



Vision, Mission and Program Goals

An Overview of the Next 20 Years

Prepared By Rebecca Loveall, Executive Director

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Introduction

Mpowering Hope was established in 2016 after its founder, Rebecca Loveall, had lived and worked in Guatemala for more than a decade directing an educational program. The largely indigenous project, which employed a staff comprised primarily of local citizens, received most of its funding from a variety of North American and European sources. Contributors to the project included international charities, independent religious organizations, individual families, businesspeople, church groups and non-church groups. The Guatemalans involved were determined to make a difference in their country, and the donating teams of North Americans and Europeans were equally determined to make a difference in education for Guatemalans. Participants brought to the table their own unique gifts and resources: financial, spiritual, educational and occupational.

However, when that original project hit an impasse, North American direction greatly overpowered local, indigenous know-how, abilities and desire. Project direction from the States was seen as money management and fund-raising through whatever means necessary. Indigenous concerns about which projects were funded, by how much, and the personnel selected to administer such projects were ignored.

After returning to the U.S., Rebecca reflected on her experiences, and also assessed the challenges to delivery of community-based education services in an indigenous community. In particular, how could she best facilitate local “ownership” and maximum participation to ensure effective outcomes? Based on her in-depth experience and the lessons learned during her 14 years in Guatemala, Rebecca established *Mpowering Hope* in order to improve the organization and management of future service projects. Joining her in this endeavor as founding members of the Board of Directors are Idalee Vogel, M.A. and Chelsey Morrison Wylde, PsyD.

Founder’s Bios

Rebecca Loveall, M.A.

Rebecca entered international philanthropic work in the year 2000 after spending 7 years in the manufacturing and technology industries respectively. She lived in Guatemala, Central America for 14 years. During that time she initiated and managed an indigenous school network which grew to reach a minimum of 350 students on a daily basis. During her tenure as project manager of an indigenous educational outreach she networked with government ministry of education officials, used existing government requirements for program development, tweaked government programs to fit indigenous environments, networked with community leaders, and adjusted assumed operation styles based on indigenous laws, customs and needs. She also hired, administered and trained locals for tax compliance, social security compliance, financial accounting compliance and international grant management to maintain a well-functioning organization. For employee team building Rebecca networked with several U.S. universities and created personnel training and development programs to improve literacy training, math skills competency, classroom management and crisis intervention as well as team building workshops. Under her tenure, the school participated in a long term educational research program (Universal Education) which included extensive personnel development. Rebecca also facilitated the doctoral dissertations of (6) Wheaton College Graduate School clinical psychology graduate students to study issues such as hope, stress and coping, bullying and socio-emotional learning. She holds a B.A. in Russian Area Studies and Economics from Knox College and an M.A. in Clinical Psychology from Wheaton College Graduate School. While a student at Wheaton College, Rebecca participated in organized research and is a published author on child spiritual formation. Her research interests include culture, trauma, justice, forgiveness, and resilience. Rebecca also studied engineering and computer technology

when working in the manufacturing sector. She looks to integrate each of these areas into holistic educational endeavors.

Idalee Vogel, M.A.

Recently retired, Idalee served the Jemez Pueblo tribal community in New Mexico from 1998-2014 as Director of Development, and helped launch San Diego Riverside Charter School in 1999, the first charter school in New Mexico authorized under state law and the first on tribal land. She also collaborated on the successful application and launch of the tribe’s Walatowa Charter High School, as well as the introduction of charter schools in other communities. In 2002, Idalee was a Founding Member and elected as Chairperson of the New Mexico Coalition for Charter Schools, a nonprofit organization established to provide technical assistance and professional development services to emerging and established charter schools throughout the state. During her tenure, she collaborated on numerous successful development projects and innovative programs for the tribe and charter school, including solicitation of capital funds for construction, facilities improvement, community health and wellness initiatives, economic development, indigenous culture and language preservation, technology implementation, transportation services, athletics and recreation, instructional programming and continuous improvement, program evaluation and professional development. Prior to her tenure at Jemez, she worked in postsecondary education, international employee training and development, medical education, cross-cultural training, health care services implementation and delivery (onsite and electronically), curriculum development, and marketing and promotion, in both the public and private sector.

Chelsey Morrison Wylde, PsyD

Chelsey is finishing a postdoctoral fellowship with The University of Southern California Center for Excellence in Developmental Disabilities (USCUCEDD) at Children’s Hospital in Los Angeles. She obtained both her MA and PsyD in clinical psychology from Wheaton College Graduate School. Her area of concentration was child clinical psychology, and her dissertation was “Hope, Connectedness, and Stress in Guatemalan Youth” completed in conjunction with a partnership between Escuela Integradada in Antigua Guatemala and Rebecca Loveall, the then director. Chelsey has publication, presentation and research experience including an international, academic year-long externship with Rebecca Loveall in Escuela Integradada in advanced research and writing. Additionally she was part of a team of students from Wheaton College that garnered first place from APA Division 52 for a poster presentation highlighting research done in Guatemala. Her clinical experience includes varied rotations and internships in hospitals, schools and community centers. Her clinical and research interests include positive psychology, developmental disabilities and pediatric psychology. Chelsey holds a B.A. from Harding University in Psychology with a minor in Vocational Ministry.

 **Executive Summary**

There is a desperate need worldwide for quality educational opportunities for students of all ages. In many emerging countries access to educational opportunities is, indeed, limited or restricted to those who have financial resources. While barriers do exist, educational projects can be found throughout the developing world. These are managed by indigenous staff who are dedicated and gifted educators, and many of these projects are funded through charities located in the developing world. *Mpowering Hope* recognizes and understands this worldwide need for education as involving three very distinct areas. First, U.S. churches, charities, individuals and educational groups that want to make a real difference should understand and appreciate how efforts can help or hurt. There is a delicate balance between helping towards wholeness and helping in ways that, inadvertently, stunt personal growth and/or undermine the local indigenous community and their management efforts. Second, indigenous managers, administrators, teachers and staff are

M P O W E R I N G H O P E

themselves often under-trained and under-supported. Therefore, they welcome opportunities to increase their own knowledge base and enhance their individual skills and abilities to the betterment of their local communities. Third, the educational process can be quite challenging in communities ravaged by poverty and/or violence. Children and families deserve educational approaches that take into account informal and short-term training in needed skill sets which can benefit the broader community almost immediately. A holistic approach to effective child education recognizes and honors the role of family and community. Economic development efforts which focus on improving communal life can improve outcomes in education since connectedness and interdependence are strong resilience mechanisms in much of the emerging world.

➤ Vision

- **Create** and **Fund** cross-culturally innovative approaches to teaching and learning in order to enrich the quality of services provided in international, indigenous, educational endeavors.
- **Construct, Equip, Staff** and **Sustain** both formal (schools) and informal (vocational) indigenous educational opportunities for students of all ages in international areas where poverty limits access.
- **Enhance** student achievement in international, indigenous, educational efforts through supplemental programs which alleviate poverty, increase employability, and improve living conditions at the communal level.

➤ Mission

- Create **Strategic Partnerships** with indigenous leadership teams to support indigenous educational endeavors which seek to provide educational opportunities to underserved populations in countries where educational opportunities for the poor are limited and/or of poor quality.
- Facilitate **Relationship Building** between U.S. based educational institutions, charities and churches, and indigenous educational, governmental and religious institutions based on mutual respect, mutual expertise and mutual participation through a variety of scholastic endeavors.
- Stimulate **Economic Development** by collaborating with existing charities, businesses and other philanthropic organizations to improve outcomes in education and offer community relevant, vibrant, vocational training opportunities in both construction and implementation as well as use and maintenance of each development area.
- Encourage **Developmental Synergy** between a central educational project or feature and outlying village communities by integrating leadership, layers of relationships, and economic development in educational, vocational, agricultural, economic, social and other development opportunities bolstered by on-going training programs that are geared for community-wide participation and enrichment.

➤ Values

- **Radical Equality:** All human persons have an insatiable need for both love and justice.
- **Radical Unity:** Solidarity with others in their joy and suffering unites us in our humanity and enriches our lives.
- **Mutual Learning:** Life is a continuous opportunity to learn something new about ourselves, others, life, love and God.
- **Character:** Every human person is capable of good; goodness is culture-born, culture-bound and culture-specific.
- **Stewardship:** Clear, continuous and transparent communication regarding goals, resources, successes and setbacks is required for strong two-way relationships.
- **Love:** The hallmarks of a life devoted to love are patience and kindness with others

Program Goals

Education as Hope Formation

Every human person wants a life that is hopeful and fulfilling. They want it for themselves, for their families and for their loved ones. Access to education is understood to be a primary path towards both hope and fulfillment. Education is the formalized, systematized approach for encouraging personal growth and equipping individuals and communities with the necessary tools for managing change so that life in community is peaceful, hopeful and fulfilling for all its members. All societies and cultures have formal and informal structures for educating their people. And, successful participation in the formalized structures of education often determines a person's ability (or not) to enter into their own society in a fulfilling manner as well as their capacity for, and success at, navigating their own culture. Unsuccessful participation in formal education creates a life path marked with marginalization, increased isolation from opportunity, and exclusion from broader communal or societal decision-making structures.

Poverty is a systemic problem which actively and passively excludes individuals, families and entire communities from full participation in their societies. In countries where there is widespread poverty, many people are excluded from even basic educational opportunities. This hampers individual growth, obstructs a community's ability for self-determination and self-reliance, and undermines a community's ability to contemplate or pursue desired change or development. Exclusion from educational opportunities, therefore, can create an all-pervading sense of hopelessness, because education is understood as the primary means through which growth and development occur. Consequently, individual and communal **EMPOWERMENT** requires access to, or the creation of, culturally appropriate means of learning.



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C.R. Snyder's hope theory applied to International educational development.

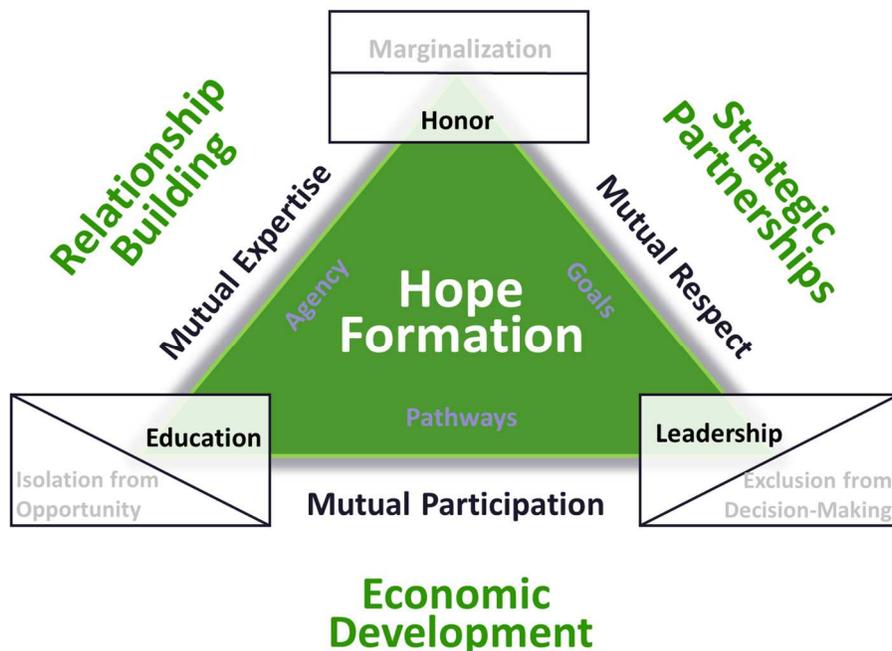
According to positive psychologist and hope theorist C.R. Snyder, hope is formed through the three equally important human attributes of goal setting, the exercise of agency, and the ability to create multiple pathways to achieve goals. Hope is an individual attribute as well as a communal state. When an individual has the ability to exercise agency, create goals, and work through multiple pathways to achieve goals, this person is hopeful. Likewise, when a community participates in and is able to provide pathways for their members to exercise agency, and as a result, achieve personal or communal goals, this community is also hopeful. Therefore, when educational opportunities are absent, one of the primary means through which a community exercises agency and participates in the pathways of development is missing. The non-existence of pathways hampers an individual's and community's ability to exercise full agency, and thus, is a key factor in hopelessness. As a result, pervasive lack of educational opportunities often exist in conjunction with widespread hopelessness.

Hopelessness leaves a legacy of:

- Isolation from opportunity
- Exclusion from decision making
- The daily life experience of being marginalized and overlooked

Then, for education to become true hope formation, the provision of educational opportunities must embrace inclusion in goal setting and decision making as well as a wide range of opportunities for sharing and acquiring skills, and respect regarding indigenous vision and problem solving methods.

- **Indigenous Vision** – which includes collaborative goals with outsiders to achieve this vision.
- **Indigenous Agency** – opportunities for both sharing expertise and acquiring new skills.
- **Indigenous Creativity** – economic and social development are inherent parts of educational development that, when maximed, can increase the scope and amplify the opportunities for broader community wide participation and benefit.



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C.R. Snyder's hope theory applied to International educational development.

In international educational development, education becomes hope formation through a commitment to mutuality. Mutuality is also critical for attaining project self-sustainability. Strategic Partnerships harness the strengths of local leadership through mutual respect and joint goal-setting. Agency is exercised by both philanthropists, leaders, community members and individuals in the sharing and acquiring of new skills. Multiple pathways towards development are considered including both formal and informal educational projects based on the daily needs of the community and the decision-making structures of local leadership teams. Self-sustainability then, becomes simply a matter of time as indigenous creativity, know-how and leadership is honored throughout the entire development process.

Mpowering Hope is committed to collaborating with indigenous leadership in order to bring multi-faceted, educational opportunities, including both formal schools and creative vocational programs, to isolated and rural communities within countries where access to education is hampered by widespread poverty. *Mpowering Hope* is equally committed to achieving educational advancement in such a way as to be true hope formation.

Mpowering Hope takes the following approach in designing and implementing educational endeavors so that the work we participate in is truly mutual and becomes a means through which many persons can live in hope.

- **Strategic Partnerships** - The pooling of expertise, relationships and resources for designing and implementing joint **GOALS** in educational development.
- **Relationship Building** – Foreign contributors as well as indigenous leadership teams, employees and community members exercise **AGENCY** in the creation and management of educational opportunities, in participation in on-going training and in collaboration for innovative economic development which can become inventive, vocational training programs.
- **Economic Development** – Attention to the social and economic development needs of a community creates significant additional **PATHWAYS** for culturally relevant vocational training programs in areas such as agriculture, technology and varied skill sets appropriate to communal life.



These three development goals work together and create synergistic energy which allows the reach of each educational project to be wider and deeper than just a small population of enrolled, school-aged children. Let's examine each of the three prongs separately to see why this is the case.



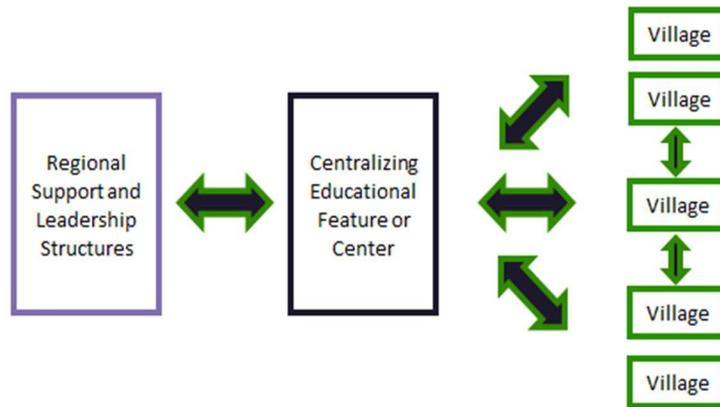
➔ **Strategic Partnerships**

Mpowering Hope seeks to create **Strategic Partnerships** when leadership from an indigenous community approaches our management with an idea for educational development. Strategic Partnerships harness the influence, the on-the-ground know-how, and the trust already established in the local community. The already existing authority of the indigenous leadership team as well as the trust of the indigenous community allows for maximized community participation amplifying the scope of any educational opportunity.

Strategic Partnerships also preserve mutuality, depend on indigenous self-determination and as a result propel a project towards self-sufficiency. With the invaluable management from local leadership, culturally rich and relevant approaches to creating educational opportunities can be implemented ensuring longer-term success. And as a result, true organic change and innovation become rooted in and strengthen the local community instead of being located in a self-existing, isolated, stand-alone project run by foreigners.

Each Strategic Partnership will have a different set of educational goals. However, within each Strategic Partnership, *Mpowering Hope* will look to create a centralizing educational feature. This feature will offer the desired formal e.g. preschool, primary or secondary education or it can also be used to offer vocational

or other extra-scholastic programs relevant to community life in each international setting in which we work or some combination of both. A centralizing educational feature is critical to the way *Mpowering Hope* understands the role of education in communal life. For example, if the educational feature is small, like a middle school in a village where middle school opportunities are limited, then the existence of one middle school can



begin to connect other surrounding villages to each other as young people from various villages take advantage of the new middle school opportunity in their area. The centralized village becomes more connected to local governmental leadership and this can open up regional support or governmental resources bringing in more opportunities such as vocational programs, literacy programs or medical programs just to name a few. Thus, one small middle school in one village can change middle school opportunities for an entire region and can become a vehicle through which more economic advancement occurs. Investment and start-up are significant obstacles when initializing education in regions where educational opportunities have been lacking. However, once start-up and investment begin, indigenous leadership structures are often eager to utilize existing government programs to help their own people.

Personnel availability and educational reach are just as difficult issues for indigenous governments to solve as financial resources involved in start-up. In many emerging countries there simply are not enough trained teachers to staff the number of schools needed. Thus, a large centralizing educational feature which focuses on on-going training can become the solution to teacher shortages. When the centralizing educational feature is large like a stand-alone campus, then the power of connecting people to opportunity is amplified as is the ability to navigate governmental and other agencies for resources. A large, centralized campus can become a center for many formal and informal opportunities available to an entire region of communities through creative scholarships, student housing and transporting solutions as well as a combination of long-term and short-term study programs. And, as a way to maximize community impact, a centralized campus can become the primary means through which additional regional and educational opportunities are supported by becoming a centralized location for housing on-going training and development opportunities.

Strategic partnerships seek to maximize educational impact by having on-going training and development as a cornerstone of both small and large scale educational programs.

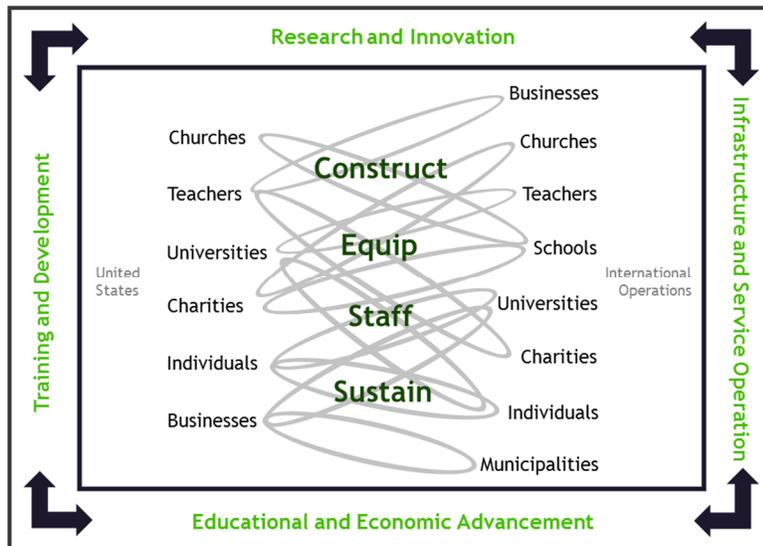


➤ **Relationship Building**

Once collaborative educational goals have been established the process of implementation begins. All educational projects take time and people to implement. *Mpowering Hope* understands the implementation process as a progression through the four continual stages of **Construct, Equip, Staff and Sustain**. Each of these stages requires a number of people with a specific skill set, expertise or knowledge base. Integrating each person's or organization's skill set into the unfolding implementation of a larger, over-arching educational goal is called **Relationship Building**. Relationship building is creating a series of relationships with philanthropic organizations, churches,

universities and individuals, both indigenous and foreign, in the unfolding of the following four implementation stages on a project by project basis.

- **Construct:** - Used to describe the process and costs associated with the actual construction of physical buildings, includes costs of land, land prep, labor and all construction materials as well as needed project management skills and any specialized knowledge required.
- **Equip:** Used to describe the process and costs associated with the purchase of furniture, equipment and/or material to make a building serviceable as an educational project. Some examples would be desks, chairs, generators, irrigation systems, etc.
- **Staff:** Used to describe the ongoing process and costs associated with the hiring of personnel to manage, administer, teach, maintain and work within any educational feature or supporting service. This also includes the continuing education of educators and para-educators.
- **Sustain:** Used to describe the ongoing process and costs associated with keeping an education feature open, operational and successful in its goal of offering high quality, innovative learning opportunities. Some examples would be maintenance, utilities, paper, crayons, books, etc.



As individual projects are undertaken to achieve the goals for each Strategic Partnership, connections are created between U.S. churches, universities, charities, individuals and businesses with schools, universities, individuals, and municipalities, etc. matching available expertise with a needed application. For instance, visiting teams can be used in the construction process alongside indigenous community members and hired professionals. U.S. charities which donate specific goods like books or livestock can be brought in to fulfil needs for equipping a classroom or for improving life for a family in a village.

Or, university connections can be cultivated to exchange professors with indigenous universities, conduct research or participate in training programs for vocational or personnel development. Additionally, relationships are fostered on-the-ground between the developing projects and local indigenous expertise, resources and communities. The emphasis on relationship honors both individuality and participation. Participation, therefore, is not one way, but rather, both foreign contributors as well as indigenous community members are participating in opportunities outside of their own immediate communities.

This dynamic flow of relationships creates feedback loops regarding infrastructure, personnel, financial support, expertise and knowledge sharing. These feedback loops become the mechanisms for research and innovation, needed economic development and service operation. Most importantly, the emphasis on relationship building becomes one of the primary means through which to offer continual high-level, creative training programs for personnel development as well as for creative, community-relevant vocational training. The process of relationship building around a common goal creates a web of interactions and support that are critical to long-term project self-sustainability. Project sustainability is no longer dependent on one organization but rather becomes dependent on a web of carefully crafted relationships based on each's individual strengths.

➤ Economic Development

Poverty is a cycle which currently (in the present) limits access to education. But equally important to take into consideration is that poverty has *already* limited access to education for a broad range of persons within entire communities. This means that older adults and young people, both men and women, have passed the ages at which formal education would most likely benefit them. A holistic approach to effective child education recognizes and honors the role of family and community. Children and families deserve educational approaches that take into account informal and short term training in needed skill sets which can benefit the broader community almost immediately. Economic development efforts which focus on improving communal life can improve outcomes in education since connectedness and interdependence are strong resilience mechanisms in much of the developing world. Effective child intervention, which includes the community, means that both benefit from education, skills and increased opportunity. Long term, this makes it possible for the child, who is now educated, to remain an active member of the community. By doing so, this enhances both the child's learning experience and the potential growth of the community by preventing a generational brain drain.



Economic development efforts bolster the community improving the current generation's success in formal education. Additionally, these vocational activities serve as a vehicle for offering vibrant, well-varied, and community-relevant vocational training opportunities for all generations of community members regardless of age. For example, clean stove technology is economic development which improves health and welfare of individual families in villages. Kitchen management skills are a community relevant vocational need. A vocational program at a central location can include training on both the construction and implementation as well as the use and maintenance of clean stoves. Therefore, meaningful economic development becomes accessible to isolated village communities. Successful implementation and use of new technologies is increased with a centralized training and

development program, and needed and practical skill sets are made available to men and women, adults and young people in village communities. This cycle of finding needs in the community and offering vocational training programs which bolster community driven advancement can be implemented in business, agriculture, household maintenance, energy technologies and water management just to name a few.

Mpowering Hope is dedicated to creating strong informal or vocational training programs within each educational development initiative by pairing these programs with viable economic development so that the scope of increased opportunity extends across the generations. Additionally, implementing strong vocational training programs become a means through which a project can achieve self-sustainability by creating additional streams of community generated revenues.

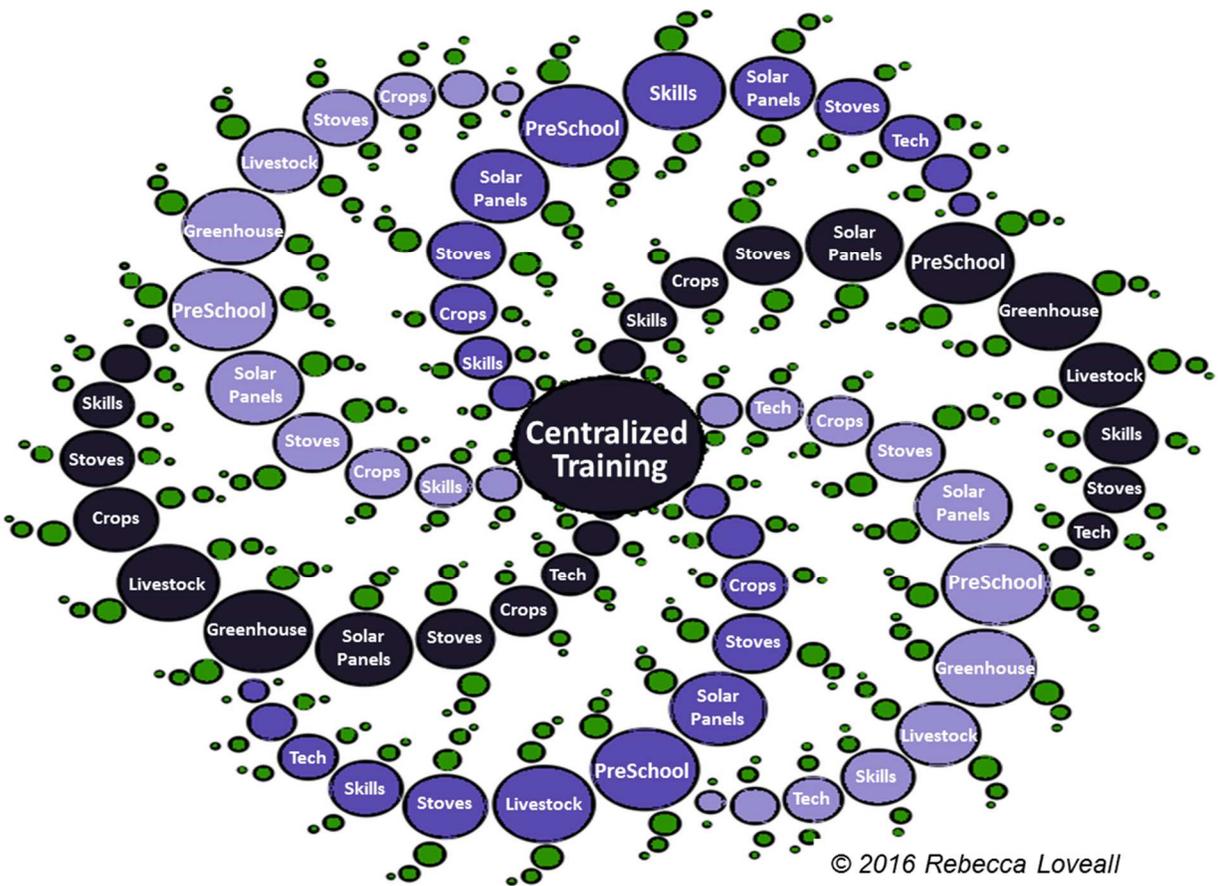
Creating Developmental Synergy

- ✓ **Strategic Partnerships** provide the structure for change capitalizing on the trust in, and knowledge base of, indigenous leadership teams.
- ✓ **Relationship Building** provides the mechanisms necessary for the knowledge and resource sharing needed for change.
- ✓ **Economic Development** initiatives increase the scope of opportunities made available so that change reaches the maximum number of people.

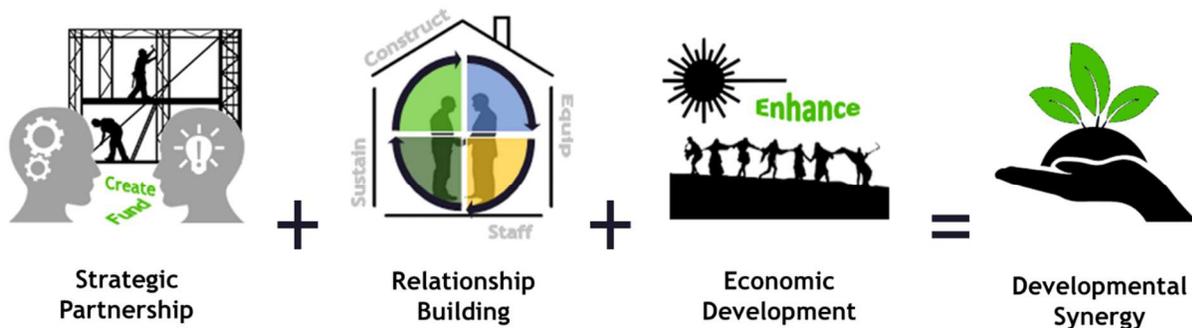
$$\text{Synergy} \\ 1 + 1 + 1 = 5$$

Developmental Synergy is generated through the **DEPTH** provided by **Strategic Partnerships**, the **BREADTH** provided by **Relationship Building** and the **SCOPE** provided by targeted **Economic Development**. The backbone of developmental synergy is a commitment to on-going training. This is training of personnel, training of para-educators, training involved in the implementation of economic development efforts and training in their use and support once economic development efforts have been established. The natural feedback loop of a strong commitment to training is research and innovation. Community leaders and members are the critical, necessary, invaluable barometers of real, transformative development. They decide what their community needs and what works. Changes are made in what economic development opportunities are offered based on community feedback, and adjustments are incorporated as development occurs based on community feedback.

Developmental Synergy



By design the resulting improvements in educational, economic and social opportunities as well as the strengthening of daily communal life are beyond the reach of a small, enrolled student body of one single, stand-alone project. A central project is initiated with vocational training in clean stove technology and starts with one grade of (40) pre-schoolers. One village petitions a few stoves. The men are trained in the construction and implementation of this technology. The women are trained in new kitchen management skills around this new technology and are equipped with needed additional supplies to use their stoves in their village. The health and welfare of these families are improved, and the acquisition of new skills improves each person's sense of self-efficacy. Another village petitions a greenhouse. The men are trained in greenhouse management, and new crops are introduced into the area. The women are trained in the use of new produce or other items in menu preparation. The second class of pre-schoolers begin their second year in school. Total students enrolled in the formal education sector is now (80) students. A new pre-school is petitioned in another village. Several local women begin training as para-educators. New educational opportunities are made available to an entire generation of children of schoolable ages in this village. The new pre-school becomes a site for literacy training and village training opportunities for agricultural improvements and new technologies. The circle of change feeds on itself. As one village implements new stoves and is successful another village is encouraged and emboldened to want the same and petitions new stoves. The automatic continuation of the central project, adding year after year of formal education, increases the central projects ability to offer continued and varied training opportunities for educators and para-educators throughout the area, and an increasing number of students of all ages continue to receive life-changing, hope-giving educational opportunities.



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The programs goals of *Mpowering Hope* are to create educational opportunities in such a way as to benefit the maximum number of people across age groups. This is achieved through a commitment to mutuality. Mutuality assures the broadest number of people benefit from educational and economic advancement and mutuality is the key to hope formation.



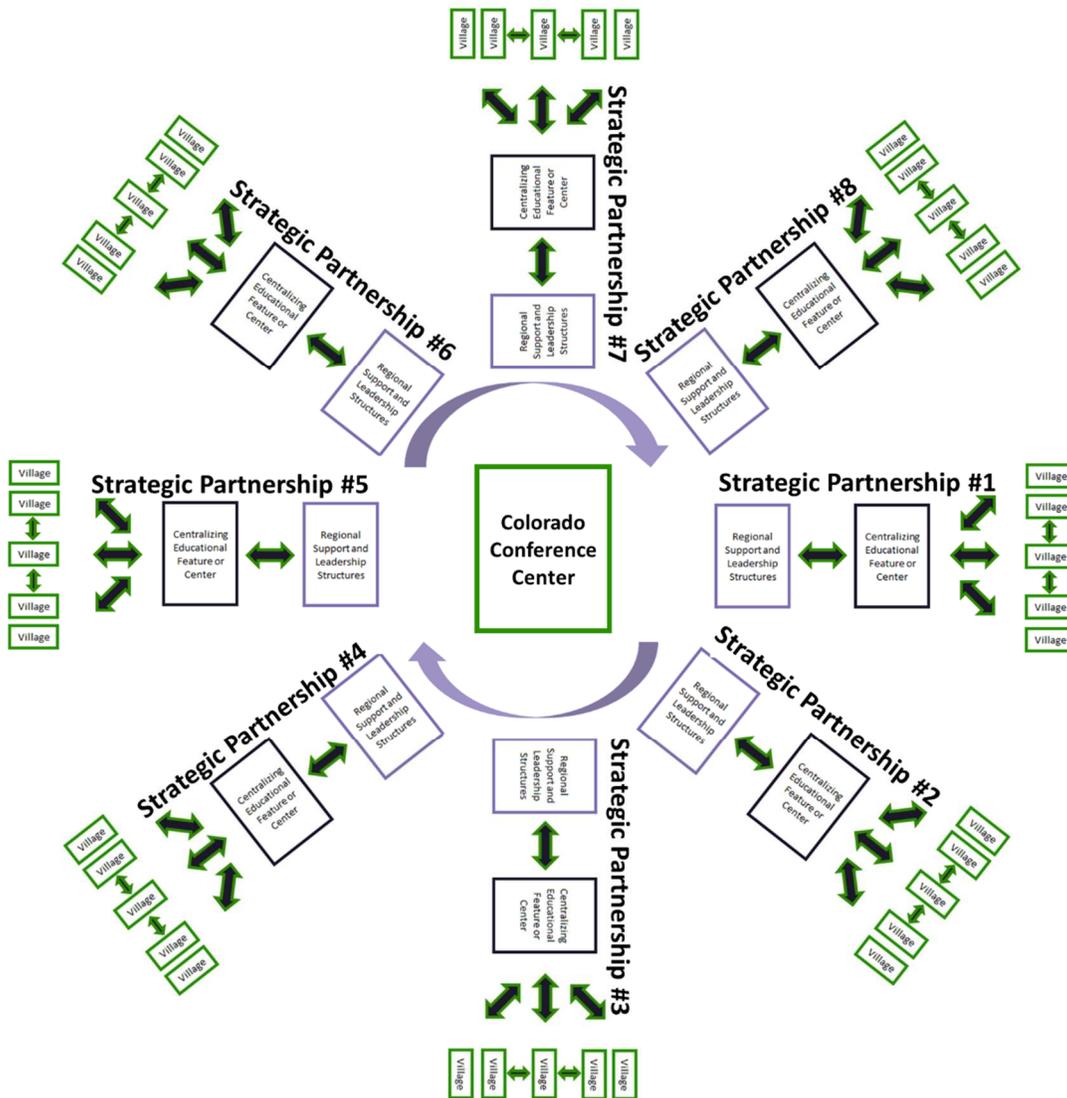
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20 Year Vision

The first strategic partnership of *Mpowering Hope* is with the Anglican Diocese of Kondo, Tanzania. The details of this partnership are detailed in the document *Spotlight Tanzania*.

Mpowering Hope will be using the next ten years to concentrate on implementing the model herein described through the creation of a centralized campus in the Anglican Diocese of Kondo, the district of Chemba. The implementation of this campus is projected to take ten (10) years. During this ten (10) years a web of relationships will be created to support the work in Tanzania and develop additional strategic partnerships.

Mpowering Hope will begin concentrating on creating a more robust administrative center in Colorado once the management and administration of the Chemba Christian Center in Tanzania has been handed over completely to the indigenous leadership team. A centralized campus in Colorado will facilitate at an even higher level a mutual exchange of ideas regarding international, educational development. The long-term vision of *Mpowering Hope* is to build several strategic partnerships supporting educational development in several countries.



The creation of the Colorado Conference Center will develop around four (4) goals: Research and Innovation, Infrastructure and Service Operation, Educational and Economic Advancement, and Training and Development.

Some aspects of the Colorado Conference and Administrative Center will be developed during the next ten (10) years but the majority of this development will take place once the primary implementation project in Tanzania has been completed. This large scale implementation of the model *Mpowering Hope* uses to create genuine, sustainable change in the area of education for the maximum number of people allows for a large network of supporters and participants to be developed. It also allows time for the model to be proven effective. Once efficacy and a network of supporters and participants have been crystalized the continued wide scale advancement of the goals of *Mpowering Hope* continues through a strong centralized presence in the United States.

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Research and Innovation

- ① University Relationships
 - Theology
 - Social Development
 - Agriculture
 - Green Technologies
 - Teaching Approaches
- ② Student Study Abroad Programs
- ③ Sabbatical/Professor Exchange Programs
- ④ Research Coordinators in:
 - Psychology
 - Social Development
- ⑤ Technology Innovations

Infrastructure and Service Operation

- ① Development of Support Network in U.S.
 - Churches
 - Individuals
 - Businesses
 - Granting Organizations
- ② Grant Acquisition and Management
- ③ Development of Strategic Partnerships
- ④ Recruitment of Site Coordinators
- ⑤ Internship Programs
- ⑥ Capital/Endowment Campaigns

Educational and Economic Advancement

- ① Charities for Donations of Material Goods
- ② Import / Export Business
- ③ Colorado Conference Center
- ④ U.S. University Scholarship Programs

Training and Development

- ① Manuscript Publication
- ② Mission Group Training Programs
- ③ Development Conferences Colorado
- ④ Publication of Indigenous Manuscripts
- ⑤ Centralized Counseling / Debriefing Center