

ACADEMY FOR INTERNATIONAL EDUCATION
Eurasin Region

John Haines reported for the Eurasia Region.

1. We believe that an Academy is both needed and appropriate for our times, provided that it meets the needs of the international community of the church, and serves the purpose of achieving specific outcomes: raised standards of education, strengthening every education provider to its betterment, increased resource availability and delivery; and provided no other existing entity in the Church is capable of fulfilling these ministries or presently engaged in them.
2. The Academy would be an excellent vehicle of inter-regional communication of ideas, knowledge and experience. Such gatherings as Johannesburg 2000 should occur at least once per quadrennium, with Regional “counterparts” occurring on alternating years. This we understand to be an expensive venture but in this event the gentlemen from our region have met for the first time. It is also the first time for exchange opportunities or cross-fertilization of ideas. We feel that for the international gatherings to bear fruit, regional gatherings like them must occur as well.
3. It is felt that this gathering is “late” (though better late than never) because so much has already been done in developing infrastructures, positions, and committees (IBOE, ICOSAC, etc.) With our “new vision” for the future, we are drawn to ask: “what do we do with all the things that are already in place?” An Academy need not be a formal entity, but a dynamic server of the educational enterprise of the international community of the church. (This may imply an active staff to assure follow-through in dealing with needful requests from around the world.)

4. On the Eurasia Region, we see our needs in two respects: as recipients and as contributors. Some of these needs as recipients would be:
- ◆ Resources (Books, access to libraries, Internet access to libraries, and training to access to technology driven libraries)
 - ◆ Qualified teachers (certain of our theology position)
 - ◆ Curriculum-developers (who could work with us regionally)
 - ◆ Teacher-trainers (teaching skills taught)
 - ◆ Increased resource in various disciplines
 - ◆ Culturally sensitive teachers and workers
 - ◆ Professional developers of teachers
 - ◆ Curriculum for adaptation
 - ◆ Books etc. in the languages (financially)(we don't need a market as much as an identity)
 - ◆ Develop indigenous writers
 - ◆ Opportunity to further degree study (via regional screening)
 - ◆ A teacher-training course which all those who hope to teach must complete successfully

Some of the contributions would be:

- ◆ Eastern Christianity understanding
- ◆ Islamic understanding
- ◆ Hindu understanding
- ◆ Cultural orientation
- ◆ Perspectives on various disciplines
- ◆ Teachers in languages (first)

- ◆ Resources in shared languages
- ◆ Involvement in events (int'l)
- ◆ Tent-makers (available)
- ◆ Skills bank
- ◆ Methodologies shared globally (academic levels, settings etc.)
- ◆ Enlightening re: Bible culture
- ◆ NTC post-graduate degrees

Also, there are some needs reflecting Eurasia as “recipients” and “contributors”

NTC/ENBC MA Missions could become a part of a global network of Missions degrees (allowing opportunity for students to study in various contexts)

Cross-regional training and education which serves to expose ministerial students to other cultures, and provides for academic furtherance . . . rather than just sending a teacher out, send their “disciple” with them, so that a second generation of cross-cultural teachers is prepared

We appreciate the opportunity to be here in this inaugural event, and trust that it will lead to many other opportunities to engage in deep educational fellowship and fraternity and we pledge ourselves to be proactive participants in this.