

JOHANNESBURG 2000

MONDAY, JULY 17

The SAM Region led the morning worship. David Wesley invited the participants to call out one word testimonies to Jesus. He then led in singing “I Will Praise Him.” ____ read John 10:1-14 and led in prayer. A video showing the South American worship style was shared. Following the singing of “Holiness Unto the Lord” (in Spanish, Portuguese and English) ____ offered the devotional.

John Smee offered the vision casting from a Caribbean perspective. This region is also marked with diversity. It can be said with accuracy that 98% of those who live on region today are descended from ancestors who did not willingly bring their families to this part of the world. They came to the Caribbean as a result of the holocaust known as the Slave Trade Industry. Today, the descendants of slaves are governing their nations and guiding the Caribbean Church of the Nazarene.

The Caribbean Region is a dynamic, alive, striving, struggling, pioneering as well as maturing Church of the Nazarene. There are currently have three fields: the French Caribbean, the English Caribbean, and the Spanish Caribbean. A fourth, the Dutch Caribbean, is developing.

Terry Ketchum spoke for the French Caribbean Field. They are currently faced with a leadership challenge. They need French-speaking professors who can assist in ministerial training and be godly role models to influence the minds and hearts of the people.

The institution in Haiti is one of only five theological institutions in that great nation of Haiti that has governmental recognition to operate. They are very proud of this. Ordained graduates receive state approval to hold weddings and sign other state controlled ecclesiastical documents. The institution has been used as a model in various discussions among boards and committees of the Ministries of Education and Religion as they pursue a standard of excellence for others to follow. Terry reported there has been a major shift in the faculty composition. They are moving from mostly non-Haitian to primarily Haitian professors. The school continues to exceed the state criteria for curriculum requirements, library holdings, and capital development. Terry then outlined 7 initiatives they have for the school.

The greatest challenge of the English Caribbean is what is referred to as the vacuum cleaner of North America – or the pull of the U.S. and Canada on English speaking leaders. This means a constant training and retraining for leadership theologically and in all areas because the best “get their papers through” and leave. In the 1980’s one English speaking small-populated independent nation lost over 50% of its population to the United States by legal immigration. Scoffield Eversley spoke about the English Caribbean Field institute.

He visualizes CNTC as the educational center in the English Caribbean providing holistic university education for our constituents. They currently offer a diploma and as a bachelor of arts in Christian education as well as theology. They are collaborating with Olivet Nazarene University and Mount Vernon Nazarene University to offer a Masters in Counseling ministry which is designed not only for the clergy but for the laity as well. They have also started a Management of Human Resource certificate program to prepare men and women for leadership roles in the church that has to do with managing human resources.

In the past there was much discussion about the need to improve the extension program. This has been accomplished. This year they saw 8 graduate from the revised extension program. The graduates completed the required 90 credit hours by extension study. Goals for the school include computerizing the library so the entire region has access, furthering continuing education for pastors and developing a computer science program.

Carlos Saenz, of the Spanish Caribbean Field, has the greatest potential for growth in all the Caribbean. The majority of the population is under 18 years of age. Puerto Rica’s two schools offer a ministerial diploma. Next January they will begin a masters program in cooperation with the Costa Rica Seminary.

Their goals include raising the academic level of the extension centers, their professors, improving the extension and residential programs to include complete libraries as well as developing a scholarship strategy for the students. They also want to connect with an accreditation organization and with an university in the United States that would recognize their program.

Prior to lunch Ron Benefiel led a discussion on the core values booklet with representatives from regions outside the U.S. and Canada. At the end of the discussion, he invited the other participants to respond to the discussion. (See transcript)

LeBron Fairbanks began the second portion of his seminar on collaboration by repeating his closing comments on collaboration. Collaboration:

- Needs commitment
- Needs leadership
- Requires compromise
- Needs trust
- Needs structure
- Requires communication.

The ideal would be to develop a worldwide culture of collaboration among our institutions. He stressed the need for trust among individuals and between institutions.

Lebron listed several questions that must be asked during a collaborative journey. He reminded everyone that “alone we can do so little. Together we can do so much.”

Earlier in the week, Dean Blevins passed out his paper “Empowering Students for Learning and Ministry” so the participants could read and process the information. After some preliminary remarks Dean broke the participants into small groups to discuss two questions. After the small group activity, several reported on their discussion. He closed the session by reading Ephesians 3:14-20.

Following the presentation Al suggested that the small groups reflect on the sentences that are worthy of reflection for a long time. Al hopes to find a way to make this paper available to all our teachers.

Following the last high tea of the conference, Ruben Fernandez introduced the representatives from their region. After introducing Cookie Tressler, she spoke on some of the challenges of teaching on their region. In order to provide effective instruction in cross or multi-cultural situations, the teacher must become pedagogist, linguists, and psychologists. A handout was distributed to the participants dealing with perceptions. Cookie talked about several of the things listed on the page.

The second handout was distributed. She asked participants to pair off and discuss the “food for thought” items. She closed with the proverb “the teacher talks until the monkey goes to sleep.”

Al closed the afternoon session by singing the Doxology and dismissed everyone to dinner.

The evening session began with brief assessments from each regional educational coordinator regarding the concept of a Global Faculty and an Academy for International Education. (refer to transcript) Many of the regions shared plans for change discussed during the week by the participants. One region shared an acrostic on Academy.

A = Academy of Learning

C = Cultural Diversity

A = Affiliation or Affirmation

D = Deployment

E = Emergence

M = Maturation

Y = Youth

Another quoted a famous Dr. Seuss story. In the story they call out “we’re here. We’re here.” This has been the cry of many of our small institutions. This week has given everyone an active voice. Ron Benefiel spoke of “kingdom dreams” that go back to the 1985 Commission on Higher Education called for by the General Assembly.

Al Truesdale closed this session with a forceful “WOW.” He then asked Mike Vail to share a draft summary statement on Johannesburg 2000. This document is an attempt to summarize what was done this week in Johannesburg.

The driving force behind the Academy for International Education is a desire to maximize access to the rich educational resources in the Church of the Nazarene. The goal of the Academy is to respond to identified needs in Nazarene educational institutions by applying worldwide resources of the Church of the Nazarene.

Nazarene higher education is first of all people. We recognize that without committed, qualified people the mission of our educational system cannot be fulfilled. Additionally, we require an

educationally and doctrinally sound program, and access to quality educational materials. Educational needs, as prioritized at the Johannesburg 2000 Conference, emphasized four focus areas.

1. **People:** Supporting and developing skills of the people working in Nazarene higher education is the first focus of the Academy for International Education (AIE). The Academy recognizes that the educational staff includes administrators, campus, extension and de-centralized faculty, and employees in administrative support areas like registration, technology, finance, facilities maintenance, and instructional materials management. Specific development areas include content competency, education and teaching methods, and continuing professional growth.
2. **Personnel Resourcing:** Identifying qualified personnel to fill open positions on a short-term or long-term basis is one of the most critical needs in Nazarene higher education. A registry of Nazarene administrators, faculty and other pertinent specialties should be maintained and communicated to all administrators and faculty
 - To foster interaction between faculty and administrators in similar specialties
 - To assist administrators in filling short-term and long-term assignments
 - To facilitate personnel exchange between institutions
3. **Program:** The educational program of Nazarene higher education is delivered through campus, extension, de-centralized and distance channels. The curriculum must be developed systematically. On-going assessment and evaluation of the program is required to assess program quality. Teaching/Learning materials must be written, evaluated and validated in the unique culture of each school. The AIE will assist program development by
 - Providing consultation in curriculum development processes
 - Collecting and cataloging existing model clergy preparation curricula and contextualized educational materials
 - Collecting a bibliography of reference material for clergy preparation
 - Developing and empowering local writers

Intercultural exchange: Continued awareness of the richness of our worldwide church can be facilitated through communication with people from other regions. The AIE can encourage intercultural exchange by co-sponsoring regional and global workshops and conferences where people can share ideas, experiences and solutions to educational challenges. This interchange will help maintain a fresh and workable vision of contextualized theological education.

The summary was accepted with applause. A time of discussion followed which resulted in some editing (refer to transcript). The final Summary document is attached.

Jerry Lambert was asked to make a closing presentation. The participants greeted him with applause. A total of 55 persons representing faculty members, staff, administrators from college, universities and seminaries; pastors, district and regional leaders. Participants were both laity and clergy.

During the 8 days together the participants:

- Ate together 26 times = approximately 26 hours
- Slept 10 nights if you came in on Sunday – approximately 80 hours
- Worked on our mission of "Explore and define the role of the Academy and Global Faculty" = 10.5 hours
- Worked on our vision – "To expand our vision of 'global education'" – cross-cultural training – 6 sessions = 9 hours
- Learned about Faculty, Curriculum and Administrative Development – 15 sessions = 22.5 hours
- Engaged in worship and theological dialogue - we invested 12.5 hours in worship and theological dialogue in 10 sessions
- Played together 16 hours – including an African Safari. And for those of you who have been saying we never did play that's an average of two hours a day.
- Spent 8 days together investing 192 hours in each other's lives and in Kingdom work.

Jerry reminded everyone that they would never be the same after this conference. They can never go back to their old worldviews and old world thinking. They've seen a bigger picture. They've also seen the significance of cross-cultural diversity and come to appreciate it.

He thanked the participants for their participation as well as the NCN staff, and the Good News staff. He asked Ruben Fernandez to present Al Truesdale with a gift for his assistance in designing Johannesburg 2000.

Jerry Lambert announced that each participant would receive 6 hours of continuing education credit for their participation in Johannesburg 2000. Wilbur Brannon was asked to distribute the certificates.

Al Truesdale and Mike Vail asked the participants to complete a survey related to the conference. Following the activity, the singing of “And Can It Be” Bob Woordruff closed Johannesburg 2000 with prayer.

Respectfully submitted,

Diane Miller
Recording secretary