

JOINT LEARNING INITIATIVE *on*
FAITH & LOCAL COMMUNITIES

**Mobilisation of Local Faith Communities
Learning Hub Webinar:**

Sustainable Development Goals and role
of religion and local faith communities



Webinar Outline

- Intro to JLI Mobilisation of LFCs Learning Hub
- Introduction to Speakers
- Presentation from Religions and Sustainable Development
- Presentation from Salvation Army
- Q&A
- Join the Hub

Webinar Speakers

- Keeping Faith in 2030: Religions and the Sustainable Development Goals
- Co-investigators: **Dr Emma Tomalin** and **Dr Jörg Haustein**

- Salvation Army International
- **Major (Dr) Elizabeth Garland**

Keeping Faith in 2030: Religion and the Sustainable Development Goals

Professor Emma Tomalin - Leeds

Dr Jörg Haustein - SOAS

Shabaana Kidy - HAD



The 17 Sustainable Development Goals

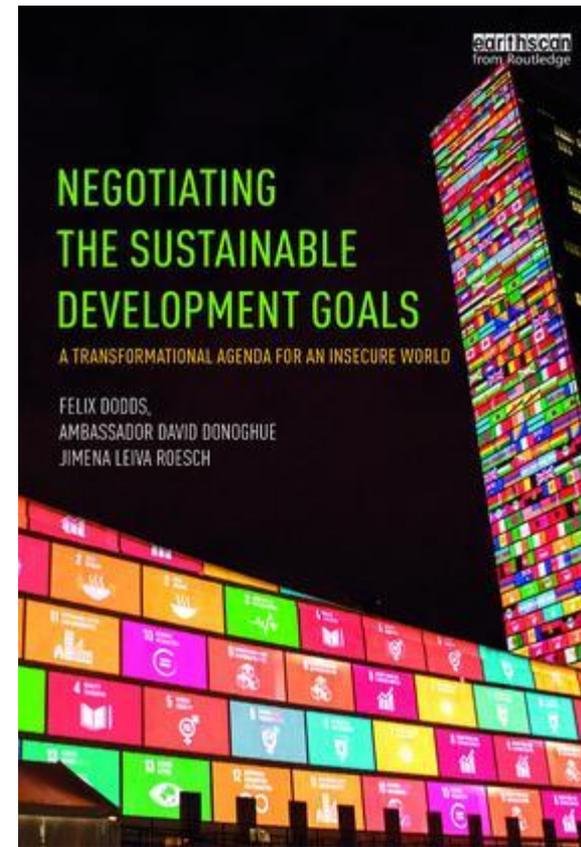


SUSTAINABLE DEVELOPMENT GOALS





Felix Dodds, Ambassador David
Donoghue and Jimena Leiva
Roesch (2017) *Negotiating the
Sustainable Development Goals.*
London and New York: Routledge



Main questions:



- Were faith actors involved in the consultation to set the goals, if so which faith actors and what has their contribution been?
- To what extent and in what ways are you now beginning to interpret and implement the SDGs in your work?
- If the SDGs have not significantly changed what you do, then what is their value for your work and for meeting development targets that will reduce inequality?
- Are there any SDGs that pose a challenge for some faith actors or where religion might get in the way? How can these be dealt with?

1) Involvement in Consultations



- Mostly those already ‘at the table’
- Involved as INGOs, not faith actors
- Faith actors that were involved were mainly Christian
- No national / regional involvement of FBOs (India)
- No ‘religious’ interest in SDGs, but access / equal treatment as development partners
- Less ‘faith’, more constituencies (esp. India)

Faith actors involved as civil society actors



‘Within the NGOs, how visible were faith groups, I'm asking myself. I honestly couldn't say that they were that visible, that's not to say that they weren't there but I have a clearer sense of the faith community as it were from a couple of side events, which I addressed around that time’
(Interview May 2017).

When faith groups are treated as a separate group of stakeholders their input can become siloed and ‘the consultations, the capacity building, the knowledge management... and the policy advocacy takes place separately’
(Interview May 2017).

2) Implementation / Interpretation of SDGs



- Policy or advocacy framework? (mostly latter)
- Work mostly guided by organisational goals and constituents
- Articulation of existing work within SDG framework
- Little engagement with targets/measurement
- Clear preference of some SDGs over others:
 - Bham: 1,5,16 = most imp.; 7,9,14 = least imp.
 - India: 1,4,6,16 = most imp.; 7,9,14 = least imp.

3) Value of SDGs to work



- expectation of new funding streams
- participation in development discourses
- holding states to account
- generating (disaggregated) data about inequality
- civil society building tool (articulation of common values)

4) Challenging SDGs for faith actors



- reported Bham: 5,8,17
- reported India: 5,16
- actors in India presented problems as cultural (not per se religious)
- faith actors as cultural translators
- faith actors not keen to be seen for their theological difference, but development potential

Concluding (& Preliminary) Observations



- conversation on SDG and religions highly context dependent
- “faith actors” is much broader constituency than international FBOs
- faith actors may not be interested in being brought in as “religious” voice or quota
- instrumentalization of faith actors for SDG leads to shallow understanding of sector and will not work
- conflicts between SDGs and religions might not be best addressed via doctrine, but engaging faith actors as “translators”

SUSTAINABLE DEVELOPMENT GOALS & THE SALVATION ARMY



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- We have categorised activities and projects into four areas according to the Impact Measurement Framework
 - Well-being /Health
 - Formation /Education
 - Livelihood (service & work)
 - Protection /safety
 - Best practice guidelines were created using the sustainable development goals and associated indicators.
 - Indicators that are important to the Salvation Army but not necessarily included in SDG are also included.



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- The process has been collaborative and different people who are experts in the field and that work in different areas of the Salvation Army. They have been asked to give feedback. This includes:

- Health
- Education
- Child Protection
- Disaster Mitigation & Peace Building



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- We are currently exploring indicators from partner organisations (such as SPHERE, and IATI) to ensure that everything is consistent.
 - The SDG's (goals & indicators) are already part the internal TSA project system however, the indicators/best practice guidelines will be added when they are completed so that they can be used as resource.



So what does it look like?

Best Practice in Measuring Outcomes

Sustainable Development Goal

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Education for ages 0-5

Sustainable Development Outcomes that we are using to measure progress:

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

Sustainable Development Indicators that we are using to measure progress:

4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by gender.

4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex

Understanding The Salvation Army's desire to achieve the Sustainable Development Goals, the following indicators need to be included.

- 1) All children within Salvation Army centres reach age appropriate milestones in caring and nurturing manner
- 2) There is improvement in all children's social and behavioural skills by attending TSA Centres
- 3) Resources (including people and finance) are managed effectively
- 4) Territorial Child Protection policies are followed
- 5) Corps and the programme to work intentionally work together to further the mission of the Salvation Army

Resources and helpful information:

- www.unicef.org.uk/ChildsRights
- www.who.int/topics/child_health/en/
- www.who.int/maternal_child_adolescent/topics/child/en/
- IHQ Child Protection Framework/policy
- IHQ Education Strategy Document



EDUCATION	
Overall goal (Impact)	
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	
Outcome Teacher Training	Outcome indicators
SDG 4.c By 2030 Substantial supply of qualified teachers, including through international co-operation of teacher training, especially least developed and small island developing states	Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country
	# number of teachers trained for local language education
	# of students benefitting from teachers trained in pedagogical educational methods
Outcome Inclusive Education	Outcome indicators
SDG 4 Educational Institutions provide quality and inclusive education for all. Communities support the right to education for all (D 5.2)	# of educational institutions documenting improved student performances and description
	# learners graduating from primary/secondary education over total # of final year students enrolled
	reduction of drop-out students over total # students enrolled
	participation rate in organisation learning (one year before the official primary entry age) by sex
	# of School Management Committees or Parents-Teacher Associations established or trained which had minimum two meetings last school year
	# of people who are illiterate completing literacy education in reporting year
	# learners pursuing higher education after completing secondary education
	# of learners enrolled in target educational institutions
	# of teachers/headmasters trained child centred educational methods
	# of care-givers by type, trained in early childhood development methods
	# of classrooms constructed/rehabilitated/equipped to improve learning environment
	# of institutions provided with learning material in mother tongue
	# of events/initiatives promoting the right to education for all, and # of participants
# of meetings/forums held with local authorities addressing education for all	
Outcome Education Infrastructure	Outcome indicators
SDG 4.a. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non violent inclusive and effective learning environments for all	Proportion of schools with access to electricity and the internet
	# schools with safe drinking water
	# of schools/institutions where facilities to meet the needs of PWDs/CWDs are installed
	# of WASH-facilities built/rehabilitated



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- SDG & programmes/activities and community development projects
 - Reviewing the appropriate SDG indicators and inclusion in log frames
 - Salvation Army documents that will assist with gathering information
 - Indicators are used to measure and track progress of the work
 - Reporting back to donors and leadership regarding SDG's.



Comments &
Questions?



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Thank you!