

Mission Training Review

Piecing together the puzzle

Phase 1 - Finding the pieces

“initial insights into mission training in the UK”

February 2006





What are some of the pieces?

Finding the different pieces of the puzzle

Mission focus

“Go to a place where you live in an international student body- you learn so much from each other out of lectures as well and it plays a vital part in lectures if there are different cultures represented.”

More collaboration

“...Cooperation is important and there may need to be some 'consolidation' within the mission training sector.”

Financial concerns

“The mounting debts of all our Colleges will push us to radical re-alignment soon or later.”

Importance of training

“Do it! It is essential. It opens your eyes to such a diversity of issues that are vital if we are to be effective in our mission.”

Out-of-date Approach

“The growth of 'short-term mission' and the increasingly cross-cultural environment of the UK tend to make this concept [pre-field training] anachronistic.”

Validation

“Validation has advantages and disadvantages. It makes the teaching more rigorous, and forces the faculty to think carefully about educational issues”

Developments

“...More opportunity for interchange of staff and students between majority world and UK institutions [is needed]”

Decreasing demand

“The number of candidates willing to commit to long-term assignments is decreasing”

Not just for missionaries

“An understanding of culture is paramount to ALL Christian ministry to avoid a superficial Western ideology being unwittingly imposed.”



Content Overview

1. **Executive Summary**

- Finding the pieces - background
- Key findings
- Questions raised
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2. **Setting the Scene**

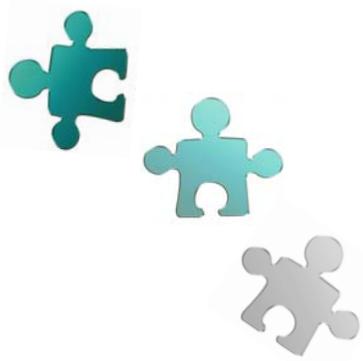
- Background to project
- Project scope
- Survey Matrix

3. **Project Findings**

- Demand for mission training
 - Receivers
 - Influencers
- Supply of mission training
- Trends – developments encouraged and foreseen trends
- Perceived Quality – elements of training particularly valued

4. **Next Steps**

5. **Appendix**



Executive Summary



Phase 1: Finding the pieces

- **Background**

- Initiated by Redcliffe College as part of their strategy review and Global Connections following their 2004 conference, this review started from a position of trying to understand what we do and do not know about mission training in the UK today.
- The primary concern of this review is to provide enough information to inform the rumbling discussions on mission training and put together a framework for a new Global Connections Training Forum who will take these discussions forward.
- As the scope of the project is wide, the depth of the findings is understandably shallow. However, important insights have been highlighted and a more robust framework for the current comments provided.

- **Methodology**

- The survey responses were collected using an online facility which in itself provides great opportunities (in increased response and reduced costs) albeit with some limitations (accessibility for overseas workers).
- The groups included in the surveys were: UK training institutions, UK mission organisations, college students, mission workers, college bursars and church leaders. Whilst the review also sought information from Europe via EEMA leaders, no information was forthcoming.

- **Understanding the findings**

- For ease of understanding, the findings of this review have been split into four sections:
 - Current demand for mission training
 - Current supply of mission training
 - Perceptions of trends and developments within mission training
 - Views on quality of mission training
- The key findings for each of these have been provided on the next slide. It is important to note that this data consists of the views and perceptions of the different groups surveyed. No attempt has been made to validate any of the assumptions or figures provided by respondents.
- It is also important to read the data carefully – some of the sections have very small bases of respondents and so the findings may be skewed by a few of these respondents. The bases have been noted for each section to help with understanding the scope of the findings.



Executive summary – Key Findings (1)

Key findings – demand for mission training

- Decreased demand:
 - The emphasis on the need for training from mission agencies has decreased alongside a decrease in the number of candidates interested in long-term mission service.
- Value of mission focused colleges:
 - The importance of mission focused colleges and courses has been highlighted by students and mission workers who value training provision where there is an explicit focus on cross-cultural mission, an international community and lecturers with mission experience.
- Mission training in ministerial colleges:
 - Demand for cross-cultural mission training is coming from ministerial colleges who would like to see this integrated with their current training.
- Importance of flexibility:
 - The need for flexibility in all areas of training (length, subject areas, method etc) has been raised by mission organisations.

Key findings – supply of mission training

- Financial sustainability:
 - Mission colleges are finding financial concerns an increasing burden, which may lead to a consolidation of colleges offering mission training.
- A change of approach:
 - The value of the current approach of pre-field / ongoing training has been questioned by mission organisation personnel.



Executive summary – Key Findings (2)

Key findings – foreseen trends, developments and threats

- Collaboration:
 - The need for more collaboration has been highlighted (especially amongst mission training colleges; between mission colleges and ministerial colleges and between mission colleges and mission organisations).
- Greater input from overseas:
 - This has been highlighted in terms of non-western teaching staff, students from overseas and potentially moving mission training to the Global South.
- Political and social threats:
 - Increasing censorship and the rise of political correctness is seen as a potential threat to mission training in the UK. This has been highlighted alongside comments about the declining UK Church.
- Financial threats:
 - The financial issues faced by students and colleges is likely to prompt a more radical alignment of UK mission training.

Key findings – perceived quality

- Positive feedback:
 - The findings were generally positive, particularly from mission workers and current mission students, who have found their training to be helpful (some have even commented 'essential').
- The whole package:
 - The perceived quality of mission training is often wider than the content of the lectures. An international student body and lecturers with mission experience were highlighted as key, whereas mission workers generally discouraged attending colleges that do not specifically focus on mission training.
- Balance of mission and theology:
 - Getting the balance right between theology and mission elements is important. There are differences of opinion amongst mission organisations as to which of these elements training institutions are doing well.



Executive summary – Questions raised

For colleges with mission courses

- Is it time to re-think the current training structure?
- Is there enough room for all the colleges – is consolidation needed?
- As Christian colleges, what is your kingdom responsibility in terms of duplicating courses?
- Is the role of the UK Christian college as a mission training provider declining?
- Are training institutions meeting the demands of modern day candidates and mission organisations - should they?
- Why are mission organisations choosing to provide the training themselves?

For ministerial and other theological colleges

- How can cross-cultural mission be incorporated as an integral part of courses?

For Churches

- Are churches doing enough to promote and support mission training?
- How can church leaders be encouraged in the value of mission training?
- Do churches have a financial responsibility to those they encourage to train?

For mission organisations

- What are mission organisations' responsibilities in encouraging mission training?
- How can mission personnel be used to develop the courses provided by training institutions?
- Is there a need to re-think current recommendations for mission training particularly in the light of advice given by mission workers and current students?
- If the receivers of training rate the cross-cultural experience of college so highly, why are mission organisations encouraging short courses and distance learning?
- Are mission personnel up-to-date with current mission training programmes?
- How is the quality of internal programmes assessed?

For the Global Connections network

- Who should be working together? / How can this be achieved?
- How can the profile of mission training be raised within the different network groups?
- As a network, what is our responsibility to retain credible, affordable mission training in the UK?



Executive summary – recommendations

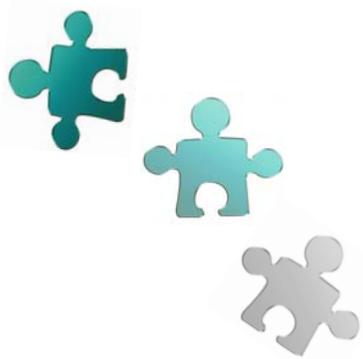
Recommended next steps

1. Mission Training day conference

- It is recommended that Global Connections hold a day conference to discuss the findings of this survey, along with other relevant information, and seek to address the questions raised.

2. Mission Training forum

- As a result of the day conference it is suggested that a Mission Training Forum should be created to provide a framework for continued discussion in these areas and development of new initiatives and collaborations.
- This needs to include representatives from mission and ministerial training institutions, church leaders and mission organisations.
- The questions thrown up by this review should be discussed by this forum and further research work undertaken in specific areas to gain a better understanding of the current and future potential for training.



Setting the Scene

Background to project
Project context
Approach
Scope of work
Methodology
Terminology
Survey matrix



Background to project

Global Connections conference 2004

- Following issues and questions raised about Mission Training at the Global Connections (GC) conference in 2004, a Next Level meeting was held in Oct 2004 focused on missiological training in the UK. It was agreed that further discussions and research into this was needed.

Redcliffe College strategy review

- At the end of 2004 Redcliffe College began a strategy development project. As part of this work they wanted to understand their mission training within the wider context of supply and demand in the UK and commissioned a piece of work to look at this.

Working in partnership

- Redcliffe College discussed their project with GC, who suggested that the project might be taken under the banner of GC to provide impartiality to the process.
- GC wrote to colleges and mission agencies to offer involvement in the core group and ask for contribution to the cost of the project.

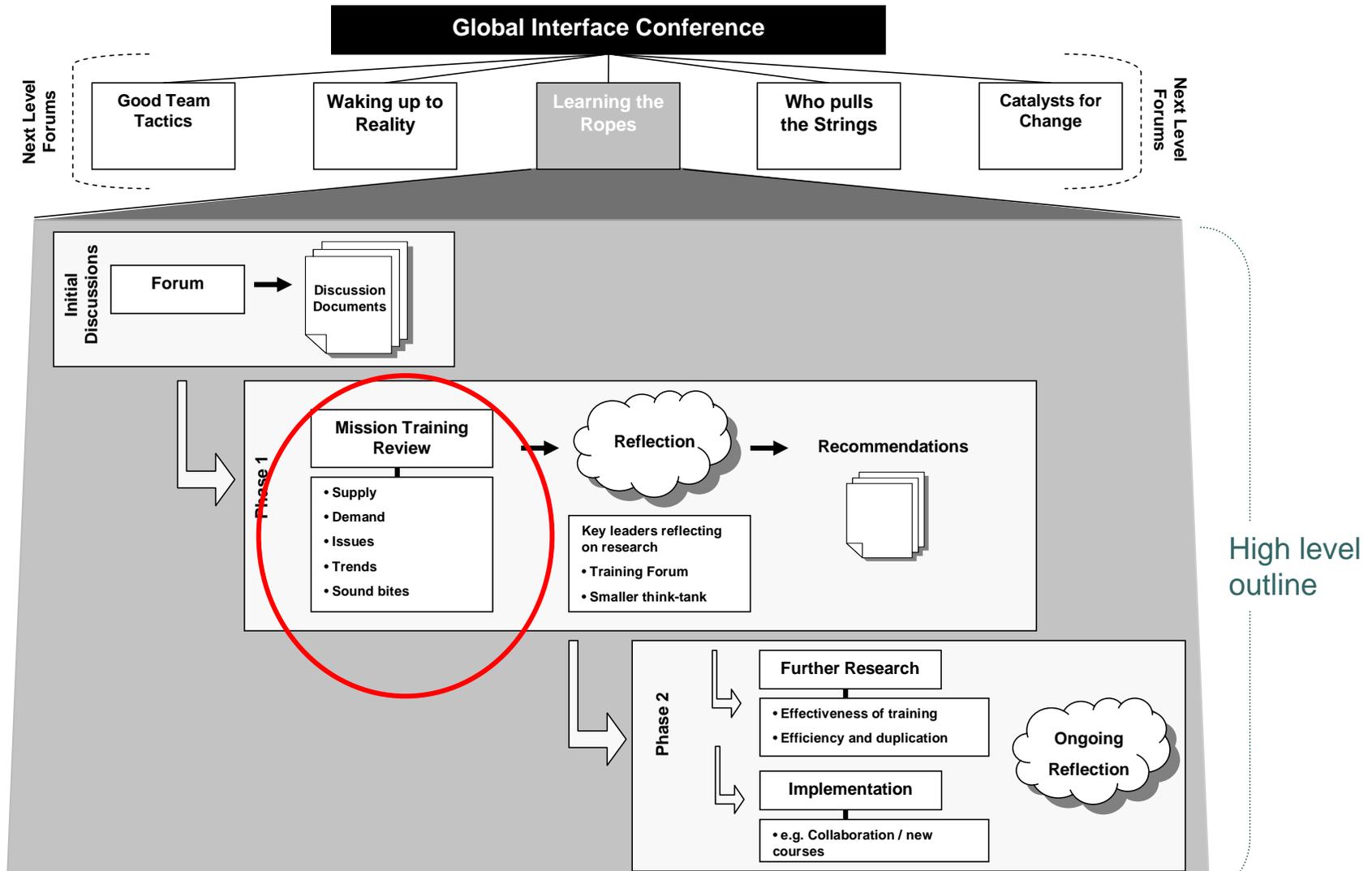
Mission Training Review

- Kick Start meeting in September 2005 with the core group.
- Project Managed by Vaughan Consulting (originally commissioned by Redcliffe College under their strategic review project).



Project Context

How this project fits within the wider context of Global Connections' activities:



High level outline



Project Approach

Objective

- To work in partnership with a number of mission organisations and training institutions to begin to understand more about mission training in the UK including; supply, demand, current issues and trends.
- It is not a pure research piece, rather, an initial review gaining insight into the current arena of mission training to inform debate and highlighting areas that may require future research.

Project Sponsor

- Martin Lee (Global Connections).

Project Manager

- Esther Vaughan (Vaughan Consulting).

Core Group

- Representatives from mission organisations, training institutions and research experience (see appendix 1 for core group members.) The role of the core group was to:
 - guide and shape the review.
 - input to and test the surveys (for content and usability).
 - involve their organisations in the survey groups.
 - provide feedback to the review.

Associated Documents

- Mission Training Review Proposal version 2 (April 2005).
- Core Group Meeting Notes (September 2005).



Scope of work

Nature of Review

- It was recognised that due to the limited budget and resource for this project, it will not be a definitive review of mission training. The core group agreed that more questions will be raised than answered by the review and that it will highlight the need for further research in particular areas.
- It was agreed that a training forum should be established to review the output from this review and as a separate project take forward those areas deemed important for more in-depth research or discussion.
- It was agreed that this review should be kept simple in order to make it meaningful.

What the review is -

- A snapshot in time, to provide the basic information about the supply and demand for mission training in the UK and perceptions of trends and issues. This will highlight the areas that require further investigation.

What the review is not -

- A thorough, definitive answer to supply and demand or trends and issues in mission training.
- A validated, quantifiable, statistical exercise.

Limitations

- It was recognised by the core group that there were limitations to the review:
 - Finances – a limited budget for the project.
 - Time – co-ordinating the research to target different groups at the most appropriate time.
 - Core Group availability – for meetings and input.
 - Accessing data sets – compiling data groups to include in surveys.
 - Remote workers – difficulty in surveying mission workers overseas (due to the availability of online access and sensitive country issues).
 - Terminology – finding consensus of terminology to use across groups of individuals.
 - Methodology – benefits and limitations of online surveys (to meet cost and time issues).
- However, whilst recognising the limitations, the core group agreed that it was important to get something done.



Project Methodology

Data collation

- It was agreed that the online survey tool 'surveymonkey' would be the primary tool for gathering data.

Survey Groups

- It was agreed that the following groups should be included in the review:

- UK Mission Organisations
- UK Training Institutions (and bursars)
- College Students
- Church Leaders
- Mission Workers
- EMA leaders

Mission agencies and training institutions were considered relatively simple to obtain data from, using established networks. However, it was agreed that gathering information from mission workers, church leaders and new church movements was likely to be very difficult, if not impossible, within the remit of this project.

Data Type

- **Qualitative vs. Quantitative data**

- The data gathered is a mixture of qualitative information and quantitative statistics. However, rather than an extensive data gathering exercise to quantify the information provided it was agreed that this project is a 'snapshot' review of mission training highlighting the trends and issues that have been and are being faced.

- **Perceptions vs. actual**

- It was agreed that it would be valuable to gather people's perceptions of trends in mission, which may require validation in future projects, rather than actual data to support these trends. This is due to the extent of data that would be required to establish such information.

Analysis and Presentation

- The data has been analysed, consolidated and presented in a structured format to help different audiences find the information relevant to their interests. Due to the varying interests of the groups represented, interpretation of the data in terms of how this should impact each organisation has been left to the individual receiving this information.



Review Terminology

What is mission?

- One of the main difficulties with reviewing mission training in the UK is the very term 'mission'. In order to set boundaries for the project, and to ensure that this did not become a review of theological training in the UK generally, the review recognised its interest in training for cross-cultural mission and defined the following terms:
 - **Cross-cultural mission**

Cross-cultural mission is the act of serving full-time in a culture other than your own. Normally, it involves learning a different language and/or making significant cultural adjustments. It may be within national borders or internationally.
 - **Mission workers**

Missionaries serving full-time in a culture other than their own.
 - **Short Term / Long Term**

Where these terms have been used in the survey timeframes have been provided (e.g. 1-2 weeks, 3 months, etc) so that the timeframe rather than the terminology is important.

Project lessons

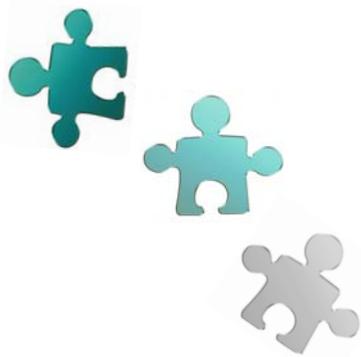
- The lessons from this review, which should be taken into consideration for future projects, have been documented in the appendix.



Survey Matrix

The following surveys were designed and distributed with more than 365 responses gathered:

Survey Group	Method	Responses	Base	Target	Notes
UK Mission Organisations	Online survey Qualitative & Quantitative	97 (85 orgs)	GC members Public listings	Directors / Personnel Directors	All listed UK mission organisations contacted
UK Training Institutions	Online survey Qualitative & Quantitative	48 academic (37 inst's) 5 bursar	Public Listings GC members ABCP members	Principals / Directors	All listed training institutions contacted (not just mission related)
College Students	Online survey Qualitative & Quantitative	77 (5 colleges)	Core group colleges	Students on mission courses	Covered top 4 colleges recommended by mission organisations
Church Leaders	Online survey Mainly Qualitative	43	GC churches EA churches New Frontiers		Low response compared to potential base (this was expected)
EEMA Leaders	Paper survey Qualitative	0	Sent via EEMA General Secretary and GC	EEMA leaders to understand trends across Europe	This information proved impossible to obtain.
Mission Workers	Online survey Qualitative & Quantitative	97 (+ emails)	Core group agencies + OMF, CMS, ECM	Workers from a representative sample of orgs (e.g. size / world focus)	Difficult as survey requires internet access. Also could not be sent to sensitive countries



The Review Findings

1) Demand for mission training

- What is the demand for UK mission training and where is it coming from?

2) Supply of mission training

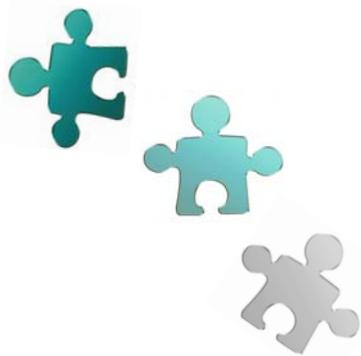
- Who is supplying mission training in the UK?

3) Trends

- Views on how mission training is likely to change in the next 5 years.

4) Views on the quality of mission training

- What are people's views on the quality of training provided?



Demand for Mission Training

Who is looking for mission training?

Why do they want training?

What / who do mission organisations recommend?

When are people seeking training?

What are the issues for those seeking or recommending training?

Has demand increased or decreased?

What are the threats?



Where is demand coming from?

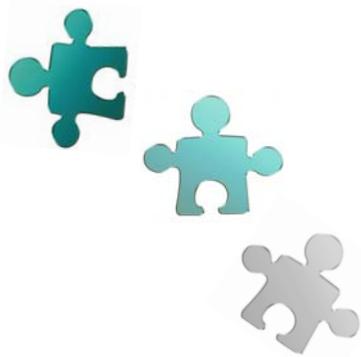
Demand for UK mission training takes two forms:

A) Receivers - People considering or undertaking training

- Individuals considering the possibility of mission training
 - Pre-candidates
 - Candidates
 - Mission workers

B) Drivers - Influencers

- Those people who advise, encourage or discourage individuals to undertake mission training
 - Church Leaders
 - Mission Organisations (UK)
 - Mission Organisations (Europe)
 - Friends or Family members
 - Former Students



A: Receivers

Who receives mission training?

Why do they choose to train?

What factors are important in their choice of training institution?

Are the needs of mission students changing?

What are students' plans for the future?

What advice would they give regarding mission training?



A: Receivers - People considering/undertaking training

- **Students on a mission track at the following colleges were surveyed**
 - All Nations Christian College
 - Redcliffe College
 - International Christian College
 - Moorlands College
 - Birmingham Christian College

(77 responses in total)

This includes the top 4 recommended colleges by mission organisations
- **UK Mission workers from the following organisations were surveyed**
 - AIM
 - AWM
 - ECM
 - CMS
 - OMF
 - Latin Link
 - Other (small group from seconded agencies)

(97 responses in total)
- This section provides the detail of these responses.
- Potential Gaps which may only have been covered in mission worker surveys.
 - Students undertaking short courses (weekend up to one month) with smaller training institutions.
 - Students of placement based courses such as YWAM DTS or New Tribes Mission.



Mission Students Profile

What does a mission student look like?

Key facts

- **Previous employment**
 - A significant proportion were employed in secular work (57%) prior to studying.
- **Denomination**
 - The largest denomination is Baptist with 37% of students attending a Baptist church prior to studying.
- **Course preference**
 - There is a wide and relatively even spread of course length (up to 3 years). This is very different to non-mission students the majority of whom are on 3 year courses (75%).
- **Nationality**
 - The majority of students were from the UK and Ireland (70%), with a good proportion from Europe (10%), and the rest from across the globe (20%).
 - This is slightly more biased to the UK than ANCC or Redcliffe student profiles – in the training institution survey both colleges estimated an international student body of 41%-60%. This could be due to their international bursary schemes and to their primary focus on mission training.
- **Mission college vs. Mission track**
 - The profile of ANCC and Redcliffe students have significant differences to ICC and Moorlands students who are undertaking a mission track. This can be seen in the table on the next slide.

Base: 63 mission student respondents



Mission Students Profile

- Comparison of mission colleges and mission tracks

	MISSION COLLEGES ANCC and Redcliffe	MISSION TRACKS ICC and Moorlands
Gender	56% - Female	85% - Male
Age	59% - 26-35	45% - 25 or under
Marital status	59% - single	65% - single
Nationality	64% - UK/Ireland	90% - UK/Ireland
Previous employment	67% - employed in secular work (5% student)	45% - employed in secular work (15% student)
Denomination	36% - Baptist	35% - Baptist
Main reason for studying	61% - "I wanted to be better equipped for cross-cultural work"	58% - "I wanted to increase my knowledge of the Bible"
Top 3 things looked for in a college	1 - Primarily mission focused 2 - Cross-cultural studies 3 - Staff with mission experience	1 - Evangelical nature of college 2 - Interdenominational 3 - Practical placement opportunities
View on overall quality of cross-cultural training	64% - Very Good 31% - Good	26% - Very Good 58% - Good
Mission Link	36% signed up with mission organisation	11% signed up with mission organisation
	Base: 39 students	Base: 20 students

Note: This is based on a small sample of students, particularly for the mission track and therefore only provides an indication. Further work would be required to validate this data over a larger sample of students. (BCC students were not included due to the small number of responses)



Mission workers profile

- **There is not a typical mission worker!**
 - This is a small sample – issues such as sensitive countries, internet accessibility and general apathy to surveys provided difficulties to completing the survey.
 - But – it does give an indication of the ideas and issues of mission workers. Some have worked in sensitive countries and are now back in UK and for some organisations with small UK base this was representative of their workers.
- **Responses span 40 years of service**
 - Good for breadth and insight.
 - Limited for detail on a particular period of mission training.
- **Summary of respondents profile**
 - 63% have served in a cross-cultural context for more than 10 years.
 - 84% are from UK/Ireland.
 - 77% are currently overseas.
 - 51% are involved in a ministry of teaching / discipleship.
 - Could be due to the spread of mission organisations involved.
 - 61% trained in a UK Christian college prior to their initial service.
 - 83% of these studied for 1 year or longer.
 - 52% have received further training during their mission career.
 - 31% of those who have not received further training are considering it.

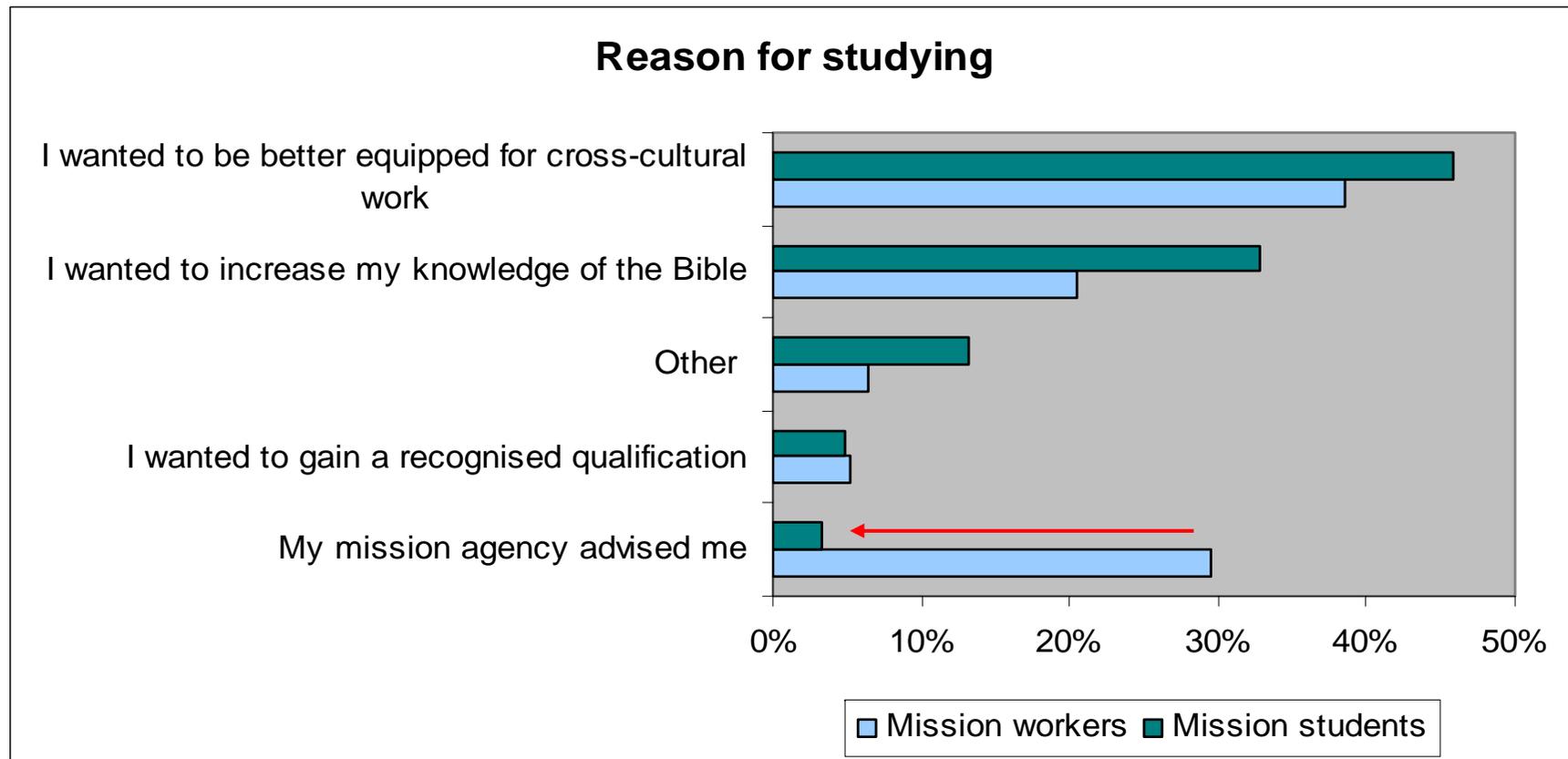
Base: 97 mission worker respondents (some questions skipped by respondents)



Why undertake mission training?

Why do / did people choose to undertake mission training?

- Mission workers and mission students were asked to choose their **main** reason for studying (one choice only).
- It is interesting to note the significant shift away from “mission agency advised me”.
 - 63% of mission workers have been serving for more than 10 years so this could show a shift in policy of mission organisations over this time.

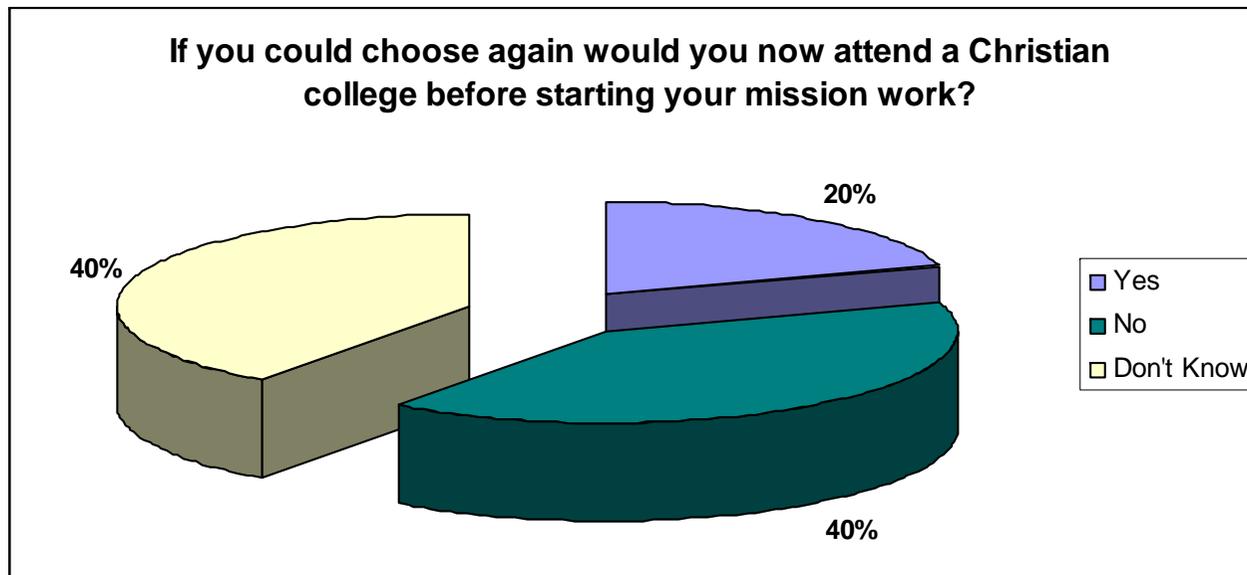


Base: 61 mission student responses / 78 mission worker responses



Why *not* study at a Christian college?

- **There were only a few mission workers who had not studied at a UK Christian college.**
 - This could reflect the policies of the mission organisations involved in the survey or past standard practice. It would be interesting to survey mission workers sent directly by their churches to see the differences.
- **Of the mission workers who did not choose to study at a Christian college the main reasons appear to be:**
 - I didn't think it was relevant to the work that I am doing.
 - I already had experience in Christian work.
 - This may fit with the earlier finding that the majority of students currently studying at a mission college were previously employed in secular work (those already in Christian work maybe less likely to choose to study).



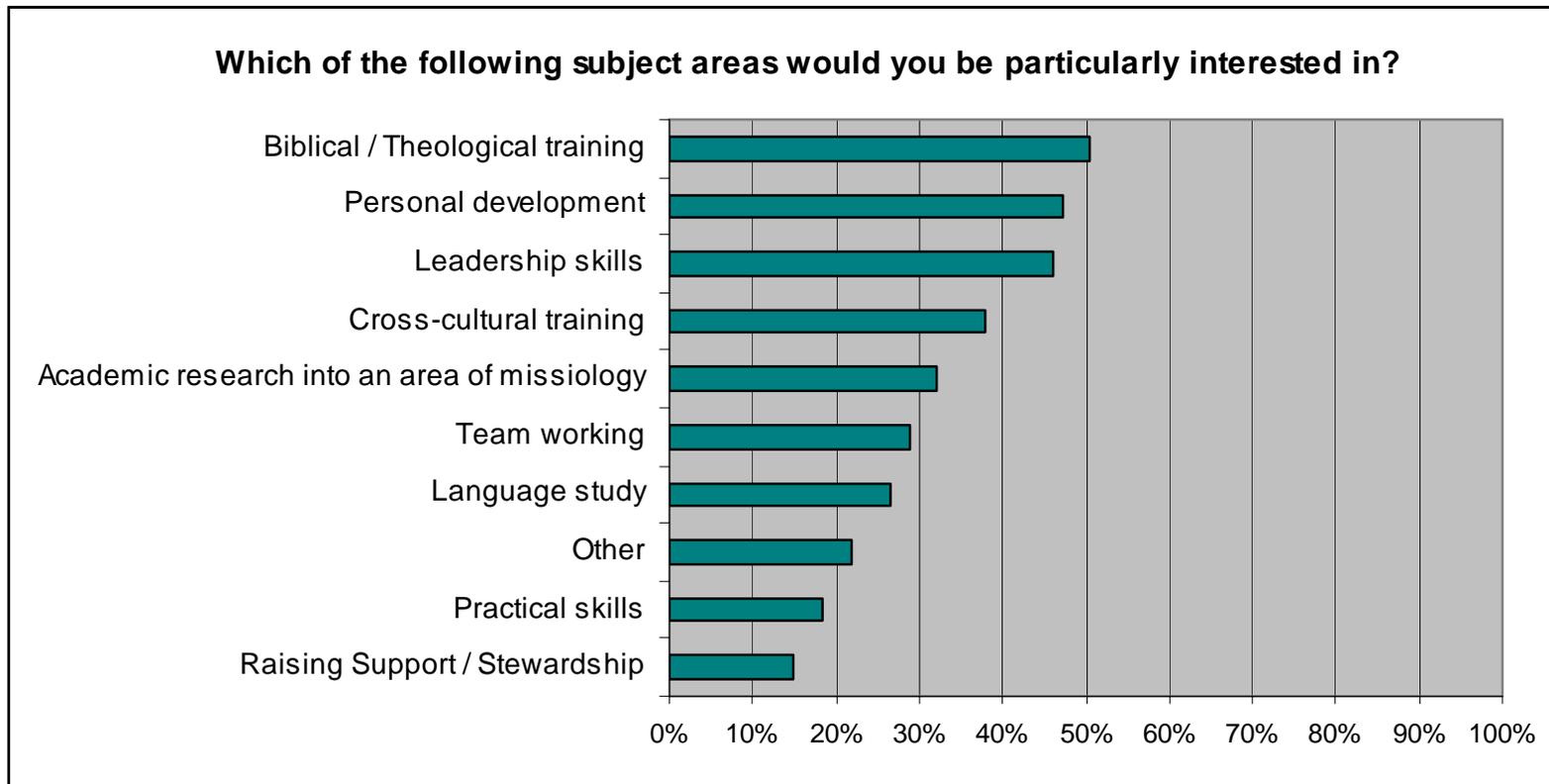
The chart shows mission workers' responses to the question of whether they would attend a Christian college before starting their mission work if they could choose again.

Base: 10 responses – note very small sample



Mission workers – Interest in ongoing training

- 51% of mission workers have already undertaken some form of further training and 31% of those who haven't are considering it.
 - This chart shows the areas that mission workers noted that they would be particularly interested in studying further.



'Other' responses fell into 3 main categories:

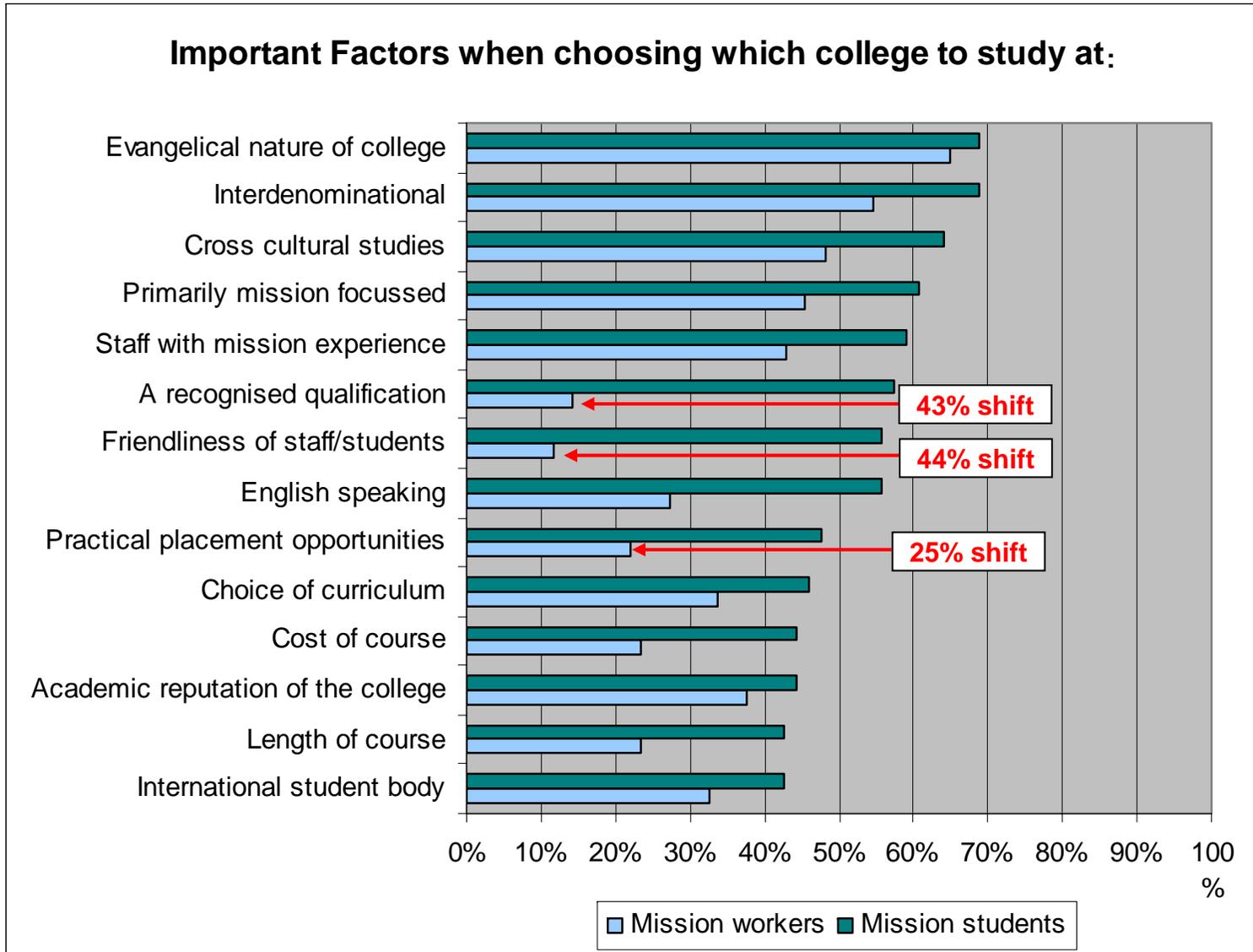
- Counselling and Member Care
- Biblical Languages and Translation
- Professional skills / qualifications

Base: 87 mission worker responses



What is important in their choice of institution?

Mission students and mission workers



Base: 61 mission student responses, 77 mission worker surveys



Important Factors - Reflections on significant changes

Significant increases:

- **A recognised qualification**
 - The increase in importance of “a recognised qualification” is perhaps representative of the UK culture generally, which places a higher emphasis today on accredited qualifications than was true in the past. This can be seen in more detail in the following slide which looks at the importance of validation.
- **Friendliness of staff**
 - The increase in importance on the “friendliness of staff” could also signify a cultural change in the view of ‘leader’ and how one responds to those in authority. It could be suggested that students today value the personal approach of lecturers, who in the past would have been regarded with more status.
- **Practical placement opportunities**
 - Placement opportunities appear to be significantly more important today. Whether this is a reflection on current learning practices or whether it is just that they are more widely available is an interesting question.

Unchanged:

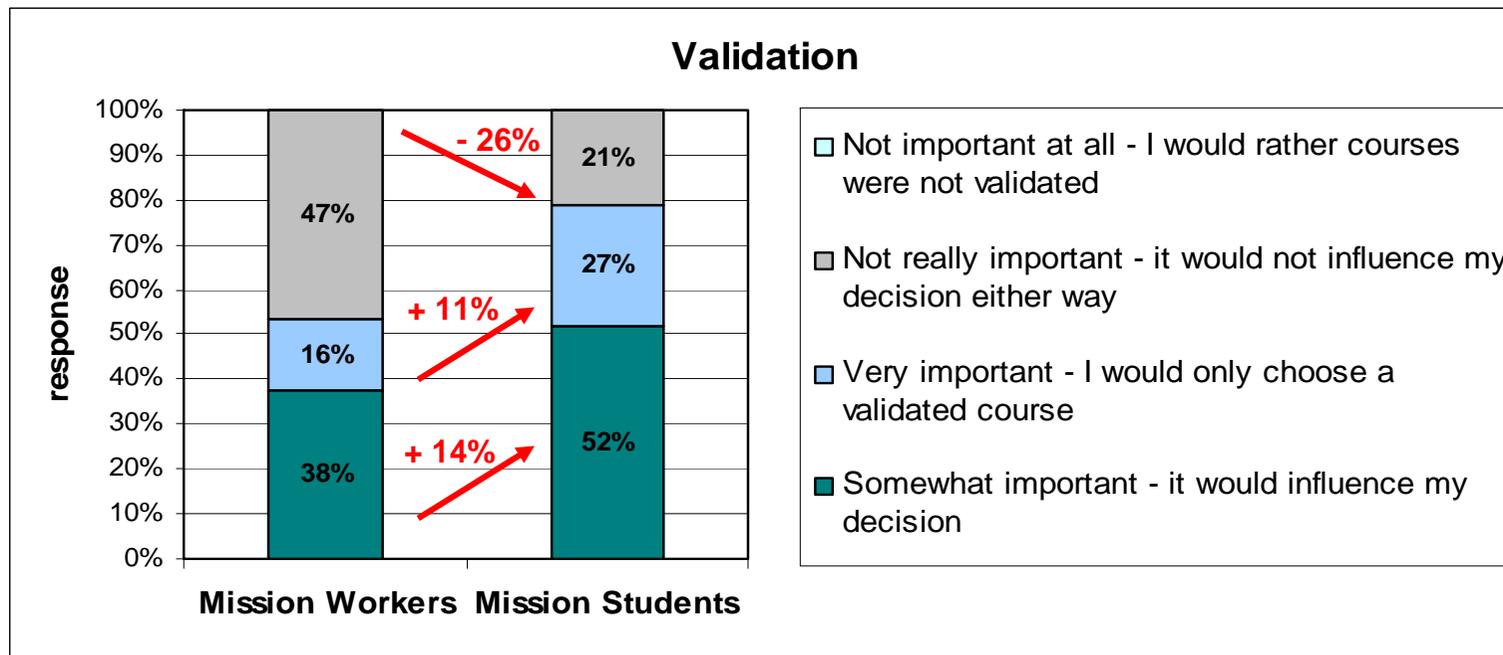
- **Evangelical nature of college**
 - It is interesting to note that ‘evangelical nature of the college’ has been the most important factor for both mission workers and current students. This is also true for mission organisations recommending colleges which can be seen in more detail later in the review.
- It is interesting to note that mission workers generally selected less factors than current students. This may be because it has been a number of years since they undertook mission training.



Mission Student views –

The importance of validated courses

- **Current students are more concerned with the validation of courses than mission workers** (seen in the influencing factors for where to study)
 - 54% of mission workers consider validation of courses as somewhat important or very important this is compared to 79% of current mission students.
 - It is interesting to note that 100% of mission student respondents are following a validated course.



Base: 62 mission student responses, 77 mission worker responses



College views - Impact of validation on institutions

Given the importance now placed on accredited courses, training institutions were asked for their views on validation and how, if at all, this impacts their training provision.

- **Validation is generally seen as a positive step forward**

- 48% of those who responded did not experience any challenges or constraints due to the requirements of their validating body and a number commented on the positive aspects of validation.

“They support us in aiming for our own goals.”

- **Increase in academic standards**

- A number of comments highlighted the increase in academic standards of their college as a result of validation which was generally seen as a positive.

“...but by and large we find that the academic rigour which such demands make on the college and its students are an advantage. They encourage us not to accept sloppy thinking and to ensure that our practices are acceptable outside narrow Christian circles.”

- **Compromise of personal and practical elements**

- The primary concern with validation that has been noted is the potential compromise to the personal, pastoral and practical elements of courses which are considered an important element of Christian training.

“The academic standards of our courses have risen, but the pastoral and practical aspects are in danger of being squeezed out.”

- **Bureaucracy**

- Bureaucracy and administration challenges were also noted as negative aspects of validation although with a sense that this is a necessary burden.

“Validation has advantages and disadvantages. It makes the teaching more rigorous, and forces the faculty to think carefully about educational issues. The challenge we face is that sometimes validation restricts the informal and non-formal aspects of education, i.e. the personal and practical.”

Base: 31 training institution responses



The changing nature of mission candidates

Perceptions from mission organisations

The survey asked mission organisations to note their agreement to certain statements relating to mission candidates on a scale of strongly disagree through to strongly agree.

- **Term**
 - The number of candidates willing to commit to long-term assignments is decreasing
 - **Training**
 - The amount of time candidates are willing to spend in training for cross-cultural mission is decreasing
 - There is an increasing trend in candidates who are less interested in theological training
 - Candidates are becoming more interested in personal development
 - **Support**
 - Candidates' expectations of the support they require from mission organisations is increasing
 - Candidates are increasingly becoming concerned with security issues
 - **Profile**
 - There is an increase in the number of candidates with personal issues (e.g. family issues, eating disorders etc)
 - There has been a decrease in the biblical literacy of candidates
- Strongly agree**
- Somewhat agree**

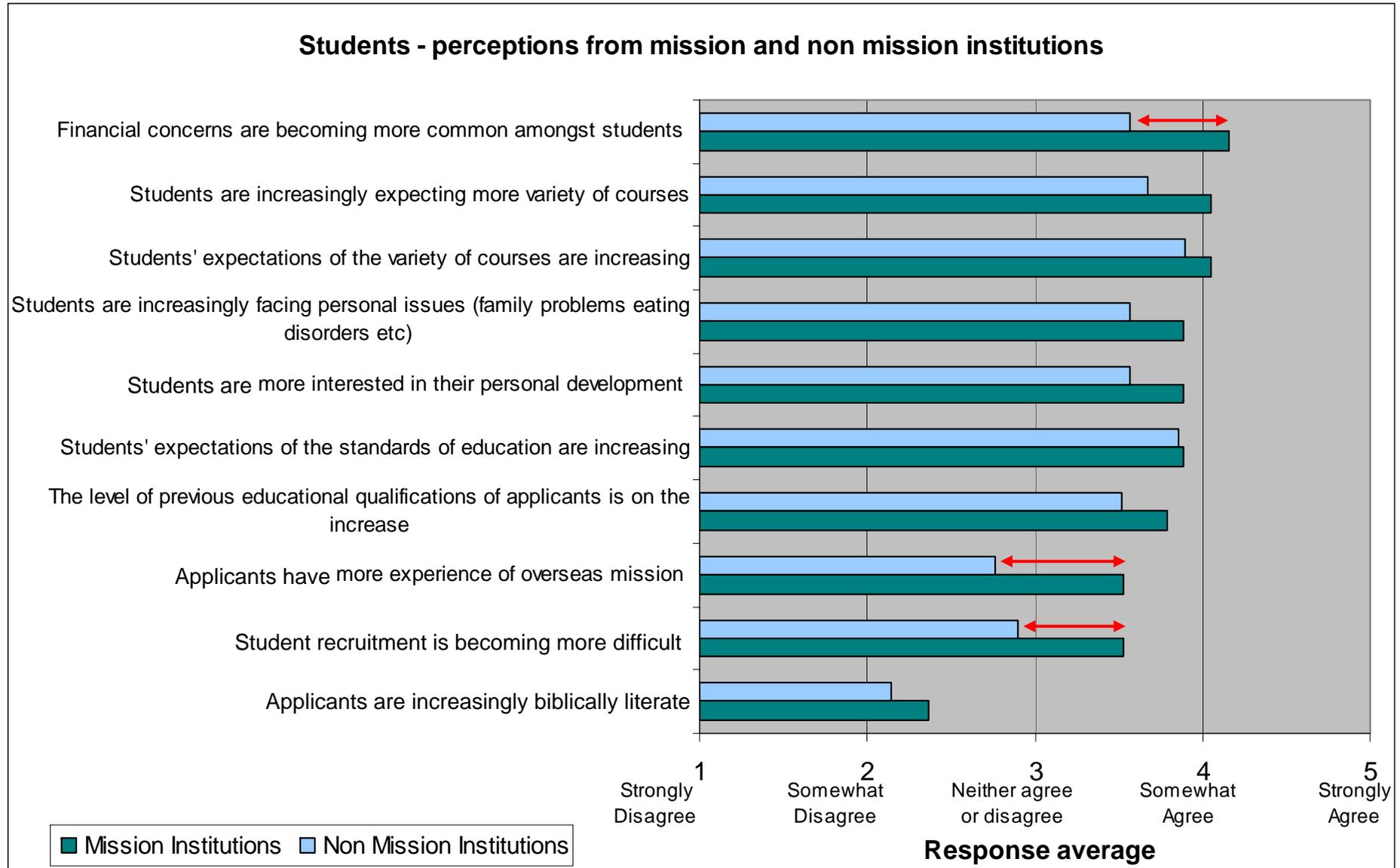
It is interesting to note that the significant majority of respondents did not disagree with any of the assumptions listed.

Base: 64 mission organisation responses



The changing nature of mission students

Perceptions from training institutions



Base: 40 training institution responses



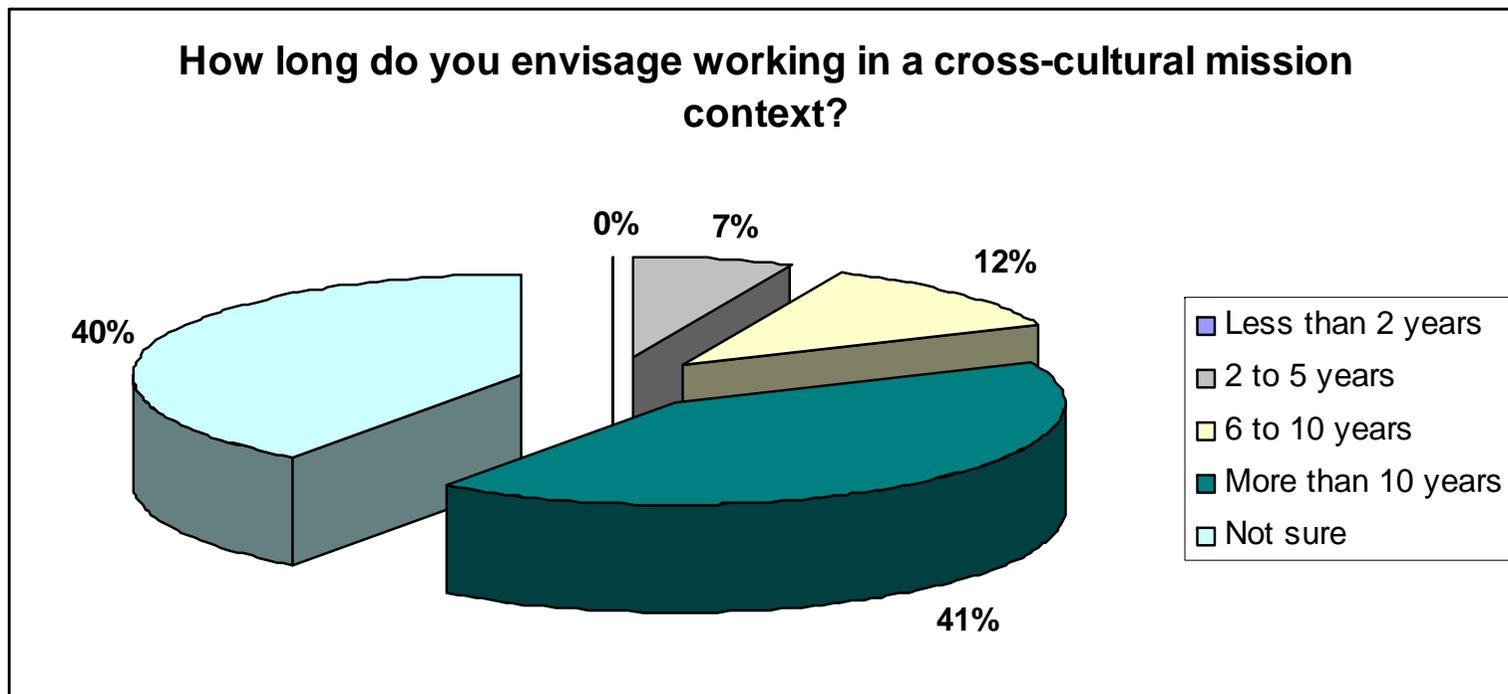
The changing nature of mission students (2)

- **Are mission students different to students at other colleges?**
 - It is interesting to note that there is an increased perception from mission colleges that financial concerns are becoming more common for their students.
 - Is this because there is less support available for mission students?
 - Are churches less likely to support mission training than other forms of theological training (such as ministerial training)?
 - It is also interesting to note that there is a higher perception amongst mission colleges (compared with general theological training institutions) that student recruitment is becoming more difficult.
 - Is this because the value of mission training is not recognised for people who are taking professional skills overseas?
 - It is not surprising to note that at mission colleges there is a higher perception that applicants have more experience of overseas mission than at other training institutions.
 - This could also be why student recruitment is becoming more difficult as mission candidates have increasingly more 'on the job' experience and are less interested in training.



Students plans – envisaged length of mission service

- **It is interesting to note that 41% of students plan to serve long term in a cross-cultural mission context.**
 - None of the students who responded plan to work for less than 2 years.
 - Is it primarily those considering long-term mission who opt to train in a UK Christian college?
 - Is this due to mission organisation recommendations for training based on planned length of service?



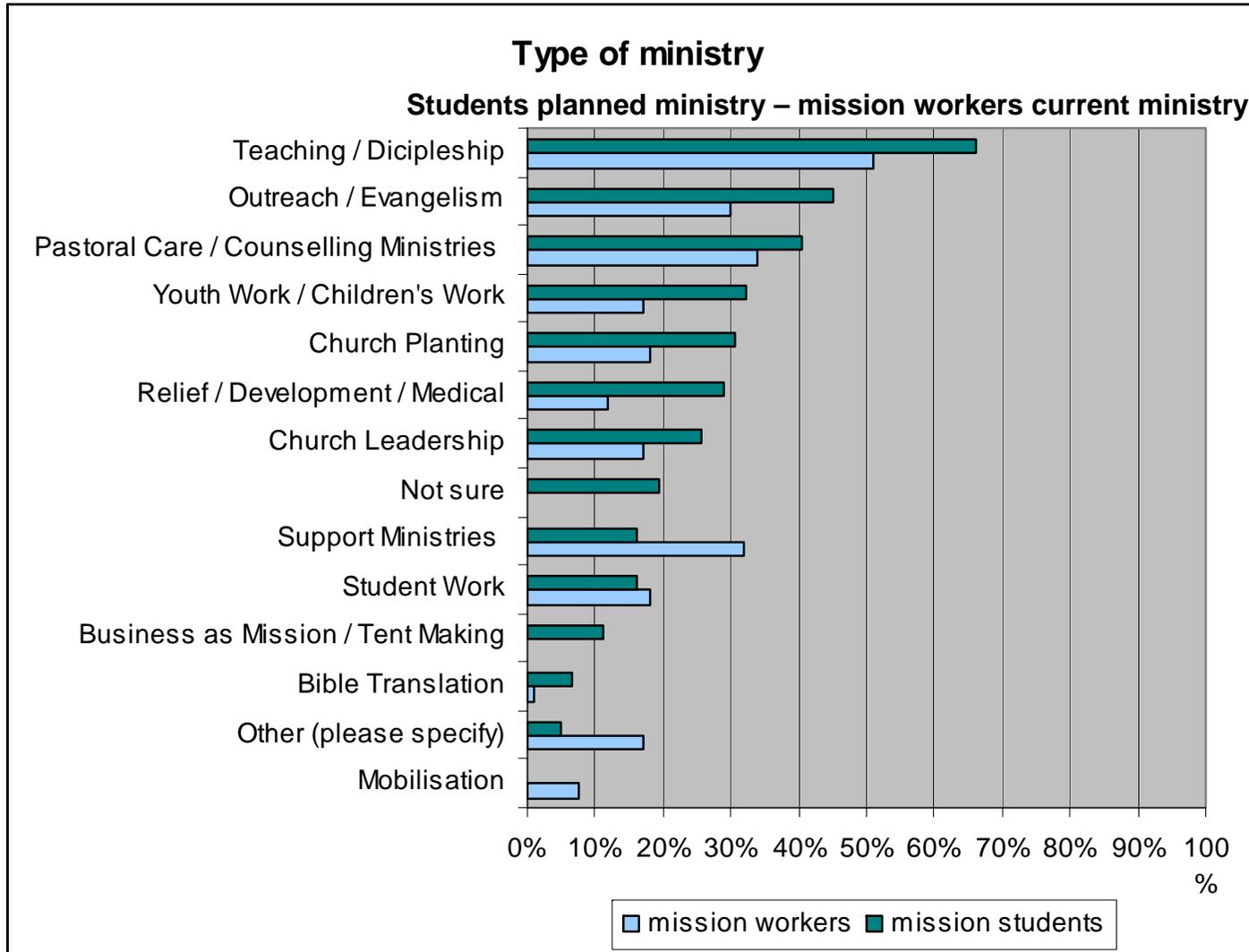
Base: 60 mission student responses



Student Plans - Planned Ministry

Q: What type of ministry do you plan to be involved in?

(comparison with mission workers current ministry)



Base: 62 mission student responses / 94 mission worker responses



Advice – students’ advice on mission training

Students were asked what advice they would give to someone considering mission training. Their answers have been grouped and listed by popularity of response.

- **Do it! / Go for it!**

- This was the most popular advice. Many students actually commented that **‘It is essential’**.

“Do it! It is essential. It opens your eyes to such a diversity of issues that are vital if we are to be effective in our mission. If you already have cross-cultural experience, then training is good consolidation and encouragement - and still very important. There is always more to learn! Go for it and may God bless you in it and as a result of it!”

- **An international student body is important**

- The value in attending a college that has many cultures studying together was highly rated. This was not only in lectures but also the importance of living in community together. It was noted that in some cases you are able to learn from people of the place where you are actually planning to work.

“Go to a place where you live in an international student body- you learn so much from each other out of lectures as well and it plays a vital part in lectures if there are different cultures represented.”

- **Understanding culture is really important**

- There was a general view that an understanding of other cultures is important and valuable to our Christian lives. It was noted that this was not only interesting for those going overseas but also for work in the UK.

“An understanding of culture is paramount to ALL Christian ministry to avoid a superficial Western ideology being unwittingly imposed.”

- **Choose a mission focused college / course**

- Current students would advise those interested in training to go to a mission focused college or make sure they choose a mission focused course.

“Definitely go to a mission-focused Bible college, and do 2 years ([you] feel so much more settled and focused in 2nd year).”

- **Get advice / pray**

- Students encouraged those considering training to speak with mission organisations, former students and church leaders – and to pray.

It is interesting to note that there were no comments advising people not to undertake training.

Base: 51 mission student responses



Advice – Mission workers' advice on mission training

Mission workers were asked what advice they would give to someone considering mission training. Their answers have been grouped and listed by popularity of response.

- **Do it - it is invaluable**
 - By far the most comments were encouraging people to undertake training, including 'a must', 'invaluable', 'worthwhile investment', 'No-one should go overseas without it!'
- **Get a good balance of mission and theology**
 - Comments encourage people to go to a college with a strong mission emphasis and balance of biblical and cross-cultural studies. They also emphasise the value of staff with mission experience.
- **Get experience**
 - This was encouraged by many of the mission workers who valued short-term experience prior to training.
- **Learn the language / culture**
 - A good deal of advice was given to encouraging people to learn the language and the culture of where they are going.
- **Get to know the Bible / get to know Jesus**
 - Mission workers emphasised the need to know and understand the Bible well and to have a good personal relationship with Jesus.
- **Start in the UK**
 - The advice encourages people to get involved in cross-cultural work in the UK first.
- **Be flexible and prepare to change**
 - The need to be flexible and willing to change was often raised.
- **People over academics**
 - The importance of personal development was raised, encouraging people not just to concentrate on academic preparation.
- **Work with your Church / Mission Organisation**
 - Comments were made encouraging people to gain support from their church and mission organisation.

"Don't see training as a barrier to you getting to the work God has called you to! You would prepare well for any other role why not this one? It saves you and others (who will have to pick up the pieces you leave behind!) so much heartache if you get some preparation from those who've been there before you."

"Choose a missions orientated college with a strong Biblical base and teaching team with strong emphasis on practical field experience."

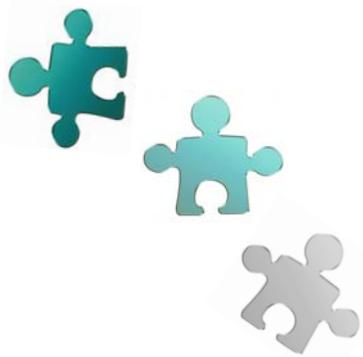
"Get cross cultural experience first, so you know what the questions are before you study the answers!"

"Spending time to learn the language and culture well of the people you are working among is never time wasted. Language learning IS ministry."

"Get experience of working with Christians of another culture here in UK and of sharing the gospel with those of another culture here too."

"look for something that offers personal and pastoral development and reflection not just theory."

Base: 79 mission worker responses



B: Influencers

Who are the influencers?

What training do they recommend?

Which institutions do they recommend?

What is important when recommending a college?

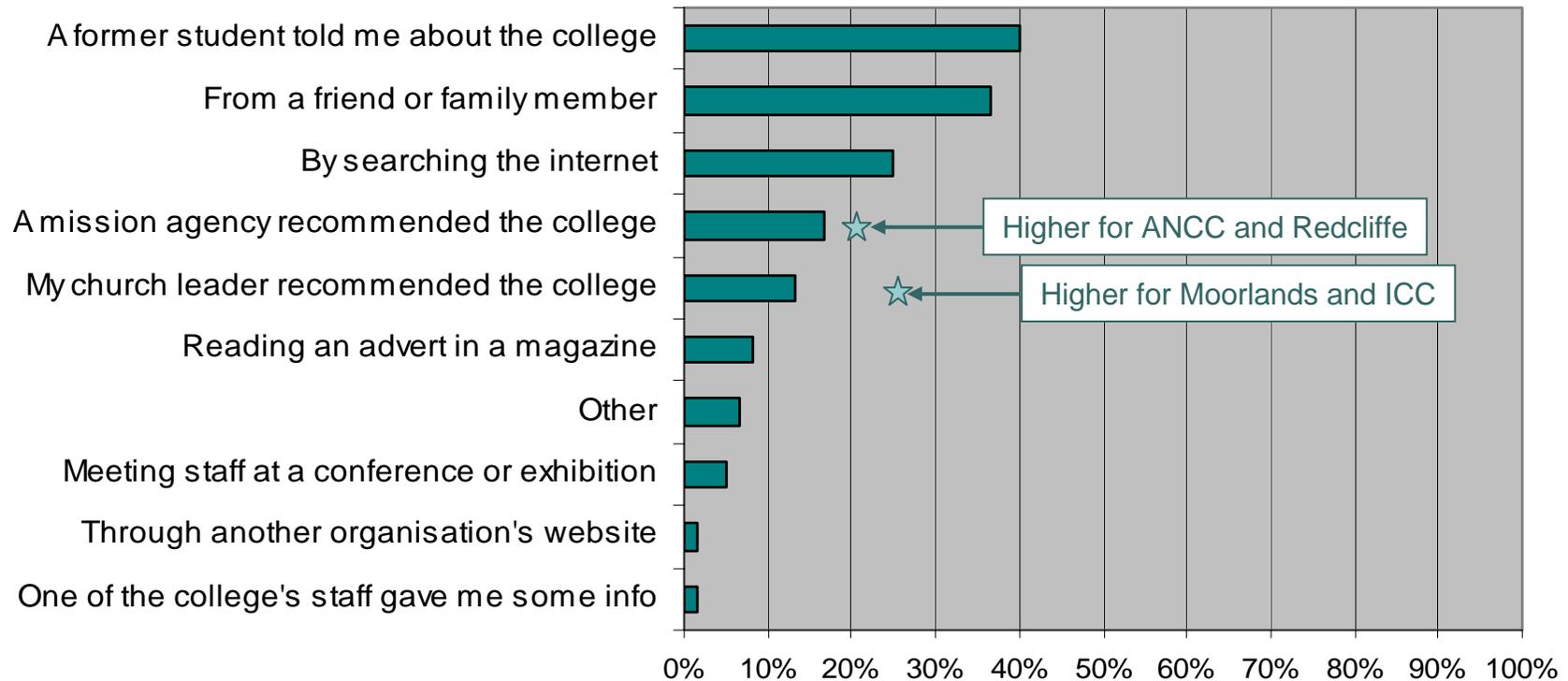
What are the important subject areas in mission training?



Who are the influencers –

how did students hear of colleges?

How did students first hear of the college they are studying at?



- **Former students** – this group is key in encouraging new students.
- **Church leaders** – it is interesting to note that a higher number of students at ICC and Moorlands were recommended by their church leaders.
- **The Internet** – it is interesting to note the importance of the use of the internet to find courses. This is expected to be a growing trend.

Base: 60 mission student responses



The role of Church -

Church leaders as influencers

A survey was sent to church leaders (via EA, GC and New Frontiers networks) to understand their views on mission training. There was only a small response to these surveys with a large proportion of these from New Frontiers church leaders. Therefore the results may not be representative of UK church leaders generally.

- **Mission links**

- 81% of the churches surveyed have strong links with a mission organisation or mission workers associated with a mission organisation. (A range of 60 different organisations were noted).
- 60% of churches have links with mission workers who are not associated with mission organisations (does this reflect the large percentage of New Frontiers leaders?).

- **Mission trips**

- 93% of churches have organised overseas mission trips (51% do so regularly).

- **Training**

- 61% of church leaders had not completed a full-time course at a Christian college prior to becoming a church leader (note – it could be an elder or other leader who has answered the survey).
- 37% have organised in depth teaching on cross-cultural mission for their church, outside of regular church activities.
- 12% regularly provide teaching on the subject of cross-cultural mission in their services or regular Bible studies, 54% do so occasionally.
- The main source of this training is mission organisations or mission workers.
- In the last 5 years, 77% of leaders have encouraged members of their congregation to train for cross-cultural service (45% have actually sent members for training).
- It is important to note that only 41% of churches support their members financially for mission training (44% answered n/a – 15% answered 'no').

Base: 42 responses – note there is a disproportionate number of New Frontiers church leaders who responded



What do they recommend?

Mission Organisations - recommended training

Pre-service training

Q: For each type of assignment, what minimum length of pre-service training do you usually recommend?

	None	1-2 wks	1-3 mths	6-9 mths	1 year	2 years	3 years
Mission Breaks/tasters (<6 mths)	42%	57%	2%	0%	0%	0%	0%
Short-term (6 months to 1 yr)	15%	69%	15%	2%	0%	0%	0%
Short-term (1-3 years)	8%	38%	37%	8%	6%	2%	2%
Medium Term (3-5 years)	4%	18%	21%	19%	18%	18%	4%
Long Term (5 years +)	5%	14%	16%	16%	24%	19%	7%

- 51% of respondents recommend less than 1 year training for long-term mission workers!
- It is interesting to note that where there is more than one response from a mission organisation, in all but one case these responses were different. This appears to indicate a lack of standard practice within mission organisation personnel, which could be due to the requirement for flexibility of training dependent on the needs of the candidate.
- It is also interesting to note a couple of comments from mission organisations regarding the pre-service and in-service split assumed by the survey questions.

“The growth of 'short-term mission' and the increasingly cross-cultural environment of the UK tend to make this concept [pre-field training] anachronistic. There is probably a debate needed here because the Bible Colleges seem interested in preserving it.”

Base: 79 responses (10% responses from duplicate agencies)

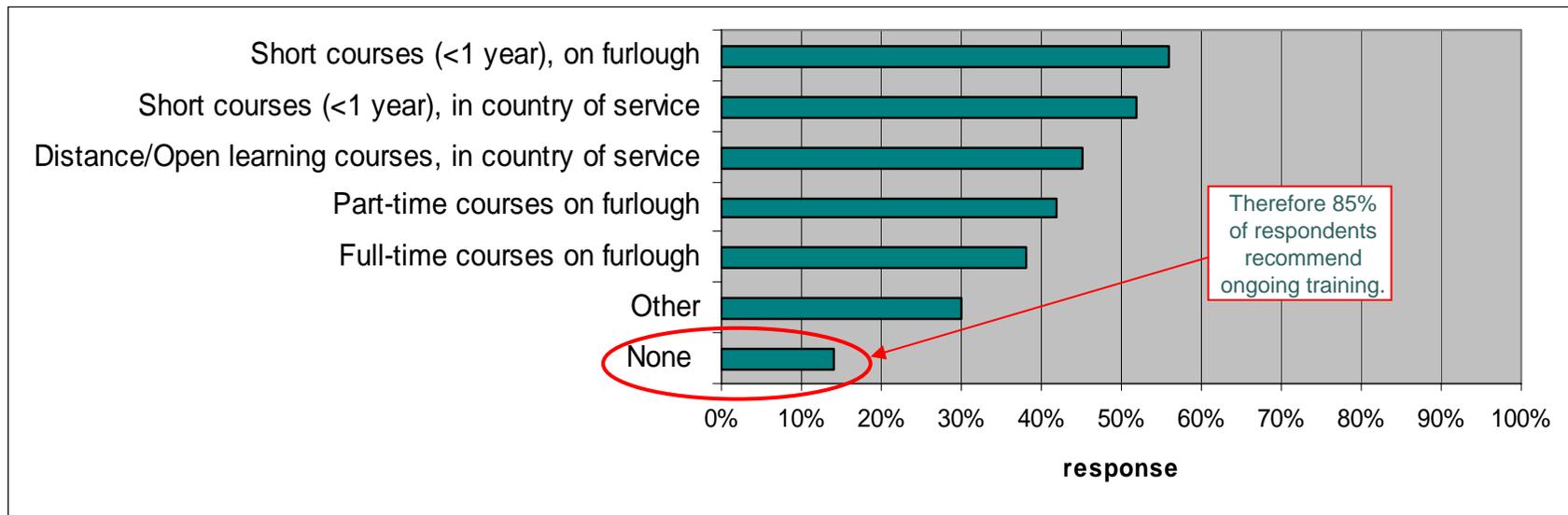


What do they recommend?

Mission Organisations - recommended training

In-service training

Q: What type of ongoing training do your mission workers receive?



“Other” responses included:

- **In country of service:** In-country gatherings, personal mentors for duration of overseas stay, small-group study in country of service, Study for PhD in country of service.
- **Person specific:** Depends on need and availability, they can request relevant training at any time.
- **Development:** Development courses, personal development, Investment in People project.
- **Conferences:** Ongoing training through conferences and seminars in the UK where they serve.
- **Professional:** Professional development (e.g. medical), team leaders courses every two years.

Base: 64 mission organisation responses



What do they recommend?

Church leaders - recommended training

Q: What advice, if any, would you give to someone considering cross-cultural mission service?

- Generally the advice was quite comprehensive with a number of different elements featured in each leader's comments. The main elements, in order of frequency were:
- **Get some experience**
 - This was the most common element of advice, often given alongside other elements such as pray, train etc.
- **Get some training**
 - Training was included in a good number of the comments although interestingly it was rarely the primary emphasis of the advice.
- **Be sure of God's call**
 - This was a common theme amongst the leaders.
- **Speak with missionaries**
 - Alongside this was the encouragement to read missionary biographies and get to know people from other cultures.
- **Get involved at home first**
 - A number of leaders expressed the need for people to be involved in a local ministry before considering overseas work.

"Get some short-term experience first as a test of your call."

"Train & prepare well before you go; training is never wasted once you are on the 'field'."

"Most important, know that you are called by God, and if married, both be clear in that call."

"Seek to serve where you are, if you can't do it here you won't do it there."

Base: 30 Church leader responses

Note this is not necessarily a representative group of church leaders



Which institutions are recommended?

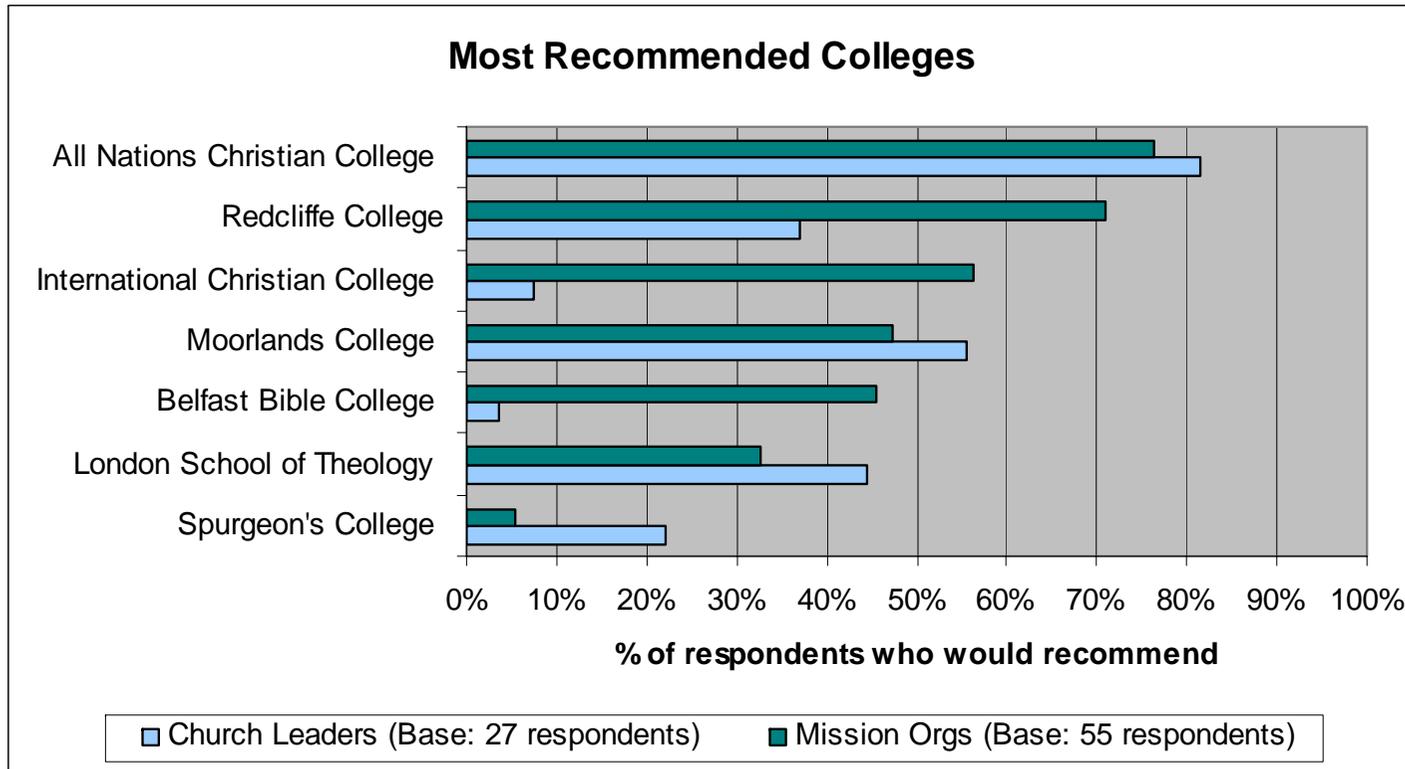
- Mission organisations and Church leaders did not provide details of any of the smaller training institutions that they use or recommend. They were however asked to indicate which UK Christian colleges they recommend and for their views on UK Christian colleges in general.
- Therefore, this section has focused on the role of UK Christian Colleges who have in the past played a key role in training people for mission.
 - 61% of mission workers surveyed said that they had trained in a UK Christian college.
 - 61% of mission organisations as a rule recommend that workers train at a UK Christian college.
 - 59% of mission organisations believe that half or more of their workers have received training at a UK Christian College.
- However, this is not a review of theological training generally so this section focuses primarily on UK Christian colleges who provide mission training.



Recommended Colleges

Church leaders and mission organisations

Church leaders and **mission organisations** are key influencers in encouraging people to train at a UK Christian college. The following chart shows the colleges recommended by these groups (top 5 based on volume of response).



Mission Organisations	
1	All Nations Christian College
2	Redcliffe College
3	International Christian College
4	Moorlands College
5	Belfast Bible College
Church Leaders	
1	All Nations Christian College
2	Moorlands College
3	London School of Theology
4	Redcliffe College
5	Spurgeon's College

Base: 55 mission organisations, 27 church leaders



Important factors - when recommending a college

Mission Organisations

This chart shows the emphasis placed by **mission organisations** on different factors considered when recommending a college.

The factors were provided in list format and organisations were asked to select each factor on a sliding scale from 1 “Not important” to 4 “Essential”. The response average for each factor has been shown.

Key:

- 1 Not Important,
- 2 Somewhat Important,
- 3 Very Important,
- 4 Essential.

It is interesting to note that a ‘recognised qualification’ is low on the list of priorities for mission organisations when considering student’s views of validation. It may be that validated courses are expected as a given.

<u>Factor</u>	<u>Response Ave</u>
Evangelical nature of college	3.35
Cross-cultural studies	3.26
Staff with mission experience	3.16
Pastoral care of students	3.00
Primarily mission focused	2.98
Choice of curriculum	2.92
English speaking	2.79
Flexibility of study	2.76
Academic reputation of college	2.56
International student body	2.54
Facilities for families	2.52
Interdenominational	2.50
Cost of course	2.39
Length of course	2.35
Practical placement opportunities	2.35
International staff body	2.33
Quality of facilities	2.32
A recognised qualification	2.27

Base: 49 mission organisation responses



Important factors - when recommending a college (2)

Other factors considered by mission organisations when recommending a college include:

- **Curriculum:**
 - Comments included; the ability to input into the curriculum of a particular college or its focus on a specific interests (e.g. urban mission) and the relevance of what the college offers to the specific needs of the individual.
- **Approach:**
 - A number of organisations commented on the approach of the college – how staff have found the college in the past and how colleges treat the student etc.
- **Theological issues:**
 - A few comments centred on the ‘theological soundness’ of colleges – it was noted that being evangelical isn’t enough.

- **Reasons for not recommending colleges were also explored**
 - For those who do not as a rule recommend UK Christian colleges there was not significant common ground as to the reason. Responses fall under the following categories:
 - Our workers tend to be international
 - Our mission workers are short-term
 - Takes too long
 - Concerns with UK Christian colleges
 - Our workers are in support ministries
 - Our workers train overseas
 - Various other reasons



Important Subject Areas

Rated by mission organisations

Mission Organisations

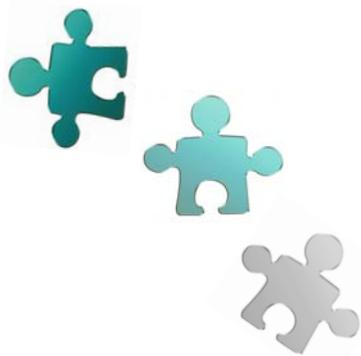
- This chart shows the importance placed by **mission organisations** on the different subject areas in training for cross-cultural mission training.
- Organisations were asked to select each subject area on a sliding scale from 1 “Not important” to 4 “Essential”. The response average for each factor has been shown.

Key:

- 1 Not Important,
- 2 Somewhat Important,
- 3 Very Important,
- 4 Essential.

<u>Subject Area</u>	<u>Response Ave</u>
Cross-cultural skills	3.59
Biblical basis of mission	3.44
Adaptability	3.27
Biblical studies	3.21
Team work	3.18
Discipleship training	3.16
Personal development	3.15
Other religions	3.08
Preparation for families	2.95
Work-life balance	2.94
Theology	2.92
Orientation	2.90
Leadership training	2.82
Security issues	2.77
Issues and trends in mission	2.76
Raising support	2.69
Globalisation	2.61
Stewardship	2.59

Base: 62 mission organisation responses



Supply

Who offers mission training?

What courses are on offer?

How flexible is mission training?

What are mission orgs and students views on the training currently provided?

What are the issues faced by training institutions?

What developments are foreseen in the next 5 years?

What are the threats?



What are the options for training?

There is a huge variety of mission training offered in the UK in terms of length, cost, practical elements, etc.

- **Short Courses (up to 2 weeks)**
 - Run by various smaller training organisations – sometimes organised by the mission organisation.
 - Also short courses and orientation run internally by mission organisations for their own workers.
- **Church based training**
 - Mentioned by some church leaders, particularly New Frontiers church leaders.
- **Integrated schemes**
 - Practical placements and training such as YWAM's DTS scheme, AIM's TIMO scheme and New Tribes Mission training scheme.
- **Residential Christian colleges**
 - Usually offering between 1 term – 4 years.
 - Mission focused colleges and other theological colleges offering mission tracks.
 - General theological training with mission modules.



Mission organisations -

Who provides their pre-service training?

Q: For the following subject areas, who is the primary provider of pre-service training?

	We provide Training ourselves	Training arranged by us (in UK)	Training arranged by worker (in UK)	Training arranged outside UK
Biblical / Theological training	23%	25%	50%	2%
Cross-cultural training	44%	30%	14%	11%
Language study	3%	8%	10%	78%
Leadership skills	51%	22%	12%	14%
Orientation	68%	11%	1%	19%
Personal development	52%	18%	21%	10%
Practical skills	31%	16%	38%	15%
Raising support / Stewardship	76%	8%	13%	3%
Team working	69%	20%	5%	6%

Other areas of training provided by mission org

- **Role specific:** Aviation specific training, Field medical.
- **Translation:** Bible, Linguistics, Literacy, Scripture Use
- **Business:** Project Management, Corporate identity, I.T, Management.
- **Personal skills:** Conflict resolution, Interpersonal skills.
- **Cultural studies:** Anthropology, Ethnomusicology.
- **Faith:** Biblical worldview & holistic development, interfaith encounters and faith sharing, working with students.
- **Other:** Resettlement training.

Other areas of training arranged (UK training provider)

- **Practical:** First Aid, Health & Safety; Personal Security.
- **Mission:** Mission studies, Home based Orientation, Islamics.
- **Professional:** TEFL courses, Adult Education Teaching, NVQ Management training; Audio Engineering; I.T. Qualifications.
- **Personal:** Psychological testing Spiritual formation, Negotiation/Communication skills.
- **Development:** Various degree, masters and PhD programmes.

Base: 79 mission organisation responses (10% responses from duplicate organisations)



Mission organisations -

Who provides their in-service training?

Q: For the following subject areas, who is the primary provider of ongoing training?

	We provide training ourselves	Training arranged by us (in UK)	Training arranged by worker (in UK)	Training arranged outside UK
Biblical / Theological training	14%	19%	60%	7%
Cross-cultural training	40%	22%	9%	29%
Language study	14%	2%	5%	79%
Leadership skills	44%	22%	9%	24%
Personal development	43%	16%	18%	23%
Practical skills	31%	10%	36%	23%
Raising support / Stewardship	78%	11%	6%	6%
Team working	62%	13%	2%	22%

Other areas of training provided by your own organisation

- **Specialist:** Advanced linguistics, literacy / Aviation specific training.
- **Other:** resettlement training / How to offer training to others / Business / Management / Partnership development.

Other areas of training arranged through a UK training provider

- **Specialist:** Further Professional qualifications for tentmakers (e.g. TEFL upgrades) / advanced degrees in area of speciality.
- **Other:** IT, Adult Education methods / Open University; Counselling course.

Base: 64 mission organisation responses (10% responses from duplicate organisations)



Reflections on provision

- **It is interesting to note that mission organisations tend to rely on other providers only for 3 areas of training:**
 - Biblical training.
 - Language training (provided primarily overseas).
 - Practical skills.
- **What does this mean in terms of provision from Christian colleges?**
 - Mission colleges provide other areas of training which are also provided by mission organisations – is there duplication of effort?
 - Do mission organisations recognise the value of mission focused colleges wider than the biblical training that they provide?
 - Should there be better partnership between mission focused colleges and mission organisations on the wider elements of mission training?



Suppliers of mission training -

Training Institutions Survey

- The training institution survey was sent to all publicly listed UK training institutions and via the Association of Bible College Principals (101 in total).
 - 48 surveys were completed (37 different training institutions)
 - All institutions are UK based
 - 41% note one of their overriding aims as 'cross-cultural mission training'
- The responses are based on the training institution's perceptions – answers have not been validated against any agreed criteria. Therefore those who say that one of their overriding aims is mission training (and we would assume market themselves as such) have been taken as true.
- In this section 'mission emphasis' refers to colleges who stated one of their over-riding aims as 'cross-cultural mission training'. 'Other' refers to all other Christian colleges who responded to the survey.



College Profile -

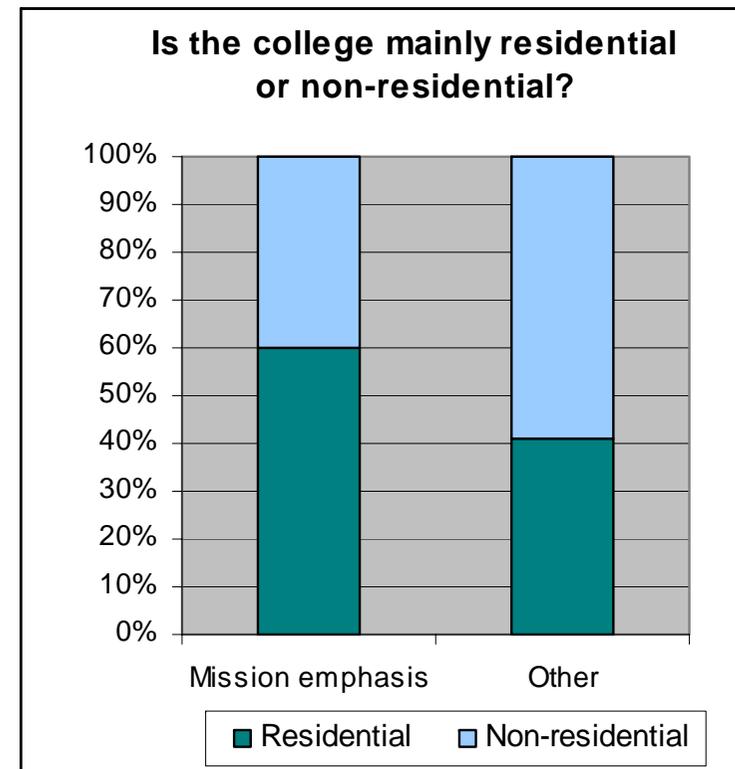
Colleges with a mission emphasis compared with other Christian colleges

- **Residential / non-residential**

- It is interesting to note that colleges whose overriding aim is cross-cultural mission training are more likely to be residential.
- This fits comfortably with the fact that students of mission colleges find it helpful to be part of an international community – inside and outside of lectures.
- Equally, if colleges are to have a large international body, residential accommodation is more important for these students.
- However, it must be noted that the cost of maintaining residential colleges is high and has been identified as a potential threat to the continued offering of mission training in this format.

- **Student numbers**

- Numbers of students trained each year at mission colleges tends to fall between 50 and 200 per college.



Base: 37 training institutions

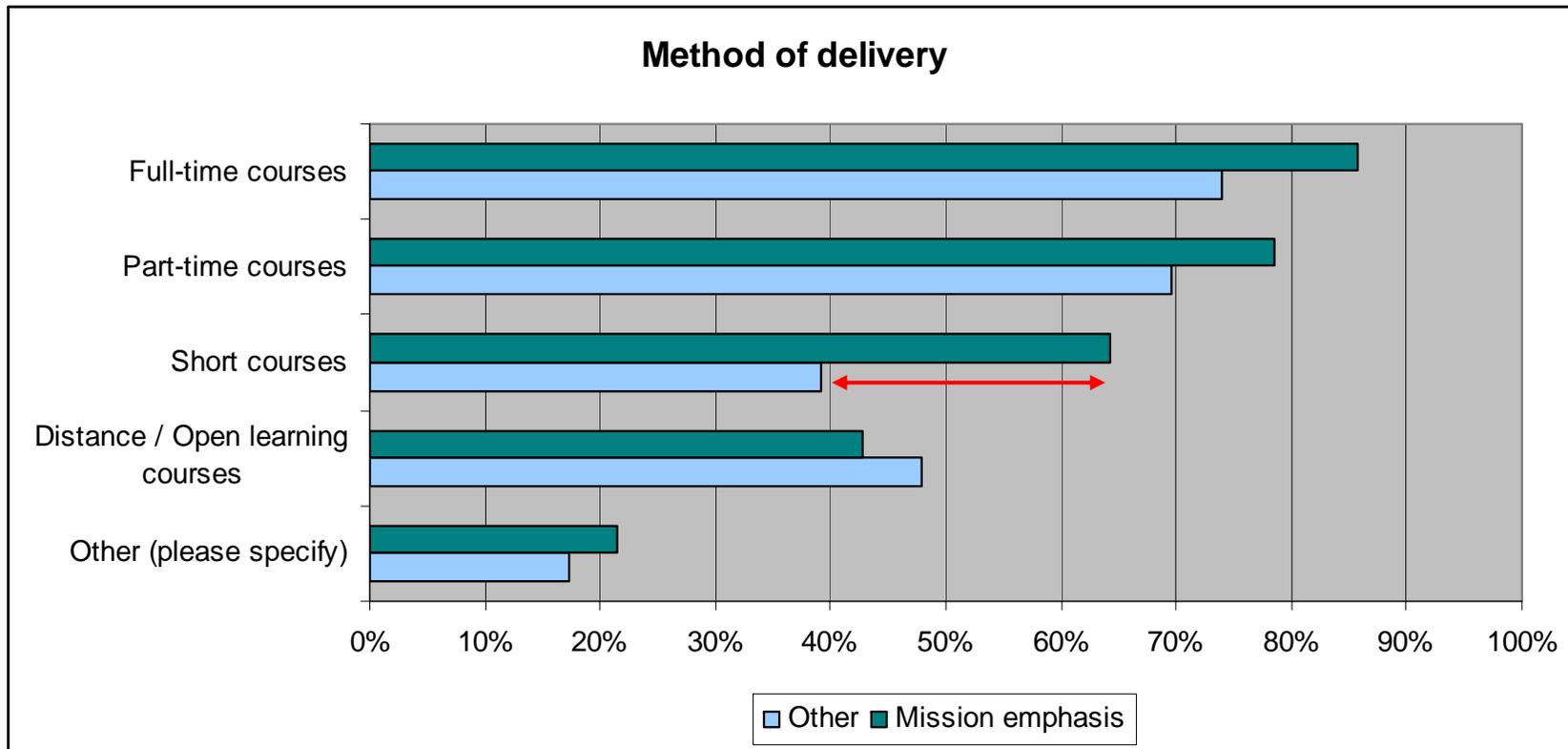


College Profile -

Colleges with a mission emphasis compared with other Christian colleges

- **Types of courses available**

- Mission focused colleges appear to offer more short courses than other Christian training institutions. This could be in response to the length of time recommended for training by mission organisations which tends to be 1 week – 3 months. It could also be that short courses are easier for mission workers home on furlough.
- 83% of all colleges (mission and other) include the opportunity of a cross-cultural placement as part of their courses.



Base: 37 training institutions – 14 mission emphasis, 23 other Christian training institutions



College Profile -

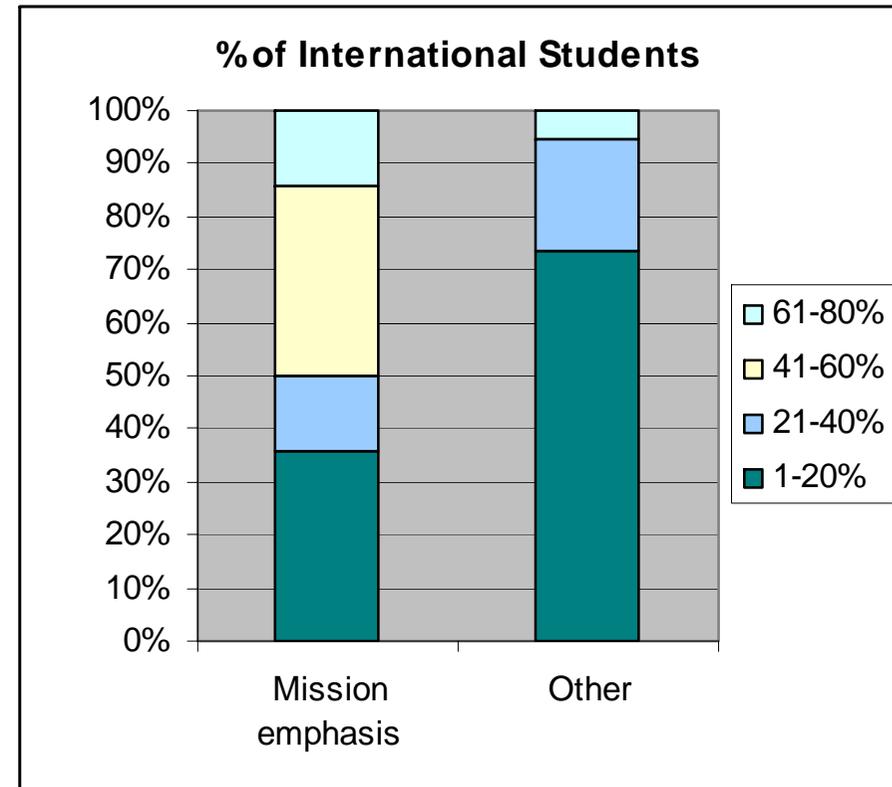
Colleges with a mission emphasis compared with other Christian colleges

International students

- It is not surprising to see that mission focused colleges tend to have a wider spread of nationalities studying at the college.
- Students studying at mission colleges highlighted the international nature of their colleges as an important part of their training for mission service.

Bursary allocations

- Colleges with a mission emphasis are more likely to give a bursary to their students. The criteria that they provide these bursaries on varies from college to college.



Base: 33 training institutions – 14 mission emphasis, 19 other Christian training institutions



Ministerial Training

A cross-cultural mission emphasis?

Missiological training within Ministerial colleges

- Questions have been raised as to the extent of missiological training within ministerial training colleges.
- Whilst these statements have not been validated, it is interesting to note that of the institutions who stated 'Training for Church leadership / Ministerial training' as one of their overriding aims:
 - 45% also stated that their courses have '**a compulsory cross-cultural mission element**'.
 - a further 10% stated that their courses are '**dedicated to the teaching of cross-cultural mission (and related subjects)**'.
- A general theme of comments has weaved through all sections of the survey indicating a desire amongst training institutions (particularly ministerial) for a greater emphasis to be placed on cross-cultural mission studies. This was particularly seen in the developments that institutions would like to see:
 - "Closer integration of training for overseas mission and training for UK pastoral ministry."
 - "Greater collaboration between institutions training church leaders and those training people for cross-cultural mission."
 - "Maybe inter-collegiate courses that could be used as credit on our own courses."
 - "That it [cross-cultural mission training] becomes integral part of all ministerial training."
 - "More provision embedded into current courses as well as specific courses."
 - "Placements whilst in post, as well as in pre-ordination training, especially those who haven't much experience of 'other' cultures."
 - "Increasing emphasis on contextual theology, indigenisation, cultural analysis and similar skills to enable all church leaders (and as many disciples as possible) to engage in intelligent, theologically informed mission in whatever culture they find themselves - these skills are not only relevant to what is traditionally meant by 'cross-cultural' mission."



Subject Areas

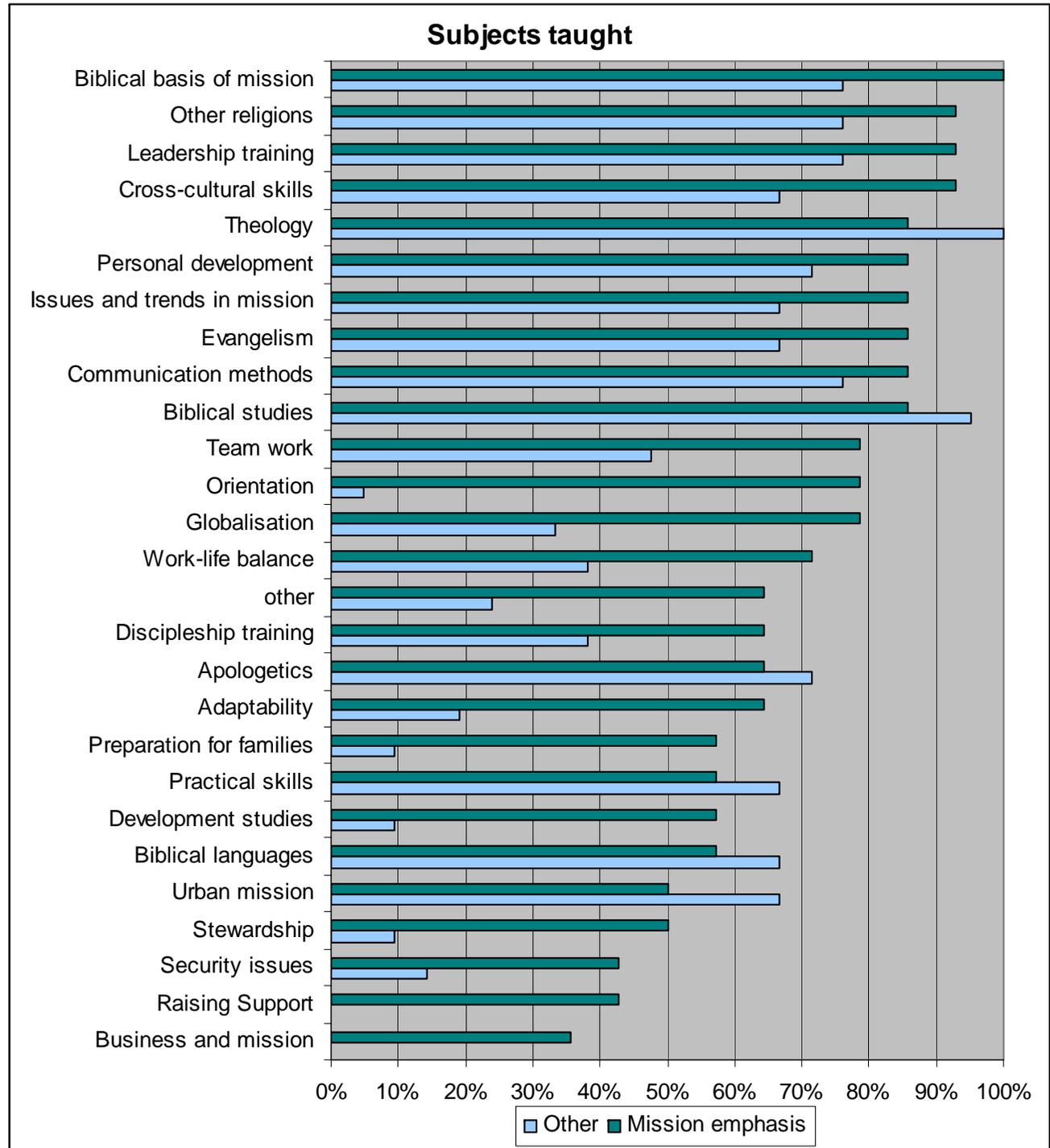
Subjects taught

- This chart shows the subject areas taught by colleges, noting the difference between colleges who expressed they have a mission emphasis with the other colleges.

Other

- Other answers included, contextualisation, inter-faith dialogue, spirituality, spiritual warfare, mission ethics, environmental mission etc.

Base:
 14 mission emphasis, 21 other
 Christian training institutions



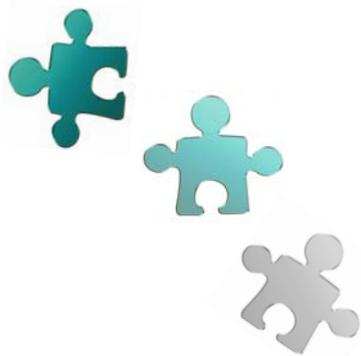


Threats - Financial Concerns

“The mounting debts of all our Colleges will push us to radical re-alignment soon or later.”
(mission college tutor)

- **Financial concerns were raised across a number of survey groups regarding the supply of mission training.**
 - A bursar survey was circulated to the colleges to try and understand these financial issues although there was a very small response to this. Therefore this slide has taken the general insights from these comments.
- **The key findings appear to be:**
 - Financial sustainability is a key concern of the respondents:
 - 4 of the 5 colleges have a deficit between the true cost and the amount charged of more than £500 per student.
 - The majority of income is generally generated through fees (the % varies between colleges) with donation income and then conferences providing much of the rest.
 - Staff salaries are the most significant expenditure.
 - Recruiting enough students is a key concern along with raising enough donation income.
 - With regards to facilities there is general agreement that:
 - The cost of maintaining facilities/buildings is becoming more of a burden.
 - There is an increasing financial burden of complying with legislation.
 - With regards to students there is general agreement that:
 - Students are finding it increasingly more difficult to pay their fees.
 - Fewer students are supported financially by their churches than in the past.
 - An increasing number of students are working part time to pay their fees.
- **The financial concerns of colleges and students is an issue that should be considered more carefully, along with the question of financial stewardship.**

Base: 5 responses from bursars at Christian colleges



Future trends / developments

What developments would you like to see in the provision of cross-cultural mission training in the UK?

Do you foresee any developments (e.g. political, social, in mission generally) that may impact the future provision of cross-cultural mission training in the UK?

Are there any developments in your field of work that may impact the requirement for cross-cultural mission training in the future?



Developments encouraged

Thoughts from mission training providers

What developments would you like to see in the provision of cross-cultural mission training in the UK?

• More collaboration

- By far the most comments were around the need for greater collaboration amongst the mission training institutions ranging from the need for consolidation of colleges to the sharing of resources and materials. There were also comments on collaboration between mission organisations and colleges in terms of recruitment, training and placement.

“...Cooperation is important and there may need to be some 'consolidation' within the mission training sector.”

“...we do need to think about duplication of resources - did we really need [name deleted] to establish another mission training institution when Redcliffe and All Nations are both around (I don't teach at either).”

• Greater input from overseas

- A number of the comments focused on the need for more input from overseas, either through more non-western teaching staff or greater input encouraged from overseas students.

“More attention to global Christian perspectives perhaps by encouraging students from different church and ethnic cultures to share perspectives in the training setting.”

• Different focus

- This was in terms of the what is emphasised and comments ranged from a greater need for social sciences to more emphasis on personal development or biblical thinking.

“I would like all those involved in training to be upfront about the need for training to be done properly, and not to try to pretend that sending people into demanding situations with a couple of short courses is really adequate. We would not want our teeth fixed by a dentist who has read a couple of books and been allowed a shot in a dentist's surgery for a week, so how dare we think that ministry which engages with people's hearts, minds and souls is any less significant. It's actually quite insulting to national Christians who apparently are to be 'helped' by a lot of our ill-prepared short-termism.”

• A couple of comments each on

- A requirement for greater emphasis to be placed on the need for training
- Reminder to focus on the UK
- Increasing need for financial support from trusts and churches
- Development of training methods (e.g. online learning)

“The constant reminder that this involves the UK too! London will be 50% 'ethnic minorities' by 2010.”

Base: 37 responses (including next slide)



Developments encouraged

Thoughts from other training providers

What developments would you like to see in the provision of cross-cultural mission training in the UK?

- **Integration of mission with ministerial and other colleges**

- The most significant number of comments was regarding the need for mission to be more integrated within other colleges. This was particularly with regards to ministerial training and questions were raised as to the possibility of collaboration between mission and ministerial training colleges.

“Closer integration of training for overseas mission and training for UK pastoral ministry (which is increasingly cross-cultural.)”

- **Inter-faith / cross-cultural dialogue**

- A number of comments were raised about the need for a better understanding of interfaith dialogue and how different groups can reach outside of their own cultures.

“Provision for black-led / black-majority churches to engage in the cross cultural training necessary to become effective beyond their own people groups.”

- **International focus**

- A few comments related to the need for a greater world focus within colleges and a desire for more international students and staff.

“More opportunity for interchange of staff and students between majority world and UK institutions.”

- **Other comments**

- These included comments on teaching methodology, the need for a wider understanding of mission and how this relates to ministry, more affordable placement opportunities, etc.



Potential Developments

Thoughts from mission training providers

Do you foresee any developments (e.g. political, social, in mission generally) that may impact the future provision of cross-cultural mission training in the UK?

- **Financial issues / cost of courses**

- The most significant number of comments was regarding money. The nature of these included; increasing student debt; increased cost of training; diminishing Church commitment to support long-term missionaries financially; financial stewardship in terms of financing medium-term missionaries; will it be better financially to train people overseas?

“The major problem is the cost of living in the UK that is driving fees. It may be cheaper to do such training in other parts of the world.”

- **Greater censorship / interfaith dialogue**

- A number of the comments were regarding the likelihood of problems caused through the rise of political correctness in the UK and the potential for legislation against any form of proselytising. This also included problems for international students gaining visas to study in the UK.

“The Religious Hatred and Harassment bills, if passed, could impact the whole of cross-cultural mission in the UK.”

- **Declining UK church / missionaries**

- A number of comments highlighted the decline in the UK Church and the number of UK sending missionaries as something that will impact the future demand for mission training.

“The "surge" in 2/3 world mission commitment and the slowly declining numbers of UK missionaries will obviously have an affect. We will have to do even more recruitment overseas (currently 50% of our students are from outside UK)”

- **Mission training moving to the Global South**

- This was as a result of a number of other comments including, the increase in costs for UK institutions, increasing problems of political correctness and potential UK legislation, the rise of majority world mission movements, problems caused by 'Western' war on terror etc.

“The environmental crisis will worsen the economic situation of all Christians with a knock-on effect on the ability to provide expensive training. The war on terror will make outreach to Muslims more difficult and may restrict student numbers from abroad. 'Western' based training institutions will give way to those based in the global South in order to respond to the above two developments.”

Base: 31 responses (including next slide)



Potential Developments

Thoughts from other training providers

Do you foresee any developments (e.g. political, social, in mission generally) that may impact the future provision of cross-cultural mission training in the UK?

- **Differences**

- It is interesting to note that other colleges did not mention financial costs which appear to be more of a burden for mission training colleges.

- **Similarities**

- Other than finances the main thoughts on potential developments were the same including:
 - Increasing problems due to legislation and censorship
 - Problems and opportunities relating to the increase of global terrorism
 - The decline in UK Christianity
- The narrow presentation of Christian views was also raised in a few comments as an increasing problem.

“I wonder if, in a post-Christian society, together with the gradual creation of 'no-go' areas by liberal elites (cf new Religious Hatred Bill), if mission training, or even proselytising will be increasingly frowned upon, even discouraged, in future years.”

“The potential demise of European Christianity or at the very least it's frighteningly rapid journey into minority status viz a viz the world church.”

“public presentation of narrow Christian views significantly hamper genuine mission understanding within British cultures.”



Potential Developments –

Views from Mission Organisations

Are there any developments in your field of work that may impact the requirement for cross-cultural mission training in the future?

There were very few responses to this question (22 in total). The range of views was diverse, from the increasing challenges of working in sensitive countries to the C5 movement. A couple of themes were raised, albeit in limited numbers:

- **Role of Nationals**

- Many comments related in some way to the increased role expected from national workers. These ranged from working under the auspices of the national church, to partnering with national organisations and a reflection that more nationals are doing the work.

“A greater emphasis on passing on skills and empowering national organizations [so] need a stronger emphasis on the skills involved in training and facilitating.”

- **Training Overseas**

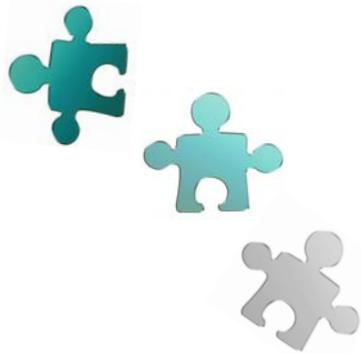
- Some comments related to increasing their training in overseas countries

“As other mission agencies move to a partnering rather than leading role with indigenous ministries, we believe that there will be less need for long-term workers, but more opportunities for people able to teach relevant skills (e.g. IT, medical, micro-enterprise) to go out for short periods. They would then need a short, intensive and relevant induction course before going.”

- **Business as Mission**

- It was commented by a few agencies that business in mission is becoming more common – it was noted that this will require workers to understand business practices in other cultures.

“We want to have people learn within regions and draw on the wisdom and riches of non-Western Christians as well as those from the UK.”



Views on the quality of mission training

What are mission organisations views on the quality and availability of mission training?

What are the current gaps in mission training?

What do mission workers consider have been the most helpful and unhelpful parts of their training?

What do students think has been the best elements of their training?



Perceived Quality

Measuring Quality

- It was recognised from the outset of this review that it would be impossible to measure the quality of mission training in the UK.
 - This is due to the subjective nature of the term 'quality' which would need very specific benchmarks to provide any accuracy to the findings.
 - Also it would need to be agreed what are you measuring to define the quality of training – would it be satisfaction of students, attrition rates once on mission field, ability to integrate with culture, number of conversions, practical success? This would need to be a project in its own right.
 - You would want to ask mission organisation, workers and the receivers for their views and be able to quantify these accurately.
- Therefore this section is by very nature subjective – it is the personal view of each individual answering the survey on the quality of current provision. Mission workers and students have commented on what they have found particularly helpful. No attempt has been made from this to apply a quality stamp to any training provider.

Insights on useful training

- **HOWEVER** – whilst this is not a robust exercise in benchmarking quality, what has been provided is an insight into the things people have found valuable from their own experience of training.
 - It gives insights into what should be included within mission training courses.
 - Helps to get 'under the skin' of mission training and find out what elements of the course have been particularly helpful.
 - Provides helpful guidance - not a check list of 'must haves'.



Mission Organisations -

Views on quality and availability of mission training

Mission organisations were asked whether they had any comments about the availability and quality of cross-cultural mission training provided by Christian colleges in the UK?

- **Generally Positive Comments**

- There were a number of generally positive comments about the provision of mission training in the UK.

“We have sent people to [a number of colleges] and have been very impressed by the quality, and by the supportive and adaptive attitudes of the staff. The variety available has meant that it has been possible to match particular training needs with particular colleges very 'successfully'.”

- **Flexibility is a key issue**

- Flexibility was raised a number of times, primarily about the length of courses but also in terms of the need for a flexible curriculum.

“We have a lot to offer across the UK, and are happy to recommend overseas students to come to the UK for training and developing English fluency.”

- **Balance of theology and mission is important**

- Interestingly, this comment was raised a number of times but from different view points. Some felt that intercultural and mission elements were not taken seriously whilst others felt that these are given greater prominence than Bible training.

“Many of the courses seem long whereas many of our people want training as they work.”

- **The cost of courses**

- The cost of courses, particularly residential, came up in a few of the comments as a deterrent to studying. The value of the courses was not questioned however – just the realities of finding the fees.

“It is hard to find colleges with a well-balanced curriculum. Those which are theologically robust are often less missiologically aware and vice versa.”

- **Limitation of provision**

- Just a couple of comments noted that the provision is limited. This could be reflective of other comments which noted a need for more distance learning / short courses.

“I think the standard is generally high; the cost, however, is often a deterrent.”

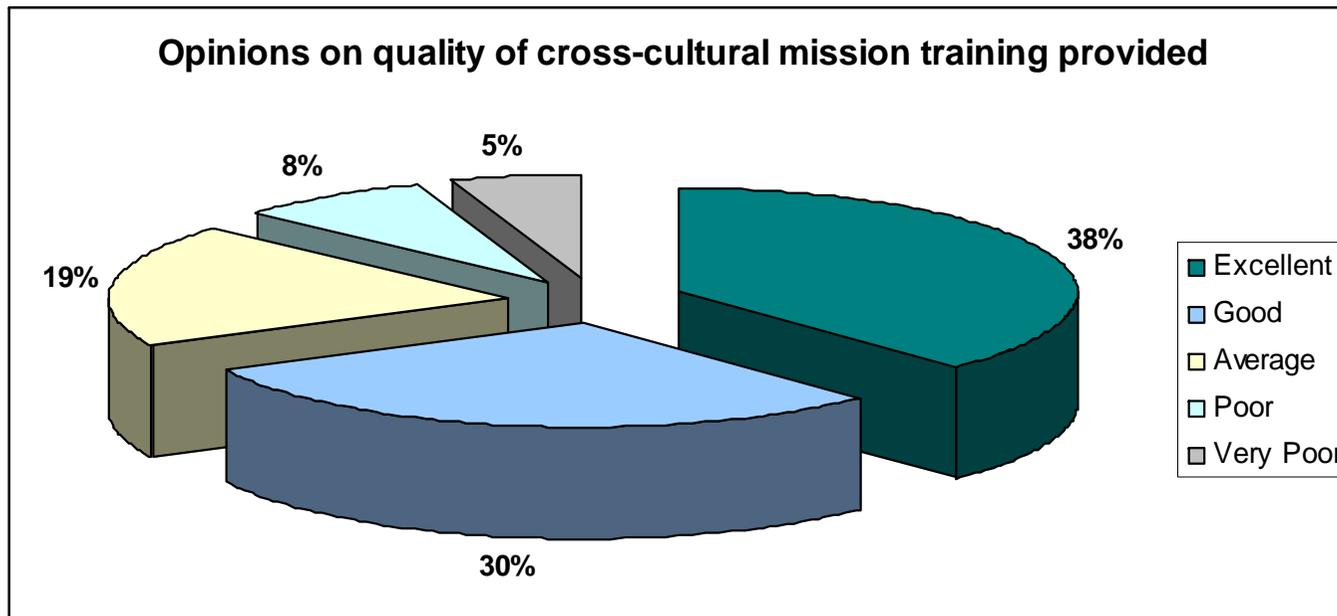
Base: 22 mission organisation responses



Mission workers -

Views on quality of mission training

- Mission workers were asked to provide an opinion on the quality of the cross cultural mission training provided by their college.
 - These views span 40 years of training and 68% saw their training as good or excellent.
 - 95% of respondents to this question also offered qualitative information which provides more depth to these views (available on next slides)



Note:

These views are time and organisation specific spreading a wide span of years (1970s – present).

Therefore it is not possible to identify the quality of institutions. More interesting is the qualitative data about what was particularly helpful or unhelpful that was provided with these results.

Base: 77 mission worker responses



Mission workers -

Views on helpful and unhelpful elements

What was particularly helpful in their mission training

- **International student body**
 - This was mentioned in a significant number of comments and was highlighted even when the training itself was considered to be average.
- **Lecturers with mission experience**
 - This was not quite as significant as the value of international students but nonetheless was noted by a large number of respondents.

“the variety of nationalities in the student body provided a wealth of illustrations of cross-cultural issues.”

“The college was full of people from every continent preparing to go to every continent.”

“Quite a number of staff had had experience working cross-culturally in different contexts, so were often able to share examples from personal experience to illustrate what was taught.”

What was particularly unhelpful in their mission training

- **General theological training**
 - The fact that courses that were not specifically mission focused were the main comments of those who felt that the quality of their cross-cultural training was average or below.
 - This was in some cases due to the reason for studying - 30% of the respondents who chose “average” noted that they had not initially planned on a cross-cultural ministry, and so had chosen colleges where this was not necessarily the emphasis.

“There was very little in the course to do with cross cultural issues of mission. I think, in fairness, that the college is or was more geared to general preparation for ministry rather than specifically aimed at people training for cross-cultural ministry.”



Mission students –

Views on best / most useful parts of training

Students were asked to provide details on what have been the best or most useful parts of their course so far (unprompted). In order of popularity of answer:

- **Cross-cultural input / studies**
 - A significant number of the responses highlighted the cross-cultural elements, or mission modules, in their answer to this question.
- **Theological elements**
 - These varied by respondent and included, Old and New Testaments, hermeneutics, doctrine, biblical studies etc.
- **International community**
 - As with responses from the mission workers survey, the value of studying with students from all over the world was highlighted.
- **Experienced tutors**
 - Students particularly value hearing about the past mission experience of tutors.
- **Academic elements**
 - The academic discipline of writing essays and exams was highlighted as this helps students retain the information given.
- **Practical placements**
 - Comments related to “being able to put theory into practice”.
- **Community life**
 - Some particularly noted the value of cross-cultural community life.
- **Pastoral care modules**

“[the best part is] every course, whether theological or practical, has made relevant comments relating to cross-cultural mission.”

“[the best part is] exchange of experience with people from different cultural backgrounds.”

“[the best part is] lecturers with long missionary experience and of different races and background.”

In Summary:

“It’s been astounding- the breadth of mission experience amongst both staff and students, the international and interdenominational variety of backgrounds and the excellence of the teaching both biblical and cross cultural is outstanding.”

Base: 57 mission student responses



Mission organisations -

Views on current gaps in mission training

Very few mission organisations commented on the current gaps in mission training or developments that they would like to see. However, the comments included:

Training Approach

- This included comments on the best time to train; cost of courses and the ideal length of courses; teaching people practical and communication skills rather than just knowing theology.

Cross-cultural skills

- This included, conflict resolution; cross-cultural counselling; how to lead Bible studies and teach the Bible in cross cultural situations; appreciation of and skills in developing national theological insights; the cultural aspects of theology and the interpretation of the Bible; studies of third world theologians and studies in Islamic literature and the arts.

Living on the field

- Comments included lifestyle issues and developing a sustainable spirituality on the field - looking at styles of prayer/worship/study and equipping people to find what helps them.

Missiological thinking

- Including studies in the implication of Post modernism on missiological thinking; the C5 movement within various religions; Roman Catholic thinking on Cross cultural studies; a greater emphasis on integral mission.

Collaboration

- This focused on the need for collaboration between colleges and churches.

“Residential courses are ideal but in today's world of student loans/debts perhaps a luxury many can no longer afford? Intensive modular courses and distance learning options, while not ideal, may better fit the realities of today's young graduates going into tent-making mission.”

“Do not over-release too early. Because the desperate need overseas, we can often be tempted to release potential workers very early, especially if they look promising. I am rapidly losing count of the number of people I come across who are thirty-something and burnt out.”



With Hindsight! - Mission workers

Views on gaps in mission training

Are there any areas of training that were not covered by your course that you think should have been included? (most popular categories included)

- **Team working – particularly in cross-cultural teams**
 - Comments included; conflict resolution / more on interpersonal conflict and how to resolve differences in international teams; How to work with colleagues from other nations / working in multi-national teams.
- **Church Leadership / mission leadership**
 - These included the practicalities of being in church leadership and mission strategies in church based context.
- **Cross-cultural issues**
 - Including cultural anthropology, understanding of 'cross-cultural' in a European perspective and the importance of language learning.
- **Practical skills**
 - These included, fundraising, basic medicine and mending toilets!
- **Administration / management skills**
 - Including IT, administration and desktop publishing.
- **Spiritual Warfare**
- **Europe!**

“An area that was not covered is working WITH Christians from other cultural backgrounds - most emphasis was in cross-cultural MINISTRY whereas my biggest initial culture shock was to find myself working with American Christians!”

“there was little about mission strategies in a church-based context, e.g. how to use church events (festivals, rites of passage, etc.) evangelistically. Or how to appoint elders, how to run a church council... the practical side of leadership.”

“The reality of 'spiritual warfare' needs more emphasis. ”

“Europe is a VERY difficult mission field and most lecturers on mission have experience in Africa, Asia or Latin America but not Europe.”

Base: 65 mission worker responses

Note – these may since have been covered by colleges as it covers 40 years of mission training.



Mission Workers – improvements in training

From your experience, what improvements (if any) could be made to cross-cultural mission training provision generally?

There were a large range of comments but the main themes have been provided below (in order of popularity)

- **More on cross-cultural skills**

- Many comments related to different elements required for cross-cultural living and other cross-cultural skills. It was also mentioned that this should be done practically in the context of a multi-cultural Britain.

- **Improving students' biblical knowledge**

- There were a number of comments expressing the need for a better understanding of the bible amongst mission workers.

- **More practical input**

- **More input from people with mission experience**

- Greater use of mission workers on furlough was suggested by a few workers.

- **Other comments included**

- Greater input from overseas (in terms of lecturing staff).
- Keep it up-to-date (“related to 21st century mission rather than 20th century”).
- Ensure all of the curriculum is taught from a missiological view.
- Move to a more integrated training approach with more emphasis of on field training.
- More partnership between mission organisation and college.
- A greater insistence from mission organisations for training.

“Dealing with the huge ignorance of the Bible - this is a pressing situation. Folk are coming to a [mission training] college with quite impressive gaps in (a) knowledge of the Bible; (b) how to relate it to their own home culture let alone a new culture.”

“Talking with newcomers, I have been amazed at the lack of knowledge of the Bible - haven't even read it all, and yet are going to be facing all sorts of questions and needing to be able to share all sorts of stories from the experiences of God's people. So, I feel that cross-cultural mission training only makes sense in the context of wide-ranging hands-on familiarity with the Bible.”

“Make it practical. Most major cities in the U.K. have minority groups where some of the theory can be put into practice.”

“Greater partnership between training bodies and mission agencies allowing for hands-on, in-location experience and training in cross-cultural mission, linked with constructive feedback and analysis from all parties.”

“Make it [training] a requirement for all workers. Those who have not received it struggle in areas of contextualisation.”

Base: 62 mission worker responses



Other Comments

Do you have any further comments that you would like to make?

Mission organisations

Timing of training

- There were various comments on the length of training and need for a more flexible approach, including orientation plus ongoing distance learning etc.

Comments on the survey

- Inevitably, for some respondents some of the survey questions were too rigid so did not provide enough scope for their organisations.

Comments on Mission workers

- The need to teach by example was commented on. Colleges need to teach mission workers to be able to live and work alongside the people, in whatever conditions they are living.

Training institutions

Training Approach

- There were various comments on the approach of training, ranging from the importance of mission training in ministerial colleges to the need to break out of a colonialist mentality.

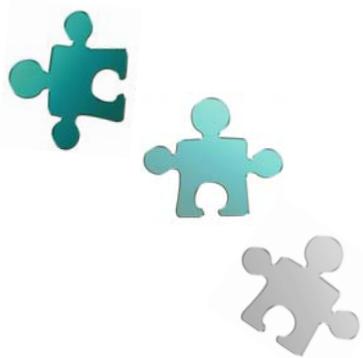
Collaboration

- This ranged from collaboration between colleges to collaboration between mission organisations and colleges.

Comments on Mission workers

“I think we are in for a bumpy ride for training folks for 'overseas' cross cultural mission from a church culture that is increasingly producing Christians who are often very keen about personal development etc, and who may easily wince at personal sacrifice and cost when the going gets tough. 'Gen X'ers' don't like pain and will often do anything to avoid it!”

“Working collaboratively on programmes between agencies and organisations is a great witness - can we do more?”



Next Steps

Following this review, what should be the next steps?



Recommendations

Recommended next steps for the Global Connections Network:

1. Facilitate a mission training conference

- A day conference to present and discuss in groups the insights from this review and other relevant research.

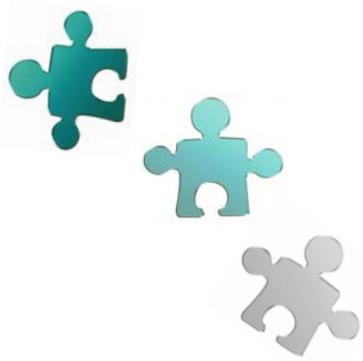
2. Creation of a Global Connections Mission Training forum

- Following the mission training conference to continue discussions.
- Identify further research required.
- Develop more effective collaboration amongst the organisations within the GC network.

3. Commission research

- Owned by the Mission Training Forum.

4. Implementation of ideas



Appendix

Core Group Representatives

Project Lessons

Mission Organisations

Training Institutions



Core Group Representatives

Core Group

- Global Connections Vicky Calver / Martin Lee
- AIM Bill Rettie
- All Nations Christian College Joe Kapolyo / Bob Hunt
- AWM Alex Ison
- Birmingham Christian College Mark Beaumont
- BMS World Mission David McLellan
- Generating Change Robin Hay
- ICC Glasgow David Miller
- Latin Link Alan Tower
- Moorlands College Ian Kirby
- New Tribes Mission Colin Lamb
- Redcliffe College Simon Steer
- SIM Keith Walker



Project Lessons

These are the key lessons from this project which may be useful to bear in mind for future projects of this nature:

- **Each survey group needs to be taken on as a separate project**
 - It is difficult to get the volume of responses required for low-level analysis. A significant amount of time needs to be invested into each survey group to produce sufficient responses.
- **Greater involvement is needed from core group agencies and institutions to deliver the outcome.**
 - Accessing the relevant people to survey can only be done via the agencies, networks and colleges. The push needs to be from these organisations to encourage their members to input to the research. This needs significant time, effort and commitment from each of the groups involved.
 - To do this properly may need agencies to second people for a specified time ('n' hours per week) to deliver the outcome.
- **Different methods for gathering data**
 - Whilst online survey tools fit the requirements of this project, the limitations for overseas workers would need to be considered in more depth for future projects focused on this group.



Mission Organisations

The following mission organisations responded at some level to the survey:

3P Ministries
Accts Military Ministries International
Act4Africa
Action Partners
Actionoverseas (The Apostolic Church UK)
AIM International
AoG World Ministries
Arab World Ministries (UK)
BCM International UK
Belgian Evangelical Mission
Bethany Children's Trust
BMS World Mission
Bridge-Builders
Cambodian Communities out of Crisis
Campaigner Ministries
Careforce
Christian Hope International
CMS
Crosslinks
Crusaders
Echoes of Service
EMMS International
European Christian Mission
Evangelical Action (Brazil)
Feba Radio
Food for the Hungry UK
Friends International

Frontiers
HCJB-UK
IFES
iNet Trust
INF
International China Concern
International Miners' Mission
International Teams
Interserve
Interserve Scotland
Jian Hua Foundation
Latin Link
Medair UK
MEM
Middle East Christian Outreach
Mission Africa
Mission Aviation Fellowship
New Tribes Mission
Novi Most International
OC International
OMF International
OMF International (UK)
OMS International
Operation Mobilisation
Peace & Hope Trust
People International
Presbyterian Church in Ireland,
Board of Mission Overseas
Red Sea Mission Team
Red Sea Team International
Release International

ROPE
Samaritan's Purse
SAO Cambodia
SAT-7 Trust
Servants to Asia's Urban Poor
SIM International
SIM-UK/Europe
SoapBox Communications Trust
South American Mission Society
The Church of Scotland
The Leprosy Mission
The Leprosy Mission International
The Philippine Community Fund
UFM Worldwide
United Reformed Church
Volunteer Missionary Movement (VMM)
WEC International
West London Mission of the
Methodist Church
What 4
World Horizons
World In Need
World Mission Council, Church of Scotland
World Team UK
WorldShare
Wycliffe Bible Translators
Wycliffe Bible Translators UK
YWAM Cymru/Wales
Zambesi Mission

Not all of the listed organisations completed all questions on the survey – some provided feedback separately



Training Institutions Represented

The following training institutions responded to the survey:

All Nations Christian College
Apostolic Church School of Ministry
Birmingham Christian College
BMS World Mission International Mission Centre
Bristol Baptist College
Bristol Centre for Youth Ministry
Centre for the Study of Christianity in the Non-
Western World, University of Edinburgh
Cliff College
Cornhill Training Course
Eastern Region Ministry Course
Equip (Action Partners Corporation)
Henry Martyn Centre
International Christian College
London School of Theology
Mattersey Hall College
Midlands Bible College
Moorlands College
N.E.O.C.
New Tribes Mission

Oak Hill Theological College
Partnership For Theological Education
(Manchester)
Redcliffe College
Regents Theological College
Sarum College
SEAN UK
Southern Theological Education and Training
Scheme (STETS)
St John's Nottingham
The Missionary Training Service
The Queen's Foundation
Trinity College Bristol
Union Theological College
United College of the Ascension
Wesley College
West of England Ministerial Training Course
Westcott House, Cambridge
Westfield House
Wycliffe Hall, Oxford

Not all of the listed organisations completed all questions on the survey.