

JOHANNESBURG 2000

THURSDAY, JULY 13

The Caribbean Region opened the worship session with “This is the Day.” John Smee then taught the participants a Caribbean song. The Scripture passage was taken from Psalm 23. Scoffield Eversley asked each to recite it in their own language. Samuel Perez led the group in “I Just Want to Praise the Lord” and then Carlos Saenz gave a devotion from Matthew 8:35. Scoffield closed the devotional time with prayer.

Regional reports on the concept of the “Academy” were the first item of the day.

Africa

Dumerzier Charles reported for the Africa Region.

Shape of the Academy for International Education

The Academy should be a resource facility for:

- Faculty acquisition
- Curriculum development
- Teacher education
- Extension education
- Development and training of resource material writers
- Social and economic issues (health, poverty, environment , ethnic conflict)
- Access to non-Nazarene sources of funding
- Nazarene Academic Publication validation center
- Faculty exchange facilitation center
- Provider of continuing education for faculty/ministers
- A system for supporting students through graduate students – “Nazarene Scholar”
- Establish a file transfer protocol internet site for class notes/syllabi/course outlines from all Nazarene institutions
- Develop an international catechism
- Sourcing center for educational materials and equipment

- Academy must include all education disciplines

Asia Pacific – Brent Hullet

Let me express our group's appreciation to the IBOE and the generous foundation for making it possible for us to come together. It has been in the fellowship and group interaction that we have realized that we need each other and can learn from each other.

Issues that we observed were very important to us and we are committed to work on together.

1. Need to be linked to the greater church community
 - A. Many of our schools have been privileged to have a relationship with larger schools. Unfortunately, it has only been a mother-daughter relationship.
 - We are committed to making individual commitments to globalization in which we encourage true equitable resource exchange
 - B. Because of distance and lack of technology our connections to current writing, research and fellowship within the academic community have been difficult
 - We are discussing ways in which that link can be better formed and I will introduce some ideas later
2. The need for the development of systems of technology
 - A. The Asia Pacific Region challenges us with tremendous distance, developing countries and a population mass that includes 42% of the entire world.
 - But we are discovering, as most of you, that technology offers us great opportunities to train pastors and laity in a more economical way.
 - B. We are committed to exploring systems of technology including:
 - Cyber classes
 - Electronic libraries
 - Bulletin boards for administrative help
 - Teleconference classes
3. Need to establish a pool of regional faculty.
 - A. Only one of our schools offers sabbaticals, so professors going to other schools using that model probably wouldn't work but there is a tremendous need for our professors to do research and gain a wide world view.

- Therefore we are establishing a professor exchange program in which professors trade places for 1-6 months.
- B. We will also develop a database that includes all regional faculty, their specialty, the date of their sabbatical or date of a possible professor exchange
- 4. Need for regular meetings and fellowship among our regional schools.
 - A. This conference has allowed us to make significant steps toward a regional strategy that could not have been done on e-mail.
 - We are establishing bi-annual meetings to offer:
 - *opportunities for strategic planning
 - *resource sharing
 - *Curriculum development . . . etc.
- 5. Need for Faculty development of indigenous teachers
 - A. Several ideas were discussed to do this including:
 - Encouraging our indigenous leaders to write articles and books
 - Develop teach-reteach program in which each student is encouraged to teach the same class on a lower level
- 6. Need for an emphasis on multi-level education
 - A. Many of our schools are looking at creative ways to repackage the courses to reach a great amount of people
 - it is our commitment to put a greater emphasis on a variety of models of education
- 7. Need for a new articulation of the theology of holiness
 - A. We realized that this must be done using biblical foundations and contextual understanding
 - B. We realized that this must be done by our indigenous theologians
 - C. We realized that we must develop new and creative means to communicate holiness in teaching, preaching, and writing
- 8. Need for focused curriculum
 - A. We thank Bob and Mike for making us uncomfortable with our curriculum. We have been challenged to go back and recreate our program
 - B. We have talked about ways in which schools on our region can combine our efforts in curriculum development that might develop more of a program unity.

9. Need for our faculty and administration to be trained in educational methods and curriculum development
 - A. We are committed to offer resources, trainers and opportunities to develop our faculty and administration

The Asia Pacific educators have been challenged this week towards professionalism in their educational settings. They wish to express their appreciation to all the members of this academy for your contact, challenge and commitment to a higher standard of education for God's glory.

Caribbean – Terry Ketchem

We would like to express our appreciation for the opportunity of intentional discussion regarding education within our region as well as the opportunity of dialoguing with other regions as we look to expand our vision of global education and all that entails.

The Caribbean region is composed of more than 7,000 islands, 30 districts for the Church of the Nazarene, with more than 125,000 Nazarenes speaking a variety of languages including English, Spanish, French, Dutch, Haitian, Creole, Patios, and a smattering of tribal languages.

We, too, face the challenge of preparing men and women to effectively minister within and across these distinctive environments.

Our regional leaders decided to approach the task at hand by reviewing our current educational vehicles for ministerial preparation, considering a composite of needs across the region as they relate to an expansion of our vision for ministerial preparation, and lastly by attempting to identify areas where an entity beyond the confines of our region (Academy for International Education) could enhance our pursuit for excellence.

1. A brief review of our current educational vehicles for ministerial preparation:
 - A. English Field
CNTC – residential program and extension centers throughout the English Caribbean. CNTC offers a diploma in theology and a Bachelor of Arts degree in theology. They are accredited by the

regional accrediting association CETA. CNTC also offers a certificate, a diploma and a Bachelor of Arts in Christian Education as well as a certificate in Management of Human resources.

B. Spanish Field

Cuba has a residential program and extension centers

Dominican Republic has an extension program

Puerto Rico has two decentralized centers – one on each district – currently offering a diploma level program.

This field, in cooperation with SENDAS/Costa Rica, is developing a Masters level program in theological education.

C. French Field

Haiti – STNH has a residential program with an extension program currently undergoing extensive revision. STNH offers a ministerial diploma as well as the License in theology (BTh)

French Antilles Bible Institute has an extension center of CNTC.

2. A composite of needs across the region as they relate to an expansion of our vision for ministerial education.

Allow me to list some of these needs as expressed by our regional leaders without giving comment or explanation:

- Holy leaders to serve as mentors with God's people
- System of life long learning for pastors with an emphasis on biblical holiness and Spirit-filled living
- Continued curriculum assessment and evaluation to determine that the needs of the students are being met
- Provide bi-vocational training opportunities with attention being given to advancement of technology (e.g. computer science) as well as other cultural and environmentally appropriate considerations
- Enhanced possibilities for extension/decentralized education by providing trained teachers and quality materials in appropriate languages
- Training of trainers to train teachers for extension programs
- Continuing education for these trainers of teachers

- Reintegration and development of a music program – given the cultural importance through various parts of the region
 - Development of minimal resource libraries for extension and de-centralized centers
 - Coordination criteria for residential and extension programs
 - Where necessary, continued pursuit of accreditation of our educational institutions through regional vehicles or by recognition through another accredited institution; e.g. Haiti with CETA or CNTC; Puerto Rico BA program in Theology with mainland US accredited schools (already attempted with assistance from Jerry Lambert to no avail)
3. Assistance from Academy
- The following represents seed-thought to be refined, massaged and enlarged upon as we continue the formative process of defining the role of an Academy for International Education. What I see transpiring here this week gives a glimpse into the potential of global interaction and perhaps even a hint of what an on-going academy might pursue- i.e. intellectual stimulation; spiritual insight and renewal; formative dialogue that broadens understanding; as Mike Vail suggested – creating an environment where learning may take place; use of formal, non-formal and even informal teaching techniques for the presentation of material that “scratches where we itch.”
 - Although our region is blessed with talented, well-trained, practiced academicians, we relish the idea of dialoguing and working with an entity that transcends the borders of our region and the limitations of our combined expertise.

Some areas where we believe such an entity could benefit our region: (once again I will list without commentary or explanation)

- Development of cross-regional degree opportunities e.g. Masters program (such as what we see developing in the Dominican Republic and Puerto Rico) perhaps moving into doctoral studies as well.
- Development of cross-regional recognition of academic credits between Nazarene institutions, realizing the complexity of accreditation issues that would need to be addressed
- Assistance in curriculum assessment, evaluation, and modification (to confirm or correct what we have in order to provide the best means possible for ministerial preparation);

- Assistance in coordinating administrative and academic relationships between campus-based programs and extension or de-centralized centers;
- Creation and/or assessment of resources in our primary language groups – Spanish, Dutch, French, and Haitian Creole;
- Guidance in development of financial matters – i.e. tuition-based budgeting, scholarship, grants, gifts
- Assessment and development of bi-vocational training opportunities
- Development of tools for mentoring – why, what, how, who
- Assistance in development of a well-balanced system of life-long learning for our leaders
- Assistance in teacher training – both campus based (where necessary) and extension/de-centralized programs; this element would include training the trainers of teachers, (improving the quality of the whole learning process may indeed result in improving the quality of ministry being done in our churches)

Dialogue must continue among our regional leadership. We believe there is benefit in pursuing an Academy for International Education, as difficult and daunting a task that that may represent. We commit ourselves to this pursuit and to the expansion of our vision of global education.

Eurasia – John Haines

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 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.
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. We feel that for the international gatherings to bear fruit, regional gatherings 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.) In 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 would be:
 - ◆ Resources (Books, access to libraries, Internet access to libraries)
 - ◆ Qualified teachers (our theology)
 - ◆ Curriculum-developers
 - ◆ 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/EBC 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

Mac Region – Cookie Tressler

How to shape an Academy of/for International Education

We began our discussion with the question “what kind of global/international education do we want and need in the MAC Region.

First, realize that we, in the MAC Region, have had combined residence and extension education for over 20 years. That has been done through SENDAS in Costa Rica; STN in Guatemala and the Mexican Seminary in Mexico. Besides these 3 seminaries we have 5 more Bible Institutes: 4 in Mexico; 1 in Guatemala – and we have 70 extension centers throughout the region.

Secondly, realize that the countries of Mexico, Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica and Panama cannot follow the McDonalds paradigm (model). We do not look alike, act alike in all ways. And we are not making hamburgers. Our product is students, diverse and different.

Third, understand that we work predominantly in Spanish in our Seminaries and Institutes. That is also true for many of our extension centers – but we must begin to reach out more effectively and teach in the 76 languages represented in our region.

We are concerned about the need for adequate, relevant materials – books – literature in Spanish but also in the other languages. We need new material translated like *Love Made Perfect* etc. not just continuing to reproduce the materials translated some 30-40 years ago.

We would like to see Latin professors who have writing gifts being given the opportunity to develop materials in Spanish and other languages.

One way this might be done is for the Seminary facilities giving a professor a 6 month (?) sabbatical while continuing to be supported by the Seminary so that she or he can dedicate herself or himself to writing texts.

It is imperative that we find a way to publish materials in Spanish and indigenous languages in the country of origin – or at least the region and distribute them at a fair and accessible price.

A second concern of ours is finding and developing professors – teachers who are willing to mentor as well as teach. Teachers who are willing to pastor their students, become involved in their academic life as well as being positive examples for them of churchmanship. This is to say we want teachers who understand the culture and context of the student and model for them the spiritual lifestyle.

We want to form a strong Latin American faculty that reaches around Mexico, Central America and Panama – and possibly reaches into South America and the Caribbean. This faculty would willingly receive professors from those and/or other world areas.

We think it would be important to investigate and develop meetings, workshops, and conferences for our teachers for the sharing of ideas, experiences, technology that will help us maintain a fresh and workable vision of contextualized theological education.

One tool that would be good to develop would be the publication and circulation of educational journals among residence and extension teachers that would be stimulating/motivating/provocative and encouraging to each other as teachers called to take the gospel to everyone via the pastors/ministers and by workers we train/form.

Lastly, we want to stress that global education does not, should not carry with it the connotation of status quo, nor of being copies one of another in our institutions, nor of control. But global education does mean sharing resources and it avoids the simple duplication of efforts.

U.S. and Canada – Danny Gales

Similarities between the Canadian and US Regions:

- Institutional autonomy; not accountable to World Missions.
- Great cultural variety and diversity across our regions.

Thoughts on Globalization.

Globalization means certain things will be *on the rise*

- local autonomy; i.e. local accreditation; we could help this happen
- cultural autonomy – allowing them to be themselves and to accept that
- freedom to innovate

Some other things will decline:

- control from outside sources

Our Needs:

1. **Understand the international church.** The international church could inform us about what we don't know about them. *We believe it would be important for our North American Regions to hear from the International Regions their thoughts on the issues at hand before we try to say anything about our needs, etc. regarding a global academy.*

2. **Shared pedagogy.** There is a need to develop the pedagogical skills of religion faculty. Sharing pedagogy could be a way religion faculties become exposed to a variety of new methods of pedagogy. The training of global faculty could be a way to raise the level of our skills in educational methods.
3. **International representation on our campuses.** Would like to call it “international” rather than multi-cultural. We talked about a need for a true international flavor on campus. Ours is primarily a North American multi-cultural presence. The academy could help with this international flavor. We need an international understanding. We definitely need a global perspective. International faculty would bring a needed awareness of the global community. Because of the US/Canadian context, the church is experiencing a “middle class ghetto”. We are very much in need to have “other cultural” representation. Sharing of faculty might also include the sharing of students. PLNU has found that international faculty does not help with sensitivity toward other minorities in America (i.e. African faculty didn’t help with the American Black students) – it does help with accrediting bodies to have an international faculty.
4. **Financial support for ministerial students.** How can we work to support ministerial students financially so they graduate without a large debt load?
5. **Continuing Education Models.** Are there international models for helping us with the challenge of continuing education?

How We Could Help

1. **Provide Models of Autonomy.** Our models could help bring the universities toward autonomy.

2. **Curriculum Development/evaluation** – we have strong expertise in curriculum development/evaluation that could be shared.
3. **Previous experience** with international faculty could assist with other institutions desiring to utilize international faculty.
4. **To affirm** the other nationalities as they are able to help us understand their cultures.
5. **Provide advocacy** for International Institutions such as supporting them in their accreditation process and other resourcing when requested. Examples: CNUC and NTC in S. Africa, PLNU providing technical resourcing for NTS.
6. Provide faculty and materials for literacy issues internationally.
7. Provide textbooks from excess supply within the church and other reading material from North American school systems
8. Teach pedagogy and evaluation of instruction.
9. Establish a Global Academy publishing concern for small run, regional books and materials that are subsidized and not market-driven.

How The Academy Could Be Shaped

1. The academy (a registry or bank of resource people) could consist in part of non-clergy types who could help. The people would have to be qualified on basis of how they relate to the mission of the church, etc.
2. Develop a one to one or multi-transaction among institutions to assist with the exchange and procurement of faculty with possible financial support.
3. Develop a clearing and information center for
 - a) resource requests
 - b) Institutions to inform others of their library needs so books culled from libraries, demo books and books of retiring Clergy persons could be directed to the appropriate Institution.
 - c) A clearing/information center for all needs and resources.

4. The academy could coordinate global and regional conferences.
5. *Provide a place to clarify and reconsider the structure of global education and relationship to the Global Academy.*

SAM – Luis Alberto Meza

Global Academy

South America Planning Group

Needs/Possibilities

- Preparation of didactic materials (modules)
- Training educational administrators
- Library resource networks
- Translation of materials
- Bi-vocational training for students
- Short term professors
- Professor scholarships
- Regional education conferences
- Faculty development
- System to develop contextualized materials
- Institutional development of seminaries

Regional structure

- Regional office
- Regional educational committee

International structure

- Representation from each region

Delivery System

- Development of system of needs analysis
- Prioritization of needs by regional education committee
- Presentation of project to regional director by the REC for approval

Other Suggestions

Clearly define the meaning of “global academy” and it’s objectives

Training teams

- Cooperation of local professors and “invited” professors
 - ❖ Utilize global resources
 - ❖ Leadership development of local educators

Following the regional reports on the Academy for International Education, Jerry and Al expressed their astonishment at the creativity and process each region expended. The statement “a small step for education leading to gigantic steps for the future. Nazarene higher education can never go back to the past. We can’t take back the vision and thinking, the mingling of minds, hearts and thoughts that has occurred this week. We will never be the same.

Jerry expressed his appreciation for the patience in getting to this event. It has been a 6-year journey of dreaming, planning, praying and pounding on doors to get money. Johannesburg 2000 is a God thing. He did it. For the Luce Foundation, one of the largest is the world, to care about education in the Church of the Nazarene, a small denomination, is a God thing. We must take the next gigantic steps forward for quality, missional education so that our mission, our message and our methods are together and emanate from Jesus Christ.

Al instructed the participants to continue thinking on the concept of an International Academy and to incorporate the work expressed in the regional reports.

During tea time, the room was reconfigured. Participants were instructed to be seated in tables of four with different regions represented. Jim and Suzanne Burns opened the session on learning communities.

The concept of learning communities is a fairly new concept. It has replaced the strategic planning and participatory management concepts.

A learning community in education is composed of faculty and administrators on a level playing field with a spirit of inquiry, asking critical questions. It moves beyond embracing the mission and participation in management to a place where you help define the organizational limits and directions.

As we allow ourselves to be influenced and get more information from each other we arrive at better answers.

Jim reviewed some of the misconceptions about learning communities.

How do you put learning systems in place that can make a difference. It is not productive to sit and listen to a lecture that does not allow time for reflection and dialogue on the topic. “Those who teach must never cease to learn” (Socrates)..

In Thomas Armstrong’s book “Awakening Genius in the Classroom” he talks about discovering the joy of learning again. This can be done by maintaining many childhood traits such as creativity, wonder, playfulness, curiosity, humor. Are any of these characteristics present in your work environment and the way your community deals with problems?

Before beginning learning activities, uniqueness must be acknowledged and determine how to harness them. Each participant was asked to declare themselves as a “field independent” or “field dependent” person. Circumstances can have an influence on your “dependence” or “independence.” Every person has a part of each in them. However, one will be dominate.

Many times our opposite is viewed as hard to work with. However, some of the best teams are made up of people from both categories. Each one brings their unique strengths and they fill out each others weaknesses. We really do need each other.

How do you ask powerful questions? Bruce Wellman said “if your organization asks questions that don’t uncover something that makes you really uncomfortable, you are probably asking questions that no one really cares about anyway. Wellman goes on to say “if you don’t have a question that is really uncomfortable, ask yourself ‘what don’t we talk about and why don’t we talk about it’”?

What is the difference between comfort and safety? It should always be safe to talk about things but the more challenging the questions the more we have to question the type of structures put into place so every one is safe.

The volume of information now doubles every 6 months. By the year 2010 information will double every 3 months. Learning communities will be required for constant learning both individually and corporately. Standing still with our learning will be analogous with running backwards because everything is changing so fast.

It is very important to differentiate and draw a hard line between creating structures for people to dialogue and open themselves up to the issue of improvement and it is a kiss of death to tie it to evaluations.

Following lunch Jim and Suzanne took everyone through a data gathering exercise. Questions with a yes/no answer are not powerful questions. Powerful questions often get at institutional issues. What questions lead to further questions/investigation?

They also reviewed some guidelines to keep in mind when starting data gathering. Remember – always speak the truth in love, maintain a spirit of inquiry, seek to understand before we judge and seek to understand before we take action.

When collecting data we must know what it is we want to know. Find ways to uncover meaningful information that will help you make decisions. Where do you stand in relation to your goal? What questions are we going to ask? What are we going to collect data on? What are the data patterns? Are there any surprises? What are the things we haven't explored yet?

Mike Vail then did a workshop on Creative Change (refer to printed text and handout)

Brent Hullet introduced cross-cultural teaching on the Asia Pacific Region. The Asia Pacific Region is home to 40% of the world's population. Yet within its border's resides a multiplicity of opposites. On one hand you could experience a technologically advanced city of Hong Kong. Yet, within minutes drive one is immersed in the dynasty traditions of old China. One could teach in the highly sophisticated colleges of Australia and within hours stand before people from an aboriginal village whose world view goes no further than a couple of miles. One could experience the harshness of materialism that closes the mind of the Thai to the Gospel. But within a short trip, you could be preaching to the people in Laos who have

never heard the name of Jesus Christ before. In Papua New Guinea where there are at least 875 languages spoken, a teacher could walk one mile and not understand the village language. Our region, as yours offers significant challenges when we desire to offer quality education in an area of such diverse cultures. Today we have decided to allow three of our representatives to offer brief pictures of what it means to teach cross-culturally in their settings.

First is Peni Fakaua, who is president of the South Pacific Nazarene College in Samoa. Second will be James Wambrau, principal at the Nazarene Theological College in Indonesia. Third will be David McEwan, Academic Dean for the Nazarene Theological College in Australia. They will be giving you brief pictures of a portion of what you need to know if you were to come and lecture in their settings. Afterwards we will have a short exercise.

Peni read a paper he had prepared for the occasion (refer to handout). He added that all methods of teaching will work in the South Pacific but the approach must be that of friendliness but never aggressiveness. Eye to eye approach is a “no-no” especially for foreigners inclusively and by inclusively I mean teachers from the South Pacific area.

James read his paper for the participants (refer to handout). James stressed that the teacher must live what he is teaching.

David then shared about the Australia culture (refer to handout).

Brent then broke the participants into small groups with instruction to identify the best education method used in your culture and why that further illustrates that culture.

Al Truesdale concluded the session by announcing a visit to the regional center at 1:30 returning at 3:00 on Friday. The panel scheduled for 2:00 will be held at 8:00 in place of the MAC Region entertainment.

The participants were dismissed to dinner.

Respectfully submitted,

Diane Miller
Recording Secretary