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| **SESSION** | **CONTENT** | **KEY QUESTIONS** |
| **Opening Session – 7 May 2013** | 1. **Introduction (VG)**
	1. The “why” of MATUL
		1. Slums have been growing exponentially over recent decades
		2. 1 billion people moved into slums in the past decade
		3. If the church does not engage in the slums, they will become further embedded in sin and lead to
	2. Question of the MATUL program: How do we train people to engage among the poor? How do we raise up leaders?
	3. The MATUL degree is:
		1. Theology
		2. Movement leadership
		3. Social entrepreneurial leadership
		4. Community transformational practice
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| Nairobi | 1. **Report from MATUL in Nairobi (CS)**
	1. Contexts
		1. Nairobi city centre
		2. Kibera slum
	2. Numbers
		1. 15 Kenyan students
		2. 4 APU students
	3. Course structure
		1. Three taught semesters and one semester for research
		2. 60 course credits with 15 credits for research
	4. What’s going well
		1. Building a good faculty team
			1. 70%/30% (Academia vs. Practical Experience)
		2. Developing good placements for the internships
		3. Improved standards in student work
		4. This year’s intake more financially self-sufficient
		5. St. Paul’s strengthening IT including use of *Turn It In*
	5. What has changed?
		1. Course is migrating to school of Arts and Social Science under new leadership
		2. Following CHE requirements the leadership dimension of the course has been increased
		3. CHE requires more electives—new courses have been added
	6. What have been the challenges?
		1. Accreditation process with CHE/CUE
		2. Students putting in a realistic level of reading/study
		3. Working between two institutions has both strengths and challenges
		4. Some students struggling with fees—one could not sit exams. $2000USD per year is a challenge in terms of contexts of the course.
		5. Movement leadership course still seems unclear
	7. Critical Questions (Academic)
		1. What faculty does the course belong in?
		2. What is the primary discipline in the course?
		3. Breadth of topics gives width but can mean much is superficial
		4. Kenyan Mas must have a significant research component. Students may need more input on research methodology and academic writing
	8. Critical Questions (Finance)
		1. The context of the course focuses on slums/informal settlements, but this context makes it difficult for students to handle fees.
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| More from Nairobi | 1. **More thoughts from MATUL Nairobi (CM)**
	1. Qualification standards for MATUL
		1. GPA of 3.0 or above from recognized university
		2. OR two years of post-graduate experience in related field
	2. Regulating plagiarism
		1. Use of *Turn It In* software
		2. Turn in hard copy and soft copy of assignments
	3. Qualifications for staff
		1. 70% of professors must have Ph.D.
		2. Supervisors of Masters programs expected to have Ph.D.
2. **Colin announces leaving Kenya**
	1. Joshua Mwaka taking over responsibilities of MATUL at Carlile College in Nairobi
 | **Discussion on Academic Study vs. Practical Experience for Students**-Students tend to favor practical experience over in-depth study (RS)-Students tend to describe their experiences or study rather than make a critical analysis (CS)-It takes a great amount of mentoring from faculty to raise the academic standard of students and the entire program (RS) |
| Manila | 1. **Report from MATUL in Manila (PN)**
	1. Poverty Statistics
		1. Population growth rate set to double population every 25 years
		2. 30% of Filipinos still poor
		3. 500,000 more poor people every year
		4. Growing GDP has little to no effect on poverty
	2. Different types of students
		1. Pastors
		2. Missionaries
		3. Nurses
		4. Entrepreneurs
	3. Asian Theological Seminary
		1. 44 years old
		2. Graduate school only
		3. MATUL started in 2007
		4. Faculty
			1. 4 full-time staff
				1. Theology
				2. Biblical studies
				3. Counseling
				4. Thesis
			2. 9 part-time staff
		5. Achievements
			1. Recognition with CHE in March 2013
			2. Added MDIV TUL degree
			3. Regular ministry consultations with leaders from the city
				1. Addressing topics such as: debt crisis, human trafficking
			4. Comprehensive program review/evaluation
			5. Negotiating with Bakke Graduate School to become their DMIN hub for DMIN in TUL
			6. Studying possible partner communities for participatory active research
		6. Student recruitment
			1. Best recruiters are students, both alumni and current
			2. Other avenues for recruiting: video, social networks, preaching in churches, networking with pastoral networks, attending Christian NGO meetings, teaching workshops for different Christian groups
		7. Fundraising
			1. International donors
			2. Local donors
			3. Material (proposal, video, flyers)
		8. Challenges
			1. Meeting with whole faculty
			2. Students dropping out
			3. Getting whole curriculum online
			4. Transition from special program to regular program
			5. Curriculum change introducing 9-unit action research project parallel to thesis
		9. Future plans
			1. Enlarge student base nationwide through online learning
			2. Offering DMIN locally
			3. Increase enrollment to 35-40 students
			4. Increase scholarships through local donors
			5. Become a research center for urban missions in Philippines
			6. Adopting one community as CTUL field lab
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| India (HBI) | 1. **Report from HBI (Saravanan)**
	1. About India
		1. 1.2 billion in population (more than all of Africa)
		2. 1,652 different languages
			1. Bible only available in 150 languages
		3. 4,865 different groups of people
		4. 40% of people now living in cities
		5. 25% of population living in slums
		6. 50 cities over 1 million people
	2. About HBI
		1. Goal: plant a church in every village
		2. Starting in 2007, began to concentrate on urban population
		3. Most students are slum pastors and NGO leaders
		4. Total MATUL course is 120 hours
		5. Goal: recruit 15 MATUL students/year
	3. Challenges
		1. Finding MATUL coordinator/staff
		2. Organizing meetings with faculty
		3. High dropout rates
			1. Students sometimes struggle with courses in English
 | **Key Question: How do we keep MATUL from being geared only for pastors?** |
| India (MITS) | 1. **Report from Mission India Theological Seminary (SK/HL)**
2. Launched MATUL in 2011
3. About Nagpur
4. 4th largest slum population in India
5. 40% of population live in slums
6. 66% of population Hindu (only 1% Christian)
7. Slum Teams
8. MATUL students, site coordinator, two social welfare workers, two nurses, two sewing class teachers
9. Established a worship centre in the slums
10. Course activities
11. Class lectures (min. 30 hrs)
12. Tutorials (min. 5 hrs)
13. Group discussion and interaction (min. 10 hrs)
14. Modular/seminar papers
15. Examinations
16. Project work/mini thesis
17. Challenges
18. Inclusion of MATUL into school
19. Students are divided due to integration of program
20. Students struggle doing research project
21. Financial crisis (too much financial dependence on the West)
22. Students in this program often need full scholarship
23. Solutions
24. MATUL will be separate program
25. Research methodology is introduced to help students with research skills
26. Induct students from business/professional community into program
27. Fees to be raised from students, with the rest raised by MATUL dept. and MATUL Commission
 | **Question**: How have you overcome issues of Hinduism and Islam? *There has been some persecution, although India is a secular country so there is freedom of religion. Muslims are not very receptive.***Question**: How do you go about building the slum teams? *They pair up MATL and MATUL students with faculty.***RECURRING THEMES: Students struggling with research, slum students struggling to pay fees.** |
|  | 1. **Report from Accra**
2. Two schools: Trinity Theological Seminary and Good News Theological Seminary
3. About Ghana
4. Pop. 24 million
5. Young people just about 50% of pop.
6. Growing urban areas
7. Christianity in Ghana
8. Long history—more than 500 years
9. Christianity in Ghana began in Accra
10. Church very much involved in social activities
11. Islam very much present in Ghana
	* + 1. Slums began as almost exclusively Muslim
12. TTS
13. Trains ministers in mainline churches
14. 2008 started course in urban mission and ministry (MTh level)
15. MATUL to be an alternative ministry program for MTh
16. Challenges
	* + 1. There are rich people living in some of the slums (need to define who the poor really are)
			2. Funding (looking for sponsorship for students, general funding)
17. GNTS
18. Moving into the slums
19. Feeding students into TTS for MA after receiving undergrad
20. Certificate level and Master’s level being started at same time
 | **Question**: Will the majority of the students be pastors? *Initially, yes.***Question**: Will they be pastors already living in the slums? *Mostly, yes.***Question**: Should classes address rural issues that are the sources of the slums? |
| Addis Ababa | 1. **Report from Addis Ababa**
2. College is owned by large denomination
3. Most churches in rural areas
4. Most development is focused on rural areas
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| Kampala | 1. **Report from Kampala (ADO)**
2. In process of developing undergraduate, certificate, and MA programs
3. Do not want to exclude from training those who have less education
4. Committed to housing MATUL in theology department
5. Program must be designed to fit into structures already established
6. Launching program next year
 | **RECURRING THEME: Forming a process from the grassroots level where students can work their way up toward the MA degree.** |
| **Day 2 – 8 May 2013** | 1. **How has MATUL changed its graduates? (Saravanan)**
	1. 15 graduates at HBI so far
	2. Goal: train 150 pastors by 2020 (approx. 15/year)
	3. One student in Chennai took destitute women into his home and taught them how to make/sell paper products and washing powder. They are now making $5/day. He also started a church among these women.
	4. Another student has started a micro-finance operation through the local church. Upon the recommendation of the pastor, members are lent a sum of money to start a small business. This money is expected to be repaid over time.
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| Various Topics  | 1. **Various Topics for MATUL Commission (VG)**
	1. What is the MATUL Commission
		1. A flexible cooperative of professionals at various institutions
	2. What is the MATUL degree?
		1. Urban missiology
			1. Church growth, leadership, development, social sciences, theology, culture studies
		2. Proposed changes from 2012 Commission gathering (p. 25 of MATUL Commission document)
			1. Upgrade thesis (Viv has done this—to be evaluated this week)
			2. Gender Issues
				1. **Each school needs to send Viv a one-page outline in the next month of how they will approach mainstreaming gender issues in their program**
			3. Local variations
				1. Could each school highlight the variations from the base programming? (both process and content)

Term structure (i.e. “intensives v. semester-long)Community residence: required or optional?Instruction: face-to-face or online?Pedagogical bias: teacher-fronted (lecture) v. community-based (fieldwork)# and length of internshipsPre-requisites (e.g. theology)Added/deleted coursesChanges (from original framework) in program title, course titles, course descriptions* + - * 1. Is the MATUL Commission in agreement on these variations?
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| Grassroots Training | 1. **Grassroots Training (VG)**
	1. Paradigm shift—from “pastor” to “trainer”
	2. How does the gospel speak to your context?
	3. Developing networks of training
	4. Presentation of Kampala’s slum pastors (John Baptist)
		1. Uneducated slum pastors are in need of training
		2. Higher level degrees exclude these pastors
		3. Slum pastors already have the heart for slum ministry
		4. Funding for education is an issue for slum pastors
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| **Day 3 – 9 May 2013** | 1. **Social Entrepreneurship Leadership (VG)**
	1. How do the poor escape poverty?
		1. Migration, education, entrepreneurship
	2. Summary of Principles of Kingdom Economics
		1. Creativity
		2. Cooperative economics
		3. Productivity
		4. Work
		5. Rest
		6. Redistribution for equality
		7. Saving and debt
		8. Celebration
	3. Conversion movements create a transformation of economic values
	4. The MATUL degree in many ways is a degree in social entrepreneurship
		1. In each of the internships there is the opportunity to observe NGO management structures and finances
		2. Businessmen will fund this program if they see the business outcomes
		3. Social entrepreneurship is purposeful profit-making
		4. “Solidarity economics” – working together as a community of entrepreneurs instead of against one another
 | **Question**: If you could start the MATUL program again, how would you do it?-Have a forum of local slum pastors, getting their input and backing for the degree-Develop curriculum based on issues in the local slums-In Philippines, there was much resistance to MATUL that gave it a shaky start-Have a process where the whole school can have ownership of the whole program |
| Variance | 1. **Variance Discussion with Rich Slimbach**
	1. What are the common values across each MATUL program, and where is variance acceptable?
		1. MATUL is a group of like-minded individuals who collaborate and voluntarily meet to address issues within their slum contexts (it is not a McDonald’s-like franchise)
	2. Where are the variances?
		1. Program title
		2. Course titles, descriptions, and outcomes
		3. Pedagogy (teaching-learning process)
			1. Internships
				1. Help balance conceptual and experiential learning
				2. Courses in U.S. need 150 total hours of learning experiences
			2. Fieldwork (non-internship)
			3. Reading
			4. Slum residency
				1. Rich sees this as the biggest concern
				2. In Philippines and India, classes are conducted on campus
				3. In Philippines, 1/3 of students do not live in slums
				4. In India, students do 2-week intensive courses so are not required to live in the slums
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| Critical Elements of the Degree | 1. **Critical Elements in a Degree in Entrepreneurship (HL)**
	1. Social entrepreneurship focuses on transforming pressing social problems
		1. Transforming three areas: civilization, culture, and social relationships
	2. Factors for social change:
		1. Geographical
		2. Psychological
		3. Sociological
		4. Environmental
		5. Scientific/technological
		6. Ideological
		7. Legislative
	3. Education and social change
		1. Education is a condition of social change
		2. Education is an instrument of social change
		3. Education is an effect of social change
	4. Guiding principles for social change:
		1. Social impact
		2. Social innovation
		3. Sustainability
		4. Measurement
	5. Social impact is the first priority of a social enterprise, although financial sustainability is a necessary means to that end
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| MATUL Decision-Making | 1. **Issues to Inform MATUL Decision-Making (RS)**
	1. World’s largest cities have shifted from the West to the Developing World over the past 100 years
	2. Dual Cities
		1. Urban poor and rich elite in same city
	3. Desired outcomes for MATUL:
		1. Student: global engagement
		2. Community: local improvement
	4. Four areas to achieve these desired outcomes:
		1. Student characteristics
			1. Intentionality, prior experience, cognitive readiness, active listening, etc.
			2. Will students be market-driven and mission-sensitive, or mission-driven and market-sensitive?
		2. Program characteristics
			1. Destination, duration, preparation, depth, pedagogy, analysis, etc.
		3. Grassroots organizations
			1. Credible, autonomous, participatory, locally accountable, capacity building, etc.
		4. On-field experience
			1. Embedded, embodied, immediate, informed, problem-oriented, responsive, etc.
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| Partnering Schools  | 1. **Schools partnering with MATUL (VG)**
	1. Consider philosophical missional compatibilities
		1. Is your school entrepreneurial?
		2. Is the MATUL program the logical next step for the institution?
		3. Is there an urban focus within at least part of the faculty and leadership?
		4. Are there current programs that engage directly with local poor communities?
		5. Is there a theologically informed commitment to deal with the spiritual roots of poverty?
		6. Does the school have a bottom up approach rather than top down (developing resources from among the people, initially with existing resources)?
		7. Is there an understanding of the centrality of the Word, the Spirit, and the Church in transforming society?
		8. Is there a commitment to developing leaders of indigenous church-based movements?
	2. Determine Faculty and Pedagogical Congruence
		1. What type of learning process does the faculty normally engage in with their students?
	3. Assess Institutional Capacity
		1. Faculty engagement
			1. Two full-time faculty, plus an assistant, as core team
		2. Leadership support
		3. Stability
		4. Accreditation capacity
		5. Programme modifications
		6. Expansion from existing resourcing bases
		7. Program planning
	4. Appoint a Program Catalyst
		1. This is the entrepreneurial driver behind the program’s start-up process
 | **Question**: What are other things that are needed to start up MATUL?-Start-up funding is helpful (CS)-Vision, mission, budget precedes fundraising (VG)**Discussion:** Finances-Don’t depend on your institution—if you do, you’ll be trapped.-Pray with your teams and watch God answer your prayers.-Document for OCI funding:-1 paragraph for each institution-cost per student in each institution |
| Group Discussions | 1. **Group Discussion Feedback/Additional Questions**
	1. How to find the right kind of students?
		1. Doing a 3-day retreat to survey students and better explain the MATUL program
	2. How do we find the best organizations to partner with for our students?
		1. Develop a clear set of guidelines
	3. Intentional follow-up and assessing the impact of the training is essential
	4. Pedagogy
		1. Those who are teaching MATUL—are they well versed with methodology of teaching adults?
	5. Grassroots organizations
		1. Students need to be attached to groups that are organic, dynamic, that they can learn from
		2. Upon graduating, students should be able to transform inauthentic organizations to become authentic organizations (Saul🡪Paul effect)
		3. Outcomes: think globally, act locally
 | **Recurring theme: Improving internships by finding right organizations, professor visiting site half-way through to confirm the experience**-students should be learning and contributing-not just doing paperwork-should internships be longer? (i.e. 6 months)-what about having one internship go through the entire 2-year degree?-Different models:-5 short internships-2 long internships-attaching to a base group for the duration of the program-make sure there’s not more than 1 internship/semester-What defines an internship?-Students in Philippines engage with community leaders for 70+ hours/semester. This is action-reflection oriented and seems to meet the requirements for an internship, although it is not a “traditional” internship.-internships should be action-reflection orientedFinances: Viv will develop a template for the institutions to use in raising funds |
| **Day 4 – 10 May 2013** | 1. **Theological Framework for MATUL (VG)**
	1. Critical for MATUL is searching for the theology of God, but we find it in the faces of the poor.
	2. We are doing contextual theology
	3. Urban Theological Foundations
		1. Is God or was God?
		2. Is God or does God?
		3. Is God incarnate of cosmic?
		4. Is God a holistic storyteller or a rationalist philosopher?
	4. There is a conflict in our minds between systematic theology and contextual theology
	5. All theologies are contextual theologies
		1. American Evangelical = modernist logical
		2. Latin American Liberation = justice-based theologies
		3. German Reformation = systematic
		4. Irish Catholic = systematic
		5. Italian Catholic = systematic
		6. Slum Pentecostal = oral theologies
	6. Transformational Conversations
		1. Developing oral theologies
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| Pastoral/Praxis Cycle | 1. **Pastoral/Praxis Cycle (CS)**
	1. Experience🡪Social Analysis🡪Theological Reflection🡪Mission Response (cycle continues all within the framework of spirituality)
	2. Philosophical Roots
		1. Critical theory – challenge the idea of objectivity – reality is shaped by context
		2. The idea that philosophy is not about explaining reality but about changing it (Marx) – links into liberation theology and the context of praxis (action/reflection)
			1. Is theology just about understanding the world/reality or changing it?
	3. Pedagogical Roots
		1. Influence in educational models Freire problem posing education – stressing both context of the learner and the idea of education leading to change – transformation.
		2. Theology is the art of answering the question that nobody is asking
	4. Theological connections
		1. Bevans – there is no such thing as theology – only contextual theology
		2. Emergence of theologies that are intentionally contextual and directed towards (envisioning) change. Black/feminist/African/Liberation
	5. Social Analysis
		1. Geographic
		2. Political
		3. Historical
		4. Anthropological
		5. Economic
		6. Sociological
	6. Theological Reflection
		1. Reflection through the central themes of Scripture (not proof texting).
		2. Kingdom of God
	7. Whose cycle?
		1. Experience/Insertion/Incarnation/Identification🡪Social Analysis🡪Theological Reflection🡪Mission Response (continue cycle)
			1. What are our experiences?-->How do we analyze our experiences?-->What does our faith say about our experiences?-->What should we do?
	8. Interpreted experience
		1. Experience🡪Social Analysis🡪Theological Reflection🡪Missiological Questions
			1. The community has to come up with solutions themselves
	9. In a course on migration
		1. Begin through student experience
		2. Collect stories – what is the experience of the community?
		3. Analyze this experience (economic, social, political, cultural)
		4. Theological reflection
		5. Response
	10. Where do we begin?
		1. From Scripture to context
		2. From context to Scripture
		3. Is theology reduced to problem solving?
		4. Driven by political/social/economic ideology or by the hope of the Kingdom? On earth as it is in heaven.
	11. DISCUSSION:
		1. We cannot remove ourselves from what we already know
		2. HL argues begin with context
		3. Scripture must be applied to the context
		4. Conclusion: This is a false question that creates a false dichotomy
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| Urban Trans-formation | 1. **Beyond the Pastoral Cycle to Urban Transformation (VG)**
	1. Transformational Conversations
		1. How do we go beyond the pastoral cycle and engage the city structures?
		2. Transformation starts with the poor
		3. The city is chaotic, therefore urban theology is chaotic (Libanio)
		4. Transformational Conversation on an Issue
			1. Entrance stories
			2. Theological conversations
			3. Postmodern/Modern city conversation (sociological/political/anthropological)
			4. City transformational conversation
			5. New action story
		5. Transformational Conversation on Land Rights
			1. Violence, dispossession
			2. Biblical reflection on land and land rights, jubilee, prophets, exodus, theological analysis
			3. Socio-economic analysis: UNHabitat literature, best practices, community organization, cross-nation legislation
			4. Interfacing the conversations: Engagement with NHA (public theology), Jubilee Year, research on latrines (dignity)
			5. Structures as conversationalists: Rebuilding communities, community organizations voicing biblical values, new legislation
 |  |
|  |  | **MAJOR QUESTION: How do we help students (especially those without a background in theology) build a framework for theological reflection to apply to their theses?**Gerald West – Ujamaa CentreKingdom of God Theology-N.T. Wright-William Dyrness – Let the Earth Be Glad**DISCUSSION**: How does the MATUL feed into an MDiv or BD?-At ATS, they have integrated MATUL with the MDiv, adding one more year of ministry training**DISCUSSION**: Entrepreneurship (based on HL’s prior presentation)-What are the topics of entrepreneurship that we need to make sure are a part of the degree?-How do we measure the effectiveness of this teaching in the degree?-How do we evaluate the outcomes of this teaching beyond the degree?-There is a difference between entrepreneurship and social entrepreneurship-In training pastors in entrepreneurship, we must be careful not to turn them into business leaders and strip them of their ministry passion/effectiveness-Hruda to lead a sub-committee on entrepreneurship |
| APU | 1. **APU Update (VG)**
	1. Struggle to get this program into existence
	2. APU one of top Christian universities in U.S.
		1. Very entrepreneurial and godly leadership
	3. Unfortunately, Christian universities are following suit in capitalistic models of recruiting students who go into debt to fund the business of the university
		1. This is an unethical model
	4. 29 students enrolled for next year
	5. Voting next month whether or not to keep this program
		1. If it is dropped, two other schools are keen to pick it up
	6. Viv senses spiritual warfare
	7. Christian Church in America is declining rapidly
	8. Degree is shifting from ministry to NGO-driven—a failure from Viv’s perspective
	9. Viv does not advise putting the degree online—too much work
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| Additional Courses | 1. **Suggested Additional Courses**
	1. St. Paul’s University (CS)
		1. Course: Leadership and Conflict Transformation
			1. Purpose: To equip students with knowledge and leadership skills in order to address conflict transformation in urban communities
	2. ATS (PN)
		1. Course: Christian Creation Care
			1. Purpose: To explore a biblical framework for creation care (stewardship) in connection to transformative ministry. The course deals with the problems of natural disasters in regards to preparedness, prevention, and response for informal settlements.
			2. Viv suggests contextualizing this course to the urban setting (i.e. Urban Creation Care)
		2. Course: Gender, Sexuality, and Development
			1. Purpose: To use both theological and social lenses to explore various ideologies that surround gender and sexuality. Through exploration of these various ideologies, we will seek to develop understandings of gender and sexuality that create flourishing. Ultimately, these frameworks will be applied to implications for urban transformation.
			2. Viv – much of this is covered in Service to the Marginalized course
			3. Colin – Gender analysis is important for understanding transformation of communities, but would we be better adjusting other courses with these issues instead of adding a separate course?
			4. How do we mainstream gender issues through the program?
				1. Add something in Service to the Marginalized and Transforming Communities to include gender issues
				2. **Course descriptions should be edited for the addition of this topic**
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| **Day 5 – 11 May 2013** | 1. **Global Battle for the Slums (VG)**
	1. Leadership of wisdom from within the slums
	2. 50,000 slum workers have been raised up in the past 10 years
	3. Our challenge is to raise up 5,000 slum workers with wisdom
	4. We should not shrink back but move forward with faith (Heb. 10:38-39)
	5. MATUL has been blessed to start without any money/resources
		1. Each program is forced from the outset to work within their resource structures and local community to find their own resource base—this is sustainable.
	6. Part of putting on the armor for battle here is putting together an academic plan that can flow through your academic structures
		1. The same needs to be done with a business plan in order to achieve sustainability
 |  |
| DIS-CUSSIONS | **DISCUSSION: Viv (and others…Colin, Corrie, etc.) need to be like the Apostle Paul, traveling to countries where MATUL is starting up and helping it to gain roots and get off the ground.** -The host nation could cover travel costs, housing, food, etc. Salary/allowance would still come from the general fund. -How do we coordinate this? -Must make good use of our time. Several appointments should be set up ahead of time.-Work through syllabus. How to turn their desire to teach into an ability to facilitate the learning process.-Colin: The spirit is willing, but where is God leading him next year? He will be sorting this out on sabbatical. -Viv: We need to affirm a Sabbath rest for Colin. Urban workers often die young because they fail to rest.**DISCUSSION: We also must consider faculty swaps, but we need a structure to make this happen.**-One semester swap between two schools.-Two ends to work out: invitation and application (one school invites, one teacher desires to go)-Two dynamics: modular courses and semester-long courses.-India prefers visiting professors come for 2-3 weeks maximum and teach modular courses-George (Accra) will handle this issue**DISCUSSION: MATUL Commission Online Meetings**-every two months-limited agenda1. **New staff**
	1. Katie Gard – APU MATUL graduate (Manila) to help with course design
	2. David Breen – UK student headed to Manila to help with fundraising
2. **Next Year’s MATUL Commission Gathering**
	1. Ghana or Brazil?
		1. Consensus is to meet in Accra next year
	2. We have applied for funding for MATUL development for next 3 years
		1. First year we received 100% funding
		2. Following years funding support at 50% IF the other 50% can be raised by MATUL Commission
	3. Dates for 2014 Commission meetings
		1. May 12-17 seems to be ideal time
		2. Arrive sometime before Monday morning, May 12
	4. Who should chair the meetings next year?
		1. Saravanan will lead
		2. Helena will coordinate logistics on the ground

**DISCUSSION: We need to connect graduated students, and we need to develop a process for publishing their work.**-Who is willing to lead this?-International Society of Urban Missions -Very “Australian colonial”-Do not need to sustain a relationship with them, but every time they publish we have the opportunity to submit an article.-Directors on the ground should be able to identify student paper’s that are worthy of publishing | **Question**: Who is willing to head up the publishing of students’ work? |
| Country Reports | 1. **Country Reports Moving Forward**
	1. Uganda
		1. Reviewing existing MATUL courses in July and adding some of them into existing programs
		2. By the end of August new programs must be submitted
		3. Will begin recruiting by the end of this year
		4. Program will launch May next year
		5. Business plan needs to be worked out, fundraising developed, etc.
		6. Already have networks in Kampala and throughout Uganda where the program can be promoted
		7. Minimum 5 students required. Goal is to start with 10 students.
		8. Prophetic word from Viv: Long-term he sees an urban centre in downtown Kampala, with elements in urban planning and development. This centre will connect with the policy-makers and government in developing policies and programs to better serve and develop the slums.
	2. Ethiopia
		1. Already has undergraduate degree in community development
		2. Plans to go back and discuss strengthening the urban missions component in this program
		3. Will explore with faculty if MATUL can be started. Goal is to start in the next 2-3 years.
	3. Ghana
		1. MATUL will launch in September at Trinity
		2. Launch will be together through Trinity and Good News
		3. Question from Viv: Would American students be able to start in January?
	4. Kenya
		1. Colin’s job has been split in three directions
			1. Joshua taking over as Carlile College’s representative for MATUL
			2. St. Paul’s is appointing their own MATUL director responsible for academic requirements
			3. Carlile appointing an American missionary couple to provide pastoral oversight for APU students
	5. India
		1. HBI
			1. Appointing a full-time MATUL coordinator
			2. Saravanan will be overseeing all programs
			3. Goal: 15 students, 2 international students maximum
		2. MITS
			1. Goal: 10 students this year, 20 next year, 30 following year
			2. Trying to build partnerships with local churches
			3. Also building partnerships with local NGOs
			4. Trying to establish classrooms in the slum area
			5. 7 students will be graduating next year
				1. Trying to place them in slums after graduating
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