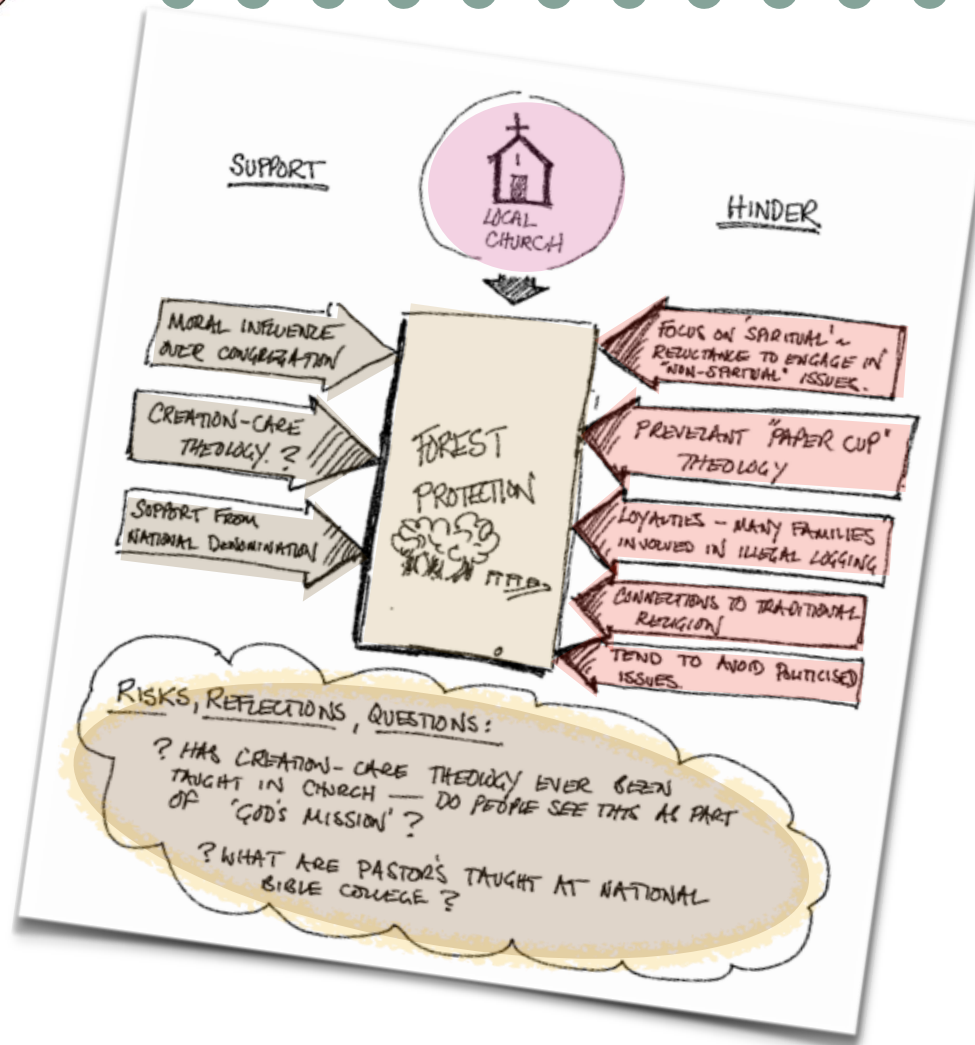


Step 3: Force field analysis

- In relation to the project/program goal how does each actor present opportunities or hindrances?
- Are there other issues that we need to consider?
- What areas do we need to understand more deeply?



Step 3: Force field analysis



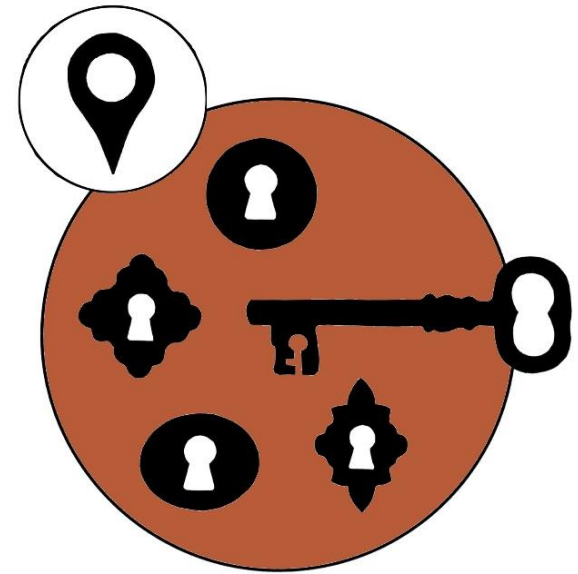
Example:



- Based on our knowledge of the local actors we want to work with, what do we know about their view of us? How do they perceive us as religious?
- Which FBO type would they assign to us?

For each religious actor

	We know nothing!	We know a little	We have a good awareness	How can we increase our understanding? What possibilities are there?
About the religion in general				
Organisation				
Theology				
Practice				
About the Actor				
Organisation and power structures				
Theology and religious language				
Religious practice				
Influence on culture and society				
About the actors relationships				
Influence on target groups				
Networks / Relationships				
Conflicts with other actors				
their perspective of us				





How could you
weave these tools
and ways of thinking
into your existing
stakeholder/actor
analyses?

1. Religious
identity of
actors

2.
Relationship
to project
goals



4. FoRB-space

3. Our religious
identity

Shared goals?

Relationships

Limits to FoRB?

Shared practice?

Access to networks?

Are there theological arguments?

Could religious language help?



Map out actors in relationship to us and the project goals:

Our relationship to their religious identity

Shared practice				
Good Knowledge		active passive		active passive
Basic awareness				
Inadequate				
	?	⊖	⊙	⊕

Relationship to project goals


Map out:

Opportunities

Barriers/
weaknesses

Risks

Questions

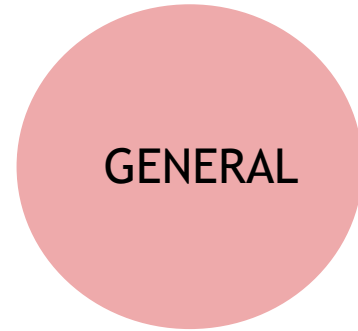


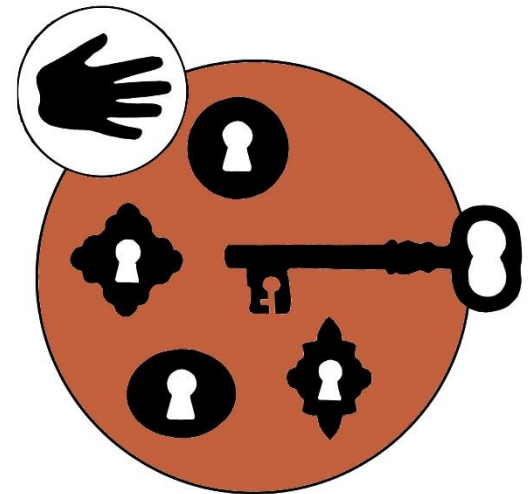
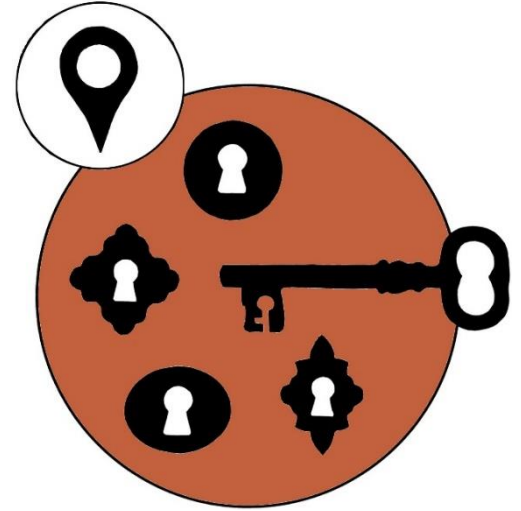
What “religious capital”
do we have with this actor?
How might our religious
literacy or shared religious
practice support our
engagement with this actor?

Barriers and risks

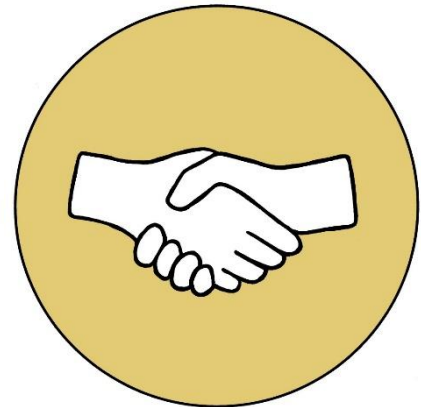
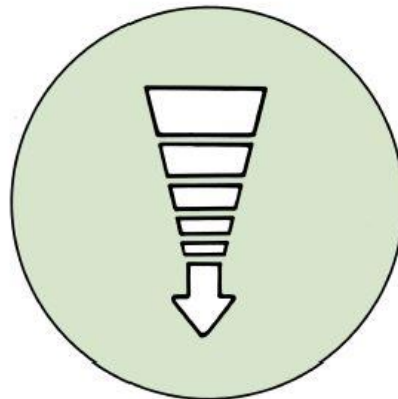
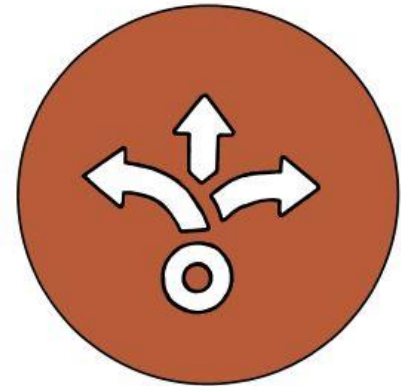
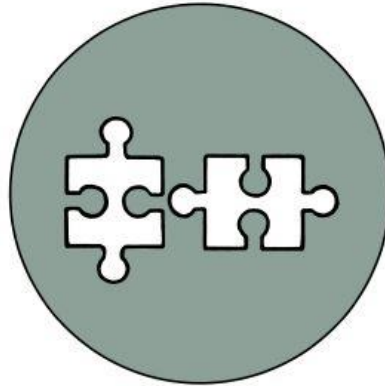
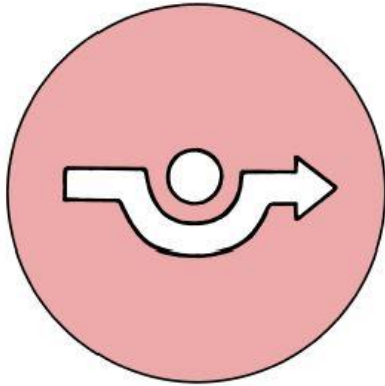
Part 3

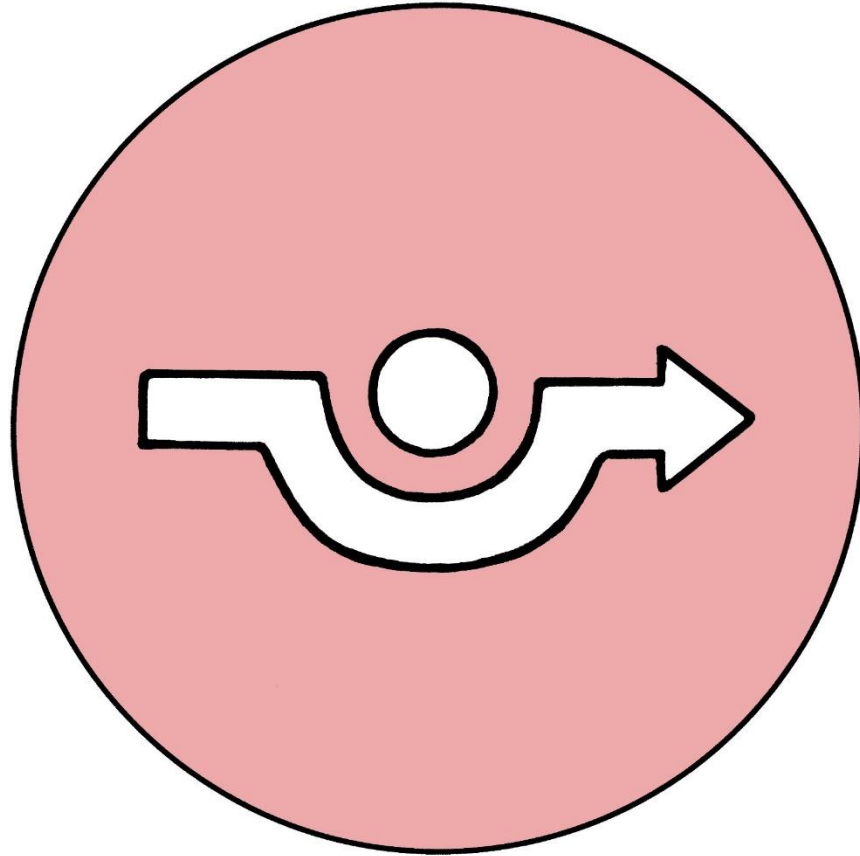
3 levels of religious literacy



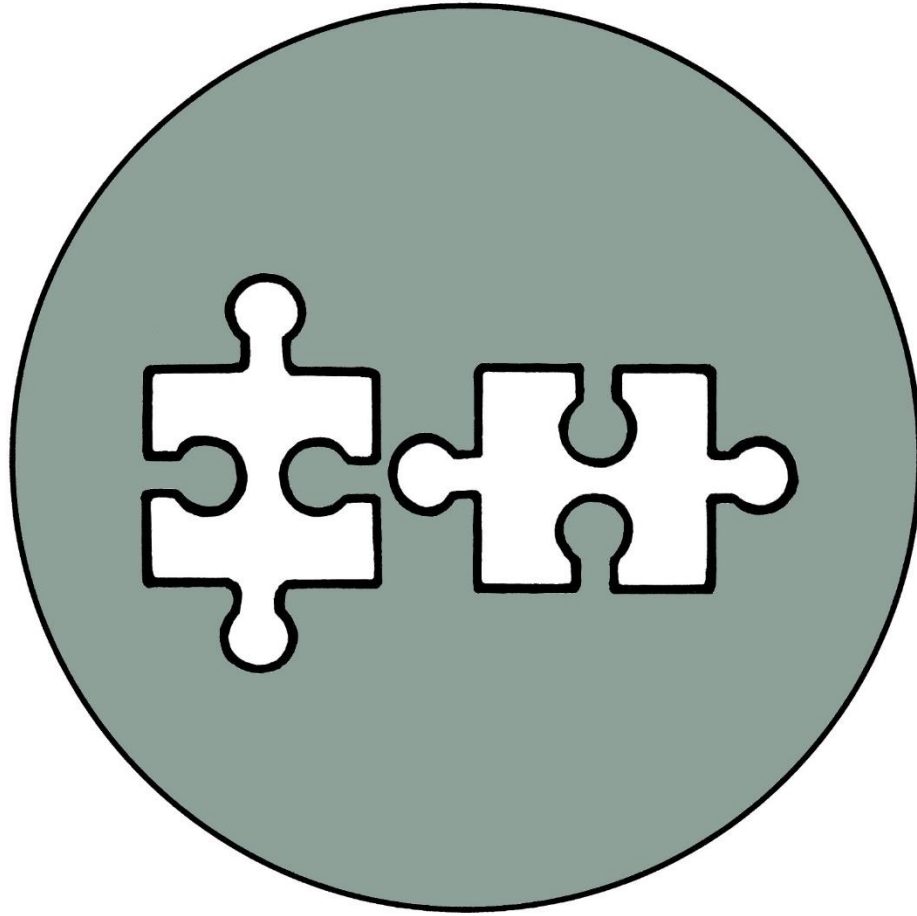


Practical religious literacy- strategies

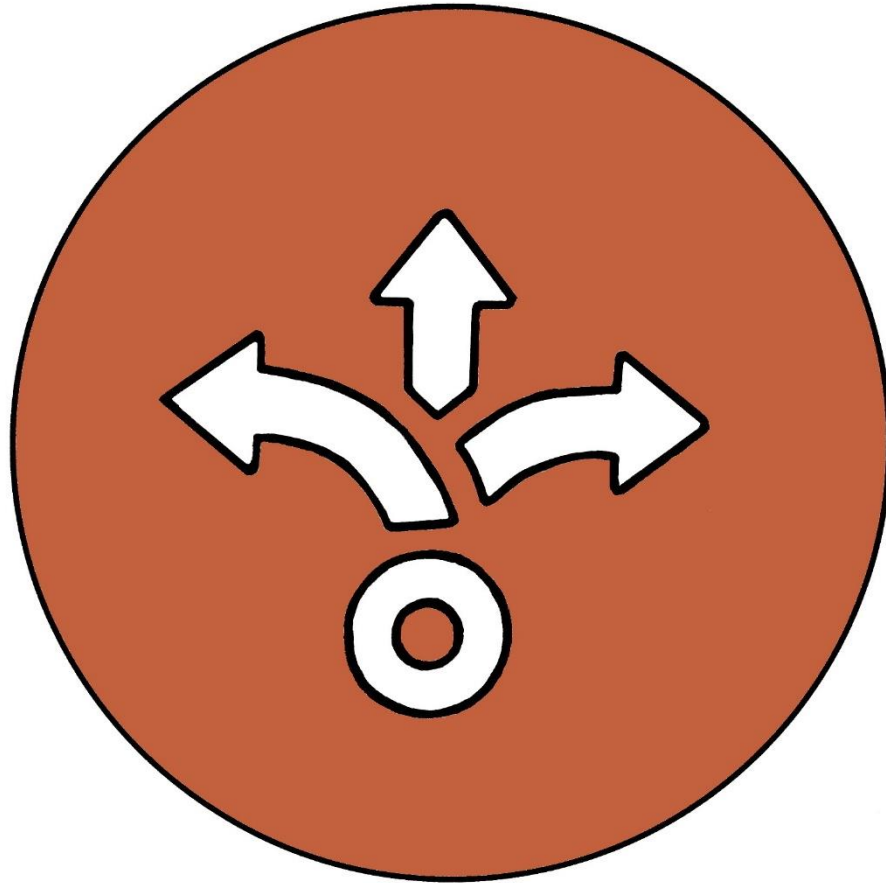




Avoid



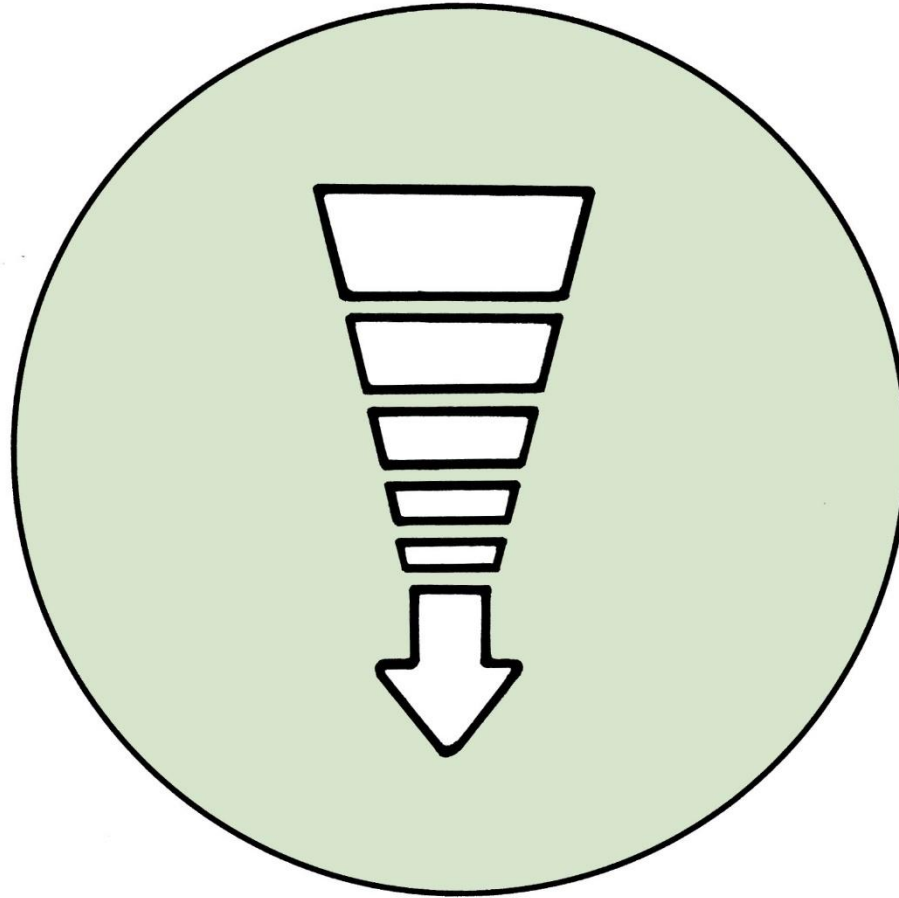
Adapt



Navigate



Challenge



Tone down



Cooperate



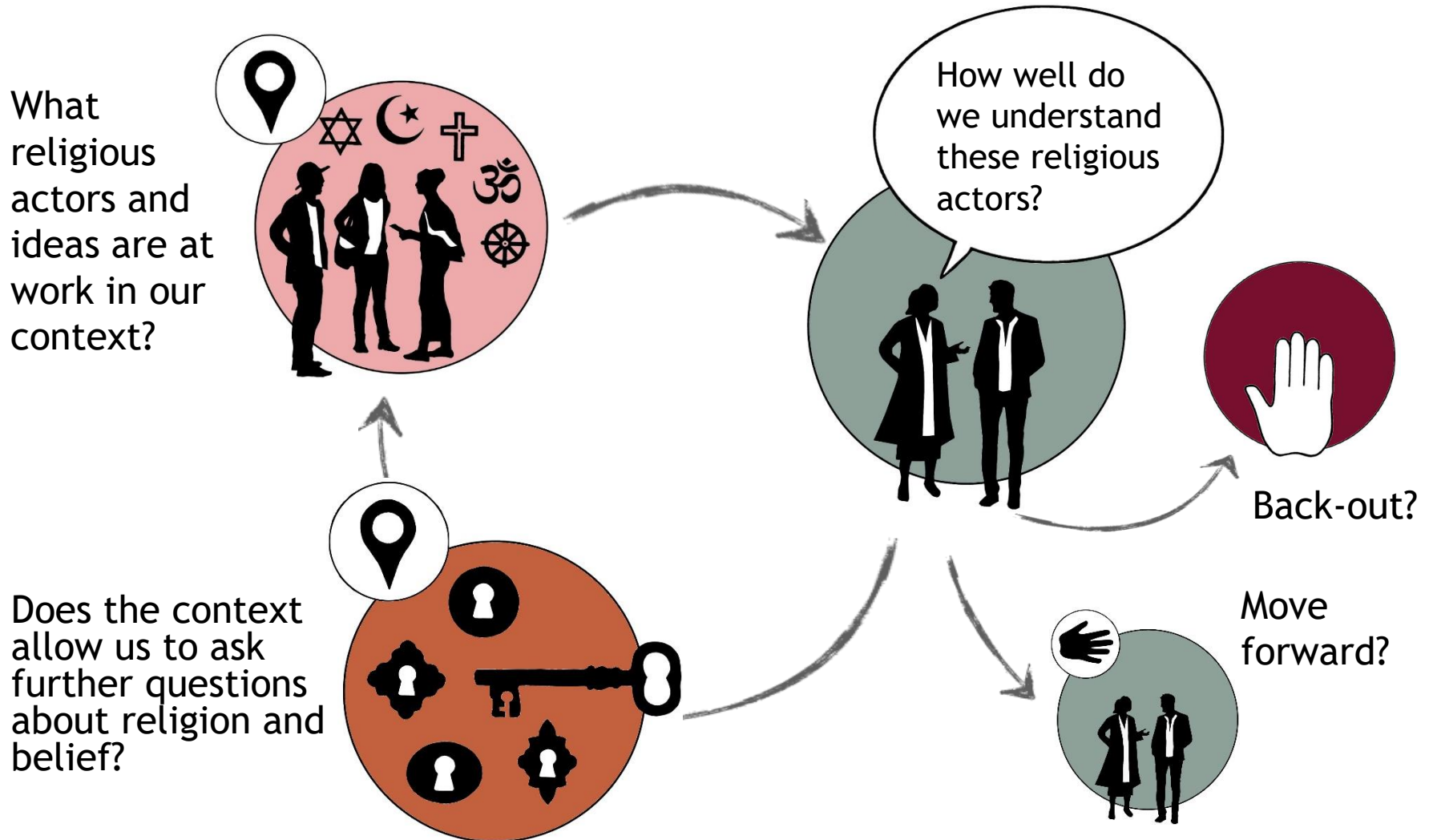
Discuss in your group:

- What do you see are the pros and cons of these different strategies in your context?
- What specific tools or approaches have you used in order to implement any of these strategies?
- What tools or approaches have you seen others use?

Applying the strategies:

1. How would you describe your current project? What strategy are you currently employing?
2. Which strategies do you think best fit your project based on the what you have been learning so far? (the same as above, or a different strategy?)
3. **If there is a difference**, What changes would you need to make to implement this strategy? **If they are the same**, how could you be more intentional in implementing this strategy? How could you strengthen it?

An iterative process:



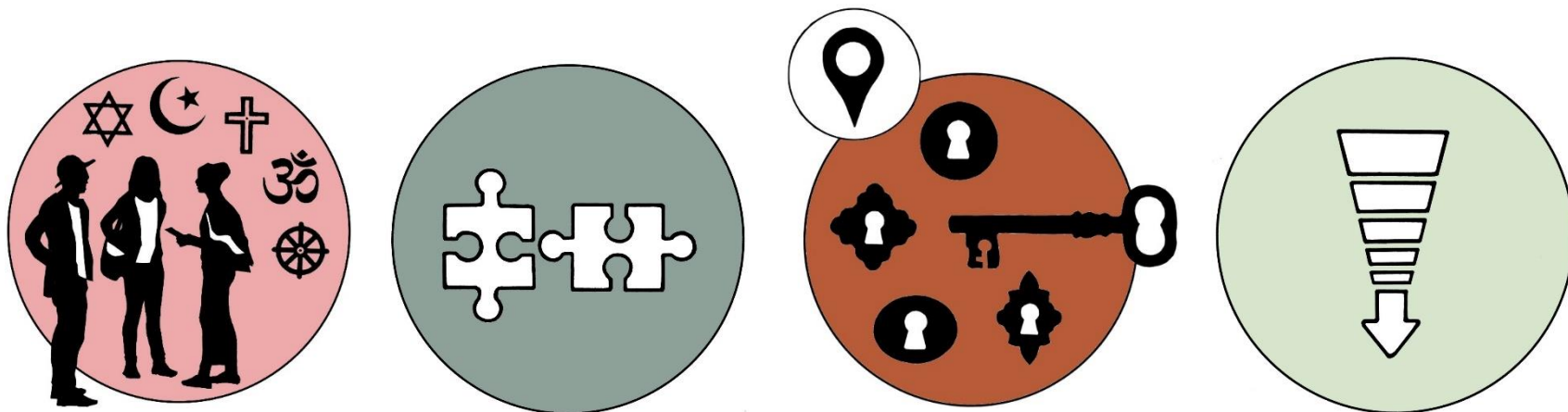


What more should
we learn?



What is the next step?
Where do we go from
here?

[https://fabo.org/course/
Religion_and_Development](https://fabo.org/course/Religion_and_Development)



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