**Draft Memorandum of Understanding between \_\_\_\_\_\_\_\_\_\_\_\_ and the Encarnacao Alliance Training Commission**

(for both parties to review and rework as a summary of the Common Understandings document).

The role of the Alliance Training Commission is to serve the school in initiating the MATUL or BATUL program, and to enable the school to do so in a way that delivers the core DNA and processes of the MATUL or BATUL that have derived from consultations with urban poor movement leaders over some years.

The role of the partnering institution as a sovereign entity, is paramount in delivery of a quality degree to urban poor movement leaders.

The relationship with the Alliance is based on the desire to work together by consensus with other schools developing this and similar programs, so as to contribute to the synergy between schools, thus seeding the 50,000 from the slums to the slums with 5,000 who are trained in the wisdom of slum movement leadership.

###  Commitments of the Commission to the School

**Functions of the Commission**: The Training Commission functions as community of academics and urban poor movement leaders who voluntarily associate and colabourate to :

* Develop and deliver formal training for urban poor leaders
* Envisioning and maintaining the DNA of the MATUL
* Professional support
* Mutually assessing progress and suggesting upgrading
* Interchange of experiences, models, and training of faculty in grassroots storytelling and educational processes
* Collectively evaluate whether the core program might improve through changes in curricular content and standards, delivery methods, administration, and community applications.
* Reviewing publications goals of material related to Urban Transformation
* Facilitating student and faculty exchanges

### Commitments of a Partnering School to the Encarnacao Alliance Training Commission

1. To translate the remainder of the “Common Understandings” into the language used in the school.
2. To review the program and course structure and identify any local variations that would be needed, and discuss that with members of the commission
3. To meet with groups of grassroots workers, discerning their felt needs as a basis for program design.
4. To develop a process of involvement of potential partnering organizations, such as clusters of Pentecostal pastors under their President, or NGO’s so that class sizes of 15 minimum per year are assured.
5. To develop a 3 yr budget, a funding plan, and business plan and submit it to the commission (who will not do much with it, but just need to know it is workable). This may be based on living by faith, but it needs to be a clear plan of either fundraising or praying in the necessary resources for launch.
6. After the initial year, to contribute to the cost of the commission in some way (ongoing discussions by the commission as to levels), based on the relative sizes of partnering institutions and their resource base.
7. To budget for the director of the program and one faculty to attend the commission meetings each year (ideally the Commission will raise airfares and schools cover costs, but this is not guaranteed).
8. In order to ensure initial quality of delivery, to submit course outlines for peer review for the initial years courses prior to initiating the program, using the standard format. And 2nd year courses prior to initiating the second year with enough time for them to be reviewed and redone
9. In order to ensure that the DNA of praxis-reflection develops to take all adjunct faculty on 2-3 day retreat to work on course designs based on such processes.
10. In order to ensure the DNA of the story-telling basis of the degree develop a faculty retreat around story-telling methodologies.
11. Send to the Commission coordinator, copies of finalized course outlines, manuals, a list of faculty emails, and any PR material for inclusion on the Training Commission website.

Signed

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Colin Smith Viv Grigg

Carlile College MATUL Commission Intl Coordinator

Nairobi, Kenya

Date\_\_\_\_\_\_\_\_\_\_\_\_ Date