

DKA Kenya

Constructing a CBS

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KENYA TRAINING

Six 'C' of CBS

- Community
- Criticality
- Collaboration
- Change
- Context
- Contestation

(1) Community

- ❑ This is the beginning of the CBS process
- ❑ CBS works well with organized groups in marginalized communities
- ❑ Marginalized groups include unemployed youth, HIV positive, GBV victims, women, disabled, LGBTI etc
- ❑ CBS seek to restore the dignity of the groups, call for Decent Work & Abundant life

(2) Criticality

- ❑ CBS facilitates 'criticality' analysis of the aspects of life
- ❑ CBS critically analyse the self, society & the biblical text using structured & systemic questions
- ❑ CBS facilitates a critical dialogue between critical reading of life & critical reading of the Bible

(3) Collaboration

- ❑ CBS is located within collaborative work & collaborative biblical interpretation
- ❑ Collaborative re-reading of biblical texts leads to redemptive communities
- ❑ Collaborative re-reading between communities of the poor, organic intellectuals, academics & socially engaged biblical scholars

(4) Change

- ❑ CBS uses the Bible to bring about 'positive' change in society
- ❑ CBS brings about the transformation of the self, society & the church
- ❑ CBS's primary focus is the transformation of society at large
- ❑ CBS challenges the dominant narratives embedded in our ideo-theological paradigms

(5) Context

- ❑ CBS is embedded in many 'layers' of contexts focusing on structural & systemic dimensions of reality
- ❑ CBS recognizes the various 'layers' and contexts in our communities
- ❑ CBS offers resources to analyse the economic, cultural, political & religious 'layers' of our contexts

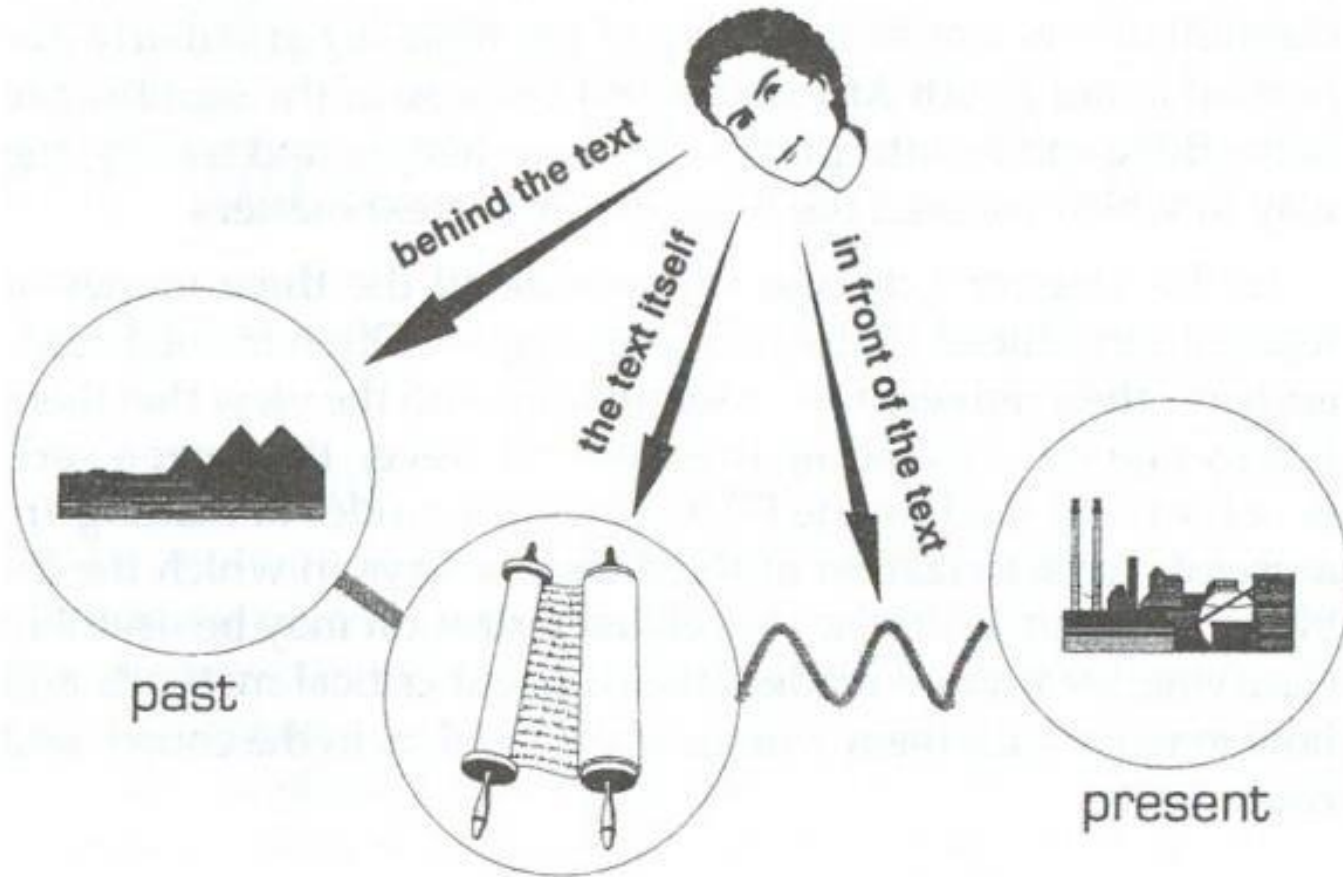
(6) Contestation

- ❑ CBS works with the concept of 'struggle' as a key socio-theological challenge
- ❑ CBS recognizes the 'struggle' as a key characteristic of 'reality' and takes sides with the God of life against the idols of death
- ❑ CBS recognizes that the Bible is itself 'contested' including the 'biblical voices' or 'theologies'

See-Judge-Act Methodology

- ❑ Community Consciousness (SEE)
 - Social analysis of the context
- ❑ Critical Consciousness (JUDGE)
 - Engaging with social reality using a biblical text
- ❑ Community Consciousness (ACT)
 - Pragmatic approach to contemporary context

CBS Process



CBS Steps

- ❑ Identifying the **problem** in the context of the **community** (SEE)
- ❑ Discerning a **Biblical text** (Judge)
- ❑ Formulating **questions** (analysing the connection between the context and the text) for a **plan of action** to address the problem (Act)

CBS Construction: 2 Samuel 13: 1-22

Community Consciousness: SEE (CONTEXT)

- What is your community's understanding of the text?
- What do you think the text is about?

CBS Construction

Critical Consciousness: JUDGE (TEXT)

- Who are the main characters & what do we know about them?
- How would you describe Amnon's "love" for his half sister? (vs 1-2)
- What is the role of each of the male characters? (vs 3-7)
- Focus carefully on each element of what Tamar says and does (vs 8-14)
- How does Amnon react after he raped Tamar? (vs 15-17)
- How is Tamar treated after the rape and how does she react to it? (vs 18-19)
- How does Absalom and David react to the rape of Tamar? (vs 20-22)

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Community Consciousness: ACT (CONTEXT)

- Are there women like Tamar in your church and/or community? Tell their story.
- What resources are there in your area for survivors of rape?

Exercise

- ❑ Read 1 Kings 21: 1 – 16
- ❑ Develop Questions in the following order:
 - Community Consciousness (See) - Context
 - Critical Consciousness (JUDGE) - Text
 - Community Consciousness (ACT) – Context
- ❑ Report back to plenary

1 Kings 21: 1-16

Community Consciousness: See (CONTEXT)

- What is your community's understanding of the text?
- What do you think the text is about?

Cont...

Critical Consciousness: JUDGE (TEXT)

- ❑ *Who are the characters and what do we know about them?*
- ❑ *Why does Ahab want Naboth's vineyard? (vs 2)*
- ❑ *Why does Naboth want to keep his vineyard? (vs 3)*
- ❑ *What strategies are used to take Naboth's vineyard from him? (vs 4-14)*
- ❑ *What role do race and class and ethnicity play in this story? (vs 15-16)*

Cont...

Community Consciousness: ACT (CONTEXT)

- Do the 'Naboth's' in your community have a 'voice' to resist the 'Jezebel's' of your time?
- What can your community do to protect the poor and the vulnerable from losing their land to the rich & powerful?

END

□ THANK YOU