

Operation Mobilisation

Outline of the Short-termers' Training Curriculum and Program

Central European Teams (CET) Vienna, Austria

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Introduction

Firstly, MANY thanks for your willingness to serve as your country or team's training supervisor. If you feel inadequate for the task, you're in good company. All of us feel that way. Who are we to train others when we ourselves still feel the need for much training in so many different areas of our lives and ministry? However, praise the Lord that He is still using His weak, unlearned people, especially those who turn to Him for help. I am confident that God will use YOU within your team to motivate your fellow-workers to be wholehearted participants in our CET Short-termers' Training Program.

Secondly, this MANUAL is not intended for bed-time reading! Rather it is a reference guide giving simple instructions for each section of the Training Program. Please keep it handy and refer to it as you plan and direct each section of the Program. Whenever you have any questions, don't hesitate to ask us for advice.

Thirdly, our CET training program is established on the following BASIC CONVICTIONS:

1. We believe that ministering to our WORKERS is as important to God as their ministering for God. The two must go hand in hand.
2. We believe that our workers need quality training so that their lives, their witness to the unsaved and their ministry among believers will become increasingly effective and fruitful for God's glory.
3. We believe that training needs careful planning, preparation and supervision. In particular, the responsibilities of a training supervisor are as follows:
 - a) To ensure that all short-termers are diligently and beneficially involved in the various parts of the program;
 - b) To maintain a careful balance between team members' involvement in various ministries and in each part of the training course;
 - c) To guide each member as necessary in carrying out and fulfilling each task and assignment;
 - d) To give constructive suggestions, comments and praise; and
 - e) To evaluate the progress of each participant quarterly.
4. We believe that developing a quality Training Program is our united responsibility. Therefore, it is our hope that each CET in-country team will make constructive suggestions and input to increase the quality of each part of the short-termers' training course.

Fourthly, you will note that each year's Training Program is divided into three terms. It is intended that each term lasts for 10-12 weeks. The breaks between terms last approximately a month except for the longer summer campaign break. These breaks hopefully give make it possible for our workers to begin the new term with fresh enthusiasm. Furthermore, it should be noted that no official Training Program activities are scheduled for the summer period so that our workers can give themselves fully to summer evangelistic campaign activities.

Please be assured of our prayers and assistance, and most of all, our sincerest appreciation for your dedicated support, help and work.

Goals for CET Short-termers' Training Program:

1. To motivate each worker to establish right priorities in life and ministry, placing BEING before DOING.
2. To deepen our workers' love for God's Word and their ability to study and apply its truths.
3. To increase our workers' effectiveness in ministry by providing them with various forms of on-the-field training and study.
4. To encourage our workers to reflect upon and evaluate their growth as followers of Jesus and as His servants.
5. To enhance our workers' love for and understanding of the country, the peoples and the backgrounds of the nation where they have chosen to work.
6. To equip and prepare our workers for on-going ministry and witness wherever God leads them.

General Guidelines for CET Training Supervisors

1. Participation in this Training Program is a requirement for all CET short-termers. If and when you have an uncooperative team member who does not respond to your encouragement and admonitions, inform your country and/or team leader and ask for their help and advice.
2. Discuss and plan together with your country and/or team leader specific time slots in your team's week's schedule for Training activities. It is then your responsibility to ensure that these times are adhered to by your team members.
3. Provide your team members with notebooks and/or ring binders to be used specifically for their Training Program notes and materials.
4. You may find it useful to have your own notebook where you keep a record of your team members' progress and completion of assignments.
5. Whenever you announce and explain a particular training project, make the date clear when it is to be completed and handed in.
6. Be lenient and understanding regarding the language and reading difficulties faced by our non-English speaking members. For example, they will probably need more time to finish an assignment.
7. Please complete the End of Term Progress Reports for each team member and mail to us care of the CET Vienna address. Make sure that you also photocopy these reports for your own team's Training file.
8. Keep your team's Training Program file up to date and in a secure place. This will ensure that when you hand over your Training responsibilities to another person, they will have ready access to all the vital information.
9. The Training Program prepared for all CET Short-termers is neither perfect nor complete. While we ask that you involve your team members in all parts of the training program, we also want to encourage you to use your own initiative to add other training activities (time-permitting), especially any that may be of particular relevance to your area or country. If you do add some other training-type activities, please let us know what you've done so that we can learn a lot from your insights and experience.
10. All Training Program costs related to obtaining materials and courses, eg. those ordered by ourselves from the Vienna Home Base, will be charged to your country account.

CET Short-termers' Training Program

Sept. 1994-June 1996

MANUAL FOR TRAINING SUPERVISORS

OBJECTIVE I: THE DEVELOPMENT OF OUR WORKERS' PERSONAL SPIRITUAL LIFE

GOAL: To motivate and stimulate growth and maturing in our workers' personal relationship with God.

AREAS OF TRAINING:

1. Bible study:

- a) Foundation: We believe in the Bible as the foundation for all our ministries as well as our daily living. It is God's inspired Word giving us an objective, reliable basis for knowing truth. As God's servants called to proclaim and teach God's truth, it is our responsibility to study to show ourselves as workmen who correctly handle God's Word. We must, therefore, study the Bible faithfully and diligently in such a way that we ourselves are properly equipped for every good work (II Tim.3:16-17) and also able to disciple and teach others.
- b) From the outline of the 1994-96 CET syllabus, you will note that a specific method of Bible study is set down for each term, eg. Old Testament character, New Testament book etc. In this way, our short-termers will be exposed to a wide variety of approaches to the study of God's Word.
- c) It is your part and responsibility to choose and plan the actual content of your team's study for each term. Some general guidelines:
 - i) Ask your team members for suggestions for the following term's study (in keeping with the method set out in the outline). Take their suggestions before the Lord, and make the final decision.
 - ii) It is then your responsibility to outline the term's weekly Bible studies. As an aid, we will provide upon your request a copy of detailed guidelines on how to prepare a study for each particular Bible study method. (These will be copied from Dynamic Bible Study Methods by Rick Warren [Victor Books].) We suggest that you follow the 3 basic steps in doing an Inductive Bible Study, viz. (1) What does the text say? (2) What does it mean? and (3) How does it apply to me/us?
 - iii) However, you may not be able to prepare your own Bible studies for a particular reason. Therefore, we suggest that you use some Bible study booklet using the Bible Study method set down for that term. (If

you would like our help in suggesting, ordering or purchasing a suitable study guide, we will be happy to help you as we can. However, you will need to inform us at least TWO MONTHS before the beginning of the term, giving us clear directives concerning the nature of the materials you desire to use.)

- d) A part of your weekly responsibilities is to organise your team Bible study. In preparation for this, fix a study time in the team's weekly program and also provide notes and questions for personal Bible study to be completed during this study period. Please ensure that this study period is kept free for this activity and that your workers are disciplined in using this time to prepare themselves for the team Bible study. You may wish to apply a basic rule in use by BSF (Bible Study Fellowship) that only those who have completed their preparations will be allowed to contribute their comments in the team study. Don't be afraid to be give reminders, to be strict or give gentle rebukes if necessary.
- e) At the beginning of each term, prepare and hand out an outline of the term's studies, i.e. topics or passages to be covered each week. Have realistic expectations of how much you ask your fellow-team members to study and cover each week.
- f) If you have a larger team with several national workers, you may wish to divide the Bible study group session according to language groups, eg. English & Hungarian, or English & German etc. If you choose to use this approach, bring the whole group together at the end for about 15 mins. to share what they have learned through the group discussion.

2. Scripture Memory

- a) Foundation: Hiding God's Word in our hearts according to Psalm 119:9,11 helps to keep us pure. Like our Master, we need to equip ourselves with God's Word in our minds and hearts ready to be used as the Sword of the Spirit whenever the enemy attacks. Furthermore, as God's servants, having memorised key Scriptures prepares us for service at any time (eg. counselling, discipling).
- b) We whose task it is to motivate others to memorise God's Word, need ourselves both to be convinced of the value of this spiritual discipline as well as faithful in memorising God's Word ourselves. Satan will fight against God's people with all his cunning and might in order to frustrate any desire and effort to memorise God's Word. Therefore, don't be amazed if you and your team encounter spiritual opposition from within your own mind and heart or even from within the team itself. But don't give up. Persevere, and you and your team will discover rich blessings through this discipline.
- c) Keep in mind the following basic principles of Scripture memorisation:
 - i) Review -- review -- review! Verses that have been previously memorised will need to be reviewed regularly and frequently. For

this reason, be careful about how many new verses or passages you require to be memorised. Build into your Scripture memorisation program sufficient focus upon review.

- ii) All of us need external motivation to keep persevering with a task that demands consistent, hard work. Therefore, set up some system for each person to be accountable to another person on the team. Emphasise the importance of memorising the Scriptures word perfect rather than adding their own words.
 - iii) Keep encouraging people to learn the verses with the system taught during the MTS, viz. each time they learn or review a verse -- to repeat both the topic and the reference before and after they quote the verse.
 - iv) Encourage your people to write or print the verses on small cards for easy reference. On one side, write/print the topic & reference and on the other side the full verse.
 - v) Motivate people above all by reminding them of the value of memorising Scripture both in their own lives as well as in their ministries. At team meetings, give opportunity occasionally for testimonies about how God has used a particular Scripture memorised.
- d) In the training program outline, you will find the themes for the term's Scripture memory work for each particular term. In Appendix A are listed a number of different categories under each of these main subjects. As there are too many individual differences and needs among our team members, we are not setting down a complete listing of the verses to be memorised. Our intention is rather to give each team member the opportunity and responsibility to choose verses which they themselves desire to memorise within each section.
- e) Encourage them to memorise the verses in their mother tongue (unless they themselves choose to use English).
- f) In the term immediately following MTS (when your team members will be majoring on language study and adapting to the culture), have them review the "Bridge to Life" verses. Do not require them to memorise the other Scriptures for that term though if they desire to do so, obviously you won't want to stand in their way. In the 2 year cycle, they will eventually cover all but one of these suggested topics.
- g) Set as a basic rule of thumb that they memorise one (at the most two) new verses each week.
- h) After they have begun to become fluent in the language, encourage them to memorise several basic "Bridge to Life" verses in the national language.
- i) It would be a valuable growing experience to memorise one (longer) passage of Scripture each term as a team. Choose a relatively short passage in consultation with the team. This may be a whole chapter (eg.

Psalm 8; I Cor.13) or a part of a chapter (eg. Isaiah 43:1-6; Rom.5:1-5). If some wish to also memorise another longer passage, don't hold them back! However, keep them accountable for the verses & passage they choose to memorise.

3. Bible Knowledge (Read through the Bible)

- a) Foundation: Since we believe the Bible is God's Word revealing to us God's character and His perfect will, it is imperative that we diligently read and have a grasp of the whole of God's Word. Only in this way can we gain a broad as well as deep understanding of its message and teaching. For this reason, we encourage every short-termer to read through the entire Bible in the one or two years they are serving with us.
- b) During the MTS, each new recruit receives a Read the Bible plan (pamphlet) and begins using it. As a general guideline, each is encouraged to read one OT and one NT chapter a day. (Reading two chapters a day makes it possible to finish reading the Bible in two years whereas four chapters a day makes it possible to complete the reading of the entire Bible in one year.) Most use this plan suggested and handed out, while others already have their own read-through-the-Bible plan.
- c) Your responsibility includes giving occasional encouragement to your team members to press on with this discipline, and checking once a term to observe the progress they are making. It may be necessary to speak to an individual who is making little progress in this discipline to find out what the problem is. Give guidance and encouragement as needed.
- d) If a person loses his/her Read the Bible plan, please ask us for some extra copies.

4. Prayer

- a) Foundation: It cannot be denied that alongside of reading, studying and memorising verses & parts of the Bible, prayer is the most important discipline of all in our Christian lives. It is God's will that we pray to Him, that we strengthen the intimacy of our relationship with Him through continual prayer fellowship, and to work with Him through prayer to accomplish His glorious work in this world. All Christian workers need to continually grow in the understanding and practice of this spiritual discipline. No believer can ever boast that he/she has learned all there is to know about prayer. Nor could any true follower of Jesus say proudly that he/she has already mastered this discipline. As the founder of the Slavic Gospel Association, Peter Deyneka, loved to say: "Much prayer -- much power; little prayer -- little power; no prayer -- no power."
- b) This area of training is not structured in a formal way but rather as an experience. It is our earnest desire that we all learn how to pray primarily by

praying, but also by observing others at prayer, by studying and meditating upon parts of God's Word related to prayer and in some other simple ways.

- c) Your part as training supervisor is to participate in the whole learning experience with your people. No doubt you will want to acknowledge that you still have much to learn about praying. If you have an earnest desire to grow as a "pray-er", then your enthusiasm will be a great help to your team members. However, you should not hesitate to humbly offer some positive suggestions as well as correction as you notice aspects especially of their group praying that can be improved. None of us have perfect prayer patterns. It is common for Christians to copy patterns of praying from other Christians without thinking critically if such patterns are biblical and helpful, eg. some people have fallen into the habit of praying long prayers in prayer meetings or of praying with a particular tone or volume of voice. These habits or patterns tend to dampen the involvement of all group members. Hopefully through tactful comments expressed at the right time (eg. NOT immediately after a person has prayed), new prayer habits and patterns will begin to emerge.

- d) The following are some suggestions on how to help train your team in praying effectively and biblically:
 - i) Encourage your team members to search their hearts and to ask God to give them a wholehearted desire to know Him more intimately through prayer and to pray more in keeping with His will and purposes. Tell them to be open to the Lord to teach them through any brother or sister (including national believers around them). Encourage them also to recognise that praying is all a part of spiritual warfare and for this very reason, Satan never tires in his efforts to distract and discourage God's people in their prayer lives. Our part is to keep pressing on in the fight.
 - ii) Seek in some non-aggressive manner to find out how your team members' daily prayer life is going. You may be free enough to speak to them personally about this or you may prefer to speak to the whole group giving them gentle reminders of the need to keep faithful in prayer (see Rom.12:12). Each person's daily prayer life is without doubt the key to their team relationships and to the fruitfulness of their ministries (evangelistic or church work).
 - iii) Read and meditate upon some of the prayers found in the Bible at the beginning of your prayer meetings. (See some examples in Appendix B.) Then take time to put into practice immediately the lessons learned from the prayer of the experience of that particular servant of God.
 - iv) Read aloud together (eg. in team devotions) praise & worship passages from Scripture and then encourage your team to turn them into personalised prayers of praise and adoration, eg. Eph.1:3-10 -- "I/we praise You, my God and Father, the Father of my Lord Jesus Christ, that You have blessed me/us in the heavenly realms with every spiritual blessing in Him. For You chose me/us in Him before the creation of the world to be holy and blameless in Your sight...."

- v) In your team prayer & praise times, have your people sometimes focus their attention on one particular attribute of God and then speak out their prayers of praise and thanksgiving specifically related to that attribute.
 - vi) Encourage your team to find a prayer partner from among their team members or to form "prayer triplets" and to pray frequently, regularly and spontaneously together (without any prompting or organising from yourself). However, it must be remembered by all that no such group should ever develop into some exclusive "holy club" or go "charismatic", i.e. forms into a group for the primary purpose of praying separately in tongues. In all OM teams this practice is disallowed as it causes disunity.
 - vii) Suggest to your team that they set aside extended times for prayer, eg. once a week to fast and pray for an hour or two, and occasionally a whole day as a personal prayer retreat.
- e) You will note in the following section on "Key life and ministry issues" that one of the suggested areas for reading is "Praying & Interceding". Invite and encourage your team to read one of the classic books on prayer. These books may contain direct teaching on prayer, or they may be a biography of a prayer warrior. Both are most invaluable reading. It may also be suggested that it is a very helpful practice to read one such book a year throughout one's entire Christian life. We can never stop learning more about this most important spiritual discipline. Remind them that specially helpful books should be read more than once. There are also shorter guides on prayer that people can read at other times. For example, if you or someone else in your team reads a stimulating and helpful article on prayer from a Christian magazine, have it photocopied it so that the whole team can read it and benefit from it.
- f) There are also some excellent messages on cassette on the subject of prayer. If such are in your team library, or if you or another member of your team receives such a cassette, consider playing it in one of your team meetings for the benefit of the whole group.

5. Key life & ministry issues

- a) Foundation: God's Word exhorts believers to teach one another and build one another another up (cf. Col.3:16). We obey this exhortation by face to face interaction with fellow-believers. But we can also receive instruction and spiritual help from fellow-Christians through the printed page. Reading good, stimulating and biblically based books is a discipline that enhances our growth in our knowledge of God and His will. Conversely we are impoverished when we bypass the wealth of spiritual help God has given us through the pens of His servants over the centuries.
- b) In each term, a theme has been set. We wish to urge each short-termer to read one quality book each term related specifically to the particular theme. (Some are slow readers and may not be capable of reading a whole book in

ten weeks. We understand this fact. Though we desire to see our team members reading helpful books, we are not making this part of the training course an absolute requirement.)

- i) In Appendix C are listed a sampling of some good books for each of the sections. This is NOT an exhaustive list. You will probably know of other excellent books on each theme.
 - ii) Look at your team's library and see what books (if any) under these categories are already there. You may need to add to your library shelves in one or more of these sections. Please don't hesitate to ask our help either to order a book through STL or to purchase a book from the Christian bookstore in Vienna. Check to see that you have the books you need for the following term before the beginning of each term.
 - iii) It is highly desirable that people read books in their mother tongues. This means that your team's library should also include books in other languages appropriate to your team. Seek the support of your team leader to add books to your training library in these different languages, eg. English, German, and in the national language.
- c) It is important that you personally know and approve of the books your team members desire to read. We would strongly advise you to counsel your people to read one of the books from the recommended list or that you have on your team library shelves. However, if they wish to read another book, request that they show you the book first and gain your approval before beginning to read it. We suggest that you do not permit them to read a book that is not clearly related to the term's theme.
- d) You need to have some indication that this reading assignment has been completed. We suggest two possibilities:
- i) Either a brief written review of the main insights of significance received through reading the book, to be handed in to you at a date you set towards the end of the term. Make sure they understand that they are not being asked to write a lengthy summary of the contents of the book; rather only how God ministered to them through the book. You may need to remind them of the value of writing down one's thoughts in order to cement them clearly in one's mind. Your responsibility is simply to read through their review (rather than to correct it!). Then return it to them with some encouraging comments.
 - ii) Or a verbal review in which the person shares with you at a convenient time and location some of the key truths and blessings they received from the book.

OBJECTIVE II: DEVELOPMENT IN THE NATIONAL LANGUAGE, CULTURE & BELIEFS

GOAL: To guide our workers towards achieving a sound working knowledge of and facility in the national language, a warm appreciation for the national culture(s), and a clear understanding of and biblical response to the fundamental beliefs of the main people groups in the country.

AREAS OF TRAINING:

1. Intensive language learning:

- a) Foundation: Our primary calling is to proclaim the Good News of the Lord Jesus to the unbelievers and to disciple God's people in such a way that our message is communicated clearly. Furthermore, we believe that God is the God of all nations and has given each nation its own language. It is, therefore, our responsibility to give ourselves diligently to the study of the national language in order that our message will reflect our love and respect for the people among whom God has placed us for His divine purposes. (We recognise that some workers may not need to become totally fluent in the national language, eg. workers in a specialised ministry, retired workers, CET home base office personnel etc.)
- b) Your country will already have a language learning program in place which you no doubt are familiar with. However, keep your mind open to ways your team's particular program and approach can be improved. Ask for critical assessments from your workers about what they find helpful and what hinders their language learning progress.
- c) Most CET fields are using Audio-Forum language learning materials. Some basic guidelines for the use of these materials include:
 - i) Each person is to find "language assistants or helpers". These nationals are not intended to act as language instructors or teachers but as helpers whose main function is to drill the language learners in the various phrases, sentences and structures as set out in the text as well as correct their mistakes. These people are local people (language contacts) who express a willingness to help the worker with his/her language learning.
 - ii) Listening frequently to the tapes accompanying the text is absolutely essential. No structure or sentence pattern can be considered mastered until such time as the structure can be repeated without hesitation and used correctly.
- d) You may personally feel less than competent in this responsibility because others on your team may have developed faster and further in their language fluency and facility. However, remember that your particular role is to oversee the language learning process and to encourage and ensure that your team members work consistently and diligently in learning the language. You need not be the "language expert" on your team to fulfill these functions.

- e) The time set aside for intensive language study varies from field to field. However, as a general rule of thumb, train your people to look upon their first year on the field as a year for language & culture learning. This includes completing the basic Audio-Forum course.
- f) Language learning is hard work though some find it easier than others. Give your team praise as they begin to make good progress. Occasionally you may also need to take one of your team members aside to give gentle but firm reminders of their responsibility to work diligently. (If they do not respond to your admonition, share the difficulty with your country leader and ask for his advice and support.)

2. Cultural excursions:

- a) Foundation:
 - i) Firstly, a people's culture is rooted in its history. Therefore, making visits to significant historical sites (eg. grave yards, ancient buildings etc.) or centres where their history is carefully preserved and explained (eg. museums, art galleries etc.) will give us a good, overall appreciation for the culture.
 - ii) Secondly, a people's culture is often written down or talked about and then passed down orally from one generation to the next. Therefore, reading helpful books about the nation and its peoples and listening to the stories of older people will further enhance our knowledge of and love for the culture.
 - iii) Thirdly, music and various other art forms are a vital part of a people's culture. Therefore, attending concerts, operas or plays, or visiting art galleries provide an indepth "feel" for the people and their culture.
 - iv) Lastly, a people's culture is a living entity. It is wrapped up in the worldview, life-style, values and everyday living and leisure of the people around you. Therefore, living with one's eyes and ears open and with a never-dying enthusiasm to learn new insights about them are prerequisites if we are to find the passage that leads into the people's heart. This also implies that if we fail to find this passage-way, then our message will probably fail to penetrate deep into the people's hearts.
- b) Plan at least one excursion (according to the schedule) to a centre of national significance. Choose a place or places of special interest in keeping with the purpose of such visits (as set out above). It is obvious that a part of your responsibility will be to know your own city or area, the times and days they are open to the public, how much it will cost etc. Don't be bothered by the fact that some of the team may have already visited this centre. There is no harm in going twice or even more times to some of these important places.

- c) Arrange for a national friend (it may be a fellow-believer but it need not be) to act as the team's "storyteller" and guide. It will obviously be most useful for the group if your guide is knowledgeable about the centre to be visited and the events or facts related to it.
- d) Make sure that you set sufficient time aside for the excursion so that your team members can properly benefit from the whole experience.
- e) Plan the excursion in the following parts:
 - i) Pre-visit information. This will mainly consist of giving details concerning the place to be visited and its significance prepared well and presented enthusiastically. Also explain any relevant matters of etiquette and behaviour for visiting the centre.
 - ii) Visit. If necessary, introduce your national guide to the group and make him/her feel immediately accepted among the team. It will be your responsibility to keep the group together and paying close attention to the guide's comments.
 - iii) After-visit reflection. It is often helpful after an experience like this to sit down and talk informally about what they learned and experienced. You may choose to do this right after you return or leave it for a day or so to let the events "settle down" a little in their memory. However, it is also possible that this after-visit reflection is accomplished through various informal discussions over cups of tea & coffee rather than through a semi-formal sharing time as a group.
- f) Continue to keep your own eyes and ears open to discover alternative sites or places where you could take your team in the future. There is no law against having more than one excursion in the term, time-permitting.
- g) Be enthusiastic yourself always about learning the culture. Your interest and zeal will very likely help to ignite the interest and desire among your team to learn more about the culture and its people. As you learn and discover new insights, share them with the others.

3. Project papers:

- a) Foundation: We learn most when we get involved personally in the learning process, and when the subject being studied is of immediate significance and relevance to us. Through working through project papers, we are forced to think through important issues related to our ministries and so hopefully will become a more useful and resourceful missionary.
- b) Length of each project paper, style etc. are not issues of any great significance within the scope of this training syllabus. However, remind your team of the following principle: The more they put into a project, the more they will benefit from it. Explain the purpose of the exercise -- not to fill up their time with "busy work" but to help them become more effective as God's servants among the people (Christians & non-Christians).

- c) The project papers are not designed to be researched like one would prepare for writing a university assignment. The key resource materials are not books but people in the community. Research is done, therefore, by spending time with and talking to a variety of local people concerning the topic for the paper. Soon after making informal interviews, your team members should write down the main comments made and their own responses and conclusions. Make very clear to them that in each paper, there are no "right & wrong" points of view. Their conclusions may differ from those of other members of their team. But all will probably have some relevance to the topic.
- d) Prior to the interview, each person should think through and write down some key questions they will want to ask. These questions obviously will be built around the information they desire to obtain through the interview. Advise them to be very careful about asking very personal or sensitive questions which could cause embarrassment.
- e) Some other practical suggestions:
 - i) Arrange a time that is suitable for the interviewee (i.e. the person being visited). Explain clearly the purpose of the interview.
 - ii) Tell the person how helpful and beneficial his or her ideas will be for your work in their country.
 - iii) Stress that their comments will be kept confidential, i.e. they won't be quoted verbatim in the project paper nor passed on in any written form to other people.
- f) Give plenty of notice to your team members concerning the date when they need to hand their project paper in. Encourage your team to make an early start with the project. From time to time, ask them for verbal reports on their progress. If someone has experienced something quite unique in the process of doing their research, give them an opportunity to share this with the whole group. Some will inevitably not finish their assignment on time. Or may need extra time for good reasons. However, set as a basic rule that all project papers should be completed within the term.
- g) Please note that the national co-worker projects are set for the terms when the other team members are working on language study.
- h) Project papers for national co-workers ONLY -- topics & explanations:
 - i) Topic no.1: "Creative steps to bring renewal to my church".
Explanation: An indepth study of the need for renewal and change in their own church. This project paper is intended to give our national brothers & sisters an opportunity to think and write creatively about this particular topic. The people they interview should also represent a cross-section of church people, eg. pastor, elders, youth/students, youth leaders, teachers, housewives, etc. If it's appropriate, they could also interview a person who has left their church. However, this paper should not be primarily negative and critical of the

church but rather be a constructive attempt to think through how to bring spiritual renewal into their church.

- ii) Topic no.2: "Biblical & creative evangelism in my country".
Explanation: The basic content of this project paper should reflect both their own convictions and also the convictions of various national believers (eg. leaders and ordinary church members, new and older Christians, younger and older people). The paper should also be an evaluation of the current strategies used by OM (and/or other missions) in their country. Encourage them to be honest and open in their comments. Stress also that their primary role isn't to bring about immediate or drastic changes to OM's evangelistic practices. However, hopefully the team leadership will make time to read the paper(s) and take seriously any helpful suggestions.
- i) Project papers for all second year CETers -- topics with explanations:
 - i) Topic no.1: "What my new neighbours believe".
Explanation: The purpose of this paper is to find out from the nationals themselves what their basic beliefs are -- about God, life, the future, the root of the problems in their society, ways to change or save the world etc. Tell them that the purpose of these interviews is to LISTEN and take note of their comments rather than to make one's own comments.
 - ii) Topic no.2: "Five common objections to the Gospel".
Explanation: This project is included in the training syllabus in the first term of the second year. In this way, the team members will have been exposed to the normal objections raised by people, eg. during the summer campaign. Emphasise that they are to choose and think through actual, real-life objections raised by nationals with whom they have shared the Gospel, not those they find in apologetics books. The following questions/points may be used as guidelines:
 - (a) What and how was the question or objection expressed?
 - (b) In your opinion, what underlying factors may have given rise to the objection, eg. a hurt, a prejudice, false teaching or information?
 - (c) What is the simple, biblical answer for this objection? Give several specific verses with clear, relevant explanations.
 - (d) What other comments would you make to help the person to understand God's truth and respond to it?
 - iii) Topic no.3: "The cult invasion".
Explanation: By "cult" is meant the various pseudo-Christian groups that are present working to gain converts in your country. These may be either the traditional groups, eg. Mormons, JW's etc. or they may be other groups that have their roots in your country. The two main parts of the project are:

- (a) What are the main convictions of this cult, with a main emphasis upon who God is, the nature of sin, how man obtains salvation etc.?
(b) What responses can we give to help the cult member know and understand the truth in response to each of the main tenets of their faith?

Help your team members to think the beliefs through in such a way that hopefully they can help the person see the dangers and respond to the saving Gospel. The ideal process for preparing this project would be for your team members to speak directly to members of these cults. However, this may not be possible or desirable. The second best arrangement would be to speak with people who once were involved in them or have been approached directly by them. Other helpful resources include literature given out by these groups. Some reading in books on these cults may provide some useful background information but shouldn't be taken as the normal understanding and beliefs of each cult member. Learning directly from the people themselves remains the primary aim of the project.

- iv) Topic no.4: "Life-style evangelism".

Explanation: This project is included in the syllabus in the last term of the second year, i.e. just before returning home. The purpose of this project paper is to stimulate our fellow-workers to think through how they can continue to be witnesses after leaving OM (even though some of them may be intending to return after a short furlough) and how they can remain committed to evangelism. A special concern behind this topic is that our members see evangelism, NOT as an event that they do when they are on an OM team or involved in an evangelistic campaign, but rather as a life-style to be embraced and practised wherever they are. Naturally it will be necessary for them to recall (i.e. revisit in their minds) real-life situations "back home" and in the light of these come up with simple, workable ways to be God's witnesses in and through one's everyday life, work environment, family etc.

OBJECTIVE III: DEVELOPMENT OF MINISTRY SKILLS

GOAL: To provide an opportunity for our workers to study practical ministry subjects related to their special interests in ministry and the development of their God-given ministry gifts so that they can become increasingly effective in ministry both for the time they are in OM as well as throughout the future.

GUIDELINES & EXPLANATIONS:

1. CET has been accepted as an official "study centre" for the International Correspondence Course (ICI). This means that through our Training Dept., our members may take these courses and receive some form of recognition of completion of the course (credit may be obtained for diploma level courses). All ordering of courses, correspondence and arrangements for final exam are handled by our CET Training Dept. (viz. Frieda).
2. It is your responsibility to communicate with Frieda the course titles with team members' names that your team members have chosen. Please pass out the forms (see Appendix D) in the spring and then collect them by the beginning of June. Send this information to Frieda by the end of June if possible so that the books can be ordered well in advance of ReCET when we will pass the new materials out.
3. The subjects offered are listed in Appendix D. Please note that these subjects all fall within the general subject of "Practical Ministry" rather than biblical or theological studies. If a person for a special reason desires to take a different course (i.e. also listed in the ICI catalog), please clear the matter through the Training Dept. Have your team member explain clearly his/her purpose in wanting to take that particular course and communicate these facts to us. Generally speaking permission will be granted in such cases though we ask that you do not announce this exception to the whole group.
4. Please note that there are two levels offered to CET workers: either "intermediate" or "diploma". Those with low ability for study and/or a relatively average English comprehension level will not be permitted to undertake the diploma level. On the other hand, people with a university or college level background and who have a strong grasp of English should be encouraged to undertake a diploma level course rather than one of the intermediate level courses. (The intermediate level courses are relatively basic though still quite valuable.)
5. Each person is expected to complete all the requirements for each ICI course that they sign up for. This will include both studying the material, completing assignments and periodic tests, filling in assessment sheets etc. For this reason, you will need to make periodic checks to ensure that your team members are continuing to make good progress. Keep emphasising that each person uses the time set aside in the team's weekly schedule for "training" for such activities. As we need to fill in a progress report for ICI, Frieda will also occasionally ask you for information concerning the progress in these courses.

6. Official enrollment in the diploma level courses (requiring an extra fee) is only necessary if the person is intending to take the final exam and wants to receive official credit for completing the course. Your field will also be charged for all such additional expenses.
7. All diploma level final exams need to be ordered approximately a month before they are taken. The name and address of a local church leader, eg. a national pastor or elder, needs to be submitted at the time of requesting the exam. This person will receive the exam directly from ICI and will then be responsible to conduct the exam according to ICI standards and regulations.
8. Don't hesitate to communicate with Frieda any difficulties you may be encountering in overseeing this part of our training program. Some people will lose their motivation for the course for a particular reason. For example, they might find that the course they chose isn't as useful as they thought. Obviously you can't force them to do this work (eg. with threats that they will be put out of CET if they don't complete their course, for instance!). However, try to find out what is holding them back from completing the course. Talk the issues through in a friendly, non-aggressive way. Nevertheless they should be strongly encouraged to persevere and complete what they have begun. They may need also to be reminded occasionally that such courses aren't an optional extra but rather an integral part of their CET Short-termers' Training Program.
9. We are open to the possibility of your workers taking part in non-ICI courses, eg. courses offered by BEE in the national language. However, please make a careful examination of the material and what is expected of the course. The main criteria are: That the material falls into the practical ministry area, that it is an official course in which the participants are required to do homework assignments and ideally to also participate in discussion groups, and that it is sufficiently challenging and stretching (rather than simplistic).

APPENDIX A

Topics for Scripture Memorisation with sample verses

1. God's plan of salvation:
 - a) God's divine purposes -- John 3:17
 - b) Man's problem -- Romans 3:23
 - c) Not by works -- Ephesians 2:8-9
 - d) Jesus' death & resurrection -- I Cor.15:3-4
 - e) Man's response:
 - i) Repentance -- Acts 3:19
 - ii) Faith -- Romans 10:9-10
 - iii) Follow Christ -- Luke 9:23
 - f) God's promises:
 - i) Forgiveness -- I John 1:9
 - ii) Eternal life -- John 5:24
 - iii) New relationship -- II Cor.5:17
 - g) Assurance of salvation -- I John 5:13

2. God's character & worship:
 - a) Attributes -- Psalm 103:8
 - b) Jesus Christ -- Heb.1:3
 - c) The Holy Spirit -- Romans 5:5
 - d) Worship -- Psalm 34:1

3. Spiritual warfare:
 - a) The world -- Romans 12:2
 - b) The flesh (sinful nature) --
 - c) The devil -- Ephesians 6:12
 - d) The fight -- I Peter 5:8-9
 - e) Victory -- II Cor.10:3-5

4. Discipleship (the Wheel):
 - a) The Word -- Heb.4:12
 - b) Prayer -- Matt.7:7-8
 - c) The Church/Fellowship -- Heb.10:24-25
 - d) Witness -- I Peter 3:15
 - e) The Lordship of Christ -- John 20:28

5. Christian doctrines:
 - a) The inspiration of the Bible -- II Tim.3:16-17
 - b) God & creation -- Isaiah 45:12
 - c) The uniqueness of Christ -- Col.1:18
 - d) The resurrection of Christ -- I Peter 1:3-4
 - e) Christ's second coming -- I Thess.4:16-17
 - f) Judgement -- II Cor.5:10
 - g) God's one & only way of salvation -- Acts 4:12
 - h) God's purposes & the problem of evil -- Gen.50:20

Scripture Memory Verses cont.

6. Christian character:

- a) The fruits of the Spirit -- Gal.5:22-23
- b) Faith -- Heb.11:6
- c) Obedience -- John 14:21
- d) Holy living -- I Peter 1:15-16
- e) Dying to self -- John 12:24-25
- f) Hope -- II Cor.4:17-18

7. Christian living:

- a) General exhortations -- I Thess.5:16-18
- b) Guidance -- Isaiah 30:21
- c) Our body as God's temple -- I Cor.6:19-20
- d) Use of the tongue -- Proverbs 14:3
- e) Stewardship -- I Cor.4:2
- f) Suffering & perseverance -- Phil.1:27
- g) Promises -- II Cor.9:8

APPENDIX B

A Selection of Prayers by Bible Characters

Abraham -- Genesis 18:22-33

Job -- Job 42:1-6

Moses -- Exodus 32:7-14 (also Psalm 90)

Hannah -- I Samuel 2:1-10

David -- I Chron.29:10-20 (plus many psalms)

Solomon -- I Kings 8:22-53

Jehosophat -- II Chron.20:5-12

Hezekiah -- II Kings 19:14-19

Jonah -- Jonah 2:1-10

Jeremiah -- Jeremiah 12:1-6

Nehemiah -- Neh.1:4-11

Ezra -- Ezra 9:5-15

Daniel -- Dan.9:4-19

Mary -- Luke 1:46-55

Zechariah -- Luke 1:67-79

Simeon -- Luke 2:28-32

JESUS -- Matt.11:25-26; 26:36-46

Paul -- Ephesians 1:11-23; 3:14-21

APPENDIX C

A Sample of Book Titles for Key Life & Ministry Issues

1. Knowing God's character

J.I. Packer, Knowing God
R.C. Sproul, The Holiness of God
Nathan J. Stone, Names of God
A.W. Tozer, The Knowledge of the Holy
_____, The Pursuit of God

2. Praying and interceding

R.A. Torrey, The Power of Prayer
Arthur Matthews, Born for Battle
Paul E. Billheimer, Destined for the Throne
Wesley L. Duewel, Touch the World through Prayer
Andrew Murray, With Christ in the School of Prayer

3. Discipling others

David Watson, Discipleship
John White, The Fight
Leroy Eims, The Lost Art of Disciple Making
Alice Fryling, Disciplers' Handbook
Ralph Shallis, From Now On

4. Answering people's questions

Paul E. Little, Know Why You Believe
Josh McDowell, Evidence that Demands a Verdict (Vols.1 & 2)
_____, More than a Carpenter
_____, Answers to 5 Tough Questions
Michael Green, You Must Be Joking

5. Living a godly life

Jerry Bridges, The Pursuit of Holiness
R.C. Sproul, Pleasing God
Francis Schaeffer, True Spirituality
Charles Colson, Loving God
Richard Foster, Celebration of Discipline

6. Finding answers for contemporary issues

John Stott, Issues Facing Christians Today (Revised)
Charles Colson, Against the Night

Hoffman & Grenz, AIDS: Ministry in the Midst of an Epidemic
George Ruston, Alcohol & Other Drugs
Leanne Payne, Broken Image (Homosexuality)
Tom Sine, Wild Hope
Richard Foster, Money, Sex & Power
Ronald Sider, Rich Christians in an Age of Hunger
Charles Swindoll, Sanctity of Life (Abortion)

APPENDIX D

INTERNATIONAL CORRESPONDENCE INSTITUTE Courses for second year CETers

Instructions:

1. Please read the course descriptions on this sheet.
Note:
The INTERMEDIATE courses are more basic and require only a total of 20 hours of study. These are recommended for those with English as a 2nd language, or those who find study a bit more difficult.
The DIPLOMA courses require 60 hours of study, and are more challenging. You can take the course for credit, if you desire; this would then require a final exam.
2. Choose which course or courses you would like to take by following either a, b, or c ---
 - a. Choose 1 Intermediate Course for Term 1 (Oct-Dec) and 1 Intermediate Course for Term 2 (Jan-Mar) - 2 courses altogether.
 - b. Choose only 1 Intermediate Course which you will work on throughout Term 1 and 2 (only for English as a 2nd language people).
 - c. Choose 1 Diploma Course which you will work on throughout Term 1 and 2 (30 hours of work in each term).
3. Write your name, date, and the course/courses you have chosen, on the bottom of this sheet.

INTERMEDIATE COURSES

1. THE CHRISTIAN CHURCH IN MINISTRY
Recognise how the church and its various ministries are involved in God's plan of salvation.
2. SOLVING LIFE'S PROBLEMS (Christian Counselling)
The causes of problems in the life of a Christian. Biblical solutions. Relation of suffering to spiritual growth. Ministering to others.
3. PREACHING & TEACHING
Discover the qualities of effective preachers and teachers in the Word of God. Learn the technique of preparation.
4. HELPING CHRISTIANS GROW

How to teach the Bible effectively to groups of all ages. Includes teaching the family.

5. PEOPLE, TASKS & GOALS
Leadership in church. Motivating, appreciating and helping others. Planning, organising, goal setting.
6. STARTING NEW CHURCHES
How-to-do-it study which stresses the importance of establishing new churches. Church planting and growth.
7. CHRISTIAN MATURITY
Understand how Christians grow to maturity, develop a desire for growth. Discover your present level and then maintain a growing relationship with God.
8. UNDERSTANDING THE BIBLE
Methods of personal Bible Study. Interpreting the Bible correctly. Discerning figurative and literal meanings.

DIPLOMA COURSES:

1. GUIDELINES FOR LEADERSHIP
2. HOW TO SPEAK IN PUBLIC
3. PRINCIPLES OF TEACHING
4. THE WORK OF THE PASTOR
5. THE CHURCH'S EDUCATIONAL TASK
6. ISLAM: AN INTRODUCTION AND APPROACH
7. EVANGELISM TODAY