

Ayia Napa Conference Center, Ayia Napa , Cyprus, April 8 - 13, 1980

First Session Tuesday April 8, 1980

Worship: The meeting began with worship led by Ulrich Becker.

Welcome: The moderator Karl-Ernst Nipkow welcomed the Working Group and introduced each member.

Staff: The director introduced the new staff and the director of the conference center, the Rev. Kenneth Ziebell. The group observed a minute of silence for the passing away of a former staff member, Miss Florence Addison. Attention was directed to the departure of Brigalia Bam and David Gill from the WCC and the new situation of the staff. Ulrich Becker has been appointed for another term.

Committees: The drafting committee consists of Edward Powers, Doris Hess, George Koshy and Dorinda Sampath. The worship committee is made up of Prakai Nontawasee, Grace Ladokun, Emily Gibbes and Reinhild Traitler.

The agenda was accepted with slight modifications.

Director's Report: Ulrich Becker reported under the following headings

- a) Unit III and staff problems situation
- b) Process of re-alignment
- c) Towards a church in solidarity with the poor
- d) Assembly 1983, July/August in Vancouver, Canada

The group commented favourably on the presentation and decided that the week should be spent identifying the issues and focussing on the 1983 Assembly (see General Report).

Second Session Tuesday afternoon April 8, 1980

The session began with a presentation by Reinhild Traitler, Executive Secretary for Development Education in CCPD. The presentation was organized around five foci :

- 1) Development in ecumenical perspective
- 2) Development education
- 3) Examples
- 4) Some problems identified
- 5) Areas for cooperation (see notes of presentation).

Subsequent discussion noted the following points and issues:

- How to move from small groups to the large group constituency;
- A new style of (adult) education is needed which will take into account learning from the development education movement;
- There is a need to carefully analyse development education in terms of how to change structures and to define aims.

It was noted that motivation for learning and change comes out of both crisis situations and the teaching/learning context. Most people are faced with some kind of crisis situation and the teaching/learning milieu helps people work through these crises. A key issue is how to relate the teaching of the Tradition to the human situation. In discussion of the church and pedagogy, it is important to start where the people are. We must be ready to find the next step in history. This will be a step toward building the kingdom of God, the next step toward justice, freedom, and peace.

Third Session Wednesday morning April 9, 1980

Adult Education: Issue - Should someone be secured who can follow Paulo Freire's general approach? The Sub-Unit Office has also received many requests to deal with adult education in local churches. The family ministries work and Hans-Ruedi Weber's efforts are adult education enterprises.

Some beginning work has been done on ecumenical education and it appears that more work is needed at this time. (See, for example, the ecumenical education paper discussed at Stony Point and the document on catechetical implications of the Faith and Order document on "One Baptism, one Eucharist and a mutually recognised Ministry.")

The legacy of the past ten years is a rich one. Attention has been given to basic adult education, to literacy within the context of the life of the people. (See Paulo Freire's letter for a summary of his current work as he prepares to leave the WCC in the early summer.)

Three dimensions were discussed - basic adult education, adult Christian education, and ecumenical education. Very much in the mind of the Working Group was the prior discussion of development education.

Two concepts began to emerge. The first is a continuation of Paulo Freire's work in basic adult education if the appropriate person can be found and funding is continued. This work would build upon the past decade and would utilize people's critical consciousness in the development of education structures and strategies.

The second is a three year project in ecumenical adult education. Its focus is upon the congregation in the teaching/learning community through which people learn about the faith and are empowered for mission and ministry. We speak of ecumenical, meaning experience of the unity of the churches and the interdependence of human kind (making the whole inhabited earth habitable). Involved are a concern for unity, reconciliation, community, peace, and justice in the broadest sense.

The focus on adults recognizes the need for a theologically literate laos which is finding the way to cope with current crises and be the church in mission. Insights into the nature of faith development will have an important bearing on this project.

The project will also seek to share educational paradigms growing out of the development education and education for global justice movements. The aim is to close the gap between traditional Christian education efforts and those of education for justice and development. The project's role will be analytical, integrative, and constructive.

The Working Group noted the important contribution of Paulo Freire to the whole WCC in fostering a rethinking about the nature of pedagogy. Such contribution to the philosophy and praxis of education in the WCC needs to be a priority of the sub-unit.

It was agreed, further, that at the next meeting of the Working Group a discussion with CWME representatives about education for mission (similar to those held with PTE and education for development) should be held.

A resolution was prepared expressing gratitude for the ministry of Paulo Freire and expressing the hope for continuing collaboration with him. (see attached).

Fourth Session Wednesday April 9, 1980

Report from the Office of Family Education: Two background documents had been prepared in advance and reviewed by the Working Group: a report of the Assembly on the Family held 12 - 18 January 1980 in Oaxtepec, Mexico, and the 1980-83 prospectus of the office. The first document provided a review of the impact of the Family Power Social Change Project and its regional expressions.

Jean Masamba Mpolo reported that the FPSC project has helped families in given localities to discover possibilities for their own growth and action and it has helped churches revise their methodologies in family life education.

More than 50 grassroot groups have participated from 24 countries and all the regions. The richness of the project was characterized by the diversity of the family structures represented, the ecumenical and interfaith composition and the variety of age groups.

The three closely connected aspects of the project were action, reflection and research. But its major concern was not theory and academic research but practical application which involved families themselves in an analysis of their own situation.

Major concerns emerging from regional groupings were summarized as follows:

Africa - political systems affecting families
migratory labor
apartheid
multi-nationals
tourism

Asia - (same issues as Africa)
role of multi-nationals
nuclear power
tourism

Europe - migratory labor
issue of isolation
dialogue between Marxist and Christian families

North America

- how to influence their societies on issues faced by the Third World
- economic relations between the USA/Canada/Third World

Jean noted that the office has a wide range of functions, of which the FPSC project is only one. He suggested the following agenda for the office 1980-81.

1. Work at definition of family from theological and sociological perspective which also takes account of the different kinds of families in the world today;
2. Produce teaching tools (with CELADEC, e.g.);
3. Encourage regional meetings and provide implementation of FPSC efforts;
4. Widen contacts of family education office with other churches (e.g. Orthodox) or other areas (Middle East, e.g.);
5. Work at leadership issues in concert with PTE;
6. Include the faith area as an important part of the dialogue.

Fifth Session Wednesday afternoon April 9, 1980

Members of the Working Group met with representatives of the churches from Cyprus. An exchange took place concerning the educational programmes of the Cyprus churches and those of the WCC. The following persons were present for lunch and the afternoon:

Armenian Orthodox Church	- Father Vasken Sandrouni
Latin Catholic Church	- Sister Alfred Ferruga Brother Roger Petsos
Church of Cyprus	- Abbot Dionysios of Kykko Monastery
The Episcopal Church of Jerusalem and the Middle East	- Bishop Leonard Ashton Archdeacon Douglas Northridge
Armenian Orthodox Church	- Mrs. Tutundjian.

Sixth Session Wednesday evening April 9, 1980

The Working Group concluded its considerations of the Family Ministries Office. It noted the important work carried on through the Family Power Social Change Project which concludes this year. Follow-up work will continue with regional groups. Recommendations of the conference will be sorted out and refined as appropriate to national or regional groups.

Priorities of the office 1980-81 were defined as follows:

1. Developing a working definition of the family which takes into account contemporary theological, sociological and pastoral factors;

2. Providing support for regional groups;
3. Developing resource materials and teaching tools for family life programmes;
4. Increasing contact with churches to develop family life programmes;
5. Providing training opportunities for family life leaders.

Members of the family life advisory committee were asked to draft a report to be considered by the Working Group for possible recommendation to the WCC Central Committee,

Seventh Session Thursday April 10, 1980

The Church Related Educational Institutions Programme was presented by Atsede Kahssay. Background papers were her staff report and a report of the advisory committee. Members of the advisory committee are Samuel Akle, George Koshy, Hugo Ortega and Robert Lodwick, moderator.

The first period was given to questions of clarification regarding the documents and the programme.

It was urged that attention be given to goal-setting and evaluation, especially in the light of the mandate. Goals are set by schools nationally or locally if at all. No theological work has yet been done in connection with the programme. Atsede reported how completely preoccupied she found administrators and teachers with their day to day work which limits reflection time on purpose and objectives.

A major issue in Third World countries is the shift in control of schools from churches to governments. The experience of developed countries needs to be considered in the study including attention to mission boards who support institutions in the Third World. The programme is a global one. It includes the range of educational programmes from kindergarten through university, both formal and non-formal.

Atsede noted the struggle schools feel. They are dependent upon governmental funds and authorization. Their graduates must compete and meet common academic standards. Yet they want to be distinctively Christian and provide a genuine alternative. The Working Group emphasized the importance of making choices in the light of government policies and in relation to various options as sponsors of education.

The programme should help churches now sponsoring institutions to continue them or modify them. Churches who are not now involved in the field of general education may need to enter the field.

Eighth Session Thursday afternoon April 10, 1980

The Working Group took the following actions based upon recommendation of the advisory committee:

It was affirmed that the evaluation should be directed to assist churches who are prepared to or desire to enter an evaluative process related to their church-related school programmes. Instruments of evaluation will be adapted from such churches, councils or programmes as:

The Evangelical Church of Togo

The Latin American Council of Evangelical Methodist Churches (CIEMAL)

National Council of the Churches of Christ in the U.S.A.

Churches from North India

Christian Council of Tanzania

CCPD

The Christian Medical Commission (evaluation of hospitals)

Several elements of evaluation are planned: facilitating international participants in the evaluation process taking place in particular situations; development of training workshops on evaluation; sharing the results of evaluation; and stimulating other evaluations in the light of experience with the project's mandate.

A series of monographs will be prepared on such key issues as

1. The process of evaluation and goal-setting in education
2. The church and the poor
3. Elitism
4. Literacy/illiteracy
5. The handicapped person
6. The rationale for church-related schools (theological-social-political)
7. Development
8. Options for non-formal education
9. Community building
10. Government issues (constraints).

The monographs will be designed to set forth various positions on each subject, to elicit a response from readers, and to be a study tool. Discussion questions may accompany each monograph.

The Working Group approved the recommendation that an additional educator be added from East Asia or the Pacific. Ideally, the person should be a woman. The director was authorized to appoint such a person.

Ninth Session Thursday evening April 10, 1980

The Ministry with Children was presented by Ulrich Becker. Objectives are:

1. To rediscover and to promote the biblical view of the child;
2. To assess the place of children in the church;
3. To learn from and to promote the experiences and views of children;
4. To work on a holistic understanding of Christian anthropology.

Evaluation of IYC - Many evaluations have been done by church and secular groups. Most are positive. In May 1980 the NGO's related to the IYC through the UN will evaluate what happened in 1979 and how to continue programmes begun during the international year. The Office of Education prepared for the UN a dossier on questions of adoption of children.

Reflections on IYC from church perspective: It appears that considerable analysis of children's ministries is happening throughout member churches. Nairobi has identified children as among the victims and the powerless. A number of resources have been prepared in the children's field:

The resource document on the International Year of the Child; Hans-Ruedi Weber's book on Jesus and the Children; The Folio on the Abandoned Child; "Unless You Become Like a Child" - Bossey consultation last May. Focus upon children as subjects not objects.

The meeting on Holy Communion and Children will be held next week at Bad Segeberg. Two groups - an international one which will prepare an ecumenical memorandum; the other a German group. Starting point is how do children experience the Eucharist. Heavy Orthodox involvement.

The September consultation will focus upon children within the life of the church. There are 150 participants from all parts of the world. Speakers include Philip Potter and John Westerhoff (invited). "Our intention is to bring together in a final report the findings of the three meetings."

Advocacy for Children:

1. To critically review and work against some of the most damaging influences on children. Emphasis on racism in children's textbooks (with PCR). Racism in Children's Books, a pamphlet, has been published. A Costa Rica meeting with the theme "Class and Racism in Children's Books" was held in March 1980. Another meeting will be held focussing on Africa and Asia. The WCC has published the text of the presentations on the Racism in Children's Books consultation. (The Slant of the Pen, Racism in Children's Books, edited by Roy Preiswerk, WCC, Geneva, 1980).
2. To review present systems of care for children and to promote alternatives. Consultation on resources for abandoned children to be held in Brazil. Request for assistance in India.
3. To analyze the priorities governing the strategies and projects of development.
4. To integrate into the WCC's involvement for human rights the rights of the child.

In preparation for Vancouver it is important to think of the children and family issues. The next issue of Education Newsletter will focus upon peace education.

Ninth Session Thursday evening April 10, 1980

The session began with a conversation with Aharon Sapsezian about the work of the Programme on Theological Education. He spoke of various ways in which the two sub-units presently cooperate. He emphasized the important linkage of theological and Christian education. He proposed that the two groups work together in a new situation such as Nicaragua. ("Stop looking at each other and address the challenges of the day and the life of people").

He emphasized the importance of the Vancouver Assembly and its potential focus upon education. The ecumenical movement is itself an educational experience as churches learn from each other. The focus of the current PTE mandate is on ministerial formation. These dimensions are involved in the mandate: intellectual seriousness; creating the conditions for real awareness of societal problems; commitment to people and congregations; acquisition of skills; and growth in spirituality. This was an important dialogue greatly valued by members of the Working Group.

Family Education Statement

A subgroup presented a draft of a message to the churches for consideration by the Central Committee. The draft was reviewed and given back to the group for redrafting.

Tenth Session Friday morning April 11, 1980

Scholarship Programme: Two reports were part of the working papers: the Second Interim Report approved in February by the Executive Committee and the March report of the national correspondents. Pierre Mayor interpreted the main change in the structure - movement from a vertical relationship to a horizontal one; emphasis upon decision-making by the national scholarship committee; use of block grants and quotas to facilitate decision-making; and emphasis upon self-reliance.

It was noted that more preference would be given to family scholarships. A national correspondent or secretary of the participating National Scholarship Committee would need to be the contact person with Geneva for administrative purposes. The use of extant groups to fulfil the purposes of the NSC was emphasized. Scholarships are given to non-WCC members on occasion. Both lay and clergy are appropriate recipients.

The Working Group analyzed the scholarships enterprise in three small groups. The document 3b (Report of the National Correspondents Meeting, March 3 - 6, 1980) was approved as the basis for implementing the new programme with the following modifications presented by the small groups:

1. General statement - an evaluation of the programme is to be completed before the 1983 assembly.

II. Aims and Functions - Paragraph 1, line 2 - substitute "distribute" for "administer". Add - "The WCC programme also seeks coordination and cooperation with other scholarship agencies with similar aims and functions." Add to line 2 "a sharing education process for churches in finance, hospitality, experience, and resources, helping them to plan for..."

III. Programmes -

A. Applicants - change the first sentence to read "The programme is open to all women and men, clergy and lay, who together form the whole people of God." next sentence - "age limits should be seen in the perspective of the maturity of the applicants and should be determined..."

B. Kinds of Studies - reorder sentences in this pattern - 3-1-2.

D. Add sentence "The participation of children should be included. NSC's should make these recommendations."

V. NSC

A. Composition - after "do not exist" add a new sentence: "These responsibilities may be undertaken by an extant body such as a Commission on Christian Education" After the present second sentence on regional bodies add: "It may be necessary to group some countries together."

Item 8 on page 7 was deleted.

It was understood that non-Christians could apply through their appropriate NSC although this will not be stated in the guidelines or publicity.

It was suggested that members of the Working Group should be members of their own NSC. It was assumed that a new document on scholarships will be prepared based upon document 3B but drawing also upon the second interim report and actions of the Working Group. The document will be circulated to the Working Group for comment at the same time it is circulated to members of the Central Committee.

The concern for greater coordination of scholarships within the WCC was expressed. It was noted, however, that the four bodies now providing scholarships (Bossey, the Office of Education, the Refugee Office and PTE) see these efforts within the context of their programmes' total integrity.

Twelfth Session Friday evening April 11, 1980

A closed session was held Friday evening.

Thirteenth Session Saturday morning April 12, 1980

1. Dates for next meeting - May 25-31, 1981 - place to be established possibly Trinidad or Peru.

2. Joint Meeting with Regional Secretaries

The idea of a joint meeting was affirmed. It is desirable to meet together in 1981 especially to prepare for the Sixth Assembly. A somewhat overlapping meeting is desired. Clear delineations of each agenda and their common elements should be made.

3. Joint Meeting with PTE

It does not seem feasible for the Working Group to meet with PTE in June in North America. The alternative agreed upon was to invite a representative of the PTE Working Group as well as the director to our May meeting. If desired, a representative of our Working Group and the director would participate in the PTE meeting.

Enlarged cooperation with PTE was discussed. Especially noted was Aharon's suggestion that we begin together to address a new opportunity such as the Nicaragua situation. The staff was asked to identify areas of collaboration. Concern was expressed to get more fully into discussion of our philosophy of Christian education. To that end each Working Group member is invited to prepare a 2-5 page statement reflecting his or her understanding, to be shared at the May 1981 Working Group meeting.

4. Portfolio of Biblical Studies: Hans-Ruedi Weber's report delineated a range of leadership opportunities. Appreciation was given for works on the Bible and children and the book On a Friday Noon: Meditations Under the Cross. It was reported that the handbook of Bible study methods will be available later this year.

5. Publication Issues

Concern was expressed for wider use of WCC publications. One problem is that of exchange. It was agreed that Working Group members could order and pay for publications at meetings (these would be sent later from Geneva). Ulrich Becker agreed to explore with the publications office how these publications could more easily be made available to the Working Group.

Emily Gibbes reported that Friendship Press (a part of the NCC/USA) was now distributing and promoting WCC publications.

There was a considerable discussion of printing WCC publications in other countries. A case in point is the Risk edition of Let's Worship which could be very useful in Korea if it could be locally published in Korean with some subsidy.

The concern for sexist language particularly in English in WCC publications was strongly expressed. It was voted that the Working Group express this concern to the WCC publications office particularly with the Sixth Assembly materials in mind. Emily Gibbes agreed to share guidelines documents from her constituency. WCC guidelines were mentioned as well.

Fourteenth Session Saturday morning April 12, 1980

The Working Group met in closed session.

Fifteenth Session Saturday afternoon April 12, 1980

Budget: The budget as presented by the staff was reviewed. As part of the discussion the concern for making materials available in additional languages was expressed. The problem of language imperialism was emphasized.

The question of an emergency fund set aside was raised. A figure of SF 250,000 is set aside for this purpose in the budget.

2. The International Year of the Disabled

Jean Masamba is a member of the staff task force working on this issue. Ulrich Becker suggested that a folder on education of the disabled be prepared and distributed to the member churches. The hope is to have it prepared and distributed to the member churches by September 1980. The Working Group strongly affirmed this concern and endorsed the preparation of the folder.

Working Group members are to share with the Geneva office names of persons in this field who could help prepare the folder or whose programmes should be shared more widely.

3. Scholarships

A limited number of new scholarships was available in the last year. There are 67 applications from last year which could not be accommodated. In spring 1981 there will be three new things being done:

1. Preparation of new application forms
2. Publication of a handbook
3. Preparation of first newsletter.

The proposal is that the number of new applications be limited in 1980-81 as well.

4. Representation of the Sub-Unit at the Central Committee Meeting

The following persons were suggested to be advisors at the meeting in August in Geneva: Luis Reinoso, Grace Ladokun, Esiteri Kamikamica, Doris Hess and Eckart Schwerin. The director is to designate the 2 representatives.

5. Family Life Statement

The Family Life Education statement was presented by the sub-committee. It will be referred to the staff for redrafting and referred to the working group for response.

The Working Group sessions concluded with an agape meal and celebration. Heartfelt thanks are given to the Ayia Napa Center.

Doris Hess
George Koshy
Edward Powers
Dorinda Sampath

recorders

Family Life Education

1. The 1979 International Year of the Child has reminded us that we cannot speak of children without seriously considering the effect of the family on their lives.

2. Family is important for the child. It provides the basic relationship and environment in which children are nurtured and prepared for life.

3. Family is important for companionship, intimacy, personal growth and mutual support for women and men at various critical stages and emergencies of their lives.

4. It points to the divine relationship, the covenant of God his unconditional love which is affirming, sustaining, sacrificing and forgiving.

5. It is clear, however, that the family today is in crisis; for example the increase in violence in the family, divorce rate, juvenile and adult delinquency and suicide, teenage pregnancy, etc.

6. These manifestations are the result of the rapid social changes occurring in our societies in such areas as technological development, inflation, changing role of women and men and growing isolation and privatisation of the family.

7. Despite these negative indications, there are signs of hope; and we, as Christians need to recognize these signs and reaffirm the sanctity of the family.

8. In this task we call upon churches to focus more attention on family ministry and in particular on family education which occupy, for many reasons, an insignificant place in the ministry of many churches.

9. Some things are happening such as the World Council of Churches Family Education Conference in Mexico, the Thailand National Conference on the Family, and the USA White House and the Vatican Conferences on the Family; At a different level, the positive results of many of the groups from WCC Family Power Social Change project, developments of family enrichment programmes, introduction of family life education in school curricula, etc.

10. From these experiences, strategies can be developed and programmes such as the following implemented by churches:

- training of leadership in family life education;
- inter-church sharing of experiences in family education;
- involvement of families in social issues;
- establishing support systems for families;
- search for new forms of inter-generational relationships;
- deepening theological understanding of such issues as human sexuality, marriage, family, etc.
- developing contextual pastoral care and counselling methods.