

Living water for All



Satisfaction

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MSI Bulletin

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A Call to Christian Professionals



It takes ten years to grow a tree but a hundred years to nurture people.



They are full of love and energy; dedicated, positive, optimistic and humorous. They teach according to the students' abilities. They come from different countries and regions, but because of God's unique calling, they became the teachers. They are educators, mentors, curriculum developers and administrative partners....

Educational Programmes

MSI's educational programmes provide financial assistance, teach English, train kindergarten teachers, tutor children after school, and take part in special education initiatives. MSI's educators impact students from preschool level through university, serving in both rural and urban settings. In addition to providing funds and teaching classes, our teachers and tutors meet regularly with the students to address personal and family needs. After more than two decades, we are now seeing the fruit of those programmes in the young people who are returning to their communities, working with the local government and schools, starting service organizations, and serving as older brothers and sisters for the next generation.

Please briefly describe the groups you serve, the students' ages, the environment, and how you interact with them.

Mei Ngan: Our students are mainly from primary 3-6, with a few older ones. Their parents are blue-collar workers - some sell fruit on the roadside - and most of them live in the same neighbourhood. Some parents work in other cities and the children are cared for by their grandparents. We interact in various ways: classroom teaching, one-on-one tuition, celebration activities (such as Christmas, Easter and Thanksgiving), handicrafts, seasonal outings, home visits and summer camps.

Leticia: I am teaching young professionals doing postgraduate work. They are 24-30 year olds. I teach in classroom settings and research teams. I teach good scientific practices, such as respect and integrity, pursuit of truth, and critical thinking. I lead the students to more diligently seek the truth, and pray this may lead them to the greatest Truth. More importantly, I develop close relationships with students and colleagues (living among them, and living for Him). Through English corners, tennis, watching movies together, sharing meals and personal chats, there are great opportunities to get to know each other, and for me to make Him known.



Yolenda: Most of the students are 17-24 years old. They are enrolled in high schools, secondary schools and colleges. Through monthly gatherings and activities, we introduce different study methods and help students with their academic problems. If students are studying away from home, we can continue our interaction via WeChat or phone calls. We also organize student activities during winter and summer vacations to get to know them better. We help the students develop their leadership potential by training them to serve in summer camps. The older students learn poems and stories, and experience the truth that "it is more blessed to give than to receive". We visit the students when they are home for their holidays - learning about their family situations and building good relationships with their parents.



What kind of joy and satisfaction does this ministry bring you?

Gillie: During my one-year placement, the deepest impact came while training music teachers. For the first time in my life, I could use my twenty years of experience. This included counselling and behaviour management skills; I taught students in a detailed and systematic way. Each student was very satisfied. Students with ADHD (attention deficit and hyperactivity disorder) and emotional problems need four to twelve treatment sessions. Students receive counselling once or twice a week, and then communicate what they have learned with their parents. We currently have one developmentally delayed student who has had over thirty sessions. The parents have affirmed that the counselling is effective, which is very encouraging.

Rebecca: Due to the intensity of the school curriculum and the low English proficiency of the students, it is not easy to feel satisfied with my teaching. The students endure heavy examination stress, and are very busy memorizing the course material. However, on 'English Days', they can come to play games and sing songs. I know they really enjoy this and feel relaxed. I call my work 'happiness ministry' because I can bring a little happiness to the school campus.

Florence: My greatest joy is to see growth in the students' lives. When I first met them, they had many bad habits and low self-esteem. Through teaching and sharing, they gradually discovered the meaning of life. Some of them willingly give back to their community when they return to their hometown. This so-called 'passing the torch', is a great encouragement to us.

What kind of challenge does this ministry bring to you?

Leticia: It is a challenge to balance the role of teacher with my personal life. My beliefs and teaching require me to pursue excellence and integrity. Grading students can be tricky. It would be easy to simply pass those who do well and fail those who do badly, or to judge those that are cheating as 'bad' students. However, a deeper understanding is needed in order to judge fairly. Some mainland students told me about their struggles of leaving home at an early age without any support; they face prejudice and humiliation because of their family's underprivileged situation; there is pressure on them to perform well and be strong, not showing weaknesses; and they have become the 'hope' of their family. They put in enormous effort to raise their grades, hoping for a better job in the future. Understanding these struggles to survive, I asked myself whether failing these students is the best I can do for them. With His help, I have been able to journey with these students, not only academically, but also in their sufferings. My goal is not simply to improve their grades, but to give them hope in what seems to be a hopeless situation. Their battles become my battles, and a good opportunity for discipleship. My hope is that many will put their hope in Father, fight the good fight and lead others to Him!



INTERCEDING TOGETHER

Pray for MSI families who are serving with young children on the field. Children provide a natural opening for building relationships in the community. However, life with young children in the home is stressful. Pray for strength and energy for each day and joy for the family serving together.

We thank God for a good administrative team that enables our field workers to thrive in their areas of service. However, we are continually in need of others to join us, particularly in the area of finance and member care. Pray for God's provision for these support roles.

Please share an unforgettable event in this ministry.

Mei Ngan: There was a child in the tutoring centre who was very indifferent to people, and never took the initiative to speak to others. It was difficult to communicate with her, and to help her with her homework. As she became more familiar with the teachers, she gradually opened up. She talked about things she was interested in, and - the most obvious change - is that she smiles more often! She has now moved up to high school and has chosen to study 'liberal arts', so she doesn't need our tutoring in science any more. But every time she returns to the tutoring centre, she chats naturally with the teachers, and starts to establish relationships with other students, talking about things that she is interested in.

Rebecca: The school is big and consists of 3300 students. Who should I be focusing on? Are there any Christian students or teachers in this school? I couldn't ask them directly. When I introduced myself at the beginning of the school term, I talked about my dream and told them, 'I am a Christian.' Three weeks later, a senior one girl, as she was leaving my English corner, asked if I was a Christian. I said yes, and she told me she is a Christian as well. That same week, another girl in senior one came up to me at the end of class when all the others had left. She asked the same question. One month later, I had rice noodles for lunch in one of the shops and when I closed my eyes to say grace, the girl sitting opposite me asked me if I was Christian. I said yes. This was a wonderful surprise and I felt grateful. I know our heavenly Father has led me to this community; these three girls are second generation Christians, and we are all one family in Him!



Florence: One student, who has received educational assistance since the third grade, is introverted and passive. At first, it was difficult to establish a relationship with her. But after several years of interacting with her, during her first summer back from college, we invited her to volunteer with camp logistics. Since then, I have established a deep relationship with her. Not only do I care about her, but she cares about me - she cares about my health and suggested that we exercise together every morning. So during winter and summer vacation, I have had opportunities to share my life story with her. She is now a middle school teacher, blessing many people's lives. Nurturing a relationship requires time and space, love and patience. Those who sow with tears will reap with songs of joy.



Pray for the registration of local NGOs by like-minded brothers and sisters. Pray that they would be able to effectively minister to their communities holistically. Pray also for funding needs as most cannot receive foreign donations.

Pray for the ongoing challenges of getting working visas for long-term workers as well as temporary medical licenses for short-term teams. The stricter regulations have posed challenges for workers with non-traditional academic qualifications.

Pray for our workers starting at MSI's new Yiliang site in Yunnan. Along with establishing new medical work and a water project, our workers also face the challenge to finding appropriate housing in an area with very few rental properties.



MSI PROFESSIONAL SERVICES LIMITED

HEADQUARTERS

Room 702, Win Plaza
9 Sheung Hei Street
San Po Kong, Kowloon
Hong Kong SAR, China

www.msips.org

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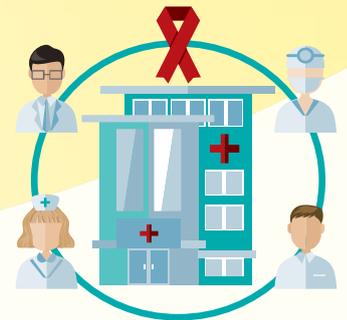
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Project Manager for county HIV Project (long-term) – this opportunity does not require a medical background, anyone with administration skills is qualified. A social worker or administrator would be ideal.

This position is involved with organizing training for HIV treatment adherence.

Chinese language is essential for the HIV project manager as there will be lots of liaising and communicating with the local people.



Baker for a social enterprise in Kunming (intermediate or long-term) – passionate baker with a strong understanding of breads, pastries and desserts. This person is responsible for production of breads and developing new products. This person will work in a small team environment that includes working with mentally challenged and autistic people.



CORRECTION

There is a correction to the previous newsletter info-graphic “Urban and rural children’s MORTALITY RATE (2013)”, the 100-percent ratio (%) should read: 1,000 percent ratio (‰). We apologise for any inconvenience this may have caused.