Adventist Education in the 21st Century:
Eight Significant Trends

Adventist Education Around the World
2005-2010
## Index: The Journal of Adventist Education

The indexes for previous volumes of *The Journal of Adventist Education* are available online at the Seventh-day Adventist Periodical Index Website: http://www.andrews.edu/library/car/sdapiindex.html, and at the JAE Website: http://jae.adventist.org. At the JAE Website, you can search for, and download in PDF format, articles from previous volumes of the English, Spanish, and Portuguese editions of JAE by author, title, topic, and keyword in PDF format.

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*Second number is for teacher-training institutions.

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World Education Statistics • December 31, 2009

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*Second number is for teacher-training institutions.
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Editorial

C. Garland Dulan

Adventist education functions within a global context of overwhelming challenge and undiminished commitment.

Consider the challenges first: As of 2009, the church operated 7,647 schools; 157 colleges, universities, and worker-training institutions; and enrolled 1.67 million students around the world.¹ For the most part, the system is funded from tuition and the church’s limited funds, and does not take public funds as do most other educational systems. The curricular challenge of Adventist education lies in its commitment to a holistic education, a stand that places on the teachers a peculiar burden to integrate Christian faith and learning. In addition, the increasing non-Adventist enrollment in church-operated schools, while providing an opportunity for missions, increases the burdens of the first two challenges, and to that extent can diminish the “Adventist-ness” of the education offered to church members’ children.

Despite these challenges, Adventist education continues to maintain its undiminished commitment and hopeful future. From a little village school in Banepa on the Himalayan slopes of Nepal to the 8,054 students enrolled in Brazil Adventist University, Adventist education stands for quality spiritual maturity that ensures its certainty for the present and its dreams for the future.

What makes Adventist education so stable, and so unique? I suggest seven elements:

1. Its unifying mission. Adventist schools have a common mission and purpose: to communicate to all peoples the everlasting gospel of God’s love as revealed in the life, death, resurrection, and high priestly ministry of Jesus Christ² and to restore human beings into the image of their Maker.³ Coupled with this mission is a Christ-centered educational philosophy that defines the quest of reality, truth, and ethics that shapes the teaching processes and course content. Adventists believe that, under the guidance of the Holy Spirit, God’s character and purposes can be understood as revealed in the Bible, in Jesus Christ, and in nature.

2. Its whole-person development within a framework of faith. Other educational systems offer excellent academic programs, have wonderful resources, and have achieved high levels of prestige. But the uniqueness of Adventist education is located in its holistic framework—the harmonious balance between the spiritual, mental, social, physical, and moral dimensions of learning.

3. Its faith perspective. Because of our belief that knowledge and truth come from God’s revelation, Adventists hold that truth is absolute and unchanging, and the reference point

¹ For the most part, the system is funded from tuition and the church’s limited funds, and does not take public funds as do most other educational systems.

² The resurrection, and high priestly ministry of Jesus Christ

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4. Its whole-person development within a framework of faith. Other educational systems offer excellent academic programs, have wonderful resources, and have achieved high levels of prestige. But the uniqueness of Adventist education is located in its holistic framework—the harmonious balance between the spiritual, mental, social, physical, and moral dimensions of learning.

5. Its faith perspective. Because of our belief that knowledge and truth come from God’s revelation, Adventists hold that truth is absolute and unchanging, and the reference point
of knowledge is God. Hence, “if you listen to the words of God and search for understanding and knowledge, you will be given wisdom and discernment; because these come only from the Lord.”

4. Its academic excellence. Embracing a faith perspective does not undermine academic excellence. The Christian doctrine that God created humans in His image (Genesis 1:26), includes the idea that God has shared with human beings His creativity, and implies that they possess a capacity for rationality. The goal of honoring their Creator and Redeemer means that Christians are held to a higher standard than secular educators and researchers. Says Ellen White: “All who engage in the acquisition of knowledge should strive to reach the highest round of the ladder. Let students advance as fast and as far as they can; let the field of their study be as broad as their powers can compass.”

5. Its emphasis on moral and ethical values. Adventist education’s core values demand student outcomes that are broader and deeper than simply achieving academic excellence. Character development, integrity, knowing and practicing right from wrong are critical to Christian living and preparation for God’s kingdom.

Ellen White’s statement is foundational to Adventist understanding of character development: “The greatest want of the world is the want of men—men who will not be bought or sold; men who in their inmost souls are true and honest, men who do not fear to call sin by its right name, men whose conscience is as true to duty as the needle to the pole, men who will stand for the right though the heavens fall.”

6. Its emphasis on service as a vital component of academic life. In an Adventist school, curriculum does not stand alone. It goes hand in hand with unselfish service to God and humanity. Students are encouraged to serve while still in school, with many provided opportunities for international relief efforts and for local community service.

7. Its enduring anchor is God. Students who pass through Adventist portals of education learn that God is the sure and certain anchor in life. They discover that the strongest and most reliable currency in life is not gold or silver, not dollar or euro, but an unshakeable, enduring trust in God and responsibility to Him. They learn to “trust in the Lord with all thine heart, and lean not unto thine own understanding. In all thy ways acknowledge him, and he shall direct thy paths” (Proverbs 3:5, 6, KJV).

As long as these seven components remain the core of Adventist education, its stability is certain, and its future is full of hope.

C. Garland Dulan is world Director of Education for the Seventh-day Adventist Church in Silver Spring, Maryland, U.S.A.

REFERENCES
The pioneers who officially launched Adventist education in 1872 would be truly amazed if they could see the international reach of that initiative some 138 years later. From a one-room school that met above the living quarters of the teacher, Goodloe Harper Bell, in Battle Creek, Michigan, that tentative project has truly become a global enterprise.

If our forerunners were alive today, they could take a whirlwind tour of an Adventist floating school with 26 indigenous students on Lake Titicaca in Peru, then travel to the largest Adventist higher secondary school in Maningar East, India, with 8,550 students, and later visit the four Adventist universities with more than 5,000 students in Brazil, Jamaica, Korea, and Nigeria. What amazing things God has wrought!

An Expanding Focus

What was originally conceived of as a sheltered setting to teach the basics to children of Adventist families in Battle Creek soon became the first training center for future Adventist ministers. As time went on, other college programs were added to prepare teachers, health-care specialists, managers, and missionaries for the Adventist Church in North America and to become trailblazers abroad.

As the educational network expanded rapidly during subsequent decades, it became clear that denominational schools at mission outposts were an effective method of attracting students of other faiths to Adventist beliefs. More adjustments followed. By the second half of the 20th century, our colleges were providing professional education to a growing number of Adventists who did not plan to work...
for the church, but intended to find employment in various organizations or establish their own businesses. A decade into the 21st century, students pursuing undergraduate or graduate degrees in the 110 Adventist colleges, seminaries, and universities envision careers in a broad variety of professional settings.

A Visionary Voice

From the very beginning, the leading voice in providing the conceptual foundation and projecting the vision of Adventist education was a woman who did not have extensive formal schooling but who was well read—Ellen Harmon White. In her 30-page essay “Proper Education” (1872-1873)—later expanded in her books *Education* (1903) and *Counsels to Parents, Teachers, and Students* (1913)—she outlined a visionary yet practical philosophy and mission for Adventist education that continues to guide and challenge our teachers and leaders. The distinctive features of her vision include an education that:

- Affirms God as the Creator and the ultimate source of all truth, goodness, and beauty;
- Is Bible-based, Christ-centered, and projected toward an eternal life with God;
- Seeks harmonious development of the whole person—heart, mind, body, and relationships;
- Nurtures the formation of a character based on core Christian values;
- Provides balance among solid scholarship, creative thinking, and practical skills;
- Promotes loving service to fellow human beings as life’s highest calling; and
- Encourages students to commit their lives to Christ and join the Adventist Church.

Positive Trends

By God’s providence, Adventists now operate the broadest (in global scope), most unified (with a supervisory structure ranging from the local field to the world headquarters), and coordinated (by interconnected governance boards) church-related educational system in the world.

Four positive trends in Adventist education deserve mention:

- **Steady growth.** Today, on a regular class day, 1.67 million children and young adults study with 7,800 teachers, in 84,000 Adventist schools, colleges, and universities, in 145 countries of the world. See Charts 1 and 2.
- **Increased recognition** by government authorities and families from other faiths of the value of the education provided by Adventists. More than half of the students enrolled come from non-Adventist homes. In addition, by national decrees or charter documents, national governments continue to grant authorization to open new Adventist universities—from Argentina to Zimbabwe. The latest was authorized by the government of Paraguay in late 2009. Many students graduating from our professional programs—in business, education, and nursing—are eagerly sought by employers for their moral values and superior skills.

  - **Spiritual formation and service.** Many Adventist secondary and tertiary institutions have been strengthening their religion courses and implementing a spiritual master plan to coordinate all curricular and co-curricular activities in order to better convey biblical beliefs and values to the students. In addition, a large number of colleges and universities have incorporated a service component in their programs, thus engaging students in improving the living conditions of human beings in their own countries and abroad.

- **Mission.** Adventist educational institutions continue to provide gospel entry into large regions of the world where public evangelism is restricted or forbidden. Key denominational workers—pastors, teachers, healthcare personnel, managers—as well as professionals who serve as lay leaders in their congregations receive their formation in Adventist educational centers. Many church administrators rely on the specialists teaching in Adventist universities to conduct surveys, draft public statements, and develop strategic plans. More benefits would accrue to the church at large if this cooperative partnership were expanded.

Challenges Then and Now

The first steps in the journey of Adventist education were uncertain. Limited human resources, perennial financial difficulties, and disagreements regarding the purpose, scope, and methods of the educational enterprise caused frustration and delays. Only during the first two decades of the 20th century, when Frederick Griggs became the leading voice in Adventist education, were clearer focus, broader consensus, and stronger organizational structure finally achieved. Yet many challenges remain. Let’s review the major ones.

- **Declining students-to-members ratios.** As the Adventist message has spread and the church membership has expanded—especially in the developing countries of Africa, Asia, and Latin America—a growing gap has appeared between the number of Adventist members and students enrolled in Adventist schools. In some areas of the world, there is stagnation or retrenchment as Adventist el-

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**Chart 1. Seventh-day Adventist Education**

*World Statistics December 31, 2009*

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http://jade.adventist.org
elementary and secondary schools are closed for lack of support. Statistics indicate that while in 1960 there were 23 students attending an Adventist educational institution per 100 church members, by the year 2000, the ratio had dropped to 9 students per 100 church members. This proportion remained stable through the end of 2008. (See Chart 3.) However, fewer than half of these students now come from Adventist homes. (See Chart 4.) This growing imbalance should deeply concern all of us—church leaders, ministers, parents, and members—because it means that fewer Adventist students receive their education and moral formation in Adventist classrooms.

- Preserving Adventist identity and mission. The increasing reputation of our education programs in many countries has reached a point in which more non-Adventist students than Adventists are now enrolled in our schools, at all levels. (See Chart 4.) While we rejoice in this trend, we need to critically evaluate whether we are diluting our identity and evangelistic mission in order to accommodate the large influx of students of other faiths. We also need to find out why many church members are not enrolling their children and youth in our schools. Statistics reveal a steady decline in the percentage of Adventist students at all levels of education. In addition, the proportion of teachers of other faiths also continues to increase. (See Chart 5.) To what extent are such teachers able to convey core Adventist beliefs to our students? Administrators must also ask whether we are starting schools and launching new degree programs before we have the required personnel.

- Attracting and upgrading educators and leaders. The growing complexity of leading and managing the church’s schools, academies, and universities requires skilled people committed to the Adventist educational mission. There is an urgent need for qualified Adventist teachers who love students and are passionate about their eternal salvation. Are we carefully selecting and initiating them, as well as providing them with adequate salaries? Teachers who are already in our system need to receive quality in-service training to stay up-to-date in their disciplines and in their spiritual mission. Well-planned teacher conventions, seminars on the integration of faith and learning, and substantial workshops will help. Educators who show Christian leadership abilities must be identified early by their principals, superintendents, and boards, and given opportunities and financial support so that they can obtain professional upgrading and be ready to assume administrative positions when vacancies occur.

In addition, all boards governing our educational centers should consist of members who value Adventist education, understand its mission and challenges, are knowledgeable regarding academic matters, financial issues, and future planning, and will offer the wise guidance and sustained support our schools need. Board members should receive training and in-service to equip them for their responsibilities.

- Providing access to Adventist schools. An education that is both thoroughly Christian and academically superior is not inexpensive. Our schools, academies, and universities must offer such quality while responding to rising national standards, increasing government requirements, high parent and student expectations, and restricted church appropriations. At the same time, many Adventist families of limited resources struggle to pay their children’s tuition, cover teachers’ salaries, or contribute the funds required to upgrade, build, or expand our school buildings. Will Adventist parents recognize that the eternal salvation of their sons and daughters is at stake and make the required sacrifices to enroll them in an Adventist school? Will church leaders provide adequate budget support for the education of our own children and youth? Will all church members regularly contribute the money needed so that all Adventist children and youth can receive the long-term benefits of studying in an Adventist school or academy?
Conclusion

It is well known that most facets of contemporary culture are hostile to Christian beliefs and values. Some Adventist homes are unable to provide the balanced formation that our children and youth need. Thus Adventist schools, academies, and universities offer students a unique opportunity to develop their God-given talents and prepare for a useful life while being nurtured by Adventist teachers and mentors, and set their ultimate goal an eternal life on the Earth Made New.

In spite of their challenges, our educational institutions continue to provide the best context for the formation of a Christ-like character, preparation for advanced degrees, and achieving their professional goals. Several studies have demonstrated that the longer a young person attends an Adventist school, academy or university, the more likely it is that he or she will be academically successful, will form a Christian home, and will support Adventist mission.6

One thing is clear: Without our educational institutions and their dedicated teachers, this world would not see a dynamic, unified, and mission-oriented Seventh-day Adventist Church moving forward to prepare people for God’s kingdom.

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<th>Chart 4. Percentage of Adventist Enrollment at All Levels, 2000-2008</th>
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<th>Chart 5. Percentage of Adventist Teachers at All Levels, 2000-2008</th>
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NOTES AND REFERENCES

1. The first school with an Adventist teacher and Adventist students was organized by five families in Buck’s Bridge, New York, in 1853. The first teacher was Martha Byington, the daughter of John Byington, who would eventually serve as the first president of the Seventh-day Adventist Church (1863-1865). This experiment in Adventist education lasted only three years.


3. The Roman Catholic Church has many more students enrolled in their educational institutions. However, Catholic schools are either operated by their individual dioceses or by separate religious orders, without a worldwide coordinating or supervisory organizational structure.


5. The author thanks Dr. Lisa Beardsley for making available this and the following chart to accompany this article.

With the ever-expanding array of resources, an online search often produces more options than a busy Adventist teacher has time to investigate. CIRCLE provides quick and easy access to thousands of resources uniquely created by and for Adventist education, as well as other materials recommended by Adventist educators for specific disciplines and levels.

Since 1999, CIRCLE’s services have been funded by the North American Division Office of Education and supported by the General Conference Office of Education. Resource management is coordinated from the Andrews University School of Education, with servers hosted by Walla Walla University. Adventist faculty and graduate students in several world regions are contracted to manage resources and Website development.

Collaboration synergizes. If only 25 percent of Adventist educators contributed just one resource they create or recommend each year, more than 20,000 new items would be available annually. Educational leaders can facilitate resource sharing by offering continuing education credit, release time, or other recognition to educators willing to contribute to CIRCLE.

Website daily visits more than doubled through 2009, indicating that what some have called “the best-kept secret in Adventist education” (CIRCLE) is becoming a frequently used tool. Website navigation in English, French, Portuguese, and Spanish is facilitating resource sharing globally. Resources in any language, for any level or discipline of education encompassing a biblical worldview are welcome.

E-newsletters and CDs extend CIRCLE’s online services to many Adventist educators in regions with limited or no Internet access. Many documents are shared as e-mail attachments in response to e-mailed questions. Join CIRCLE today to find or share resources as you continue the teaching ministry of Jesus Christ.

Glynis Bradfield is the CIRCLE Director working from the Andrews University School of Education in Berrien Springs, Michigan. E-mail questions, suggestions, and resource submissions to glynisb@andrews.edu or contribute online at http://circle.adventist.org.
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Despite the challenges faced in the East-Central Africa Division (ECD) territory such as scarcity of resources and recent wars in Burundi, the Democratic Republic of the Congo, and northern Uganda, the Lord has ensured the success of several new education endeavors, and the development of most of the institutions. The ECD, comprising the countries of Eritrea, Ethiopia, Djibouti, Somalia, Kenya, Uganda, Tanzania, Rwanda, Burundi, and the Democratic Republic of the Congo, operates one college and five universities as well as several secondary and primary schools. This report highlights some of the quinquennium’s major programs and developments.

Education Planning and Advisory

The June 2006 education advisory, attended by all ECD union education directors and division university representatives, set the pace for the quinquennium. Among the facilitators was the church’s world education leader, C. Garland Dulan. The ECD strategic plan for education was launched to guide all the activities in this period. Major emphasis was placed on the role and involvement of the education department in evangelism and nurture, human resource development and leadership training, collaboration, and improvement of educational quality.

Board Members’ Seminar and Guidebook

In the area of leadership training, one of the highlights of the period was the 2007 seminar for board members in Nairobi, which educated attendees about their roles and functions, and related issues. All six ECD higher education institutions were represented, along with union officers and education directors. As a result, a board members’ guidebook has been published.

Higher Education Consultation Meetings

Another main goal of the quinquennium was to enhance collaboration and cooperation among institutions. To help achieve this, ECD conducted meetings for all of its colleges and universities in 2007, 2009, and 2010. As the institution leaders visit with their colleagues, they come to better appreciate them and learn from them. These meetings also explore ways the institutions can share personnel through an exchange program. All of the schools have now adopted somewhat similar academic calendars, which will facilitate the exchange of professors. The University of Eastern Africa, Baraton (UEAB) in Kenya has already provided this service to other universities.

ECD Teachers’ Convention

The ECD teachers’ convention in August 2008 was the first since the ECD was organized in 2002. More than 650 participants from all the unions and universities in the division converged at the University of Eastern Africa, Baraton (UEAB) from August 27 to 30. Facilitators included General Conference Education Director C. Garland Dulan and Associate Director John Fowler, North American Division Vice President for Education Larry Blackmer, the ECD president, and other facilitators whose topics ranged from philosophy of Adventist education to managing personal finances to HIV/AIDS and drug abuse. The breakout groups provided additional...
time for fruitful discussions. The convention was officially opened by the Kenya Minister of Education Honorable Professor Sam Ongeri, who mentioned in his speech that his school experience at Bugema Missionary College (now Bugema University) shaped the way he does his work. He urged teachers to remember that their work is very important in shaping the society of tomorrow.

This convention fulfilled several of the major goals for the period, including collaboration, training, and learning through travel.

Integration of Faith and Learning Seminar; and Faith, Creation, and Science Conference

In order to strengthen the faith of students and teachers, the ECD continues to support integration of faith and learning seminars internationally as well as locally. In November 2009, the ECD hosted a Faith, Creation, and Science Conference in collaboration with the Geoscience Research Institute (GRI). Church leaders and pastors, university science and religion teachers, as well as some invited creationists participated in reviewing issues that challenge the church’s belief in a seven-day creation. The meeting reaffirmed participants’ faith in the biblical creation story. The facilitators were Jim Gibson, GRI director; and Ben Clausen, a scientist-researcher at GRI.

ECD University Student Leaders’ Evangelistic Meetings

In September 2009, the ECD Education Department participated in the special year of evangelism by immersing its university student leaders and deans in a two-week evangelistic campaign in northern Uganda, a territory that is recovering from the devastation caused by two decades of war. To stimulate interest in evangelism and provide an opportunity for fellowship, the department decided to provide 35 students with leadership training and the opportunity to discuss how to collaborate with one another. The students also performed community service work in the city and prayed about the many kinds of prayer requests and challenges. The Lord provided answers in miraculous ways. The evangelistic campaign, which resulted in 147 baptisms, was conducted at three sites in the city of Lira. One of the main speakers was a female UEAB student, Elizabeth A. Ouma.

Inter-University Council

In recognition of the contribution of Adventist tertiary institutions, the Inter-University Council of East Africa, an inter-governmental academic body that oversees all universities in the region, has invited the Adventist universities in the territory...
to be members and to participate fully in its activities. The University of Eastern Africa, Baraton, the largest and oldest private university in the region with a strong science base, was featured prominently in a recent Kenya Ministry of Education newsletter, the first time a private university had been recognized in the region.

**Djibouti Language School**

Djibouti is one of the unentered territories in ECD and a difficult one to enter in a conventional way. Education being the right hand of the gospel, it was decided to find a volunteer English language teacher, since most people in this French-speaking territory bordered by Anglophone countries want to learn English. Amita Kamsuo is currently teaching nearly 20 students on the Adventist Church’s dental clinic property. One student has indicated a desire to study theology, and plans are being made to help him realize his dream.

**Other Schools in Hardship Areas**

Other schools have been or are being established in places such as Moyale, in Northern Kenya, and Aru in the Northeastern Democratic Republic of the Congo (DRC). Moyale is an arid area in northern Kenya bordering Ethiopia and Somalia that has no Christians. The Central Kenya Conference, with support from ECD, has established a school that is greatly appreciated by the community. In Aru, an area inhabited by the naked tribe of DRC, where there were very few schools, money was raised to establish a technical school that would provide young people with job skills. In 2009, its first year, the school enrolled more than 70 students. Many people are waiting for the dormitories to open so they can come to the school.

**Evaluations and Accreditations**

As an indicator of improvement in the quality of ECD institutions, a number of secondary and tertiary schools have become eligible for accreditation. All of our six colleges and universities hold current denominational accreditation, and all have government accreditation. The first Ph.D. program at an African Adventist university was approved and launched at UEAB in 2008. The university already offered several advanced degrees in collaboration with the University of Kwa-
Extraordinary Tithe Plans

As a result of the “extraordinary tithe” funds received from the General Conference, more than 100 persons in DRC and Burundi are receiving training in ministry through extension programs close to their workplace, in Kinshasa, Kananga, Lubumbashi, and Bujumbura. Upgrading would have been nearly impossible if the recipients had been required to make long, grueling trips to university campuses far from their homes. Up to now, these countries and territories have had very few trained pastors. The students are expected to complete their studies in 2012.

Baptisms and Weeks of Prayer

ECD schools reported 7,862 baptisms in 2005, 5,146 in 2006, 9,747 in 2007, 5,481 in 2008, and 10,812 in 2009. The number of baptisms for 2009 was higher, as all schools were involved in the special year of evangelism.

Several students were baptized as the result of weeks of prayer conducted by the ECD director of education. The University of Eastern Africa, Baraton continues to conduct outreach programs in neighboring secondary schools, resulting in about 700 baptisms each year.

A DRC Pilot Testimony

People sometimes ask, “Is Adventist education still worth it?” or say that it is “too expensive.” The following story shows that it still is worth the price and will remain as long as we continue to fulfill the gospel commission.

A pilot of a small plane who flies within and between the DRC and Uganda was about to take off one morning in 2008 with several University of Lukanga board members when he spotted a mechanical problem on board. After explaining the reason for the short delay, he asked, “Are you pastors? You look like pastors.” The division president responded in the affirmative. When the pilot asked where the group was going, the division president told him that they were going to Lukanga. The pilot smiled, explained that he had attended the secondary school in Lukanga before going to the U.S.A. for flight training, and had learned how to pray and to study the Bible while studying there. He then showed them his Bible, which he said he has always carried with him and studied often with his children when he was at home. Although not an Adventist, he said he behaves like one and has been telling his co-pilots and friends about the good lifestyle he learned at Lukanga, including the dangers of smoking. He spoke of several teachers and pastors who had shaped his life.

Thus, a seed that was sown by teachers at Lukanga is still growing. Because of the time students spend with teachers, they learn a lot of things that make an impression for a long time.

As we look at the way the Lord has led in the past, we continue to praise Him for His guidance and blessings, and look to the future with hope.

Hudson Kibuuka is Director of Education for the East-Central Africa Division of Seventh-day Adventists in Nairobi, Kenya.
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dventist education in the Euro-Africa Division (EUD) has faced constant challenges and received constant blessings during the past quinquennium (2005-2010). Despite difficulties and problems, our institutions have succeeded in creating new programs, developing new projects, and taking advantage of new opportunities.

New Developments

In Romania, kindergarten education is reaching new milestones. During the past five years, the number of Adventist kindergarten programs in the country has climbed to 56, with more than 1,000 children enrolled, many of them from non-Adventist families. These kindergartens will provide the pupils for a nationwide network of elementary schools that will eventually swell the enrollment in our three academies, which baptize an average of 100 youth every year.

The construction of a new building for our elementary school on the beautiful island of Madeira (Portugal), linked to a community center, will enhance the image of the Adventist Church there and provide outstanding support for social work and outreach. “Talent Workshop,” an extracurricular program in Lisbon, has generated high expectations. It teaches music and six other extra-curricular activities, and offers counseling and guidance to parents and children in need.

After operating for many years in the church building, the school “A bis Z” of Zurich (Switzerland) in July 2009 opened a new complex in a green zone outside the city.

Friedensau Adventist University (Germany) holds state recognition, recently renewed, for both its theology and social work programs. It has recently been able to extend the benefits of its official government accreditation to the theology departments of Adventist University of France and Sazava Theological Seminary (Czech Republic). An agreement with Waldfriede Nursing School in Berlin (Germany) will lead to a new accredited B.A. program in nursing. Recently, Friedensau has added two new programs taught in English: a Master of Arts in International Social Sciences and a Master of Theological Studies, both of which attract international students.

In June 2009, Italian Adventist College in Villa Aurora (near Florence) received state accreditation for its theology programs, including an M.A. in religion with two main emphases: Religion, Rights, and Society; and Family Pastoral Care. The Adventist Theological Institute in Cernica (Romania) received state accreditation for its theology programs in September 2009. Its social work degree also has official accreditation.

Sagunto College (Spain) has requested state recognition. Meanwhile, it has affiliated with Collonges and Friedensau for the accreditation of its fifth-year pastoral training. In 2006, the Bulgarian Union launched a new pastoral training program in Sofia, the newest Adventist seminary in the EUD.

The division’s European campuses offer programs in collaboration with Adventist institutions around the world. Andrews University, for example, operates M.A. programs in international development and leadership at Villa Aurora (Italy) and Collonges (France), M.A. programs in religion at Cernica (Romania) and Sagunto Col-
lege (Spain), and is investigating the possibility of offering a D.Min. in Spanish at Sagunto. The Adventist Theological Institute of Cernica has started an M.A. extension program in education in collaboration with Montemorelos University (Mexico).

Miraculous Events

Many developments at our schools could be labeled as miracles. The Timon School in Madrid (Spain), which operated in an old town building, was about to be closed by the government for failure to comply with the European Community requirements. When the education authorities saw that it produced excellent results despite the high percentage of foreign pupils, they proposed including it in an educational project to integrate migrant families into the community. For the price of one symbolic euro, the city of Madrid donated a large piece of land for a new school. The new facilities, inaugurated on September 20, 2005, provide Adventist education to more than 300 children, 85 percent of them foreigners. The school receives full state subsidies and is considered a model pilot program.

Something quite unexpected also happened to our Urgell School in central Barcelona (Spain), which needed a playground. The town allowed them to build an “impossible” playground suspended over the roof of the nearby Adventist church, a unique innovation for that city. This school, operating in the Catalan language, also receives subsidies from the Catalonia government.
Our college at Sagunto has always placed a strong emphasis on music. In 2005, it obtained recognition as a music conservatory with the name of “Centro profesional de grado elemental y medio Johann Sebastian Bach.” It now has 10 teachers and 120 students, offers training on 12 musical instruments, and has three orchestras and three choirs that have won awards in state and regional competitions.

Two nursing schools, one attached to Waldfriede Adventist Hospital in Berlin (Germany), the other one in Braila (Romania) every year graduate scores of high-quality nurses. Both are seeking to affiliate with Adventist universities.

Through their agreements with Adventist Colleges Abroad (ACA), the EUD language schools have a long tradition of teaching the languages of the countries where they are located. Thousands of students from around the world have learned French at Adventist University of France, Spanish at Sagunto College in Spain, German at Friedensau University in Germany and Bogenhofen Schloss Seminar in Austria, and Italian at Villa Aurora in Florence, Italy. These schools, together with Newbold College, have formed a consortium (SDA Languages in Europe, http://www.sdalanguages.eu), to optimize their efforts in offering high-quality training in these important languages.

Integration of faith and learning is a constant concern for our institutions. In order to help our science teachers with their difficult assignments, the EUD Education Department, together with the Geoscience Research Institute (GRI) organized a study tour in the Pyrenees Mountains (summer 2007) for 26 participants. Another seminar on the integration of faith and learning took place in July 2009 for about 100 teachers from the Portuguese and Spanish unions. The next seminar is scheduled for the summer of 2010 at Sagunto College.

At the same time, the student association chapters of Adventist Ministry to College and University Students (AMiCUS) continue to organize seminars on the important issues that interest Adventists studying at public universities. The most recent congress at the division level
took place in September 2008 at Cernica University (Romania) on the topic of “The Christian Responsibility in Regard to Climate Change.” The mayor of Bucharest congratulated the students on this important event.

**Special Recognition**

Sometimes it takes a long time before one’s efforts are recognized. On September 14, 2006, Israel’s ambassador to the United Nations gave the “Medal of the Righteous Among the Nations” to Emile and Yvonne Bernard, formerly farmers at Adventist University of France. An engraved plate on a large stone at the entrance of the Theology Department honors them, together with John Weidner (1912-1994), for having taken great risks to save the lives of Jewish people during the Holocaust and German occupation, by helping them escape to Switzerland. The plate also includes the names of other members of our institution who were involved in these noble actions, including Roger Fasnacht, business administrator; Frederic Charpiot, Jean Lavanchy, Raymond Meyer and Jean Zurcher, professors; and Pierre Tourelle, a medical doctor who acted with the occasional complicity of several students. To resist for God and dedicate our lives to His service remains an inspiring ideal for Adventist education.

Roberto Badenas is the Director of Education for the Euro-Africa Division of Seventh-day Adventists in Berne, Switzerland.

Students in the Italian language program at Florence enjoy a field trip.
In the cover of the book *In Passion for the World* by Floyd Greenleaf, the history of Adventist education is referred to as “a story of struggle, tenacity, faith, and blessing.” This description is especially true of the short history of Adventist education in the Euro-Asia Division (ESD).

Currently, the ESD, which includes the countries of the former Soviet Union except the Baltic countries, has only a handful of schools: eight primary/secondary schools (in Tula; Nizhny Novgorod and Zaoksky, Russia; Kiev and Lviv, Ukraine; Sukhumi, Abkhazia; Tiraspol, Moldova; and Tokmok, Kyrgyzstan) and two institutions of higher education (in Zaoksky, Russia; and Bucha, Ukraine) with a total enrollment of about 2,500. In addition, there are several English language schools (Almaty, Kazakhstan; Moscow, Russia; and Kiev, Ukraine). The one in Kiev has expanded and now has branches in the cities of Levov, Harkov, and Dneprpetrovsk. During 2009, more than a thousand students attended these language schools. However, as most of schools are fairly new and operate in very different political, cultural, religious, and linguistic contexts, each faces special challenges. Thus, every one is a miracle school with a unique story.

Although, over the years, the overall enrollment has gradually increased and most schools are managing quite well, unfortunately due to a lack of adequate facilities and finances, the primary school in Ryazan, Russia, had to close in 2007. Yet we believe that during the 10 years it was in operation, it was a real blessing to the many Adventist and non-Adventist children who enrolled.

However, we are glad to report continuing initiatives in opening new primary schools, such as in Nizhny Novgorod, Russia; and Lviv, Ukraine. The school in Nizhni Novgorod has tremendous potential for development. Plans are being made to build a new modern facility that will offer a complete primary and secondary education.

Another cause of rejoicing was the dedication of the new elementary school facility in Tokmok, Kyrgyzstan, on November 4, 2009. This 12-year-old institution, the only Adventist school in Central Asia, enrolls primarily non-Adventist pupils. Many people and church organizations from the local fields and abroad worked hard on this project, which also received a generous contribution from Global Mission.

The news about higher education also contains both successes and disappointments. Russian Sahmyook University in Yuzhno-Sakhalinsk on Sakhalin Island, founded by the South Korean Union in 1992, which had functioned well for a number of years, closed in 2006 due to the loss of facilities and other problems. The university still exists as an entity and is currently under the jurisdiction of Zaoksky Adventist University (ZAU), where some of its assets are preserved. Despite setbacks, the work of the ZAU and the Ukrainian Institute of Arts and Science (UIAS) have consistently progressed. In fact, both institutions celebrated anniversaries during this quinquennium—ZAU its 20th and UIAS its 10th.

Over the past five years, ZAU made a number of improvements in its facilities and expanded its academic and professional programs. Currently it offers a Bachelor of Theology, B.A. programs in religion (English language emphasis), music, and music pedagogy, a B.B.A. in ac-
counting; M.A. programs in religion; practical theology specialization: youth ministry, leadership, missiology; and music ministry and music pedagogy; a D.Min. as well as a number of certified nine-month programs such as an intensive pastoral course, a practical course for church musicians, a secretarial program, and a three-month agricultural diploma. During the two decades since it was founded, ZAU has graduated more than 3,000 students. Its major achievement during the past quinquennium was obtaining government accreditation for its B.B.A. program in accounting (2008). The school is currently working on government accreditation for its other programs.

UIAS, which opened in the Bucha, Kiev, region in October 1999, is the first Adventist educational institution in the Ukraine to receive state accreditation for its programs. The school currently offers B.A. programs in language and literature, religious studies, as well as in business administration, marketing, and management. In addition to this, UIAS is offering the first two years of a B.A. in theology (its students finish their degrees at ZAU) and special summer/winter programs in the study of Ukrainian and Russian. The campus is also used as a training center for distance education and the professional development for denominational workers.

The students of both institutions are very active in community work and Christian witness. The students of ZAU visit local hospitals, nursing homes, and orphanages; and each year prepare a Christmas program.
that attracts thousands of children from the regional orphanages and poor families. The UIAS students are also known for their contributions at the local churches in the Kiev region and for their community involvement. As UIAS has a large non-Adventist student body, the institution places great emphasis on internal witness—and as a result, each year many students are baptized.

During this quinquennium, the ESD Education Department organized two major advisories (in 2007 and 2008), which brought together school directors and teachers, and union educational leaders. Both events took place at ZAU and emphasized the integration of faith and learning, professional development, motivation building, as well as the synchronization of educational effort within the division. The guest speakers for the 2008 advisory were C. Garland Dulan (the church’s world director of education) and Ella Simmons (General Conference vice president).

In May 2009, ZAU hosted, for the first time, the European Theology Teachers Conference, attended by more than 60 professors from the three European divisions (Euro-Asia, Euro-Africa, and Trans-European divisions). Only a few years ago, organizing a conference of this kind was almost unimaginable. This is another proof of the tremendous changes that have taken place and the opportunities that are still available for expanding and enhancing Adventist education in this territory.

During the past quinquennium, both ZAU and UIAS have published a number of books and doctoral dissertations. However, the material produced by the school in Tula deserves special notice. In 2008, after many years of hard work, they published an attractive five-piece educational-methodological guide for grades 9-11 entitled *The Biblical History and the World Culture* with photos of artistic objects from ancient and contemporary world culture: reproductions of art by famous Russian and non-Russian artists, spiritual poetry, short video clips, selected classical music, as well as geographical and historical maps. The document has been highly praised by religious and non-religious educational bodies for its content, layout, and non-sectarian approach to teaching biblical values.

However, despite its many accomplishments, the ESD Education Department faces a long list of external and internal challenges.
The most pressing are:

1. The constant need to challenge, in many countries of the former Soviet Union, government prohibition of private religious education. In countries where private schools are allowed, the state legal requirements are so high as to make it financially impossible for conferences and unions to operate schools or to expand educational opportunities.

2. Making members, and sometimes even church pastors and administrators, aware of the importance of Adventist education. For many church members, paying for Christian education when government provides free quality education is not considered a viable option.

3. Implementing existing Adventist education policies. Although we have good strategies for the advancement of Adventist education, sometimes other church needs take priority, leaving many Adventist children without necessary financial support and many schools functioning independently of the church structure.

4. Developing a strong primary and secondary school system to feed our institutions of higher learning. These, in turn, need to develop new ways to attract larger numbers of Adventist youth.

The above mentioned challenges, and many others, still unforeseen, will definitely help to shape our agenda for the next quinquennium. Yet we thank the Lord that He turns challenges into opportunities, for His many blessings upon our dedicated school administrators, teachers, staff members, and especially our children and youth who have, as a result of attending Adventist schools, entered into a saving relationship with Christ and committed themselves to the path of service and the mission of the church.

REFERENCES


2. The M.A. in religion and the D.Min. degree are offered in affiliation with Andrews University, the missiology degree in affiliation with Griggs University.

Branislav Mirilov is the Director of Education of the Euro-Asia Division of Seventh-day Adventists in Moscow, Russian Federation.

Teaching materials for Religious Education, grades 9-11
n Proverbs 29:18, King Solomon tells us, “Where there is no vision, the people perish” (KJV). Can we apply these words to the Adventist educational system in the 21st century? Certainly! We need to have clear vision and wise discernment to accomplish the task before us. The only solution is to do as King Solomon did—ask for wisdom from our Heavenly Father to do what must be done. “The world has had its great teachers, men of giant intellect, . . . but there is One who stands higher than they. . . . As the moon . . . shine[s] by the reflected light of the sun, so, as far as their teaching is true, do the world’s greatest thinkers reflect the rays of the Sun of Righteousness” (Ellen G. White, Education, pp. 13, 14).

The Inter-American Division (IAD) is blessed with 12 universities, the Inter-American Theological Seminary, and the Inter-American Educational Center, an institution that offers college-level study programs online. We also have 1,000 elementary and secondary schools, more than 168,000 students in the three levels of education, and 10,000 teachers.

Following is a summary of the events and projects during the past five years that will set the stage for the “Quinquennium of Adventist Education” planned for our division (2010-2015).

**IAD Education Summits**

We held three summits—in Panama (October 2005) and Miami, Florida, U.S.A. (January 2007 and October 2009)—to integrate the division’s three educational levels—primary, secondary, and tertiary. Union administrators and education directors, university presidents, and division officers met together to vote on important events and projects.

**Bible Textbooks for Grades K-6**

Thanks to the Education Department of the General Conference, Montemorelos University (Mexico), and the Inter-American Division, books for grades K-6 are now available. Montemorelos University has been authorized to begin the second phase of the project to prepare Bible textbooks for the secondary level (grades 7-12). We hope to have the first books in the summer of 2011.

**Textbooks for Various K-12 Subjects**

A difficult challenge for Adventist educators is to teach from textbooks
that do not contain the principles or philosophy of our church. For that reason, we have started to work on a series of textbooks for English, Spanish, mathematics, and science (biology, chemistry, and physics) with a group of teachers from Montemorelos and Antillean Adventist universities (Spanish), Northern Caribbean University and the University of Southern Caribbean (English), and from the University of Haiti (French). We hope to have the first series of books for grades K-6 in the summer of 2011 and the ones for grades 7-12 in 2012.

French Bible Textbooks for Grades K-6

The Inter-American Division Publishing Association and the French Antilles-Guyana Union have begun to translate the Bible textbooks into French for grades K-6.

New Educational Institutions

During this quinquennium, in the IAD territory, four new university extension programs were initiated (in Villa Hermosa, Mexico; San Juan, Puerto Rico; San Cristóbal and La Romana, Dominican Republic).

Education Symposium

Union and local field directors of education met at Montemorelos University in September 2007 to develop and integrate a division-wide program with a twofold emphasis: educational evangelism and recruitment of Adventist students. We have seen a moderate increase in our K-12 enrollment, and we are delighted with this growth. However, there is still room for improvement because it has not reached the same proportion as the growth of church membership.

Educational Evangelism

We firmly believe that educational evangelism is an important aspect of our church. We are consolidating a strategic plan for soul winning that will be integrated into the division plans for evangelism.
Secondary Level Evaluation and Accreditation Training Program

One of the achievements of the IAD’s second education summit was delegating accreditation for the K-12 grades to the union offices of education. The division will do the accreditation visits for the secondary schools belonging to our universities. Presently, more than 80 percent of the unions have been trained and certified by our office, following the guidelines of the Adventist Accrediting Association.

Choir and Band Festival

The IAD’s first Choir and Band Festival occurred at the Central American Adventist University in Costa Rica, on March 28-April 1, 2007. Participating students from 12 unions and eight universities produced high-quality music performances. The second choir festival will be held in Jamaica during the next quinquennium, with the participation of all the IAD unions and universities.

Adventist Virtual Library

In May 2007, the division committee authorized the Office of Education to develop the Adventist Virtual Library (AVL) so that our students, teachers, and church employees will have trustworthy research resources at minimal cost (http://www.bva.interamerica.org/).

Training Seminars for Library Personnel

The inception of the AVL also created the need for training. Three training seminars were held (one in 2007, and two in 2009) for university librarians and union representatives. Presently, the AVL offers 18 databases in three languages (Spanish, English, and French) and contains more than three million items.

Ellen G. White Medal

The IAD authorized the offering of the Ellen G. White Medal to recognize educational excellence and philanthropy by teachers, leaders, and lay persons who have made significant contributions on behalf of our educational institutions. The first medals were conferred during the First Inter-American Teachers Congress in Cancun, Mexico (September 2009).

International Educational Trips and Events

In 2008, the division organized an educational trip to Israel, Egypt, and Jordan. Efrain Velazquez and Eric del Valle, theology specialists, shared their knowledge with the more than 90 participants. In February 2010, a second tour was scheduled for IAD university Bible teachers.

Integration of Faith and Learning (IFL) Seminars and Guidelines

IFL seminars have been held throughout the division, including one abroad for the French-speaking fields. We commend the great work carried out in this area by Humberto Rasi, former General Conference director of education. The IAD Office of Education is publishing a guide on the Integration of Faith and Learning for grades K-12 prepared by Xenia Gamboa and her team from Central America in French, Spanish, and English.

The Inter-American Educational Center

This center was created in January 2007 to enable our church members who cannot afford to study full time or to attend one of our institutions an online study alternative to enable them to complete a career or grow professionally. The center functions under the leadership of Myrna Costa and is seeking to establish new sites in Honduras and Colombia.

Scholarship Plan

This plan took off in January 2006 with the help of some faithful laymen who enjoy donating funds for education. Even though the fund has increased and many students have been helped, there is never enough to supply the needs of all those enrolled, especially our future pastors, teachers, and doctors. We urge our members to support this noble cause.
Fund Raising for University Projects
In 2008, we began to raise funds for specific university projects. The Haitian University received the largest donation for their library and computer lab. Other projects will provide furniture for the Cuban Adventist Seminary and secondary schools in Merida, South Mexico, and Bucaramanga, Colombia. We especially recognize Denis Soto and Norman Gonzalez, together with other donors, for their gifts, which have helped fund various educational projects in several countries.

University Presidents Councils
These events, for university presidents and vice presidents, highlight cooperation in different areas such as academic, financial, personnel support, and integration of graduate programs. The first council met in Medellin, Colombia, in 2008, the second in Jamaica in March 2010.

University Consortium
The Consortium of Adventist Universities of Inter-America was created in 2007 to improve our tertiary programs. Herbert J. Thompson, president of the largest university in our division, was its first president. The current president is Ismael Castillo, president of Montemorelos University.

First Inter-American Teachers’ Congress
This event took place September 6-10, 2009, in Cancun, Mexico, with the theme “Let Your Light So Shine,” highlighting the work and influence of teachers in preparing students for service in this world and for the world to come.

The congress included approximately 1,000 K-16 teachers, principals, university presidents, administrators, representatives from La Sierra and Loma Linda universities and the General Conference, as well as civic leaders from the region, who participated in seven general assemblies and 90 concurrent workshops/seminars in three languages.

Awards for academic excellence were conferred by the General Conference, and the IAD presented the Ellen G. White Medal to a select group of people. Each night, the unions took turns presenting a cultural program filled with music and colorful clothing.

Church Leaders Focus on New Education Strategy
Given the rapid growth of the membership in IAD (currently more than 3.2 million members), the division administrators are studying how this will impact the quality of education in our territory. An action was taken to channel almost all of the strategic planning budget for the 2010-2015 quinquennium toward education (more than U.S.$8 million), according to Israel Leito, IAD president, who points out that 2010-2015 has been designed as the “Quinquennium of Adventist Education.”

These resources will be directed toward financing teachers’ continuing education, student scholarships and loans, improvement of university libraries, and the reorganizing and coordinating of academic degrees. Model elementary and secondary schools will be selected, with focus on formal as well as non-traditional education. Several committees are working to gather the necessary information to design a strategic plan for the next quinquennium.

An important new policy is the redesign of the selection process for local- and union-level educational administrators. These leaders must have experience in the Adventist system plus an appropriate combination of teaching and administrative experience. “We want to show respect for the selection of our educators as we do when we employ our pastors,” declares IAD President Leito.

As IAD education director, I would like to thank God, the IAD officers, university presidents, union administrators, directors of education, and teachers and staff of our educational system for the successes achieved during this quinquennium. To God be the glory!}

Moisés Velázquez is Director of Education for the Inter-American Division in Miami, Florida, U.S.A.
“Something better’ is the watchword of education, the law of all true living.” With these words, Ellen White in the book *Education* (p. 297) described a goal for educational excellence that is possible only in Christian schools. Guiding students into a growing relationship with Jesus and the pursuit of excellence from early learning through graduate school begin here. The mission of Adventist education thus leads students on a journey to excellence; a journey to excel in faith, learning, and service.

**Students Excel in Faith**

The first lessons in Adventist schools are of God’s love and care. From California to Virginia, from Canada to Florida, across the North American Division (NAD), students open the Bible, not just in Bible class, but in social studies, science, and other classes as well. Stories abound of students learning to trust a personal God through answered prayers for tuition money, for finding lost passports, cell phones, and teacher’s keys, and for safety on school trips. Students thus learn to excel in faith.

Eleven-year-old Wyan lives in Pennsylvania, U.S.A. He loves God and was thrilled when his mother enrolled him in a Seventh-day Adventist school near their home. Wyan especially liked the Bible class, where his teacher answered his questions about God in ways that he could understand. Wyan invited his mother to attend a seminar held by the school, where they learned that the Sabbath was God’s special day. Wyan wanted to go to Sabbath school, but his mother explained that Saturday was her busiest day. “I can’t afford to close my shop to attend church,” she said. Wyan prayed about it, and in time, his mother decided they should trust God. She closed her shop and went to church with Wyan.

When the church announced a mission trip to Central America, Wyan wanted to go. He asked his mother to accompany him, but again she explained that she couldn’t afford to close her shop for three weeks. “God will work it out,” Wyan said. He soon learned that some members were raising money so that he and his mother could go on the...
trip. Convinced it was God’s will, Wyan’s mom closed her shop and went with Wyan on the trip. In Central America, Wyan spoke at the children’s meetings, and 23 children gave their hearts to God. But all during the mission trip, Wyan’s mother worried about her business. Upon their return home, God had a surprise for her. In her first week back in the shop, she earned enough to make up for the three weeks the shop had been closed. “And her business just keeps growing,” Wyan added.

Wyan’s faith helped his mother trust God. When Wyan asked to be baptized, his mother decided to be baptized, too. And to their surprise, Wyan’s grandmother decided to join them.1

**Students Excel in Learning**

An Adventist school principal in Louisiana recently summed up our educational philosophy quite simply. He said, “Seeking the kingdom of God and His righteousness first and foremost promises that all the other things involved in learning and growing God’s kids—the reading, writing, mathematics, physical education, etc.—will follow.” Research is proving this to be true. For the past four years, CognitiveGenesis,2 a project to assess academic achievement in NAD Adventist schools, has been conducted by researchers from La Sierra and Andrews universities. The data reveal some amazing findings.

The composite results from the nine unions and 58 conferences across the NAD confirm that students in Adventist schools perform better than the national average and half a grade level higher than predicted based on standardized cognitive ability measures. This occurs in schools of all sizes, in all regions of the division. The four-year research project of about 20,000 students also showed that the longer students were enrolled in an Adventist school, the higher they performed. Some call this “the Adventist advantage.”

Global Mission service by secondary students has expanded students’ view of the church.

**Students Excel in Service**

NAD students are involved in service projects in the community and around the world. From building a school at Maluti Hospital in Africa to presenting evangelistic meetings in the Philippines, from neighborhood literature distribution in California to beach cleanup in Bermuda, our students connect with the gospel commission. Kelli Virgil, a student at Maplewood Academy in Minnesota, shares her experience:

“Despite the cool breeze and wet ground, spirits were high as van loads of Maplewood Academy students unloaded at their first stop. Imagine the surprise of the homeowners as they looked out of the window to see teenagers scattered across their yard with rakes in hand! What better way is there to reach out to the community than by doing something thoughtful. This annual outreach continues to make a positive impact on the participants as well as those who benefit from the raking. Sometimes it’s the little things in life that show Jesus’ love in the biggest way.”3

**Journey to Excellence**

To empower our youth to excel in faith, learning, and service, Christian education must have schools of renown, founded on eternal principles, which are continually seeking to achieve excellence. **Journey to Excellence** captures the concept of “something better.” As a guiding theme for Adventist education in the North American Division during

http://jae.adventist.org
this first decade of the 21st century, Journey to Excellence has been more than a marketing scheme or the title of a strategic plan. This theme refocuses on the mission of Adventist schools and gives motive for investing resources for school improvement.4

In August 2006, it was the focus of the second division-wide K-12 educators’ convention. The more than 6,000 Adventist educators from across North America who met in Nashville, Tennessee, were challenged to excel in teaching and leading young people to know the Savior and to prepare for service in His name. From the opening keynote address by George Knight through the morning worship services, the six general and nearly 400 breakout sessions, to the closing consecration service with division President Don Schneider, educators were inspired to create schools of excellence for the young people in their church and community. Plans are being developed for a third NAD-wide educators’ conference in 2012.

Projects and Initiatives

To support a focus on school improvement has required an investment in up-to-date materials and relevant professional development to equip K-12 teachers and administrators with best practices to meet student learning needs. Young learners have benefited from special projects in curriculum resources aligned with our Adventist beliefs and values. Pedagogy changes, but truths are eternal.

Increasingly, technology is being harnessed to improve instruction and organizational effectiveness. A renewed Website for the NAD Office of Education5 and the expansion of CIRCLE6 are connecting Adventist educators across the division and around the world. The division has provided a free Website for each K-12 school. Several schools have developed new distance-education programs, and a digital Week of Prayer presentation has been created and distributed in each of the past three years. Technology has enhanced our ability to fulfill our mission and more effectively market our schools.

Improving curricular materials continues to be a division-wide initiative. In 2007, an elementary religion curriculum was completed. NAD has shared the text material with the other world divisions. Completed in 2009, Pathways: A Journey to Excellence Through Literacy, a comprehensive integrated language-arts program (reading, writing, grammar, and spelling) uses thematic literature that upholds Christian faith and principles. By Design: A Journey to Excellence Through Science, a K-8 science curriculum that is aligned with the biblical perspective of God’s creative power, is currently being developed. Kindergarteners will soon benefit from the release of a new, fully integrated faith-based curriculum.

Other recent NAD projects: comprehensive new learning standards for all secondary subjects, enhanced mathematics instruction, and strategies to REACH (Reaching to Educate All Children for Heaven) challenged learners.7 All of these and more are tools in the hands of God to evangelize His youth.

Early Childhood Education and Care—Where the Journey Begins

For years, churches and schools have met the needs of young families through childcare and preschool education. Educational leaders have recently been asked to develop a cohesive organizational strategy to support these endeavors, infusing them with excellent resources and ensuring safe practices. An Early Childhood Education and Care program is an emerging part of the work for NAD educational leaders in the new quinquennium.
The journey to excellence for NAD education encompasses early learning through graduate degree programs. Adventist colleges and universities in North America have received numerous awards for stellar programs and successful student achievement. U.S. News & World Report’s rankings of America’s Best Colleges have frequently been populated with Adventist schools. Awards for community engagement and service, outstanding educational programs in specialty fields and recognition for contributions in a variety of scholarly pursuits have headlined reports from NAD’s 15 colleges and universities. Especially exciting are awards for excellence in student learning. Regional, national, and international competitions have awarded top prizes to students from NAD colleges and universities in areas such as music performance, free enterprise business development, engineering, creative writing, tax accounting, and general academic knowledge.

The reward for true higher education is eternal. Throngs of youth in our colleges and universities have shown their commitment to the mission and ministry of the church through volunteer assignments around the globe and in the local community. This is another way that Adventist education makes a difference.

Charting the Future
For many people, a knowledge of Adventists comes from our hospitals and schools. In recent years, community members have shown that they see “something better” in our institutions by enrolling their children in increasing numbers. However, this has often masked a declining enrollment among Adventist families that has resulted in the closure of some small schools. Higher education has not been exempt from this phenomenon, particularly liberal-arts programs. Given that church membership has grown across North America, enrollment declines in Adventist schools are a very serious concern at all levels.

From elementary schools and academies to colleges and universities, we are experiencing unprecedented pressures. Factors underlying this trend are topics of frequent discussion. Some families are simply too far from an Adventist school. In an earlier era, boarding schools mitigated this problem, but today, fewer parents are choosing this solution. Others believe the decline results from local churches’ decreasing emphasis on the distinctiveness of Adventist education, and despite data from the CognitiveGenesis study that demonstrate otherwise, some people question whether academic excellence can be achieved in small schools.

Clearly, financial challenges do affect young families’ ability to pay for education. Church statistics also show that membership growth is most pronounced among lower socioeconomic groups. Improved marketing initiatives and expanded scholarship programs have not made the dramatic difference desired. The church must continue to pursue a partnership with families that choose to home school their children or turn to other educational options.

These are challenging times. But our apparent extremity is God’s opportunity. So it is with confidence that we look forward to continuing with the Master Teacher on a journey to excellence through new unchartered waters in the coming months and years. The kingdom of heaven is our destination, and we want to be there soon with all God’s youth.

REFERENCES

Larry Blackmer is Vice-President for Education; Debra Fryson and Dennis Plubell are Associate Directors of Education for the North American Division of Seventh-day Adventists in Silver Spring, Maryland, U.S.A.
Adventist education is on the march in the Northern Asia-Pacific Division (NSD). The mandate of a redemptive mission is the clarion call to all educational institutions in the division. It is not only what skills students acquire but what they will become that is of concern to all educators in NSD. The division currently has five tertiary institutions, 15 high schools, 10 middle schools, and 23 elementary schools. There are also 55 language schools in Korea, Mongolia, and Taiwan. All of them have one united anthem: “Tell the World of the Advent Hope of Christ.”

Although the vast territory of China is part of NSD, we have no official schools there. However, a number of Adventist churches run their own unique schools in collaboration with local government entities. In order to impress on young people’s minds the church’s doctrines and build a strong biblical foundation, intensive summer Bible schools are operated by many churches in China.

The focus of “Mission First” is alive and well in our NSD territories despite the challenges of changing trends as well as religious and political constraints in this area.

The emphasis on Integration of Faith and Learning (IFL) has led to important projects in the division. In March 2007, the NSD hosted the 35th International Seminar on Integrating Faith and Learning, which drew Seventh-day Adventist scholars from around the world to the campus of Hong Kong Adventist College for the 12-day session.

Subsequently, in every union, seminars and conferences were convened to keep this emphasis alive. NSD, assisted by the church’s Geoscience Research Institute (GRI), brought together science teachers and pastors for a three-day Creation, Faith, and Science Conference at Kunming, Yunnan, China, in August 2007, and another at Taiwan Adventist College later in the year for all college and academy faculty.

Japan Union Conference (JUC) hosted a faith and learning seminar in conjunction with the kindergarten/elementary teachers’ convention at Hiroshima in July 2009. In the Korean Union Conference (KUC), integration of faith and learning was the theme for the Conference on Ministerial and Theological Education held in August 2009 at Sahmyook University.

The rest of this report will highlight events in each of the NSD’s union territories.

**Korean Union Conference**

The Korean Union Conference (KUC) operates the largest Adventist education system in NSD, and includes one of the church’s largest tertiary institutions, Sahmyook University (SU), which held its centennial celebration in 2006. SU curr-
Sahmyook University currently has a student population of 5,945, offers 24 degree programs, employs 339 staff and teachers, and is ranked 19th among all South Korean tertiary institutions due to its excellent academic performance. John Choi Chong Geol, the NSD Geoscience Research Institute director and a science professor of SU, was named director of an English Edu-Science Park, fully supported financially by the Nowon district government, where creationism is strongly promoted.

In the words of SU President Kim Ki-Kon: “Sahmyook University is a large university that is challenged with a great mission. Only one-sixth of the freshman class is Adventist . . . but the university is committed to sharing the Advent message with these young people.” SU’s faculty are actively involved in soul winning, and its Adventist students are taught to reach out to the non-Adventist students. Forty sophomore theology majors have been assigned to serve in campus ministries.

Sahmyook Health College (SHC), another KUC institution, has recently become a senior college, and offers Bachelor of Science degrees in nursing and dental hygiene.

In South Korea, where population growth is declining, 3,016 government-run elementary, middle, and high schools were closed as of March 2007. Adventist schools have benefited from this cutback. Donghae Middle and Senior High School, the smallest of all the schools operated by the East Central Korean Conference (ECKC), has a current enrollment of 188, 30 more than last year, even though the local population is decreasing significantly as people migrate to bigger cities for job opportunities. This year, the school received “The Excellent English Leader School Award” from the Ministry of Education.

A building and land, along with an annual budget, were donated to Sahmyook University by the government for the Seoul English Science Edu-Center, in Seoul, South Korea, where students from schools in Seoul can come to learn English and science. The director, from SU, presents creationism as a viable option for the origin of the earth.
Education and Science, an award given to only the top 100 middle and high schools in the country.

Hankook Senior Academy has 636 students, up from 606 last year. Eighty-seven percent of the students come from Adventist homes, and 615 are baptized church members. The school was ranked 18th among 204 schools in the Seoul district for the percentage of its students chosen for university entrance.

The Education Department of the Korean government recognizes the significant contributions of Adventist education in the country. The street in front of one of our schools was named Sahmyook Gil (Sahmyook Street) by the district government in that area, a great honor.

Integration of faith and learning is a priority in the Korean Union. SU has been running IFL seminars three times each year since April 2007. On September 24, 2009, SU inaugurated the Society of Christian Worldview and the Institute of Integrating Faith and Learning and published its first English journal, *Integration of Faith and Learning*, with articles submitted by scholars from NSD tertiary educational institutions and abroad.

Students studying the Bible on the beautiful Sahmyook University campus in South Korea.

Japan Union Conference

One of the greatest challenges facing Japan is a graying population, which also affects our church and schools. The Japan Union Conference (JUC) has a senior college and a senior academy, three junior academies, and 10 elementary schools, which employ 169 teaching faculty.

In 2008, Saniku Gakuin College (SGC) was granted permission to offer a Bachelor of Nursing program by the Japanese Education Department and the church’s International Board of Education (IBE). The current enrollment is 83.

Japanese students have enjoyed participating in mission projects in Cambodia, Vietnam, and Malaysia.

Opening ceremony for the Sahmyook University Welfare Center for disabled students.
led by their teachers and pastors, sometimes with the involvement of ADRA.

**The Chinese Union Mission**

In Hong Kong and Macau, we have one college, four secondary schools, and one elementary school. In Taiwan, the church operates one senior college, three secondary schools, two elementary schools, and two English-language schools. In addition, the church collaborates with the Taiwanese government to run an English village near Taipei.

In the unorganized territory (UT) of China, many of the individual churches run vacation Bible schools to supplement the secular government curriculum. Taiwan Adventist College developed an agreement with the local district government of Xiamen, China, to assist in the training of health personnel in that province.

A number of creative approaches are used by the churches in China to provide Adventist education. In the northeast region of China, a highly regarded vocational school run by the government offered our church an old school building near Shenyang to house 80 Adventist students. While the students acquire vocational skills, the church supplements their education with Bible and Spirit of Prophecy classes at the end of the school day. Six committed young teachers act as dormitory preceptors in this creative program.

**The Mongolia Mission Field**

In collaboration with the Korean Seventh-day Adventist Language Institute (SDALI), the Mongolia Mission Field (MMF) opened its first language institute in 2006. MMF is the youngest entity in NSD. Most of the church members are below the age of 30. Because training workers is a top priority, in 2008, the division, in affiliation with Griggs University (GU), began to offer the Master of Ministry program to pastoral workers who have received degrees from the local universities and colleges. MMF launched its kindergarten and elementary programs during the last quarter of 2009.

**“Mission First”**

Jairyong Lee, president of NSD, has often reminded the division family that “Mission First” is the mandate for all educational institutions in the region. Through the schools (the regular grammar schools and the language schools) in NSD, more than 17,000 students were baptized into the church between 2005 and 2009. We thank God for dedicated missionary teachers who serve in this challenging mission field. We long for the day (should the Lord’s coming be delayed) when the NSD educational work under the quality supervision of the AAA will be established in China and North Korea as well.

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**Chek Yat Phoon** is the Director of Education for the Northern Asia-Pacific Division of Seventh-day Adventists in Goyang City, Gyeonggi-do, Republic of Korea.
The Adventist Education Network in the South American Division (SAD) is growing, not only in relation to the number of students, teachers, and staff, but also in terms of the quality of education offered and the spiritual training provided. In the past five years, many projects, programs, and actions enhanced the school environment of the eight countries in the South American Division (Argentina, Bolivia, Brazil, Chile, Ecuador, Paraguay, Peru, and Uruguay). The yearly goals have been achieved and even surpassed, thus showing the vitality of an educational system that is gaining greater respect and has created a unified operation in these countries.

In the past quinquennium, the South American Division had at least 10 major accomplishments in religious, pedagogical, administrative, and financial areas. In 2005, the Adventist educational network in the SAD comprised 809 primary schools, secondary schools, and colleges. By October 2009, this figure had increased to 881 schools—including 38 new secondary schools, two of which include boarding facilities and a tertiary-level training program. Moreover, during the same period, the division began 19 new undergraduate and eight new graduate programs.

Between 2005 and 2009, the number of SAD teachers (elementary through tertiary) increased from 14,113 to 16,168, and the student enrollment grew from 198,571 to 232,116. Including the 2010 enrollment increase of 4,971 reveals that the number of students in SAD increased by almost 20 percent between 2005 and 2010 (a nearly four percent increase per year).

During the past five years, SAD schools, colleges, and boarding institutions undertook many new construction projects, which led to a significant expansion of the Adventist educational network in the region. A total of U.S.$104 million was invested in construction projects during the quinquennium. The redesigning and rebuilding of the...
Seventh-day Adventist Technical Institute in Ecuador (ATIE) and the completion of the construction of the Amazon Seventh-day Adventist College (FAAM) are two SAD projects funded in part by the world church’s 2009 third-quarter Thirteenth Sabbath Offering.

**Development Plans**

But beyond mere figures and statistics, Seventh-day Adventist schools in the South American Division have also established themselves as part of a trustworthy educational network in the eyes of the church constituency and the general public, mainly due to the system’s ongoing emphasis on academic quality and moral/spiritual values instruction. In addition to the blessings and the divine approval seen in every plan and project, growth can be attributed to well-defined goals and effective implementation. Specific development plans were put in place in 10 areas:

**Council of College and University Presidents**—Currently, there are 12 tertiary institutions and four higher education extension programs in the SAD territory, which enroll 21,475 students. A Council of Seventh-day Adventist College and University Presidents was created in 2006 with a very clear mission: to make a positive contribution to the Adventist educational system, and to produce graduates who are ethical, proactive, and creative, and who show a deep commitment to spreading the gospel to the world. The goals of this council include: (1) strengthening spiritual-life activities in the institutions of higher learning; (2) making human, economic, and institutional resources available to the church within a plan of integrated evangelism; (3) acting as an advisory body to the SAD union departments of education; (4) taking part in the general planning for higher education throughout the division; (5) aiding Adventist colleges and universities in offering programs that are committed to excellence and supportive of the Adventist philosophy of education; and (6) supporting and managing the exchange of scientific publications.

**Spiritual Master Plan**—The Spiritual Master Plan (SMP), which has been implemented in each SAD school during this quinquennium, is a very important accomplishment because it shows the division’s commitment to the evangelistic mission of the church. After measures of spirituality are assessed on each division campus, the findings will be used to plan activities that will enhance faculty and student understanding of Seventh-day Adventist principles, beliefs, and values that contribute to personal and collective growth.

These actions will include ongoing improvements in the religion curriculum, the involvement of a substantial percentage of faculty and students in spiritual and evangelistic programs, and pastoral visits to students’ families by teachers, administrators, and chaplains.

**Textbooks**—In the past five years, the SAD made significant progress in providing new textbooks for its schools. Church publishing houses now produce materials for every level (elementary through secondary), group, and subject in Portuguese, and are working on Spanish textbooks. Currently, there are more than 100 different textbooks in these two languages being produced in a joint effort with the church’s two publishing houses in SAD (Brazil Publishing House and South American Spanish Publishing House), which ensures that Adventist teachings and philosophy are present in the materials used by students.

**An Education Website**—Because of the technological advances in our school communities, the division realized that it needed a Website that could provide materials and re-
sources for parents, students, and teachers. The new SAD Website (http://www.educacaoadventista.org.br) has become a valued tool because of its multiple databases and other online resources. According to data from 2009, about seven million pages have been accessed. The Website also seeks to foster online communication among parents, teachers, and students. It is currently available to the Brazilian unions and is being introduced in the remaining countries of the division.

**Student and Faculty Cooperation Agreements and Exchanges**—In the past five years, the SAD has encouraged faculty exchanges in other countries within the Adventist educational network for brief periods of time. These agreements have helped to foster unity and collaboration.

**A Standardized Publicity Campaign**—Another important accomplishment during this quinquennium has been the unification, for the first time, of the message presented to the public by means of a publicity campaign (see http://www.educacaoadventista.br and http://www.educacionadventista.com). These have ensured the better conceptualization of the Adventist educational message and its more effective transmission through an advertising campaign. This unified concept has been also strengthened through the adoption of a standard uniform for every school in the division.

**Plans for Integrating Evangelism and Education**—During the past five years, the division’s educational network has participated in Adventism’s global plan of integrated evangelism. SAD teachers and students are involved in a variety of strategies, such as small groups, missionary teams, intercessory prayer, hospitality, public evangelism, Bible classes, and discipleship.

**Pedagogical Handbook**—In 2009, the SAD published *Seventh-day Adventist Pedagogy* in Portuguese and Spanish. This handbook was prepared by a group of educational experts and division leaders, with the support of local Adventist publishing houses. The book elaborates on the Seventh-day Adventist philosophy of education, and will serve as a reference handbook for administrators, educators, and the general public.

**Ellen White’s Books**—Ellen White’s education books were made available to the faculty of every Adventist school in the division.

**Standardization of Financial Management, Software, and Phone Systems**—In the past five years, financial software and even IP (Inter-
Seventh-day Adventist education in South America during the past five years. Clearly, education in the South American Division has a balanced approach and is committed to technical, learning, and pedagogical improvements, as well as in the spiritual edification of students, faculty, and staff.

**Goals for the Next Quinquennium**

For the next five years (2010 to 2015), the SAD educational network has involves the ongoing process of standardization;

2. **Religious initiatives**, which focus on the Spiritual Master Plan, religious courses for Adventist teachers who have not attended church colleges, the integration of faith and learning, chaplaincy ministries, integrated evangelism, increased emphasis on creationism, and the celebration of Christian Education Day in our churches;

3. **Management**, which will emphasize showing greater appreciation for professionals, the training of managers, job descriptions for school management positions, policies for hiring school administrators; and the creation of new courses and programs;

4. **Academic development**, which among other initiatives, will focus on the training of leaders and experts, and providing academic support for primary school education;

5. **Community projects**, which will continue the current emphasis involving students in service and voluntarism; and

6. **Institutional development**, which will focus on expanding school facilities and implementing new programs.

The data for the current quinquennium show that Adventist education in the SAD has made considerable progress, but also reveal that there are challenges ahead.

Carlos A. Mesa is Education Director for the South American Division of Seventh-day Adventists in Brasilia, Brazil.
Adventist Education: A Proven Soul Winner

BY BARRY HILL

The South Pacific Division (SPD) education system is comprised of four union systems—the Australian Union Conference (AUC), the New Zealand Pacific Union Conference (NZPUC), the Papua New Guinea Union Mission (PNGUM), and the Trans Pacific Union Mission (TPUM). The conference and mission status of the unions mark a clear divide between the rich and poor areas of our territory.

Since the previous quinquennium, our system has grown by more than 15,000 students so that we now have more than 50,000 students enrolled in 351 schools, four tertiary institutions, and two vocational schools. This is dramatic growth. The largest increase has been in PNG, which joined other churches in the New Guinea Government Unified System in 2006. Since then, their student population has almost quadrupled. There has been high student growth in the Trans-Pacific and Australia Union as well as in all tertiary schools.

The Pursuit of Adventist Mission and Ethos

During the past quinquennium, the SPD Department of Education has taken measures to strengthen Adventist mission and ethos in our schools. For example, in 2006, we completed a Commission on Adventist Secondary Education in which we interviewed a total of 260 principals, chaplains, teachers, and students in 19 schools across the division to find out how well schools were achieving their Adventist mission and objectives. Schools generally fared well. Then, in March 2009, the AUC Education Department conducted a major strategic consultation involving 75 of its key stakeholders. Position papers, keynote presentations, and breakout groups addressed issues such as Adventist curriculum, teacher supply, growing non-Adventist clientele, and financial viability. Pastoral and teaching ministries were powerfully united through this experience.

The division has also ensured that professional development for principals and teachers in all unions is faith-oriented and highlights Adventist distinctives. In May of 2009, SPD sponsored two unions to jointly run a leadership conference to train leaders to disciple students. Speakers such as Ben Maxson and Bailey Gillespie helped make this occasion a spiritual high.

Many other initiatives have promoted Adventist mission and ethos in SPD schools. In 2008-2009, the division sponsored visits by education directors and principals from the two large union missions to schools in Australia and New Zealand.
Zealand so that they could observe how Adventist ethos or “special character” is displayed visually and taught. Also the division and “home” unions have helped Avondale College establish an attractive Website featuring teaching as a ministry, and publish Teach magazine. Meanwhile, quality school chaplaincy programs continue to develop.

Service Learning

Service to others is a pivotal value of Adventist education. As the SPD Education Department attempts to coordinate the work of its four unions, it becomes a broker between richer and poorer systems and seeks ways to promote the value of service. One way to do this is to link schools together for mutual support. Some conference schools are sending teacher-student teams to sister mission schools every year to help with repairs and maintenance, and to strengthen teaching and learning.

Curriculum

Because the needs are so great, the SPD Education Department invests in curriculum development and implementation for the poorer areas of the division. While most activity is Bible-oriented, we also emphasize improvement in the basics of teaching and seek opportunities to distribute high-quality resources provided by donors. Therefore, in 2009 we sent out U.S.$2.5 million worth of donated primary English and mathematics books to all primary schools in the Trans Pacific Union Mission.

In the past three years, we have employed a committee to develop and launch a new primary Bible curriculum. This program has been so successful that it has changed teaching and learning across the curriculum in many schools. Since 2008, we have distributed more than 1,500 teacher syllabi and 300 sets of Uncle Arthur’s Bedtime Stories, and run 10 major professional development events.

Currently, the AUC and NZPUC education systems are collaborating to develop an exciting Encounter Bible Project whose goal is to transform Bible teaching in grades K-10. Numerous writing workshops convened in retreat settings have inspired the teachers who have been assigned to write 250 units.

Tertiary System

Administrators of all tertiary institutions have worked diligently to deal with the complexity of higher education. This sector faces a number of challenges, including expanding non-Adventist student enrollments, the quest for credibility, difficulty in attracting qualified staff, and the global economic downturn.

Pacific Adventist University in Papua New Guinea is prominent in its territory, and its graduates are eagerly sought after. Since 2005, its policies and publications have more clearly emphasized strategic planning, research, and postgraduate work. The division’s commitment to provide better facilities has spawned more than 12 major projects. Avondale College in Cooranbong, New South Wales, Australia, has established a reputation for high-quality teaching and learning, gaining seven five-star rankings in the Australian Good Universities Guide 2010. In January 2009, it also received an excellent report from the Australian Universities Quality Agency. Meanwhile, Fulton College in Tailevu, Fiji, has decided to relocate near Nadi International Airport, and Sonoma Adventist College in Kokopo, New Guinea, is at full capacity.

To avoid undue competition for the same stu-
dents and financial resources, and to make the system more efficient, the SPD initiated a review of its tertiary system in 2006. Subsequently, we have employed an integration officer to help us affiliate our smaller colleges with Pacific Adventist University, a move that has already enhanced the quality of the division’s tertiary education.

Challenges

Our challenges are virtually the same as five years ago. In the Pacific region, we need effective leadership at all levels. Also, because many teachers lack proper qualifications, we are using retired volunteers to run a series of short courses to give school personnel the basics. Further, since governments now pay most of our teachers, some start to see themselves as government employees, so our task is to induct them into “real” Adventist thinking.

Although resources and financial viability are still an issue, and an infusion of cash would help the smaller schools, the greater challenges are faith-oriented. It is a challenge to maintain the same percentage of Adventist teachers during current school growth phase, let alone reduce the percentage of non-Adventist teachers, and as schools enroll more non-members, it is a challenge to maintain their Adventist ethos. There is the need to promote education as soul winning to administrators, to retain ownership of schools by churches, and to strengthen teacher spirituality.

Looking to the Future

Although the challenges point the way forward, we have learned that it is not the best strategy to pursue too many initiatives at once. In the tertiary sector, we want a well-affiliated system moving to achieve full integration. We also aim to see Fulton College relocated, to establish a small teacher-education institution in the Solomon Islands, and to help Avondale College attain university status. Our quality-assurance program must ensure genuine accountability that includes effective appraisal and support, and a better school accreditation process. We want to develop an effective secondary Bible curriculum and higher teacher accountability and skill levels through long-term school-based professional development.

Education in the South Pacific Division is a proven soul winner, a ministry that is growing rapidly. The future looks bright.

Barry Hill is the Director of Education for the South Pacific Division of Seventh-day Adventists in Wahroonga, New South Wales, Australia.
Good news! The steady growth of the Seventh-day Adventist Church and its institutions has created a demand for qualified personnel who can support its worldwide mission with their talents and education.

In response to this need, the General Conference has launched the Adventist Professionals’ Network (APN)—an electronic global registry of Adventists who hold a degree in any field and have an email address. APN assists Adventist institutions and agencies in locating candidates for positions in areas such as teaching, ministry, health care, management, administration, and research as well as consultants and personnel for mission service.

Once registered, APN members can find job opportunities in Adventist organizations, join one of many Adventist professional associations, and network with thousands of Adventist professionals around the world. Members are protected from solicitations and unwanted mail.

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Encourage other degree Adventists to join APN and enjoy its many benefits. For questions and comments on APN, contact us through apn@gc.adventist.org

PLEASE CIRCULATE OR POST
Adventist Education on the Move

BY ELLAH KAMWENDO

In April 2006, the Southern Africa-Indian Ocean Division (SID) Education Department suffered the sudden tragic death of its education director—Dr. Elden Gerald Kamwendo, who had been in office for only three months. The SID Executive Committee elected his widow, Dr. Ellah Kamwendo, to lead the education work in SID.

That same year, the division relocated from Harare, Zimbabwe, to Pretoria, South Africa.

Despite these challenges, the SID Education Department pressed forward to fulfill its Mission Statement: To ensure quality Adventist education that covers the spiritual, mental, physical, and social dimensions of life for productive life here and the world to come.

SID’s Five Initiatives as Applied to Education

The SID Education Department coordinates and supervises schools to ensure their adherence to the mission statement through the implementation of five initiatives:

1. A call to school administrators, teachers, and students to develop a strong intercessory prayer life and intentional spiritual growth through personal daily devotions (Colossians 4:12).

2. A call to equip school administrators, teachers, and students with knowledge and skills to “Lift Up Christ” and to “Tell the World About Christ!” (2 Timothy 2:2).

3. A challenge to the whole school community to engage in personal and public evangelism and nurture, according to each person’s spiritual gifts (Zechariah 8:22, 23).

4. A challenge to all educational institutions to become self-supporting through proper management of time, talent, and treasure (2 Chronicles 31:9-12).

5. A challenge to the unions to build more quality Adventist schools and/or repair old ones, and maintain academic quality (Haggai 2:8).

New Building Projects

Schools have been built with support from the General Conference Adventist Mission Department, 13th Sabbath Special Project Offerings, Maranatha, and other sources.

- Montemorelos University in Mexico is helping the Angola Union to rebuild Bongo Adventist Seminary in Huambo after 30 years of war and destruction. Division and university officials requested permission from the Angolan Minister of Higher Education to operate the school, who expressed pleasure at the request and said that this was long overdue.

- Maranatha International has built several primary schools in Maputo and other parts of Mozambique.

- Former Malawi Union President Fred Wilson supervised the building of a modern girls’ dormitory and several staff homes at Lake View Campus in Malawi.

- Adventist University Zurcher in Madagascar has completed a men’s dormitory and extended the women’s dormitory and cafeteria. A new block of classrooms has been completed.

Schools that were placed on probation because of poor infrastructure have made a major turnaround. In Malawi, Mbwatalika Primary School (accredited in 2009) has built new pit latrines and a new cafeteria and is renovating the boys’ dormitory. Pupils who used to sit on the floor at Nsambe Primary School now have desks and benches to sit on.
which gained official church recognition in February 2009.

Work Programs
Matandani Secondary School in Malawi has resuscitated its farm and vegetable garden, which had been lying idle for years. They are producing vegetables, beans, sugar cane, maize, and other products to feed the students and staff, with enough left over to sell to the surrounding community.

Evangelism
“The Blessed Hope Crusade” was held in Tati Siding Village in Francistown, Botswana, in October 2008 by the two SID female directors. Caroline Chola, children’s and women’s ministries director, took the main service, while Ellah Kamwendo, the education director, presented health talks. Daily activities included visitations in the village and blood pressure screening. Sixteen people were baptized.

Renewed Accreditation of Institutions
Five tertiary institutions were evaluated by the Adventist Accrediting Association (AAA) with the following outcomes:
- Zambia Adventist University in Zambia—Candidacy status extended for another two years.
- Solusi University in Zimbabwe—Regular accreditation status extended for four years.
- Helderberg College in South Africa—Regular accreditation status extended for five years.
- Beira Seminary in Mozambique—Status pending, subject to its accreditation as a junior college.
- Adventist University Zurcher in Madagascar—Regular accreditation status extended for three years.

Helderberg Primary School and Helderberg High School (South Africa) received high ratings, and were granted five and four years’ accreditation status respectively. After Sedaven High School’s evaluation in 2009, teachers, students, and parents were excited that their institution had at last regained its official recognition as an Adventist school, following a long period when it held only government accreditation.

For the first time, during this quinquennium, some secondary and primary schools in the Zambia Union Conference were ready for evaluation. Five schools received regular accreditation. When the visiting team arrived at Mupapa Secondary School in Ndola, a former student, Evangelist Ernesto Ricci, was conducting a Week of Spiritual Emphasis.

Teacher Service Awards
Malawi Union Education Director Margaret Masamba and the union officers, teachers, and students from Adventist schools...
 Increased Enrollment

Adventist education is thriving in Zimbabwe, despite the severe economic and political problems. When teachers in government schools went on strike, many students came to our schools. Because of this, Tshabanda Primary School, for example, now enrolls more than 1,000 students. In Angola, the church is growing so fast that the classrooms are overcrowded as people seek to better themselves through education. Of course, rapid enrollment growth creates its own challenges—providing adequate facilities and hiring qualified Adventist staff.

Scarcity of Qualified Adventist Teachers

The political and economic challenges throughout the SID territory have caused a brain-drain in our schools, leading to the recruitment of some unqualified, non-Adventist teachers. Because the majority of the students and teachers on our campuses are non-Adventist, it requires constant effort to create a wholesome campus environment to eliminate behaviors, adornments, and language expressions that do not reflect Adventist values.

Effects of HIV and AIDS

As a result of the high rates of HIV infection and AIDS in most of the sub-Saharan countries of SID, millions of young adults have died, leaving tens of thousands of orphans to fend for themselves. Some unions are building orphanages to care for these children and alleviate the burdens of young people who have become guardians to their sib-

Special Events

Despite the adverse conditions in Zimbabwe, in 2008 Solusi University had one of its grandest graduations, granting diplomas to 998 students. Three people who have played significant roles in the development of the university received honorary degrees.
lings. Many of our schools are feeding and educating these orphans, which further strains the limited resources of the institutions.

Language Barriers
The SID faces the challenge of reaching its constituent territory in three major languages—English, French, and Portuguese—making it difficult and expensive to share important information and curricula among the unions.

Lapsed Accreditations
Only about 16 percent of SID’s 324 schools have been evaluated since 2005. Some have lost their accreditation due to lack of follow up. Because of this and a deterioration in the infrastructure, personnel, and academic programs, many schools are sub-standard.

Plans for the Coming Quinquennium
- To accredit more schools and thereby assure quality personnel, infrastructure, and academic programs. It is the goal of the SID Education Department to allow only fully accredited institutions to identify themselves as Adventist schools.
- To encourage institutions to subscribe to THE JOURNAL OF ADVENTIST EDUCATION for teachers and libraries, and encourage teachers to read the publication.
  - To urge educators to integrate Bible lessons with life experiences.
  - To require school administrators to develop, implement, and evaluate the Spiritual Master Plan for their schools.
  - For educational institutions to conduct at least two weeks of prayer per year, as well as mid-week prayer meetings and vespers, and to sponsor Pathfinder and youth programs.
  - For teachers and students to enroll as many non-Adventist students as possible in Voice of Prophecy lessons.
  - For institutions to establish viable industries and work-study programs to enable students and schools to become self-financing, and to supply commodities to their communities.
  - To encourage school administrators to upgrade facilities and infrastructure and give serious attention to cleanliness and maintenance.
  - To distribute the “Ten Outline Lessons for the book Education” by Ellen G. White to provide orientation on the Adventist philosophy of education.
  - To continue to work to adapt the Bible curriculum secured from the North American Division for use in SID schools.

Ellah Kamwendo is the Director of Education for the Southern Africa-Indian Ocean Division of Seventh-day Adventists in Pretoria, South Africa.
Making Grace Known Through Adventist Education

By G. Nageswar Rao

Surat! At the mention of the name, varied images flood the mind. A little Indian fishing village on the northwestern coast of India. The gateway for a merchant boat from England, an opening wedge to the British Empire. A crucial flagpost in modern India’s struggle for freedom. And currently, a textile hub and the world’s premier center for diamond cutting and polishing.

But today, the city is also known for another kind of diamond work—cutting, shaping, and polishing young lives in a location where the flag of Adventist education is flying high. Each day, nearly 6,500 young people—from toddlers to graduate students—from all parts of the metropolis, representing all religions and social strata, flow through the portals of this Adventist educational center, to be shaped, molded, patterned, and polished—from the raw material of childhood innocence and teenage dreams into mature and dynamic young people, transformed to change society, to lead the community, and to achieve great things. Adventist education is the tool, dedicated teachers are the means, a committed administration is the motivating power that has made a one-room, one-teacher institution of 70 years ago into a dynamic center of education—for the glory of God and for the good of the community.

Until Surat’s tertiary program took shape in 1998, the Southern Asia Division (SUD) had only one higher education institution, Spicer Memorial College in Pune, India. The tradition and the historic rooting of Adventism symbolized by Spicer has linked with the dreams of the new and the challenge of the unknown symbolized by Surat to produce nine tertiary institutions throughout Southern Asia. The advancement in tertiary education to meet the increasing educational and leadership needs of a growing constituency is a reminder of what God began—small in the long ago—and what He will conclude in the near future.

Higher Education

This development of the tertiary program is SUD’s single most important educational achievement in the current quinquennium. Adventist colleges are strategically positioned to serve the growing field.

Spicer Memorial College continues to be the flagship institution, developing pastors, teachers, and other workers for the division. Surat Adventist College, with branch campuses in Nuzvid in the East Central India Union Section and in Ranchi, Northern India Union Section, offers specialized training in nursing, health care, and in business leadership. Roorkee Adventist College, which serves the Northern India Union Section, trains teachers and accountants. Northeast Adventist College, located amidst the beautiful foothills of the Himalayas, serves young people from the Northeast India Union Section. Down on the east coast is the Flaiz Memorial Adventist College, which offers varied courses in arts and commerce. Vellore Adventist College of Education, the youngest of the colleges, trains certified teachers for elementary and secondary schools throughout the division. Lowry Adventist College, the cradle of Adventist higher education, located in Bangalore, has a highly acclaimed nursing program, in addition to degrees in teaching and computer technology.

The nine Adventist colleges in the division enroll 3,873 students, taught by a highly qualified faculty of 441. Although some institutions have a...
high percentage of non-Adventist students, the governing and administrative structure of the institutions ensure that the Adventist ethos prevails on the campuses, in the classrooms, and in the dormitories. The emphasis on Adventist lifestyle, the core Bible curriculum, and integration of faith and learning in all classes ensure that when students graduate, they have achieved not only academic excellence, but also spiritual and moral maturity. “I chose to teach here,” said one teacher at Roorkee College to a recent church accrediting team, “because of the moral imperatives and spiritual nurture that are upheld.”

**Education That Makes a Difference**

During the current quinquennium, elementary and secondary education also had a division-wide impact. From the tiny town of Banepa in Nepal to the bustling city of Nagercoil at the southern tip of India, SUD operates 262 elementary and secondary schools, most of which offer college-preparatory curricula. Almost 150,000 students, most of them from non-Adventist homes, are enrolled in these schools. Each child is a potential member of God’s kingdom, and that in itself justifies investing the church’s time, funds, and human resources in education.

The surge in elementary and secondary education is typified by the Adventist Higher Secondary School in Ahmedabad, north of Surat. Just a few years ago, it was a small, struggling institution. But thanks to a strong spiritual and moral emphasis, a committed administration and staff who care for each child as if he or she were the only person on the campus, the school has grown to become the largest school in the Southern Asia Division, with more than 8,500 students and sophisticated facilities.

Add to Ahmedabad such centers as Spicer Higher Secondary School and Hume McHenry Higher Secondary School in Pune. Seventh-day Adventist Higher Secondary School, Spencer Road, in Bangalore, Adventist Higher Secondary Schools in Pondicherry, Chennai, Madurai, Kuttapuzha, Secunderabad, Kolkata, Lucknow, Shillong, and many others, you have a modern chapter of faith reflected and patterned after Hebrews 11.

While the curriculum of these schools varies depending upon the region, a common thread of unity and spiritual nurture, of vision and purpose, binds all the schools. The integration of faith and learning provides a pervasive influence that bonds all classroom activities. The SUD Education Department, assisted by able administrative and teaching personnel throughout the division, provide continuous training and materials in order to ensure both academic excellence and spiritual nurture. The core...
Bible curriculum is followed by all schools and taught by men and women dedicated to values of nurture and faith development. Thus, Adventist schools are known and sought after for their philosophy of wholistic education—the training of the head, hand, and heart.

**Education’s Golden Rule**

Adventist schools in SUD operate in a largely non-Christian atmosphere, which means that our educators are often faced with a challenge similar to the one faced by children of Israel camped by the rivers of Babylon, who lamented, “How shall we sing the Lord’s song in a strange land?” (Psalm 137:4, KJV). Fortunately, we have the guidance of Scripture and the Spirit of Prophecy: Love is the way to bring about wholistic education. During the current five-year period, the educational leadership of the church, from administration to teachers, has adopted a 10-step formula, implementing the golden rule of education in the way our schools are operated and our classrooms are managed. These steps are: (1) Be a role model; (2) be impartial; (3) lend a sympathetic ear; (4) be cheerful; (5) help the children to pray and trust in God; (6) instill right values; (7) win their confidence; (8) provide constructive criticism; (9) build self-esteem; and (10) be a faithful steward.

An education based on such positive values will certainly succeed. God has blessed our educational ministry in SUD. In the past five years, 3,960 people were brought into God’s kingdom through the ministry of our schools. Many more have come to know the meaning of a personal God. We have much to be thankful for. During the upcoming quinquennium, we are committed to making God’s grace known through the “nicest work” given to human beings—the work of education (see Ellen White, *Counsels to Parents, Teachers, and Students*, p. 73).

G. Nageshwar Rao is the Director of Education for the Southern Asia Division of Seventh-day Adventists in Hosur, Tamil Nadu, India.
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The Seventh-day Adventist school system in the Southern Asia-Pacific Division (SSD) continues to exist and grow with the goal of providing an education that will prepare its students “for the joy of service in this world and for the higher joy of wider service in the world to come” (Ellen G. White, Education, p. 13). As we review the progress of Adventist education in SSD during the past five years and consider plans for the future, it is clear that: (1) only through the grace of God were we able to accomplish what we did, and (2) there are greater things to be achieved.

Reality Today—Vision Tomorrow

BY MIKE LEKIC AND LAWRENCE DOMINGO

The SSD Education Department experienced a change in leadership during this quinquennium—a new director in 2007, and an associate director in 2008. Many of the division-level programs continue to function well; some recent initiatives have been added to meet current needs.

Statistical Update. In 2009, SSD had a total of 997 schools, 120,664 students, and 7,004 teachers. This represents a slight decrease in schools and an increase in enrollment and teachers compared to the previous quinquennium. The church has education programs in all but three of the 18 countries that make up the SSD territory.*

Evangelistic In-reach and Outreach. Each year, SSD’s education in-reach programs result in more than 4,000 people being baptized. In addition, all schools are also actively involved in outreach programs in the communities nearby and more distant from their campuses. The division department of education has provided matching funds to each college/university and union office of education to develop and implement a plan for the school-based evangelism outreach “Tell the World.” Our tertiary and secondary schools as well as division, union, and conference/mission education leaders all hold yearly evangelistic meetings. These and other initiatives add thousands of baptisms each year.

Reaching the Unreached Places through Education (RUPE) program of West Visayan Academy in central Philippines, sponsored by the General Conference Council on Evangelism and Witness, seeks to establish an Adventist presence in population sectors with no church members by offering free education to qualified young people whom they seek to win to Christ during their study at the academy and who can return home to share their faith with family and friends.

Bursary, Education Aid, and Nelson Scholarships. The SSD has provided scholarship funds of more than U.S.$300,000 each year for...
upgrading college and university faculty, as well as K-12 teachers. An average of 190 personnel were upgraded each year during the past quinquennium thanks to the SSD bursary and education aid funds. More than 170 students from SSD colleges and universities received the Nelson Scholarship Endowment Fund.

DayStar Readers and Bible Curriculum. A new reading series for grades 1-6 is now being used in SSD classrooms. Teacher’s guides are being completed, and we will soon begin revising our Bible curriculum based on the North American Division’s Bible program.

Graduate Education Expansion and Quality. The Adventist International Institute of Advanced Studies (AIIAS), a General Conference institution has offered Master’s and doctoral degrees in the SSD territory for more than 20 years. The Adventist University of the Philippines (AUP) has for some time offered Master’s programs, but more recently has been authorized by the church’s International Board of Education to offer several doctoral degrees and has received a national award from the president of the Philippines as one of the best universities in the country.

Other SSD tertiary institutions offering graduate degrees include Adventist University of Indonesia, Klabat University, also in Indonesia, and Asia-Pacific International University (formerly Mission College) in Thailand, the SSD’s newest university. Mountain View College, Central Philippine Adventist College, and Northern Luzon Adventist College, all in the Philippines, are actively seeking university status.

Challenges. Despite renewed efforts to strengthen school libraries by providing training for librarians, building book collections with donated books and reference materials, and providing incentives, the challenge of upgrading libraries in many of our schools remains. The availability of textbooks from preschool through graduate level continues to be a major concern. In addition, many of the schools are unable to implement the voted wage scale due to financial challenges.

Adventist University of the Philippines receives an award as one of the country’s best universities.

SSD students of the first Adventist school in East Timor.

SSD students of the first Adventist school in East Timor.

The Adventist University of the Philippines receives an award as one of the country’s best universities.
Vision Tomorrow—Future Opportunities

Proverbs 29:18 reads, “Where there is no vision, the people perish” (KJV). Unless we understand clearly where we are headed, the probability of a successful journey is severely limited. Also, vision without action is merely a dream. Our plans for a better tomorrow in SSD education include the following.

Strategic Planning. College and university presidents as well as union education directors have agreed to finalize, before the SSD Education Advisory in 2011, the strategic planning process that began in 2008. Areas of emphasis include: (1) spiritual/moral focus, (2) administration, (3) marketing and enrollment, (4) curriculum and instruction, (5) school facilities, (6) finances and development, and (7) ongoing evaluation and revision. As part of this process, we held a bi-union tertiary education consultation and planning meeting in Indonesia in August 2009. Similar events are planned for the Philippines and elsewhere in 2010. These meetings review the academic programs each institution, as well as what they plan to offer, leading to an agreement on how to collaborate to meet the needs of the church and each school’s surrounding community.

Division-Wide Teachers’ Convention in 2013. The SSD Education Committee voted to organize an SSD-wide teachers’ convention in September 2013 in Bangkok, Thailand.

Review and Approve New Undergraduate Programs and Professional Institutions. The terms of reference of our education board/committee have been revised in order to be able to review and grant approvals for new college programs and professional educational institutions upon demonstration of eligibility.

Building a Quality Educational Culture. A Quality Assurance Ad Hoc Committee under the leadership of the SSD director of education has been established to formulate quality criteria and standards that will help establish a culture of quality in SSD schools.

As we begin a new quinquennium, we remember the Apostle Paul’s words in 1 Corinthians 3:6, “I planted the seed, Apollos watered it, but God made it grow” (NIV). May God bless as we continue improving the church’s education ministry to our children and youth and to the surrounding communities until that day when we will be invited to live eternally together with our Lord and Savior Jesus Christ.

Mike Lekic is Director of Education for the Southern Asia-Pacific Division of Seventh-day Adventists (SSD) in Silang, Cavite, Philippines; Lawrence Domingo is Associate Director of Education for SSD.

*The SSD has education programs in Bangladesh, Cambodia, Indonesia, Malaysia, Myanmar/Burma, Philippines, Singapore, Sri Lanka, Thailand, Timor Leste/East Timor, and the U.S. territories of Guam and Wake Island, the Federated States of Micronesia, Marshall Islands, Northern Mariana Islands and Palau; but not in the Lao People’s Democratic Republic, Vietnam, or Brunei Darussalam.
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Good News in Difficult Places

BY DANIEL DUDA

During this past quinquennium, Seventh-day Adventist education in the Trans-European Division (TED) achieved modest but significant progress in spite of difficult challenges.

The TED is the smallest of the 13 world divisions, yet the most diverse. It stretches from Greenland in the north through Scandinavia (Norway, Sweden, Finland, and Denmark); the British Isles, Netherlands, Poland, and the three Baltic countries; southward to Hungary, the Adriatic countries, and all the way to Israel; and then farther southward to Egypt and Sudan in Africa. It stretches over six time zones from the west in Iceland, through Greece to the Islamic countries of the Middle East, the Arabian Peninsula, and all the way to Pakistan. The 616 million inhabitants of these territories speak 60 languages and numerous dialects in secular, Islamic, and animist cultures.

Delivering Adventist education throughout the 40 countries in the TED is no small task. These countries are organized into 13 unions and three attached fields. Because of the diversity, there is no unified recipe that will work everywhere. Administrators, educators, and students are committed to the foundational belief that our educational system must prepare people not only for useful service in the specific conditions of this world in which they live and work, but also for the world to come.

Adventist education in the TED aims to provide excellent academic training and intellectual development, but also seeks to nurture spiritual growth and to provide students with a solid grounding in Christian discipleship. Thus, our schools continue to fulfill a key role in the life and witness of the Seventh-day Adventist Church throughout the vast region of our division.

Difficult Odds

In achieving these lofty goals, our 106 educational institutions battle against almost overwhelming odds. High on the list of difficulties are the perennial problems of trying to attract paying students in countries with a wide availability of free and government-subsidized education; declining birthrates; lack of available subsidies, difficulty in promoting and nurturing biblical standards and values in the midst of secularism and moral decline; lack of diversity in study options and majors; and the difficulty of staffing institutions with godly, motivated, adequately qualified, and decently paid professionals in a time of global credit crunch. Small churches and unions of a few thousand members struggle to sustain secondary boarding schools. Yet, in spite of these daunting challenges, by the grace of God our schools continue to prevail, celebrate success, and flourish in amazing and innovative ways.

Enrollment Gains

During the past quinquennium, we have seen an overall increase in the number of students enrolled in our schools. Because of the conditions, the gains have not been evenly spread across the division. However, some schools have had outstanding success in attracting students. For example, in 2000, our Polish Spiritual Seminary had 15 full-time tertiary students. In 2010, the school celebrates 10 years of offering a B.A. degree program called “Tourism in Bible Lands,” which is now offered in 10 centers around Poland. In the past quinquennium, it began programs in journalism and media communication, and promotion of healthful lifestyle, for a total of five departments. The institution obviously found a niche in the Polish educational market—incorporating Bible knowledge and Christian values—and today, the Polish Seventh-
day Adventist College of Theology and Humanities is the largest Adventist school in Europe! Its enrollment has grown from 15 to 2,137 students since 2000, a huge increase!

The Adventist International Institute of Advanced Studies (Philippines) has begun to offer a new Master’s-level extension program in Qatar, where we had no educational presence before and would be hard pressed to open one with TED’s academic and financial resources only. For this type of cross-divisional cooperation, we are truly thankful.

Throughout the system, mere numbers fail to reveal some exciting and important aspects of school life. High on this list is the enthusiasm of students engaged in the life-changing educational experiences that are daily offered in our schools. To hear their testimonies, and to see the energy, vitality, and potential of children and youth is always heartwarming for the visiting accrediting teams, church and school administrators, and teachers alike.

Higher Education Achievements

Newbold College in southern England, the TED flagship institution, went through a difficult restructuring period during the past quinquennium. A new Department of Management, Art, and Social Studies was created to offer new degrees in media and diversity studies. By adding British-style Master of Philosophy and Ph.D. research degrees in theology and new D.Min. degrees introduced in 2005, Newbold now offers all aspects of university training from one-semester undergraduate courses to doctoral level.

Recently, the Middle East University in Beirut, Lebanon, which celebrated its 70-year anniversary in 2009, began offering undergraduate degrees in elementary education, computer science, information systems, and graphic design and digital media. It also offers five postgraduate degrees in a variety of specialties. We praise God for an excellent university
in a country where the Adventist membership is around 300.

In the Baltics, the final graduation of 30 pastors with a Griggs University B.A. degree in religion took place in Riga, Latvia, in June 2007. More than 60 pastors have earned this degree since 2002.

In Arua (Uganda) a graduation of 42 pastors from South Sudan took place in March 2010, completing many years of off-campus training. Middle East University offered this degree to these gospel workers using their own faculty and other guest lecturers.

In Croatia, Hungary, Poland, and Serbia, excellent work has been done in correspondence training of religious education teachers in secondary schools. These motivated and committed people attend intensive classes one weekend each month in order to earn their degrees.

In Hungary and Serbia, our schools have had amazing success with the Bible Open University, where each book of the Bible was presented to the general public from the point of history, art, and literature. A great deal of interest has been generated by the work of our teachers and as a result, a number of people have been baptized.

Major financial support was provided to enable students from economically challenged countries of the TED to attend Newbold College for ministerial training, as well as business education for church treasurers and financial workers. The TED continues to invest significant resources in contract sponsorships (more than £130,000 [U.S.$186,000] yearly). In exchange for sponsorship, the students agree to work for the church for a number of years. The TED also began to offer grants (£113,000 [U.S.$162,000] yearly) to help young people who would not otherwise have a chance to attend a Seventh-day Adventist educational institution to study in areas other than theology. These students spend a year on the campus of an Adventist institution, where their lives are shaped intellectually, educationally, and spiritually.

In-Service for Educators

The success of our system relies on and is powered by our teachers’ faith in God and their dedication to delivering high-quality education. The TED supports them by providing a variety of in-service training and nurturing events; for example, regional and division education conventions. Three biennial inter-division European theology teachers’ conventions took place during this quinquennium. Each provided significant encouragement, networking, and professional development for the attendees from...
Britain, Scandinavia, the Middle East, Eastern Europe, and Pakistan.

To support teacher development, the division held its quinquennial education convention from July 7 to 11, 2009, in the beautiful Adriatic spa town of Rogaška Slatina, Slovenia. On the opening day, the almost 150 participants heard C. Garland Dulan, General Conference director of education, deliver a challenging keynote address, “Producing Global Christian Leaders in the 21st Century.” Other lecturers and workshop presenters provided high-quality sessions during the ensuing days. A similar event in March 2009 took place at Middle East University in Beirut, Lebanon, under the leadership of Lisa Beardsley, General Conference associate director of education.

Finally, while we rejoice in numerical growth, statistics reveal little about the dedication of faculty and staff who win many people to Christ through our schools. From Finland to Sudan to Pakistan, Adventist schools are igniting students’ spiritual interests and aspirations and pointing them toward eternal realities. One indication of their success is that during this quinquennium (between 2005 and 2009), our schools accounted for 1,862 baptisms. While we give God the glory for this, we also acknowledge an enormous debt of gratitude to our 1,475 teachers who inspire the 13,308 students in our schools and worker-training institutions.

Because we believe that God “is just as willing to work with the efforts of His people now” as He was in the past (Ellen G. White, Patriarchs and Prophets, p. 554), we can claim the promise that “God will meet all [our] needs according to his glorious riches in Christ Jesus” (Philippians 4:19, NIV). Therefore, the team of educators in the TED seeks to maintain a burning passion for the mission of Adventist education. As followers of Christ, they have been changed in their personal lives. As leaders, they embrace change in our institutions. As educators, they are the catalyst of change in our schools. And they envision an even more exciting and challenging future as their work continues to deliver Adventist education through the grace and empowerment of our Lord Jesus Christ.

Daniel Duda is Director of Education for the Trans-European Division of Seventh-day Adventists in St. Albans, England.
most of the 22 countries in the West-Central Africa Division (WAD) are located in an area referred to as the 10/40 Window, a region in the Eastern Hemisphere between 10 and 40 degrees north of the Equator with serious socioeconomic challenges and the smallest presence of Christianity on the planet. Thus, education in this territory is a major means of development and social advancement. Although WAD ranks seventh in membership among the 13 divisions of the world church, it ranks second with regard to student enrollment in Adventist schools.

The WAD has nursery/primary schools in 20 nations; secondary schools in 10 countries; and tertiary institutions in three countries. Through their quality, Christ-centered education, these schools baptized more than 10,900 persons this quinquennium.

**Achievements**

The WAD educational program grew significantly from 2005-2009—schools: 955 to 1,232 (29 percent); teachers: 7,359 to 9,652 (31 percent); students: 214,046 to 252,688 (18 percent). The growth occurred division-wide inspired by the theme “Education for Redemption and Restoration.” Major achievements include:

**Integration of Faith and Learning (IFL)**

Because we strongly believe that “In the highest sense the work of education and the work of redemption are one” (Ellen G. White, Education, p. 30), WAD teachers faithfully transmit biblical faith and values through every educational activity. To enable them to do so effectively, the division regularly offers IFL seminars on Adventist education philosophy, environments and methods for effective teaching and learn-
ing, discipline, faith, and science. The topics are posted on our Website so the teachers can access them and request supporting materials. Commitment by teachers and students to serve the Creator-God and humanity is evident. WAD schools are also recognized nationally and internationally for academic achievement and the moral discipline of students.

**Babcock University (BU)**

Babcock University (Nigeria) has 5,850 students, 248 faculty members, and 30 degree programs in education and humanities, management and social sciences, science and technology, and law and security studies. The campus is blooming with modern facilities, and the strong impact of BU, from spiritual life to academics, has made this school Nigeria’s “flag bearer” university. BU includes IFL in its faculty orientation at the beginning of every session; and in 2009 hosted a special IFL seminar for every employee, both teaching and non-academic staff. Because of these and other evangelistic activities, BU baptizes 600 people every year, most of whom are students.

Besides its academic and spiritual excellence, BU is a source of Nigerian “academic pride,” and is steadily gaining international recognition. Among the achievements that have earned BU wide recognition are the following:

- **Supportive Christian environment for harmonious, wholistic development.**
- **Collaborative relationships with professional bodies** that allow its students to qualify for professional certification even before they graduate.
- **Quality teaching and research:** many BU graduates perform with distinction, and BU faculty members ranked second on individual research projects in Nigerian universities in 2008.
- **National approval for a medical school and accreditation for a law program.**
- **Construction of a well-equipped, 185-bed capacity medical center to support clinical education.**
- **Strong, cordial relationship with constituent communities,** including students’ parents, who have financed a large water project that provides drinking water for the university, and a 10,000 person-capacity sports stadium for BU.

**Valley View University (VVU)**

Valley View University is the first private university to be chartered in Ghana and the only one that received its charter directly from the country’s president. Also, in May 2007, during the 50th anniversary celebration of Ghana’s independence, then-President John Agyekum Kufuor awarded VVU President Seth A. Laryea the “Order of the Volta-Officer Division” for his contribution to the development of private tertiary education in Ghana. In 2009, VVU had 3,279 students and 130 faculty members, and offered 17 degree programs in the arts and science, education, and business administration. VVU is strongly influencing its community through:

- **A strong evangelistic outreach program** for communities in West Africa that produces about 500 baptisms per year.
Its status as Africa’s foremost eco-logically designed and developed campus, hosting the Center for Ecological Studies, sponsored by the German Ministry of Environment.

High academic performance. In 2008, four VVU students qualified at the national to the continental level in the “Zain Africa Challenge” held in Kampala, Uganda. Each student received a cash award equivalent to a 50 percent sponsorship for a session, and the university received U.S.$10,000 worth of audio-visual equipment.

Leadership in Information Communication Technology (ICT). The annual ICT Exposition showcases student-created software for various organizations throughout the country.

Attracting students from many countries (25 in 2009), making VVU a center for cultural understanding and exchange.

Adventist University Cosendai (AUC)
From an enrollment of about 250 students and 20 faculty members in 2005, Adventist University Cosendai now enrolls more than 470 students, and has 37 faculty members. Degree programs in education and nursing have been added to the existing ones in business (options in accounting, administration, and finance), computer maintenance, software engineering, information management, theology, and church administration. A modern classroom complex and hostels for males and females are being constructed. AUC effectively touches its community with:

Christ’s love and care through the gospel of salvation and service.
Health education to empower people to enjoy good health and a long life.
Competent teachers and graduates who exhibit the values of Adventist education.

K-12 Schools in Our Unions
Like its universities, the WAD’s K-12 schools are impacting their communities in remarkable ways. Highlights from the six unions provide evidence of their accomplishments:

Central African Union Mission (CAUM): Our schools have continued to excel academically as well as spiritually. Enrollment increased from 15,001 in 2005 to 21,512 in 2009. Evidence of the influence of our schools on the communities are:
National education leaders in most of the countries of CAUM visit and voice appreciation for our schools publicly and in writing; some send their children to our schools.
Among those baptized by our schools were 12 non-Adventist teachers.

Eastern Nigeria Union Mission (ENUM): Student enrollment in our youngest union grew from 8,428 in 2005 to 11,149 in 2009. Its outstanding achievements include:
Academic success at Adventist Secondary Technical College (ASTEC) averages 98 percent. Three students of ASTEC received the 2008 Stanbic-IBTC prize for Excellence in the English Language and Mathematics in the Secondary School certification exam.
The first prize in the Professor Nagel Essay competition was won by a student of ASTEC.
Adventist Technical Secondary School Ebem Ohafia, received the state government’s approval for its program the first time it applied—evidence that the government recognizes the positive effect of the institution on the community.
ENUM schools baptized more than 1,094 students and teachers from 2005 to 2009.

North-Western Nigeria Union Mission (NWNUM): Student enrollment in 2009 is 3,399.
NWNUM schools baptized more than 199 students from 2005-2009.
Its students have done well in a variety of competitions and regional and national exams.
Numan Adventist Secondary
School was first in a March Pass on the 2009 Children’s Day in their local government area.

**Ghana Union Conference (GUC):**
More than 65 percent of the division’s K-12 students are in this union (148,115 in 2009).

Bekwai and Yembie Junior Secondary Schools achieved first academic ranking in their districts in 2008.

Agona Seventh-day Adventist Secondary School won the 2008 regional championship in volleyball.

Takoradi Secondary School’s Evangelism Club has opened a new church in the town.

The Ghana Government continues to collaborate with us as partners in education.

Nearly 650 students were baptized through our schools from 2005 to 2009.

In the **Sahel Union Mission (SUM):** Student enrollment was 7,038 in 2009. Many parents and communities testify to the positive influence of Adventist education on their children. Adventist schools in Burkina Faso, Guinea Bissau, Mali, and Senegal received awards from their national educational authorities in recognition of their academic success, quality of instruction, leadership, and cleanliness.

**West African Union Mission (WAUM):** In 2009, student enrollment was 48,663. We are rebuilding Adventist schools after many years of destructive wars in the union’s two main countries—Liberia and Sierra Leone.

Our schools in Gambia have a strong appeal to the country’s large Muslim population.

Academic success in our secondary school in Liberia stands at 76 percent—one of the highest in the country.

WAUM schools reported baptizing 540 persons in 2008-2009.

**WAD Education Department:**
Besides general supervision and leadership in IFL seminars, the effect of the division leadership is being felt division-wide through the initiation of:

- A doctor of ministry program with Andrews University (Michigan, U.S.A.) in which 34 pastors successfully completed their D.Min. studies in 2009.
- A multilateral scholarship project aimed at sponsoring 35 teachers and 25 pastors from the 10/40 window countries of WAD for B.A. degrees.
- A scholarship project that will enable WAD universities to send their faculty members to Andrews University for advanced studies.
- U.S. high school and GED programs through Griggs International Academy, which have benefited hundreds of adult learners.

**Challenges**
- Our major challenges:
  - Increasing the number of Adventist students and, especially, teachers.
  - Improving instructional facilities and materials.
  - Making Adventist education more affordable.
  - Gaining cooperation from governments, which often impose their secular policies on our schools.
  - Improving religious and cultural understanding.

**Plans for the Future**
Integration of Faith and Learning will continue to be the “signature” of our educational programs, and we have plans to upgrade our Website with topical curricular examples. By the grace of God, our universities will expand their undergraduate programs and start graduate programs the next quinquennium, with the vision of being benchmarks for excellence in Adventist education. Similarly, our K-12 schools will continue to grow as we seek to establish Adventist schools in the two countries (Mauritania and Congo Brazzaville) that currently have none. And we will continue to work to overcome our challenges.

We express sincere thanks to the General Conference and North American Division education departments, Andrews and Griggs universities, and to all our partners in Adventist education for their encouragement and support.

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**Chiemela Ikonne** is Director of Education for the West-Central Africa Division of Seventh-day Adventists in Abidjan, Cote d’Ivoire.