

Eastern Africa Division

A Double Blessing and Challenges

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Hudson Kibuuka

In many African cultures, twins are regarded as being attended by special blessings. However, they inevitably come with additional responsibilities.

Seventh-day Adventist education in the Eastern Africa Division now rejoices at its twins, the two chartered (nationally recognized) universities, in countries where the chartering of private universities—let alone religious ones—was formerly against the law. The head of the state in the Republic of Kenya officiated in awarding a charter to the University of Eastern Africa Baraton (UEAB) in 1991 after rigorous preparations. This was the first private university to be chartered in Kenya.

June 1994 marked the government recognition in addition to the SDA accreditation of the second and long-awaited twin, Solusi University in Zim-

babwe. This occurred during the same year Solusi was celebrating 100 years of service to Africa.

These two institutions now offer degrees that are recognized throughout the EAD territory. Blessings? Yes, but with doubled challenges and additional responsibilities.

The growth that started in our division during the previous quinquennium has continued at a slightly faster pace. We praise the Lord for these developments. Space permits mention of only a few of them.

Accreditation

For the first time, all our universities and colleges are accredited. One of these schools (Ethiopian Adventist College) had been closed up to 1992, when it was reopened and granted candidacy status. Sixteen of our secondary schools are also accredited. Some of the unions with the most secondary schools plan to evaluate three schools every year.

We rejoice at the improvement in the academic and moral standards, staffing, and facilities in these schools that has enabled them to satisfy the professional scrutiny of the accrediting teams and bodies.

Personnel

Most of our schools today are led by nationals, some of whom are former graduates of these institutions, while others have been called from lucrative jobs outside the church. These include M. Muze, now vice chancellor of the University of Eastern Africa, Baraton; Norman Maphosa, vice chancellor of Solusi University; Moses Golola, principal of Bugema Adventist College; and Joseph Maganga, principal of Tanzania Adventist College, all former government employees.

The division department of education has continued its sponsorship program of qualified nationals for upgrading in various disciplines on the continent and abroad. Some 400 nationals have received more than U.S. \$600,000 assistance either from division or union and field conference bursaries. A number of the recipients

are now serving the church in various positions. The General Conference Ph.D./Th.D. scholarship is also being well utilized.

Diversification and Vocationalization

SDA schools in our division continue to stress practical education. A number of secondary schools have either become vocational secondary schools, or have made plans to incorporate vocational/technical subjects into their curriculum.

The governments of countries in our division have been supportive, with some actually legislating these kinds of schools to help deal with the problem of unemployment. The church is taking this as a challenge, as it corresponds well with our philosophy of education. This is an opportunity for us to be the "head and not the tail."

Through seminars, workshops, and teachers' conventions, this continues to be one of our major emphases.

Facilities/Infrastructure Development

Facilities development continues to be a major challenge throughout the division. With some schools operating in very humble or below-standard structures, there has been a move to sensitize our members to recognize their responsibility to provide representative structures. Many have taken the challenge seriously and made bricks, hauled sand, stones, and timber, bought materials, donated money, or even built whole schools or school buildings. We are grateful for this increased awareness and support for Adventist education.

Schools like Kings Highway School in Lusaka, Zambia; Bugema Adventist Secondary School in Uganda; Mutitu Adventist Secondary School; and Karura Adventist Secondary School in Kenya and others have received tremendous support from church members through donations and fund-raising. Even our colleges and universities have received and continue to receive such support.

We are also grateful to ADRA and donor countries and agencies for their support. Many schools in Zimbabwe, Uganda, Kenya, Zambia, and elsewhere have received support through ADRA for reconstruction, extensions, relocations, additional programs, and even new schools.

The challenge still exists, but with this awareness by the church members and prudent planning, we hope to be overcomers.

Public Relations

Educational institutions continue to play a major role in creating a positive public image for themselves and the church. One cannot visit a head of state in any of our countries without

the role of these institutions. We are re-examining our approach and relationships in these areas.

Outreach and In-Reach Programs

Our educational institutions are all aware of their responsibility to fulfill the gospel commission. Therefore, they have been and continue to be involved in Global Strategy (Penetration '95) through outreach and in-reach programs. The increased number of school baptisms in the statistics reveal only the schools' success at in-reach because the figures list only baptisms of students.

However, in addition, many others have been won to Jesus through outreach programs at educational institu-

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Some of the participants in the Ethiopian Union Teachers' Convention, 1993.

his mentioning one of our schools. Institutions like UEAB, Solusi University, Bugema Adventist College, Tanzania Adventist College, and Malamulo Secondary School have created such a positive image that many government leaders seek to enroll their children and relatives. Heads of state and other civil leaders have visited our institutions and on a number of occasions have participated in raising funds for them.

Most local committees, even non-Adventist committees, regard the presence of these institutions as blessings. In a few cases, the local communities still need to be enlightened on

tions. The Solusi University religion department conducted a crusade at the University of Zimbabwe in 1994, which initially produced 17 baptisms. UEAB is involved in outreach to surrounding government secondary schools. Bugema Adventist College also has won souls through its outreach programs.

Our secondary schools are also involved in various outreach programs, including music, personal witnessing, and community welfare programs. Congregations have been established near our institutions that continue to be nurtured and supported by the schools.

New Programs

A number of new programs have been added to the curriculum in our institutions. Among these, the following have had a significant impact:

1. The nursing program at UEAB, which graduated its first students during this quinquennium, is the first of its kind in the entire territory. This program has had a tremendous impact in the community because of its ministry to the surrounding villages and its cooperation with the theology department.

2. The M.A. in pastoral ministry, an extension program of Andrews University (Berrien Springs, Michigan U.S.A.) at Solusi University, graduated

The program is helping to train much-needed manpower for leadership and pastoral work in the division.

3. The new M.A. in Home Economics program at Solusi University was approved by the International Board of Education as a one-time program to fill a special need for teachers to run the departments after the departure of our volunteer missionaries.

Challenges

While we rejoice and praise God for these developments and successes, we also recognize the great responsibilities and the challenges facing us.

1. The greatest challenge of all: diminishing financial resources cou-

6. The need to standardize and improve working conditions and pay for academic staff in most educational institutions.

Future Plans

The attendees at the 1994 division Education Advisory Council resolved to promote the following recommendations:

1. Excellence in our schools.
2. Emphasis on institutional maintenance.
3. Improving teachers' conditions of service retention.
4. Diversification and vocationalization of education.
5. Public relations enhancement.
6. Institutional upgrading and graduate education.

We plan to make specific action plans during the forthcoming quinquennium to realize these and many more goals for the education of our young people in support of the Lord's command.

One of the major needs in the division is ongoing graduate education with emphasis on providing qualified teachers. We have sought approval to start a Master's degree in education in 1995. We also plan to continue to sponsor selected candidates for study outside the division.

The General Conference, at the request of the two Africa divisions, set up a commission in 1992 to study and help plan graduate education in Africa. After rigorous study, interviews, and visitations, this commission recently submitted its report to the General Conference Spring Meeting. GC AdCom has just endorsed this report. We eagerly await the final version, as we have many plans for education.

Conclusion

Although our challenges are formidable, we believe that the Lord is leading. We are determined to move forward in faith. Using participative planning, we hope to quadruple our blessings during the next quinquennium.—*Hudson Kibuuka, Director of Education, Eastern Africa Division.*

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Division educational leaders and speakers gather for an advisory council in September 1994.

pled with unstable economies in most of our territory.

2. Coordinating educational expansion and growth.

3. The need for graduate education to supply qualified workers whose education matches that of the church membership.

4. The need for skills to make our young people self-reliant. More than 75 percent of our members are young people, of whom more than half cannot find meaningful employment or afford formal education.

5. Disparities in academic standards, particularly at the lower-level schools.

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Nursing students at the University of Eastern Africa, Baraton, conduct health programs in the community.

its first 14 students in 1994 after four winter (June-September) sessions.

From Witchcraft to Directing Adventist Education

Winstone Mbale was born to a polygamous family in the Hyika plateau of North Malawi. He was one of 10 children of his father's second wife. There were no schools in that part of the country for a long time, so he did not get any formal education until he was 11 years old.

When Mbale was about nine years old, the government decided to turn the plateau into a tourist attraction. The residents were resettled in another area at the foot of the plateau. Because of the change in climatic conditions, moving from the cold highlands to the warm, mosquito-infested lowlands, many families lost their children to malaria. Mbale's mother's three daughters all succumbed.

Mbale's father decided to send some of his children to central Malawi, where they could live with a distant relative. In spite of his being a lay leader in the Church of Central Africa—Presbyterian, Mbale's father also was well known for his witchcraft. All his children were also much involved. Furthermore, because of Mbale's delayed schooling, he had learned to smoke and drink like most other boys in their village.

When Mbale got to central Malawi, he was enrolled in an Adventist

school. However, he did not give up his bad habits until secondary school, when an Adventist teacher shared his faith with his students. Every Sunday afternoon this teacher, Mr. Kasenda, conducted special Bible studies. Though Mbale was drunk at times during these sessions, he came to admire Mr. Kasenda's character and became interested in the message. He became the first one in the class to

annual ceremony of honoring the ancestors, very early on Sabbath morning Mbale was summoned by his father to join the family. Mbale sent a message saying that he could not participate. After repeated summons from his father, Mbale dressed up, took his Bible, and at 5:00 a.m. went off to church. Outside the house he found his parents waiting for him. His father told him he would die in seven

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accept Christ into his life, and since then has never smoked or drank.

Mbale faced opposition from his father, who was not happy that his son had left the worship of his ancestors. He put a curse on Mbale while he was at home during school holidays. Once, when it was time for the

days if he did not participate. Mbale stood his ground. His mother broke into tears upon hearing that he would die. Mbale pulled his mother to him and took her to church. She did not enter the church but stayed outside until the service was over.

Seven days passed, and Mbale did not die. He instead kept on witnessing to and sharing the good news of salvation with his family until he

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Classroom at Solusi University, Zimbabwe.

Staff development is a priority for the division's educational program.

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College choir at Bugema Adventist College in Uganda.

First-grade students at Kings Highway Primary School in Lusaka, Zambia.

returned to school.

After completing secondary school, Mbale taught at several schools and then went to Lake View Seminary in central Malawi to study to become a minister. Though still a young man, Mbale is currently serving as the education director of North Malawi Field.

He has continued to witness to his parents, and now his mother, his seven brothers from the same mother, and three other brothers and sisters from his father's other wives have accepted Christ. Mbale still witnesses to his father and hopes that one day he will accept Christ.—*Hudson Kibuuka, Director of Education, Eastern Africa Division.*

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Students at Rusangu Secondary School, Zambia.