

September 2024 | Version 2

# Training on Religions and Development Research Course

## **Module 1:**

Topics in Religions and Development

## **Session 4:**

Gender, Religions, and Development



Joint Learning Initiative  
on Faith & Local Communities

# Homework (pre-session)



## Essential reading

(everyone is required to read this)

- Students are to read chapter 5 (Religions, development and gender) of the JLI State of the Evidence report: [SoE-chapter-5.pdf \(jliflc.com\)](https://www.jliflc.com/soe-chapter-5.pdf) and summarise what they think are key points in one page or under (this can be in bullet points).



## Optional readings I

(advanced readings)

- Andaya, B. W. (2018), "Chapter 10: Women, Globalization, and Religious Change in Southeast Asia" in Women of Asia: Globalization, Development, and Gender Equity, pp. 139-153. [Women of Asia: Globalization, Development, and Gender Equity - Google Books](https://books.google.com/books?id=...)
- Bradley, T. and Kirmani, N. (2015), "Chapter 15: Religion, Gender and Development in South Asia" in The Routledge Handbook of Religions and Global Development [The Routledge Handbook of Religions and Global Development - Google Books](https://books.google.com/books?id=...)
- Falk, M. L. (2015), "Chapter 18: Religion and Gender in Developing South-East Asia" in The Routledge Handbook of Religions and Global Development. [The Routledge Handbook of Religions and Global Development - Google Books](https://books.google.com/books?id=...)
- Khalaf-Elledge, N. (2021), "Scoping Study: Looking Back to Look Forward – The Role of Religious Actors in Gender Equality since the Beijing Declaration." [jliflc.com/wp-content/uploads/2021/07/SDG5\\_ReligiousActorsLaunchReport\\_June28.pdf](https://www.jliflc.com/wp-content/uploads/2021/07/SDG5_ReligiousActorsLaunchReport_June28.pdf)
- Le Roux, E., and Bowers-Du Toit, N. (2017), "Men and women in partnership: Mobilizing faith communities to address gender-based violence," Diaconia. 8:1, pp. 23-37. [Men and women in partnership: Mobilizing faith communities to address gender-based violence \(vr-elibrary.de\)](https://www.vr-elibrary.de/...)



## Optional readings II

(easy readings)

- Bartelink, B. and Le Roux, E. (2018) 'No More 'Harmful Traditional Practices'! Gender Activism and Faith Leaders in International Development,' Critical Investigations into Humanitarianism in Africa. [No More "Harmful Traditional Practices"! Gender Activism and Faith Leaders in International Development - CIHA Blog](#)
- Missira, D. (2021), 'On the Intersectionality of Policy, Gender, and Religion,' G20 Interfaith Forum blog. <https://blog.g20interfaith.org/2021/07/20/on-the-intersectionality-of-policy-gender-and-religion/>
- Musoka, L. (2023), 'Religion and the Crisis of Displaced Persons: Gender, Religion, and Displacement,' Berkley Forum. <https://berkeleycenter.georgetown.edu/posts/religion-and-the-crisis-of-displaced-persons-gender-religion-and-displacement>
- Pertek, S. I. (2023), 'Gender, Religion, and Forced Displacement in Muslim Settings: Missed Opportunities?' Berkley Forum. [Gender, Religion, and Forced Displacement in Muslim Settings: Missed Opportunities? \(georgetown.edu\)](#)

# Engaging with the readings

(1 hour)

*This part of the session aims to engage with the readings that the students did as part of their homework in more detail. It aims to give the students a chance to discuss the readings, share their reflections, and consolidate their understanding of the texts.*

1. **Individual reflection (5 min)**: Instructor asks all students to individually reflect on the following three questions and write down the answers to them. Students do this on their own without consulting others. They are allowed to consult the text, if they find it helpful.
  - One thing I learned from this chapter that I did not know before
  - One thing I read in the chapter that I already knew
  - One thing that was mentioned in the chapter that I did not understand/that I would like to know more about
2. **Partner work (10 min)**: The instructor asks students to compare their answers and discuss them in groups of two
3. **Small group work (20 min)**: The instructor asks students to prepare posters with what they think are the 3-5 main takeaways from the text. Students work in groups of three.
4. **Group presentations and big group discussions (25 min)**: Each group presents their poster. Instructor allocates 3-5 minutes per group, depending on how many groups there are. After each presentation, the instructor invites students to ask the presenters questions and allows for discussion, if it arises. If there is no debate, the instructor asks questions to stimulate discussion.

# Contextualising the learning

(1 hour)

*The aim of this part of the session is for students to apply what they learned from the readings and the first part of the session to their local contexts. It encourages them to think critically about the extent to which the debates from the readings are relevant to their everyday lives, studies, or work.*

1. **Break (5 min)**
2. **Individual reflection (10 min)**: The instructor invites students to reflect on how what they have discussed previously relates to their everyday work/life or communities. Each student thinks about this on their own and makes a list of at least 3-5 points.
3. **Small group work - discussion (15 min)**: Students work in groups of 5. Each group discusses their individually collected points.
4. **Small group work - creative task (15 min)**: Students draw findings of their discussion on one poster. They are only allowed to use drawings and no words/writing.
5. **Group presentations and big group discussions (15 min)**: Each group presents their poster. Questions and discussion are encouraged by the instructor.

# Creative task

(1 hour)

*The third part of the session is aimed at engaging with the content covered in parts 1 and 2 of the session in a creative manner. This part of the session acknowledges the fact that there are different types of learners. It also aims to expose students to creative and arts-based forms of learning and teaching.*

1. **Break (5 min)**
2. **Small group work - role play preparation (15 min)**: The instructor explains to students that they are supposed to prepare a TV panel discussion in their country on religions, gender and development. The instructor brainstorms possible participants with the students and writes them on the board. This could include an academic, a faith leader, a politician, a development worker, a feminist, and so on. Students work in groups of five to allocate roles to everyone in the group and prepare their contributions.
3. **Group presentations - role play (15 min)**: Each group gets to play out their TV panel.
4. **Big group discussion (25 min)**: The instructor leads a discussion on the role plays in the big group, covering questions such as:
  - **Warm-up**
    - Which group was your favourite, and why?
    - Which character was your favourite, and why?
    - Who did you agree with the most?
  - **Linking the role play to students' experiences**
    - Who reminded you of people you know from your work/community?
    - Would they be convinced by anyone in any of the role plays?
    - Would you like to invite any of the people from the role-play to speak about religions, gender and development in your community? Why/why not?
  - **Reflecting on working with media**
    - Is TV a good way of raising awareness about religion, gender and development?
    - What other mediums do you use in your work/would you use in your work?
    - What are the advantages and disadvantages of different media?

