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A Viral Idea, A Global Community

CPM Training Hubs

A Discussion of What God is Doing

At the Ethne' gathering in Malta, Dec 3-7 2018, a group of Kingdom movement practitioners worked together on an emerging concept of CPM training hubs that are preparing movement catalysts to reach every unreached people and place. Participants from multiple organizations representing many of the regions of the world got together for around ten hours of talks to discuss an emerging definition of what Hubs are, how they should best function, and what should be done relative to a global hubs network.

This document is organized as a representation of learnings until now from multiple gatherings of CPM Training Hub practitioners. Learnings from the Ethne gathering are featured prominently here, as it was the most comprehensive gathering of information until now.

This document reflects observations and discussions from the Ethne meeting and is not to be considered a comprehensive discussion on CPM Training Hubs. We will continue to build out the concept and best practices as more networking meetings take place.

A Definition of CPM Training Hubs

The idea of CPM Training Hubs is an emerging concept. The idea has been described in articles in Missions Frontiers in Mar / Apr 2016 (*Training Movement Catalysts*, Parks), again in more detail in Sept / Oct 2016 (*Four Stages Left to "No Place Left" in our Generation*, Smith), and finally in November 2018 (*24:14 Goal*, McBride). Despite being described theoretically in these articles, we were surprised by the way that what God is doing globally with Hubs resisted tight *definition* and lent itself much more to *description*.

After hearing from several groups running CPM Training Hubs, we saw that there was a wide variety of training approaches. However, we found these common things described what God seems to be creating. These hubs all are ***catalytic learning environments facilitated and coached by experienced movement mentors that model and apprentice kingdom-movement catalysts to reach the local community while preparing to engage the next place of lostness.***

Catalytic learning environments

The environments promote a train and do model of implementation of what they are learning. Apprentices in the hub are implementing what they are learning on a weekly basis through actively engaging the lost, making disciples, and planting churches.

Led and coached by experienced movement mentors

Training approach is that of MENTORING, so it is important for leadership to have actual experience and fruitfulness in making



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reproducing disciples (who make disciples) and churches / starting movements.

Apprentice Kingdom movement catalysts

They utilize one of the common movement approaches (DMM, Four Fields, T4T, etc) with the goal of raising up people who make multiplying disciples

Focused on lostness in their community

They are NOT simply training centers, but are engaged in the harvest with a goal of starting movements locally

Training catalysts to deploy and engage the next area of lostness

This is not simply training movement leaders for the work in the city where the training is located. Hubs are focused on experientially training leaders to go to a “0-1” environment where church does not exist

It must be stressed that there is a wide variety of hub “flavors” that meet these criteria. At first, this seemed to cause some concern, but as the week went on, the hub leaders present seemed to really trust one another’s hearts and see the value in different kinds of implementation.

Who are Hubs For?

Every movement has a training element with clear process for discipleship and leadership development. This leadership development should (biblically) train with an end-vision on the unreached (Jerusalem, Judea, Samaria, Uttermost). Though these movements would have training locations with these specific foci and are thus foundational, the specific goal of a CPM Training Hub is on top of this leadership development. The specific element that we are describing in CPM Training Hubs is the training of catalysts for the next frontier, whether same-culture next unreached area, near-culture or cross cultural.

Ideally every city or regional church / movement would host at least a Phase 1 CPM Training Hub in addition to their leadership training. People coming into CPM Training Hubs are testing a call to pioneer church planting and do so either working in full time vocational ministry, working bi-vocationally, or training while being a marketplace minister. Specifically, they are being trained to become “goers” who will catalyze a new work in a pioneer area.

A Phased Approach to Training Catalysts to Start Movements

Much of the early discussion and confusion around hubs related to the fact that there are different kinds of hubs that address different types of catalysts in different parts of the training cycle. There are also different requirements and ways that various organizations approach the cross-cultural training elements for movement catalysts deploying to diverse cultures. For a while, it was hard to “see the forest for the trees.” But as we discussed it, a clear pattern started to emerge.



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The Four Phases that we will describe here are a suggested best-practice path to fruitfulness for potential CPM Catalysts. Note that this is not strictly a linear process. However, we note that if we saw this process begin to become normative for 70% of new field practitioners, we would see a marked improvement in effectiveness, fruitfulness and efficiency in the training process.

They should NOT be understood as four different types of training hubs. They are better describing a four potential steps on a journey from training to seeing a movement start that can reproduce itself by starting other movements.

Phase 1- Home Culture Hubs

These hubs are often attached to an existing or emerging CPM and are focused on catalysts learning, experiencing, and implementing CPM in their own language. They may be on the following types:

Phase 1 Potential Hub Focus	Example
Mobilizing and training cross cultural missionaries out of an existing or emerging movement environment by training them to reach their own people as a first step to moving cross-culturally.	<p>A team in Sydney working to start a CPM forms a hub to train new cross-cultural catalysts that can deploy to a Phase 2 hub in Thailand and ultimately engage Muslims in Southern Thailand.</p> <p>A team in India mobilizes and trains college students to start multiplying discipleship groups and churches locally with the goal to deploy trained CPM catalysts to unreached people groups on other Indian locations.</p>
Mobilizing and training cross cultural missionaries out of an existing or emerging movement environment by training them to engage local diaspora people as a first step to moving cross-culturally.	A hub in Detroit focuses on creating multiplying disciple making groups among Detroit Muslims and training cross cultural workers that will head to the Middle East / North Africa.
Mobilizing and training movement catalysts out of an existing or emerging movement environment with the intent of forming a catalyst team to reach same culture (different location) or near-culture UPG / UUPGs.	A CPM in Nairobi sends potential church planters to a training hub located in East Africa with the vision to deploy trained teams to engage the remaining UUPGs in East Africa.

The *diversity* here is very important. While all of these would qualify as Phase 1 CPM Training Hubs, the training curriculum may vary to fit the needs of the trainees. The need for intensive cross-cultural preparation will vary widely from one situation to another. The fruitful movement methodologies vary from one region to another, and even within different people groups in the same region. While wanting to share information and work collaboratively, we see these differences as something to celebrate and encourage.



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Phase 2- Cross-Culture Hubs

These hubs are attached to an existing or emerging CPM and are focused on catalysts learning, experiencing, and implementing CPM in a cross-cultural environment, led by people experienced in catalyzing CPMs in that region. Trainees learn the nuance of CPM in that environment, fruitful implementation of movement principles there, and develop a plan for language and culture acquisition (at minimum).

Phase 2 Hub Focus	Example
Receiving people from a Phase 1 environment to further develop them and prepare them for ministry in the region.	<p>A team in South Asia receives westerners from a P1 hub in the United States. While the students have already learned principles of multiplying discipleship, the P2 hub develops them in cultural adaptation of CPM for South Asia and prepares them to launch to a UPG. The hub may receive fully formed teams, or teams may form as they train in the hub environment.</p> <p>A team in Italy receives locals from a P1 Hub in West Africa to help them prepare to reach diaspora peoples in Europe. While these Africans are well versed in reaching Africans using CPM principles, they receive some training in European culture, the refugee situation, and how to live in Europe.</p>

While a few Phase 2 Hubs receive people without any prior CPM Training, we are noting a marked difference in P2 participants' fruitfulness and speed of implementation when they start in a P1 environment. P2 Hubs set their own prerequisites and have their own application processes. Some prefer extensive cross-cultural training for apprentices before they come, some prefer to do more of that training themselves.

Another note is that the time involved in a P2 hub varies greatly from one location to another, though it seems most tied to issues of language acquisition. For example, one P2 hub in a Turkic country requires all participants to stay with them for their entire language and culture acquisition process...a period of around 2 years. Another P2 Hub in India sets up apprentices with a language acquisition plan and accountability. That hub may "graduate" people in four to six months to a UPG.

Phase 3- UPG Engagement- The Coaching Phase

Apprentices take the step to really becoming independent CPM catalysts as they transition to this phase. However, they do so with a great deal of experience as well as a support network coaching them. They are not novices from a candidacy program. P2 Hubs often contain coaches that track with practitioners deploying to P3 (or their P2 leader may connect them with a P3 coach in their region).



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Phase 3 Description	Example
Trained movement catalysts move to the “next area of lostness” and engage a UPG, usually in the same region or affinity group as their P2 experience. They go with regular coaching that their P2 environment connected them with.	<p>A mixed team from a P2 in the Aram Levant deploys to an unreached area of a nearby Arab country and begins to engage Muslims, multiplying disciples and planting churches.</p> <p>A team of locals deploy from one country in the Horn of Africa to a Muslim nation in the Arab Peninsula where they engage a UPG. Churches are multiplied generationally and a movement begins.</p>

Phase 4- Movements Start Movements

It is without doubt that the best people to start movements are people who have experienced movements reaching people of the same or a near culture. While in the past it was considered best practice for a outside movement catalyst to “move on” once they catalyze a movement and release it into the hands of locals, many are now still finding a place for experienced outsiders to stay on and help the movement start new movement streams in new locations, or even being near culture or cross culture missions.

Phase 4 Description	Example
Movement leaders in a maturing movement begin to look beyond their natural borders to reach others for Christ. A new training hub is developed in the context of that movement to train movement catalysts to go cross cultural and reach people for Christ.	A mature movement in Northern India begins looking to reach areas of the Middle East. They start to train Indian movement catalysts to go to countries in which Indians commonly are employed with the intent of starting movements there among other UPGs.

The Non-Sequential Nature of a Phased Approach

One of the things that we are seeing is that this process is at times non-sequential. We are seeing people skip the P1 process and still do well (though the outcomes in P2 often take longer). There are hubs that are both P1 and P2 environments. P4 locations often start P1 and P2 experiences as they seek to deploy people to P3 UPG engagement. Because of this, we must *describe* the hub system as a suggested path to fruitfulness, rather than a prescribed system.

Is there a Biblical Justification for CPM Training Hub Models?

While recognizing that the exact wineskin represented by CPM Training Hubs currently is not found in the pages of scripture, there are several ways to represent the Biblical justification for the Hubs concept.



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Biblical Principles that Support Various Aspects of the Hubs Training Approach

There are different aspects of how people are trained in Hubs that are scripturally sound.

Modeling as a method to pass on truth and practice	2 Timothy 2:2 Jesus' ministry with the 3, 12, and 70
Ministry in a team environment	Elijah and Elisha and Prophets Isaiah and Band of Prophets
Putting learning into practice	James 1:22
Focused on the lost and disciplemaking	Matthew 28:18-20

However, there are a couple of examples that demonstrate a bit of what Hub practitioners are trying to create.

Jesus and His Disciples

Mark 3-6- Jesus calls his disciples and extensively models the Kingdom for them. At the end of this phase, he begins the process of visiting all the towns and villages of Galilee.

Mark 6:7-13 Jesus sends the 12 out two by two in their first trials by themselves.

Mark 6:30-32 (note the more extended explanations of this in the Matthew and Luke versions). Jesus calls his disciples away for a period of renewed rest, training, prayer, and evaluation in a new location.

Mark 6:33-44 The crowds follow, and Jesus pushes the disciples "you feed them." The disciples ultimately take the food from Jesus' hand and feed the people.

Mark 6:45 Jesus sends them by themselves to the next place.

Jesus demonstrates a pattern here of the disciples learning experientially from their mentor as they continue to engage the next place where Jesus was not yet known. His pattern was to put them into situations that would stretch them and keep them from being able to trust in themselves (as evidenced by the story of the storm on the lake...the next chronological story in sequence here).

Those running Hubs currently are not looking to simply have another training classroom in a new location. CPM practitioners training the next wave of catalysts using Hubs have seen this biblical pattern and are attempting to help apprentices learn by doing. Stretch assignments in a increasingly difficult environment that closely mimics the ultimate ministry environment creates a strong learning lab.

Paul and His Traveling Apostolic Band

We can note the description of the process Paul takes Priscilla and Aquila through as a process similar to what we envision with Hubs. We see in how Paul gathers Priscilla and Aquila with others such as Silas, Timothy and even Crispus in a learning environment that raises up leaders, deploys them to new frontiers with mentoring, and then a moving on that allows them to flourish on their own.

In Acts 18, Paul meets Priscilla and Aquila as they are coming from Athens. We don't know if they were even believers at this point. Certainly, they were influenced and trained by Paul in this process as they connected with Paul and he stayed with them. Paul also gathered others around him such as Crispus



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and Titius Justus who came to Christ. After Timothy and Silas arrived, they stayed there for a long time. They presumably formed a team and many come to Christ all through the region (note the greeting in 2 Cor 1:1 where Paul greets the church through all the regions of Achaia).

Later, Paul leaves and goes to Ephesus, takes Priscilla and Aquila with him. They moved from Italy and they go to the next place with them. Then he leaves them in Ephesus and Paul continues. During that time we have the story in Acts 18:24 where Priscilla and Aquila meet and develop Apollos. Whereas we initially did not even know their spiritual acumen, in Ephesus Priscilla and Aquila are able to confront a trained teacher and develop him into a church planter that they can incorporate into their apostolic band.

This kind of process is one that we want to structurally emulate as we develop a global training hub system.

What are the Values that CPM Training Hubs Carry?

As we looked at the hub concept, we discussed a number of values that CPM Training Hubs carry. While this is not a comprehensive list, it helps describe what you are aiming for when you start a CPM Training Hub.

- Decentralized Multiplication- Since the ultimate goal of this training model is to multiply disciples locally and CPM Engagements of UPGs globally, we are not trying to create a few hubs that can service everyone. It ultimately serves the purposes of the coalition if we multiply many hubs that turn out many CPM Catalysts.
- Modeled Training instead of classroom training- While workshops can be a helpful tool, learning without implementation produces hearers rather than doers of the Word.
- Near or Same Culture Catalysts are Best- while we celebrate better trained far-culture missionaries, the end goal would be much better served by training near-culture laborers to make smaller cultural jumps to reach people for Christ.
- Lostness, not Mobilization is our target- we seek to produce more effective laborers for the harvest, even if we produce fewer cross cultural laborers by a more selective sending process. Preferring obedient and fruitful laborers represents a quality over quantity approach.
- Ruthless Evaluation- Assessing fruitfulness before sending someone on to the next stage represents an evaluative approach that prunes catalysts to grow and become more fruitful.
- Community focused- Training is in the context of community and promotes a team ministry approach. Additionally, spiritual gifts can be assessed and rightness of fit discerned. Honorable offramps can be given to those that are not yet ready to move to the next phase.
- Character as well as strategy- while it is easy to see CPM Training Hubs as places to download and demonstrate strategy, the life on life mentoring approach allows for and enhances character formation in the lives of the apprentices.
- Abiding Rest- CPM Training Hubs emphasize abiding as the source of fruitbearing. They are not machines to churn out laborers, but stretch assignments that model prayer as the engine and abiding as the first tool of evangelism.
- Perseverance- this training model tests candidates' perseverance before they are deployed on their own to engage a UPG.



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- Lifetime Learning- This model suggests that there is always something new to learn and that oftentimes others in the body of Christ have the learnings that we need.
- Simple, Biblical Training Process- Movements thrive by having simple and reproducible models. Hub training processes are no exception. Hubs value teaching from scripture as much as possible.

Starting a CPM Training Hub

To analyze what goes into a CPM Training Hub, you would want to examine several things:

- The Curriculum of a Hub
- The Operations of a Hub
- The Finances of a Hub
- Other Resources Required to Start Hubs
- Hub Security

Hub Curriculum

While the coalition is gathering multiple samples of training hub curriculum, a variety of factors influence what goes into curriculum.

- The Movement Methodology being trained
- The religion and culture of the target people group the training is designed to reach. Contextualization requirements for the training
- The predominant learning style of those being trained
- The cultural and linguistic distance of the target people from the “goers”
- Security concerns and the effects of the relative openness of the society on the ability to gather and train
- How systematic and methodical the training hub leaders are

These factors affect the ability of the coalition to describe effective curriculum models. It may take several more years of experimentation in various hubs for us to discern if there are curriculums that are equipping better movement catalysts than others. However, one factor that is universally named as important now is *that the more experiential the curriculum*, requiring actual experience and demonstrated fruitfulness in a training environment, *the quicker the candidate will demonstrate deep “fruit that remains” in their target UPG.*

Lastly, it seems best to describe curriculum in terms of competencies reached instead of modules completed. Since candidates are coming from a variety of backgrounds and experience in obedience-based discipleship, there is great variety in the “starting place” for people entering a phased training process. Since there are different requirements for different methodologies, contextualization amounts, language and culture adaptation, and people group distinctives, there is a great deal of variation of competencies that would be needed for someone completing a phase 2 and heading off to a UPG / P3.



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Competencies as a Scavenger Hunt Rather than a Blueprint

Following a blueprint or detailed set of instructions can be daunting. At times, someone trying to follow instructions feels as if they were written in a different language! Trying to replicate a complex system leaves people confused as to what the designer originally intended.

A scavenger hunt is completely different. Participants are given a list of things that they are trying to collect. In a set amount of time, they are asked to collect as many of the items on the list as possible. How the participants get to the goal is not important, only the checkmarks on the final list matters. You may even decide you don't have to collect all the items to win, allowing you to focus on specific ones.

We envision these competencies for hubs in much the same way. We are describing what a CPM catalyst needs to facilitate a CPM emerging among a UPG. The list is comprehensive to try to cover many situations, but the Hub Network is not requiring every hub to design a blueprint to achieve those competencies in the same way. It is simply a list that hubs can use to guide them as to what a winning list might look like and help us as we try to describe the training program hubs have in place to other potential partners.

It is also very important to caution that these competencies should not be viewed through a particular cultural lens. We felt that these competencies for someone finishing a Phase 1 would be descriptive whether you are an Indian finishing the Phase 1 in New Delhi, or an American finishing in New York. However, there may be differing nuances to how these things are trained in different hubs worldwide.

Phase 1 Curriculum Elements

We came up with a benchmark of different competencies that people who are finishing Phase 1 on their way to becoming effective CPM Catalysts most likely would have. ***Note however, that there is NO PRESCRIBED METHOD for achieving these other than it being an experiential mentoring environment with a focus on lostness.*** Phase 1 programs should evaluate the people entering the P1 to see how many of these may be realized already from participants' church backgrounds.

These are competencies, not simply points to be trained. We mentor to help catalysts demonstrate these in life, not simply learn them in a workshop. Additionally, these competencies would be implemented and demonstrated in a person's home culture. Some / all of them will need to be addressed again in cross-cultural environments.

In terms of leadership of a P1 Hub, we suggest the leadership team be "player-coaches." We would desire them to be experienced practitioners that have personally seen multiplying disciples. We want them to be actively trying to start a movement in their area and be good evaluators of the work their apprentices are doing.

HEAD-

Biblical Literacy: Understanding basics of Biblical Salvation, Overview of Scripture, Biblical Missions, Personal Calling, Suffering, and core Christian Doctrines

CPM Training: Understands the basic DNA of movements and their Biblical justification using one of the common movement training templates (DMM, T4T, Four Fields, Zume, etc.). Understands a simple plan and process that leads to reproduction.



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HEART-

Spiritual Authenticity: Focus on seeing that the trainee has a healthy degree of the following and is making consistent progress: humility and teachability; walking honorably and truthfully; hearing and obeying God; exercising faith that God will start a movement with his/her people group; love for God and others.

Perseverance: Has demonstrated perseverance in difficult circumstances. Displays a dogged tenacity to do the right things to complete the task, pressing through obstacles. Has counted cost of personal risk. Has a long-term commitment to God's calling.

Personal Spiritual Disciplines: Demonstrates a lifestyle of prayer, time in God's Word, obedience, fasting, accountability, hard work and rest, abiding in Christ, personal time usage, and personal transparency. Understands basics of spiritual warfare. Dependency upon the HS and the Father's heart is the key.

Personal Holiness: Has a lifestyle free from addiction. Lives in moderation in all things. Seeks to avoid being a stumbling block for others.

Personal Wholeness: Has been assessed to be in a healthy place working through personal issues (addiction, depression, self-image) and family of origin issues (divorce, trauma, abuse), has a healthy marriage or a healthy attitude towards singleness, is in a healthy place working through parenting issues.

HANDS-

Engagement and Evangelism: Has *extensive* practice in engaging lost people, finding potential Persons of Peace, and sharing the gospel message in a way that intentionally moves the lost towards becoming disciples of Jesus.

Demonstrates the Kingdom: has learned to demonstrate the kingdom through acts of blessing and prayer for the sick.

Reproducing Discipleship: Has practice in making reproducing disciples (preferably from the lost) and has worked towards group formation reproducing generationally.

Vision Casting: Has practice in envisioning others in kingdom movements.

Training: Has skill and practice training others in disciplemaking and church formation.

Using Prayer Tools: Has learned the basics of executing a prayer plan for their people group.

Planning and Evaluation: Learns to plan, evaluate the brutal reality, and adapt based on the fruit he / she sees.

HOUSE-

Relational Skills: Has good people skills, communication skills, and conflict resolution skills. Can manage anger, disappointment, and anxiety.

Team Life: Has learned healthy patterns of team life.

Team Experience: Preferably has extensive practice "teaming" with others as they reach out to a local target population.



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Cross Cultural Catalyst Curriculum Elements That May Be Appropriate in Phase 1 or Phase 2
While definitionally, we are characterizing a CPM Training Hub as “training catalysts to deploy and engage the next place of lostness”, we have to recognize that this jump is bigger for some than others.

Depending on a) who the hub is servicing and b) where the participants plan primarily to deploy, hubs may want to consider adding some of the following competency development items to their programs to help cross cultural transitions.

Cross-cultural elements that we felt MUST be included by the end of Phase 2 were included in that section.

This list includes a few that were not discussed at Ethne, but were brought up in previous discussions.

24:14 is seeking to act as a repository for resources for CPM Training Hubs to help them find ways to train some of these elements as needed.

HEAD-

Culture Training: Understanding general basics of culture, worldview, contextualization, and cross-cultural expectations. Understands dangers of ethnocentrism.

Culture Stress Preparation: has learned strategies for cultural stress relief and how to manage culture shock.

Language: Preparation for how to learn a language, language learning principles, and advantages and disadvantages to different approaches.

Platform / Visa Consultation / Service Platforms – has a plan in place for access into the target nation as well as identity once there.

Legal Issues: Has learned to handle legal and financial issues related to living in another culture.

HEART-

Clarity of Call / Vision: is able to articulate and defend a sense of divine call to their target people.

Spiritual Community: Can worship and self-feed without a large community of believers.

HANDS-

Pastoral Care: knows and able to use available resources to maintain spiritual vitality.

Finance: Is free from significant debt and has adequate support through ministry support, self-support, or employment support. If necessary, has adequate support raising training and has raised adequate support before deploying.

Emergency Preparedness: has received training and developed a plan in terms of what to do in the event of an emergency in field location.

HOUSE-

Team Training and Development: Has learned to serve others, resolve team conflict, and value different roles in a team environment across cultures, or on multi-cultural teams.

Team Development: has learned personality profiles of people on their team and ways to relate with people that are different.

Marriage / Family / Singleness of the Field: has learned strategies to deal with your stage of life in a cross-cultural context and the cultural views of marriage / family / singleness.



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What Does Phase 2 Want from Phase 1?

Several leaders in Phase 2 environments expressed concern of putting too high a bar on candidates coming from P1 environments. However, P2 Hubs commented that more experiential training was welcomed and desired from CPM Catalysts coming to learn in their P2 Hub. The list of items that they are requesting leaders verify of candidates remains consistent from P2 hubs.

- Relative freedom from habitual sin, especially sexual sin
- Servanthood, Humility and willingness to learn what works
- Level 1 CPM Training is strongly preferred
 - Repetition sharing the gospel
 - Experience in leading people to Christ
 - Experience in Finding People of Peace
 - Experience in Reproducing Discipleship
- Demonstrated Tenacity is preferred
- Recommendations from 2-3 leaders

Phase 2 Curriculum Elements

Additionally, we came up with a benchmark of different competencies that people who are finishing Phase 2 on their way to deploying as pioneer CPM Catalysts to a UPG most likely would have. ***Note however, that there is NO PRESCRIBED METHOD for achieving these other than it being an experiential mentoring environment with a focus on lostness.*** P2 programs should evaluate the people entering the P2 to see how many of these may be realized already from participants' P1 experience. P2 programs should determine how much of the cross cultural elements they want to require before joining their P2, and how much they want to train those elements as a part of the P2.

It should be noted that these competencies must also be weighed in terms of the CP Team that is deploying. The program must prepare teams to function in these competencies, but individual gifting may allow one person to excel in different competencies.

We assume P1 Competencies going into P2. People that have had less robust P1 environments or have skipped P1 for various reasons may need to visit those competencies to make sure that all of them have been addressed.

Lastly, these competencies must be seen as a process. For most of these issues, there will be processes of life-long learning. Additionally they must be evaluated through a cultural lens, while recognizing that there may be different ways different cultures will express these competencies.

In terms of leadership of a P2 Hub, the leadership team should be "player-coaches." We would desire them to be experienced practitioners that have personally seen multiplying disciples. We want them to be actively trying to start a movement in their area and be good evaluators of the work they are doing. Ideally a leadership team for a P2 Hub would be multi-cultural, to help participants learn the different cultural applications of movement methodologies.



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HEAD-

Culture: Has evidenced specific regional culture, history, and religion to a level of competency necessary to understand contextual tools and navigate roadblocks to gospel inroads.

Language: Language acquisition plan developed in conjunction with trainers and coaches in Phase 2 with accountability in place.

CPM Training: Has demonstrated CPM applications in the cultural context. Works to master innovations and cultural applications of movement theory to the region. Has exposure to advanced movement leadership applications.

Persecution and Perseverance: Has evidenced likely avenues of persecution in the target culture. Has learned biblical patterns for dealing with persecution and minimize unnecessary persecution. Has learned to persevere in difficult circumstances.

HEART-

Spiritual Humility: Demonstrates willingness to learn from others, especially locals. Shows cultural humility as a lifestyle. Has demonstrated a lifestyle of surrendering rights.

Adaptability: Shows an ability to flex in a new setting, can adjust to what is required to

Personal Spiritual Disciplines: Has continued and cultivated a lifestyle of prayer, time in God's Word, obedience, fasting, accountability, hard work and rest, abiding in Christ, and personal transparency in target culture. Has learned to engage in spiritual warfare.

Perseverance: Has demonstrated perseverance in difficult circumstances. Displays a dogged tenacity to do the right things to complete the task, pressing through obstacles. Has counted cost of personal risk. Has a long term commitment to God's calling.

Personal Holiness: Has a lifestyle free from addiction. Lives in moderation in all things. Is aware of not being a stumbling block for others.

Personal Wholeness: Continues to be in a healthy place working through personal issues (addiction, depression, self-image) and family of origin issues (divorce, trauma, abuse), has a healthy marriage (if applicable), is in a healthy place working through parenting issues. Has been evaluated by sending organization for continued field readiness.

Culture: Willing to adapt to and appreciate host culture.

Boldness / Risk taker: Demonstrates a courage to engage the culture and take risks sharing the gospel.

Big Vision: demonstrates a God-size vision and faith for their people group.

HANDS-

Engagement and Evangelism: Has extensive practice in engaging lost people, finding potential POPs, and sharing the gospel message in a way that intentionally moves the lost towards salvation. Has learned evangelism tools that locals can reproduce fruitfully.

Demonstrates the Kingdom: has learned to cross-culturally pray blessing over people and pray for the sick.

Discipleship, Church, and Leadership: Has learned how to make reproducing disciples in target culture and has learned a strategy for church formation and leadership development that can work in the target culture. Demonstrates comfort in allowing Holy Spirit and the Word to lead through locals.



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Training: Has ability to train the basic DNA of movements and the Biblical justification of them. Can train and envision a simple plan and process that gets to reproduction.

Developing Prayer Strategy: Has begun to recruit and incorporate other believing locals and expats into a prayer strategy for the area. Has recruited a number of daily intercessors to cover the work.

Planning and Evaluation: Is engaged in regular rhythms of planning, ruthless evaluation, and adaptation based on the fruit.

Tracking: Has learned to effectively track movement growth in the cultural context and apply learnings to planning and evaluation rhythms.

HOUSE-

Presence and Platform: Has developed a strategy to implement that will at minimum explain reason for being in country and at most will give opportunities for engagement and a platform and visa for extended stay in country.

Team Development: Has adapted team life rhythms to cross-cultural context.

Local Partnering: Is spending majority of time with local partners and the lost and is not over dependent on home-culture team. Understands how to build effective partnerships.

Team Contributions: Has identified giftings on the team and has figured out ways for the team members to contribute. May include team agreement / protocols / MOUs.

Networking: Has surveyed the mission work (especially movement related) in the area. Has learned about fruitful evangelism and discipleship processes. Maintains good relationships for partnership.

Leadership Development: Does not need to be "the leader." Looks to empower, develop, and mentor others.

Hub Operations

We briefly began to discuss how a hub can operate. The results of this discussion admittedly varies depending on the context and organization of the hub. Some hubs are very systematic, some are much more organic. We desire to leave a lot of room for variation in implementation.

Logistical Needs

There were a number of issues identified as logistical needs and issues that need to have a plan in place. These include:

- **Hub Profile-** there needs to be a clearly documented description of what the hub and applicants to the hub can expect from one another. These include things such as:
 - Vision and Purpose of the Hub- this may include people group focus, special hub "calling", platform for the hub, etc.
 - Methodology statement- there needs to be publicized clarity around methodologies used at the hub and what participants can expect.
 - Rhythms of the hub- start dates, completion dates
 - Capacity of the hub- how many people will be trained at what times
 - Prerequisites for the hub (if any)- what is expected of participants **before** they arrive
 - Responsibilities of the hub vs sending organization-
 - Budget- what do participants need to anticipate in living expenses to be a part of the hub?



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- **Housing for the hub**- what can people coming in from the outside expect in terms of housing? What are the prices? What are the expectations on the participant in terms of finding / maintaining their housing?
- **Staffing**- what are the hub leaders taking on in terms of logistical help for participants? What responsibilities will they handle before people come (application / interviews) and after applicants are on the ground (logistics). Does it make sense to have a logistical coordinator for this hub?
- **Staff Roles**- How do you do player / coach balance in your hub? What can the hub leaders expect as demands on their time and their ability to invest in the local movement work?
- **Existing Resources**- there may be resources that already exist on the ground. What others on the ground might be able to offer their expertise to help your participants (other trainers in culture, realty companies, platforms friendly to catalysts, language schools, etc)
- **Language**- a plan needs to be in place for helping participants develop and implement a language acquisition plan and how to practically work accountability to that plan.
- **Deployment Expectations**- what can participants in the hub expect from the hub leadership in terms of:
 - Consulting on next step UPG placement
 - Platform / Visa issues for UPG engagement

Tracking

Ethne participants urged new hubs to consider tracking the following:

- **Movement Metrics**- how much participants are sharing the gospel, commitments to Christ, movement trainings, or churches formed might be appropriate metrics. These would be contextualized to the movement methodology at the hub.
- **Time Usage**- finding ways to help participants use their time in meaningful ways that train them to be effective movement practitioners.
- **Deployment**- where are your graduates going? How many engage the “next place of lostness?” How effective are they when they do to the next place?
- **Feedback** – how are participants rating their experience at the hub? What are suggestions for improvement? Are these suggestions being acted upon?
- **Coaching effectiveness**- as people deploy to the next place, how well are they being coached? How consistently is it happening?

Application Process

You need to know the people who want to come to your hub. How will you determine:

- What is the content of the application? Personal information? Experience? Theology? Clarity of calling and vision?
- What is the processes for application? Will you do all written? Will you use a video call? What do you ask on paper vs. in person?
- Do you require a vision trip?
- How will you evaluate their previous phase experience? How will you handle references?
- Some of our participants were utilizing websites to act as the front door to their anonymous hub. It was password protected, did not share specific location or names, but did give a sense



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to potential participants what involvement in a hub could look like. Applicants were tracked through process using a CRM (Hubspot).

MOUs

There is a strong need to clarify expectations between the hub, the applicant, and the sending organization. MOUs can't replace personal relationship, but they can go a long way to setting clear guidelines on how things operate, clear process for when something goes wrong, and how people will relate in the process.

Hub Finances

When starting a hub, there are a number of financial considerations that hub leadership need to consider. Many of these notes were taken with a full-time supported missionary approach in mind. Other approaches will have to be considered to find ways to release more bi-vocational workers:

- Hub participant contributions- will you ask hub participants to help fund the hub operations, or will you raise any necessary funds?
- Housing- many times there is a desire to house people close to the hub leaders to enhance mentoring. Special considerations could necessitate renting housing that is available year round.
- Budgeting- budgets for participants need to be clear and include money for them to participate in and help with training, travel and other expenses that you would normally incur as you start movements among the lost.
- Budgets and processes need to be simple to allow for local ownership. Budgeting and accounting practices need to be culturally appropriate in order to facilitate locals leading the process.
- Logistic Coordinators- money could be raised (or a platform could provide) for locals that can do much of the logistical work of a hub.

Other Necessary Hub Resources

There may be other considerations of things to have in place before starting a new hub:

- A meeting place that takes into account transportation, security, comfort, etc.
- A recruiting process - while it would be helpful for a Hubs Network to help with mobilization, an organizational pipeline could help guarantee participants
- A curriculum- there are many good examples of this that can be resourced. Ethne participants asked 24:14 Hub Task Force to put together a shared library of potential curricula.
- Leadership- you need leadership experienced and coached in CPM
- Technology plan- communications, reporting, documentation plan
- Strategic placement- proximity to transportation, good communications, etc

Hub Security

Security concerns / considerations will be important for most hubs. There are some best practices that were suggested by participants:

- There is a balance between not having locations, etc on the internet, but information being available for network participants



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- Regional Facilitation Teams that know their area well will be keepers of secure information
- We need to create security protocols that people coming out of Phase 1 hubs abide by to create a “clean ID” which includes locking down their social media profile. We also need to consider creation of a positive social media footprint.

Formation of A Hub Network

During the Ethne 2018 meetings, we discussed what the formation of a 24:14 Hubs Network might look like. It seemed good to us as participants in the Hubs Network to first and foremost encourage the growth of the network regionally. While there may be some value for some Hubs representatives from each region to gather periodically to share learnings or discuss strategic challenges and opportunities, regional cooperation will encourage hub development at a more strategic and grass roots level.

We would propose that as Regional Facilitation Teams form, there be appointed a Hubs representative(s) that can be aware of the needs of hubs in the region, network regional hubs together, promote best practices, and coordinate the growth of the network. These regional representatives would connect to the CPM Hubs Taskforce, who would oversee global coordination.

A Lattice of Cooperation

More than one leader proposed that we need to create the simplest framework possible for coordination and cooperation. This has been termed a lattice of cooperation that can frame our Hubs discussion. Some proposed principles might be:

- Existing hubs inform a regional coordinator on a yearly basis about hub status and activity. This would be collected in a secure global database. Information collected could include:
 - Number of people trained
 - Numbers and locations of new UPG engagements to come from the hubs
 - Basic description of the hub- curriculum, methodology, rhythms, fruitfulness markers (self-determined), process for application, mentor names and qualifications
 - Environmental Information- state of CPM activity in hub location, people group focus
 - Plans to multiply this hub or engage new UPGs
 - Security Designation (what permission do you give the coalition to share this?)
- Hubs could regionally participate in networks
 - Participate in sharing best practices
 - Hub leaders could participate in regional iron on irons
 - Regional FTs could identify where UPGs are located for deployment of trained catalysts
- Hubs willing to share best practices and collaborate with other hubs could be included in a regional communications network.
 - A central communication system (Slack or other tool) could be utilized to allow for simple communication.
 - A central Cloud drive could serve to provide shared resources for global hubs.
- Hubs willing to receive applications from potential trainees would
 - Have a profile sheet on their hub on file with the Hubs Task Force for appropriate sharing with secure partners (method of sharing and communication defined by the hub)



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- Have an application and MOU that would be used by potential trainees
- Be free to define the responsibilities of other organizations that would send people to the hub
- Be completely autonomous to decide if they receive any applicants and how long applicants stay

These frameworks would allow for shared information to increase effectiveness and collaboration.

The Power of Working Together

Working together to identify needs among UPGs and to deploy trained workers directly to the UPGs are clear goals which came out the Ethne Hubs meeting. Additionally, we came up with the following shared goals that we want to pursue:

- Mobilizing Extraordinary prayer around CPM Training Hubs
- Creating a clear pathway for participation in hubs and marketing that globally
- Work with existing movements to help them create Phase 1 and Phase 2 hubs. Help movements create movements.
- Creating a network that shares data, best practices, and goals.
- Create a media push around hubs.
- Push creation of MANY more Phase 1 hubs internationally.
- Help every local church become a Phase 1 hub.
- Encourage growth of networking of hubs regionally
- Creation of multi-ethnic leadership teams.
- Communication with missions organizations to promote hub concept and invite them into the network.

Principles of Communication

Ethne participants asked the Hubs Task Force to consider the following:

- Standardizing communication on a central medium such as Slack
- Intentionally creating regional teams of hubs
- Multiply relationships through creation of cross-regional meetings and networking events
- Create Zoom meetings or communication avenues for consistent hub communications and updates
- Consider creating an open-source CRM for hub leaders and reporting
- Create a repository of Hub-In-a-Box materials and resources
- Continue to promote the concept of hubs in Missions Frontiers and other periodicals

A Way Forward

The Ethne 2018 Hubs workgroup was a success with participants helping shape the future of CPM Training Hubs. We look forward to continued cooperation and the expansion of the hub concept globally to see all unreached peoples and places engaged with a kingdom movement engagement by 2025.