

# Discovering new paradigms to fulfill the multidimensional mission of theological and ministerial education

(Partial material)



Institute for Excellence in Christian  
Leadership Development  
Lima, Perú – 29/05 - 02/06/06



por *Lourenço Stelio Rega*©

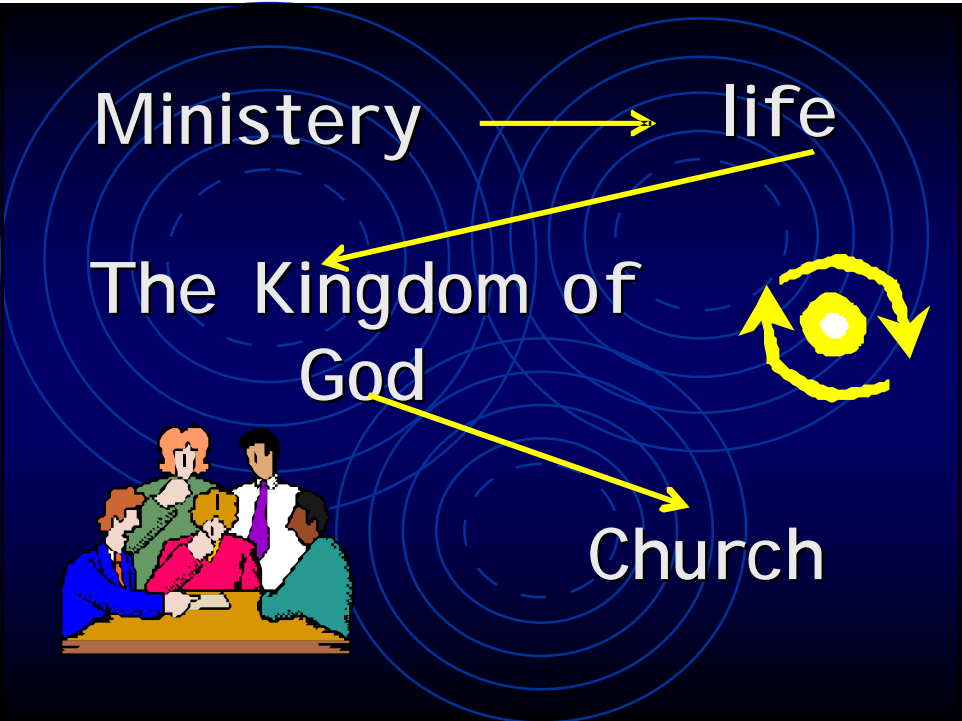
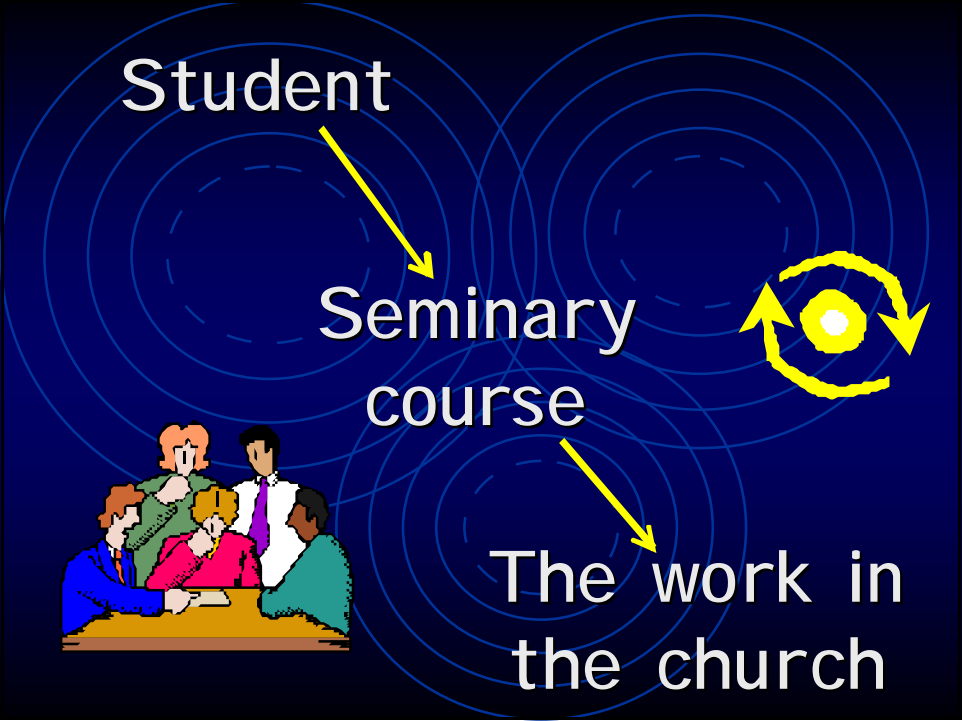
To form shepherds (practical)  
or to form theologians  
(theoretical)???

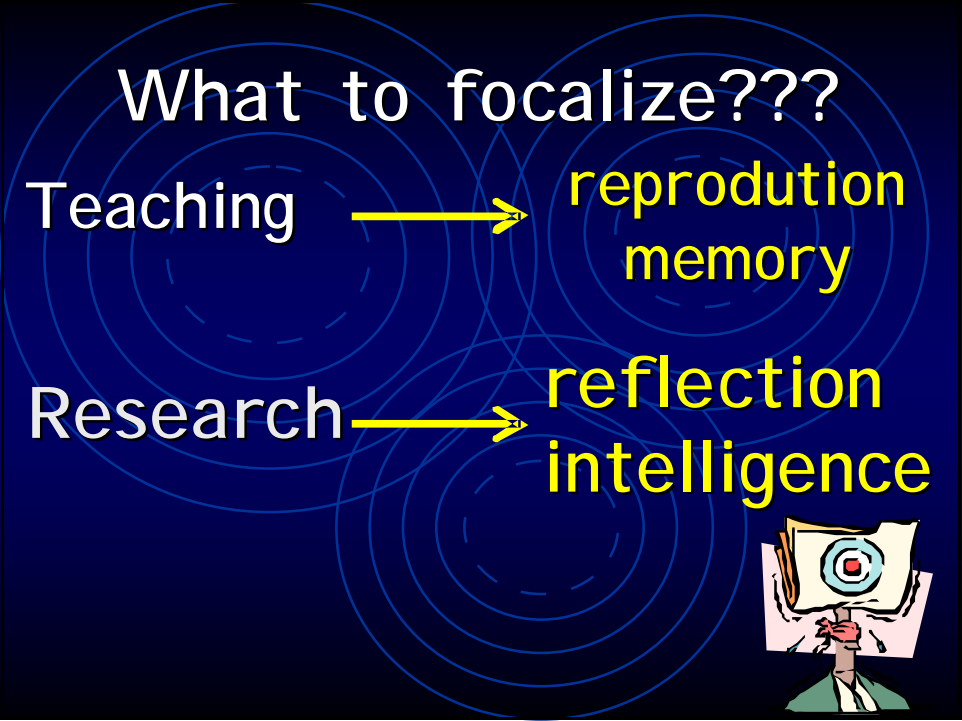
or

To form ministers  
theologians...

that can interpret the world...  
to show the directions for the  
sheep...







There are several models of theological education ...

Some schools do not even know the model that they are using

Some emphasize the work of the church...

The liturgy ...

Or still the disciplin.

Other just value the study...

Or even just the pulpit...

Which is the right model????

## Education - two views / readings

Anthropological reading	Theological reading
from the man	from God
Human Cosmivision	Divine point of view
Human reality	Reality of creation under the Divine sovereignty
Subjective ethics coming from man's interior (Cartesianism)	Objective ethics coming from external sources to man (fundacionism)
Human suffering should be avoided at every cost	Human suffering may have a teleological meaning and it may be necessary
Justice is seen from human point of view	Justice is seen in the light of what God considers right, correct
Human character is essentially good and reliable	Character is essentially corrupted and deceiving
Human instincts and sensations should be liberated	Instincts and sensations should be kept under control

## Why were we were created?

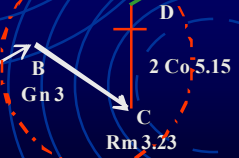
B - C - D = we say that is the WHOLE of the Gospel - Salvationism

A - Z = actually, this is the WHOLE

B - C - D = it is just a part



A  
 God created us  
 for his glory ...  
 (Z) Gn 1,2



Z  
 We live for the  
 glory of God  
 Is 43,7

1 Co 10,31

That diagram was inspired in DeVern Fromke, "DeVern Fromke, O supremo propósito, São Paulo: ELO, 1980.

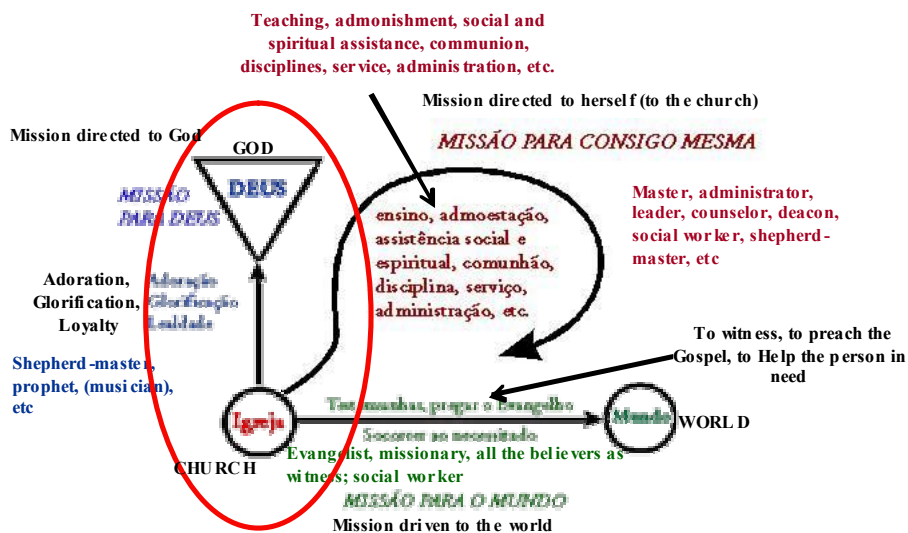
## The church and the kingdom of God

- The church is not an option or alternative
- The church is the agency of God
- The church is the community of the people of God
- It is in its atmosphere that each saved person develops his life to live for the glory of God
- The church is us, not the temple!!!!

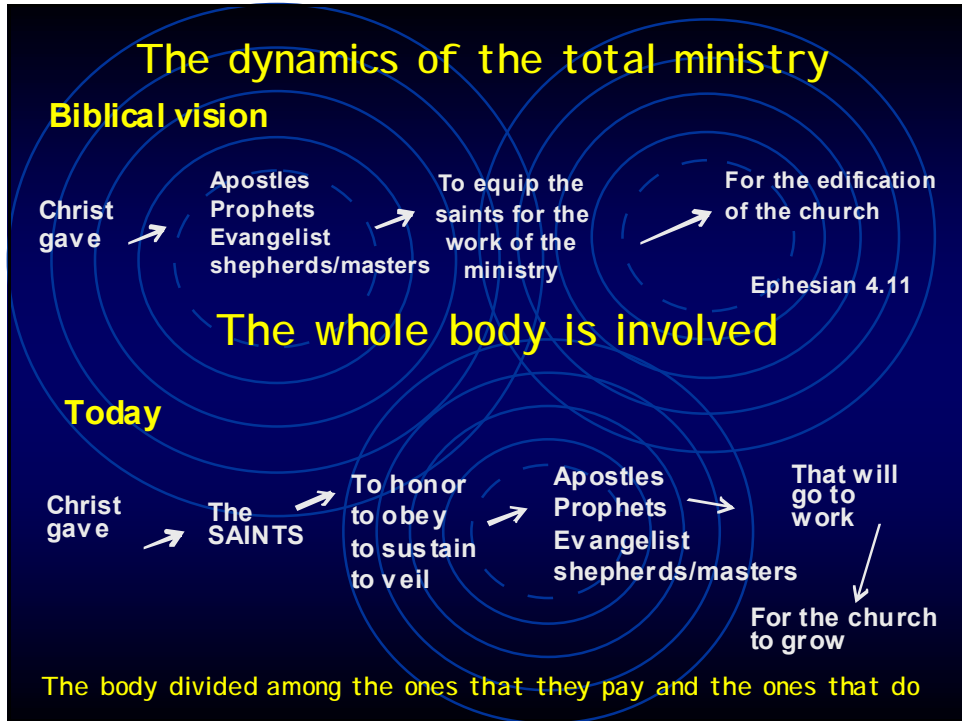


*After all for something the church does exist?*

## Integral mission of the Church

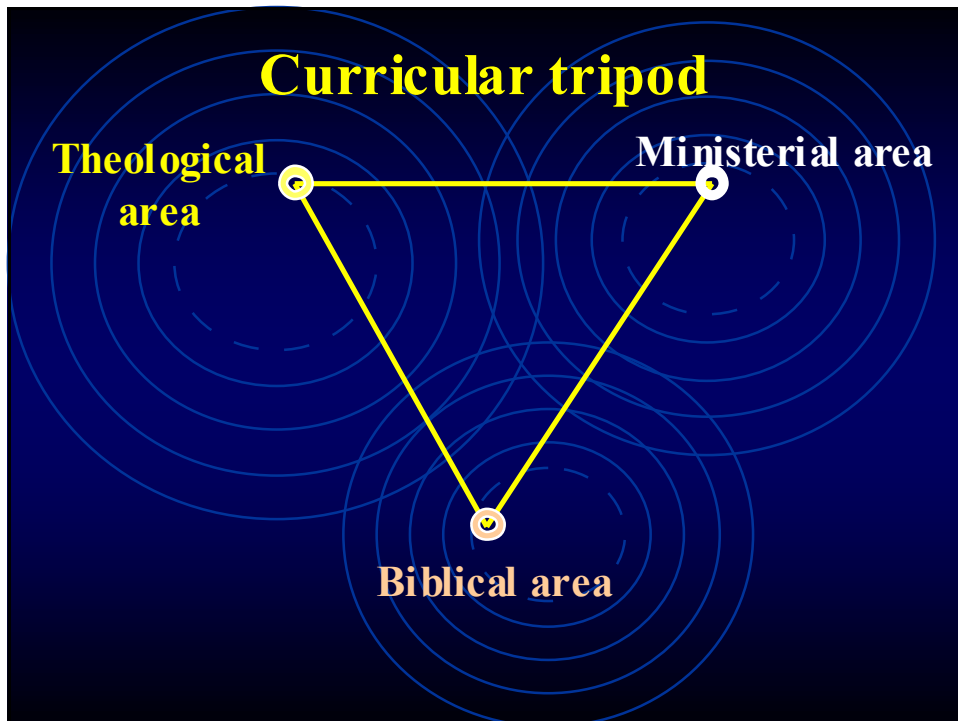
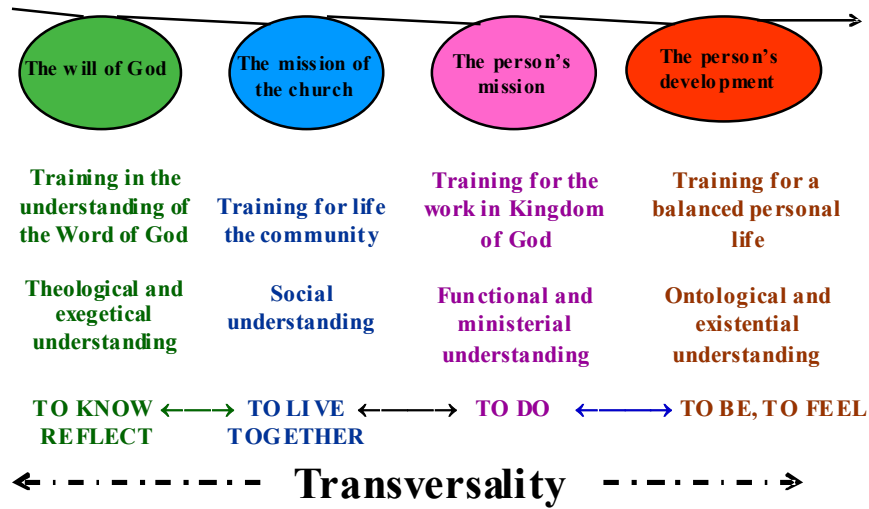


Lourenço Stelio Rega©



- ## An integral education in its content and for the learning subject.
- In search of an educational philosophical definition for the theological formation
- ® Humanist model
  - ® Situacionist model
  - ® Pragmatic model
  - ® Academicist model
  - ® Specialist model
  - ® Social-community model
  - ® Affective model
  - ® **Integral model of theological education:**  
**TO KNOW/REFLECT, TO LIVE TOGETHER,**  
**TO DO, TO BE AND TO FEEL**
-


# Integral Theological Formation




Matriz Curricular - Faculdade Teológica Batista de São Paulo - Revisado em Março de 2003

ÁREA	1º SEMESTRE	2º SEMESTRE	3º SEMESTRE	4º SEMESTRE	5º SEMESTRE	6º SEMESTRE	7º SEMESTRE	8º SEMESTRE	CR	DS
BÍBLICA	Int. Bíblia 4	Bíblia PT I (Evangelho) 4	Bíblia PT II (Atos/Catol) 4	Teol. Bíblia ST I 2	Teol. Bíblia NT I 2				40	AREA BIBLICA
		Bíblia AT I (Histórico) 4	Bíblia AT II (Post-Profet) 4	Teol. Bíblia AT I 2	Teol. Bíblia AT II 2					
	Grego I 2	Grego II 2	Hebraico I 2	Hebraico II 2						
	Hermetismo I 2	Hermetismo II 2								
TEOLOGICA			História da Igreja Católica 2	História da Igreja Cristã II 2	Teologia Teológica Sistemática I 2	Teologia Teológica Sistemática II 2	Teologia Teológica Sistemática III 2	Teologia Teológica Sistemática IV 2	26	AREA TEOLOGICA
PRÁTICA MINISTERIAL		Formação Ministerial I 2	Formação Ministerial II 2	Formação Ministerial III 2	Formação Ministerial IV 2				38	AREA MINISTERIAL
CURSOS DE GRADUAÇÃO	Mat. E.B.B. 2								14	DISCIPLINAS AUXILIARES
CURSOS DE PÓS-GRADUAÇÃO									06	
CURSOS DE ESPECIALIZAÇÃO									10	
CURSOS DE LICENCIATURA									02	
									136	248


## Education guided for ...



**For contents?  
(conteudist)**

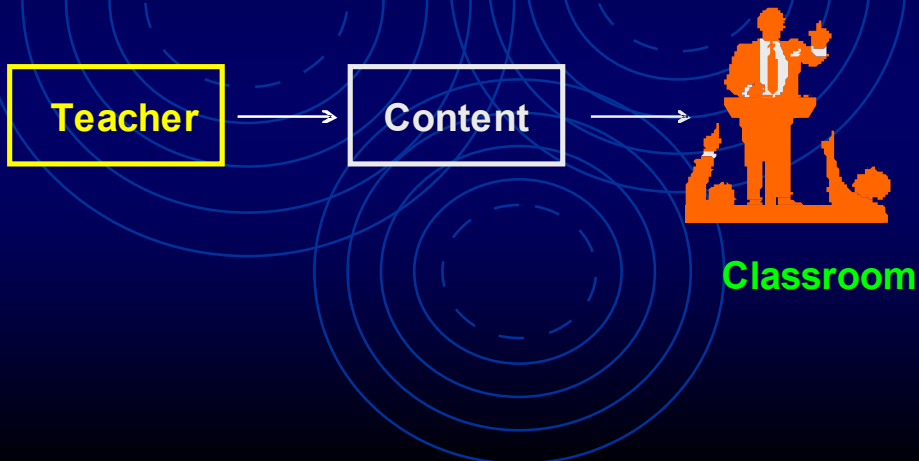


Or guided by **obectives** and **Christian values?**

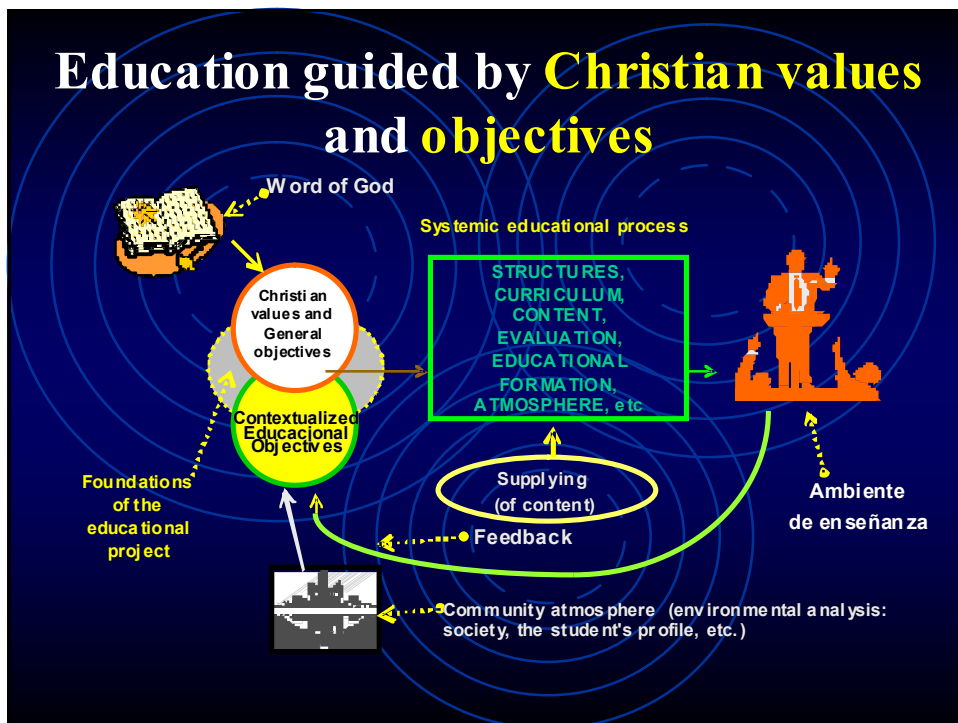




# Education guided by **contents** (conteudista)



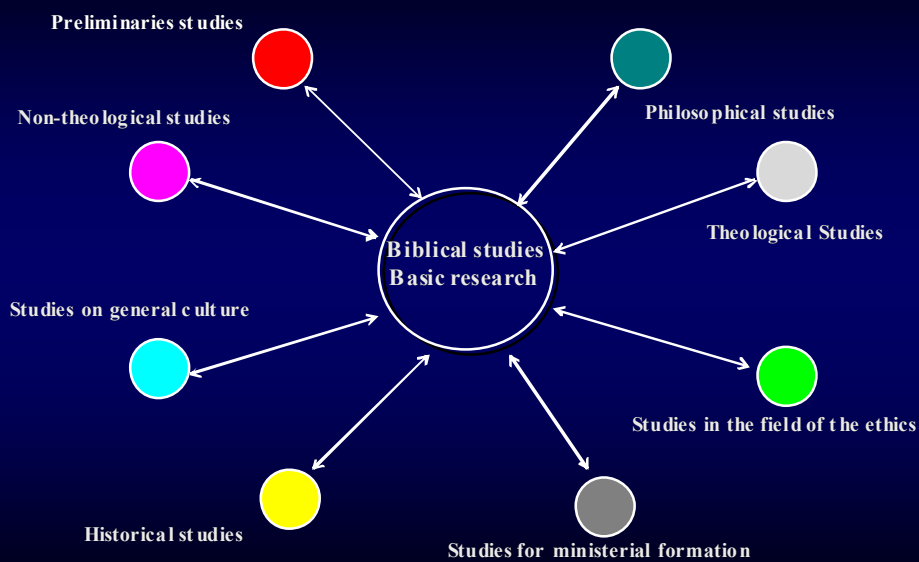
# Education guided by **Christian values** and **objectives**

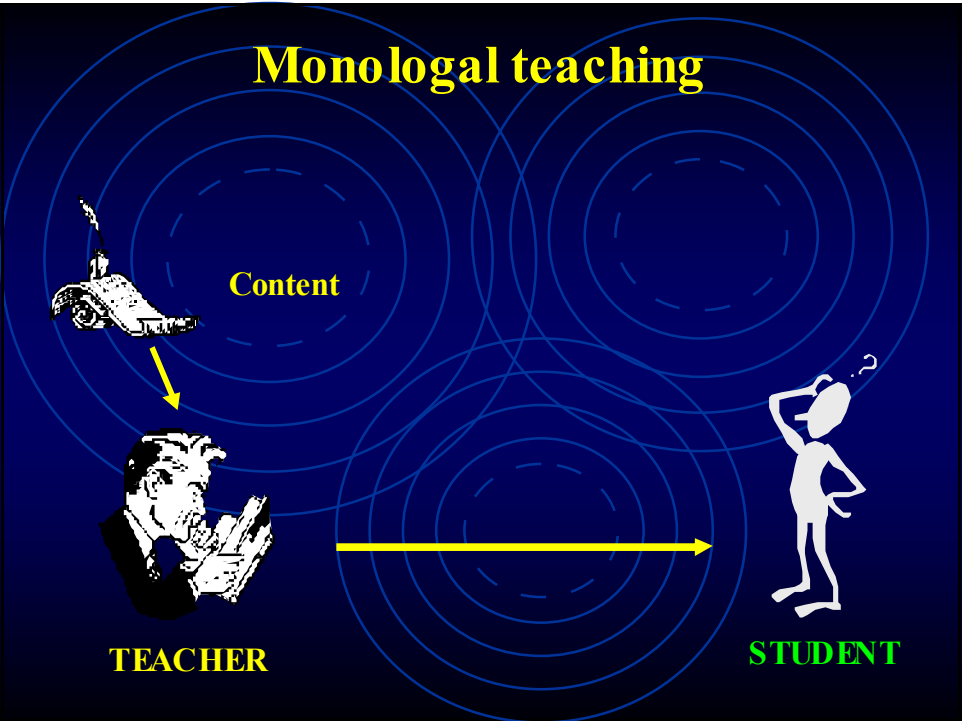
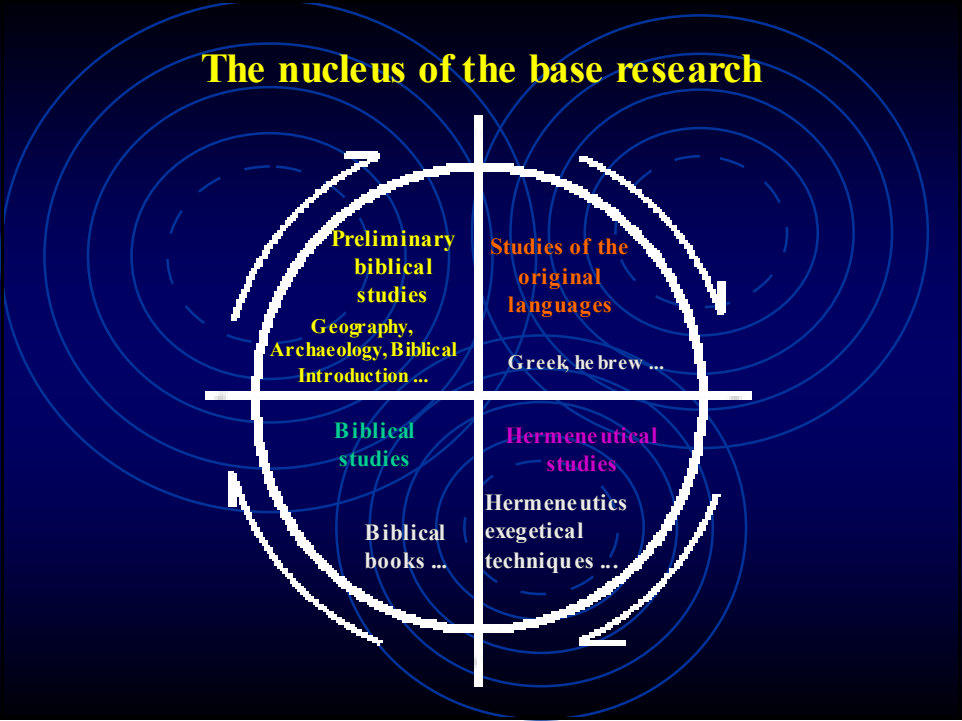


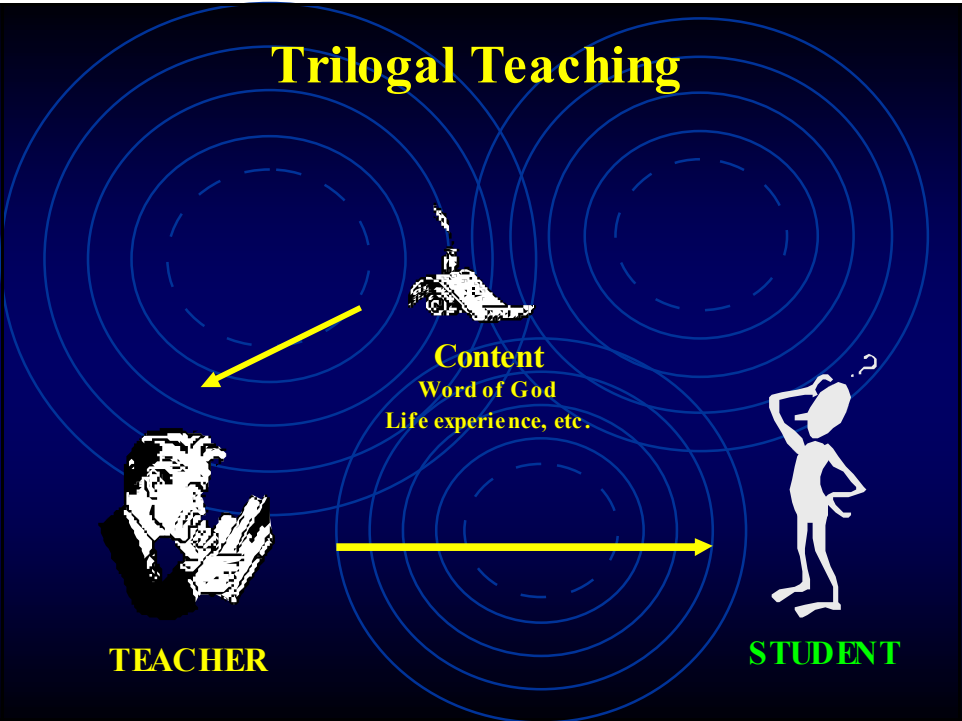
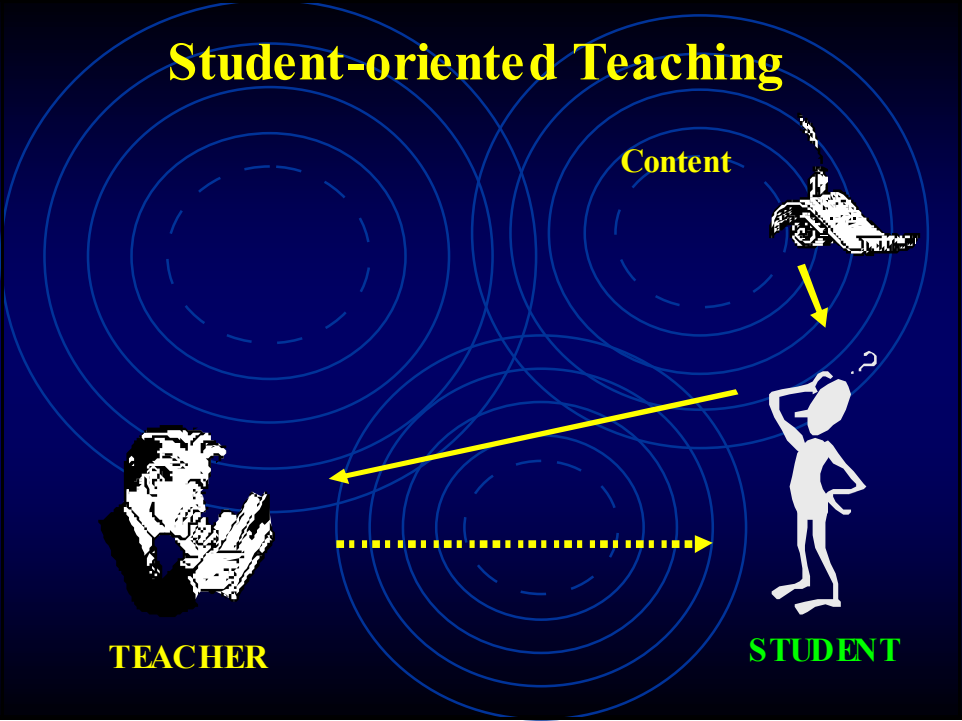
# Existential transfusion vs. cognitive transmission of knowledge

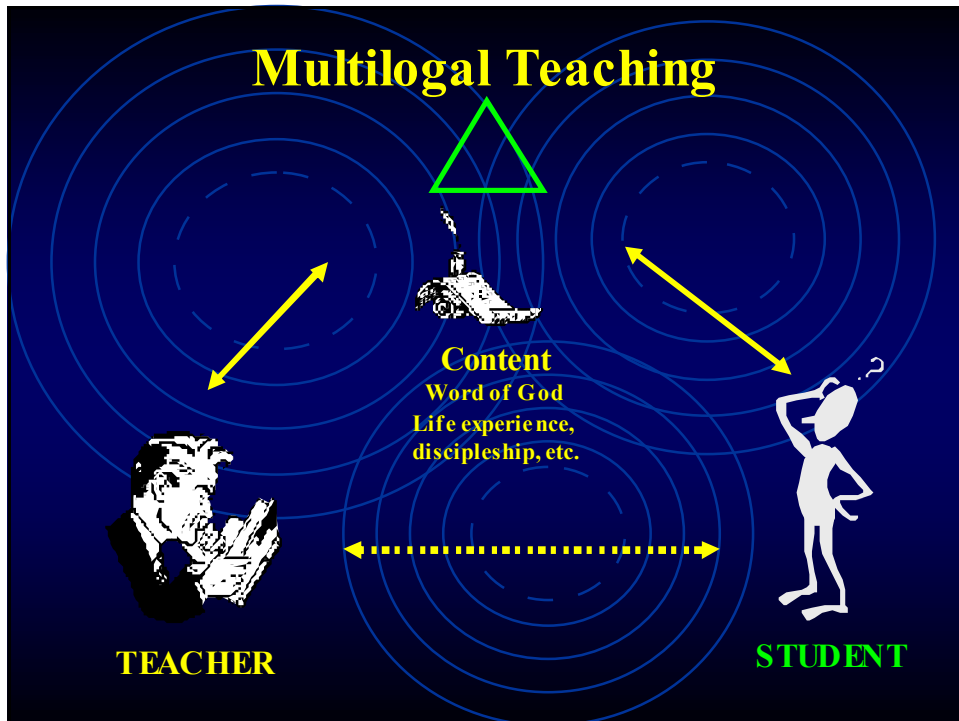


## Centrality of the Bible









## A model of integral education

- ü Focus not only in one aspect of the individual, but also in the **whole individual**
- ü Integral concern with the formation of mature lives from the spiritual point of view, doctrinal, intellectual, social, operational / pragmatic, personal (ontological) and affective.
- ü It is necessary to review the whole educational project of the theological formation, in the :
  - Establishment of the objectives educational contextualized
  - Planning of the curricular matrix, of the content programmatic, of the content of the classes, of the didactic adopted by the teacher, the student's vision, etc.

## A diversified education to assist several levels of leaders

TYPES OF CHURCHES	n.º of members	1999 - n.º of churches / %	projection of new churches - 2009
Very small	From 5 to 50	190 - 20,1%	71
Small	From 51 to 150	485 - 51,4%	181
Average / Small	From 151 to 300	210 - 22,2%	78
Average	From 301 to 700	42 - 4,4%	16
Average / Bigs	From 701 to 1000	9 - 1,0%	4
Bigs	Above a 1001	8 - 0,9%	3
subtotals		944 - 100 %	353 - 37,4%
Total projected for 2009		1.297 churches	

Case study - State of Sao Paulo, Brazil

**Picture 1 - Types of churches by amount of members - year of 1999 and projection for 2009**

## Education diversified to assist several levels of leaders

	1989	1999	% and amount	projected - 2009
Churches	687	944	37,4% - 353	1.297
Members	93.082	139.849	50,2% - 70.204	210.053

Case study - State of Sao Paulo, Brazil

**Picture 2 - growth Projection - Baptists of the State of Sao Paulo, Brazil**

## Education diversified to assist several levels of leaders

Categories of Leaders <sup>[4]</sup>	New Members	Average leaders/members	Growth in 10 years
Level 1 – Local leaders not remunerated	70.204	1:10	7.020
Level 2 – Leaders of small church/missions	14.111	1:50 (20,1 %)	282
Level 3 – Leaders of medium churches	36.085	1:150 (51,4 %)	241
Level 4 – Leaders of churches medium/big	15.585	1:250 (22,2 %)	62
Level 5 – Leaders of big churches	4.423	1:500 (6,3 %)	9
Level 6 – Associational or regional leaders	-	1:3500	20
Level 7 – Theologians and instructors	Some for whole the State		

<sup>[4]</sup> According MCKINNEY, Lois. *Fundamentos da educação teológica por extensão*. São Paulo: CAMEO, 1975. Pgs. 84 a 86

### Case study - State of Sao Paulo, Brazil

Picture 3 - necessary workers' Projection  
(McKinney's scale)

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