

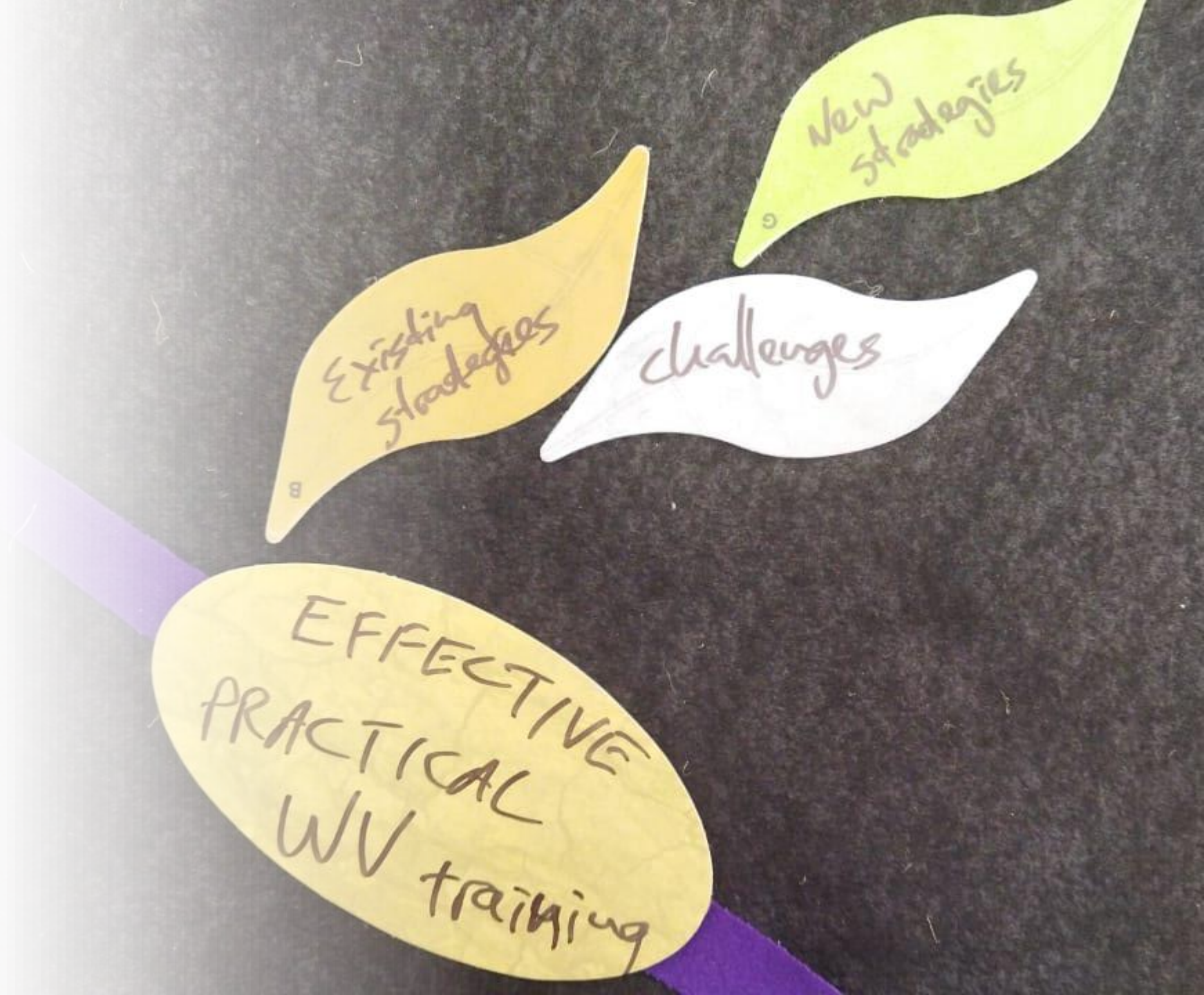
**“Effective methods of  
practical worldview training  
in Africa.”**

Why, How, What

Eben le Roux,  
Mukhanyo Theological College  
(Rustenburg)



Why do you think do we need Effective Practical Worldview Training?







# A Lack of Excellence in the church



The church today is  
"culture within the  
pretence of religion"

Poor Bible  
Knowledge

Bad theology of  
salvation & Bad  
examples

(Pastors leading congregations astray)

Mixing ancestral worship &  
worshipping God

Co-habitation & Adultery

Emphasis on Finances little  
emphasis on righteousness

Lack of Commitment to  
Kingdom matters

Lack of Excellence

If you can't fight them, join them?



# Are we getting it right?

The church today is  
"culture within the  
pretence of religion"

Poor Bible Knowledge  
Bad theology of  
salvation & Bad  
examples

(Pastors leading congregations astray)

Mixing ancestral worship &  
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Emphasis on Finances little  
emphasis on righteousness

Lack of Commitment to  
Kingdom matters

Lack of Excellence

?

?

?

What is first, the chicken  
or the egg?

Darrow

Miller:

*If the church  
does not  
disciple the  
nation, the  
nation will  
disciple the  
church.*



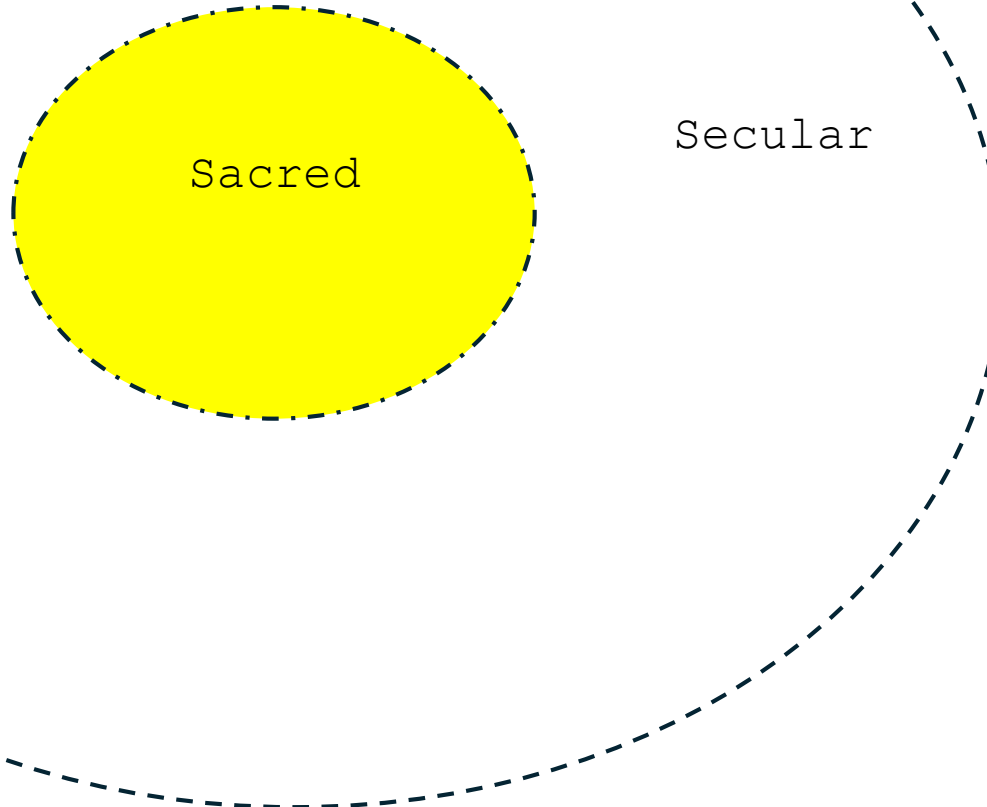
Sacred

Secular

Are we all on the same page?

Focused on the  
Church  
organisation?

- Bible Teaching
- Church ministry
- Church leadership
- Church growth
- Church life



Secular

Sacred

# We can identify different goals

The church today is  
"culture within the  
pretence of religion"

**Christian  
Character and  
culture**

Mixing ancestral worship &  
worshipping God  
Co-habitation & Adultery

Emphasis on Finances little  
emphasis on righteousness

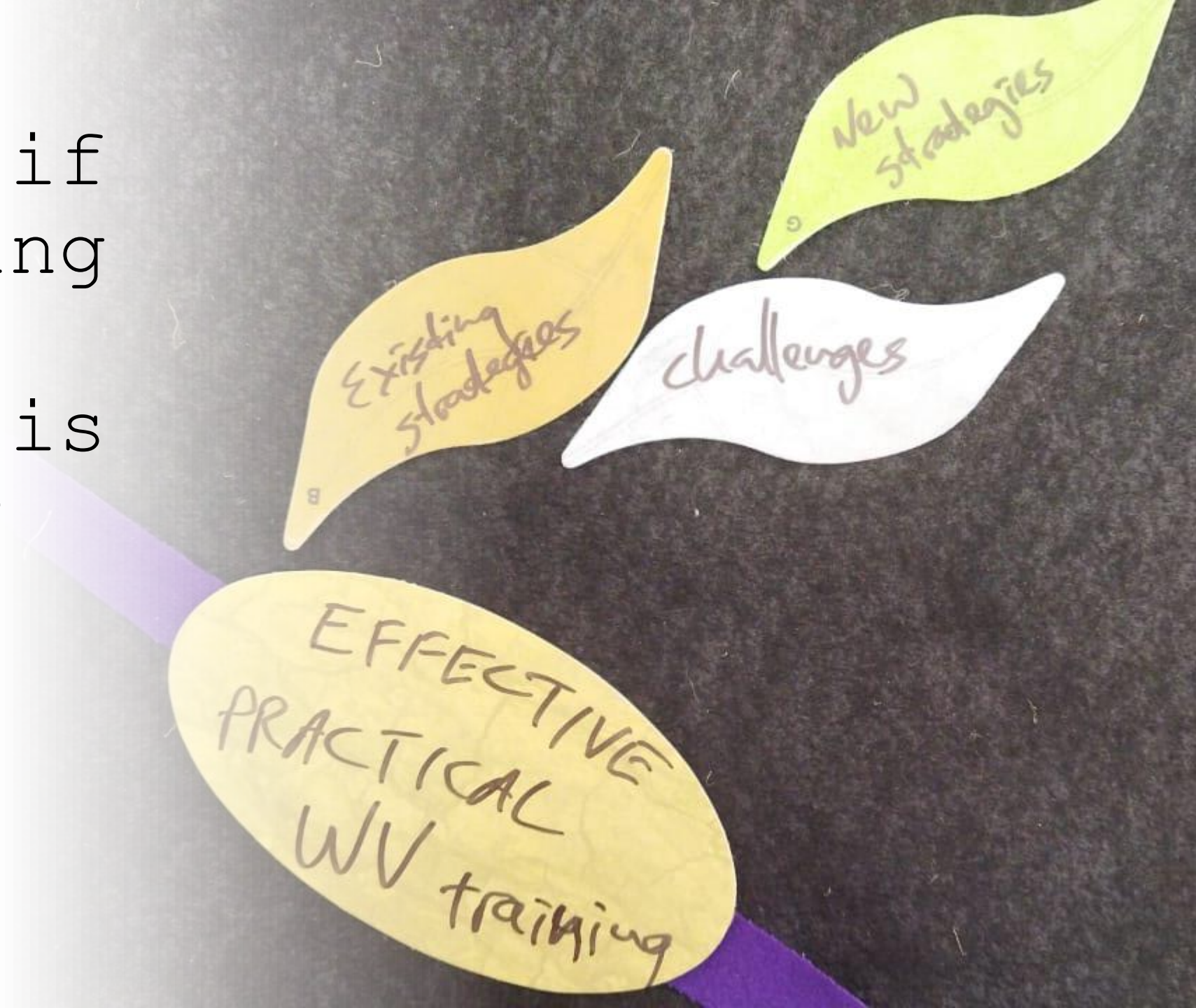
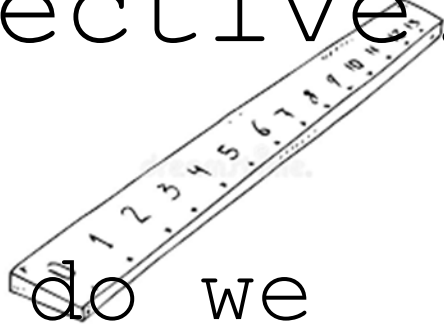
Lack of Commitment to  
**Excellence &  
Stewardship**

**Better  
Theological  
Communicators**

Poor Bible Knowledge  
Bad theology of  
salvation & Bad  
examples  
(Pastors leading congregations astray)

How do we determine if our training method / framework is effective?

How do we measure effectiveness?



# How do we measure effectiveness? (some guidelines)

1. Is it helping improve the witness of the church?
2. Is it transformative?
3. Is it integrative / holistic?
4. Is it practical / relevant?
5. Is it challenging & Supportive?

1. 'Effective' = Contributing  
to the goal



Is it Helping  
Improve the  
Witness of the  
Church?

Better  
Theological  
Communicators

Excellence &  
Stewardship

Christian  
Character and  
culture

2.

'Effective'

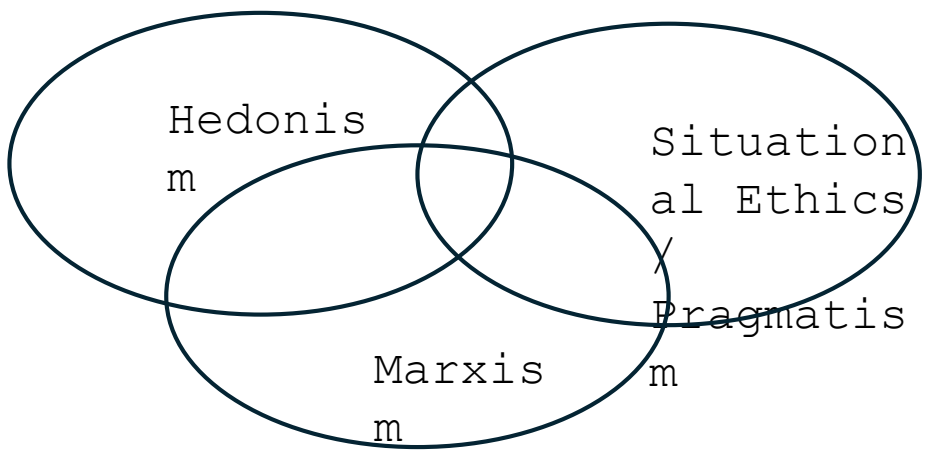
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Transformative

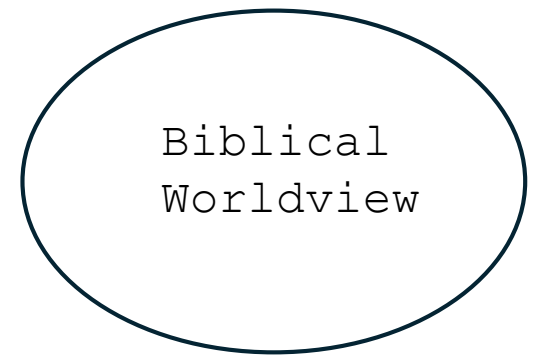


"But you are a chosen generation, a royal priesthood, a holy nation, His own special people, that you may proclaim the praises of Him who called you out of darkness into His marvelous light" 1 Peter 2:9

False



Truth



*"..be transformed by the renewal of your mind, that by testing you may discern what is the will of God, what is good and acceptable and perfect." Rom12:2*

- The woman at the well  
(John 4)
- The road the Emmaus
- The crowd at Pentecost
- Paul on the way to  
Damascus

# 3. Effective = Challenging & Supportive

## Disorienting Dilemma

(Mezirow, 1995)

Challenging existing beliefs, behaviours and attitudes

New ideas, perspectives and behaviours are introduced

Integrating the change into their existing framework or identity

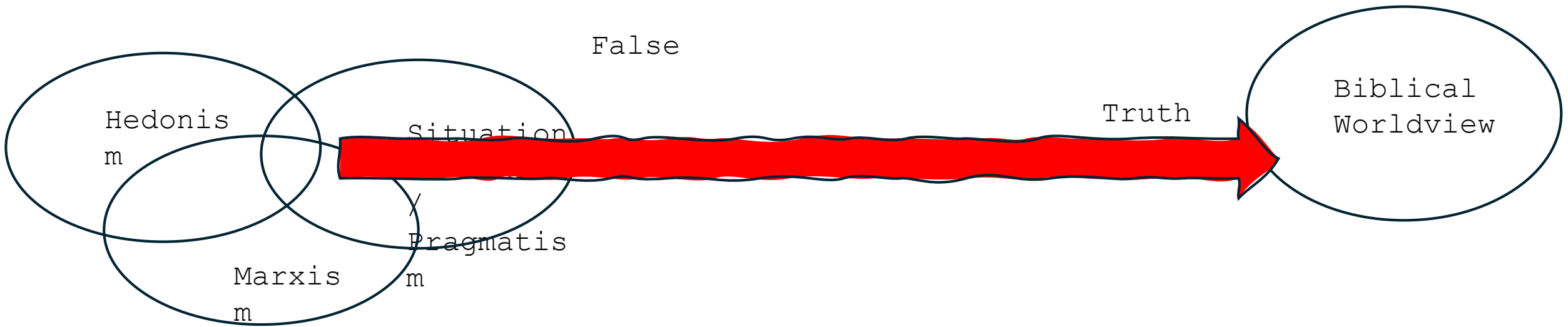


Kurt Lewin's Change Management Theory

Transformation is messy



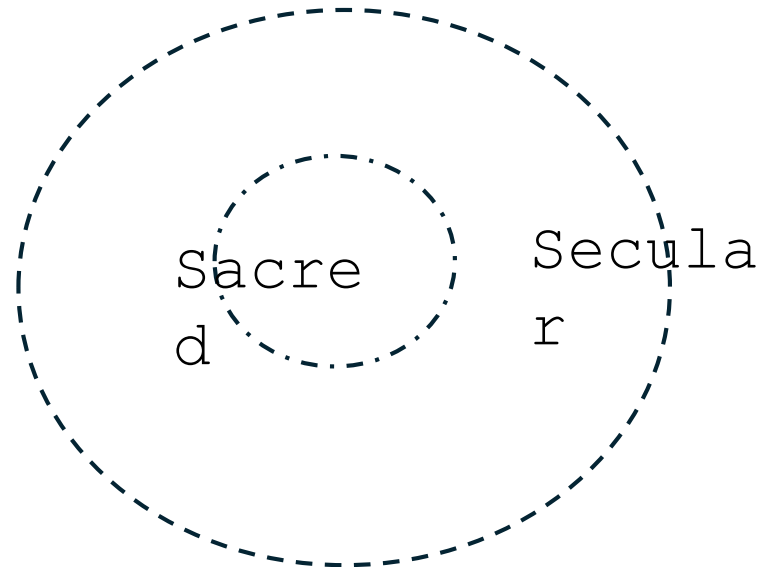
Often meets with resistance!




# 4. Effective = Integrative/Holistic perspective

*"There is not a square inch in the whole domain of our human existence over which Christ... does not cry, 'Mine!'"*

Abraham Kuyper



# 5. Effective = 'Practical & Relevant?'



Do a worldview training programme

How's that going to help me?

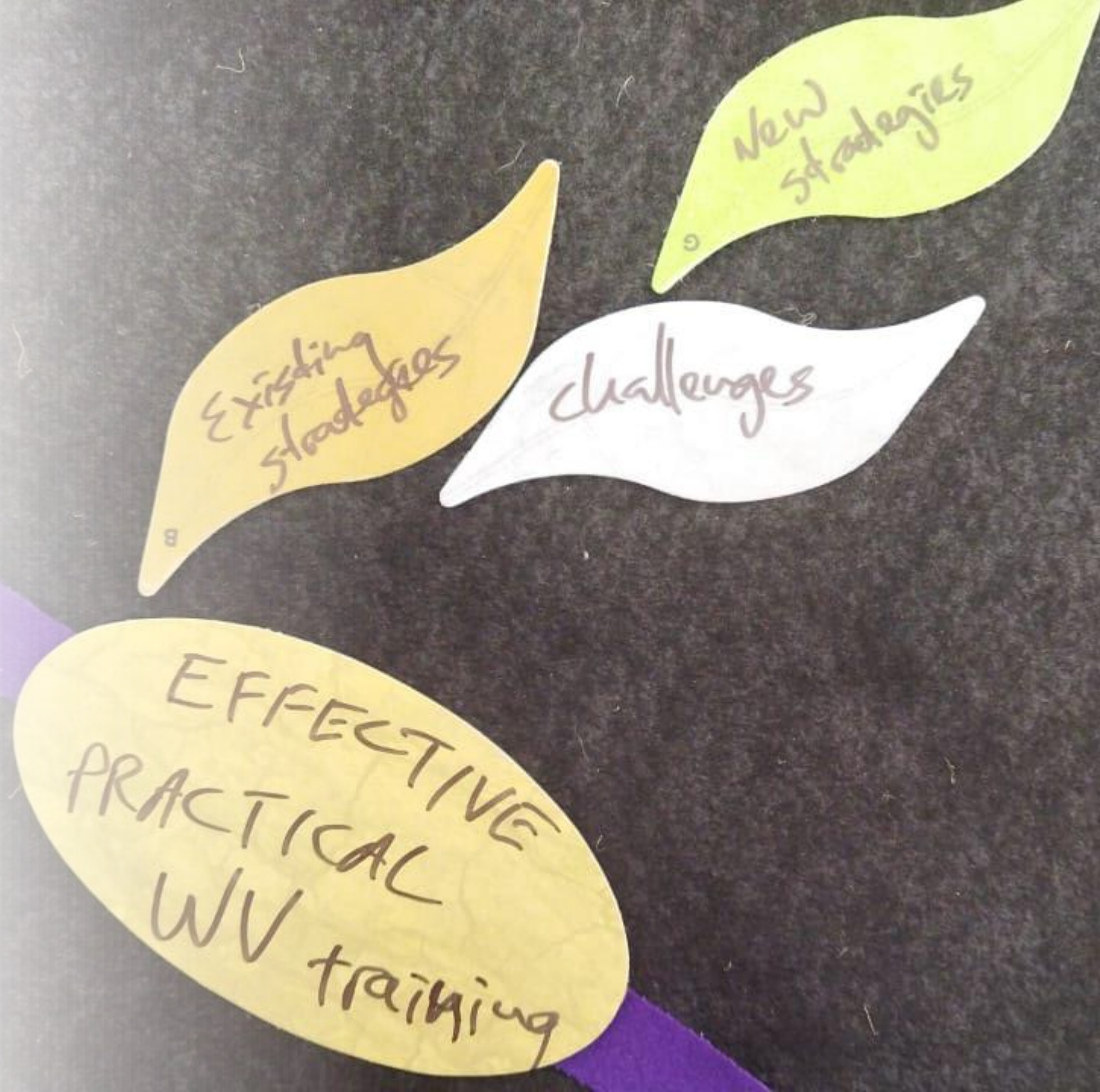
In NW: "how's this going to help me find a job?"  
"How's this going to be useful in a job?"

The outflow from Worldview is extremely practical:

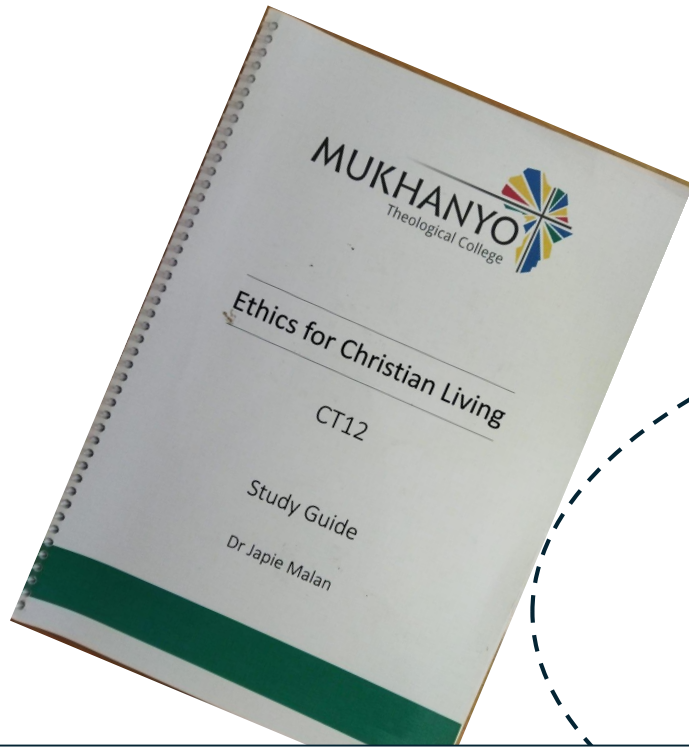
- Workplace ethics
- Financial management
- Relationships
- Decision-making

Area of Life	Key Biblical Worldview Topics	Practical Training Ideas
1. Work and Vocation	<ul style="list-style-type: none"> <li>- Dignity of work (Gen 2:15) - Serving God through daily tasks</li> <li>- Integrity and calling</li> </ul>	<ul style="list-style-type: none"> <li>- Biblical work ethic workshops - Professional testimonies - Role-plays of workplace scenarios</li> </ul>
2. Finances and Stewardship	<ul style="list-style-type: none"> <li>- Stewardship vs. ownership (Ps 24:1) - Contentment vs. materialism - Generosity and tithing</li> </ul>	<ul style="list-style-type: none"> <li>- Budgeting and debt management with biblical principles - Teaching on generosity - Financial goal setting</li> </ul>
3. Time Management & Priorities	<ul style="list-style-type: none"> <li>- Sabbath rest (Ex 20:8–11) - Kingdom-first living (Matt 6:33) - Balancing busyness and rest</li> </ul>	<ul style="list-style-type: none"> <li>- Time-audit tools - Life planning workshops - Teaching on rhythms of work and rest</li> </ul>
4. Relationships & Community	<ul style="list-style-type: none"> <li>- Forgiveness and reconciliation (Matt 18) - Loving your neighbor (Luke 10) - Biblical roles in family and community</li> </ul>	<ul style="list-style-type: none"> <li>- Communication skills sessions - Parenting/marriage enrichment - Community service projects</li> </ul>
5. Ethics & Decision Making	<ul style="list-style-type: none"> <li>- Truth and integrity (Prov 11:3) - Moral courage - Discerning right and wrong through Scripture</li> </ul>	<ul style="list-style-type: none"> <li>- Ethical dilemma case studies - Biblical decision-making exercises</li> </ul>
6. Civic Engagement	<ul style="list-style-type: none"> <li>- Respect for authority (Rom 13) - Justice and mercy (Micah 6:8) - Influence on policy and public life</li> </ul>	<ul style="list-style-type: none"> <li>- Training on biblical justice - Critical thinking from a Christian perspective - Civic responsibility sessions</li> </ul>
7. Media & Technology	<ul style="list-style-type: none"> <li>- Discernment (Phil 4:8) - Stewardship of attention - Recognizing underlying worldviews in media</li> </ul>	<ul style="list-style-type: none"> <li>- Media fast challenges - Analyzing worldviews in movies or news - Social media guidelines based on Scripture</li> </ul>
8. Identity & Mental Health	<ul style="list-style-type: none"> <li>- Identity in Christ - Hope and resilience (Rom 5:3–5) - Renewal of the mind (Rom 12:2)</li> </ul>	<ul style="list-style-type: none"> <li>- Biblical self-reflection tools - Emotional resilience training - Mentorship and discipleship relationships</li> </ul>

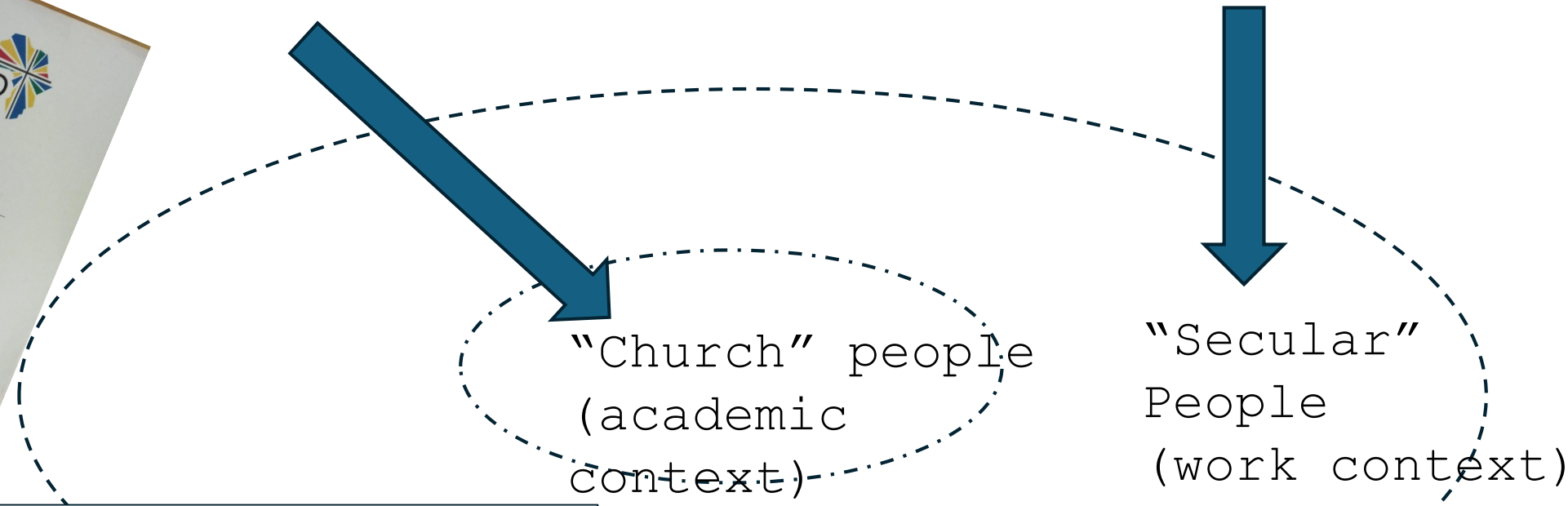
What  
should  
it look  
like?



# Let's quickly evaluate 2 frameworks



## WORK 4 A LIVING



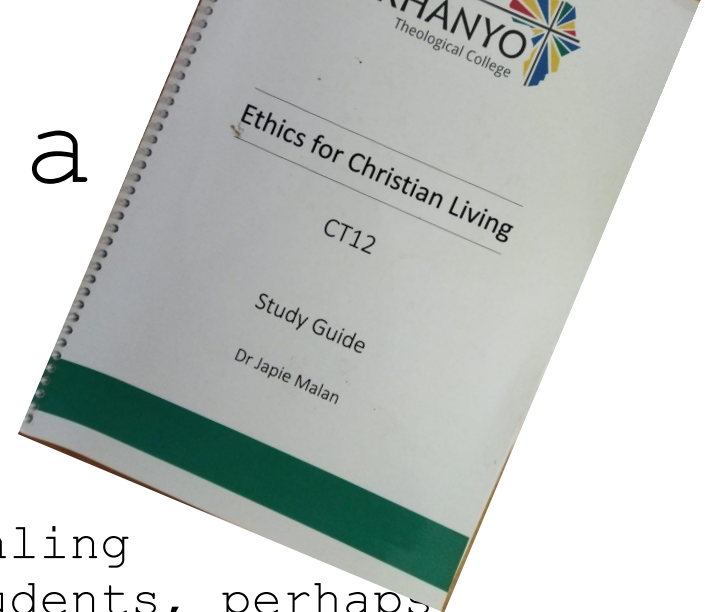
"Church" people  
(academic  
context)

"Secular"  
People  
(work context)

Goal:  
Being able to explain the basics of Christian ethics, understand the 10 commandments, and evaluate the ethical implications for our society in SA, and understand the meaning & importance of holy living

Goal:  
Unemployed people confronted with Biblical truths, for the purpose of being saved and disciplined, and also finding employment and being excellent employees.

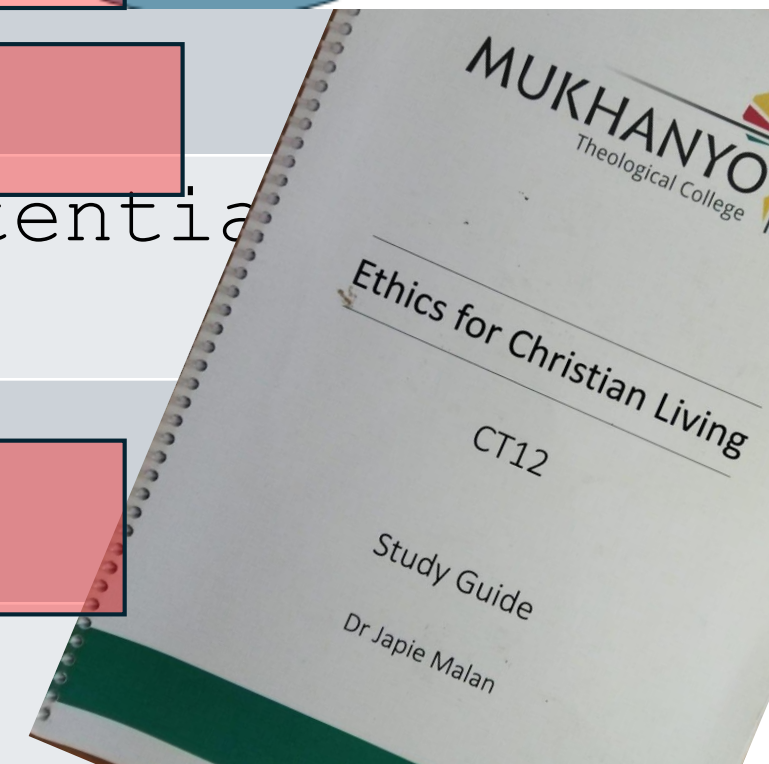
# Writing a chapter like a sermon



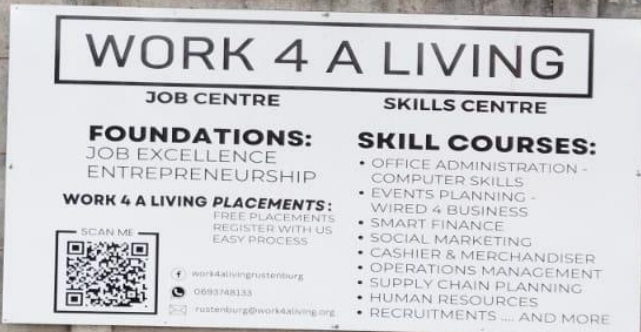
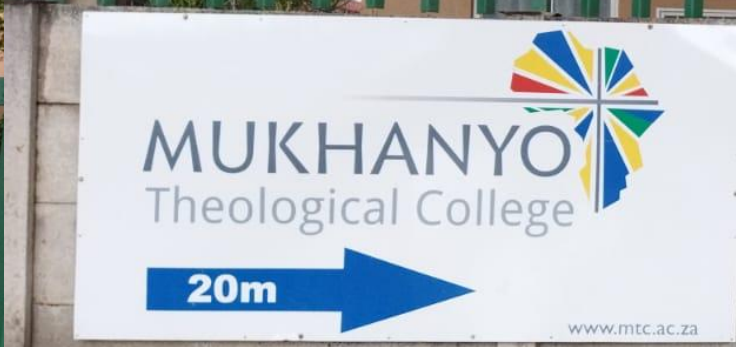
- The 8<sup>th</sup> commandment
  - Stealing defined
    - List of practices that can be considered stealing
    - (here, already challenging perceptions of students, perhaps thinking that stealing is only theft; examples here include failing to give a full day's work = robbing employers of the productivity we owe them)
    - Heidelberg Catechism
    - The opposite of theft is Good Stewardship (working hard and taking care of what we've been given)
    - Achan the thief
    - We are no different to Achan
      - Waste our time, and we don't use our gifts for His glory we steal
      - Every time we break the 10 commandments we are denying obedience to God
    - Good News: Jesus took the punishment of all thieves; every thief who trusts in Jesus will be saved.

# Evaluating the Effectiveness of the academic Ethics course (using our 5 guidelines)

Guidelines	Better Theological Communicators	Excellence & Stewardship	Christian Character culture
1. Is it helping improve the witness of the church?			
2. Is it transformative?	Great potential		
3. Is it integrative / holistic?	Yes		
4. Is it practical / relevant?	Yes		



# Rustenburg Work4aLiving Centre



Day 1-2	Day 3	Day 4-6	Day 7-8	Day 9	Day 10-11	Day 12	Day 13	Day 14
Practicing Interviews, Improving CVs, Finding jobs	Business 	Work ethics 	Financial Literacy 	Professionalism Perspective of Employer Communication 	Worldview Truth & Words 	Ethics & Values 	Biblical Ethics & the Gospel 	The World of Work Service
	<b>Additional Homework:</b> Ubuntu activity <u>Maths</u> Practicing interviews	<b>Additional Homework:</b> Ubuntu activity <u>Maths</u> Practicing	<b>Additional Homework:</b> Ubuntu activity <u>Maths</u> Practicing interviews	<b>Additional Homework:</b> Ubuntu activity <u>Maths</u> Practicing interviews Business	<b>Additional Homework:</b> Ubuntu activity <u>Maths</u> Practicing interviews	<b>Additional Homework:</b> Ubuntu activity <u>Maths</u> Practicing interviews	Continually monitoring participants for excellence For the purpose of Employability	

An Overview of the Work4aLiving approach

Continually monitoring participants for excellence For the purpose of Employability

# Working with the youth & unemployed

RUSTENBURG HERALD

5 JULY 2024

## Don't quit when the going gets tough!

Marise Le Roux

RUSTENBURG HERALD - RUSTENBURG - In a province with one of the highest unemployment rates in the country, it can be difficult to look forward to a bright future - or indeed, any future at all.

When poverty stares you in the face, it becomes easy to feel discouraged and even hopeless...

Enter the Rustenburg branch of Work 4 A Living, a non-profit organisation with an international footprint on three continents. Under the guidance of Facilitator, Eben Le Roux and Facilitator in training, Mary-Anne Phiri, the Job Excellence Programme came into being approximately one year ago and has already proven invaluable to many young (and even a few older) people. This two-week course serves in teaching students skills such as writing a professional CV, how to conduct yourself during an interview, budgeting and finance skills and even how to hustle by starting your own business or taking a bit of money and turning it into a profitable amount.

Le Roux commented that, "Looking for a job is a job in itself," - a skill which many post-matric or other school leavers simply do not have. "Work is sacred, we have two hands and work is not a burden. Use your gifts and skills." With comments like these, it is clear that Work 4 A Living approaches the job market with a completely different mindset and endeavours to instill a critical thinking process in their students.

The so-called "poverty mindset" and "blame game" that seems to be a generational problem, is faced head-on during the Job Excellence course. Students are tasked with questions and discussion points such as: "What are you doing to change your situation?", "Your mind is a resource," and "If you believe you will find a job, you will. If you believe you won't find a job, you won't." Students are taught to think with intention, their world view is challenged - which Le Roux says is the core value of the programme. The cycle of young people who come from broken homes where certain expectations are instilled and the concept of truth versus lies, are all discussed in order to change students' view of the world. "Students are taught to take ownership," to disconnect their culture from their belief system, and are taught the realities of the job market. They are tasked with "homework" such as showing support in their individual communities by doing "good Samaritan" tasks, as well as creating self-employment by means of identifying needs and wants of community members.

Every month, a new group of students are enrolled who are taught the basics of employment and self-representation, with the long-term goal of placing these students in jobs (via a small local business network) or by enabling them to take ownership of their own destinies.

For more information, contact 069 374 8133 or email rustenburg@work4aliving.org

**Selling Wood / Wood for sale**

# Employed Students



1. OFFICE AD  
2. EVENTS PL  
3. MIND & SO  
4. SMART FINA  
5. RETAIL BA  
11. GRAPHIC DESIGN P  
12. FREELANCE DE  
13. THE SHOP  
14. OPERATIONAL MANA

—

We have seen  
Transformation

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# Evaluating the Effectiveness of the Work4aLiving programme (using our guidelines)

WORK 4 A LIVING

Guidelines	Comment
1. Is it helping improve the witness of the church?	Unashamedly; in partnership with the church
2. Is it transformative?	It can be
3. Is it integrative / holistic?	Yes
4. Is it practical / relevant?	Yes
5. Is it challenging & Supportive?	Yes

To **“Effective methods of  
practical worldview training  
Conclude: in Africa.”**

Why, How, What

#### FIVE GUIDELINES

1. Is it helping improve the witness of the church?
2. Is it transformative?
3. Is it integrative / holistic?
4. Is it practical / relevant?
5. Is it challenging & Supportive?

# What do we have in our hand?

- BIBLE KNOWLEDGE
- Christian Character
- Ethics
- Worldview
- Mission of the Church
- Christian Apologetics
- Counselling
- Finances
- (FOCUS)
- MENTORSHIP

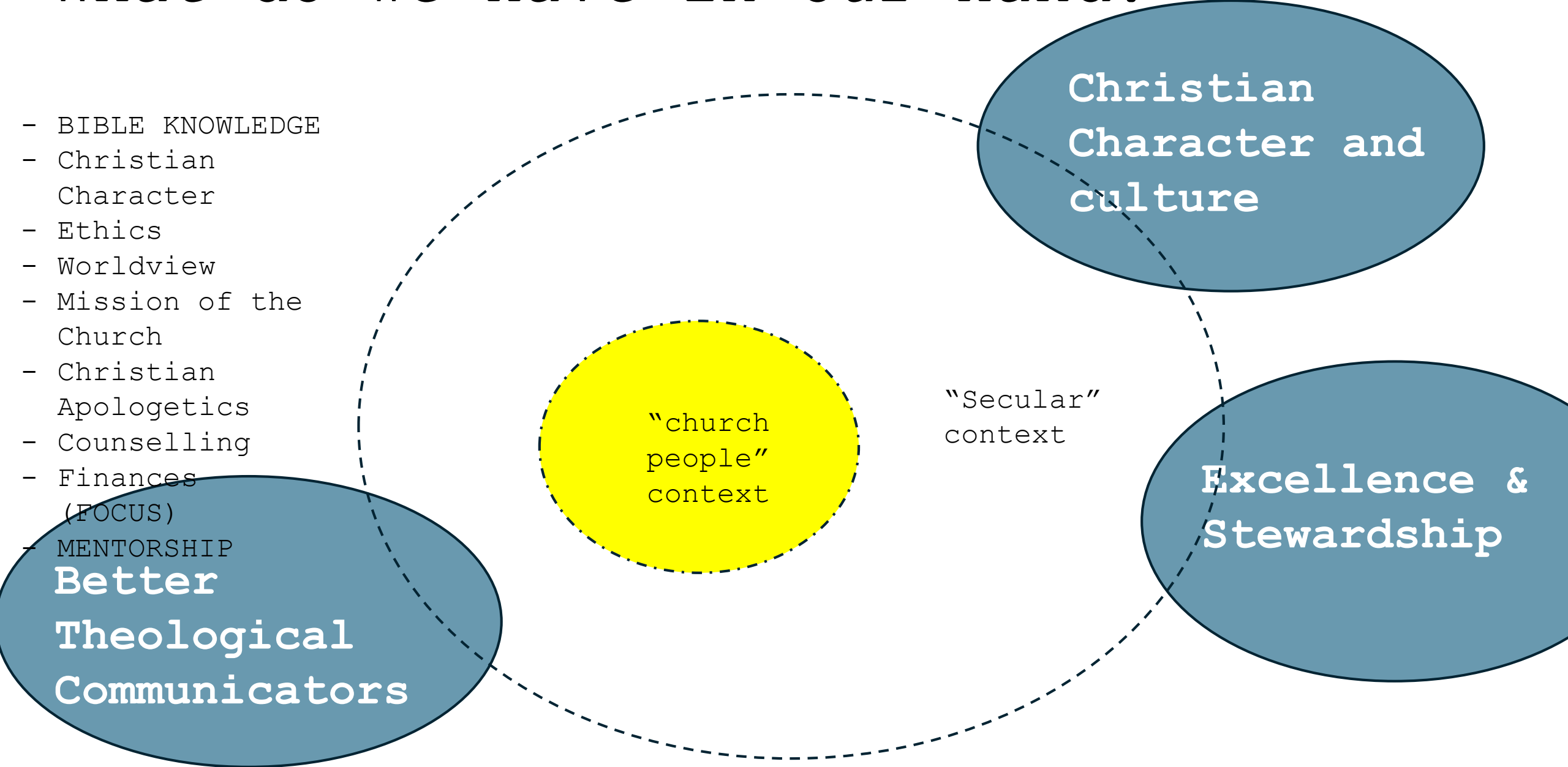
**Better Theological Communicators**

"church people" context

"Secular" context

**Christian Character and culture**

**Excellence & Stewardship**



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