**TRANSFORMATIONAL URBAN LEADERSHIP PROGRAMME**

PROPOSAL TO RUN A TRAINING PROGRAMME ON TRANSFORMATIONAL URBAN LEADERSHIP (TUL)

AT THE TRINITY THEOLOGICAL SEMINARY, LEGON AND

GOOD NEWS THEOLOGICAL SEMINARY, OYIBI

**Background**

On 23rd May 2007, the United Nations Population Fund (UNFPA) officially declared that the world’s urban population had surpassed the rural population. In other words, there are more people living in urban areas than in rural areas and the trend was noted as likely to continue until at least 2050. Many other studies have been conducted which have shown that in the last 30-40 years, many previously rural societies have become large urban complexes with large increases in population and that the largest such increases are to be found in the countries of the South. The UNFPA therefore called on policy makers all over the world to take proactive measures to ensure that this situation does not become a burden on society but rather seek ways of taking advantage of the potential urbanisation offers. The UNFPA was emphatic that the future of humanity depends on a proper handling of the urbanising trend.

A study by Philip Jenkins has established that at the beginning of 2000 about half of the world’s population was living in urban areas and that the figure would rise to about 60% in 2025 and keep rising in the ensuing years. He estimated that African cities in particular will continue to expand and the proportion of Africans living in cities will rise from the current 40% to about 66% by 2050.

**The Reality in Ghana**

In Ghana the National Population Census Reports of 2000 and 2010 have stark revelations of the direction of population growth and the indications are that many people are heading for the cities. The 2000 Census results indicated that the Greater Accra and Ashanti Regions had urban populations far above the national average (87.4% and 53.2% respectively) and that the Accra and Kumasi (AMA and KMA areas respectively) were the two most populous urban centres in the country, accounting for almost 15% of the national urban population.. The Census Report of 2010 recorded even greater increases indicating that within the first decade of the millennium, the urban population had continued its upward growth.

Urbanisation has many positive sides and has indeed contributed to much development and progress in many parts of the world. The underside has however often been ignored to the peril of the less privileged in society. Unfortunately this underprivileged group happens to be the majority in any urban environment, and therefore calls for a coordinated and effective approach to the phenomenon. The experience in many Ghanaian cities and towns is that of untold hardship and squalor and the continuing growth of slums and dangerous living communities. That is surely a wake-up call to all to help arrest the growing negative trend, and it is a call that rings even more urgently in the churches in Ghana where the Christian population is estimated to be above 60%.

**Transformational Urban Leadership (TUL)**

The above statement provides enough rationale for the development of leadership specifically trained to tackle the negatives side effects of urbanisation and provide transformation and renewal for slum and other deprived communities and individuals. Fortunately, there are already ongoing programmes and projects around the world that are making impact and from which we can learn. These approaches take many varying forms and are necessarily tailored to meet the specific needs of the environments in which they operate.

For some years now, a global network has been growing among mission leaders, social entrepreneurs, theological educators and grassroots workers in urban deprived communities. The result has been the development of an academic training programme with a focus on praxis oriented leadership training activities. Students are recruited from the churches, community workers and volunteers and taken through a systematically planned curriculum at the end of which they obtain a degree (Master of Arts in Transformational Urban Leadership - MATUL) awarded by the particular institution they attended. The curriculum which is already operating in a number of countries in Asia, Latin America and Africa is directed at equipping church leaders, community leaders, leaders of community organisations, NGO’s, social entrepreneurs, etc. to bring a transforming impact to marginalised urban communities. The primary context and focus is all persons falling within the category of the urban marginalised and deprived.

**TUL Programme for Ghana**

In Ghana, two training institutions have engaged in a series of consultations with a view to beginning a programme to produce men and women sufficiently trained and motivated to bring transformation in our cities and major towns. The institutions are:

● Trinity Theological Seminary, Legon (TTS) – established 1942

● Good News Theological Seminary, Oyibi. (GNTS) - established 1971

The two institutions are particularly suited to undertake this training programme for the following reasons:

* TTS and GNTS are training grounds for preparing ministers of the churches in Ghana and have many years of experience in this field.
* TTS and GNTS are evangelical and ecumenical with wide ranging national and international links
* Well equipped and resourced for academic and practical training.
* Spacious and serene campuses conducive to study and meditation.
* Products of TTS and GNTS are already engaged in urban ministry all over Ghana.

(*See separate profiles of TTS and GNTS attached as appendices*)

The TUL programme will become the physical presence of TTS and GNTS in the communities. The linkage to practical ministry and theology will further enhance the contribution of these institutions to social transformation through Christian discipleship.

**Educational Philosophy**

The educational philosophy of the MATUL requires students to live in or near the slums as the primary context of learning. The teaching-learning process (pedagogy) is derived from an integrated approach and a praxis-reflection model which combines living in or near poor communities and engaging in study, ministry skills development, character development, research and writing, mentoring and active problem solving.

# This philosophy shall operate in large part as we proceed with the TUL in Ghana. The majority of our potential students are likely to be somehow already involved in urban mission of some sort but it will not be practicable in the first two or three years to have all our students live in or near slum areas. This will be compensated for through a much more intensive contact with the target communities.

# Core Values Underlying the TUL

(*adapted from the MATUL Programme*)

The following is a basis for developing core values in each school:

* **Movement Leadership:** This is a programme that aims to train leaders who evidence potential to catalyse or strengthen redemptive movements, through church-planting, transformational development, economic discipleship, coalition-building, and creative problem-solving.
* **Urban poor locus**: Learning is located among the urban poorand serves emergent leaders. Student learning involves the holistic empowerment of marginalised urban communities rather than merely providing professional credentials.
* **Mentored leadership development**: Students’ leadership, character and managerial capacities are developed through **mentoring** under educators and experienced church-planters, business people, spiritual mentors, and mentors in specialist areas.
* **Action and practice-oriented:** theoretical study is integrated with experience-based learning so that students don’t merely learn *about* urban poor realities, but are directly engaged *with* marginal urban communities through each of their courses. Most courses follow an **action-reflection** model.
* Students see the expansion of the **Reign of God** over all of life as primary, with solutions to issues of poverty as some of the **holistic** and derivative effects of the **power of the preached word, the work of the Holy Spirit and the formation of faith communities** among the poor. They also grasp the dynamics of his reign through “non-religious” societal structures.
* **Incarnational lifestyle**: Rather than being sequestered in an academic compound, students learn to enter into the realities of marginalised urban communities, in **identification** with them in their experiences of suffering and oppression, bringing the hope of Christ.
* **Character** outcomes are critical across the study, along with skills or knowledge.

TTS & GNTS are in agreement with all the core values underlying the TUL programme and shall ensure that they are the driving force behind all activities.

**Key Features of the Programme**

The key features of the TUL programme in Ghana require some substantial modification to meet certain requirements and satisfy certain conditions of our institutions as well as the National Accreditation Board. The proposed modifications are described below:

1. It is not quite feasible within our current academic structures to begin a Master’s level programme without first having it in one form or another at the undergraduate level. It seems more feasible to introduce a certificate or diploma level modular programme in the area of transformational leadership and build it gradually into what pertains now in the MATUL.
2. As a start, both TTS and GNTS are proposing to design a single course to run for ten (10) months leading to the award of a Certificate in Transformational Urban Leadership (CTUL). After a successful run of two intakes, we would have quite an edge getting the National Accreditation Board to give approval for a Bachelors or Masters programme.
3. TTS currently offers a general course in Urban Mission at the MTh level which could serve to introduce topics in transformational urban leadership for interested students. GNTS also offers a course in Urban Ministry with a focus on evangelism. Students in these courses are almost entirely residents of Accra and will therefore serve to create interest and awareness in the programme among the urban churches in Accra in particular.

# Course Design

Whilst adopting much from the course design of the MATUL programme in Nairobi we see the need to introduce some modification in view of the nature of the programme we have opted for. In line with the current practice of sharing course outlines, content and design with other institutions participating in the MATUL Training Commission we submit our proposal to the Commission to help ensure a process of mutual accountability. This is a procedure which we believe encourages proper benchmarking of standards and improvement in programme quality. Ultimately though, TTS and GNTS shall be subject to the quality control procedures of our two institutions.

# Course Titles and Descriptions

The Certificate in Transformational Urban Leadership (CTUL) is a ten month programme of 30 credit hours and includes significant field experience and supervised training in at least one area of community transformation. Each course carries 3 credits.

1. **Urbanisation & Urban Realities**

Deals with the concept of urbanisation and all the realities of living in an urban environment. It offers the student a good introduction to the realities that confront urban ministry practitioners.

2**. The Bible and Transformational Leadership**

Designed to give an overview of the Biblical perspective on transformational leadership with particular emphasis on applying the biblical motif of the kingdom of God to issues of leadership development. Attention will be given to the practice of Jesus in making a preferential option for the marginalized.

3. **Urban Community Economics**

A course designed to help students think theologically about issues of urban poverty and depravity and to provide appropriate and sustainable responses through economic empowerment initiatives. It will also offer students practical skills in community economics through involvement in a community based project.

4. **Urban Spirituality and Social Transformation**

This course acknowledges spirituality as a fundamental resource in the development and transformation of poor and deprived communities. It is an enquiry into the meaning of biblical spirituality and its relationship to faith and practice in the African urban context. Students will be helped to gain an understanding of the concept of spiritual capital and its implications for spiritual formation, ministry and social transformation.

5. **Principles of Community Transformation**

This course attempts to develop Christian principles and a Biblical approach to social transformation. This comprises general principles as well as specific principles for building faith communities. It focuses on engaging in ministries of liberation and social change and involves understanding and response through analysis, planning and holistic intervention.

6. **Education for the Deprived**

This is a course where students can focus on specific interventions in the area of education with the aim to improve the lives of slum dwellers. This course offers analysis of schooling provision within slums with a focus on developing and improving preschool and basic education and facilitating the admission of slum dwellers into secondary and tertiary institutions. It includes mentored engagement in a community based education programme.

7. **Primary Health Care**

This is a course where students can focus on specific interventions in the area of health education to improve the lives of slum dwellers. The course involves an exploration of public health challenges facing slum communities and the innovative, community-based responses that the church can offer. It includes mentored engagement with a health organization in a slum community.

8. **Urban Leadership Development**

This course is designed to provide skills and knowledge to promote the development of leaders with a vision and knowledge to mobilize, facilitate and enable the development of holistic transformational movements among communities in the context of the urban marginalized. Includes entrepreneurial and orgamisational development skills.

9. **Advocacy and the Urban Environment**

The course aims to give students an understanding of the nature and role of advocacy in a marginalized urban environment and its relationship to the prophetic tradition within scripture. It is intended that students will gain necessary skills to promote the transformation of communities through advocacy initiatives. Students will be required to identify a specific advocacy issue which, working with a community organisation, they will participate in developing and designing a strategic advocacy response to.

10. **Ministry among the Marginalised**

This course guides students in understanding the conditions of marginalized populations (e.g. street families, substance users, and commercial sex workers) and in formulating a theology and strategy for team-based responses that aim to free individuals and change structural causes.

**Method of Delivery**

At TTS/GNTS, the method of delivery will adopt the modular system and run about 10 modules between 9 – 12 months.

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### Student Populations

The student population may come from:

* **Church planters**: The majority will be urban church-planters in marginalized communities moving to wider leadership levels.
* **Business Entrepreneurs** who want to extend their skills into wider economic development of movement leadership among the urban poor.
* **Local or international mission workers** engaged in or preparing for missionin cross-cultural settings among the urban poor in the poorest cities of the world.
* **Local NGO’ workers** involved in church-based advocacy, community development or community organisation processes within urban poor movements.
* **Workers with International NGO’s** with experience in non-governmental organizations or foundations, multilateral development, refugee and immigration services.
* **Professionals** involved in government ministries, and business enterprises, or through professions such as teaching, social work, development planning, and administration wishing to be involved in justice roles or wanting to use business or professional experience to socially, politically, economically and spiritually liberate the poor.
* **Emergent Leaders**: Those sensing a call to the urban poor but with some demonstrated leadership capacity.

# Participation in the MATUL Training Commission

All participating institutions are encouraged to provide at least one member of staff who becomes part of the MATUL Training Commission. This person is generally expected to be the programme director. The Training Commission meets annually at one of the participating institutions.

# TTS/GNTS have earmarked two members of faculty who will jointly coordinate the programme planning activities to get it off the ground before the Academic Board makes any substantive appointments.

**Proposed Faculty**

Regular

Rev. Prof. David Kpobi

Rev. Can. George Kotei Neequaye

Rev. Helena Hooper

Rev. Dr. Emmanuel Isaac Addo

Rev. Ezekiel Nartey

Adjunct

Rev. Dr. Godwin Nii Noi Odonkor

Rev. Can .John Antonio Nelson

Rev. Joyman Otchweemah

Rev. Rose Teteki Abbey

*(Others with specialized knowledge are being considered)*

**Proposed Collaborators**

Churches in Accra

OAICs

World Vision International

Feed the Minds

Action Aid

Banks (Ecobank, Barclays, Fidelity)

Mobile Phone Companies

News Media

**Proposed Budget** (See Attached)

**CERTIFICATE PROGRAM IN TRANSFORMATIONAL URBAN LEADERSHIP**

**BUDGET ESTIMATES**

(*All amounts in US dollars*)

**Income 2013-2014 2014-2015**

1. Grants

Local 2,000 3,000

Foreign 5,000 5,000

2. Student Fees (20 students @ 800) 16,000 24,000 (30 students)

**TOTAL 23,000 32,000**

**Expenditure**

3. Remuneration 10,000 13,000

4. Other payments 1,500 1,500

5. Travel 1,200 800

6. Advertising & Publicity 1,500 1,000

7. Supplies 2,000 2,500

8. Additional technology 1,500 500

9. Utilities 1,000 1,200

10. Incidentals 2,000 2,000

**TOTAL 20,700 22,500**

**CERTIFICATE PROGRAM IN TRANSFORMATIONAL URBAN LEADERSHIP**

**ESTIMATED START-UP BUDGET**

In order to get the programme off the ground, some initial expenditure is necessary and funds will need to be sought for this purpose. At the moment, no such funds can be readily obtained from local sources, so we are looking to other sources outside Ghana. We shall seek the assistance of the MATUL Commission in this effort.

The proposed expenditure is as follows:

(*Amounts stated in US dollars*)

Travel & Transport 500

Advertising & Publicity 500

Gifts for Community leaders 200

Consultative Meeting with stakeholders 200

Communication (phone, etc) 200

Laptop Computer, Camera 1000

Supplies (stationery, etc) 200

Allowance (Admin. Assistance) 600

Incidentals 300

**TOTAL 3,700**

**CERTIFICATE PROGRAM IN TRANSFORMATIONAL URBAN LEADERSHIP**

NOTES TO THE BUDGET ESTIMATES

1. **Grants**

These are funds expected from organisations and individuals who pledge support to the cause of transformation in deprived communities and informal settlements. Some of these grants may come in the form of scholarships to be administered by the institution.

2. **Student Fees**

Students who enroll in the training programme will be charged fees to be determined by the institution from time to time. It is expected that the fees will be borne by their churches and other sponsors

3. **Remuneration**

This includes remuneration for faculty (both full time and adjunct), programme director, administrative assistance and others

4. **Other payments**

These include taxes, insurance, retirement deductions, etc.

5. **Travel**

These will cover start-up visits and contacts with identified catchment communities, sponsors and donors and other trips related to the programme. Traditional leaders of communities often need to be approached first to enlist their support and approval.

6. **Advertising & Publicity**

Activities toward publicity for the programme, advertising for recruitment and production of flyers and information brochures.

7. **Supplies**

Stationery, media material for teaching and research, library books, etc.

8. **Additional technology**

Digital camera, laptop computer, projector, etc

9. **Utilities**

Contribution towards electricity, telephone, internet, fax, website hosting, use of furniture, etc.

10. **Incidentals**

This will cover any unforeseen expenses related to running the programme.