



# WAD

## Education for Redemption and Restoration

BY CHIEMELA IKONNE

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-



Babcock University president (far right) honors 2009 facilitators for Integration of Faith and Learning workshop.

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.*



Valley View University (VVU) in Ghana is Africa’s foremost ecologically designed and developed campus.



Integration of Faith and Learning workshop participants, Cameroon

*Its status as Africa's foremost ecologically 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 com-



Special music at Adventist University Cosendai, Cameroon



Foubot commander-in-chief on the building site for our new high school in Cameroon.

munities 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 outstand-

ing 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 Yembi 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 Uni-

versity 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. ✍



VVU radio station



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