THE EDUCATION COMMITTEE
World Methodist Council

Report of the Education Committee to the World Methodist Council

EduC 1991-2011

Amos Nascimento & Almir de Souza Maia
2011
The World Methodist Council (WMC) – Officers
The Rev. Dr. John Barret, Chairperson
Bishop Paulo Lockman, Vice-Chairperson
The Rev. Dr. George Freeman, General Secretary
Bishop Heinrich Bolleter, Geneva Secretary
Dr. James Holsinger, Treasurer

Education Committee (EduC) – Members
Dr. Amos Nascimento, Chairperson
Mr. Chung Su An, Korea
Bishop Neftali Aravena Bravo, Chile
Dr. Jimmy Carr, United States
Mr. Kyu Shik Choi, Korea
Mrs. Ann Connan, Australia
Rev. Dr. George Crenshaw, United States
Rev. Tyson Ferguson, United States
Bishop Juan Alberto Cardona Gomez, Colombia
Ms. Fabiola Grandon, Chile
Dr. Jeffrey Greenway, United States
Bishop Alfred Gwinn, United States
Dr. Stan Ingersol, United States
Rev. Darryl Ingram, United States
Bishop John Ginka Innis, Liberia
Bishop Benjamin Aliwan Justo, Philippines
Rev. Jessica Woon Wah Lee, China
Prof. Mrs. Sola Adepeju Majekodunmi, Nigeria
Dr. Evelyn Parker, United States
Rev. Dr. Elia Pradeep Samuel, India
Bishop Ziphozihle D. Siwa, South Africa
Rev. Margarita Todorova, Bulgaria
Mrs. Rosemary Wells, England
Rev. Stacia Williams-Christmas, Bahamas
Bishop Yeun Su Yoon, Korea

Consultants
Dr. Neil Alexander, United States
Rev. Karen A. Greenwaldt, United States

Partner Institutions
AME Department of Christian Education, United States
Bildungswerk der Evangelischen methodistischen Kirche (BW), Germany
Central and Southern European United Methodist Church (CSEUMC)
General Board of Church and Society (GBCS), United States
General Board of Discipleship (GBOD), United States
General Board of Global Ministries (GBGM), United States
General Board of Higher Education and Ministry (GBHEM), United States
Institute of Educational Services (COGEIME), Brazil
International Association of Methodist-related Schools, Colleges, and Universities (IAMSCU)
Latin American Association of Methodist Institutions of Education (ALAIME), Uruguay
Latin American Council of Methodist Evangelical Churches (CIEMAL), Mexico
Methodist Global Fund for Education and Leadership Development (MGFELD), United States
National Association of Schools and Colleges of the UMC (NASCUMC), United States
Oxford Institute (OI), England
Uniting Church in Australia, National Assembly – Christian Education, Australia
PREFACE

2011 is a historical year! It marks the 20th anniversary of both the Education Committee of the World Methodist Council and the International Association of Methodist-related Schools, Colleges, and Universities (IAMSCU), which were created during the meeting of the World Methodist Council in Singapore in 1991. As 2011 coincides with the realization of another World Methodist Council and Conference, we take this opportunity to celebrate this moment and reflect about the achievements and challenges in the educational area in the last two decades and also project new perspectives and plans for the future.

This historical reflection and assessment was made possible by the support of Prof. Dr. Almir de Souza Maia and his research team at the Center for Documentation and Research in Piracicaba, Brazil. This center gathers and studies materials related to Methodist education around the world and Dr. Maia is one of the leading experts in this area. Moreover, he was an eyewitness of the creation of both institutions and was profoundly involved in them since their inception. Based on his experience, he was commissioned by IAMSCU and the Methodist Global Fund for Education and Leadership Development (MGFELD) to research the history of the organization and provide a retrospective view showing its development as well as a prospective view that would point to new challenges and provide orientation to future actions.

In reading the report prepared by Dr. Maia and his team, Education is our world – Retrospective view of IAMSCU and its prospects, we realized that he was also able to rescue significant material about the Education Committee because the committee’s history is very intertwined with the development of IAMSCU. Since this history is not widely known and due to the need to provide more information about the importance and impact of Methodist education around the world, we asked him to help us prepare a brochure introducing the Education Committee of the World Methodist Council to a wider audience. He not only agreed to take on yet another challenge, but also expanded the scope of our original request. He complemented the materials he had collected with further research, interviews, photographs, and collections of materials pertaining to last two decades of the World Methodist Council.

As a result, we now have the pleasure to share with you an important document that will surely help us to understand the historical importance and the possible future role of Methodist education around the world. This is the first document of this kind and we appreciate that the staff of the Center for Documentation and Research took on this challenge despite all the inherent difficulties and helped us to produce a good overview of the committee’s first 20 years.

2011 can be considered as a Year of Wesleyan and Methodist Education in which we celebrate two decades of continuous work by both the Education Committee of the World Methodist Council and the International Association of Methodist Schools, Colleges, and Universities. As we reflect upon the importance of these two organizations, let us be reminded of the important educational role expressed by Jesus Christ in the Great Commission: Go and make disciples! (Mathews 28:19). This goal was pursued by John Wesley in the creation of Kingswood School in 1748 and is now being fulfilled by thousands of educational initiatives and institutions around the world. It is our hope that this report will help us to better grasp and realize the educational dimension of the Great Commission, become better prepared to answer this call, and be better informed about ways to support the Education Committee as a key program of the World Methodist Council.

Amos Nascimento
Chair of the Education Committee
Durban, South Africa, August 2011.
ABSTRACT

The Education Committee promotes lifelong education within the general framework of the World Methodist Council by means of studies, reflections, contacts, and exchange of information. It recognizes and shares the diversity of perspectives in Wesleyan and Methodist traditions of education and seeks a shared vision and mission to support the educational work of the several member churches of the World Methodist Council. To achieve these goals, the Education Committee performs concrete actions promoting a global and connectional education. This work involves persons, institutions, and partners around the world.

The present report rescues a series of documents and events that provide information on the memory and history of the foundation of the Education Committee of the World Methodist Council in 1991 and its development since then. The document quotes the minutes of several meetings, cites interviews with key members of the committee, refers to the themes of the most important events, and discusses the important partnership and cooperation between the Education Committee and the International Association of Methodist-related Schools, Colleges, and Universities. By presenting a detailed account of the work of the Education Committee in its first 20 years, this report aims to provide more information about the key role of education in John Wesley’s work, the contribution of education to the missionary endeavor, and the global impact that educational institutions in the Wesleyan and Methodist traditions now have worldwide. The report also indicates some perspectives for the future work of the Education Committee and its global mission.
INTRODUCTION

The purpose of the Education Committee is to promote lifelong education within the general framework of the World Methodist Council by means of studies, reflections, contacts, and exchange of information. The committee recognizes and values the diversity of perspectives in Wesleyan and Methodist traditions of education and therefore seeks to learn about how the educational work of the several member churches of the World Methodist Council is being carried out. The committee also promotes concrete actions that foster a global and connexional education. This report introduced the persons, churches, institutions, and partners involved in this task.

The Committee was established in 1991 during the 16th World Methodist Council in Singapore. At the same time the International Association of Methodist-related Schools, Colleges, and Universities (IAMSCU) was created. The association convenes its own work and collaborates with the committee. Both the committee and the association have worked closely with the General Board of Higher Education and Ministry (GBHEM) and other church agencies around the world in promoting education in the Wesleyan and Methodist tradition through the exchange of persons and institutions involved in this area in several regions of the world. The Committee also maintains a continuous dialogue with social, institutional, and individual representatives of the several contexts where the World Methodist Council is active. Thus, it has taken advantage of meetings in Africa, Asia, Europe, Latin America, North America, and the Pacific to learn more about the diversity of contexts in which the educational seeds planted by John Wesley are bearing fruit today.

1. WESLEYAN AND METHODIST EDUCATION

John Wesley was an educator! He had strong connections with the university and educational institutions. He arrived to Oxford University in 1720 (GREEN 1964, ASTON 1986). His brother, Charles Wesley, came six years later. John soon became a member of Christ College, immersing himself in the classics, philosophy, literature and history, science and medicine, as well as the theology. He graduated in 1727 with both a Baccalaureus Artium and a Magister Artium. In September 1725, he was ordained deacon in the Cathedral at Oxford and soon became a “Fellow” of Lincoln College, to which he remained connected until 1751. He was ordained to the priesthood in 1728, but remained inter sylvas academicas and very much influenced by the academic environment. (WESLEY 1989: Vol. 1, p. 2).

From 1726 to 1730 and between 1729 and 1734, he was Lecturer in Greek, from 1726 to 1730 he acted also as Lecturer in Logic, and between 1730 and 1735, he worked as Lecturer in Philosophy at Oxford. Starting in 1731, he became responsible for presiding the public debates in Lincoln College. All this shows an intensive activity that certainly provided him with the training in formal logic, rhetoric, and strong arguments that were later put into practice (MacQUIBAN 1998). This certainly became something of great value to him later in life, as he presented his sermons and entered into polemic debates. At the same time he exercised these functions, Wesley also kept several positions as preacher at different chapels in Oxford (HEITZENRATER 1972:332-408).

This university context and the long time during which Wesley was connected to it reveal key elements of his theology. He espoused a peculiar form of Enlightenment, for he wanted to relate methodical discipline and spirituality, rationality and emotion, university and church (HALEVY 1971, SIMPSON 1996). Education and missionary work were intrinsically connected in his theology. This is a key to understand the worldwide impact of his work.

The conception of science in Wesley can be seen in a series of texts such as his Compendium of Logic, Electricity Made Plain and Useful and his Compendium of Physic, and the series of medicinal prescriptions he collected in a book, Primitive Physick, or an Essay on Natural
Method of Curing Most Diseases, which had more than twenty editions during his life (WESLEY 1973, VAUX 1978, OTT 1980, JEFFREY 1980, HEITZENRATER 1996). Moreover, Wesley expressed his opinions in the field of economy, as seen in the famous sermon The Use of Money in 1763 (WESLEY, Sermon 50), in which one can read his famous formula: "gain all you can, save all you can, and give all you can" (WEBER 1920, TAWNEY 1926, THOMPSON 1964, MacARTHUR 1936, MEKES 1995). He also elaborated a study on rhetoric, published as Directions Concerning Pronunciation and Gesture in 1749, and left a System of Rhetoric unfinished.

John Wesley's views on religion, theology, and spirituality represented an interesting counterpoint to these academic interests. The question of emotions and spirituality was always central in the Wesleyan movement. He even tried to establish rules for spirituality, not as a way of subsuming religion into science, but rather to establish a relation of complementarity between rationality and spirituality (NASCIMENTO 1999). This was expressed in the methodical exercises for spiritual development, the discipline and technique that led to his grounding of the “Holy Club” at Oxford, and the striving for perfection and sanctification. Holiness, according to Wesley, was a type of practice that needed learning and continuous exercise in order to become strong and coherent; it could not be based solely on inspiration.

It is at this point that education needs to be seen as a central element in Wesleyan theology. The religiosity of the people called Methodists and those who followed the tradition inaugurated by Wesley is marked by a constant relationship between two poles that are mediated through education (PACE 1980, RACK 1992). The tension between method and spirituality led him to initiate social and educational projects in which theories were put into practice. Wesley observed with interest the experiences of Moravian communities at Herrnhut and the pietist tradition at the Universität Halle, and then tried to apply their model at Oxford. He reflected on the topic of education in his sermon “On the Education of Children” (WESLEY, Sermon 95). He decided to start a school as part of his missionary endeavor. It was based on his theological and pedagogical reflections that he founded the Kingswood School in 1748 to serve the children of poor miners.

In A Short Account of the School in Kingswood, near Bristol (1749) and in Plain Account of the People Called Methodists, Wesley presents theological, pedagogical, administrative, and also strategic considerations for Methodist education and reports on the school's success:

1. Another thing which had given me frequent concern was the case of children. Some their parents could not afford to put to school. So they remained like 'a wild ass's colt'. Others were sent to school, and learned at least to read and write. But they learned all kind of vice at the same time, so that it had been better from them to have been without their knowledge than to have bought it at so dear price.

2. At length I determine to have them taught in my own house, that they might have an opportunity to read, write, and cast accounts (if no more) without being under almost a necessity of learning heathenism at the same time. And after several unsuccessful trials I found two such school-masters as I wanted - men of honesty, and sufficient knowledge, who had talents for, and their hearts in, the work.

3. They have now under their care near sixty children. The parents of some pay for their schooling, but the greater part, being very poor, do not; so that the expense is chiefly defrayed by voluntary contributions. We have of late clothed them, too, as many as wanted.

The initiative at Kingswood became a celebrated model for further educational projects, first in the United States and then around the world (MESQUIDA 1993, IVES 1970). Charles Wesley produced a collection of songs for this school, Hymns for Children (1763), in which he included “At the Opening of a School in Kingswood (June 24, 1748)"
Come Father, Son, and Holy Ghost,
To whom we for our children cry!
The good desired and wanted most
Out of thy richest grace -
The sacred discipline be given
To train and bring them up for heaven.

Answer on them the end of all
Our cares, and pains, and studies here;
On them, recovered from their fall,
Stamped with the humble character,
Raised by the nurture of the Lord,
To all their paradise restored.

Error and ignorance remove,
Their blindness both of heart and mind;
Give them the wisdom from above,
Spotless, and peaceable, and kind;
In knowledge pure their minds renew,
And store with thoughts divinely true.

Learning’s redundant part and vain
Be here cut off, and cast aside,
But let them, Lord, the substance gain,
In every solid truth abide,
Swiftly acquire, and ne’er forego
The knowledge fit for man to know.

Unite the pair so long disjoined,
Knowledge and vital piety:
Learning and holiness combined,
And truth and love, let all men see
In the whom up thee we give,
Thine, wholly thine, to die and live.

Father, accept them through thy Son,
And ever by thy Spirit guide!
Thy wisdom in their lives be shown,
Thy name confessed and glorified;
Thy power and love diffused abroad,
Till all the earth is filled with God.

(A Collection of Hymns, 461 in Works, Vol. 7)

This hymn summarizes very well a key element in Methodist education: to “unite the pair so long disjoined, knowledge and vital piety.” This was maintained by the Wesley brothers throughout their involvement with Kingswood School (BEST 1998). On January 4, 1758, John Wesley wrote the following entry into his journal:

I rode to Kingswood and rejoiced over the School, which is at length what I have so long wished it to be – a blessing to all that are therein, and a benefit to the whole body of Methodists.

Kingswood was able to bear fruit. So much that in 1938, there were more than 400 schools connected to the Methodist Church in England alone. It then became a celebrated model for further educational projects around the world The seeds planted by Wesley in Kingswood were spread to other contexts around the world as part of the missionary effort.
2. EDUCATION AS A KEY PART OF THE MISSIONARY EFFORT

The concern with education and the consideration of educational initiatives as part of the church’s mission has been maintained in the Wesleyan and Methodist tradition wherever it sets foot. A brief overview of the expansion of Methodist education between the 18th and 21st centuries help us to realize the importance of Wesleyan and Methodist education.

Methodism arrived in the United States through John Wesley himself in 1737. George Whitefield, Thomas Coke, and Francis Asbury continued his work and maintained the emphasis on education. George Whitefield was involved in the founding of the University of Pennsylvania (WHITEFIELD 1925). Bishop Francis Asbury, the first Episcopal leader in the United States, mandated during the Christmas Conference of 1784 that the newly founded Methodist Episcopal Church in the United States should “erect a school in the vicinity of every church and to give the key of knowledge in a general way to your children, and those of the poor.” In 1785, there was much discussion about the educational model to be developed and a school was created in Abingdon, according to the Kingswood model.

In the founding of Kingswood School at Bath in England, and of Cokesbury College at Abingdon in Maryland, the Methodists of both the old and new worlds were led by a vision of the growth of vital religion together with sound learning (McCULLOUGH 1969: 3).

Cokesbury was named after Francis Asbury and Thomas Coke, the first Methodist Bishops in the United States. Coke received his a Law degree from Oxford and was instrumental in defining key educational guidelines for Methodism in the Americas, as written in the Disciplines of 1789: the church should promote the education of clergy’s children and orphans, teach education and religion, and establish seminaries (SMITH 1978). Since then, thousands of schools, colleges, universities, and theological schools were created in the United States and other countries.

Today, the National Association of Schools and Colleges of the United Methodist Church (NASCUMC) is comprised of 123 institutions of higher education that are still connected to the Wesleyan and Methodist traditions (CLE 1986, CONN 1989).

In Latin America, the first Methodist school was founded in 1874 in Puebla, Mexico. Practically at the same time, in 1875, another school was created in Rosario, Argentina. Soon thereafter, in 1881, the first Methodist school in Brazil school was founded in Piracicaba (MESQUIDA 1994, ELIAS 2001) and in 2010 there were 54 institutions organized in a national network of Methodist institutions in Brazil (COGEIME 2010).

In Latin America there are about 120 schools, colleges, and universities in 9 countries, congregated in the Latin American Association of Methodist Institutions of Education – ALAIME (ALAIME 2010).

In Asia, a similar process occurred with the help of women missionaries who founded in Japan, Korea, China, India, and other countries. Thus in Lucknow, a school was dedicated to the education of girls. Similar initiatives were taken in Seoul, Hiroshima, Tokyo, and many other cities (IDA 2008). Today, these schools have become important and renowned universities.

In the African continent, one example is South Africa, where a Methodist school was founded in Healdtown in 1845 and later became known as the place where Nelson Mandela was educated. Another Methodist educational institution, Kingswood School, was founded in 1894 based on the model of the British school created by Wesley in 1748. The same process can be observed in Liberia, Ghana, Uganda, Mozambique and many other countries.
One example is the East Africa Annual Conference of the United Methodist Church, which has 50 schools across Burundi, Kenya, Rwanda, Sudan, and Uganda, although only 4 of them have school buildings. Nevertheless, new schools, colleges, and universities have now been grown on the soil where the seeds of Methodism were once planted. Thus, Africa University started to operate in Harare, Zimbabwe, in 1990. One Methodist university was recently founded in the Republic of Congo, another in Nigeria (MAJEKODUNMI 2008), yet another in Angola (NETO 2010), thus confirming the Wesleyan tradition to erect a school in the neighborhood of every church.

Today, the World Methodist Council represents the heirs of a religious, social, and educational movement that is now spread around the world through Methodist, Wesleyan, and related Uniting and United Churches that have continued to offer an alternative education built on Christian values (MUELDER 1961, WMC 2006). This tradition has been recognized for its quality, academic freedom, respectability, commitment to social justice, promotion of peace, and support of various ministries throughout the world. It is present in more than 132 countries, involves a community of more than 70 million people, and includes nearly 800 educational institutions (IAMSCU 2005). However, little is known of this educational universe and its impact worldwide.

Kingswood was founded in 1748. The World Methodist Council was created in 1881. It took yet another century for the WMC to realize that an initiative was necessary to congregate the different educational projects, institutions, and projects that had been started or supported by Methodism since the 18th century and were then expanded throughout the world in the subsequent two centuries. The reflection about this process led to the creation of the Education Committee of the World Methodist Council in 1991.

3. THE PRE-HISTORY OF THE EDUCATION COMMITTEE AND IAMSCU

The history of the Education Committee can be traced back to the early 1980s, when discussions about the creation of a standing committee dedicated to this theme were initiated. Many Methodist educational institutions around the world became autonomous and mature, evolving into excellent schools, colleges, and universities. Yet, there was no attempt made to bring these institutions into the Methodist connection until 1984. In the United States, this involved the General Board of Global Missions, the General Board of Church and Society, and the General Board of Higher Education and Ministry, which were responsible for different dimensions of education in different geographic areas. During the 1984 General Conference of the United Methodist Church in the United States, the General Board of Higher Education and Ministry and its General Secretary, Thomas Trotter, were authorized to create a new initiative with Methodist educational institutions in other parts of the world, thus initiating a series of conversations, meetings, and conferences, in Africa, Asia, Europe, Latin America, and North America (TROTTER 1987).

According to Ken Yamada, these meetings explored venues for cooperation among Methodist educational institutions, which operated under different Methodist church structures (YAMADA 2010). Later, when Roger Ireson became the General Secretary of GBHEM, he joined forces with John Barrett (England), Almir Maia and Ely Cesar (Brazil), Masanobu Fukamachi (Japan), Bishop Emilio de Carvalho (Angola), and Bishop Neil Irions (United States) to help in the creation of an international association of Methodist-related schools, colleges, and universities. At the same time, they devised a link with the World Methodist Council (MAIA 2010). As a result, at the 16th World Methodist Conference held in Singapore in 1991 these leaders proposed the establishing of a new Standing Committee on Education within the World Methodist Council structure.
In an interview to Almir Maia, Roger Ireson remembers that a discussion at the World Methodist Council meeting in the early 1980s with John Barrett had focused on the possibility of a standing Education Committee of the World Methodist Council. This discussion occurred during the meeting of the Council (July 21-28, 1981) in Honolulu (Ireson 2010). Ireson also mentioned that after he was elected as General Secretary of the GBHEM in 1988 he “began to think of how we might become more international in our program reach and build a greater unity.” As he continues:

I arranged a meeting in England of the heads of the Methodists Schools associated with the British Methodist Church, where the then associate general secretary of the Division of Education of GBHEM, Julius Scott, and I spoke about forming an association of pre-collegiate schools for the purposes of exchange and program development (Ireson 2010).

The idea was received with enthusiasm by the leaders of the institutions both in England and in the United States. John Barrett, then head of Kent College and later of the Leys School in Cambridge, England, championed the project among his fellow school heads as chair of the group of Methodist Independent School Heads in the United Kingdom. John Barrett states:

it is fair to say that the creation of the WMC Education Committee and IAMSCU in 1991 came about because of the longstanding personal friendship between Roger Ireson and me. We had studied together at Cambridge in the sixties and maintained a close relationship between us and our spouses over the years. It happened that both of us found ourselves leading aspects of our Church’s education program (Barrett 2010).

At the same time as Ireson and Barrett maintained conversations during the meetings of the World Methodist Council, they often regretted that the WMC did not formally recognize the important role of education, which along with evangelism and social witness had traditionally been part of Methodist mission beginning with Wesley. As Ken Yamada confirms:

They then began to explore the global connections among Methodist educational institutions in Europe, Asia, Latin America, and Africa together with the Methodist educational institutions in America. Ireson and I discovered that Almir de Souza Maia in Brazil and John Barrett in the United Kingdom had the same idea of connecting all Methodist educational institutions around the world (Yamada 2010).

The Education Committee would then be created in 1991 as recognition that education is central to the Wesleyan and Methodist mission and as a result of the previous work by many leaders committed to the promotion of Christian education within and beyond the Church. These leaders recognized the educational mandate expressed by Jesus Christ in the Great Commission: *Go and make disciples!* (Mathews 28:19). Moreover, they updated Wesley’s plan to share the Gospel to the world through educational institutions. In what follows, the moments that led to the creation of the Education Committee are described and documented.
4. THE CREATION OF THE EDUCATION COMMITTEE IN 1991

The actual creation of the Education Committee in 1991 appears very simple, but it needs to be understood in light of the long tradition initiated when Wesley entered the University of Oxford in 1720, the precedent established with the foundation of Kingswood in 1748, the expansion of the missionary work to different regions around the world during the 19th century, and the realization of new global challenges in the 20th century. All this led to a pioneering initiative of those who are now part of the pre-history of the Education Committee and of IAMSCU. In a series of interviews with those who witnessed the meetings during the World Methodist Council in Singapore in 1991 as well as through research of documents that register this event, Almir Maia was able to reconstruct the process involved (Maia 2010).

After discussions with the officers of the World Methodist Council, it was agreed that Barrett would bring a resolution to the Council in 1991, in Singapore, proposing the establishment of a new standing committee to deal with education. Roger Ireson seconded the proposal. Also during the Council, Ireson and Yamada invited the presidents of educational institutions attending the meeting for a supper on June 26 and a luncheon the following day for the special purpose of proposing “the establishment of a world wide Association of Methodist Schools, Colleges, and Universities of the Council.” Ireson, seconded by Barrett, brought the proposal thus designed to the Council, asking the delegates to note the formation of IAMSCU and accept it as an affiliated organization.

The Minutes of the World Methodist Council (Sixteenth World Methodist Council, Singapore, July 30, 1991, pp. 255-257.) state:

Dr. John C. A. Barrett was asked to bring the proposal to establish a World Methodist Council Education Committee...That the Council set up an Education Committee as an additional Standing Committee of the World Methodist Council with the following terms of reference:

1. To enable the World Methodist Council to be more effectively involved in the world-wide debate about the role of education in society and, in particular issues relating to Christian value-centered education.

2. To enable the sharing within the World Methodist Council and the world-wide Methodist family of experiences and insights in both the philosophy and practice of Christian education both as a whole church activity and through primary, secondary and tertiary institutions.

3. To encourage the formation of a world-wide association of Methodist schools, colleges universities for mutual encouragement and support.

4. To encourage reflection on what it means to be a Methodist church-related institution.

5. To sponsor, arrange or cooperate in the organization of occasional conferences and consultations.

6. To consider encouraging relevant research projects and, where appropriate, setting up or establishing special relationships with specific institutions to support its work.

7. To consider ways of non-formal education.

There was further discussion on funding, the involvement of seminaries, and student involvement. It was understood the education committee would meet at the time of the Executive.

The Minutes continues:

Dr. Roger Ireson reported a meeting of college presidents, held at the time of the Singapore Conference, had developed a draft proposal …

Proposal for International Association of Educational Institutions
Proposal: To form an international association of Methodist-related educational institutions and those with Methodist tradition.

Rationale: Education is an important mission of Methodists around the world. In some countries Methodist education is quite mature, involving over 200 years of development and experience; whereas in other countries, the quest for education is just beginning. We share many common goals and ideals. We know that it is desirable to pool our wisdom and to learn from one another. It is within this diversity of experience and heritage of common roots that we seek to develop closer cooperative and supportive institutions among the Methodist-related educational institutions, and those with a Methodist tradition for our mutual benefits.

Name: International Association of Methodist-related Schools, Colleges, and Universities (IAMSCU)

Mission Statement: To promote the development of quality and value-centered education thereby providing better life for people.

The minutes continue with many other details and statements regarding the creation of both the Education Committee and IAMSCU, but for historical purposes it suffices to highlight the outcome of this initiative as documented in Singapore:

“The Council VOTED to receive this proposal.”

“The Council VOTED to receive this proposal.” This single line in the Proceedings of the sixteenth meeting of the World Methodist Council – convened in Singapore, July 24 to 31, 1991 – recorded the fact that on the 27th of that month both IAMSCU and the WMC Education Committee were created (XVI WMC meeting. 1991, 256). This was the culmination of a process born years and centuries earlier. IAMSCU would be an independent association working closely with the World Methodist Council through the Education Committee.

During its initial 20 years (1991-2011), the Committee was chaired by four persons:

- John C. A. Barrett (1991-2001)
- Elisabeth S. Charles and Roger D. Ireson (2001-2006)
- Amos Nascimento (2006-2011)

It is also important to remember those who joined the committee as members during this time. They represent the diversity of peoples, languages, geographies, and contexts in which the Wesleyan and Methodist tradition of education finds its expression today.
What has been the impact and work of the Education Committee during this time? In what follows, a documentation of the several meetings and activities of the Committee will be presented, thus providing an overview of the places, themes, issues, challenges, initiatives, and outcomes of the Committee’s work in its first 20 years.

5. THE EDUCATION COMMITTEE IN THE CONTEXT OF THE WMC AND IAMSCU

The Education Committee was created to promote education in churches and Methodist educational institutions, including the need to promote the care for young people because they are the main constituents of the educational community. The Education Committee was also created to support and serve as liaison with the International Association of Methodist Schools, Colleges and Universities (IAMSCU). As defined in the Handbook of the World Methodist Council, the goal of the committee was to “promote the development of quality and value-centered education, thereby providing better life for people” (WMC 2001). This work required constant dialogue, the building of networks, contacts with institutions, involvement of key persons, partnership with church leaders, contact with a diversity of communities, and involvement of students by means of meetings and events at different places around the world.


This first meeting marked the creation of the Education Committee (EduC) of the World Methodist Council (WMC). It was held during the 16th World Methodist Council and Conference in 1991. The approval of the proposals for the creation of the EduC and of IAMSCU would turn that 16th Council into a memorable one for Methodist education. The two structures would not be officially linked to one another, but their history would be tied together since the beginning. That is why both are celebrating 20 years of activities in 2011. The minutes of the Council (XVI WMC Conference, 1991, 255) record the fact that in its session of July 30 it approved the creation of the committee although it would have to operate on a tight budget.
This initiative was already pointing to the next proposal that was brought to the Council: the creation of IAMSCU. IAMSCU and the EduC are, therefore, twin organizations that were born at the same time during the WMC meeting in Singapore in 1991. During the Council, the following persons were appointed as first members of the newly established EduC: John Barrett (Chairperson), Roger Ireson (Vice-Chairperson), Ely Eser B. Cesar, Nancy Carruth, Ezra Earl Jones, Beatrice Mutasa, Bishop Ho Chee-Sin, Rev. Wilfred Tooley, Bishop Emilio de Carvalho, Sylvia M. Faulk, Bishop S. Chuka Ekerman and as consultant members Ken Yamada, Kenneth Wilson, Robert Davis and Angelina Parmar.

b) Varna, Bulgaria (1992): WMC Executive Committee

This first meeting after the creation of the EduC in 1991 was an important moment in which the committee began to discuss the meaning of a “church-related” educational institution. This meeting brought together educators from around the world who were leaders in Wesleyan and Methodist education. The event occurred in Bulgaria, in September 1992, convened by Barrett (IAMSCU 1992, 1-7) in his capacity as Chair of the EduC. In this meeting, Ireson was appointed as chair of the IAMSCU Steering Committee, and Barrett was its vice-chair.

After an initial presentation on the background to the formation of the committee, Ireson, at the request of Barrett, also briefly presented information on the discussions that led to the establishment of IAMSCU at the World Methodist Conference in Singapore. One of the questions discussed at some length was the importance of what was called “church-relatedness” of an institution. It was stressed that while ownership and governance of the institutions were very important issues, still more important was their relationship to Methodism in terms of their ethos, atmosphere, academic standards, and tradition. It was recognized that an institution must receive a contribution from the church and should include the meaning of this relatedness in the definition of its purpose or mission. A “church-related” institution should stress a value-centered education, its contribution to society, its accessibility to the poor, and its understanding of its global mission.

c) Tallinn, Estonia (1994): WMC Executive Committee / Joint Meeting of the Steering Committee of IAMSCU and EduC of the WMC

In 1994, there was a joint meeting of the EduC with the executive leaders of the Council as part of the Executive Committee meeting of the WMC held in Tallinn, Estonia. Members of the EduC and IAMSCU submitted a report of their previous meeting and presented the plans for a
conference in Rio de Janeiro, Brazil. It was decided that the first IAMSCU congress would coincide with the World Methodist Council and Conference in Brazil. These meetings were celebrative and fraternal opportunities that provided the occasion for their participants to interact with the culture and the spirituality of the Methodist churches of the countries in which these events were held.


The World Methodist Council decided to hold its Seventeenth Conference in the city of Rio de Janeiro, shortly after the city hosted the United Nations Environment Conference in 1992. As Ireson remembers, this meeting of the EduC was concurrent with the first IAMSCU Conference and the WMC meeting in that same city. It was determined at this event that IAMSCU was then strong enough to begin to meet on its own, at a time and place separate from the World Methodist Conference and always at a location of one of the member educational institutions (Ireson 2010).

While the EduC had its meeting during the sessions of the Council, the WMC had asked IAMSCU “to put on a seminar for itself and for World Methodist Conference delegates,” thus inaugurating a tradition that would be followed in subsequent conferences. The first IAMSCU event in partnership with the EduC and within the WMC happened on August 8-9, 1996 and was attended by more than 200 people, including educators representing five continents: North America, South America, Africa, Asia, and Europe – focusing on the theme Educating for World Citizenship. At the time, Donald English was the Chairperson of the Executive Committee of the World Methodist Council, John C. A. Barrett was the Chairperson of the Organizing Committee of the World Methodist Conference, and Joe Hale was the General Secretary of the WMC. During these events, plans were already underway to call an IAMSCU conference to be held in conjunction with the EduC meeting during the World Methodist Conference scheduled for 2001.
Records of the 17th World Methodist Conference register Barrett’s evaluation of the first five years of the EduC and a definition of its aims. First, to enable the WMC to be more effectively involved in the worldwide debate about the role of education and, in particular, to discuss issues relating to Christian value-centered education. Secondly, the committee was seeking to enable sharing within the worldwide Methodist family of experiences and insights into both the philosophy and the practice of Christian education. Thirdly, to encourage the formation of a worldwide association of Methodist Schools, Colleges and Universities for mutual encouragement and support and encourage reflection on what means to be a Methodist-related institution.

When the committee completed five years, its composition for 1996-2001 was defined as follows: John Barrett (Chairperson), Elizabeth Sunita Charles (Vice-Chairperson), Roger Ireson (Vice-Chairperson), Theodore Walter, Renate Bloem, Ely Eser Barreto Cesar, Alicia Dias, Bishop Philip R. Cousin, Bishop Emerito Nacpil, Carmela Silva de Diaz, Bishop Emilio de Carvalho, Kok Peng Daniel Lee, Josephine Newell, Masanobu Fukamachi, bishop Joseph Humper, Bishop Christopher Jokomo, Bishop Hae-Jong Kim, Almir de Souza Maia, Bishop Neftali Aravena, Bishop Adam J. Richardson, Sarah Mathare, Nancy Carruth. Consultants: Derek Robson, Ovidio Torres, Ken Yamada, Robert Davis.

e) Rome (1997): WMC Executive Committee

There were public demonstrations that gave visibility to the Education Committee. In September 1997, after a joint meeting with members of the Executive Committee of the WMC, which occurred in Rome, members participated in a public audience with Pope John Paul II.

f) Hong Kong (1999): WMC Executive Committee and Education Committee Meeting

In September 21, 1999 the EduC meeting was held in Hong Kong. This meeting included the participation of consultants and staff of the General Board of Higher Education and Ministry (GBHEM) who discussed the program for a half-day meeting in England in July 2001.

Soon after the IAMSCU Board of Directors held a meeting at Hiroshima Jogakuin University, Japan (1999 IAMSCU, 1-5), which was celebrating its 50th anniversary. Participants an important report on the meeting of the EduC by Barrett.


Initially, the IAMSCU leadership had decided to hold a Conference on the theme Christian Faith in Education into the 21st Century in Brighton, England on July 2001, immediately after the meeting of the WMC in the same city. However, after much discussion, it was decided to have this conference in Belfast, Northern Ireland. The IAMSCU Board of Directors received an important report on the EduC meeting by Barrett.

h) Oslo, Norway (2002): WMC Executive Committee

The Executive Committee of WMC held a meeting, attended by approximately 200 people from several countries, in Oslo, Norway from 16th to 22nd September, 2002. The Education
Committee and other committees of WMC attended the meeting. One of the highlights of the meeting was the presentation of the World Methodist Peace Award (awarded annually since 1977) to the President of the Republic of Macedonia, Boris Trajkovski, who was President of the Methodist Church in his country, in recognition of his efforts and initiatives to bring peace the Balkan region. The EduC invited educational leaders to participate in its meetings in Oslo, taking this opportunity to expand its network and learn more about Methodist education in Europe.


During the World Methodist Council and the World Methodist Conference in Seoul, the Education Committee promoted many activities. It held meetings with educational leaders from different parts of the world, interacted with representatives from Asian educational institutions represented at the event, and contributed to the WMC intensive program featuring theological reflections, liturgical celebrations, cultural interactions, artistic manifestations, and political statements.

The Education Committee, co-chaired by Elisabeth Charles and Roger Ireson, organized two panels as part of the program, which focused on the theme “Christian Values and Higher Education in a Consumer Society.” Miguez Bonino and Amos Nascimento were the invited speakers. As chairperson of the EduC, Roger Ireson presented a report of the Committee activities to the Council members. John Barrett, who had continued his involvement with the committee and IAMSCU, was elected Chairperson of the Council. At the same meeting, Amos Nascimento was elected by the plenary of the WMC as new chairperson of the Education Committee.

k) Vancouver, Canada (2007): IAMSCU Board of Directors Meeting

After assuming the leadership of the Education Committee in 2006, Amos Nascimento began to participate in several events in order to learn more about the World Methodist Council, establish contacts, and gather ideas and suggestions for the committee’s work.
He contacted leaders from different regions in the world and took the MGFELD model (of considering global initiatives in terms of five regions) as a reference. Thus, the EduC began to explore the possibility of worldwide educational connexionality. This led to the definition of poles and partners in each of the five geographic areas of work.

In Africa, the contact was with local Bishops, lay leadership and Africa University, as they could provide assistance, advice and information about new institutions and the local needs in the continent. In Europe, a process of conversation with leaders from the European conference was initiated and a strong connection with the Bildungswerk in Germany was established. In the Pacific, the focus was in Australia, especially with Westminster School and the Education Department of the United Church of Australia. In Asia, contacts were established in Japan through Ken Yamada and Masayuki Ida, who were linked to Aoyama Gakuin University, while in Korea the contact was with Ewha Womans University. Three global organizations supported this work. In Latin America, a dialogue and partnership was established with the Latin American Association of Methodist Institutions of Education (ALAIIME) and the Methodist Network of Education in Brazil (COGEIME). Based on this structure, the committee took on the task of preparing its subsequent meetings.

j) Sydney, Australia (2007): WMC Executive Committee

For this event the Education Committee decided on the general theme *Multiple Dimensions of Wesleyan and Methodist Education*, with sessions focusing on the role of education in Australia and the Pacific.

Representatives of the Uniting Church, of the church-related schools in Australia, and educators working with Aboriginals were invited to speak to committee members. The EduC reported to the Executive Committee about the lessons learned in Australia. Moreover, a proposal was submitted to the Executive Committee, and approved, which opened up the Education Committee to wider participation, including organizations, institutions, consultants, and guests.

The proposed change in the definition of the committee read as follows:

The Education Committee promotes lifelong education within the **general framework** of the World Methodist Council by means of studies, reflections, contacts, and exchange of information. It recognizes and shares the **diversity of perspectives in Wesleyan and Methodist traditions of education** and seeks a **shared vision and mission to support the educational work** of the several member churches of the World Methodist Council. To achieve these goals, the Education Committee performs concrete actions promoting a **global and connectional education**. This work involves persons, institutions, and partners around the world.

The meeting in Australia was also important because it reaffirmed that the connection between IAMSCU and the WMC was to be fostered. At the same time, the EduC created new
venues to communicate with its constituents. It began to prepare and send a periodical newsletter per e-mail as well as an agenda of international activities related to Wesleyan and Methodist education. During the WMC Executive Committee meeting in Sydney, preparations began for the following meeting of the WMC Executive Committee in Santiago de Chile, planned for 2009. In the meantime, however, the Education Committee took advantage of the realization of the IAMSCU conference in Argentina in 2008 to organize a meeting in the context of that conference.

I) Rosario, Argentina (2008): IAMSCU Board of Directors Meeting

The involvement of the EduC in this event had two components. Amos Nascimento took part in the meeting of the IAMSCU Board of Directors, during which he reported on the activities of EduC and the WMC in his function as liaison between both organizations. He also thanked IAMSCU for allowing the EduC to take advantage of the opportunity of the IAMSCU conference in Rosario. This meeting was a great opportunity to reconsider the common origin of the EduC and IAMSCU as well as to involve their members in common activities. Among the EduC members participating in the seminar were Bishop Irons, Prof. Sola Makekodunmi, Dr. Amos Nascimento, Bishop Neftali Aravena Bravo, Jimmy Carr, and many former members such as John Barret, Roger Ireson, Elisabeth Charles, Ken Yamada, and Wanda Bigham. Many of the EduC consultants were also present.

The EduC seminar within the IAMSCU conference took place on July 10, 2008 and included reports from different parts of the world, with a special emphasis on the African and Latin American delegations. A report on the EduC plans for the period, which had been approved during the WMC meeting in Sydney, Australia, was given by Amos Nascimento and time was provided for a discussion about the future of the committee. This event was also an opportunity to consolidate the EduC’s partnerships with several educational organizations around the world such as GBHEM, COGEIME, ALAIME, MGFELD, and others.

m) Honolulu, Hawaii, United States (2009): IAMSCU Board of Directors Meeting

The 2009 meeting of the IAMSCU Board of Directors was scheduled to take place in India, but terrorist attacks in Mumbai forced a change of the location to Honolulu. At this meeting the chairperson of the Education Committee brought a report highlighting, among other issues, the need to “maintain a constant dialogue with IAMSCU in order to define and differentiate our work” (IAMSCU 2009, Attachment 7, 3). The report recognized that many EduC activities overlapped with those of IAMSCU but affirmed that the association had “its specificity working with secular educational institutions while the EduC focused on education in general at the church level,” thus fulfilling its role as liaison between IAMSCU and the WMC. The board also received a report on the workshops promoted by the EduC within the program of the IAMSCU Conference in 2008.
n) Santiago, Chile (2009): WMC Executive Committee

Following the model used during the previous meeting of the Executive Committee (in Australia), the EduC promoted four seminar sessions focusing on the following themes: Wesleyan and Methodist Education in Chile, Methodist Education in Latin America, Working with Partner Organizations (ALAIME, IAMSCU, GMFELD, GBHEM, and others), and The Future of Wesleyan and Methodist Education. The committee worked with Chilean and Latin American partners that were responsible to present the reality and diversity of Methodist-related education in the Latin American continent. During this meeting, the EduC focused its attention on the situation of Methodist schools in Chile, including the education of indigenous peoples. A series of seminars and workshops were presented by schools, church leaders, and educators from different parts of the country. Moreover, Claudia Lombardo (President of ALAIME) and Marcio de Moraes (Director of COGEIME) complemented the presentations on Chile by providing an overview of Methodist education in Latin America. Moreover, Ted Brown (President of IAMSCU) and Wanda Bigham (representing GBHEM and the MG FELD) provided reports on their work in Latin America as well. This meeting also served to reopen the discussion about the reform of the WMC structure and role of education in this new structure. As members of the EduC discussed this matter, it was decided to send a message to the WMC emphasizing that while the committee understood the need for refinement and consolidation of the WMC organizational structure, it should not be forgotten that the cause of education is so central to the Wesleyan movement that it should be specifically represented in the organizational structure of the World Methodist Council. This statement was issued in response to a proposal to eliminate the committee or merge it with other committees in order to decrease the number of members in the WMC and address budget issues. Instead of decreasing its numbers, members of the EduC actually decided to expand the committee’s reach by adding subcommittees on formal education, spiritual formation, and fundraising. This proposal was submitted to and approved by the WMC Executive Committee and Darryl Ingram, Tyson Ferguson, and Wanda Bigham were selected to chair the subcommittees.

o) Honolulu, Hawaii, United States (2010): IAMSCU Board of Directors Meeting

As the photo of its Board of Directors in 2010 show, IAMSCU became a more diverse group. The EduC, through its chairperson, had the opportunity to participate in this meeting, inform about the plans for the WMC events in Durban, South Africa, and present a report on the EduC work. He informed about the creation of three sub-committees (education, spiritual formation, and fundraising) and concerns regarding the Strategic Planning, Constitution, Bylaws, and Structure of the WMC. As member of the Strategic Planning Committee, Amos Nascimento provided details about the processes and documents that were to be discussed, voted, and acted upon during the old Methodist Council and Conference in Durban, South Africa, in 2011. During this meeting, the participants worked on initiatives to support the victims of earthquakes in Chile and Haiti.
6. 2011: THE YEAR OF METHODIST EDUCATION

2011 was defined as a very important year for Methodist education. It was recognized from the beginning that it would not only mark the realization of another IAMSCU Conference and the meetings of the World Methodist Council and Conference, but also be the occasion to celebrate the 20th anniversary of the Education Committee, the 20th anniversary of IAMSCU, and 40th anniversary of NASCUMC. Moreover, many other organizations and countries chose this year to promote a series of events focusing on Methodist education. 2011 was thus defined as a “Year of Methodist Education” involving many celebrations around the world.

a) Rio de Janeiro, Brazil (February 3-6): IAMSCU Board of Directors Meeting

In order to celebrate the 15th anniversary of the WMC and IAMSCU conferences in Rio de Janeiro in 1996, the IAMSCU Board of Directors decided to meet once again in Rio de Janeiro. The chairperson of the WMC Education Committee joined them in this event that included moments of solidarity with the victims of natural disasters in Rio de Janeiro, meetings to discuss the details for the planned IAMSCU conference in Washington, DC in the United States, and moments to evaluate and discuss the partnership between IAMSCU and the WMC.

b) Puebla, Mexico (February 9): Day of Methodist Education in Latin America

The Instituto Madero was the first Methodist school to be founded in Latin America. This occurred on February 9, 1874. In 2004, the Latin American Association of Methodist Institutions of Education (ALAIME) recognized the importance of this event and declared this to be the day to celebrate Methodist education in Latin America. Coincidentally, this was also the day when Wesley experienced the miracle of escaping alive from a devastating fire that engulfed his house in 1710. Bringing these two events together, campus ministries at more than 120 Methodist institutions of education in 9 Latin American countries organized special services for this day.
c) Buenos Aires, Argentina (May 28): Day of Methodist Education in Argentina

Similar to the experiences in other Latin American countries, the first Methodist schools in Argentina were founded by women missionaries sent to by Methodist Churches in the United States during the 19th century. Marking the foundation of the Methodist school in Rosario in 1875, which later became the University of the Latin American Educational Center, several Methodist-related schools, colleges, and universities in Argentina – which are members of the Methodist Council of Education Institutions (CIEM) in that country – celebrate this date as the “Day of Methodist Education in Argentina.”

d) Washington, DC, United States (July 23-24): NASCUMC and IAMSCU Meetings

The National Association of Schools and Colleges of the United Methodist Church in the United States brings together more than a hundred institutions. They organize several yearly meetings, especially two main events that take place in January and July. The January event took place in Washington, DC, when university Presidents had the opportunity to meet members of Congress and many organizations working in the field of higher education.

For the July event, NASCUMC decided to join IAMSCU and its Board of Directors and schedule its meeting at the same time, in order to celebrate its 40th anniversary. Both organizations organized their meetings prior to the NASCUMC-IAMSCU Conference scheduled for July, 2011. The agenda of the IAMSCU meeting included a report by the Education Committee of the World Methodist Council.

e) Washington, DC, United States (July 24-28): NASCUMC/IAMSCU Conference

In 2011, IAMSCU planned to hold its first ever joint conference with NASCUMC in Washington, D.C. A rich agenda was prepared, based on one general theme, "Methodist Education: Preparing Principled Leaders for Global Challenges," which was subdivided into four other subthemes: preparing principled leaders, sustainability and the environment, poverty and health, and social justice. Internationally renowned experts on these topics were invited to lead the discussions on these topics. The program also included special sessions for students, in a program that focused on civil rights. The event was planned as a way to celebrate the history of both associations and to create new partnerships for the future.

e) Durban, South Africa (August 1-9): WMC Conference and EduC Meetings

At the World Methodist Council and Conference in Durban, the Education Committee comes to a full cycle which not only concludes a five-year term, but also presents the occasion to celebrate the creation of the committee in 1991. Following the tradition inaugurated with its meeting in Australia, the EduC chose to give more attention to the reality of the contexts where it meets.

Therefore, the highlight of its program was the discussion of Methodist education in Africa. The program includes not only a representation of the Methodist school where Nelson Mandela received his education, but also the sharing of experiences about new schools and universities being created in Angola, the Republic of Congo, Nigeria, and other contexts. As chair of the EduC, Amos Nascimento worked with several organizations to prepare seminars and workshops to be offered during the World Methodist Conference. The planned events center around the following topics: Wesleyan and Methodist education in Southern Africa, Wesleyan and Methodist education in Africa at large, a celebration on “2011: The Year of Methodist Education,” and two workshops on “Education and the Methodist Social Principles” and “Passing our DNA: Education and the Wesleyan Heritage.”
g) Piracicaba, Brazil (September 13): Day of Methodist Education

On September 13, 1881 the US American missionary, Martha Watts, founded the first Methodist school in Brazil: the Piracicabano School. The school became the model for liberal education in Brazil, then evolved into a college, and later became the first Methodist university in Latin America. For decades, September 15th is then marked as the day in which Methodist education began in Brazil. In 2011, the Brazilian Methodist community celebrates 130 years of commitment to a Christian education in the Wesleyan tradition.

h) Cochabamba, Bolivia (October 19-22): International Forum on Methodist Education

In October, the American Institute of Cochabamba scheduled an international forum on Methodist education to celebrate its 100th anniversary. The event was planned with a focus on the exchange of information about innovative experiences in Mexico, Panama, Argentina, and Peru. The meeting also had as its context the discussions on the creation of the first Methodist university in Bolivia and the need to recognize the multicultural and plurinational character of the Bolivian nation.

7. PERSPECTIVES FOR WESLEYAN AND METHODIST EDUCATION AROUND THE WORLD

In the 20 years since its creation, the Education Committee of the World Methodist Council joined IAMSCU, NASCUMC, COGEIME, BW, GBHEM, ALAIME and other organizations in continuing to promote Methodist education around the world. These organizations are now integral parts of the Methodist Connection and are expected to play an increasingly important role in leadership development through education. This cooperation is leading to a new global structure for Methodist education around the world. The EduC has contributed to the articulation of these different organizations into a global network that can cooperate in a series of projects, now that they communicate much better and maintain better connections with the WMC through the work of the EduC. In this way, the EduC is truly fulfilling its role as a leader instance in global Methodist education, working in close partnership with its twin organization, IAMSCU. They both represent Methodist education at the international level.

As part of the WMC, the EduC has at its disposal the support of the WMC offices, including the Office of the General Secretary, the WMC Museum, and the Geneva Office. It is related to IAMSCU and supports the activities of this organization that includes a network of 770 institutions.
in 70 countries. Moreover, the committee can work in partnership with several institutions that are connected to the Wesleyan and Methodist traditions of education throughout the world. At the global level, the WMC member churches promote education in their temples, social institutions, schools, health units, and organizations, thus providing a network that can be also a tool for the promotion of education worldwide.

As a key component of an emerging global network, the EduC can cooperate with the other standing committees of the WMC and its affiliated organizations. As it concludes another term in 2011 and celebrates its 20 years of existence, the committee hopes to make use of all available opportunities to engage in collaborative work with all these instances, so that institutions
around the globe can truly fulfill Wesley’s plan to educate the world. To this end, the committee worked intensively between 2006 and 2011 not only to rescue the history and memory registered in this report, but also to project new perspectives and expand its outreach and impact. Concluding this report, the EduC shares some of the plans for the near future. This is the result of the work of its members and its leadership as well as the contribution of many guests, friends, and partners.

8. WORK AND STRUCTURE OF THE EDUCATION COMMITTEE

In order to play a leading role in the process of shaping Methodist global education in the 21st century and the formation of new leaders for church and society, the Education Committee completed its first twenty years by reflecting on its experiences and its origins in a tradition that goes back to John Wesley and his involvement with the university of Oxford and the Holy Club. Based on the assessment of its history and activities, the EduC took the initiative of expanding its work by means of a more flexible and overarching structure that aims at facilitating the dialogue and cooperation among the existing structures, organizations, and agents involved in education in the Wesleyan and Methodist traditions. Thus, the Education Committee defined its structure in the following way:

a) Structure

Leadership
- Chairperson
- Subcommittees

Regional Sections
- Africa
- Asia
- Europe
- Latin America
- North America
- Pacific

Partners
- Consultants
- Guests
- Partner Institutions

b) Partner institutions

AME Department of Christian Education
Bildungswerk der Evangelischen methodistischen Kirche (BW)
Central and Southern European United Methodist Church (CSEUMC)
General Board of Church and Society (GBCS)
General Board of Discipleship (GBOD)
General Board of Global Ministries (GBGM)
General Board of Higher Education and Ministry (GBHEM)
Institute of Educational Services, Brazil (COGEIME)
Latin American Association of Methodist Institutions of Education (ALAIME)
Latin American Council of Churches (CLAI)
Latin American Council of Methodist Evangelical Churches (CIEMAL)
Methodist Global Fund for Education and Leadership Development (MGFELD)
National Association of Schools and Colleges of the UMC (NASCUMC)
Oxford Institute (OI)
Uniting Church in Australia, National Assembly – Christian Education

c) Communication and publications

With this structure and partners, the EduC sends periodical reports and newsletters to its members using electronic media, promotes many activities that take advantage of already existing venues and events, promotes meetings that involve and include a diversity of persons, institutions, and organizations, and invests in important groundwork for future initiatives of the Education Committee. The most important aspect in this regard has been the investment in a network that articulates all these already existing resources in an effective manner.

This work has included the expression of solidarity and the sharing of information when local churches and schools in Haiti, Chile, New Zealand, and Brazil were affected by natural disaster (earthquakes, floods). The committee was also able to move forward on a particular item first discussed during the meeting in Chile in 2009: a closer involvement with schools connected to the Methodist Church of the Caribbean and Americas (MCCA). Working in partnership with the Methodist Global Fund for Education and Leadership Development (MGFELD), the Education Committee has maintained contacts with individuals and institutions working on Methodist Education in Africa, the Americas, Asia, Europe, and the Pacific, thus moving forward with its plan to become an important resource for global Methodist education.

d) Participation in IAMSCU meetings

As observed in its activities during 20 years, the Education Committee maintains a constant dialogue with its twin organization, IAMSCU. While the Education Committee focuses on education in general, IAMSCU works with educational institutions at large, and the partner organizations mentioned above focus on specific areas. While other WMC committees directly or indirectly promote Christian education, spiritual formation, public education, higher education and other related issues, the WMC focuses on global, conceptual, and strategic issues. In this way, both instances maintain their purpose, vocation, and contribution to the continuity and expansion of the Wesleyan and Methodist tradition of education in the 21st century.
8. REFERENCES


BARRETT, J. Response to survey research conducted over 20 years of IAMSCU through a questionnaire received on 20/9/2010. United Kingdom, 2010.


IRESON, R. Response to survey research conducted over 20 years of IAMSCU through a questionnaire received on 18/10/2010. Nashville, TN, 2010.


MacQUIBAN, T. “John Wesley’s Oxford: Methodism and Education” (manuscript, 1998).


