



The Encarnação Alliance Training Commission

Common Understandings

(v14, with changes May 2011)



The Training Commission is a commission of the Encarnacao Alliance of Slum Movement Leaders. Since we are now including the development of the BA as a sub-commission within the commission we will now revert back from calling it the MATUL Commission to being called *The Encarnacao Alliance Training Commission*.

(The Grassroots training network of the Alliance is a separate grouping, not part of the commission's role, but all results of upper level training should be tested as to their effects on grassroots multiplication.)

What Are the Current Goals of the Commission?

Objective (2011-12)

To serve the Encarnação Alliance (and other networks) in the training at a masters level of 5000 workers able to give a breadth of reflective leadership within holistic churchplanting movements among the urban poor, by facilitating:

- the launch of the MA in Transformational Urban Leadership or an equivalent BA through partnering institutions in each continent to a sustainable level,
- and the integration of derivative grassroots programs into the grassroots trainers network.

Functions of the Commission: MATUL Commission functions as a professional association (viz a viz an academic accrediting association). The commission meets yearly for:

- envisioning
- professional support
- to assess progress
- to determine whether it is meeting its established goals,
- for interchange of experiences, models, and training of faculty in grassroots storytelling educational processes,
- Evaluate whether the program might improve through changes in curricular content and standards, delivery methods, administration, and community applications.
- Review publications goals of material related to Urban Transformation
- Facilitate student and faculty exchanges

Membership: The Commission consists of the program directors of partnering schools and each meeting will include significant numbers of grassroots experts from within the Encarnacao Alliance, and faculty of the local school.

according to the size of MATUL budgets. (???)

Accountability: The Chairman and Coordinator are both responsible back to the Encarnacao Alliance Core team. Each program director is responsible to their respective school authorities for their responsibilities within the commission, recognizing that the primary accountability is to school authorities and that authority within the MATUL commission is by mutual agreement with each other. We affirm the academic integrity and independence of each school, seeking to serve each other.

Decision-making within the commission is as far as possible by consensus. Where there is profound lack of agreement on an issue, the chairperson needs to make a tentative decision to move forward, with an openness to review within the next six months or year. This will be done after a day of prayer and fasting. Consensus is facilitated not by heated argumentation but by simple statement of perspectives as accurately as is possible and a striving to discern truth in the context of brotherly/sisterly camaraderie.

Funding: Each partnering institution contributes in some ways to the cost of operation of the commission. In the immediate, the coordinator has taken responsibility for raising funding for travel. Sustainability would indicate that this needs to devolve to school budgets, possibly equitably balanced

4. What are the Potential Future Goals?

Proposed Objective 2011-13 (Priority and delegation)

1. To complete the expansion of the core team of partners to one for each of the continents, adding at least 3 of the following: Spanish speaking South America, Portuguese South America, China, South Pacific, Muslim World, or African partners. (A, Viv, Rich)
2. To expand training to five schools in each continent of Africa and India (Viv, Colin, Saravanan, Rich)
3. To expand the training processes at Bachelors level and interface with the grassroots derivatives of such training.(A, Viv)
4. To facilitate the completion of the launch phase in HBI and ATS and APU, revising the program structure, recruiting processes, making sure schools adequately commit to sustainable funding arrangements. (B, Peter Saravanan, Viv)
5. To initiate launches in Africa (Colin) and Latin America (Viv, AA)
6. To transition roles in the commission to those of stability, including sustainable funding from the partnering schools. (e, Corrie, Viv)
7. Each school appoint a faculty to work on the publications team for the www.matul.org site, seeking publications from faculty and the three best from their students, raising a prize of \$100 for the best student paper. Seek to publish these in urban missions and in EMQ.(d, appointees from faculty of each school)
8. To develop the MATUL web site to a level of professionalism, such that any worker anywhere around the globe can find access points (f, Rebecca Pratt)
9. To develop the prototype for a set of professional resources, (and web-based content and delivery systems for a worker anywhere, based on trained mentors in each city??).(_____)
10. To explore arrangements for interchanges of faculty and students between schools.(_____)
11. To SKYPE each two months, and gather as a Commission in Nairobi 2011 (options: 2nd week August (c, Viv)
12. To explore the delivery of a doctoral program through BGU for faculty and some graduates, lead by one-three of the MATUL commission members, with the majority of courses being designed by the MATUL, and funding obtained.(g, Corrie)
13. Funding: Explore development of grants for library materials and of a scholarship fund?? (Viv)

Delegation of Responsibilities

Please respond to Viv with which aspects of the above you or your staff would wish to pick up.

Response: The commission is not the Alliance, so we are not asking a question about partnership with an alliance. The commission has been generated from the Alliance to serve alliance goals but has a life of its own that is determined by the nature of schools that join in. My role has been to build the team until it is representative of 7 continents. By then it should be able to generate its own life if that is desired.

Criteria for Consideration in Educational Alliances

Response to Questions from Lee

For educational purposes an Alliance is an association of groups formed to advance common educational interests or causes. An Alliance is also a formal agreement establishing such an association. The term also refers to the act of becoming allied or the condition of being allied, such as a church, acting in alliance with community groups. The term “alliance” is rather nebulous so a key question is what is the nature of cooperation between ATS and the Encarnação Alliance?

There are several possible forms of cooperation to consider in the literature addressing theological education cooperation that you have suggested. I have invested 7 years of mine and Alliance time in the development of the MATUL, and other partners have contributed significantly to enable ATS to launch its school. This has been freely offered to ATS and invitation has been extended to ATS to contribute from its expertise. There is no franchising arrangement, as this is a cooperative commission.

While ATS may work out formal MOU’s with partnering institutions (such as APU), there is no formal partnership or MOU with the Commission required, as membership is for the directors of the schools in a professional association, rather than the school itself, and you cannot make an MOU with yourself. However the document of Common Understandings of the Training Commission, (which is in continual revisions as the dynamics of the network and membership of the commission morph in these early years), carries the core values and common commitments we have agreed on by mutual consent. It is open to continual review by all partners. We formalize changes each year. This reflects the dynamic nature of the commission viz a viz an institutional accrediting body.

A 2 page summary of the Common Understandings may be used as an MOU with boards of schools (see appendix 9).