

# Tartu Theological Seminary Development Plan for 2016-2020

APPROVED  
by the Board of Elders  
of the Union of Free Evangelical and  
Baptist Congregations of Estonia  
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## Contents

1. Introduction.....	2
1.1. Why a new development plan?.....	2
1.2. What is the basis for the development plan?.....	2
1.3. The composition of the working group and the preparation process of the development plan.....	3
1.3. Analysis of the situation.....	3
1.4. The key words for the new period.....	5
1.5. Mission, vision and values.....	6
2. The Training Division.....	7
2.1. Professional higher education.....	8
2.2. The Bible School (or Kutse Kool).....	9
2.3. Short adult education courses.....	10
3. The Development Division.....	11
3.1. Applied research.....	11
3.2. Mentorship, including contribution to the development of the congregations.....	11
3.3. Practical mission and Christian counselling in congregations.....	12
3.4. Youth ministry.....	13
4. Management, communication and cooperation.....	13
4.1. The Seminary's Management Model.....	13
4.2. Cooperation with the UFEBBC leadership.....	15
4.3. Cooperation with congregations and regions.....	16
4.4. Cooperation with other organisations.....	17
5. Resources.....	18
5.1. The students.....	18
5.2. Personnel.....	18
5.3. The environment for study and work.....	20
5.4. Financial resources.....	21
Summary.....	22

## **1. Introduction**

The vision of the previous development plan (2010-2018) by the year 2018 was as follows: “The Seminary fulfils its mission as an internationally networked free-church training and development centre of two-stage formal education.” In connection with rapid and significant changes in the educational vision of the Union the development plan was revised sooner. The present development plan encompasses the years 2016-2020.

The key words for this development period are the implementation of the educational concept (see the approved Educational Concept in Annex 1) and the attainment of national accreditation following a total of three evaluations in 2017-2018. With a view to both, the expansion and enhancement of the School into a centre of education (i.e. training and development centre) has become pivotal, whereas the need for the second-stage higher education has remained an idea to be pursued in cooperation with partner institutions of higher education.

### **1.1. Why a new development plan?**

The above reasons, which exert significant influence on the Seminary’s structure and overall development, account for the preparation of a new development plan sooner than the previous one ended –in 2016 instead of 2018. Changes were introduced early in 2015 in connection with the new management, a primary task of which was to implement the educational concept ordered and approved by the owner.

The changes concerned the School’s structure (division into the training division and development division) and management model (the School is managed, apart from the Rector, by the Head of the Studies and Development and, if applicable, members of the management team), and the professional higher education (PHE) has been complemented by more activities than in previous periods (e.g. Christian counselling and mentorship), spearheading the development towards the educational centre. Consideration to the needs of the congregations in all their variations and cooperation therewith through regional centres and the mentors in charge thereof have gained in significance compared to previous periods.

In 2018, the UFEBBC will prepare a new development plan. By a resolution of the Board of Elders of the Union (Minutes of the Meeting of the Board of Elders, 6 September 2016), the Seminary’s development plan will be reviewed after the Union’s new development plan is produced. To implement and monitor the development plan, an implementation plan for 2017-2020 will be produced.

### **1.2. What is the basis for the development plan?**

The development plan is based firstly on the educational concept of the UFEBBC to fulfil the objectives established by the owner. Secondly, the TTS development plan takes into account the legislative acts pertaining to institutions of professional higher education, the most significant of which is the Institutions of Professional Higher Education Act. Lastly, the development plan is based on the statutes of the UFEBBC and of the TTS and the previous resolutions of the Board of Trustees.

### 1.3. The composition of the working group and the preparation process of the development plan

The process of preparation and discussion of the development plan lasted from the second half of 2015 to the first nine months of 2016.

The process of updating the development plan were led and the drafts prepared by the management (Rector, Head of Studies and Head of Development) by collecting ideas and discussing them first with the teachers in charge of the transversal themes (appointed by the Rector’s Decree No. 1-5/3, 15 January 2016 in the spring of 2016 and voted in by the resolution of the Union’s Board of Elders of 6 September 2016) and then with all the students and teachers. The development plan was approved by the UFEBC Board of Elders.

The main preparatory meetings were as follows:

- the joint Day of Vision attended by the Seminary’s management, teachers, students and the UFEBC Board of Elders as the owner’s representative on 20 October 2015;
- the heads of the transversal themes met on 20 May 2016 to plan and discuss potential routes to progress;
- at the extended meeting of the Board of Trustees on 7 June 2016, ideas for the preparation of a new development plan were collected and other key issues concerning the execution of the development plan were discussed.;
- an extended meeting of the Seminary’s Board of Trustees, preceded by the examination of the development plan and the submission of amendment proposals, was held on 1 September 2016, at which the development plan was approved;
- on 6 September 2016 the UFEBC Board of Elders approved the Seminary’s Development Plan for 2016-2020.

### 1.3. Analysis of the situation

First, an analysis of the symptoms and reasons of the weaknesses was produced (20 November 2015).

Symptoms	Reasons
Few students Studies prolong and discontinue Meagre finances	<b>Practical, arising from the congregations and the Union</b> The Union has no requirement for disambiguated theological education The education obtained is not valued The congregations are unable to pay salary The students’ high load
Expecting answers from the Seminary not habitual Scarcity of young teachers	<b>Theological, arising from the congregations</b> Discipleship is practised insufficiently; the theological focus is on conversion The congregations do not answer “real” questions

	The doctrine of the congregations is not always solid.
Problems of personal life Prolongation of studies	<b>Arising from individual Christians</b> Weakness of personal Christian life Scanty knowledge of the Bible A large number of responsibilities
Little attraction for congregations consisting of young people Distrust of Seminary people	<b>Arising from the Seminary</b> The Seminary is distant from the congregations The Seminary has few partner congregations The Seminary does not seize opportunities for influence The Seminary shares few narratives The teachers do not write much

In addition, the preparation of the development plan was influenced by proposals from the **previous re-evaluation**. They are shown below together with responses.

<b>Proposal (2014)</b>	<b>Response</b>
The title of the curriculum, "Usuteadus" ["Theology"] is not quite consistent with the essential focus of the professional higher education curriculum; hence the need to find a title pointing to the professional objectives of the curriculum;	The title of the curriculum has been amended to "Free Church Theology and Leadership", and four specializations have been added, with three of them having an increased practical bias (practical mission, youth ministry, church planting and coaching); the structure has been built around transversal themes.
The curriculum does not specify the grading principles in the study modules. Compared to the scope of independent work and practical training, the share of contact lessons is modest, which the School considers a problem.	The grading criteria for the study modules, incl. practical training and graduation thesis, have been specified. Other items of grading have been specified at the level of individual subjects. To compensate for the small number of contact lessons (6 lessons per one ECTS credit point, excl. ancient languages), video lectures are being prepared, and the independent study component has been well defined and feedback received. Added are the requirement for mentors and individual counselling for each student.
The teachers' salary level has remained significantly below the average for employees with higher education in Estonia. Few resources are available for development activities, support for teacher development and initiation	The hourly rates were raised in 2015; plans to further raise them are in the budget for 2017 (our hourly rates being not lower than those of other theological schools). The teachers heading the transversal themes are salaried, although their load is not very high. Lectures are remunerated separately. Investments have been made in the

<p>of research projects.</p>	<p>training courses and study trips for the management and teachers. Project funds have been involved in a number of development efforts and in the performance of applied research. The performance of applied research has been systematized and involves students of final years. Teacher training sessions are held annually in conjunction with two other theological schools.</p>
<p>The activity of the institution of higher education depends to a very great extent on external support. Considering the decrease in the number of students in recent years, which inevitably influences the decisions of supporters and contributors, the ensuring of the financial sustainability of the institution of higher education is a serious challenge. One potential solution is merger with another educational institution providing higher education in theology.</p>	<p>Contributions from abroad continue, and new persons from abroad have pledged to contribute regularly (e.g. Beraca Church in New York); proportionally, however, financial support from local congregations and Christian undertakings (some being regular donors) has exceeded that from abroad.</p> <p>In recent years, the School's budget has significantly increased; the School coordinates the financing of the UFEBC development projects, which is being provided by both domestic and foreign partners.</p> <p>Merger negotiations with the Theological Seminary of the Estonian Methodist Church as the only school of a similar profile have been unsuccessful.</p>
<p>The number of students at the institution of higher education has exhibited a steady downward trend and today has reached a critical level. In the last four years, it has dropped from 53 to 27. In the last two years there were only 3 admissions.</p>	<p>The number of students exhibits a continuing upward trend. At present, there are 48 students at the School, who apart from the UFEBC represent two other denominations operating in Estonia that have no institutions of higher education here to train their ministers. This, in turn, means that the School's sphere of influence has exceeded the bounds of just one religious denomination. The studies have attracted interest among Latvian Baptists and the Russian-language study group of the UFEBC, with whom negotiations are being held.</p>

#### 1.4. The key words for the new period

The key words and their implementation criteria formulated in the preparatory phase are as follows:

- **Biblical doctrine**
  - o the teaching is grounded in the text of the Bible;
  - o the Bible is understood and interpreted in accordance with free-church identity and in the spirit of the Radical Reformation;
  - o use is made of modern theological sources;
  - o the graduates' knowledge and comprehension of the Bible will have increased.

- **Disciple mentality**
  - o the students and teachers live in conformity with the doctrine of the Bible;
  - o the teachers practice what they preach;
  - o the School's environment is conducive to spiritual growth;
  - o the School has functional fellowships of disciples;
  - o the observing and supporting of individuals is performed on a regular basis through mentorship;
  - o teachers have successors.
- **Congregational focus**
  - o the Seminary comes closer to the congregations in both spatial and mental terms;
  - o the congregations' real questions are answered;
  - o the work of local churches is empowered, resulting in the planting of new congregations, among other things;
  - o the graduates will take up ministry positions;
  - o adult education courses for pastors and other workers take place regularly and correspond to the articulated expectations and needs.
- **An innovative and flexible study environment**
  - o the preparation of video lectures is intensifying;
  - o some courses can be fully completed in the e-environment;
  - o at least some massive open online courses (MOOC) are available;
  - o professional research is performed in the thematic context of free-church identity, and findings are presented via both conferences and articles;
  - o studies have become more diversified and interactive;
  - o experiential study methods are employed in all forms of study.
- **Evangelical and international cooperation**
  - o our evangelicalism is based on the New Testament tradition, the evangelical mentality and the free-church concept of the congregation;
  - o the School is of free-church identity and open to all students who confess the Christ;
  - o the School has cooperation partners in Sweden, Norway, Germany, Austria, the Netherlands, the USA;
  - o part of the studies are performed in the English language;
  - o master's studies are performed in cooperation with another school through a joint curriculum.

## 1.5. Mission, vision and values

In the preparatory stage of the development plan, the mission, the vision and the values were reformulated. They are based on the previous versions and on the educational concept.

**Mission.** The Seminary supports the comprehensive and lifelong development of individual Christians and congregations.

**Vision.** The Seminary is a nationally and internationally recognized evangelical free-church education centre, which through its activities empowers local churches and has a positive impact on society.

**Motto:** “For the good and the growth of the congregations.”

**Values:**

- treasuring Bible knowledge and Christian experience;
- resting on a relationship with God;
- knowledge-based and practical;
- congregational and teamwork-based;
- discipleship- and mentorship-oriented.

## **2. The Training Division**

### **Current situation**

Previously, the training division was divided into formal training and adult education. The latter has, through the history of the Seminary, included a Bible school in the form of both one-year and two-year studies. The 2015 amendment of the PHE curriculum increased the cohesion and integration between the forms of study. Cohesion is imparted by the course of Kutse Kool as a long adult education course being included in the curriculum of professional higher education, i.e. formal education, and those passing an examination at Kutse Kool cover the professional higher education curriculum to the extent of 9 ECTS credits for one year of study.

At the same time, the one-year adult education course Kutse Kool (formerly Bible School) differs, by its structure and organisation, significantly from short-term, usually one-day or two-day, adult education courses. The one-year course comprises permanent teams and mentors, interim homework assignments and a long-time comprehensive approach. For these reasons, part of the School – the training division – has been divided between three different forms of study – formal training, the long adult education course Kutse Kool and short adult education courses – instead of the previous two of formal training and adult education courses. This division also governs the structure of the corresponding subsections of the development plan.

A more general change in society to impact the evolution of the training division is the increase in the proportion of adult education and refresher training students. This is a trend arising from the demographic shift that affects all the institutions of higher education. Therefore, we can grow as a school primarily in the area of adult education, although there is also room for growth in that of formal training. One of the methods to increase the number of students is continued increase in the flexibility of the study options.

### **Future perspective**

- continued growth in the number of students in order to conform to the national accreditation prerequisites and make the School more sustainable in financial and academic terms;
- academic development by involving young teachers and training all the teachers;
- diversification of study methods, including utilisation of e-study options and video lectures, which compensates for the small proportion of contact lessons;
- clear correlation between grades and study outcomes, both in formal training and adult education;

- involving practitioners as teachers and mentors-practical training supervisors both in formal training and adult education;
- purposeful practical training courses as well as linking them with practical activities and providing feedback on the items accomplished at the level of both special and general competencies;
- increasing flexibility in developing regional centres and in the diversification and integration of various forms of study.

### **Prerequisites for development**

- recruiting and developing new teachers; mentoring of young teachers;
- cooperation with congregations and mentors heading regional centres to find new students;
- preparation of video lectures and teaching aids;
- systematic collection of feedback on training courses, and decision-making based thereof;
- courses on teaching methods and counselling for teachers, mentors and practitioners from congregations.

## **2.1. Professional higher education**

### **Current situation**

Professional higher education has a curriculum amended in 2015 with five transversal themes and four specializations. The number of graduates in 2016 was five; a similar or greater figure is likely for graduates in the coming years. In the last three years, admissions to the School have increased and thus the number of students has grown. The congregations they have come to study from represent the whole gamut of spiritualities in the UFEBC. In addition to students from the UFEBC, there are those from the Estonian Christian Pentecostal Church and the Estonian Union of Adventist Congregations. There is an agreement with an Austrian-based school, the TCMI, on crediting 2 x 16 ECTS points to our students willing to take master's studies there.

A cooperation agreement with the University of Tartu is being renewed.

The School employs a mentorship network coordinator, who mediates, organises and trains mentors and practical training supervisors. The first e-course is nearing completion, the first 14 video lectures have been ordered.

### **Future perspective**

- to obtain unconditional accreditation for the curriculum in the spring of 2017;
- to grow the number of students to 70 by 2020;
- at least half of the graduates will assume key roles in congregational work as leaders and co-workers;
- more students from other (free church) denominations;
- video lectures will be added in each academic year; in 2020 videos will be available as study aids in at least half of the subjects;
- each year at least one subject will be prepared that can be fully completed in the form of e-study; by 2020 there will be at least 4 subjects of e-study;



- the network of practical training supervisors will have increased, and they will be trained on a regular basis;
- the mentorship system will be applied to all students and will continue for a year after graduation;
- the master's programme will be implemented in cooperation with another educational institution.

### **Prerequisites for development**

- a stable financial situation;
- integration and development activities of the team of transversal themes;
- increasing presence in the congregations;
- recruiting and training teachers and practical training supervisors;
- continued development of the mentorship network.

## **2.2. The Bible School (or Kutse Kool)**

### **Current situation**

The autumn of 2016 sees the commencement of a fourth and fifth consecutive Bible School and, respectively, a third and fourth Kutse Kool (a specific form of Bible School). So far, the turnout for the study groups has been good, between 40-55 people. In 2016, Kutse Kool opened in Keila with 84 students, and the student body in Tartu was supplemented by a 7-member group. In addition to members of the UFEBC congregations, there have been Methodists, members of free churches, Lutherans and Pentecostals among the attendees of Kutse Kool.

Kutse Kool has operated on a teamwork basis, and each team has had a mentor. An added bonus has been the compilation of systematic Bible study materials and community-targeted projects in congregations, which often continue even after the Kutse Kool course has ended. In financial terms, Kutse Kool has been self-supporting, partly due to the annual financial aid from Toronto Estonian Baptist Church for students younger than 30 years of age.

### **Future perspective**

- Kutse Kool was continued at least in the autumn of 2017 in a new region; after that, it may be modified;
- Kutse Kool will be held in a larger congregation or as internal training at a UFEBC branch of ministry;
- the percentage of non-UFEBC members attending Kutse Kool will rise to 15;
- Kutse Kool will be available for completion in a web-based form;
- By 2020, people from at least half of the UFEBC congregations will have attended some form of Bible School;
- at least two people from Kutse Kool will enrol for a professional higher education programme annually.

### **Prerequisites for development**

- the quality of studies at, and the reputation of, Kutse Kool rises;
- the financial support from Toronto continues;
- Kutse Kool will have a separate part-time coordinator;
- longer-term Bible training is valued in regions and congregations.

## **2.3. Short adult education courses**

### **Current situation**

For the purposes of this development plan, adult education courses are defined as non-Kutse Kool adult education courses. Most of them are short-term. Adult education courses can be attended in various ways. One can complete professional higher education subjects or combinations thereof (including in specialisations). One can attend thematic evenings (usually publicly attendable on study week Thursdays), the summer evening school, pilgrimages or conferences. A spring conference has been held for two years and is planned to be continued. The first opportunities are available for study via web-based courses or for viewing video lectures. The first video-based training courses have been produced, which can be used in a congregational small group setting or as material for independent Bible study. Training courses are also held in regions and as internal training programmes in individual congregations (Kohila, Hiiumaa, Antsla).

### **Future perspective**

- The number of attendees at adult education courses will grow to 400 people annually by 2020;
- at least two congregations annually will order an internal training course;
- adult education courses will reach at least half of the UFEBEC congregations as well as people from other denominations by 2020;
- adult education courses will be held at more regional centres and, partly, as video webcasts;
- the format of adult education courses will be diversified; experiential training courses will be added;
- part of adult education courses will fulfil the (pre)evangelistic function;
- more instructors will be involved, including those from abroad;
- an annual spring conference will be held at the Seminary;
- a scientific conference on theology will be held annually or biennially;
- new study videos and materials will be produced for use in congregations;
- materials will be produced to raise the efficiency of the congregations' ministry on doctrine and discipleship and to enliven Biblical knowledge.

### **Prerequisites for development**

- the heads of transversal themes take the initiative in the organisation and conduction of special forms of adult education courses;
- members of congregations actively attend adult education courses and order internal training courses;
- technological capacities advance to enable live broadcasts;
- adequate financial resources for video materials and web-based courses;
- project funding for conferences and for invitation of foreign speakers continues;
- applied research contributes to the content of conferences.

## **3. The Development Division**

### **3.1. Applied research**

#### **Current situation**

So far, the TTS has performed applied research based on the expectations of the congregations as employers of potential graduates and on those of the teachers as developers of various trends of theological research. The new educational concept of the UFEBC as the owner of the TTS envisages a more systematic approach to applied research based on the needs of the UFEBC as a whole as well as on those of society.

#### **Future perspective**

- the applied research team will be composed of heads of transversal themes and the School's management. They will regularly chart and analyse the needs of the congregations, the Union and society. The result will be a database charting the needs of the congregations, the Union and society that will provide a basis for planning and implementing the necessary applied researches;
- part of the graduation theses will be written on applied research subjects in study groups involving students of final years of study;
- conferences on applied research will be held on a regular basis; at these, the results obtained will be analysed in both the Estonian and the international context (biennially);
- the congregations and the Union will in their development plans take account of the knowledge obtained from applied research performed, increasing the relevancy of their ministry both inside Estonia and beyond;
- international experts and the knowledge created by them will be used in the performance and analysis of applied researches;
- applied research on free-church identity published on an international scale; at least one solid article every two years.

#### **Prerequisites for development**

- the heads of the transversal themes coordinate applied research between themselves and with the teachers of their theme;
- cooperation of the congregations and the UFEBC with the TTS to create a database revealing the needs for research;
- the budget for applied research multiplies several times.

### **3.2. Mentorship, including contribution to the development of the congregations**

#### **Current situation**

A three-stage mentoring system has been introduced: mentoring young (Christians), mentoring the workers, and mentoring organisations. The students are obliged to find themselves a mentor; Kutse Kool groups have a mentor; and heads of practical training and regions also operate as mentors. The Seminary employs a part-time mentorship network coordinator. In 2015-2016, a number of mentorship training courses (6 in total) were conducted, and the Seminary's mentors were assembled. A database of the existing and potential mentors is being prepared. The term "mentorship" and the respective

mentality are no longer alien to the UFEBC leadership. A mentorship manual completed as an original product and already available online is ready for print.

#### **Future perspective**

- the mentorship statutes will be revised;
- an integral student mentoring system will be in place, which continues for one year after graduation;
- all beginner pastors in the UFEBC will have an opportunity to get a mentor;
- the number of mentors trained will slightly exceed the actual need;
- at least four regional centres will be operational as mentorship groups by 2020;
- the mentor database will be up to date and updated on an ongoing basis;
- the mentorship manual will be used and the feedback thereon will be positive;
- feedback on the mentorship system will be sought.

#### **Prerequisites for development**

- the feedback on mentoring experiences is positive;
- the principles of mentorship implementation are clear and approved by the Board of Elders;
- the mentorship network coordinator is remunerated by the UFEBC;
- regional centres are functioning.

### **3.3. Practical mission and Christian counselling in congregations**

#### **Current situation**

Practical mission is seen to encompass both social work and Christian counselling, which are intertwined and constitute an essential part of the mission. At present, a young teacher has been recruited to teach the subjects of social work and to develop the respective practical training courses.

Beginning from the spring of 2015, the Seminary has employed a Christian counsellor, who is continuing her studies in family therapy on the Seminary's scholarship. Along with her, another person provides assistance if necessary. The Christian counsellor goes to congregations to deliver lectures and also works as a teacher. A modern office is furnished in compliance with all the requirements. The prices for the services are moderate and partial financial support system from the Hoolime Koos [Together We Care] funds is in place for the underaged and the unemployed.

#### **Future perspective**

- the workload of the Christian counsellor will grow to reach full-time employment in 2020;
- the number of customers will increase and the share of the solvent clientele will rise;
- the service will reach a greater number of non-churched people who respect Christian values;
- the number of lectures and training courses on family and other Christian counselling issues in the congregations will rise to reach up to five annually;
- the Seminary will have functional cooperation with various social initiatives both within and outside the church, especially as practical training settings;

- the area of social work in the congregations will be more reasoned and better functioning by virtue of training and/or mentoring (potential) people dealing with social work.

#### **Prerequisites for development**

- the Hoolime Koos funding continues for both social work projects and for the customers in need of Christian counselling;
- an effective team of practical mission is formed;
- positive publicity for the Christian counselling service.

### **3.4. Youth ministry**

#### **Current situation**

The UFEBBC youth ministry is coordinated by the UYMC (The Union's Youth Ministry Centre). Joint adult education courses are organised. The newly elected UYMC leader is also one of the Seminary's teachers.

#### **Future perspective**

- youth ministry will be developed collaboratively pursuant to the directions of the longer-term development plan of the UFEBBC;
- the UYMC leaders will participate in the development of the Seminary's curriculum for the specialisation of youth ministry;
- applied research on youth ministry will be performed;
- a 2-3 year implementation plan for adult education courses will be in place;
- youth mentoring will be systematic and collaboratively coordinated.

#### **Prerequisites for development**

- good cooperation with the UYMC continues and develops;
- a comprehensive approach to the development of the UFEBBC as a whole.

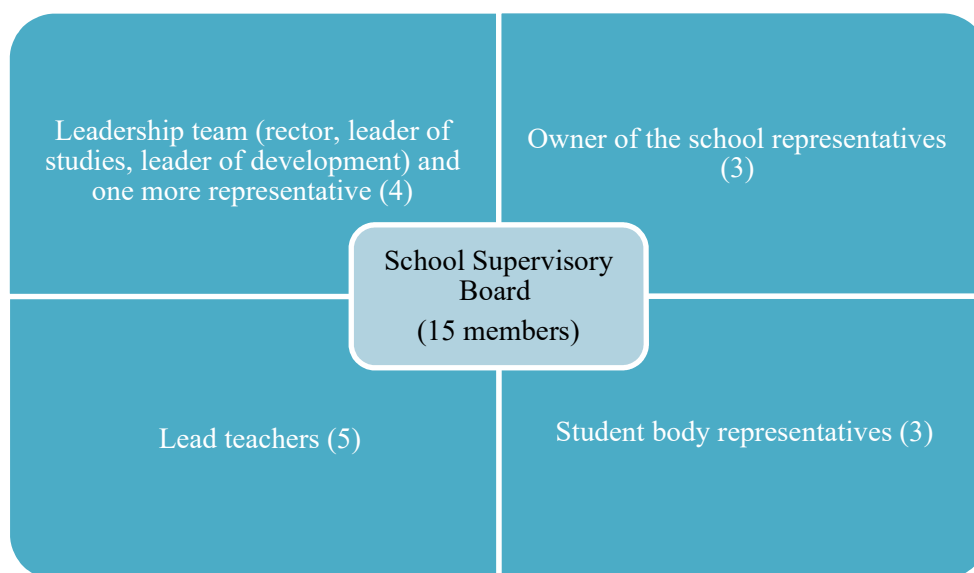
## **4. Management, communication and cooperation**

### **4.1. The Seminary's Management Model**

The key decisions concerning the activities of the Seminary are made by the owner, the UFEBBC and, in the interim period between its plenary meetings, by its representative body, the Board of Elders. The 2015 annual plenary meeting, while deciding to not alter the Seminary's name, expressed support to the new educational concept and to the vision described therein.

The Board of Elders makes decisions on the amendment of the School's statutes and the composition of its Supervisory Board (formerly Board of Trustees) and approves the ordinary teaching staff. In 2016 the Board of Elders approved the changeover from the Board of Trustees to the Supervisory Board and the replacement of the parallel system of chairs and ordinary teachers with that of teachers heading the transversal themes.

The Supervisory Board supersedes the former Board of Trustees. Its members are approved by the UFEBC Board of Elders and they have the right to vote on the decisions concerning the Seminary's development that do not fall under the exclusive jurisdiction of the plenary meeting/Board of Elders or of the management. The School's Supervisory Board becomes operational in the autumn of 2016. The Supervisory Board consists of the management (3 persons), the teachers heading the five transversal themes (5), a representative of the development division (1), representatives of the owner and of the congregations (3) and representatives of the students (3), and totals 15 members. In addition, experts are involved if necessary.



The Management consists of the Rector, the Head of Studies and the Head of Development. The Management makes decisions concerning the School's day-to-day work and executes the decisions of the Owner, its representatives and the Supervisory Board. The Management is also part of the Supervisory Board.

The practical management of the School is performed by the Rector together with the heads of the transversal themes. The teachers heading the transversal themes are elected competitively by the Rector and approved by a decision of the Board of Elders. Pursuant to the educational concept and the curriculum based thereon, there are five transversal themes:

- the Bible and its interpretation;
- free-church identity;
- the mission and the commission;
- the life of the local church and the gifts of the Holy Spirit;
- the God-image in man and following Christ.

The duties of the heads of the transversal themes are as follows:

1. being part of the School's Supervisory Board;
2. coordinating of substantive development of the subjects of his theme;
3. supporting the development of fellow workers, e.g. recommendation of conferences, etc.;

4. planning, together with the Rector, the Kutse Kool and adult education courses, development of the curriculum;
5. making suggestions for the preparation of study aids and study videos;
6. leading applied research in his area and attendance at the research team;
7. providing assistance in the selection and assessment of professional literature at the library;
8. proposing graduation paper themes and, if necessary, supervision of students and provision of assistance in the recruitment and purposeful training of successors;
9. representing the Seminary in the congregations and/or UFEBBC events (1-3 times a year).

### **Current situation**

The teachers heading the transversal themes have been elected. The Supervisory Board has been convened. The Management constitutes an integral team. Additionally, assistance is provided by the part-time mentorship network coordinator. At the same time, the Rector currently coordinates both the Kutse Kool and the adult education courses, which restricts her capacity for dealing with the management of the School. The heads of the regions have been agreed on. As the regional centres are not yet operational, their heads are not yet remunerated. The heads of specialisations have been recruited but are still familiarising themselves with their functions and are not yet operational and paid therein.

The workload of the School's management and of the heads of the transversal themes is relatively high. As a number of national assessments and the submission of respective reports are forthcoming, there is a risk that the workload will further increase in the next two years. Hence, there is a need for an additional part-time team member and for an increase in the workload of the existing employees.

### **Future perspective**

- The workload of the regular employees (or the number thereof) at the School will rise;
- the regional heads will operate as part-time salaried mentors;
- the specialisations (youth ministry and practical mission) will have salaried heads with explicit functions.

### **Prerequisites for development**

- good communication between all interest groups;
- an increase in the School's volume of activity and, accordingly, in the budget;
- steady team development and smart optimisation of activities.

## **4.2. Cooperation with the UFEBBC leadership**

Cooperation with the UFEBBC leadership is proceeding smoothly, as the Rector is part of the UFEBBC Executive Board and attends the meetings of the Union's Board of Elders. A number of events are planned and held collaboratively. Project funds are shared between themselves. The development of a mentoring system is one with Union-wide

implications. As well, a broader-based cooperation between the Union and the Seminary is pursued in applied research and in the publication of their results.

#### **Future perspective**

- a well-defined model of cooperation with clear lines of responsibility between the Seminary and the Union for the organisation and funding of joint events;
- themes requiring theological consideration coordinated collaboratively by two working groups – the Seminary’s applied research team and the Union’s Theological Commission;
- the mentorship system functioning comprehensively in cooperation with the Union as a whole on all three levels: mentoring the young (Christians), mentoring the workers and mentoring the congregation as an organisation.

#### **Prerequisites for development**

- effective communication;
- the Union’s continued financial support for the Seminary’s development activities.

### **4.3. Cooperation with congregations and regions**

#### **Current situation**

Cooperation with the congregations and their regional centres is done by visiting them as well as communicating with them by other means. For this purpose, a part-time position of the mentorship network coordinator has been created at the Seminary. So far, cooperation with the Russian-language section of the Union has not been very successful – partly because of the language barrier, a second reason being the specifics of the (congregational) culture.

#### **Future perspective**

- at least three geographical regional centres will become operational – on Hiiumaa Island, on Saaremaa Island, and in Tallinn – and hold independent training courses;
- the Russian-language region will become operational – both in the formal training and adult education sections;
- Kutse Kool will continue touring the regions;
- the Seminary’s management, teachers and students will visit congregations as the Seminary’s representatives annually at least 25 times;
- training courses will be held within congregations (2-3 per year);
- financial support to the Seminary from congregations in Estonia will increase each year.

#### **Prerequisites for development**

- continuation of the remuneration to the mentorship network coordinator;
- an active role of the regional heads in the organisation of activities;
- continuation of the “Seminary Sunday” tradition at the end of March;
- openness of the congregations to the Seminary’s activities.



## **4.4. Cooperation with other organisations**

### **Current situation**

Cooperation with the Union of the SDA (Seventh Day Adventists) has proceeded smoothly and enriched both denominations through both learning about each other's theology and in developing personal contacts. In addition, two members from the Estonian Christian Pentecostal Church are currently studying at the professional higher education level. For a number of years, Kutse Kool has been drawing people from other denominations, including Methodist, Lutheran, Pentecostal and Charismatic Free churches.

The Seminary has several international partners in the form of theological schools, unions and individual congregations. As well, the School has cooperation agreements with the University of Tartu, the International Baptist Theological Study Centre (IBTSC, seated in Amsterdam, the Netherlands), the TCMI (seated in Vienna, Austria), Oleviste congregation, institutions of theological education in Romania and Bulgaria.

In addition, there are a number of organisations in Estonia that cooperate with the Seminary (the Estonian Council of Churches) or are regular supporters thereof (Valduste OÜ, AS Tammer, etc.).

### **Future perspective**

- the Seminary's target group will have expanded; the School will be trusted at all levels by members and congregations of both the UFEBK and other denominations;
- cooperation with other theological schools and the University of Tartu will be carefully planned, the exchange of information effective;
- master's degrees will be awarded cooperatively and/or a joint curriculum will be introduced in cooperation with some other educational institution;
- cooperation with the Estonian Council of Churches will be systematic;
- cooperation with international partners will continue and expand;
- financial support from Estonian undertakings will rise and the network of supporters will expand.

### **Prerequisites for development**

- the Seminary deals with foreign relations strategically on a regular basis;
- the Seminary communicates with local undertakings strategically;
- the seminary renews cooperation agreements with local institutions of higher education;
- the seminary invests in and continues relations and promotion with other denominations.

## **5. Resources**

### **5.1. The students**

#### **Current situation**

As of beginning of October 2016, the Seminary has 48 students in the professional higher education (PHE) curricula, and 54 students completed the Kutse Kool course in Viru County. Eighty-four people have registered for the Kutse Kool course in Keila. One group also attends the Kutse Kool course in Tartu alongside the students. Two students will complete the Kutse Kool course in a solely web-based form.

More than 200 people attended the shorter adult education courses in 2015. Although the number of students in the PHE curricula has risen considerably, it is not yet large enough for smooth and financially stable work. The emergence of regional groups and the involvement of Latvian students creates the prerequisites for development required therefore, but the sustainable realisation thereof will take time.

So far, it has been possible to offer scholarships to both formal training and adult education students, as well as to pay compensation for travel costs.

#### **Future perspective**

- the total number of students in the PHE curricula will rise to 70 by 2020;
- the share of students from other denominations will rise in both formal and adult education studies;
- the number of students in Kutse Kool or a similar one-year Bible school will remain at approximately 70 annually;
- shorter adult education courses will be attended by 400 students annually;
- the number of web-based students will rise up to 15 annually;
- a Latvian-language and a Russian-language group will have been formed and at least three geographical regional centres will become operational by 2020.

#### **Prerequisites for development**

- the School's reputation steadily rises, congregations in the UFEBEC and elsewhere trust the Seminary;
- scholarships continue;
- teachers who are young and those from sister denominations will bring along their connections;
- foreign-language study videos and technological capacity for teaching with translation will be available.

### **5.2. Personnel**

#### **Current situation**

As of September 2016, the Seminary employs a full-time Rector, a Head of Studies with a 0.7 load, a Head of Development with a 0.7 load and a mentorship network coordinator with a 0.3 load. The employment contracts with the Christian counsellor and the secretary are suspended due to parental leave. Two teachers have a 0.8-load employment contract jointly with their congregations. The heads of transversal themes receive a small compensation beginning from 2016 and the remaining teachers and the Christian counsellor are paid by agreement either the hourly rate or for particular assignments.

The teachers' qualifications are adequate for the specifics of an institution of professional higher education. At the same time, the teachers publish little rather than much. For some time already, the preparation of a younger generation of teachers has not been dealt with; therefore, it will be some time before new teachers emerge and obtain the required education. On the other hand, a number of young teachers take an interest in studying and teaching, and negotiations are under way.

### **Heads and teachers of transversal themes**

The Bible and its interpretation – head Peeter Tamm, MA (equivalent)

- Peeter Roosimaa, DTh
- Ermo Jürma, MTh
- Leho Paldre, MA
- Mervi Kalmus, MTh
- Andres Ploompuu, MTh

Free-church identity – head Toivo Pilli, PhD

- Joosep Tammo, MA
- Innar Kruglov, MSc, MA
- Sven-Joonatan Siibak, BA
- Rein Kalmus, MA

The mission and the commission – head Helle Liht, MTh

- Joosep Tammo, MA
- Ain Riistan, DTh
- Helina Voogne, MA

The life of the local church and the gifts of the Holy Spirit – head Einike Pilli, DTh

- Margus Kask, MTh
- Johanna Rosenvald, MA
- Ivo Kask, MTh

The God-image in man and following Christ – head Meego Rimmel, PhD

- Tõnu Lehtsaar, PhD
- Karmen Maikal, MSc
- Karita Kibuspuu, MSc

### **The heads and the teachers of the specialisations**

Youth ministry – head Pille Havakats, MTh

- Urmo Reitav, BA
- Kadi Tingas, BA
- Sven-Joonatan Siibak, BA

Practical mission – head Johanna Rosenvald, MA

Continuation and/or completion of studies are required of Kadi Tingas (theological education and a Master's degree required) and Sven-Joonatan Siibak (studying on the Master's Programme).

Of regional heads, the following are about to become operational:

Hiiumaa Island – Enn Veevo

Saaremaa Island – Margus Mäemets

Tallinn – Helari Puu

An initial network of mentors of students and of Kutse Kool, regional heads and practical training supervisors has taken shape. Annual meetings of mentors convene; a mentorship manual is about to be issued.

#### **Future perspective**

- there will be young and new teachers in each transversal theme;
- there will be regular adult education courses, including those on teaching methods, for teachers and mentors;
- there will be involvement of foreign teachers, including by using information technology resources;
- the network of mentors and practical training supervisors will have formed and be adequate; they will have received appropriate training and will have meetings on a regular basis.

#### **Prerequisites for development**

- the financing of the Seminary continues at a stable rate;
- the network of mentors is motivated to contribute and develop;
- the Seminary's reputation among young theologians continues to rise.

### **5.3. The environment for study and work**

#### **Current situation**

The primary physical work environment is the seminary building at 8 Annemõisa Street. As well, the church buildings and prayer houses of the UFEBEC as the owner of the School that have the capacity for hosting training courses can be regarded as facilities for study. From among them, regional centres have been selected during the last year, in which the project funds from Sweden have been invested in order to build up the capacities for web-based studies. The establishment of a foreign regional centre is under way in the city of Cesis, Latvia, with its head and coordinator in place. A Russian-language study environment is being negotiated for as a language region.

From the viewpoint of spiritual climate, cooperation with the congregations and other denominations is the key. The Seminary's Rector is a member of the UFEBEC Executive Board. The Seminary's mentorship network coordinator coordinates the development of the mentorship system of the Union as a whole. Ministers and workers in the congregations act as mentors and practical training supervisors for the students and the Kutse Kool. All of these enhance trust among the congregations.

The library has been unkempt and unattended for a long time. Even though that does not directly hamper the work, it poses a constant challenge for the employees to find extra time to catch up with the arrears of work accumulated in between. The bookshelves in the storerooms have been tidied to a considerable degree, with items of fiction and

periodicals of a more general nature removed. This activity is continued. Each year, 30-50 titles of professional literature are ordered.

At the same time, the library has undergone remodelling, with two new computers installed. The Library's reading room simultaneously serves as a delightful room for lectures and meetings. Use is made of modern technology and of an interior design suggestive of a student-centred approach to studies. The regional centres are at the stage of remodelling and technological outfitting.

#### **Future perspective**

- the Seminary building will be used optimally or replaced with another building permitting optimal use of space;
- the study rooms will conform to the requirements of a modern study environment and be beautiful;
- the library will be orderly – the electronic catalogue will be up to date, and unnecessary and obsolete books will be removed;
- each year, 50-60 titles of fresh professional literature will be added, of which at least half are in a foreign language;
- the regional centres will be functional in terms of rooms, with the capacity for both real-time broadcasts and for the delivering and on-demand viewing of lectures;
- databases will be put to active use in teaching and research.

#### **Prerequisites for development**

- Cooperation continues with Valduste OÜ, the Union's leadership and donors on modernisation of the study environment;
- Locating extra resources for arranging the library.

## **5.4. Financial resources**

#### **Current situation**

The Seminary's budget for 2014-2016 has exhibited an upward trend. The number of tuition fee-paying students has grown and the income from economic activity (investment of foreign donations) has increased. Beginning from 2016, a call for project proposals is open (predominantly for funds provided by Whittier Community Church), which the Seminary coordinates for the entire Union and from where additional resources for its development activities can be obtained.

Funding for scholarships has continued. Beginning from 2017, one source of scholarship funding will cease but hopefully some others will be added. At present, regular supporters have been Kumla Church in Sweden, First Baptist Church-Bryan in Texas, and Bereca Church in New York, as well as the Vancouver Education Foundation and the Osvald Tärk Foundation. Attendance at Kutse Kool of students under 30 years of age has been supported for two consecutive years by the [Estonian] Baptist Church of Toronto, Canada. In addition, the student's travel expenses can be reimbursed, the respective procedure having been prepared.

In recent years, financial support from the UFEBC congregations has exceeded the contributions from foreign supporters, which will certainly add stability to the work of the entire School. Furthermore, some Estonian undertakings (Tammer OÜ, Kolm Talenti OÜ, a Tartu undertaking via Tartu Salem Baptist Church) have joined in supporting the Seminary on a regular basis.

### **Future Perspective**

- the Seminary's budget will see a 20% growth by 2020;
- the student services fee will be identical for all PHE-students beginning from the autumn of 2017 and will be raised by 10% of the uniform rate by 2020 in order to better meet the actual expenses per student place;
- the teachers' hourly fees will rise by 50%;
- training and conference grants will be available for teachers; the development fund will be at least 20% of the School's budget;
- the positions of mentorship coordinator and heads of specialisations will be partially paid;
- a group of teachers heading the transversal themes will be employed with a 0.5 load;
- stable sources of income, including committed Estonian and foreign churches as well as undertakings' investment pledges and scholarships for students in various forms of study;
- applied research will have sustainable funding, at least 2,000 euros per year.

### **Prerequisites for development**

- the return on investments does not decrease;
- the financial support of the Union, including the congregations, to the Seminary rises instead of falling,
- project funds continue to be of at least the same size;
- the number of students grows;
- the total amount for scholarships does not decrease but rather increase.

## **Summary**

Until the completion of the development plan of the School's owner the UFEBC, no separate implementation plan will be prepared as it would be a relatively specific short-term plan. At the last Supervisory Board meeting of each calendar year the realisation of the development plan and the budget out-turn will be reviewed.