REFERENCES
REFERENCES


Esselstyn, T. (2003). The Development of Nazarene Theological Education. E-mail response to outline of Nazarene history of theological education.


Plueddemann, J. (2004). *Do We Teach the Bible or Do We Teach Students? ACTEA Forum*. No. 4


the Sub-Sector of Literacy Education of Adults and Non-Formal Education 2001-2005]. Maputo: Published public document.


APPENDICES
CD with Visuals of

- Centres in South
- PAR team member comments
- Travel footage between
  Centres in Tete and North
Appendix A Surveys Conducted in Phases One and Two

Sample A 1:
Survey questions to the lecturers at the Nazarene Bible College, Maputo, May 2000

1. Name, name of wife.
2. Where born.
3. 1\textsuperscript{st} language
4. 2\textsuperscript{nd} language
5. Present occupation
6. Present role in church
7. Which Christian workers had the most influence on your call?
8. What books (beside the Bible) contributed the most to your spiritual formation?
9. Of all the workers in Africa, who would be your choice for teaching the following subject areas:
   a. New Testament
   b. Old Testament
   c. Basic Theology
   d. Wesleyan Theology
   e. Church History
   f. Christian Ethics
   g. Christian Education
   h. Preaching
   i. Administration
   j. Music and Worship.

Example A2: The following questionnaire was sent by e-mail to the, then, four Area coordinators of the Church of the Nazarene in Mozambique. All four filled them out in detail.


Dear Area Coordinator:

I know “surveys” can be a pain but I need information that only you have in order to put together a more relevant and complete plan for TEE in Mozambique. Jon and I have only been in country since May 5\textsuperscript{th} so we are in a learning mode with a very sharp curve. My assignment is to develop a new phase the plan proposed by Fili Chambo last fall. [Nov. 1999] Please, please take 5 minutes to answer these few questions. Thank you. Margaret Scott

1. Your centres:
   a. How many centres had classes in 1999 or 2000?
   b. How many of these have electricity?
   c. How many centres would you like to have functioning?
   d. What is the limiting factor for these to function?
   e. I’d like to recommend a very basic set of educational tools for each centre (who know where the money would come from, but...hey, let’s dream a little). I’m thinking of a Bible dictionary, a Bible atlas, a world map, Bible maps, an Africa map, a Mozambique map, a Portuguese dictionary and a wind-up (for power) cassette recorder with an audio version of the “JESUS Film” sound track at least. What do you think of this idea? Do you have additions to the “basic set”?

2. Your students:
   a. What is the most common level of instruction that your students have? I mean do “most” start TEE with a 2\textsuperscript{nd} or 3\textsuperscript{rd} grade level of learning of “most” start with 5\textsuperscript{th}?
   b. Please guess at a percentage between students studying to be pastors, students planning to be laymen.
   c. What are the first languages of most of your students?
   d. Do you think it would be of some advantage for your students to do their TEE work in their first language? Or do they do fine in Portuguese? Please comment:
   e. We are thinking of encouraging TEE students to improve their instructional level by also studying as “external students” in order to take the 5\textsuperscript{th} grade and then 7\textsuperscript{th} grade exams, especially if the students want to seek ordination. What do you think would be the biggest limiting factors on this recommendation: expense of coming into town to take the exams? Lack of time to study independently? Lack
University of Pretoria etd – Scott, M M (2006)
of motivation or interest in doing this? Lack of competency in Portuguese? What
do you think about this idea?

3. Your teachers:
a. About how many teachers do you have?
b. What preparation do they have?
c. If a seminar (2-4 days) were planned this year for your teachers, what month and
what locality would be the best place for it to happen?

4. The licensing on your districts:
a. When people on the districts of your area are seeking a local license, what are the
prerequisites for them to complete?
b. When candidates are seeking a district license, what are the prerequisites?

5. If you had a "magic wand" what would you love to see happen for TEE in your area?

6. What could we (the Scotts) do to help you in your area?

7. We are thinking of requiring three quarters worth of work in TEE before admission to the
Seminary in Maputo for any student. This would give more connection with the local
church, time for confirmation of the call, etc. What do you think of this idea?

8. What could/should the Bible School do to help you in your area?

Appendix A 3: Instrument to Assess Learning Strategies in Experimental “Methods” Class
Of Volunteer Students at Bible School, July 26, 2003

Assessment of Strategies Used

0 = I don’t remember this one so I don’t have an opinion.
1 = I did not like it; I would prefer not to use it again.
2 = It was okay but not very positive.
3 = It was all right for me.
4 = I liked it.
5 = I liked it a lot and intend to use it in groups that I lead.

- Verse-by-verse analysis of a Bible passage 0 1 2 3 4 5
- Group discussion about a passage 0 1 2 3 4 5
- Individual meditation on a passage 0 1 2 3 4 5
- Reading a passage from several versions 0 1 2 3 4 5
- Comparing versions in group discussions 0 1 2 3 4 5
- Identification of attitudes and characteristics of “saints” today 0 1 2 3 4 5
- Identification of activities that strength me spiritually 0 1 2 3 4 5
- Representação duma passagem por drama 0 1 2 3 4 5
- Reflecting about the feeling and thoughts of the disciples in the boat 0 1 2 3 4 5
- Individual meditation on the title of Jesus in songs that I know well 0 1 2 3 4 5
- Reflecting and writing about what happened in class sessions 0 1 2 3 4 5
- Choosing someone in the group to be the representative 0 1 2 3 4 5
- Choosing a hymn for the group to learn well 0 1 2 3 4 5
- Singing songs that linked with the Bible 0 1 2 3 4 5
- Hearing little explanations about the link between songs and the Bible 0 1 2 3 4 5
- Lectures about the 4 quadrants of the brain 0 1 2 3 4 5
- Demonstration of cerebral matter of a goat 0 1 2 3 4 5
- Putting notes up on papers on the walls 0 1 2 3 4 5
- Having debates, discussions and questions in class 0 1 2 3 4 5
- Reading and filling out a student text 0 1 2 3 4 5
- Giving attention to the Disciples as models 0 1 2 3 4 5
- The use of active songs and movement in the classroom 0 1 2 3 4 5
- Sitting in a circle 0 1 2 3 4 5
- The use of several different activities in each session 0 1 2 3 4 5
- Which strategy did you appreciate the very most? (Put a + behind it)
Appendix A 4: HOW do you study? And how do you get closer to God?  7-12- 2004

Put an “X” in the all the squares that identify you
1. male ☐ or female ☐
2. student of SNM ☐ student of IBNAL ☐ pastor ☐ monitor ☐, superintendent ☐ other ☐
3. from which area of Mozambique are you? 1 ☐, 2 ☐, 3 ☐, 4 ☐, 5 ☐

Put a circle around the last grade level that you passed:
1ª  2ª  3ª  4ª  5ª  6ª  7ª  8ª  9ª  10ª  11ª  12ª  Higher

This is not an exam!  It is a written interview for you to give your own opinions and experiences. Please respond with sincerity. Doing this you will help us in IBNAL.

For each one of the following questions, first read all of the answers that are possible. Then choose the answer that you think best and write “1” on the line in front of it. Then select another answer that is your second choice and put a “2” on its line. Then choose one to be your third choice and put a “3” on its line.

A. When you are preparing for tests, which method do you prefer?
   ___ 1. Talking with classmates about class notes
   ___ 2. Studying alone
   ___ 3. Copying my class notes onto a clean notebook
   ___ 4. Writing out my class notes in a different way
   ___ 5. Reading over my notes, silently, to myself
   ___ 6. Reading over my notes, aloud, to myself.

B. Now about prayer, we would like to know which way of praying brings you closer to God. Please mark your 1st, 2nd and 3rd choices.
   ___ 1. Alone and silently
   ___ 2. Alone and aloud
   ___ 3. In church when everyone prays at the same time
   ___ 4. In church when one person leads others in prayer
   ___ 5. In a small group of 5-12 people, all praying at the same time.
   ___ 6. With one or two other people.

C. There are several spiritual activities that help us to strengthen our faith. Choose the three that help you the most by putting a 1, 2 and 3 beside them.
   ___ 1. Praying alone
   ___ 2. Praying in group
   ___ 3. Reading the Bible
   ___ 4. Studying the Bible
   ___ 5. Going to church services
   ___ 6. Fasting
   ___ 7. Singing or music
   ___ 8. Meditation

D. All of us face temptations. Sometimes it takes us a while to realize that we are being tempted. But when we see, “I am being tempted”, what happens in your mind in that exact moment that helps you to resist the temptation? What do you think in that exact instant?

E. Which course that you had this year was the one you think learned the most from and why did you learn more from it than from others?

F. In your whole life, through what experience do you think you learned the most about God? Was it in a class or in a crisis or a spiritual meeting or through a book or some other means? Please it with me, writing about it on the back of the page.
BIBLE INSTITUTE OF LUSOPHONE AFRICA

Dear District Superintendent of Fingoe:

Christian greetings from Maputo. IBNAL wants to serve the districts of the Church of the Nazarene in the Lusophone Field. We would like to improve our service to you. We are asking you to respond to three questions to help us in this intent. These three relate to the period of time from June 2002 to May 2003.

✓ To the positive: IN your opinion, what was the value of IBNAL for your district?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

✓ To the negative: What do you think are the weakest point of IBNAL on your district?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

✓ Suggestions Please complete this sentence: if I could change one thing about IBNAL it would be
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

For the Facilitator of IBNAL in your area or district to complete:

1. Name of your district: _____________
2. How many centres were active during this period ______
3. How many monitors turned in reports of courses of IBNAL during this period? ________
4. How many students completed at least one course in this period? __________
5. What do you think are the biggest needs of your district that IBNAL may be able to help with?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Thank you for your attention to these subjects. MM Scott

Maputo, 28 May 2003
A 6 Instrument to comment input about books and reading: May 3, 2003

IBNAL                                      NAZARENOS EM TETE        3 de Maio de 2003

1. Your name is __________________________________

2. How old are you? _____            Man or woman? ____

3. Which administrative district do you live in? Zumbo  Maravia  Chifunde, Macanga, Angónica, Tsangano, Moatiza, Changara, Chiuta, Cahora Bassa, Magoe, Mutarara

4. When you were a child, did you go to school? Yes or No

5. If “yes”, for how many years did you go to school? _________

6. If you went to school, what did you use to take notes? ____________

7. If you went to school, did the teacher have a blackboard and chalk? Yes or no

8. Do you know how to read? Yes or no

9. If “yes”, do you read in Portuguese or another language? ________________

10. Do you have books in your house? Yes or no

11. If you have some books in your house, how many, (approximately)? ______

A7 Short Survey Administered to Monitors to Discover Current Practices in their Cooperative Learning Groups

1. Aproximately how many courses of IBNAL have you facilitated?__________________

2. In relation to filling in the student texts before arriving to the cooperative group, we would like to know how this works in your setting. Pick the answer that best describes what happens in your face-to-face sessions, by putting an “x” in front of it.

   Normally, how many of the learners have the answers written in before they come to the group?
   A. almost none of them
   B. almost all of them
   C. about half of them

3. Still in relation to filling in the student texts before arriving to the group session, what is your procedure during the session toward the learners who do not have their textbooks filled in?
   _____A. they can be in the group session but they are not allowed to participate in the discussions
   _____B. they can be in the group session and they participate actively in the discussions

4. In relation to what normally happens during group discussions:
   A. learners speak in Portuguese
   B. learners speak in their maternal languages
   C. learners speak in Portuguese sometimes, maternal languages at others

5. Still in relation to what normally happens during group discussions: learners speak in Portuguese
   A. all learners participate freely
   B. usually 2 or 3 engage in debate and the others are quiet
   C. the participation varies from week to week
<table>
<thead>
<tr>
<th>Description/Definition</th>
<th>Arboric research aims to assess a whole human system by critical discourse about its parts and accurate description of them and of the inter-relationships between the parts and the whole and between the parts.</th>
</tr>
</thead>
</table>
| Design classification  | Empirical | Hybrid data  
Quantitative & Qualitative | Medium control |
| Key research questions | How do the parts impact the whole?  
How does the whole impact the parts?  
How does the germ impact the mature and vice versa?  
What are the elements the environment and the relation of it to the whole, and the relationship of the whole to the environment? |
| More specialized design types | Research questions represent varying domains of functionality such as “the four C’s” of learning domain: Content, Capacity, Character and Context. |
| Typical applications | Multi-level assessment over time, *in situ*, of the satisfaction of the partners in the community with the empowerment and functionality of the system which is described by community members; assessment of process management is pertinent. |
| Meta-theory | Critical observation of the whole instead of the parts plus integrative analysis are reliable because  
A. every part impacts the whole;  
B. the whole impacts the parts;  
C. parts impact each other;  
D. isolation or dissection of the parts means  
a. alteration of the natural state at best  
b. crippling or death at worst. |
| Conceptualisation/mode of reasoning | What are the parts of a system which produces authentic learning? Analogous to any complex plant or animal, the living, dynamic whole consists of the following:  
A. a cycle of life; life from life; “chicken or egg?” – either may be chosen to begin dialogic observation.  
B. fertilization; union, genetic coding;  
C. embryonic life: vulnerable, potential, immature in function and structure, different from its adult form;  
D. growth: dimensions;  
E. development: diversification of structure and gradual achievement of function of all parts;  
F. renewal or rigidity-to-death |
| Selection of cases/sampling | Sampling intends to be extensive to all levels and to many parts of the whole; full participation encouraged. |
| Mode of observation/sources of data | All available data collection methods, including structured and semi-structured methods. |
| Analysis | Integrative, synthetic descriptions; comparative analysis, including relational, chronological and dialogical; descriptive statistical graphics including tables and examples. |
| Strengths | High usefulness to the specific “whole” and all of its parts; affirmation of value, ownership and empowerment of the parts. |
| Limitations | Possibility to access only approximate real “whole”; medium generalisability. |
| Sources of error | Participant bias; sampling errors; selectivity effects. |
Appendix C Verses to Commit to Memory for the first 14 Courses of the IBNAL Programme

**Worldviews**

In the past God spoke to our forefathers through the prophets at many times and in various ways, but in these last days, he has spoken to us by his Son, whom he appointed Heir of all things, and through whom he MADE THE UNIVERSE! The Son is the radiance of God’s glory and the exact representation of all things by his powerful word. Hebrews 1:1-3

Just as a man is destined to die once, and after that to face judgement, so Christ was sacrificed once to take away the sins of many people; and he will appear a second time, not to bear sins, but to bring salvation to those who are waiting for him. Hebrews 9: 27-28

**God's Plan for Health & Peace**

Therefore confess your sins to each other and pray for each other so that you may be healed. The prayer of a righteous man is powerful and effective. James 5:16

Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your body. 1 Corinthians 6:19-20

Make every effort to live in peace with all men and to be holy; without holiness no one will see the Lord. Hebrews12:14

Therefore just as sin entered the world through one man, and death through sin, and in this way death came to all men, because all sinned. Romans 5:12

**The Minister as a Student**

But the Counselor, the Holy Spirit, whom the Father will send in my name, will teach you all things and will remind you of everything I have said to you. John 14:26

There are different kinds of spiritual gifts, but the same Spirit. 1 Corinthians 12:4

I can do everything through him who gives me strength. Philippians 4:13

Then Jesus came to them and said, “All authority in heaven and on earth has been given to me. Therefore, go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And Surely I will be with you always, to the very end of the age”. Matthew 28:18-20

**The Minister as Communicator and Model**

Set an example for the believers in speech, in life, in love, in faith, and in purity. 1 Timothy 4:12b

It was he who designated some to be apostles, some to be prophets, some to be evangelists, and some to be pastors and teachers, to prepare God’s people for works of service, so that the body of Christ may be built up until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining the full measure of perfection found in Christ. Ephesians 4:11-13

**Worship**

Do any of the worthless idols of the nations bring down rain? Do the skies themselves send down showers? No, it is you, O Lord our God. Therefore, our hope is in you, for you are the one who does all this. Jeremiah14: 22

God is spirit, and his worshippers must worship him in spirit and in truth. John 4:24
Sing to the Lord a new song, sing to the Lord all the earth. Psalm 96:1

For great is the Lord and most worthy of praise; he is to be feared above all gods. Psalm 96:4

Introduction to the Holy Scriptures

Jesus did many other miraculous signs in the presence of his disciples, which are not recorded in this book. But these are written that you may believe that Jesus is the Christ, the Son of God, and that by believing you may have life in his name. John 20:30-31

Above all, you must understand that no prophecy of Scripture came about by the prophet’s own interpretation. For prophecy never had its origin in the will of man, but men spoke from God as they were carried along by the Holy Spirit. 2 Peter 1:20-21

Life of Jesus I

[Mary] will be with child and give birth to a son, and you are to give him the name Jesus. Luke 1:31

Jesus said to him, “Away from me, Satan! For it is written, ‘Worship the Lord your God and serve him only.’” Matthew 4:10

[Jesus said], “Anyone who does not carry his cross and follow me cannot be my disciple”. Luke 14:27

In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven. Matthew 5:16

Life of Jesus 2

Simon Peter answered, “You are the Christ, the Son of the living God”. Matthew 16:16

Jesus said to her, “I am the resurrection and the life. He who believes in me will live, even though he dies”. John 11:25

At that time, the sign of the Son of Man will appear in the sky, and all nations will mourn. They will see the Son of Man coming on the clouds of the sky, with power and great glory. Matthew 24:30

Now that I, your Lord and Teacher, have washed your feet, you also should wash one another’s feet. John 13:14

The Foundations of the Christian Faith

In the beginning, God created the heavens and the earth. Genesis 1:1

If you confess with your mouth, “Jesus is Lord,” and believe in your heart that God raised him. Romans 10:9

For God so loved the world that he gave his one and only son, that whoever believed in him shall not perish, but have everlasting life. John 3:16

But the cowardly, the unbelieving, the vile, the murderers, the sexually immoral, those who practice magic arts, the idolaters and all liars—their place will be in the fiery lake of burning sulphur. This is the second death. Revelation 21:8
For all have sinned and fall short of the glory of God. Romans 3:23

For the wages of sin is death, but the gift of God is eternal life through Jesus Christ our Lord. Romans 6:23

Jesus declared, “I tell you the truth, unless a man is born again, he cannot see the kingdom of God”. John 3:3

From JESUS Film to Viable Church

[Jesus said], “When I am lifted up from the earth, I will draw all men to myself”. John 12:32

To the weak I became weak, to win the weak. I have become all things to all men so that by all possible means I might save some. 1 Corinthians 9:22

A gentle answer turns away wrath, but a harsh word stirs up anger. Proverbs 15:1

Thy word is a lamp to my feet and a light for my path. Psalm 119:105

The Mission and Manual of the Church of the Nazarene

We proclaim him, counselling and teaching everyone with all wisdom, so that we may present everyone perfect in Christ. Colossians 1:28

Then [Jesus] said to his disciples, “The harvest is plentiful, but the workers are few. Ask the Lord of the harvest, therefore, to send out workers into his harvest field”. Matthew 9:37-38

Let us not give up meeting together, as some are in the habit of doing, but let us encourage one another—and all the more as you see the Day approaching. Hebrews 10:25

He must hold firmly to the trustworthy message as it has been taught, so that he may encourage others by sound doctrine and refute those who oppose it. Titus 1:9

The Life of Prayer

Do not be anxious about anything, but in everything, by prayer and petition, with thanksgiving, present your requests to God. Philippians 4:6

Faith comes from hearing the message, and the message is heard though the word of Christ. Romans 10:17

If we confess our sins, he is faithful and just and will forgive our sins and purify us from all unrighteousness. 1 John 1:9

For where two or three are gathered together in my name, there am I with them. Matthew 18:20

Practicum in Prayer

This is how you should pray:
“Our Father in heaven,
hallowed be your name,
your kingdom come,
your will be done,
on earth as it is in heaven.
Give us this day our daily bread.
Forgive us our debts,
as we also have forgiven our debtors.
And lead us not into temptation,
but deliver us from the evil one.
For yours is the kingdom, the power, and the glory, forever.
Amen”.
Matthew 6:19-13
Appendix D1 Visual Cues from Leaflets used with the JESUS Film

What kind of changes does Jesus’ death on the cross make in people who repent of their sins?

From Luke 24: 46-47: [Jesus told His friends]: “This is what is written: The Christ will suffer and rise from the dead, and repentance and forgiveness of sins will be preached in His name to all nations”.

Read John chapter 5, verses 24-27.

People who have had many sexual partners become faithful in the way they live.

Luke 7:37, 38, 48 tells how a sinful woman visited a Pharisee’s house where Jesus was eating. She brought an alabaster jar of perfume and wept at his feet. As her tears wet his feet, she wiped them with her hair, kissed them and poured perfume on them. Jesus said to her, “Your sins are forgiven”.

Read John 11:1-5, 21-25, and 45.

Even friends of Jesus who betray Him can repent and be forgiven and blessed by Him.

Luke 22:45-62 tell how Jesus was arrested. In verse 34, Jesus told Peter: “I tell you, Peter, before the rooster crows today, you will deny three times that you know me”. Peter insisted that he would never deny Jesus, but he did, the rooster crowed, and Jesus looked at Peter. Peter went away and wept bitterly. And Jesus forgave him.

Read John 21: 11-17.
Appendix D2 “ICON-LIKE FIGURES WHICH ARE “PACKED” WITH SIMPLE CONCEPTS OF THE “STORY OF GOD” COMPILED BY MÁRIO NETO JORDÃO MARRENGULA, 04/05/2002, MAPUTO-MOCAMBIQUE

1. [Diagram]
2. [Diagram] Adão, Eva, Filhos
3. [Diagram] Noé, Abraão, Isac, Jacó
4. [Diagram] Moises, Josué
5. [Diagram] Reis, Juízes, Profetas
6. [Diagram]
7. [Diagram]

3 anos V.T. 2ª
Appendix E News Article about December 2002 event with picture

Maputo, Mozambique. The place: campus of Seminario Nazareno em Mocambique. The occasion: the first ever encounter of pastor-trainers and district superintendents from all over the country. The group from Northern Manica and Sofala provinces arrived first. Then came the delegation of 17 men and women from Tete Province, some who had studied in Tavane before there was a seminary in Maputo. Throughout the day groups kept on arriving by minivan from places as far away as Montepuez, some 3,500 kilometres. Directing the opening service, Dr. Filimao Chambo welcomed the tired but joyous conferencees. Including the present students, there were over 200 people. Rev. Margarida Langa delivered the opening message.

Giant banners, t-shirts, program covers, theme chorus and messages on Body life all accented the theme: “JUNTOS NA MISSAO” (TOGETHER IN THE MISSION)! Both SNM, the resident school, and the extension centres are united in the task of preparing leaders for the growing Church of the Nazarene. All Nazarenes, indeed, all Christians are together in the mission of proclaiming Christ and establishing His church.

“Together in the Mission” included inspiration from the Word by teaching from Rev. Paulo Sueia and Rev. Simeao Mandlate and by evening services which were directed by leaders from each one of the 5 Areas of Mozambique. Fellowship at mealtimes was enhanced by meals prepared to celebrate diversity through foods typical of the different areas.

The conferencees were seminary graduates or current students who have received additional preparation in methods and materials to become trainers of pastors in extension centres. They teach 1,272 current students in the 97 extension centres in the Lusophone Field TEE Network. During the 7 days of the encounter, they received several new books to use in their classes. In small group editorial sessions, the conferencees examined the semi-final draft of the book: The Mission of the Nazarene by Rev. Bonifacio Mirashi and suggested modifications. Another new book, Using the JESUS Film to Plant Churches was presented by its group of 5 writers: Rev. Jon & Margaret Scott, Dr. Filimao Chambo, Rev. Bonifacio Mirashi and Pr. Levy Mahalambe. Two other new books written by Margaret Scott, Field Extension Coordinator for Lusophone Africa, were detained at the local printers because of a workers’ strike. Through prayer, the conferencees liberated the books the day before the conference ended! The workers even delivered the books to the campus.

The closing message, by Dr. David Restrick, Academic Dean, detailed similarities between 18th century England and Mozambique today, then challenged all those assembled to carry holy fires of sanctified living into today’s society to heal the country, as John Wesley did in England. The Lord moved over the service with great power.

Rev. Eugenio Duarte, Field Director said the conference achieved “much more than an educational agenda”. Others said it was “the first but cannot be the last [national encounter],” “a dream come true”, “a revival for all”, “a God-filled meeting to bring us together—on our knees”. Rev. Isaac Baloi, Coordinator of NCM / Mozambique and overall coordinator of the event said, “It was historic; much more than I imagined it could be”. All spoke gratefully of the great evidence of God’s Presence throughout, and the wonderful gift given by Harvest Partners who helped fund the encounter.
Appendix F Photographs: Lead Facilitators of IBNAL and PAR Team Members


## Appendix G Comparative Analysis of Video Capture of Three Cooperative Learning Groups Functioning

<table>
<thead>
<tr>
<th>Centre</th>
<th>A Matola City</th>
<th>B Liberdade</th>
<th>C Mahalhane</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locale</td>
<td>Urban church</td>
<td>Suburban church</td>
<td>Neighbourhood</td>
</tr>
<tr>
<td>Physical Setting</td>
<td>Spacious, modern, Tables to sit at, Electric lighting</td>
<td>Spacious, modern, Tables to sit at, Electric lighting</td>
<td>Small, reed construction, Small, plastic table Kerosene lamp</td>
</tr>
<tr>
<td>Experience of Monitor</td>
<td>Substitute monitor who works w/ other groups</td>
<td>The regular monitor of group; much experience</td>
<td>The regular monitor of group; much experience</td>
</tr>
<tr>
<td>Experience of Learners</td>
<td>Much – 2nd certificate</td>
<td>Much – 2nd certificate</td>
<td>Much – 2nd certificate</td>
</tr>
<tr>
<td>Demographics of Learners</td>
<td>Middle-aged men and women</td>
<td>Mix of 20-35 year olds plus a couple of older adults</td>
<td>Mostly middle-aged men and women; 2 youth</td>
</tr>
<tr>
<td>Time Period of Observation</td>
<td>About an hour</td>
<td>About an hour</td>
<td>About an hour</td>
</tr>
</tbody>
</table>

### Discussion Details

<table>
<thead>
<tr>
<th>Group Use of Bible</th>
<th>Frequently – in opening, in text readings</th>
<th>Frequent use throughout the session</th>
<th>They read from Bible to begin, and then spoke in their dialect.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Dynamics</td>
<td>The learners responded openly to the substitute monitor even thought they did not know him. Two women spoke the most, more than the monitor.</td>
<td>Balanced participation between monitor &amp; several learners asking questions and answering each other's questions</td>
<td>The group dynamics were slower than the other two groups but a balance of participation was shown among group members.</td>
</tr>
<tr>
<td>Life Situations as Part of Biblical Discussions</td>
<td>The two women brought life and Bible together with a lot of vigour and conviction.</td>
<td>The monitor posed application questions which generated debate on life situations</td>
<td>Discussion took place in maternal language so I could not evaluate the discussion content.</td>
</tr>
<tr>
<td>Use of Material in Student Text</td>
<td>The monitor guided in the regular weaving of text material with questions</td>
<td>This monitor also guided in the regular use of the text weaving it in and out of questions posed.</td>
<td>Group appeared to lean more on reading from the book than Group A or B or than using text for discussion base.</td>
</tr>
<tr>
<td>Use of Memorized Verses</td>
<td>Did not use them; may be result of absence of regular monitor</td>
<td>They used them to open and close the meeting.</td>
<td>They used verse recitation at the opening.</td>
</tr>
</tbody>
</table>
Appendix H Holiness in Day to Day Living Retreat Organization and Written Responses from Students

Program for the End-of-Course Retreat
Holiness in Day-to-Day Life
November 19-20, 2004
Nazarene Seminary of Mozambique

Friday
Arrival of the students: give attention to the book *Talking to God or* other devotional material 16:00 hs.

All participants come to the IBNAL room. Visit the installations of the Seminary 18:00 hs.

Rehearse the seating positions and the bell ringing signal for the activities for Saturday, then hold class to review: 19:00 hs.

The Lord’s Prayer = last words spoken aloud until Saturday’s communion hymn 20:30 hs.

Saturday
Wake up; personal hygiene and personal devotions (all in silence) 5:00 a.m.

Return to the classroom of IBNAL 6:30 a.m.

Presentation of the Film: The Passion of the Christ

Moments of silence in the classroom

Brief interval until the bell rings

Each to his/her first station at the ring of the bell

When the bell rings again start to observe the 5 minutes at the first station.

When you have visited all 30 stations, you can return to any one of the stations one time (for 5 minutes).

Then there will be a 10 minute break before the bell is rung to return to the big classroom for the next activities.

Before communion you are requested to write a statement about what you have experienced. About 12:30 p.m.

Turn to hymn # 11 of your IBNAL chorus book to begin Communion service
1) **Consummation**: Go outside to the mat. Lie down and look up to the sky. Try to imagine how the 2nd Coming of the Lord Jesus will be. How will you feel when He comes back? Imagine this. (Return to the room when the bell rings.)

2) Look around the room at your colleagues. Pray for them quietly, with your eyes open. Give thanks to God for each one of them.

3) "It is to a man’s honor to avoid strife, but every fool is quick to quarrel". Proverbs 20:3 Think about the Proverb and take notes for your Journal under the heading “Honorable”.

4) **Mission**: our “Jerusalem”: This photo represents your local community. Think about your neighborhood.
   - a. Are you in good relationship with everyone there?
   - b. Is there someone who has something against you?
   - c. Is there someone who needs your help?

5) **Mission**: our Judea. Consider this map of Mozambique. Can you identify your province? What areas in your province are more spiritually needy? Take some time to pray for the growth of the church in your province.

6) **Mission**: our “Samaria”: people with AIDS. Sooner or later this sickness will affect your life.
   - a. Are you prepared to deal with people suffering with AIDS and their family?
   - b. Are you prepared to extend the love of God to them?

7) **Mission**: our “ends of the earth”:
   - a. Has your church given money for people in other world areas? --Do you have monthly Missionary meetings?
   - b. What do you do personally for people in other world areas?
   - c. Write in you Journal under “Transformed" your plan to make a difference in the world.

8) Kneel face down to Worship God: “Come, let us bow down in worship, let us kneel before the Lord our Maker”. Psalms 95:6

9) **Eternity**: Imagine what it will be like when you first get to heaven. What would you like to ask when you first get there? Write this in your Journal under “Wisdom”.

10) Practice the verse: in whatever language you like Matthew 5:43-46 You have heard that it was said, ‘love your neighbor and hate your enemy’, but I tell you: love your enemies and pray for those who persecute you, that you will be sons of your Father in heaven. He causes his sun to rise on the evil and on the good, and sends rain on the righteous and the unrighteous. If you love those who love you, what reward do you get ? Matthew 5:43-46

11) **Love to the 4th Degree.** In which degree do you need to improve: Love toward God? to yourself? to others? or to your enemies? God wants to fill you with His love. Let Him love through you.

12) Children are loved of God. How do you treat children? With dignity? Do you work with children? Do you need to change the way you treat them? Make notes of the way you work with children in your Journal under “LOVE”.

13) Make a plan to improve your spiritual diet. Write about this plan in your Journal under “SELF-DISCIPLINE”.

14) Practice the Verse Romans 12:1-2 Therefore, I urge you, brothers, in view of God’s mercy, to offer your bodies as living sacrifices, holy and pleasing to God – this is your spiritual act of worship. Do not conform to any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is – his good, pleasing and perfect will. Romans 12:1-2

15) Connect Romans 12:1-2 with Psalms 90:12 “Teach us to number our days aright, that we may gain a heart of wisdom. Take notes in your Journal under “WISDOM”.

16) **God.** Open your Bible to read Isaiah 6:1-5 with attention. Read more than one time. Close your eyes and try to imagine the scene with the angels and God. Let the images fill your imagination. Can you imagine that you are in their presence??

17) **Creation: God made the earth like a gigantic globe and put Adam in it to tend and protect. But...man is walks around destroying the land he was given to protect. What can you do to improve the situation on earth? What could you do each day for the good of the earth for the sakes of your grandchildren and great – grandchildren? Spend some time thinking about this. Take notes in your Journal under “Honorable”.

18) **Creation:** “And God blessed the seventh day and made it holy, because on it he rested from all the work he had done”. Genesis 2:3. You can also rest now.
19) Alliance: Genesis 2:16 e 3:6: “And the Lord God commanded the man, 'You are free to eat from any tree in the garden; but you must not eat from the tree of the knowledge of good and evil...when the woman saw that the fruit was good for food and pleasing to the eye...she took some and ate it”. Look at the fruit in front of you. Smell the fragrance of it. When Eve ate of it, she broke the alliance with God. Eve was not God’s faithful friend. In the midst of temptation will you be faithful? Make a plan to be able to escape temptations when they come and write about it in your Journal under “Faithful”.

20) Alliance: Read about FASTING in Isaiah 58:5-7. Verses 6 and 7 speak of the kind of fasting God chooses. Write about fasting in your Journal under “SELF-DISCIPLINE”.

21) Alliance: Pray like Jehoshaphat in 2 Chronicles 20:18 “bowed with his face to the ground, and all the people of Judah and Jerusalem fell down in worship before the Lord”.

22) Practice the verse: John 16:33 [Jesus] “In this world you will have trouble. But take heart! I have overcome the world”. John 16:33 Think about this truth and write about it in your Journal under “SUFFERING”.

23) Christ: What part do you have in the sufferings of Jesus? Matthew 27:48 says: “they...filled it with wine vinegar, put it on a stick and offered it to Jesus to drink”. Take some of the vinegar and taste it like Jesus did. He suffered the pain of rejection, condemnation and worse, the separation from his Father...for us. (After tasting the vinegar on the cottonette, throw it away.)

24) These are symbols of the crucifixion. Meditate on them. Continue to think about the suffering of Jesus...for me, for you, and be grateful.

25) Lie down on the cold hard floor – just like the floor of the tomb. Lie still with your eyes closed, and head covered. You are dead with Christ. Stay quiet until the bell rings.

26) Read the Hymn # 110. He Has Risen! Celebrate (without making any noise) dancing, running and praising Him. Afterwards, be seated and take notes in your Journal under “SUFFERING”.

27) The Church: Read Hymn # 103. Record the day or days when the fire of God fell on your heart. Write about these memories in your Journal under “TRANSFORMED”. (Please leave the hymnal.)

28) The Church: Prayer: ‘I showed you that by this kind of hard work we must help the weak, remembering the words the Lord Jesus himself said: 'It is more blessed to give than to receive’. When he had said this he knelt down with all of them and prayed”. Acts 20:35, 36. Pray on our knees for sick people that you know and be grateful for your own good health.

29) Consummation: Are you ready to die? Choose hymns to be sung at your own funeral.

30) Prayer on your knees: Kneel in the sand as they did in Acts 21:5 to pray for your brother colleagues in your district, the workers, the local leaders in your district.
Photos for possible use with position #4 depending on the “Jerusalem” of the group
**THE BIOGRAPHIC FORM WHICH IS SEPARATE FROM THE OPINON SURVEY**

The personal information you give on the following short form will be used for updating files on pastors and students the offices of the Lusophone Field, the Seminary and IBNAL. Please answer each question fully and carefully.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full name</td>
<td>Date of Birth</td>
</tr>
<tr>
<td>Area ____ Church District ____</td>
<td>Cell phone Number _____</td>
</tr>
<tr>
<td>1. Full name of church where you are serving</td>
<td></td>
</tr>
<tr>
<td>2. What is/are your current position or responsibilities in the church?</td>
<td></td>
</tr>
<tr>
<td>3. Are you called by God to serve as a pastor? Yes/No</td>
<td>Or to serve as a layperson? Yes / No</td>
</tr>
<tr>
<td>4. Are you an Ordained elder? Yes/No</td>
<td></td>
</tr>
<tr>
<td>5. Do you have a preachers' license from your local church? Yes/No</td>
<td></td>
</tr>
<tr>
<td>6. Do you have a pastors’ license from your district Yes/No</td>
<td></td>
</tr>
<tr>
<td>7. Are you a student of SNM? Yes/No</td>
<td></td>
</tr>
<tr>
<td>8. Are you a student of IBNAL? Yes/No</td>
<td>A. If so, in what centre?</td>
</tr>
<tr>
<td></td>
<td>B. If IBNAL, in which centre did you have your first class?</td>
</tr>
<tr>
<td>9. What is your first language</td>
<td></td>
</tr>
<tr>
<td>10. Do you prefer to read in this language or in Portuguese?</td>
<td></td>
</tr>
</tbody>
</table>
EDUCATIONAL SURVEY FOR ALL PASTORS, STUDENTS, PREVIOUS STUDENTS

This is not an exam! It is a written interview for you to give your own experiences and opinions. Your name is not on this survey, so please feel free to respond honestly and take your time. The information you give will help us to improve education across the Lusophone Field.

SECTION A: BIOGRAPHICAL INFORMATION
This will give me an accurate description of the population;

1. Where did you begin your preparation for ministry? Please mark one with an “X”:
   - Tavane
   - Furancungo
   - Maputo between 1982-94
   - SNM in Laulane
   - IBNAL

2. When you started to prepare for ministry, what was your level of schooling? Put a circle around the level:
   - 1ª
   - 2ª
   - 3ª
   - 4ª
   - 5ª
   - 6ª
   - 7ª
   - 8ª
   - 9ª
   - 10ª
   - 11ª
   - 12ª
   - Higher

3. Where did you end your preparation for ministry, or where do you plan to end it?
   Mark one with an “X”:
   - Tavane
   - Furancungo
   - Maputo between 1982-94
   - SNM in Laulane
   - IBNAL
   - Other

4. Your level of schooling now: put circle around the last grade level that you passed:
   - 1ª
   - 2ª
   - 3ª
   - 4ª
   - 5ª
   - 6ª
   - 7ª
   - 8ª
   - 9ª
   - 10ª
   - 11ª
   - 12ª
   - Higher

5. Are you currently studying either as a student in regular classes or preparing for external exams this year (2005)? Yes/no

6. Are you male or female?______ (Some have 6B. Area 1,2,3,4, or 5)

7. Mark with an “x” each of your current relationships to IBNAL. Example: you may be both a “former student” of IBNAL and also an “active monitor” so you would mark two relationships).
   - superintendent
   - active monitor
   - inactive monitor
   - monitor-in-training
   - pastor
   - IBNAL student
   - former IBNAL student

8. In your opinion, what is the greatest impact of IBNAL? Please read all five possibilities and choose two of the following, marking them with a “x”:
   a. better relationships between colleagues and leaders on the district
   b. greater capacity to minister in the local church, especially in preaching
   c. more knowledge of the Bible
   d. opening of appetite to study and learn more
   e. personal spiritual and moral growth resulting in more dedication to God

9. Have you been active in a class of IBNAL since April of 2004? Yes / no

10. How many courses of IBNAL, more or less, have you taught or studied? ______
11. GETTING CLOSER TO GOD. You may have answered questions like this on other surveys but the list of spiritual activities on this one is longer than the others. So, we ask you to please share again about the ways God uses to bless you and draw you closer to Him. There is a listing of 19 spiritual activities, longer than lists on other surveys. Please read all 19 of them carefully. Then choose FOUR of them which help you the most to get close to God. Put an “X” behind these four. Please mark only FOUR.

- Attending church services
- Going to Sunday School
- Taking holy communion
- Attending baptismal services
- Attending weddings
- Attending funerals
- Singing or listening to music
- Being involved in theological class sessions
- Being outside in nature
- Studying the Bible
- Evangelizing
- Reading the Bible
- Studying spiritual books at home
- Studying books at home for IBNAL classes
- Fasting
- Meditation
- Practicing acts of mercy
- Praying alone
- Praying with others in group

SECTION B: GENERAL ASPECTS OF THE IBNAL PROGRAMME
FOR THOSE WHO HAVE HAD ONE OR MORE CLASS THROUGH EXTENSION

12. STRUCTURED ASPECTS OF IBNAL. Please give us your personal opinion of each of the aspects of IBNAL found in box 12. Please give a “grade” (1, 2, 3, 4 or 0) to each one:

“1” is low or poor
“2” is normal,
“3” is very good or very high
“4” is excellent or extremely high

a. the helpfulness of the goal of growing toward Christlikeness
b. the helpfulness of the student books in general is
c. the ability of the monitor(s) to conduct classes properly is
d. the value of group discussion of the material is
e. the value of memorizing Scripture is
f. the value of applying the lessons to life problems is
g. the value of singing together is
h. the value of praying together with colleagues is
i. the value of just being with others in a study group
12. IDENTIFYING PROBLEMS WITH IBNAL.

A. Please help us improve IBNAL by telling us the problems that you encountered with it. Again, please give each of the following a number according to these meanings:

“1” means “this caused me almost no trouble at all”
“2” means “this caused me a little bit of trouble”
“3” means “this caused me big trouble”
“4” means “this caused me so much trouble that I decided to look for another way to prepare for ministry”

having to pay for the textbooks ______
memorizing Scripture to pass the final exam ______
difficulties with the monitor ______
difficulties with other students in your group ______
finding time to fill in the books, to do the homework ______
having the book in Portuguese instead of the maternal language ______
mixing academic preparation of students in the same group ______
something other problem: ________________________________

B. Please help us improve IBNAL by telling us the problems that you encounter with it. Mark an “X” to show the two (2) aspects of the extension programme which have been most difficult for you.

a. having to pay for the textbooks ______
b. memorizing Scripture to pass the final exam ______
c. difficulties with the monitor ______
d. difficulties with other students in your group ______
e. finding time to fill in the books, to do the homework ______
f. having the book in Portuguese instead of the maternal language ______
g. mixing academic preparation of students in the same group ______
h. some other problem: ________________________________
Appendix J The Four Quadrants of the Brain – Africa Style
FIGURE 3.1: IDENTIFYING LEARNING STRATEGIES
Note: “Matéria” in Portuguese means “subject matter” which the learners are dealing with in 12 different ways, each of them representing a learning strategy.

In each quadrant there are three learning strategies illustrated. These are known to take place in that quadrant because research technologies allow neuroscientists to actually observe levels of brain activity as different learning methods were being experienced. The four strategies in the centre sections are key to the primary nature of each quadrant; those are A. Analysis, B. Application, C. Group discussion and D. Synthesis. In a group session, try to name the other two strategies in each quadrant.*

A. Analysis, ___________________ and ______________

B. Application, __________________ and ______________

C. Group discussion, ___________________ and ______________

D. Synthesis, ______________________ and ______________

In facilitating learning in our classes there are learners who better learn by means of strategies associated with each of the four quadrants. Logically, then, in order for real learning to take place for everyone, facilitators must deliberately vary methods in each class period, choosing activities from all four quadrants.

Another effective style of learning facilitation is to use in every class session methods known to impact all 4 quadrants. Because of its economy of effort and efficiency, this style is probably easiest to adopt. Learning strategies which impact all 4 quadrants are “critical singing”, active group discussion, problem solving, rehearsing, role playing and role taking. These terms can be written in the spaces between the four quadrants.

* A: analysis, reading, listening, B: application, ordering, reorganization, C: group discussion, reflection, tactile experience (touching), D: synthesis, playing and seeing images.

Class notes
Margaret Scott
2003
Appendix K Open-ended Responses by 2nd Certificate Learners to Explain Differences in their Lives from Learning in IBNAL, December 2005

Albano Serafim: Since I began studying there has been a change: I visit the sick and pray for them; I know how to preach the Gospel.

António Bernardo Manhiça: Before entering IBNAL, I knew very little about the Word of God. I preached poorly, but now that I know the Bible, I feel so much better. Studying has changed my family life as well as my preaching. I understand the value of marriage and living in harmony with my family. I not only understand the rules of preaching, but God has helped me with my pride, fear and self centeredness (see 1Timothy 3:1-6). A colleague says of him, “my brother Antonio Manhiça has changed a lot. In the beginning he would hardly participate in the debates, now he even starts them at times. In the last lesson, as leader, he showed how much he had changed in the way he led the class”.

Arlindo Julião Bazima: Before studying at IBNAL, I would only attend the church services. I listened to the Word of God, but hardly understood a thing. I didn’t know how to seek in the Bible, even to satisfy my own needs….but the IBNAL books all together are very helpful, because they touch on all aspects of my Christian life. They are a good way to bring learning to life.

António Mário Manhique: I was an impatient man. One of the aspects that changed in my life is that I lacked the will to pray everyday and to offer myself for the work of the church. A colleague says, "He did not like the opinions of others but now he knows how to live – socially and spiritually.

Cacilda Culos Mondlane: Before I started with IBNAL, I preached, but hardly understood what I was saying. Now I can preach and teach the word with understanding.

Carlos Albino Plavi: Before beginning with IBNAL, I was a lay pastor, but didn’t have the Gospels and couldn’t speak with my colleagues. Now that I am a part of IBNAL, I have learned much more of the scriptures and I am not embarrassed like before. I am not afraid of speaking to the members of the church. I visit the sick and fear has left me. I am free in Christ Jesus in the Gospel. A colleague says of him: “now he speaks easily with his colleagues. He is dedicated in his way of life. He preaches and prays well. He really enjoys learning."

Celeste Mazive Manhique: Before coming to IBNAL, my life was very different than it is now. I didn’t understand prayer very well. I only prayed when I was really sad. Now I understand that prayer is what connects me to God in all situations. I am grateful to God that I was able to enter IBNAL to study. My life has changed from speaking evil. Before I enjoyed talking about others, but now I understand that gossip is wrong.

Celestino Gabriel Nampula Sul – Moma; Before IBNAL, I did not know how to preach, I did not dig into the Bible, my heart was not connected to the Bible. Now I know how to visit the sick, give ideas to my friends and I love my enemies.

Dias Artur: Before I became an IBNAL student I was very nervous and confused. Now I know how to speak very well in front of 100 or more people. I like to compare my past with the present, my present being such a better life. I console the sad and sick, hear the opinion of others and like the Bible.

Domingos Mussa Augusto: I was a pagan that knew nothing about God. Since I began to study I know how to talk to people without arguing with them. A colleague says: Domingos is spiritually changed because he repented from the bad habits he used to do. He is much better
Domingos Ozório: Before starting at IBNAL I was a pastor but when I preached the Word of God, many people did not understand. But now I preach well and follow the life that Jesus followed here on earth. Testimony of a colleague: “My friend is greatly changed in his behavior; now he is good to his friends and gives good ideas in our group; he visits the sick and helps us when we are sad, at church and outside of church.

Francisco Benjamim Mondlane: Before IBNAL I felt very empty, but now I feel complete, able to serve, ready to teach the Word of God. The changes in my life since I started studying are many: love for my family and for my neighbor. I have more patience and am more tolerant of others. A colleague says: “There is much to say about the changes verified in the life of this servant, but perhaps it would be enough to say that we see God in his life”.

Inácio Mbiri: Before I started studying with IBNAL, I knew very little of the Bible, what I thought wrong. Now I am learning many new things and I know much better how to use the Word of God. My whole life has changed, because I was so closed, and now I am open to learn. I know how to choose between good and evil. A colleague says about him:” He has changed even in practical things like his finances. He now uses an outline when he preaches. He is active in spiritual things”.

Joaquim Muzé: Before studying I was a lay pastor but I did not know how to preach the Word of the Lord. Now I know how to apply the Word. I now make visits and know how to encourage people. A colleague says, “I want to reinforce what my friend says — he no longer is up-tight about directing the activities of the church”.

Júlio Nhipa: Before beginning extension classes I did not know how to read or to preach. I knew almost nothing, but now I know how to speak and how to do some things. Now my life is changed; I am sanctified; I know how to love others, to counsel and to help.

Juma Adamugi: I had no knowledge about preaching and I was very disobedient. But now that I am in IBNAL classes, I preach with knowledge of the Word of the Lord and without fear of others. A colleague of his said: “He is excellent because he has changed so much spiritually: he visits the sick, gives himself sacrificially for others, loves everyone and gives a lot of evidence that he really is a Christian”.

Lourenço Sefo Chauque: Before IBNAL I really misinterpreted things about the Bible. With the teaching I am receiving, I am not only more knowledgeable and able to preach better, but I have also grown spiritually. I have changed several things in my personal conduct, my Christian life and how I share good news with the needy.

Martinho Vece Soda: I see a change in my preaching; before I stuttered while I preached. I also didn’t know how to make or use an outline in preaching, but now I know how to make an introduction, I follow an outline and am able to preach my sermon without difficulties. One of the monitors says about him: “I see a great change in this student for the better. He is the best at following instructions”.

Samuel Ketane Chidzuna: I have been changed so that I can bring others to know Jesus also. I have learned to respect my leaders, both of the church and others.

Samuel Moisés: Before I started studying with IBNAL, I didn’t know that God could change people. Now I know that God can as He gives us power to know His Word. I have learned how to do weddings and visits in the hospitals. One colleague says “I see that my friend has changed much in his work for God. He is caring with others and especially his family. My counsel for those who haven’t started yet. It is good to study with IBNAL, because the courses help in many things. After I finish my studies with IBNAL, I think I want to prepare to be a monitor and help others.
Selemane Domingos: I did not respect my colleagues but now I know how to love putting it into practice. The Spirit of God is using me in many transformations. A colleague of his says: This classmate did not love his friends, but now he has learned how to love”.

Marcos Paulo Phiri: Before I started IBNAL, I had great difficulty understanding the Bible. Now I enjoy studying, I am getting better as a pastor. I know how to lead in the services and serve Holy Communion. One of his colleagues says about him” It is true that this brother was very backward in his spiritual life, because he understood so little of the Bible. Now because of IBNAL, both his spiritual life and his leadership skills have improved”.

Vicente Sandreque Suqueia: Before I started with IBNAL, I had very little understanding. I was never well prepared for what I was doing. Now I am able to plan well a church service or lead the music or preach from the Bible on a number of topics. I feel well prepared. I didn’t know that a pastor should be prepared, but now because of my training I can lead without difficulties.
Appendix L Articulation Policy Between IBNAL and Bible School in Maputo

ARTICULATION POLICY

In keeping with our conviction that ministerial learning does not end upon completion of a specific course of study or program, but that one program should lead into another, specific articulation procedures have been developed between the curricula of IBNAL and SNM to facilitate the transfer of students from the extension program to the diploma program, or to give credit in the diploma program for students who have completed one or more of the specified certificate programs through IBNAL. Credit will be given for the IBNAL courses, given that the student has a grade of 80 (B-) or better.

Specific articulation of courses follows the chart below:

<table>
<thead>
<tr>
<th>SNM course equivalent:</th>
<th>IBNAL courses taken:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DTD111, Introduction to Christian Theology</td>
<td>Fn11, World Perspectives</td>
</tr>
<tr>
<td></td>
<td>Fn15, Worship</td>
</tr>
<tr>
<td></td>
<td>D11, Foundations of the Faith</td>
</tr>
<tr>
<td>DTB112, Hermeneutics</td>
<td>B11, Introduction to Holy Scripture</td>
</tr>
<tr>
<td></td>
<td>Cc22, Methods of Biblical Study</td>
</tr>
<tr>
<td></td>
<td>Cc23, Building a Message from the New Testament</td>
</tr>
<tr>
<td>DTP112, Christian Education</td>
<td>Fn12, Plan of God for Health &amp; Peace</td>
</tr>
<tr>
<td></td>
<td>Fn13, The Worker as Student</td>
</tr>
<tr>
<td></td>
<td>Ig11, Mission &amp; Manual of the Church of the Nazarene</td>
</tr>
<tr>
<td>DTP114, Church Growth &amp; Evangelism</td>
<td>Cc11, Evangelizing &amp; Planting Churches</td>
</tr>
<tr>
<td></td>
<td>Cc12m, JESUS Film to Viable Church</td>
</tr>
<tr>
<td>DTB211, Sinoptic Gospels</td>
<td>B11, Introduction to Holy Scripture (as prerequisite) and Any three of the following:</td>
</tr>
<tr>
<td></td>
<td>B12, Life of Jesus 1</td>
</tr>
<tr>
<td></td>
<td>B13, Life of Jesus 2</td>
</tr>
<tr>
<td></td>
<td>B21, New Testament 1</td>
</tr>
<tr>
<td></td>
<td>B22, New Testament 2</td>
</tr>
<tr>
<td>DTD211, Theology 1</td>
<td>D21, Holiness Day to Day, and any three other doctrine classes of the 1st and 2nd Certificate</td>
</tr>
<tr>
<td>DTB211, Old Testament 1</td>
<td>B31, Old Testament 1</td>
</tr>
<tr>
<td></td>
<td>B32, Old Testament 2</td>
</tr>
<tr>
<td>DTB212, Old Testament 2</td>
<td>B33, Old Testament 3</td>
</tr>
<tr>
<td></td>
<td>B34, Old Testament 4</td>
</tr>
<tr>
<td>DTP218, Homiletics</td>
<td>Fn14, The Worker as a Model of Communication</td>
</tr>
<tr>
<td></td>
<td>Cc23, Building a Message from the New Testament</td>
</tr>
<tr>
<td></td>
<td>Pr21, Life &amp; Work of the Pastor</td>
</tr>
</tbody>
</table>

Applicants who have completed all three certificates through IBNAL can apply for the Diploma in Theology and may be admitted to the third year of the program. Upon completion of the third year courses, and half of the night division classes on offer at the time, the candidate may be awarded a Diploma in Theology.