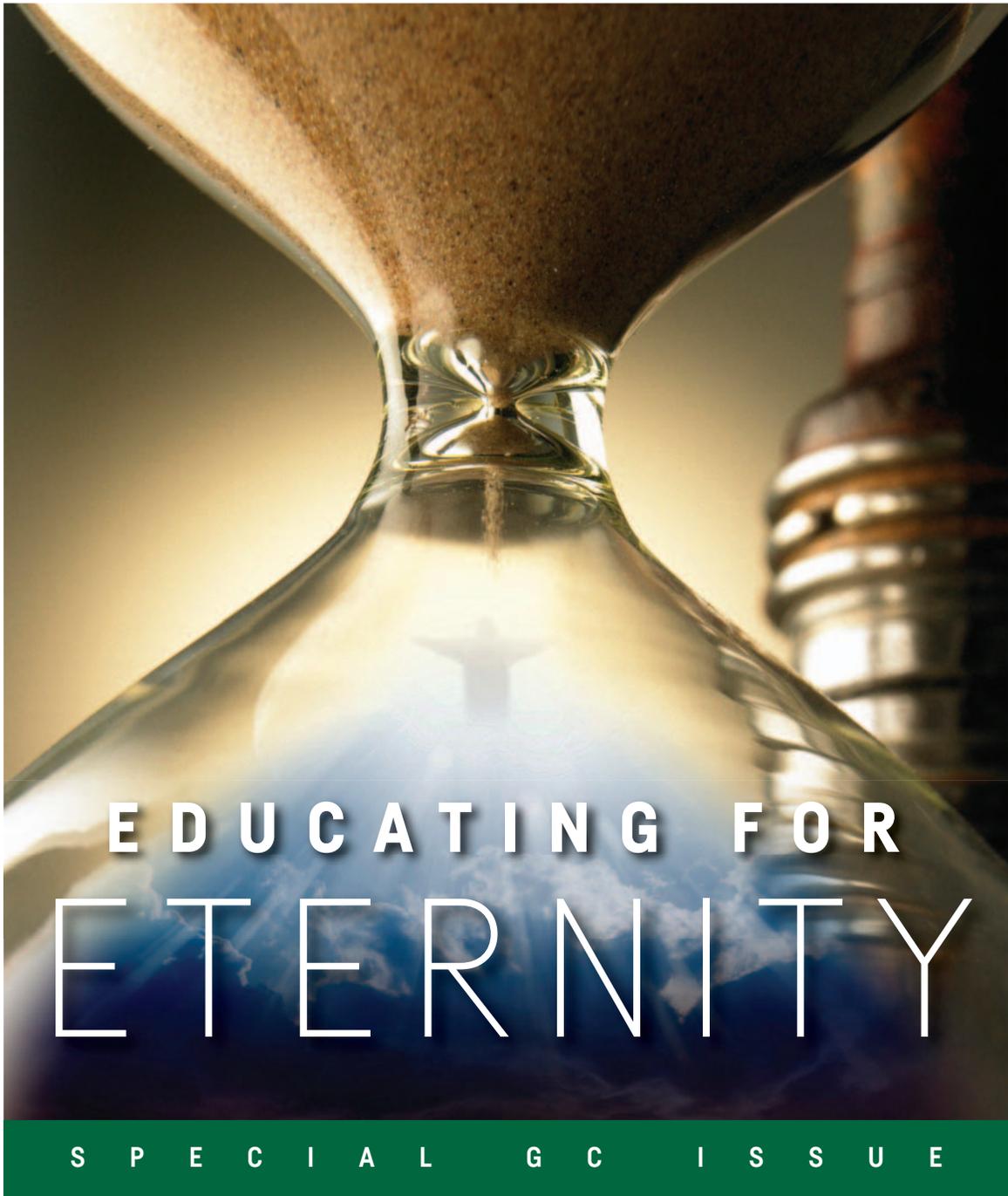


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Volume 83, Number 4, 2021

ADVENTIST EDUCATION



EDUCATING FOR
ETERNITY

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(Reprinted and used with permission from North American Division Office of Education.)

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Faith-Ann McGarrell

E T E R N I T Y



I N O U R S I G H T

This special issue of THE JOURNAL OF ADVENTIST EDUCATION® (JAE) is part of a long-standing tradition. Each quinquennium,¹ a special General Conference issue featuring education reports from each division of the Seventh-day Adventist world church is produced to inform, inspire, and engender general support for the work of Adventist education. Some 30 years ago, in the special issue for the 1990 General Conference session, Victor S. Griffiths, then editor, and Beverly J. Robinson-Rumble, JAE assistant editor and later editor, produced a publication that showcased and promoted the best of Adventist education, in keeping with the tradition. Education directors from the church's 10 divisions² shared stories of success, hope, and transformation, and described the unique challenges specific to each territory, along with plans for improvement.

In the editorial for that issue, the editor cited sobering enrollment statistics for Seventh-day Adventist schools worldwide and voiced concern about the number of Adventist students eligible to enroll in Adventist schools, but for various reasons, had not done so. Some of the reasons 30 years ago—the cost of attending Adventist schools, and the lack of quality instruction, access to the latest technology, and well-trained teachers—still echo in church and school board meetings, around the dinner table in Adventist homes, and classrooms and hallways on school campuses.

Thirty years ago, enrollment in Seventh-day Adventist K-12 schools stood at 692,395 students, of whom 353,121 (51 percent) identified as Seventh-day Adventists. According to church statistics for that period, this number represented only 11.27 percent of the 3,131,034 children identified as Seventh-day Adventists and eligible to enroll in Adventist schools.³

Today, the numbers tell a story of continuous growth amidst many challenges. According to the most recent statistics, enrollment in Adventist primary and secondary schools (K-12) stands at 1,855,688. Of this number, 685,727 (37 percent) identify as Seventh-day Adventists,⁴ representing approximately one-third of the more than two million school-aged children counted as members in Adventist congregations worldwide who could be enrolled in Adventist schools.⁵ These numbers do not include the additional 81,267 Adventist students enrolled in tertiary and worker-training programs, which brings the total number of students enrolled in Adventist schools, kindergarten through higher education, to 2,023,844 students. Of this number, a total of 766,994 (38 percent) identify as Seventh-day Adventists.⁶

At the beginning of the 2015-2020 quinquennium, the General Conference launched its strategic plan *Reach the World: Reach Up to God, Reach in With God, Reach Out With God*, which outlined objectives and key performance indicators (KPIs) for each department and ministry of the world church. Charged with these objectives and

Continued on page 77

PRESSING FORWARD,

During the 2015-2020 quinquennium, the General Conference Department of Education had the privilege of conducting a Leadership, Education, and Development (LEAD) Conference at Annual Council, October 2016, which extended into additional regional LEAD conferences in different parts of the world and subsequent developments in K-12 education and in higher education. We worked with denominational church and educational leaders to update the handbooks on medical, dental, and pharmacy education, and theological and ministerial education. The framework for endorsement by the International Board of Ministerial and Theological Education was revitalized to affirm the unique role and contributions of those in theological and ministerial education. We also strengthened the special work being done for Adventist students in non-Adventist colleges and universities by going digital with the *Dialogue* journal.

Educating for Eternity: LEAD and Subsequent Regional Conferences

Education was placed in the driver's seat during the quinquennium! Every year, the General Conference conducts a LEAD conference for members of its Executive Committee. With the newly voted leadership in place, the 2016

TOGETHER

LEAD conference had the theme of "Educating for Eternity." Plenary presentations made at the conference were published and shared with the general public through a special issue of THE JOURNAL OF ADVENTIST EDUCATION® (see Figure 1).¹ The conference was then expanded to four other LEAD conferences over the next 16 months.² Altogether, it involved 1,234 denominational church and educational leaders, treasurers, and university presidents meeting in different parts of the world. Expressing appreciation that treasurers had been invited to participate in these regional conferences, one educator whispered, "Now we can have a serious conversation!"

George Knight's book, *Educating for Eternity*,³ set the tone for the LEAD conferences, with a philosophical overview boldly punctuated by his assertion that, "An Adventist educational ministry that has lost its hold on the apocalyptic vision has failed—not just partially, but totally."⁴ Each regional LEAD conference met for three-and-a-half days and consisted of plenary

presentations combined with half days of small working groups that focused on how to implement the objectives voted at Annual Council 2016.⁵ There were presentations relating to data and trends on the percentage of Adventist teachers, enrollment figures, financial

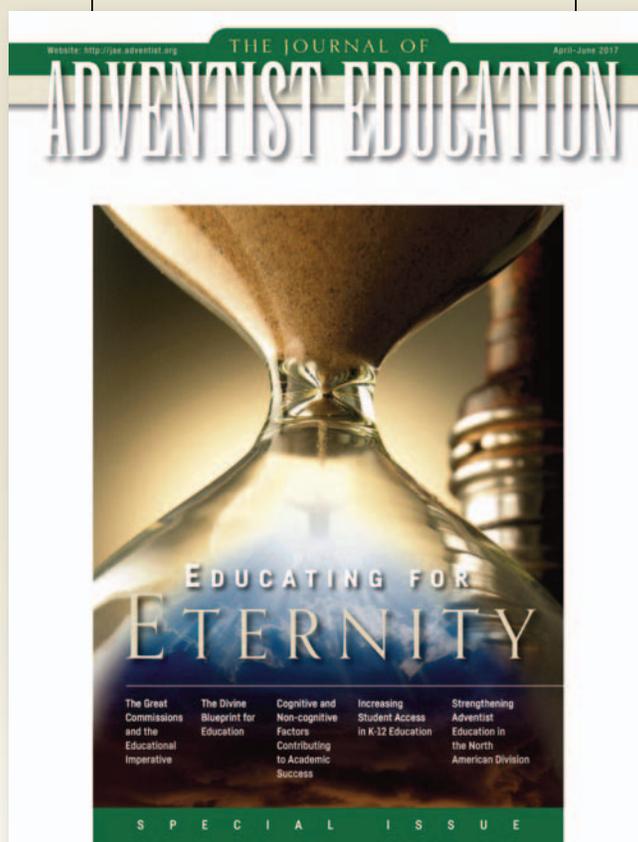


Figure 1. The special April-June 2017 issue of *The Journal of Adventist Education*® published plenary presentations from the 2016 LEAD Conference at Annual Council in Silver Spring, Maryland, U.S.A.

BY LISA M. BEARDSLEY-HARDY

barriers to enrollment, and outcomes of enrollment in Adventist schools such as improved retention in church, higher rates of marriage to an Adventist, and mature faith development. A statement on Adventist education was voted at Annual Council 2016 (see Sidebar), and this was accompanied by a cascade of initiatives across the world field, some of which are described in this article.

K-12 Education

Churches in the Shape of Schools

Andrew Mutero, director of education for the East-Central Africa Division (ECD), and Edgard Luz, then director of education for the South American Division (SAD), collaborated to help ECD develop capacity, expand education, and build schools. From February 1 to 13, 2017, a group of African church and education leaders visited primary, secondary, and tertiary schools in São Paulo and Brasília, Brazil, to study school design, learn about best practices in marketing and managing schools, and develop action plans for advancing the ministry of education in their institution or field. They also observed the role of the Brazil Publishing House in supporting education. The group included union leaders, especially ECD Board of Education members, university council chairs, chancellors, institutional managers/treasurers, publishing leaders, and selected other union and conference administrators.

The SAD provided an inspiring model for Africa. President Erton Kohler explained, “We don’t have schools. Rather, we have churches that we build in the shape of schools!” Schools are a powerful engine for church growth and discipleship in this division, where the church is young and energetic. These concepts found a ready reception among the African leaders.

Immediately upon returning from Brazil, the group participated in one of the four regional LEAD conferences, this one held in Rwanda, for church and educational leaders from ECD, the Southern Africa-Indian Ocean Division, and the West-Central Africa Division. Informed by what they learned in Bra-

Education, viewed in the context of the great conflict between good and evil, is a ministry involving the home, church, and school. In the highest sense the work of education and the work of redemption are one. Seventh-day Adventist education is a divine imperative, not a privileged option, and it is at the core of God’s redemptive processes. In God’s ideal all His people should experience the transforming power of Christ-centered education.

Such education is the harmonious development of the physical, the mental, the emotional, the social, and the spiritual powers. It addresses the whole person in a wholistic manner and extends through the whole period of existence open to human beings, including into eternity. Its aim is to cultivate in students character that exemplifies principles of love, grace, truth, obedience, honor, integrity, justice, diligence, and purity that will make them effective disciples of Jesus and a positive force for the stabilization, edification, and uplifting of society.

The source of this education has as its foundation the Word of God. Godliness, that is, godlikeness, is its goal. Every human being is created in the image of God and endowed with a power similar to that of the Creator—individuality and power to think and to do. True education is designed to develop this power, to cultivate thinkers who are not mere reflectors of other people’s thoughts. Seventh-day Adventist education, provides a sustained and transformational environment that attempts to turn human beings from their self-serving, destructive lifestyles to a life lived in harmony with God’s highest ideals for humanity.

To these ends Seventh-day Adventist education compels the involvement of families, church members and leaders, and educators who believe that all true knowledge and genuine development have their source in God. They collaborate to serve under the power of God, in the wisdom of Christ, and by the guidance of the Holy Spirit. They seek to inspire passionate commitments in students to the message and global mission of the Seventh-day Adventist Church, leading them to reach the highest standards in spiritual intelligence and academic achievement as they prepare for unselfish service.

They are committed to modeling and providing to students paths of continuous progress in academic, physical, mental, emotional, social, and spiritual expansion, advancing them as fast and as far as possible as responsible members of the Church, and citizens of this world and the world to come.

This statement is based on and draws largely from *True Education*, an adaptation of *Education* by Ellen G. White, along with the 28 Fundamental Beliefs of the Seventh-day Adventist Church. Its scriptural support includes: Ps. 119:105; Prov. 30:5, 6; John 17:16-17; Ps. 19:1-6; Ps. 33:6-9; Ps. 32:8-9; Gen. 2:7; John 3:16; Rom. 1:3-4; Eph. 2: 4-10; 2 Pet. 1:5; 2 Pet. 3: 18; Eph. 2:8-10; Eph. 6:4; Rom. 12: 1-2; 2 Pet. 3:13; Deut. 6:6-9; Deut. 11:19; 2 Tim. 2:15; 2 Tim. 3:15,16; James 1:5, James 3:1; Eccl. 7:12; Jer. 3:17, Jer. 33:2-3; Col. 2:8; Col. 3:16; Dan. 1:17; Tit. 2:7-8; Prov. 16:16; Prov. 18:15; Prov. 4: 13; Prov. 9:10; Prov. 16:3; Prov. 22:6; Prov. 23:12; Isa. 54:13.

zil and through the conference, the energy and excitement was palpable!⁶

From Concept to Action in Democratic Republic of Congo (DRC)

To illustrate the power that an idea

can have, consider this example: Rudatinya Mwangachuchu, North East Congo Union Mission president, was one of the attendees. Upon his return to Goma, DRC, he lost no time in implementing lessons learned. The union mission purchased a house and

lot next to the union compound and built a school there. They started with five children in 2018. When the younger ones would start to cry, the teachers bundled them up and carried them on their backs—just as all mothers do in this part of the world—and before long, the whimpers would cease, and the loved and reassured children were ready to learn. These children learned to love their teachers and school, and three years later, this same school (Bethel School) had enrolled 480 children and needed four buses to transport students. Construction of a three-story building is under way, and Mwangachuchu anticipates

that the school will grow to 1,000 students.

In the DRC, the government has partnered with Adventist educators, and the church administers some 1,200 schools in the country. A full-time Seventh-day Adventist liaison has his office at the Central Kivu Field compound for the 326 primary and secondary schools it administers. The largest number of teachers in ECD are those teaching in the DRC, so Adventist education is at work not only in schools owned and operated by the church but also in those it coordinates in collaboration with the government.

Remodeling Administrative Offices and a Factory Into Schools

In another part of the world, then Director of Education Vladimir Tkachuk, along with the leadership of the Euro-Asia Division, had a vision of opening 50 schools and 50 training centers between 2015 and 2020 across the vast territory of the former Soviet Union all the way to Siberia. In 2018, Tkachuk was voted to become the division treasurer, which strengthened the link between vision and alignment of resources.

The leaders of the Bukovinskaya Conference took an action to move their offices into a local church so that their



(1) Excited children at Bethel Adventist School, Goma, Democratic Republic of Congo, give General Conference Director of Education Lisa Beardsley-Hardy a high-five greeting; (2) A factory in Tiachiv, Ukraine, which was turned into a school, opened with 36 children in September 2016; (3) Students at this school, called the Happy Place Seventh-day Adventist School, eating in the cafeteria, and (4) working together in the classroom. Photo 1, courtesy of Lisa Beardsley-Hardy; Photos 2, 3, and 4, courtesy of Vladimir Tkachuk.

headquarters building could be used as a school in Chernovtsy, Ukraine. Their opening enrollment of 30 children quickly grew to 200. The Western Ukrainian Conference also moved its operations into a church building in order to convert their three-story headquarters building into a school. The church leadership in Chisinau, Moldova, followed suit and remodeled their headquarters, making it a new school in 2018. One Ukrainian businessman even turned his factory into an Adventist school!⁷

Affirming the Role of the Pastor in Adventist Education

When home, school, and church work together, the combination of parents, teachers, and pastors produces “a threefold cord [that] is not quickly broken” (Ecclesiastes 4:12, KJV). The role of the pastor as a gatekeeper to Adventist education cannot be overestimated. “Adventist Education: The Pastor’s Role on the Front Lines of the Great Controversy”⁸ headlined the June 2017 special issue of *Ministry: International Journal for Pastors* (see Figure 2).⁹ Affirming the importance of the pastor’s role in education, Jiří Moskala, dean of the Seventh-day Adventist Theological Seminary at Andrews University (Berrien Springs, Michigan, U.S.A.), announced that all Master of Divinity students now take a course and have experience with the ministry of education. Moskala believes that church schools must be “powerful evangelistic centers for building bridges in the community.” They can be centers for creative programs that draw people to the school who might not readily come to events in the church. “The school,” he says, “should be a church during the week.”¹⁰

Higher Education

Accreditation of Institutions

A core function of the General Conference Department of Education is to ensure that all colleges and universities operated by Seventh-day Adventists around the world can be accredited as operating at an international level of competence while also meet-

ing the criteria that distinguish Adventist education and ethos. It does this through an independent board, the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (AAA). A primary purpose of AAA is to ensure that a degree issued by any of our higher education institutions can be accepted by all universities in the system. Accrediting tertiary institutions involves the voluntary services of many academic colleagues and peer reviewers. More

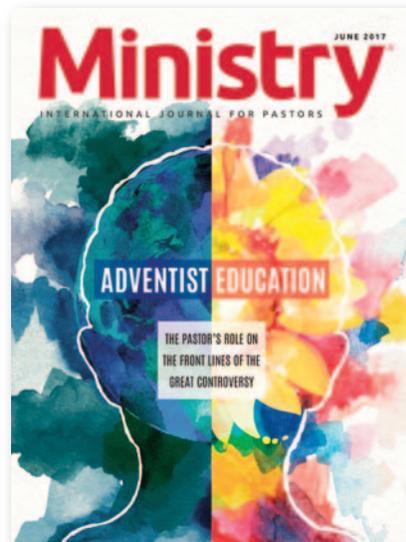


Figure 2. Special issue of *Ministry: International Journal for Pastors* on Adventist education, June 2017.

than 1,000 served as volunteers during the past quinquennium, with an average of five experts for each of the 228 accreditation site visits conducted. Our heartfelt thanks go to each of them. We could not do this work without them.

Theological and Ministerial Education and Endorsement of Professors

For individual professors, there is also a mechanism for recognizing professional competence and affirming their unique ministry in higher education. During the past quinquennium, an updated process of endorsement was adopted by the International Board of Ministerial and Theological Education (IBMTE). The board that oversees this process is independent of AAA, and independent of the boards

of any university whose professors receive endorsement. Upon recommendation of the employing university and its division Board of Ministerial and Theological Education, IBMTE has endorsed some 425 professors of religion and theology in 10 of our world divisions, as well as in three of the four universities operated by the General Conference (Andrews University, Adventist International Institute of Advanced Studies [AIAS], and the Adventist University of Africa).

In Kenya, when this idea was introduced, some secondary religion teachers in the audience asked, “Could we be endorsed, too?” They were eager for an opportunity to be recognized as trusted expositors of what the Bible teaches and as members of the global fraternity of Seventh-day Adventist religion teachers.

During this past quinquennium, the General Conference Department of Education facilitated the work of the IBMTE to update its standards for theological and ministerial education, starting with the competencies required of a Seventh-day Adventist minister. In order to better describe the context for ministry and competencies needed, its handbook was completely reworked through a series of working sessions in four locations around the world: Andrews University (U.S.A.), AIAS (The Philippines), Avondale College [now University] (Australia), and the Adventist University of Africa (Kenya). The revised handbook entitled, *Handbook of Seventh-day Adventist Ministerial and Theological Education*, was completed in 2017 and is available online in English, Spanish, French and Portuguese,¹¹ as these are the languages in which all major resources developed by the department are published.

Education in the Health Professions of Medicine, Dentistry, and Pharmacy

In 2020, the General Conference Health Professions Education Committee (HPEC) began revising its 2010 accreditation guidelines for the estab-



**White Coat Ceremony for medical students at Adventist School of Medicine of East-Central Africa (ASOME), Kigali, Rwanda.
Photo courtesy of Lisa Beardsley-Hardy.**

lishment of new schools of medicine, dentistry, and pharmacy. Sessions of this committee were held at the General Conference, at Loma Linda University, the denomination's leading health-sciences institution, and in a series of teleconferences. The revised guidelines entitled, *Accreditation Guidelines for Establishing Schools of Medicine, Dentistry, and Pharmacy*, are available online at <http://www.adventistaccreditingassociation.org>.

Medicine. During this past quinquennium, the church's fourth, fifth, and sixth medical schools each held their first graduation of newly minted physicians. These schools are the Benjamin Carson Sr. School of Medicine at Babcock University (Nigeria, June 4, 2017), Peruvian Union University (January 27, 2019), and the Adventist University of the Philippines (June 23, 2019).

The church's seventh medical school, the Adventist School of Medi-

cine of East-Central Africa (ASOME), at the Adventist University of Central Africa (AUCA), was inaugurated in Rwanda on September 2, 2019, by General Conference President Ted Wilson and by Republic of Rwanda President Paul Kagame. Enrollment of medical students and the start of instruction, however, was delayed until March 9, 2021, due to COVID-19 related public-health restrictions.

Dentistry and pharmacy. New dental schools were opened during the quinquennium at Bahia Adventist College (Brazil, 2016) and River Plate University (Argentina, 2017). Two new pharmacy programs were opened at Manila Adventist College (Philippines, 2018) and Brazil Adventist University in São Paulo (Brazil, 2019).

Adventist History Points to the Future

College and university presidents are the spiritual leaders for their campuses. A few university presidents have theological degrees, but rarely in

denominational history. Many are graduates of public universities with doctoral degrees in areas such as the natural and behavioral sciences, business, finance, and the humanities. As such, they have not studied Adventist denominational history in depth. Yet, college and university presidents are responsible for seeing that the mission of Adventist education and the quinquennial strategic plan, "Reach the World," are implemented on their campuses.

An Adventist History Study tour provided college and university presidents with firsthand exposure to the places where our Adventist pioneers lived and worked. It also provided a context for how Adventist mission and theology were formed, and built confidence in the role and prophetic ministry of Ellen G. White, then and now. Seventy-three tertiary-level presidents and division directors of education from around the world joined together in a 10-day study tour covering some

3,000 miles of riding and walking in the footsteps of the pioneers while visiting Adventist history sites in Massachusetts, New Hampshire, Maine, New York, and Michigan (U.S.A.). One busload heard the stories in Spanish and Portuguese, the other in English. All presentations on site were translated.

No Adventist gathering would be complete without taking up an offering. The group rallied together and contributed US\$41,386 in cash and pledges to restore the Little Red School House on the William Miller farm.¹²

The study tour was a treasured

experience, that bound the group together on multiple levels. The educational leaders appreciated the affirmation that they are part of a strong network of consecrated peers with whom they may confer to make better decisions, and who are partners in the vital, global educational work of the church. As a result, they returned to their universities with renewed vision and enhanced capacity to provide leadership in carrying out the quinquennial strategic plan and the mission of Seventh-day Adventist education.

**College and University Dialogue
and Public Campus Ministry**

Adventist education is broader in

outlook than just operating schools. It also has a deep concern for Adventist students enrolled in non-Adventist schools, by far the larger part of our church's young people. In partnership with the General Conference Adventist Chaplaincy Ministries and Youth Ministries, the GC Department of Education collaborates in the area of Public Campus Ministry to disciple university students, publishing *College and University Dialogue*¹³ in four languages to help students know their faith, live their convictions, and share their faith with classmates and others on public campuses.



Clockwise from top: Adventist History Study Tour group at Ascension Rock, Hiram Edson's barn, and singing at Annie Smith's grave. Photos courtesy of the GC Department of Education.

**THE JOURNAL OF ADVENTIST EDUCATION®:
Serving Adventist Educators Worldwide**

Adventist education continues to thrive because of dedicated teachers, administrators, and educational personnel. The General Conference Department of Education supports this group of professionals through THE JOURNAL OF ADVENTIST EDUCATION® (JAE), a professional journal for Seventh-day Adventist educators worldwide. JAE seeks to inspire teachers and leaders to model and nurture biblical values, pursue excellence through encouraging caring, competent practice, and above all, educate for eternity. This award-winning peer-reviewed professional journal is for teachers and educational administrators at all levels. Each issue features informational articles on a variety of topics relating to Christian education with practical applications of Christian education and the integration of faith and learning in the classroom.

In 2017, JAE transitioned to an all-digital format, well before COVID-19 struck and dispersed educators most needed it.¹⁴ The digital version is now available to anyone who wishes to receive it, free of charge through the new JAE App available from the Apple App Store (iOS devices) and Google Play (Android devices), and in HTML and PDF formats on the JAE website: <http://jae.adventist.org>.¹⁵ Also in 2017, JAE collaborated with CIRCLE (<https://CIRCLE.adventist.org>) to launch Adventist Educators Blog, a digital “staff room” for educators to share best practices and insights on professional development and the ministry of teaching among the 113,640 educators employed by Adventist schools, colleges, and universities around the world.¹⁶ For *College and University Dialogue*, JAE, and Adventist Educators Blog, original articles are published in English, French, Portuguese, and Spanish, and can be translated into several other languages using web-based translation tools built into the websites and apps.

Conclusion

No one could have anticipated the impact of COVID-19 on Adventist education worldwide. By the early months of 2020, as the quinquennium drew to a close, the pandemic began to shut schools. We salute the heroic efforts of teachers and administrators to quickly adapt their modes of instruction. Schools with sufficient resources to do so moved instruction online. But schools in rural areas and in large parts of Africa and Asia had neither the resources nor the digital infrastructure to make online education available. The pandemic has elicited creativity, perseverance, and sacrifice by teachers, parents, and church members to stay the course in the noble cause of educating our young people for eternity. Undaunted, under the banner of Christ, we press forward, together. ✍



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NOTES AND REFERENCES

1. Presentations from the 2016 LEAD Conference were published in the April-June 2017 issue of THE JOURNAL OF ADVENTIST EDUCATION®. The entire issue is available online at <https://jae.adventist.org/2017.79.3>, and the print version is can be downloaded from <https://jae.adventist.org/assets/public/issues/en/2017/3/2017-79-3.pdf>.
2. Marcos Paseggi, “Adventist Education Training Goes Global With Pan-African Conference,” *Adventist News Network* (February 23, 2017): <https://adventist.news/es/news/adventist-education-training-goes-global-with-pan-african-conference>.
3. George R. Knight’s book, *Educating for Eternity: A Seventh-day Adventist Philosophy of Education* (Berrien Springs, Mich.: Andrews University Press, 2016). The plenary presentation to the 2016 LEAD Conference is available

at <https://jae.adventist.org/2017.3.2>.

4. Knight, *ibid.*, 134. Italics in original.
5. See Table 1 for a breakdown of participants, location, dates, number of attendees, and percent of Adventist enrollment represented at LEAD conferences 2016-2018.
6. LEAD 2017, Kigali, Rwanda: <https://vimeo.com/205378849>.
7. Andrew McChesney, “Businessman Turns Ukrainian Factory Into Adventist School,” *Adventist Mission* (n.d.): <https://www.adventistmission.org/businessman-turns-ukrainian-factory-into-adventist-school>.
8. See LEAD 2017, Kigali, Rwanda: <https://vimeo.com/205378849>.
9. See Figure 2 for a cover picture for an issue of the June 2017 *Ministry* magazine: <https://www.ministrymagazine.org/archive/2017/06/>.
10. For more, see Jiří Moskala, “The Church School: Where Churches and Schools Collaborate in Mission,” *The Journal of Adventist Education* 80:2 (April-June 2018): 4-8: <https://jae.adventist.org/2018.2.2>.
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12. For more information, see the following articles: Faith-Ann McGarrell, “Adventist History Study Tour: Walking in the Footsteps of the Pioneers,” *The Journal of Adventist Education* 82:1 (January-March 2020): 36-41: <https://jae.adventist.org/2020.82.1.9>; and Lisa M. Beardsley-Hardy, “Little Red School House Restoration Project,” *ibid.*: <https://jae.adventist.org/2020.82.1.10>.
13. *College and University Dialogue* (<http://dialogue.adventist.org>) is also available as an app for iPhones and Android devices.
14. For more on the transition from print to digital, see “We Are Digital!” *The Journal of Adventist Education* 79:2 (January-March 2017): 3: <https://circle.adventist.org/files/jae/en/jae201779020301.pdf>.
15. The transition to digital was one more step toward fulfilling the intent of the 1976 Annual Council vote: “To request employing organizations (conferences, academies, colleges, and universities) to provide THE JOURNAL OF ADVENTIST EDUCATION for all teachers at all levels,” both in NAD and overseas (Action of October 21, 1976, GC Committee Minutes, 76-400): <http://documents.adventistarchives.org/Minutes/GCC/GCC1976-10b.pdf>, 40.
16. For more on Adventist Educators Blog, see “New Adventist Educator Blog,” *The Journal of Adventist Education* (2017): <https://jae.adventist.org/new-adventist-educator-blog>.

Spiritual Focus

Seventh-day Adventist schools focus on preparing students not just for success in this life, but for eternity.

The ultimate goal of each teacher is to see each student in a personal relationship with Jesus Christ.

Student-Teacher Ratio

Most Seventh-day Adventist schools have a low student-teacher ratio.

This allows for more individualized attention and instruction.

“The benefits of smaller classes extend beyond test scores and student engagement. In addition to the longer-term positive attributes of small class sizes in the early grades, benefits include continued academic and life success.”¹

Academic Achievement

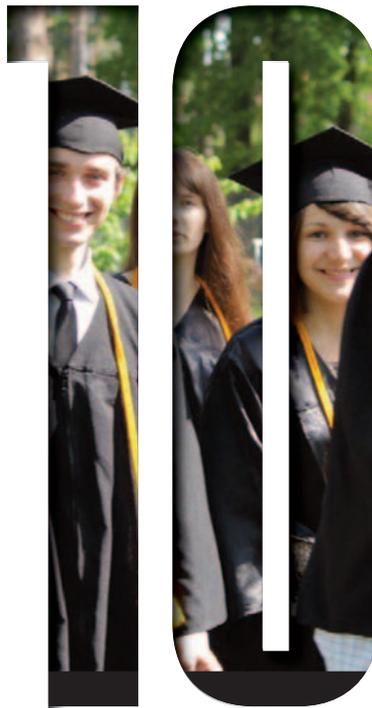
CognitiveGenesis, a four-year study of 30,000 students enrolled in Seventh-day Adventist schools across North America, found that students in Seventh-day Adventist schools achieve an average of half a grade above predicted ability in all subjects.

Tailored Curriculum

Seventh-day Adventist schools benefit from a curriculum especially designed for single and multigrade classrooms. The North American Division Office of Education has developed excellent, high-quality, standards-based materials for all classrooms. The curriculum is designed so that students are constantly connected with Christ and the possibilities He has for each life.

Family Atmosphere

Seventh-day Adventist schools have a family atmosphere that is similar to what students encounter in the real world outside the classroom. “The range of social relationships students build in a multilevel classroom more closely reflects the social situations individuals encounter in workplaces, communities, and families.”²



Reasons Adventist Schools Work

Involved Parents

Parents appreciate the stable learning community of Adventist schools and the stronger relationships they are able to develop with their child’s teacher.

There are more opportunities for parents to be involved, whether it is volunteering in the classroom, assisting with a field trip, or serving on the local school board.

Peer Tutoring

“The benefits of having older students offer assistance to younger students are supported by research. Studies show that both the student being tutored and the student doing the tutoring improve academically.”³

Community Service

Students in Seventh-day Adventist schools are encouraged to become active members of the local community through various community-service projects.

From putting on a musical program at the nursing home to raking leaves for an elderly person in the school neighborhood, students are actively engaged in showing God’s love to the world.

Higher Education

“A national survey found that 75% of high school dropouts in the United States said that providing smaller classes with more individualized attention would have improved their likelihood of graduating from high school.”⁴

Students who attend Seventh-day Adventist schools are more likely to attend college. Over 85% of graduates from Seventh-day Adventist high schools attend college, and over 80% of them complete college degrees. This is compared to 66% and 14% of public high school students respectively.

Remediation & Enrichment

In single and multigrade classrooms, remediation and enrichment activities can be more discreetly arranged than in traditional classrooms.

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3. Ibid., Section 1.4. See also Robert Henry Anderson and Barbara Nelson Pavan, *Nongradeness: Helping It Happen* (Lanham, Md.: Rowman and Littlefield, 1993).
4. John M. Bridgeland, John J. Dilulio, Jr., and Karen Burke Morrison, *The Silent Epidemic: Perspectives of High School Dropouts* (Washington, D.C.: Civics Enterprises, 2006), 12.



Andrew Mutero

Rapid Growth and Expanding Education Opportunities to Reach the World

Between 2015 and 2020, the East-Central African Division of Seventh-day Adventists (ECD) experienced phenomenal growth in membership because of major Total Member Involvement (TMI) evangelistic campaigns. This significant and unprecedented thrust was responsible for the baptisms of more than one million new members. The current church membership in the division is more than 4.4 million, making ECD the largest division in the Adventist world church.

The ECD territory encompasses 11 countries: Djibouti, Somalia, Eritrea, South Sudan, Ethiopia, Uganda, Kenya, United Republic of Tanzania, Rwanda, Burundi, and the Democratic Republic of Congo (Congo). The entire region of East-Central Africa has a population of more than 400 million.

The ECD runs the largest network of Adventist schools in the global church. The division has approximately 2,586 schools and 640,000 students. Between 2010 and 2020, the division sought to increase the number of Adventist colleges and universities from seven to 14.

During this past quinquennium, the rallying call in the division was: "Mission Priority. It Is Harvest Time." And the theme for the ECD Department of Education has been: "Every Adventist teacher an evangelist; and every Adventist school, a house of God and the gate of heaven." A lot of energy and focus has gone into in-reach and outreach evangelism in all Adventist schools in the spirit of TMI. This initiative has brought teachers and students on board in evangelism and mission endeavors. These efforts led to the baptism of about 150,000 new members. These new converts are non-Ad-

ventist students and some members of the neighboring school communities who have received the Adventist message through student-driven outreach evangelism.

The 2015-2020 quinquennium highlights and accomplishments are as follows:

2016 Education Advisory. The quinquennium started with an advisory in early 2016 attended by all stakeholders, especially representatives of the Adventist universities in ECD and union directors of education, to chart plans and education work in the new quinquennium. Under the guidance and leadership of Mike Lekic, associate director of education at the General Conference and ECD liaison, the advisory set the pace for the quinquennium.

Development of new education institutions. During this past quinquennium, ECD built and established approximately 500 new Adventist primary and secondary schools, including three new tertiary institutions, three proposed universities, and one constituent institution. The new institutions are all in the Democratic Republic of the Congo: Adventist University of Goma (AUGO) in Goma; Philip Lemon University (PLU) in Lubumbashi; and Adventist University of Congo (AUCO) in Kinshasa. There are also three proposed institutions of higher education: Burundi Adventist University (BAU) in Bujumbura, Burundi; Adventist University of South Sudan (AUSS) in Juba, South Sudan; Kamagambo Adventist University of Technology in Migori, Kenya; and a proposed constituent College of the University of Arusha in Dar Es Salaam in Southern Tanzania.¹

Inauguration of Adventist School of Medicine (ASOME) at Adventist University of Central Africa (AUCA) in Kigali, Rwanda. This is a US\$25 million

project that will train and prepare medical doctors and evangelists in ECD, other parts of Africa, and many other countries. The graduates will extend the healing ministry of Jesus Christ across the division and worldwide.

Launching of Adventist teacher-certification program by Adventist University of Africa (AUA). Many of our Adventist teachers in ECD did not attend Adventist schools. For this reason, ECD provides training about the Adventist philosophy of education and ethos to improve Adventist identity among teachers and students in our schools. In 2017, more than 30 Adventist teachers from West Kenya Union Conference (WKUC) graduated from this program. And in 2019, another 60 Adventist teachers working in Ethiopia Union Mission graduated from this program in Addis Ababa, Ethiopia.

Organization of regular and yearly ECD higher education consultation meetings. Between 2015 and 2020, consultation meetings were held at various universities in ECD. These meetings were well attended and very useful for facilitating training, collaboration, and cooperation among all the institutions of higher learning in ECD.

2018 ECD Faith and Science Teachers Conference. The more-than-800 Adventist teachers who attended this 10-day conference received training in issues of faith and science that will enable them to share the information with their learners and local churches. Participants were also involved as organizers and speakers

for the 2019 Creation Sabbath across the division.

Student enrollment campaigns. The goal for the 2015-2020 quinquennium was to increase ECD's Adventist school enrollment by 39 percent to a total of one million students. During that time, we increased our enrollment by 25 percent to about 640,000.

Adventist textbook project. With the support of SAFELIZ Publishing House for this project, Adventist textbooks for teaching Christian Religious Education (CRE) in East Africa were developed for primary and secondary schools (K-12). Inaugurated in Kenya in 2017, these books follow and incorporate the government curriculum and Adventist philosophy of education. Plans are in place to develop Adventist textbooks for science and other subjects.

ECD human-resource development. The division has provided more than 500 bursaries worth US\$1.7 million to support the development of leaders, church workers, and teachers. Many recipients are already serving at various levels of the church, including administration. This number includes more than 200 graduates sponsored for a Master's degree in theology and leadership at the Adventist University of Africa (AUA) in Nairobi, Kenya.

Challenges and Opportunities for Adventist Education in ECD. Adventist schools in ECD continue to face financial challenges; many are poorly funded and lack financial investments to support school infrastruc-



East-Central Africa Division President Blasious Ruguri (front row, fourth from right in gray suit) and General Conference Associate Director of Education Mike Lekic (back row, center) at higher education consultation meeting with the union, college, and university leaders of the ECD. Photo courtesy of the ECD Education Department.

ture. This has created a challenge for our schools, many of which face stiff competition from well-funded government schools that offer free universal education. There is also some lack of awareness and a failure to promote Adventist education among the newly baptized Adventist members. The lack of well-trained teachers in Adventist schools, along with misplaced priorities and competing interests, have fostered a culture of dependency on financial assistance from outside and disengagement within Adventist education.

Yet, amidst the challenges, we are excited to identify strengths and opportunities. The East-Central Africa Division is strong and rapidly growing and expanding. The church in ECD is young, vibrant, and 4.4 million strong. An unprecedented focus on evangelism has bolstered not only church membership but also enrollment in our schools. There is, however, a need to create some awareness and active promotion of Adventist education at all levels, elementary through tertiary. Emerging economies and increased prosperity within the region have enabled more members to pay for Adventist education. And enrollment in Adventist schools that have a good reputation and perform well in government exams continues to increase.

There are also many opportunities for continued

growth and expansion. Seventy percent of the population in sub-Saharan Africa is less than 25 years of age,² and many of these families and young people are looking for quality Christian education. In addition, Adventist members who are doing well economically and can afford value-based education are looking for an education that promotes character development and strong academic values—a reputation many of our schools hold. Adventist schools in the ECD have also become strong centers of evangelism. These factors are opportunities that will enable Adventist education in the ECD to continue to grow.

Plans for the Current Quinquennium (2020-2025).

Goals for the current quinquennium include the following:

1. Aggressive promotion of Adventist education and recruitment of new students to reach a total of one million students by 2025;
2. Construction of new tertiary institutions in every union;
3. Establishment of a pre-elementary or kindergarten program in each church district and model elementary and secondary schools in each station and local conference;



Eight hundred teachers and administrators attended the Faith and Science Teachers Conference organized by the East-Central Africa Division and international partners at Gahogo Adventist Academy in Muhanga, Rwanda, in December 2018. Photo courtesy of the ECD Education Department.

4. Establishment of a fund to support Adventist education by each level of the church organization, especially local conferences and unions;

5. Provision by each church of not only verbal encouragement but also much-needed financial support and sponsorship to students, especially those from impoverished backgrounds, to enroll in Adventist schools;

6. Education-week campaigns conducted by each local conference and church district to promote Adventist education and encourage members to enroll their children in church-operated schools;

11. Encouraging regular seminars and workshops for teachers on the integration of faith and learning;

12. Reaching out to the families of Djibouti to provide them with Adventist education. This includes the construction of the first Adventist school in this country, which has a very minimal Adventist presence.³ The proposed school will be called Djibouti International Primary School, and we are sourcing construction funds from potential donors.

East-Central Africa Division will continue developing and strengthening Adventist education throughout our region of the world church. With growing economies and an increasingly young population, opportunities to reach the world in ECD are limitless. With prayer and planning, we will continue to provide educational opportunities for children, young adults, and all who wish to learn more about living in this world while preparing for eternity. This will continue to be our commitment and focus in the current quinquennium. ✍️

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Students at the Tanzania Adventist Secondary School in Arusha, Tanzania.
Photo courtesy of the ECD Education Department.

7. Production of high-quality, regular TV and radio programs by each union and conference to promote and advocate for Adventist education and to encourage Seventh-day Adventist families to send their children and youth to our schools;

8. Investment by each union and conference in the training of local church education secretaries, as well as the development of a database of potential Adventist students in every local church;

9. Development of Seventh-day Adventist textbooks;

10. Ensuring that at least 70 percent of teachers are Seventh-day Adventists and denominationally trained and certified;

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1. The existing seven Adventist universities in ECD are government-chartered and institutions accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, namely: Adventist University of Africa (AUA) in Kenya; University of Eastern Africa, Baraton (UEAB) in Kenya; Adventist University of Central Africa (AUCA) in Rwanda; University of Arusha (UoA) in Tanzania; Adventist University of Lukanga (UNILUK) in Democratic Republic of the Congo; Ethiopia Adventist College (EAC) in Ethiopia; and Bugema University (BU) in Uganda.

2. Brookings Institute, “Africa’s Changing Demographics” (2019): <https://www.brookings.edu/blog/brookings-now/2019/01/18/charts-of-the-week-africas-changing-demographics/>.

3. It is estimated that 99 percent of the citizens of Djibouti are Muslims. The country currently hosts many refugees from Yemen and Somalia who could access the Adventist education and message.



Ivan Riapolov

Adventist Education: A Life-transforming Experience for Students, Parents, Educators, and Church Members in the Euro-Asia Division

The Euro-Asia Division (ESD) territory comprises what many perceive to be post-Soviet countries. These nations encompass many cultures with complicated pasts. The territory is indeed immense and spans 13 countries: Afghanistan, Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Republic of Moldova, Russian Federation, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan. To comprehend the size of the ESD territory, imagine taking a 10-hour non-stop flight—

this is what would be necessary to cover the division from its westernmost to its easternmost point. One would also need as much time to travel from the north to the south.

This world region has thousands of cities and towns, in which more than 300 million people reside. They are members of various ethnic groups and several world religions. For decades, people were taught to be atheists, and then there was a deep hunger for God followed by a wave of skepticism, with people trying to fill the void in their hearts with various things. This is our current heritage. Deep in their hearts, many people in the ESD's territory feel they lack something authentic. They understand that their modern "gods" are superficial, but they find it difficult to make this first step toward the Creator—either because they do not know Him or lack trust.

Where Are the Church Initiatives in This Division?

Opening and supporting schools in ESD is the Seventh-day Adventist Church's best opportunity to tell people about God's love. Ellen G. White offered this challenge: "God expects more of the schools than has yet been brought forth."¹ Adventist schools, then, not only meet the temporal



Education consultation meeting with union education directors and General Conference Associate Director of Education Mike Lekic (center, right).
Photo courtesy of the ESD Education Department.

needs of students, preparing them for life on this earth but—also in partnership with God’s Spirit—prepare them for a more abundant life that will not finish here but will last into eternity. This is sacred work.

In the ESD, church and school work hand in hand, but even more than that—church *is* school, and education in ESD is oriented toward leading students to the Redeemer. Church members keep this goal ever before them by asking the question: “What more can we do to fulfill the responsibility to provide Adventist education for our children and young people?”

Adventist Education Is a Life-transforming Experience

The growth strategy of the Euro-Asia Division is first and foremost oriented toward making Adventist education available to as many young people and children as possible. All children must have an opportunity to receive a Christian education and accept Jesus Christ as their personal Savior, which will lead them to help others experience this abundant life in Him. “Our church schools are ordained by God to prepare the children for this great work.”²

At the end of 2019, the ESD had 72 schools (43 elementary, 27 secondary, and two higher education institutions). The nine unions also operate more than 70 education centers where children and adults are taught foreign languages, music, sports, etc. **Preschool and kindergarten** classes offered at some of these centers are also effective means of meeting the needs of students, parents, and the surrounding community, thus reaching their hearts.

During this past quinquennium, one of the goals of the Euro-Asia Division and its unions was to open 50 new **elementary and secondary schools**. Forty-five were opened between 2015 and 2019. The division’s enrollment as of December 31, 2019, was 3,826 students in the elementary through higher-education levels plus more than 2,000 in various education centers that also include preschool classes. The numbers are not large, but for a young division with a communist and atheist heritage, the dy-

namics of Adventist schools’ growth encourage church members to do even more for this noble and sacred cause of revealing God’s character to people through education. The Bible admonishes us: “Preach the word; be prepared in season and out of season; correct, rebuke and encourage—with great patience and careful instruction” (2 Timothy 4:2, NIV).³



Graduating students at Ukrainian Center of Higher Education in Bucha, Ukraine.
Photo courtesy of the ESD Education Department.



Muslim students at a sports-education center in Tokmok, Kyrgyzstan.
Photo courtesy of the ESD Education Department.

Our primary goal in the ESD is to lead people to God, and we are encouraged in this work as we see the Holy Spirit in action. Not only do we have baptisms of senior school students and university students, but we also have teachers adopting the three angels’ messages and being baptized into the Seventh-day Adventist Church. We have parents so profoundly influenced by the transformed lives of their children that they start attending church and getting

ready for the most important decision they will ever make—allowing Jesus to be the King of their lives! The church is revived when God’s work is the focus of education, and we are seeing and experiencing multiple blessings.

Adventist Education Produces Radical Change

This story is typical of many occurring in Adventist schools each year across the Euro-Asia Division. Such stories inspire us to keep up the remarkable ministry of education commissioned by the Lord Himself!

One day, Natasha’s⁴ mother called the principal of an Adventist elementary school and said: “I neither understand a thing about religion nor do I know anything of various denominations. I just saw your sign [Christian School],⁵ and now I am absolutely positive this is what I have been looking for.” School principal Tatiana engaged Natasha’s mother in a conversation, during which she asked her some questions. Here is the story she told.

During her pregnancy, Natasha’s mother kept

thinking that her unborn child ought to attend a church school. She did not know the reason she constantly had this haunting thought because neither she nor her family had any link to religion whatsoever. When Natasha was old enough to attend school, her mom chose a private school that was famous for its creative approach to education, which took place in the atmosphere of complete freedom: Children were allowed almost everything and were encouraged to develop in the way they preferred—creatively and without any correction. When, in the 2nd grade, Natasha demanded to have her hair dyed pink, her mother became really alarmed. She realized that all these blurred lines of discipline would ultimately have an unpredictable, and possibly detrimental, effect on her daughter. So, when she saw the sign for the Christian school, which she later found out was an Adventist school, she recalled the longing she had felt when she was pregnant and realized that the dream she had for her child had been fulfilled.

Weeks later, at the start of the school year, Natasha



ESD teachers participating in training and professional development. Photo courtesy of the ESD Education Department.

enrolled in a 3rd grade with only five other children, all of them from Adventist families. The kind, dedicated, and highly qualified teacher got the children involved in reading the Bible and studying it seriously. Although initially she was not good at any classes, the excellent teachers at the school helped Natasha quickly catch up with her fellow students, who also became her friends. She found in the school an atmosphere of love, acceptance, and respect. At the morning devotionals where the elementary students studied from a Bible for children, Natasha tried

to know more about what needed to be changed in their lives.

This is not the end of the story for this family. Their life path with God is just starting!

Can God Change People's Lives Through Our Ministry?

For more than 130 years, the Seventh-day Adventist Church has supported the education offered to our children and young people, and countless lives have been transformed. Can young people in the modern world experience the same transformation? Can God still change lives? Empower individuals to remain faithful to His Word despite whatever happens? Fulfill His will? Show His beautiful plan for living to people around? Our answer is a definite Yes! This is the essence and goal of true education, education built on the principles of God's Word, with the goal of restoring God's image in each human being.

Remember, somewhere near you there lives a family who is desperately looking for the sign "Adventist School." The Lord is capable of answering the aspirations of such people through our ministry! Our great Lord opens opportunities through the atmosphere of love and acceptance that reigns in our schools, universities, and education centers. Through the biblical worldview taught to children when they are still young, our schools can help them and their parents make the most important decision in their lives—to accept Jesus Christ as their

personal Savior and live a more fulfilled life! We want to utilize these opportunities to the fullest.

personal Savior and live a more fulfilled life! We want to utilize these opportunities to the fullest.

An Expression of Appreciation

The ESD education team is comprised of faithful ministers, education directors of the nine unions, conference and mission leaders, and lay members, all working together to provide educational opportunities throughout the ESD territory. We are thankful to the Lord for the support we have received from the world team of educators and leaders of the General Conference of Seventh-day Adventist with whom we have been working—this is what truly uplifts the spirit of many lay members in our territory and really propels God's work of education.



Preschoolers learning and playing at an ESD preschool in Tyachiv, Ukraine. Photo courtesy of the ESD Education Department.

to absorb everything she heard.

After about two months, Natasha's mother called the school principal and said: "Tatiana, my daughter loves your Bible lessons; she is so much inspired! She has become friends with her fellow students and has fallen in love with the school. She tells us everything that goes on there and has us pray before meals. I am so happy I brought her to your school! This is exactly what I had been looking for her!"

Not long ago, Natasha's mother texted the teacher a request to tell her in detail what Seventh-day Adventists believe. She said in her message that Natasha wanted to adopt the Adventist faith and "will be changing everything in her life." This mother wanted

We are also grateful to each sponsor who has provided resources, input, and expertise to build, purchase, and reconstruct buildings for schools. We appreciate everyone's prayers on our behalf and are grateful to the Lord for the wisdom, vision, and generous hearts He has given to our supporters. We pray for you, and we want you to know this. Together, this tremendous support is helping to develop education throughout the vast territory of the Euro-Asia Division.

Our Vision for the Next Quinquennium

During the current quinquennium (2020-2025), the ESD plans to continue opening new schools and supporting its existing ones. Throughout the ESD, we want to apply this counsel from Ellen White: "There

This is also the reason we are preparing new teachers through a newly launched bachelor's degree program in primary education, as well as training those teachers who have taught for many years in our schools about the Adventist philosophy of education. Our firm belief is that every teacher needs to have this sense of Adventist identity to be able to embrace and share Christlike attitudes of love, tolerance, and acceptance. We will keep issuing a digital edition of THE JOURNAL OF ADVENTIST EDUCATION in Russian for the same purpose—to help educators and students, parents, and lay members be transformed into the image of the Master Teacher. "But we all, with unveiled face, beholding as in a mirror the glory of the Lord, are being transformed into the same image from glory to glory" (2 Corinthians 3:18, NKJV).⁷ This is the ultimate goal of education in the Euro-Asia Division. ✍

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3. Quoted from the *New International Version* of the Bible. *New International Version*®, NIV® Copyright © 1973, 1978, 1984, 2011 by Biblica, Inc.® Used by permission. All rights reserved worldwide.
4. Names used with permission.
5. The sign for this Adventist school says "Christian School" although it is operated by Seventh-day Adventists. This signage is more meaningful to people in the community, since many are more familiar with the word *Christian* than with the word *Adventist*.
6. Ellen G. White, *Fundamentals of Christian Education* (Nashville, Tenn.: Southern Publ. Assn., 1923), 64.
7. Quoted from the *New King James Version* of the Bible. *New King James Version*® Copyright © 1982 by Thomas Nelson. Used by permission. All rights reserved.



The opening of the Excelsis School in Kishinev, Moldova.
Photo courtesy of the ESD Education Department.

is urgent need of schools in which the youth may be trained to habits of self-control, application, and self-reliance, of respect for superiors and reverence for God. With such training, we might hope to see the young prepared to honor their Creator and to bless their fellow men."⁶

We will support our higher educational institutions in their desire to open new academic programs to attract more students. One of our highest priorities is to make sure that the atmosphere at all our schools, from elementary to higher education, is truly Adventist—an atmosphere that is distinct and observable in everyday functioning, strengthened by the beliefs and worldview held by committed Adventist educators. This is the reason denominational accreditation for primary and secondary schools is being implemented.



Marius Munteanu

Refreshing News

From the “Old Continent”

Europe, or the “Old Continent,” the cradle of Western civilization, is the second smallest continent in the world, after Australia, covering about two percent of our planet. The Inter-European Division (EUD) covers most of mainland Europe from Portugal to Romania and coordinates the activity of the Seventh-day Adventist

percent of the European population is Muslim (2.4 percent of Muslims worldwide; therefore, Islam is the second most widespread religion in Europe).¹ From an economic point of view, one-third of the planet’s wealth is located in Europe, the wealthiest continent.²

The EUD territory has also been the cradle of specific genres of music, starting with the Early Music Era (after the fall of the Roman Empire) and continuing with the Medieval, Renaissance, Baroque, Classical, Romantic and Modern eras. Moreover, in the EUD area, the first foundations of world higher education were laid, starting in Italy with the University of Bologna (1088) as a pioneer, followed by six of the world’s oldest universities in the following cities: Salamanca, Spain (1134), Sorbonne, France (1160-1250); Padua (1222), Naples (1124), and Siena (1240), Italy; and Coimbra, Portugal (1290).³

Located within the current territory of the EUD was the first Adventist mission destination outside the U.S.A. In 1874, J. N. Andrews settled in Basel, Switzerland, where he launched a brave canvassing missionary activity, established a publishing house, and printed *Les Signes des Temps*.⁴



Students at the Bogenhofen Seminary in Austria listen attentively to a presentation in the library. Photo courtesy of the EUD Education Department.

Church in 20 countries (11 unions), serving a population of 340 million citizens, with the help of its approximately 180,000 believers.

Throughout the current territory of the EUD, more than 12 major languages and numerous local dialects are spoken. Most people in the EUD countries declare themselves Christians (76 percent), with Europe hosting 26 percent of the world’s Christians. About five

Report Card Challenges

During the 2015-2020 quinquennium, Adventist education in the EUD achieved significant progress in concept and image—even if quantifiable results are still a work in progress.

- The relatively small number of members (the second-smallest Adventist population of any division)

diminishes the ability of the church to mobilize dramatically and create a rapid impact;

- The impressive cultural diversity prevents the church from addressing people using a unitary message;
- The generally negative birth rate steadily decreases the school-age population that could be enrolled in our schools;
- Free or state-subsidized education seems much more attractive to many, taking into account the cost of private church education;
- The relatively small number of study programs (both at secondary and tertiary level) makes our schools less attractive than others;
- The better remuneration offered by the state or other private educational institutions prevents us from increasing the number of qualified Adventist teachers;
- And, last but not least, convincing church members, pastors, and parents that Adventist educational institutions have high academic standards is a battle that we fight daily.

Progress

Despite these obvious and seemingly insurmountable barriers, EUD schools continue to develop conceptually, train wholistically, grow numerically, and significantly impact the general population. For example, the overwhelming majority of our primary and secondary schools have the largest percentage of their students coming from religious traditions other than Seventh-day Adventism; have either reached their maximum admission capacity or have significantly increased their enrollment; have long waiting lists, and have fulfilled the legal requirements for receiving state accreditation.

Adventist Education—A Strategic Field for the EUD

For the 2015-2020 quinquennium, the EUD administration proposed, and the executive committee voted, that Adventist education should be considered one of the division's strategic areas of emphasis by adopting the following top priorities:

1. To provide greater access to Adventist education (both to church members and the general population) with emphasis on primary through secondary levels, having as a Key Performance Indicator (KPI) an increased number of kindergartens, elementary, and secondary schools close to densely populated areas.

In seeking to achieve this objective, one of the most visionary decisions was the division's approval of a

five-million-Euro financial grant to develop primary- and secondary-education institutions between 2018 and 2022.

2. To operate education institutions as community-service and outreach endeavors, having a KPI to ensure that our existing education institutions are centers of influence for their communities. To help primary- and secondary-education institutions develop their missionary potential, the division voted to support the schools struggling to meet current expenses, especially those that do not receive any financial support from the state, by giving them an operating fund.



Aerial view of Adventus University in Cernica, Romania. Photo courtesy of the EUD Education Department.

3. To address the viability of theological training institutions, having as a KPI to use the human and financial resources of the existing theological institutions as efficiently as possible.

To foster professional excellence in ministerial training and practice, the EUD Board of Ministerial and Theological Education (BMTE) has defined an appropriate curriculum for pastoral education. It has outlined standard criteria for employment in our territory. In addition to this, the EUD BMTE is seeking to help theology students achieve a better understanding of their calling and of what pastoral ministry entails: a higher level of maturity to tackle questions and issues as they relate to real-life situations, as well as a more explicit focus on the practical aspects of ministry and

the way theological issues impact mission. To reach this goal, the EUD BMTE members have drafted and voted the *Core Curriculum Content for Ministerial and Theological Education in the Inter-European Division*, which includes a significantly increased emphasis on topics relating to practical theology.

To meet the demands for the ongoing training of the division's Adventist school staff, during the past quindecennial (2015-2020), we organized training courses for presidents/directors, business managers, fundraisers, Bible teachers, chaplains, cooks, librarians, dormitory deans, and Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (AAA) team members. The division also co-organized other events, such as the biennial Convention of the European Theology Teachers (ETTC) in partnership with the Trans-European and Euro-Asia divisions and several schools of theology, and, through its representatives, it joined meetings that facilitated thematic knowledge and dialogue among teachers, such as conventions for teachers in Germany, Romania, and Spain.

The Growing Demand for Adventist Primary and Secondary Education

Despite the relatively small number of primary and secondary schools in the EUD, the quality of the edu-

cation offered continues to grow, and enrollment is on the upswing. Moreover, schools eagerly share how they came into existence in the respective communities and continue innovating with bold, visionary ideas for the future. Space limitations allow for only one example from each union with primary and secondary schools:

- Austrian Union—When a new local church building was being planned on the Bogenhoffen campus, they reserved enough room for a primary school, which it currently manages;
- Bulgarian Union—In 2019, the first education project (a kindergarten) launched through the initiative of a group of young lay people, with the support of union leadership;
- Czecho-Slovakian Union—The first Adventist school in Prague, which provides primary and secondary education, recently completed its first AAA accreditation process. A businessman boldly initiated the building project in the capital of the third least-religious country in the world⁵ by offering the church a completely renovated and properly equipped building for this purpose;
- Franco-Belgian Union—In the courtyard of the well-known Faculty of Theology in Collonges, France, a highly regarded primary- and secondary-level school is currently operating;



The 2019 theology cohort at Czecho-Slovakian Adventist Theological Institute in Sazáva, Czech Republic.
Photo courtesy of the EUD Education Department.

- North German Union—In the very secular territory of the former German Democratic Republic, the church in Oranienburg operates a primary- and secondary-level school. Recently the North-German Union invested two million Euros for a new building;

- Portuguese Union—Setubal Primary School offers classes for students in four different grades using the two classrooms that also host the children’s Sabbath school on Saturdays. Their daily devotions are held in the potluck room of the local church;

- Romanian Union—In 2015, Excelsis School in Ploiesti opened with 38 students in a space purchased

elementary schools, 31 secondary schools, and three worker-training schools (nursing schools). In addition, we also have eight tertiary-level institutions in our territory (mentioned in order of their founding): Friedensau Adventist University, Friedensau, Germany (1899); Czecho-Slovakian Union Adventist Theological Institute, Sazava, the Czech Republic (1920); Adventist University of France, Collonges-sous-Salève, France (1921); Adventus University (formerly Romanian Adventist Theological Institute), Cernica, Romania (1924); Italian Adventist University Villa Aurora, Florence, Italy (1940); Sagunto Adventist College, Sagunto (Valencia), Spain (1942); Bulgarian Theological Seminary, Sofia, Bulgaria (1948), temporarily closed; and Bogenhofen Seminary, Bogenhofen, Austria (1949). Four of them are founders and beneficiaries of the international Adventist Colleges Abroad (ACA) program, which brings to these schools students from around the world who are interested in foreign languages and cultures (French is taught at Collonges, France; German at Bogenhofen, Austria, and Friedensau, Germany; Italian at Villa Aurora in Florence, Italy; and Spanish at Sagunto, Spain).

Living Testimonies

Out of characteristic generosity, God frequently provides signs of His goodness and confirmations that Adventist education brings more people to Christ⁶ than most other current missionary church projects. There are so many amazing stories about children and young people from all over the EUD who have found salvation in Jesus

Christ because of attending our schools, and faculty who have experienced the same from teaching or serving as educational administrators at our schools. Below are a few examples of how Adventist education continues to transform lives.

About 15 years ago, a businessman in Prague was baptized into the Seventh-day Adventist Church. He soon discovered the Spirit of Prophecy books and read them prayerfully. This is how he found out that Adventist parents should send their children to Adventist schools. However, since there were none close by to which he could send his children, he was inspired to start one. As a businessman, he used his resources and proceeded to open the first Seventh-day Adventist school in the third most secular country in the world,



The 2019 graduates of Friedensau Adventist University in Germany. Photo courtesy of the EUD Education Department.

and decorated by the local conference. Since then, it has doubled its enrollment each school year;

- South German Union—Rastatt Adventist School operates in a former public school provided by the local town hall;

- Spanish Union of Churches Conference—Due to extreme lack of space, one of the oldest Adventist schools in Spain, Colegio Adventista Urgell, built a large sports field on the roof of the local church;

- Swiss Union—The Adventist school (K-9) in Zurich is enjoying the results of the German Swiss Conference’s initiative to build new headquarters that would house three institutions: the local church, the regional conference, and the Adventist school.

Currently, the Adventist Church in the EUD runs 41

the Czech Republic, where unexpectedly, confessional church-based schools are ranked higher than state or private schools. Currently, 159 out of the 209 students at Elijah School are non-Adventists. Here is what some of their parents say about their experiences:

“After two years of home schooling, I wrote on Facebook that I was looking for an inclusive school, promoting acceptance and personal approach. The answer I got was discouraging: “You won’t find such a school in Prague.” Finally, I got the info about Elijah School. Two hours after we got there, my boy told me: ‘I like it here!’ . . . and finally, he was back to the kind of school we had been dreaming of for two years.”

Another mother shared her story: “My teenage girl was having fun at the state school, but I was looking for something different. I suggested a three-month challenge. After two weeks, she let me know that she was no longer interested in returning to her previous school.”

Another student confessed that he has never looked for an excuse to stay at home since enrolling in Elijah School, such as telling his parents that he had a sore throat.

We are looking forward to more exciting experiences coming from Prague in the current quinquennium.

The principal of Maurice Tièche, the K-12 Adventist school in Collonges, France, shared two instances of unexpected feedback received a few years ago. A well-known French architect was designing renovation plans for the home of Jacques Chirac, a former president of France. One day, she notified the family that she would be absent from work since she had to travel to the province of Haute-Savoie to look for a school for her daughter. Jacques Chirac’s daughter, Claude, who overheard the conversation, asked: “What kind of school in that area is worth sending your child to?” When the architect answered: “Maurice Tièche,” Claude Chirac’s reply was the following: “Yes, Maurice Tièche is indeed worth all the effort!” and then she added a list of other arguments in favor of the school.

A similar experience involved Anne-Aymone Giscard d’Estaing, the wife of another former French president, Valéry Giscard d’Estaing. She warmly recommended the Maurice Tièche boarding school to an Adventist family from Paris since the president’s grandson had been a student there about 10 years be-

fore. The Adventist family followed her advice and sent their two children to Maurice Tièche to prepare for their baccalaureate exam.

Another transformative experience comes from Romania. After the long period of communist supremacy, the Adventist Church in Romania entered a broad and complex process of multilateral development. Adventist education had not been a priority since the beginning of the last decade of the previous century, so when discussions started about the prospect of transforming the theological seminary in Bucharest into a university, union administrators realized the institution did not have enough qualified staff (administra-



**Inauguration of the new men’s residence at Adventist University of France, Collonges, on September 1, 2019.
Photo courtesy of the EUD Education Department.**

tion and faculty) to manage the transition effectively. Therefore, the Romanian Union decided to appoint as president an Adventist teacher in training to manage the current activities of the institution. At the same time, the legal and external representation was entrusted to Dr. Ion Toma,⁷ a non-Adventist teacher who met the legal criteria and would serve as rector. With this leadership, the university kept improving in all aspects, and in 2016 received institutional accreditation from the Romanian government for the maximum legal term (five years) and with the second-to-best rating (“Confidence”). During his more than 10-year service as rector, Toma made a decisive commitment to maintaining the institution’s growth until it received its final accreditation. What did the university offer

him in return? More than anything else, Cernica was for Toma the place where he discovered the spiritual dimension of life and where his heart started to change gradually—to the point that in 2017, he dedicated himself completely to a relationship with Jesus and was baptized into the Adventist Church.

In the new quinquennium, Adventist education will continue to be a priority within the EUD, both in terms of financial investments and valuing its contribution to the mission of the Seventh-day Adventist

Adventist schools in the EUD; and

5. Convene a quinquennial EUD teachers' congress.

With ongoing favorable financial and mission-minded support, we will continue to build on what we are already doing so that Adventist education in the EUD will continue to be a transformative force in the lives of students, teachers and administrators, and parents. ✍

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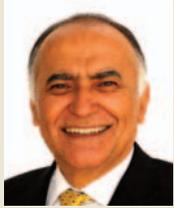
1. Europe Facts (2015): <https://facts.net/europe/>.
2. Ibid.
3. Laura Tucker, “Ten of the Oldest Universities in the World” (2015): <https://www.topuniversities.com/blog/10-oldest-universities-world>.
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5. Oishimaya Sen Nag, “The Least Religious Countries in the World,” *WorldAtlas* (July 11, 2018): worldatlas.com/articles/least-religious-countries-in-the-world.html.
6. The total number of baptisms for the 2006-2020 period was 451,639. Statistics provided by the Department of Education, General Conference of Seventh-day Adventists. For more, see John Wesley Taylor V, “Joining and Remaining: A Look at the Data on the Role of Adventist Education,” *The Journal of Adventist Education* 79:3 (April-June 2017): 39-46. Available at <https://jae.adventist.org/en/2017.3.8>.
7. Name used with permission.
8. The *EuRo*pean Community Action Scheme for the Mobility of University Students (*Erasmus* and *Erasmus+*) programs provide educational opportunities for individuals of all ages and organizations in countries within the European Union (EU). *Erasmus* provides students with student-exchange opportunities to study at any college and university within the EU, and *Erasmus+* offers an additional layer of educational and vocational training, job placements, volunteer opportunities, social mobility, and linguistic development. For more information, see *Erasmus* at <https://www.erasmusprogramme.com/post/what-is-the-erasmus-programme>; and *Erasmus+*: https://ec.europa.eu/programmes/erasmus-plus/about_en.



Roxana Parachiv, the current rector of Adventus University in Cernica, Romania, welcomes the former rector, Ion Toma, as a new Adventist. Photo courtesy of the EUD Education Department.

Church. The following are some of the new initiatives planned:

1. Ensure that all Seventh-day Adventist schools are eligible and prepared for the AAA accreditation process. This will help increase the awareness of both the Adventist and non-Adventist public regarding the value of informal education (in general) and formal Adventist education (in particular);
2. Facilitate the access of our schools to public/European Union educational funds;
3. Mediate the development of collaboration between our schools on *Erasmus* and *Erasmus+* projects⁸ (both for students and faculty) and in other areas of common interest;
4. Create a database describing the needs of the



Gamaliel Flórez

In Inter-America, Adventist Education Is a Priority

It was time to close the office at a small Seventh-day Adventist school in Puerto Ordaz, Venezuela, when someone knocked at the door.

“Please, help me,” the man begged. “I need to enroll my children in this school.”

“Sorry, we are closed,” the teacher replied.

“Have you ever heard about Adventist University Institute of Venezuela?” the man asked.

“Of course,” the teacher said. “It is a very important Adventist school in this country.”

“Well, I finished my studies there, and I want my children to get a Seventh-day Adventist education.”

That man was the CEO of a well-known company who had just moved with his family to Puerto Ordaz. Even though he could afford to enroll his children in any school, he decided to enroll them in a Seventh-



Montemorelos University (Mexico) administrators and IAD officers attending a Higher Education Leadership Symposium sponsored by the IAD Department of Education. Photo courtesy of Montemorelos University.

day Adventist school. Why? Because he had experienced firsthand the blessings of Adventist education and wanted his children to enjoy those blessings, too.

Adventist education fulfills an important mission as part of the redemptive ministry of the Seventh-day Adventist Church—our children’s and young people’s salvation. Adventist educators are inspired and moved by this statement by Ellen G. White regarding education: “It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the stu-

America with significant achievements. These include:

- Implementing the ideals of Adventist education;
- Enhancing educational quality;
- Increasing the number of college and university-level programs offered;
- Preparing people for Jesus’ second coming.

Implementing the Ideals of Adventist Education

The leaders in Inter-America are committed to ensuring that our schools, at all levels, bear the best possible witness by adhering to the highest educational quality standards held by the Seventh-day Adventist Church. We hold these standards in high regard since we believe them to be the imprint and visible aspect of the church.

Thus, in 2015, the IAD chose as one of its quinquennial goals to implement a renewed commitment to the ideals of Seventh-day Adventist Christian education. During this past quinquennium (2015-2020), the work of educational administrators, pastors, and experts was solidified in a document entitled “A Compass Toward Excellence,” which provides a conceptual framework for the development of Adventist education at the K-12 level. That document was adopted as a benchmark by the unions, which then adapted it to each country’s legal and cultural context to ensure the development of an educational program with a high-quality Adventist identity that will be acknowledged both inside and outside church constituencies. Annual workshops called “A Journey to Knowledge” offered training and inspiration to union educational directors, educational administrators, and teachers in several fields, and presented solutions to current issues in church schools by applying an Adventist philosophy of education.

To a large extent, higher education shapes the immediate and long-term future of the church, so constant attention to tertiary institutions is of utmost importance. IAD universities are linked through a consortium that allows a healthy sharing of experiences and best practices, and in addition, the opportunity to join in projects and extend support to one another when they are faced with challenges or difficulties.

The IAD Department of Education has developed



Lancelot Riley (right) holds the “Traveling” trophy and the prize check after Northern Caribbean University’s Beasc Technologies team won the top award at the International Model Competition held in Provo, Utah, United States. Photo courtesy of Northern Caribbean University.

dent for the joy of service in this world and for the higher joy of wider service in the world to come.”*

The Inter-American Division (IAD) is one of the fastest-growing divisions in the Adventist Church. It faces major challenges due to the diversity of languages—Spanish, English, French, and local dialects. It encompasses 43 countries with various legal and cultural contexts.

But even amid such challenges, Adventist education in IAD fulfills its mission of offering Christian education in 959 schools with 150,046 students under the care of 9,856 teachers. These 959 schools include 15 colleges and universities, 324 secondary schools, and 620 elementary schools.

God has blessed Adventist education in Inter-

two initiatives to keep the tertiary institutions focused on Adventist educational quality:

1. **“Broadening University Borders.”** This initiative included the creation of criteria to use in assessing administrative performance and the implementation of best practices. Interschool visits and visits to major schools in other world church divisions were part of this process.

2. **“Inspired to Inspire.”** Information and encouragement were given to university leaders by division and other educational personnel relating to various specialized functions such as research, school efficiency, university pastoral ministries, student life, and missiology.

The IAD also established the *Adventist University Excellence Award* to acknowledge the students who best represent the ideals of excellence in each university throughout its territory.

Enhancing Educational Quality

The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (AAA) has provided great support for the development of Adventist education in Inter-America. Standards used to assess a school’s educational quality contribute to the various aspects of training the students. Higher education institutions throughout Inter-America have maintained AAA accreditation, and several of them have also earned other institutional or professional accreditations. Likewise, 85 percent of IAD’s schools offering secondary education have been accredited by the AAA.

Significant achievements have been made in the area of secondary education. Religion textbooks are being written for those grades that don’t currently have them. At the primary level, the Inter-American Division Publishing Association (IADPA) launched a project to write original textbooks. Students already have copies of language-arts textbooks through 4th grade. Teachers and students are pleased that these textbooks are based upon the principles of the Seventh-day Adventist philosophy of education, providing effective integration of faith and learning.

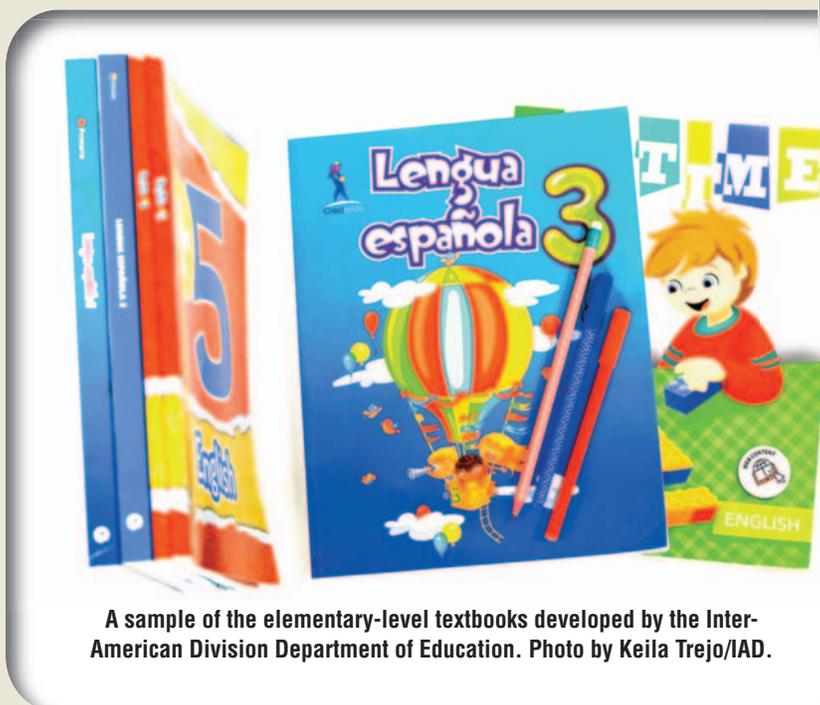
Increasing the Number of College and University Programs

IAD’s tertiary institutions offer 115 academic programs, 46 at the Master’s level and nine at the doctoral

level. University students across the division are distributed among the various areas of knowledge as follows:

- Theology, 2,592
- Education, 2,745
- Administration, 2,574
- Humanities (Arts), 630
- Health, 3,920
- Pure and Natural Sciences, 881
- Applied Sciences, 523
- Other, 5,105

During this past quinquennium, IAD’s universities



A sample of the elementary-level textbooks developed by the Inter-American Division Department of Education. Photo by Keila Trejo/IAD.

increased their educational offerings, opening 54 new programs. Five of our universities have established extension campuses within the territory of their union constituencies, and Montemorelos University, in Mexico, has extended some of its programs, especially at the graduate level, to various other countries throughout Inter-America and other divisions that have requested these programs. The Inter-American Division is one of two world church divisions that have been authorized by the General Conference International Board of Education (IBE) to process, within its territory, the approval of various undergraduate programs other than theology, education, and health, by following a process approved and supervised by the IBE.

Preparing People for Jesus' Second Coming

Our educational institutions must offer quality academic training accompanied by duly accredited credentials from relevant government entities, as well as our church educational accrediting authority. These credentials give students access to higher educational levels and enable them to engage in professional practice in the areas for which they have been trained.

The main objective of Adventist education is *educating to redeem*. With this goal in mind, the IAD has

baptized during the past quinquennium.

For more than 10 years, our schools and tertiary institutions have celebrated an annual “Day of Prayer.” On that day, parents, community residents, and local officers are invited to join prayer sessions at local schools. This activity offers new opportunities for witnessing and enables students to experience the blessings of prayer.

Wishing to support the missionary development of our higher education institutions, the IAD board of trustees has voted a project that provides an investment of US\$100,000 in each institution to establish centers of influence. Mobile clinics, healthy-life centers for the community, and music schools, among others, are examples of the projects being developed by the schools. Most of the colleges and universities are also using their funds to add to the amount provided by the division. Both faculty and students have joined this project so that others may get to know more about God’s love.

The Inter-American Division goes beyond being a mere administrative organization of the Seventh-day Adventist Church. It is the sum of men and women of various cultures, age groups, and varied ethnic backgrounds who all embrace the same faith. It is a territory where faithful people work hard to achieve the best for their children and youth. It is the reason that *in Inter-America, Adventist education is a priority.* ✍



Terry John, senior pastor and vice president for spiritual development, and Ronald Daniel, professor and associate pastor of the University church, conduct a baptism at the University of the Southern Caribbean in Maracas, St. Joseph, Trinidad. Photo courtesy of the University of the Southern Caribbean.

promoted enrollment in Adventist schools through Sabbath school Bible study guides, at events for lay members, ministerial conferences, and through visits to local churches by teachers and students who are already involved in Christian education. This has resulted in an average of 41 percent of eligible Seventh-day Adventist students enrolled in the division’s educational system. We’ll keep praying and working to increase that percentage.

Elementary and secondary schools, as well as tertiary institutions, have promoted spiritual growth and service through the distribution of the IAD’s missionary book of the year. And every year, schools become evangelism centers for our students and their families, with approximately 4,000 students

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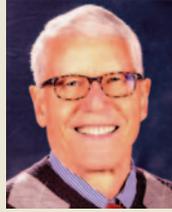
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Arne Nielsen



Martha Ban



Gordon Bietz



Stephen Bralley



Desiree Bryant



Sandra Estevez



Marc Grundy



Leisa Morton-Standish



Evelyn Sullivan

Transforming Lives for Time and Eternity

The North American Division Office of Education (NADOE) in Columbia, Maryland, U.S.A., encompasses nine unions across the United States of America, Canada, Bermuda, and the islands of the Guam-Micronesian Mission. Our division holds the honor of being the birthplace of the Seventh-day Adventist Church in 1863. See the graphic on page 32 for the most current data regarding the schools across our division.

Through the curriculum, professional development, and technology resources, we equip our teachers at all levels to impact learning and help our students grow to love and embrace Jesus Christ as their personal Savior.

Curricula: Pre-Kindergarten Through Grade 12

Adventist education provides a strong foundation for students academically, spiritually, physically, and socially. However, what matters is to lead children to the feet of Jesus. The transformational framework of the *Encounter Bible* curriculum (Grades 1-12) positively affects students' lives and brings them into a saving relationship with Jesus. Here is a glimpse of the impact that *Encounter Bible* is having on the hearts of our students and teachers:

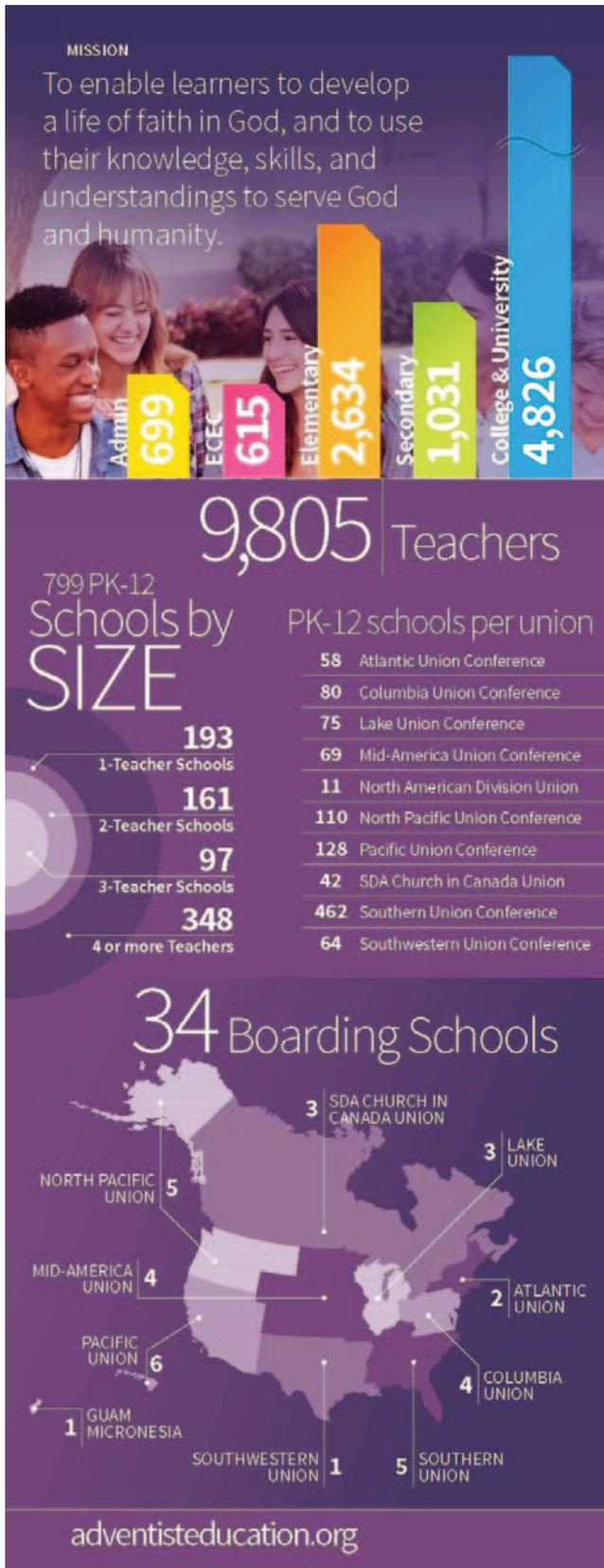
Student's Journal Response:

"I'm afraid. Every day I fall farther from God. I'm ready to give myself to Him. I pray for courage and strength. I don't need to think about what my friends will say. I won't hide it. Satan has his ways, but God is always there, leading me home. I'm scared. What if it all comes crashing down? God has my back. He gives me signs to show me He is there. It's the little things that remind me of His grace. He is always there. There will always be troubles, but I'm ready for them. I'm safe."

Teacher's Reflection Response:

"Having a classroom of non-Adventists caused me to rearrange the 7th-grade units. I didn't feel I could address *Heaven* and *My Response* until first going through all the units showing the kids the transformational love of Jesus. Today was commitment day, and choices were offered and decisions made. Journal entries show the rawness of their junior high hearts, and my prayers will continue to follow them as summer break nears and they leave the safety of school."

Several other curriculum resources for various



levels of education and specific subject areas have had a similar impact on the hearts of students and teachers:

NADOE has developed three curriculum resources to serve as instructional supports for centers and classrooms. The *CREATIONKids Preschool* and *CREATIONKids Infants, Toddlers, and Twos* curricula are both designed to facilitate the growth and development of young children, molding them to be competent learners and communicators who are confident in their sense of belonging; secure in the love of Christ and the church; and healthy in mind, body, and spirit. *Cobblestones*, the third curriculum resource, is designed to assist teachers in meeting the needs of children (age 4) enrolled in Pre-K and kindergarten combination classrooms.

Pathways 2.0: A Journey to Excellence Through Literacy (Grades 1-8) provides instruction in reading, writing, listening, and speaking. This biblically based curriculum is built on the Adventist worldview and the belief that Christ is the Model Teacher. *Pathways 2.0* recognizes the responsibility of nurturing excellence and service to others. The lessons in each unit provide rigorous academic quality aligned with literacy proficiency standards.

Recognition and respect for the diversity in our world are seen through the choice of anchor texts and instructional lessons throughout the program. By exploring big ideas and varying answers to essential questions, students are led to understand that the Bible is the standard for learning and for living a life of faith. This new curriculum was piloted during the 2017-2018 school year and was adopted for use during the 2019-2020 school year.

ByDesign science and biology textbooks (Grades 1-8). God designed His children to wonder, question, and learn about their environment. This type of learning was also encouraged in the biblical schools of the prophets.¹ *ByDesign* is built on a foundation of inquiry that encourages wonderment, questioning, collaboration, and exploration of multiple resources to conduct research and investigations.

Professional Development

The Boston Consulting Group was engaged by the Bill and Melinda Gates Foundation to conduct a research study of 2,900 educators, primarily in public schools, on what comprised effective professional-development experiences. The findings

were published in *Teachers Know Best—Teachers' Views on Professional Development*. Researchers found that teachers get the most out of professional development that meets the following criteria: personalized, hands-on and interactive, sustained over time, and delivered by someone who understands their experience.² With this in mind, the NAD has been developing innovative systems to deliver professional development and ensure that teachers can develop their expertise and create a sense of awe and wonder in their classrooms.

The Adventist Learning Community (ALC) is an online platform that provides the resources needed to film learning modules to deliver training for the new curriculum to teachers and offers professional development in many topics important to educators. ALC uses 3,000 training presentations from *SimpleK12* and opportunities for Adventist experts to film professional development for teachers.

Learning Coaches is another new initiative in the North American Division (NAD). At the union and conference levels, learning coaches are trained to support teachers in the classroom. On any given day, they may be brainstorming with teachers, modeling les-

sons, curating resources, or developing customized curricula for individual students or special units. Mentors are also assigned to orient new teachers to the school, help them master the unique Adventist curriculum, as well as to model a lesson, develop projects or lesson plans, and lend a compassionate ear as they prayerfully work together.

Webinars have been increasingly successful as a tool used by the NADOE to assist teachers in continuing to learn by enhancing their skills. They provide information and time for collaborating on new curriculum, social and emotional learning, accessing digital resources, and developing innovative strategies and new assessment tools.

The **Adventist Education Website** is accessed by educators at all levels in North America and around the globe. It offers a wealth of resources such as job postings, online subscription resources, curriculum microsites, multigrade resources, assessment tools, NAD standards documents, resources for school boards and principals, and the Curriculum and Instruction Resource Center Linking Educators (CIRCLE), which serves as a comprehensive source for accessing an ever-expanding array of resources for

Adventist educators as they continue the teaching ministry of Jesus Christ. For more information, visit <http://www.adventisteducation.org>.

Technology Tools and Resources

The NAD Office of Education strives to serve, support, and transform our PreK-12 schools on many technology-focused fronts:

Adventist Teacher Connect is a platform for PreK-12 Adventist teachers to connect with other teachers and classrooms throughout the North American Division. Interaction and collaboration between classrooms enhance learning beyond classroom walls with fewer physical limitations or boundaries. Through technology, video conferencing, networking, and collaborative lessons, teachers can partner with their peers to create culturally enriching and faith-based

learning experiences for their students.

Adventist Education Dashboard, NAD’s division-wide reporting portal houses secure files, student and teacher ID managers, and reports created from the consolidated data from schools, such as grades, attendance, and demographic information. It is continually being fine-tuned to meet the needs of all levels.

eCertification, a portal accessed through the AE Dashboard, allows educators to go online to review their denominational-certification status and determine what is needed to renew or complete their credentials.

AdventistEducation.org is a helpful repository of information for NAD educators, as well as an avenue for the division to share information with others regarding our system. The site includes invaluable resources for teachers, administrators, and pastors. It is the main



Adventist Teacher Connect

Join a community of Adventist teachers and collaborate with colleagues and classrooms around the world!



Connect with teachers



Participate in projects



Interact with classrooms



Engage students

Join at: adventistlearningcommunity.com



ADVENTIST LEARNING
COMMUNITY
Seventh-day Adventist Church
NORTH AMERICAN DIVISION

port of entry for our curriculum microsites (Bible, social studies, physical education, language, science, math, and technology). These sites are created specifically with the Adventist teacher in mind.

TDEC.adventisteducation.org provides information, collaboration, strategies, and inspiration to our NAD educators for engaging students, using technology as the catalyst.

How Adventist Higher Education Is Making a Difference

Seventh-day Adventist beliefs and practices are needed today more than ever. A world too often filled with emptiness, insecurity, and restlessness needs the revelation of God's character in the teaching and healing ministry of Jesus Christ.

The CollegeImpact Research Study, commissioned by the Association of Adventist Colleges and Universities (AACU), was launched in 2011 with results published in 2014. Alumni of Adventist institutions in the North American Division were contacted through alumni offices and interviewed using online surveys and telephone interviews. Using a snowball sampling method, researchers asked alumni questions about their higher education experience.³ Then, using the same sampling method, they asked the same questions of Adventists who graduated from public institutions,⁴ to compare appropriately. The study represents responses from alumni of 10 AACU institutions. Here's what they found:

Graduates of NAD Adventist colleges and universities are:

Eight times more likely to have experienced encounters with professors who helped them develop spiritually and develop spiritual values.

Seven times more likely to have experienced professors who studied the Bible with them and increased their faith in the Bible.

Seven times more likely to have experienced professors who prayed with them.

Seven times more likely to have experienced professors who positively influenced their relationship with Christ.

Seven times more likely to have had friends who attended worship services with them while enrolled at the college or university.

Seven times more likely to have developed a

deeper personal relationship with Jesus.

Six times more likely to have experienced professors who provided meaningful classroom worship experiences.

Considering these facts, Seventh-day Adventist higher education has never been more essential than it is now.

Leaders of the 13 Adventist colleges and universities in the North American Division are keeping the system strong. They understand the importance of continuous improvement and are deepening the collaboration among the schools. Recognizing that higher



Graduates of Union College in Lincoln, Nebraska, U.S.A.
Photo courtesy of Union College (ucollege.edu).

education is expensive, the goal is to mitigate the cost and enhance academic excellence by working together. The Internet and distance education have brought about significant changes in the way students learn. The use of distance education along with the living-learning environments of an on-campus experience provides the best of both options.

Studies indicate that the values of young people are influenced most by their peers and mentors. There is no better place for the crucial transition into adulthood than the environment on the campuses of the North American Division higher education institutions. An Adventist education can make all the difference in the world—and all the difference for the world. For more information, including all 100+ rea-

sions that one should choose Adventist higher education, visit <https://adventistcolleges.org/>.

Adventist Colleges Abroad (ACA) is a consortium of 25 Seventh-day Adventist universities and colleges. ACA provides a service to the universities and colleges in the NAD territory by enrolling selected students in 11 study-abroad programs in Argentina, Austria, Brazil, England, France, Germany, Israel, Italy, Lebanon, Taiwan, and Spain. Through ACA, students study a new language while immersed in its native culture and earn credits toward their degrees. They also gain a new understanding and appreciation of the beauty and richness of diversity and find God in a different, deeper way. ACA has been sending students abroad for 57 years, and its alumni affirm that it was a life-changing experience. More information is available at the ACA website: <http://www.acastudyabroad.com>.

Adventist Education—Transforming Lives and Impacting Kingdom Growth

Adventist education seeks to transform lives by leading students into a saving relationship with Jesus Christ. Within the NAD, this is exemplified by the large number of students engaged in evangelism and outreach. One example comes from Ruth Murdoch Elementary School in Berrien Springs, Michigan, U.S.A. In 2019, for the sixth year in a row, junior high school students at Ruth Murdoch pitched a tent for a student-led evangelistic meeting on the campus of Andrews University.

During these meetings, the students preach sermons directed to their peers as well as the community, lead out with the praise team, serve as greeters, and operate the audio-visuals. At the end of the 2019 meeting, 30 youth and adults requested baptism—the highest number of requests in six years. The students not only witnessed lives being transformed—but through direct answers to specific prayers, they too, were transformed. To God be the glory!

Our educators and students alike are carrying forth the gospel commission of Matthew 28:19 and 20; reaching the world and transforming lives for time and eternity! ✍

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Richard Sabuin

Discipling Students

The Great Commission for Northern Asia-Pacific Division Schools

sensed a spiritual atmosphere as I entered the campus of Youngnam Sahmyook Middle and High School, Youngnam City, South Korea, in the Korean Union Conference (KUC). Two times a day, Principal Han Ki Tae would climb the 65-step stairway to the prayer garden to pray for the school, teachers, and students. “This is my secret in leadership,” he said.

“We bring it to our classroom every morning to read it,” they explained.

This is just one of many stories about how schools in the Northern Asia-Pacific Division (NSD) focus on nurturing students to become disciples of Christ. “Discipling Students” was the aim for all NSD schools during the past quinquennium (2015-2020). This aligns with Christ’s Great Commission: “Go therefore and make disciples of all the nations” (Matthew 28:19, NKJV),* and the quinquennial strategic plan of the world church: “Reach the World.” This aim has been emphasized in school evaluations and supervision visits. Strategies adopted to reach this aim include teacher training, upgrading programs, spiritual-life programs, mission initiatives, and other school activities.

Teacher Training

Teachers in the NSD are trained in the integration of faith and learning (IFL). This is important for all students, including the 70 percent of about 21,000 students in our schools who are not Adventists. These students are the responsibility of nearly 1,200 teachers of 58 schools in NSD. They need to learn about faith in all subjects.

Sahmyook University (SYU) and Sahmyook Health University (SHU), both located in South Korea, have conducted IFL training every year since 2016 in collaboration with NSD and KUC. Professors at the two universities, as well as primary and high school principals in KUC, also attended these training sessions. During this past quinquennium, the main speakers included education leaders from the General Conference as well as pro-



Picture on the wall of the Mathetes Club, which initiated a Bible-reading program for students at Sahmyook Health University in South Korea. Photo courtesy of the NSD Department of Education.

Later, I met three middle school students who were not Christians. “Do you have a Bible?” I asked them. “Yes, we do,” they replied in good English. “Who gave you the Bible?” I inquired. “We bought it,” they enthusiastically replied. “Do you read your Bible?” I was curious. “Yes, we do,” they confidently confirmed. “When?” I inquired.

fessors and scientists from different Adventist universities. Similar training was also conducted for professors at Hong Kong Adventist College (HKAC) and for teachers of several secondary schools in Mongolia Mission (MM), Japan Union Conference (JUC), Chinese Union Mission (CHUM), and Taiwan Conference (TWC).

The NSD also scheduled two division-wide meetings for educators. Approximately 200 teachers attended the NSD teachers conference held on August 9 and 10, 2018, at the Korean International Exhibition Center (KINTEX), in Ilsan, South Korea, in conjunction with the International Mission Congress in which more than 4,000 people participated. In Kathmandu, Nepal, on July 22 to 25, 2019, approximately 50 educators attended the Creationism, Faith, and Science Conference, which featured speakers from the Geoscience Research Institute (GRI) and General Conference education leaders.

NSD teachers have also been learning about the philosophy of Adventist education by reading *Educating for Eternity* by George R. Knight. All teachers in KUC and JUC have received a copy of this book, which has been translated into Korean and Japanese.

Scholarship Programs

In addition to regular scholarship programs such as bursaries and educational aid, NSD has received spe-

cial funds from the General Conference to upgrade (sponsor) four students from the Unorganized Territory (UT) of the China Union Mission. These students have been studying toward a PhD in religion at Adventist International Institute of Advanced Studies (AIAS) in four different areas: Old Testament, New Testament, Missiology, and Systematic Theology. Upon completing their studies, they will serve as professors at the Chinese Adventist Seminary (CAS), which trains pastors to serve Chinese communities in Asia and beyond. CAS is located on the campus of Hong Kong Adventist College and recently has been accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (AAA).

Campus Spiritual Life

Chaplains play an important role in the spiritual life of NSD schools. The larger the institution, the more chaplains are needed. Sahmyook University, for example, has 30 chaplains to serve 5,000 students, and Sahmyook Health University has six chaplains to serve 1,200 students. The school chaplains prepare spiritual master plans focusing on discipling students through many different activities.

All NSD schools conduct weeks of prayer at least twice each year. At Hiroshima Saniku Gakuin Academy, Japan, in addition to conducting week of prayer



School chaplains attending chaplaincy training sponsored by the Korean Union Conference. Photo courtesy of the NSD Department of Education.

three times a year, teachers also give Bible studies to the students. At Tusgal Adventist School, Mongolia, the teachers study the Bible together during morning worship. Administrators and the chaplain lead out in presenting the church's fundamental beliefs. In November 2019, one of the non-Adventist teachers accepted Jesus Christ and was baptized.

NSD schools emphasize Bible reading. At Sahn-yook Health University, about 50 Adventist students are members of the Mathetes (Disciples) Club, a core group of students who provide support and leadership in spiritual programs. The club has initiated a Bible-reading program for the members of the club and other students. A big black-and-white picture is posted on its office wall that includes different groups in the club. Individuals and groups who have read specific Bible chapters color portions of the picture. Students at Taiwan Adventist College (TAC) organized a hermeneutics club, which meets regularly to study and interpret the Bible, utilizing the historical-grammatical method of interpretation.

In order to address the need for curriculum materials in this area, the Korean Union Conference has developed elementary Bible textbooks. Spearheaded by a committee of school chaplains and Bible teachers, the process took two years and was approved by the union.

Many spiritual-life activities have been initiated to ensure that students receive maximal spiritual benefit from the time they spend in our schools. Some of these activities include chapel programs and Sabbath worship services that address the needs of different groups of students and teachers participating in service in local churches, and small-group discipleship programs for students from different cultural backgrounds. On average, 1,000 students were baptized every year of the quinquennium as the result of all these initiatives.

Mission Initiatives

Almost all schools in NSD organize regular mission trips when they reach out to others through community service. Some schools have done even more:

- Hong Kong Adventist Academy organized an enrichment seminar for parents called "Principal's Parenting Principles." About 70 parents, most of them

non-Christians, came to the meeting and listened for several hours to the lectures. This proved to be a successful way of building bridges to reach them.

- Kitaura Adventist Junior High School participated in the All Japan 2018 Maranatha evangelistic program. Students oversaw the evangelistic meetings; they coordinated all planning and preparation and spoke for the meetings. As a result, 12 were baptized during the meetings, and 15 more continued to learn and to consider baptism.

- Taiwan Adventist College initiated Total Student Involvement (TSI) in 2017, in response to the TMI initiative of the world church. Some 50 students, one-third of the on-campus population, participated, along with faculty. For about four months, participants un-



Taiwan Adventist College students and faculty praying before being dispatched for the Total Student Involvement Evangelism program. Photo courtesy of the NSD Department of Education.

derwent intensive training that included how to preach the gospel, present health messages, sing songs, and present Bible skits. They would wake up at 4 a.m. to read their Bibles and to practice preaching their sermons. Some spent entire Sundays practicing their sermons! Many of them were first-time preachers.

The night before the students were dispatched to the mission fields, an all-night prayer meeting took place. Filled with the power of the Holy Spirit, they launched the evangelistic initiative. As a result, in 2017 and 2018 alone, they conducted 175 evangelistic series, both in Taiwan and in the vast Unorganized Territory, resulting in more than 23,000 attendees and 2,452 persons being baptized. In 2019, 14 faculty members and more than 100 students participated, resulting in 508 baptisms.

Reaching the Unreached

NSD is reaching out to the unreached education field in UT. On July 10, 2016, 15 graduates with a BA in Theological Studies from a CAS Center in UT took part in the CAS graduation. They are the first fruit of the bachelor programs offered by CAS in that vast territory. In the same year, TAC also graduated 56 students from the same region.

Many Adventist children in that region have not had access to parochial education. For that reason, a home school in Chinese for both primary- and secondary-level students has been established. The education department of NSD and CHUM have provided training to the core teachers of the homeschool program to help them understand the philosophy and standards of Adventist education. Some of the teachers have participated in several AAA visits, which has helped them understand how Adventist schools are operated. We want to make more disciples through this homeschooling program.

The NSD also has plans to reach Mongolia through Adventist education. Tusal has been the only Adventist school in Mongolia. Last October 2019, Tusal was named as the best private school among 30 schools in Chingeltei District, Ulaanbaatar. More schools are needed. On June 9, 2019, the Mongolia Mission held a groundbreaking ceremony to build the Gateway Project. This project includes an international academy and a vocational school. The construction is still going on. When completed, it is hoped that this school will be a channel of God's salvation for many young people in the country.

Remaining Challenges and Future Focus

We are not challenge-free, but we see those challenges as our future focus. There is a need to increase the number of Adventist teachers in some schools. Church members need greater access to Adventist education for their children. In several regions of NSD, we need to establish Adventist primary schools.

We will continue to disciple our students. This takes effort, energy, and resources, and beyond this, it takes faithfulness and prayer. It is our hope that these students, when they have become disciples of Christ, will say, "I Will Go: Reach the World." ✍

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Baptism at Sahmyook Health University after a Week of Prayer program. Photo courtesy of the NSD Department of Education.



Edgard Leonel Luz

Strengthening Communion, Building Relationships, and Reaching the World With Mission

Communion. Relationship. Mission. These three approaches guided the Department of Education of the South American Division (SAD) during the 2015-2020 quinquennium. Working in harmony with the plans put forth by the General Conference of Seventh-day Adventists, the SAD Department of Education classified projects aligned with the division's goals, namely: *communion*: more students and teachers studying the Bible and devoting more time to personal devotion and prayer; *re-*

lationship: more students and teachers actively involved in small-group ministries and sharing their faith; and *mission*: more teachers giving Bible studies and bringing people to the feet of Jesus. Through approaches that support spiritual and mental development and integrative strategies and management processes, the SAD Department of Education has forged ahead with several initiatives designed to spread the good news of the gospel.

Spiritual Development

Several approaches were used to help foster spiritual development within Adventist schools in the division. Tools and initiatives such as the Spiritual Master Plan, 10 Days of Prayer, mission projects, and Spirit of Prophecy books were essential to the department's plans for spiritual development.

- *Development of the Spiritual Master Plan.* The Spiritual Master Plan (SMP) is a tool to assess and nurture the spiritual atmosphere of a school. It is a way of determining what a school should accomplish to satisfy the spiritual needs of its students and educational personnel, and it promotes the development of faith and Christian maturity through its various activities. The SMP helps schools plan and implement activities that will help



The Spiritual Master Plan and 10 Days of Prayer are some of the tools used to nurture the spiritual atmosphere of schools in the South American Division. Photo courtesy of the SAD Education Department.

accomplish the spiritual goals for the educational institution. Topics within the plan are determined based on the Seventh-day Adventist Church's Fundamental Beliefs. They are used to instill in the educational community—teachers, administrators, and students—the importance of biblical principles and values to daily living. The SAD Department of Education has prepared developmentally appropriate resources and activities for each age group, which are promoted at each academic level.

- *Bible Study.* The SAD educational community is actively involved in sharing God's Word among students, parents, and extended families. Until the beginning of the COVID-19 pandemic, there were 2,109 active small groups in our schools. Currently, most of these groups meet in private homes, with follow-up by our school chaplains.

- *10 Days of Prayer.* Looking for God's guidance is essential, and Adventist schools in the SAD actively participate in the 10 Days of Prayer initiative at the beginning of every year. It is exciting to witness how every school highlights this wonderful and inspiring initiative in different and creative ways. Schools host massive prayer drives that involve teachers, students, parents, and friends of the school community.

- *Hope Impact.* Every year, students, teachers, and educational administrators get involved in this book-sharing project, distributing about 600,000 books to the families and the community surrounding the school.

- *Spring Baptism.* At schools within the SAD, baptisms occur throughout the year, especially during the semi-annual weeks of prayer. However, every September, baptisms resulting from Adventist education where students, relatives, and teachers give their lives to Jesus are celebrated.

- *Mission projects.* The SAD Department of Education helps students in our schools fulfill the mission of serving through various mission projects. Students and teachers reach out to the world by participating in mission projects to several regions and cultures in our division (Amazon population, Native communities, extreme poverty areas, etc.), as well as to countries beyond our territory (Africa, Asia). It is inspiring to witness the increasing growth in the missionary spirit within our students as they begin to understand the importance of sharing God's Word and taking it to many places where there are physical and spiritual needs.

- *Spirit of Prophecy Books.* Adventist education promotes student discipleship through the reading and study of the Spirit of Prophecy books, such as the Conflict of the Ages series written in contemporary language. These books are made available to students in Adventist schools and are an essential part of their spiritual development.

Physical Development

Developed in 2017, the goal of the SAD's Health Master Plan is the physical development of students, teachers, and administrators within the Adventist educational system, with the belief that the body is a temple of the Holy Spirit. The plan is based on the eight principles of health to foster a healthy lifestyle: nutrition,



Schools throughout the SAD hold baptisms throughout the year, during weeks of prayer, and annually in September. Photo courtesy of the SAD Education Department.

exercise, water, sunshine, temperance, air, rest, and trust in God.

In addition to the Health Master Plan, other resources were created and shared with Adventist educators. During the initial stages of the COVID-19 pandemic, the Department of Education also produced a video series entitled "Tips to Take Care of One's Health," which was well received by our students and their parents. The video series included eight videos in Spanish and Portuguese using professionals who discussed each of the aforementioned eight health principles and provided clear guidance on how to make the most of them.

Mental Development

To further strengthen and support mental development, the SAD has developed several resources, in-

cluding textbooks, evaluation programs, professional-development training programs, and virtual and language-learning programs. All are made available to Adventist schools throughout the division.

Textbooks. All textbooks used in the SAD educational primary and secondary school system include the Adventist philosophy of education and faith-and-learning integration; these resources are printed by our publishing houses Casa Publicadora Brasileira (CPB) and Asociación Casa Editora Sudamericana (ACES).

- *PAEE and PAAEB.* In addition to preparing textbooks used in our schools, the SAD Department of Education measures the academic quality of schools through the Adventist Educational Assessment Programs, also known as *Programa Adventista de Evaluación Educativa (PAEE)* and *Programa Adventista de Avaliação da Educação Básica (PAAEB)*. PAEE and PAAEB evaluations are carried out in the following areas: critical thinking, mathematics, language, and the sciences. In addition, these programs allow educational leaders within the division to evaluate the socio-demographic-emotional states of both students and teachers, as well as to implement strategies for carrying out ongoing improvements in our schools. Responses gathered during the evaluation process help generate a pool of questions, which are then shared when conducting various research initiatives.

- *Adventist Academy.* In addition to textbooks and continuous evaluation, the SAD provides professional-development training and continuing education for all Adventist educators, administrators, support staff, stu-

dents, and the community through Adventist Academy. To date, Adventist Academy has offered 126 courses, with 116 instructors, and close to 20,000 students in 12 countries. Visit <https://adventistacademy.me> for more information.

- *Virtual Learning Environment.* Virtual learning is carried out through two platforms: Patmos and E-Class, developed by Peru Adventist University and Brazil Publishing House, respectively. The E-Class platform receives, on average, 3.8 million visits per day and has 671,000 active users. In addition, E-Class Play is an open educational resource that facilitates the sharing of educational videos that can be used to augment learning.

- *Bilingual Education.* English-language learning takes place in 45 bilingual schools, using resources prepared by the Adventist Language Institute in South Korea and shared with permission by the SAD Department of Education.

Integration Strategies

Several initiatives were developed and launched throughout the 2015-2020 quinquennium that relied on integrating various areas of content and building networks through collaboration. These included field schools, conferences, marketing strategies, and informational technology (IT) security.

- *Field Area Consortia for Higher Education Schools.* With the goal of expanding an exchange of knowledge for faculty and students by providing opportunities for them to share experiences, and in an



A sample of the textbooks published by the SAD publishers Casa Publicadora and Asociación Casa Editora Sudamericana. Photo courtesy the SAD Education Department.

effort to combine curricular models and focus on internationalization, consortia were created in a variety of areas such as health: Consortium of Adventist Educational Healthcare Institutions (CIEAS); informational technology (IT): Consortium of Adventist Educational IT Institutions (CIEATI); and business administration for education: Consortium of Adventist Educational Business Administration Institutions (CIEACE).

- *Adventist Education Scientific Research Conferences.* The organization of research conferences for faculty and students contributed to the strengthening of research skills and increased awareness of the importance of research. In June 2019, the SAD Department of Education, in collaboration with the Department of Science and Technology at River Plate Adventist University, organized the Third Scientific Research Conference in Adventist Education held in Entre Ríos, Argentina, at River Plate Adventist University. Attendees represented Adventist institutions in Argentina, Bolivia, Brazil, Chile, Ecuador, the United States, Mexico, Paraguay, Peru, and Portugal.

- *A Logo for Adventist Education.* In 2019, the SAD Department of Education approved a logo to be used by every Adventist educational institution in the division (primary, secondary, and tertiary). The logo will be phased in over the next several years in primary and secondary schools, and within five years in colleges and universities. It is used on buildings, student uniforms, and in general communication and advertising.

- *IT Hackathon.* As part of the Consortium of Adventist Educational IT Institutions Conference, which took place at Brazil's Adventist University in São Paulo, Hortolândia Campus in September 2018, the first Hackathon, or technological marathon, was organized. This initiative led to the development of systems that may solve problems related to information management.

Management Processes

In addition to using multiple strategies to collaborate, the SAD Department of Education continued to provide opportunities for education leaders to gather, discuss, strategize, and plan ways in which to fulfill mission.

- *Meetings With Union Education Directors and Adventist University Presidents.* Once a year, the SAD Department of Education personnel meet with educa-

tional directors from the 16 unions across the division in order to vote on strategies and integration projects for primary and secondary education. In addition, every year there is a meeting of the division's tertiary leaders, attended by the presidents of each of the 12 Adventist higher education institutions. At this annual meeting, participants discuss the current status of higher education, trends, exchange initiatives, and setting of work strategies for integration and internationalization.

- *Meetings of Student Resident Directors and Chaplains.* Beginning in 2009, several meetings of student resident directors and chaplains have been held, including during the 2015-2020 quinquennium: 2017—COTIA (Training Center) in São Paulo, Brazil, with 167



A student presenting at the IT Hackathon (technology marathon) at Brazil Adventist University in São Paulo (Hortolândia Campus), September 2018. Photo courtesy of the SAD Education Department.

attendees; and 2019, with 159 attendees.

- *Councils of Higher Education.* In 2019, the SAD Council of Higher Education was created with the goal of discussing specific topics to support the growth and integration of the division's higher education institutions. The council includes the participation of union presidents and treasurers whose territory includes at least one higher education institution, as well as the schools' presidents.

- *Geoscience Research Institute (GRI)/SAD.* With the goal of strengthening the biblical position of Earth origins, the SAD's Geoscience Research Institute Center was created in 2017. In this area, we are exploring how to offer greater relevancy to the topic of creationism in the various countries and institutions across the SAD territory.

- *Construction of new schools.* The SAD Department of Education is committed to launching new institutions so children and youth can not only learn about God, but also build a relationship with God as Savior and Friend. During the 2015-2020 quinquennium, 25 new primary and secondary schools were built across the South American Division. Other schools were remodeled, especially some of the older ones that needed a facelift.

Research and Development of Creation Resources

During the 2015-2020 quinquennium, the South American Division gave significant study to creationism. Several ground-breaking resources were developed to strengthen and support training about and understanding of this biblical account of origins. Key events included general and research conferences, and the development of significant resources for schools such as conferences, museums, research centers, and documentary films.

- *Research Conferences on Creation.* Strengthening the understanding of creationism can be achieved through the training of Adventist educators and students. For this reason, beginning in 2016, and every other year since, two sequential events have been organized that culminated with participants attending

the South American Conference on Faith and Science.

The first training program for researchers on creationism, and the first South American Conference on Faith and Science took place in the Galapagos Islands, July 18 to 23, 2016, attended by 96 professors and researchers. The second training program took place in northern Brazil, in Juazeiro do Norte, September 2 to 6, 2018, with 78 researchers attending. The most recent training program took place February 28 to March 5, 2020, once again in the Galapagos Islands, with 114 professors, students, and researchers participating. At that event, the new Creation Center, Origins: Museum of Nature, officially opened. The museum represents the efforts of a united church striving to meet the goal of sharing the biblical account of origins. Besides spreading creationism, the center is designed to support the carrying out of research projects.

Teaching Project “Adventures in Galapagos.” With the financial support of the South American Division and the General Conference Faith and Science Council, it was possible to develop a teaching project for the strengthening of the creationist worldview across the network of Adventist schools throughout the South American Division employing four educational resources:

1. *Adventures in Galapagos* was filmed in the Galapagos Islands as a series with a creationist theme. It was



The Origins Museum of Nature in Galápagos was inaugurated on February 29, 2020. Photo courtesy of the SAD Education Department.

produced in two episodes and launched in 2020. The film received more than one million views online at Feliz7Play and is currently available through Amazon Prime in the United States and the United Kingdom. It is available in Spanish, Portuguese, and English, and soon will be translated into Hindi, Arabic, and German.

2. After the experience of filming the movie *Adventures in Galapagos*, Brazil Adventist University (UNASP) developed a documentary film entitled *How to Make a Movie*. The documentary that will serve to train students who are interested in producing videos on creationism and other topics.



Instructors teaching Brazil Adventist University students how to make documentary films. Photo courtesy of the SAD Education Department.

3. The teaching magazine for *Adventures in Galapagos* was prepared with the goal of promoting the use of the film in schools and offering teachers options for practical and interdisciplinary work. The magazine includes 20 study topics based on the film, with a focus on creationism.

4. A creation video contest was conducted through a staged process at the level of school, mission conference, and union. Sixteen videos were selected for the final contest, one from every union, out of a total of 1,703 videos that were created throughout South America.

Creation Centers. The goal is for every school to have a creation center. With that goal in mind, the *Organization of Creation Centers Handbook* was created

to guide schools in creation of such new spaces. In 2020, 97 certificates were issued. During the week coinciding with Creation Sabbath, 29 creation centers opened. With funding from the Faith and Science Council, two additional creation centers are being built, one at Bahia Adventist College (FADBA), Cachoeira, Brazil, and the other at River Plate Adventist University (UAP), Entre Ríos, Argentina.

Creation Week. Every year, special activities take place during the week just before Creation Sabbath. The events culminate in a big celebration to our Creator. Events, conferences, symposia, and seminars take place across all Adventist higher educational institutions in the South American Division, reaching approximately 150,000 people.

Origins Website. The Origins website, <http://www.origenesweb.org/>, was created with the goal of sharing the topic of creation and offering teaching resources for Adventist education. In 2020, the site was enlarged to include new resources. It has significantly contributed to the understanding of and strengthening of belief in Creationism across our schools.

Conclusion

The Lord has provided us with great blessings and victories, and we are sure that He always has been and will always be with Adventist education. We are immensely thankful for that, and we find comfort in knowing that “We have nothing to fear for the future, except as we shall forget the Lord has led us, and His teaching in our past history.”* ✍

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* Ellen G. White, *Counsels for the Church* (Mountain View, Calif.: Pacific Press, 1957), 359.



Mozecie Kadyakapita

Remembering the Past While Forging Toward the Future

Adventist education in the Southern Africa-Indian Ocean Division (SID) started in 1893 with the opening of the first Adventist college outside the United States, Claremont Union College in Cape Town, South Africa, which also included primary and high school levels. As of 2019, the SID has 481 educational institutions, among which are seven universities and two nursing

come. Its schools' emphasis on character and academic excellence is a point of departure from other education systems. This mission is informed by God-given commands located in Deuteronomy 6, verses 6 and 7: "These commandments that I give you today are to be on your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down

and when you get up" (NIV)* and Isaiah 54:13: "All your children will be taught by the Lord, and great will be their peace." Thus, the SID Education Department desires to see every school staff member become a minister in and out of class, and for every child and young adult to choose to become a candidate for heaven.

Education Planning and Advisory

From June 14 to 17, 2016, SID union directors of education and heads of tertiary institutions attended an education advisory, facilitated by the General Conference's liaison with the SID, Hudson Kibuuka, and facilitators from the SID office. One of the advisory outcomes

was producing the SID's 2015-2020 strategic plan for education with the theme "Reach the World."

Challenges Facing Adventist Education in the SID

The SID Education Department currently faces several challenges, the most critical of which include:

- *Dwindling financial support*: Many sponsoring organizations (division, union, and local conferences/missions) fail to provide adequate financial appropri-



Students being baptized at Bongo Adventist Secondary School, Bongo Mission, Angola. Photo courtesy of the SID Education Department.

and midwifery mid-level colleges (one- to three-year certificate/diploma programs), serving 150,560 students and employing approximately 5,560 teachers, an increase of 71 schools and 2,476 students over the 2010-2015 period.

The SID Education Department exists to provide guidance and oversight that helps schools prepare learners spiritually, mentally, physically, and socially for selfless service in this world and in the world to

ations for their educational institutions. Therefore, all schools over-rely on tuition fees for operations and infrastructure development.

- *Low enrollments:* In most countries in the SID, the government offers free primary and secondary education. Some of our institutions struggle to attract students because of their unsatisfactory quality of education due to inadequate staffing, facilities, and infrastructure compared to public and other private schools.

- *High fees:* Some potential students find our university/college fees too high compared to other private providers within the same geographic area.

- *Loss of funds to fraudulent infrastructure development donor-contractors:* During the current quinquennium, almost all higher education institutions have lost considerable funds to fraudulent infrastructure developer-donor contractors who failed to complete projects even after being paid the institution's share of the contract. The buildings that were constructed were of poor quality and deemed unsafe. In some cases, institutions could not raise additional funds to complete or replace the poor-quality structures. As a result, more stringent processes for identifying donor-developers, developers, and contractors have been implemented.

- *Access to Adventist education:* Although church

membership is increasing at a phenomenal rate, the growth is not commensurate with increased access to Adventist education due to the scarcity of Adventist schools, high fees, and other previously mentioned factors. Due to unfavorable economic situations, many communities and conferences cannot construct school buildings on their own. During the 2010-2015 quinquennium, Maranatha Volunteers International Organization constructed several school structures in various unions. However, since then, very few new schools have been opened.

- *Tropical Cyclone Idai:* Several educational institutions in Malawi, Mozambique, and Zimbabwe were destroyed by the Tropical Cyclone Idai, including our schools in Beira, Mozambique. This event worsened the already existing challenges of inadequate infrastructure and facilities in our schools due to the loss of buildings, laboratory equipment, library books, and classroom and office furniture.

New Developments

Despite the numerous critical challenges, the SID school system experienced exciting new developments in the areas of infrastructure, as well as academic and spiritual growth during the 2015-2020 quinquennium.

- *Administrative development:* Zimbabwe Union Con-



Nursing and midwifery students in front of the incomplete library building at Kanye Adventist College of Nursing and Midwifery, Botswana. Photo courtesy of the SID Education Department.

ference has been realigned into three unions: Central, East, and West union conferences, making it easier to supervise schools in the country. Each union has been conducting teachers' conventions annually to reorient the staff regarding the mission and vision of the SID Department of Education, re-emphasize the need to improve integration of faith and learning, motivate teachers, share practical school-sustainability skills, and increase interaction among the staff of different schools.

- *Infrastructure development:* In the Zimbabwe Central Union Conference, a college of education, the first of its kind in the SID in recent memory, was commissioned by the government's minister of higher education on March 10, 2018. The new Zimbabwe Adventist College of Education is designed to meet the need for teachers trained in an Adventist institution located within the division territory.

- *Academic development:* Throughout the SID, Adventist education continues to expand. Below are examples of several academic training programs and opportunities that have helped students, teachers, and administrators reach their educational goals.

1. *Malawi Union Conference:* The training school at Matandani Mission, the second-oldest Adventist mission station in Malawi, has been rehabilitated and reopened. The school offers technician certificate courses in bricklaying and carpentry to enable students to operate their own small businesses upon completion of the course requirements. Matandani Training School used to attract students from within and outside the division to study industrial arts, but the courses were discontinued in the mid-1980s.

2. *Zambia Union Conferences:* Rusangu University, with 4,000 registered students, has become the fastest-developing institution in the SID in terms of enrollment, research, infrastructure, and academic development. Two additional residence halls for male and female students have recently been constructed. Its academic programs lead to bachelor's and Master's degrees in agriculture, business studies, education, pub-

lic health, nursing and midwifery, geography, music, and theology. Rusanga University is also engaged in research on the moringa plant, which grows in warm-to-hot areas like Zambia, Malawi, Mozambique, and Zimbabwe. This research has attracted national and



University faculty apartments devastated by Cyclone Idai, Beira, Mozambique. Photo courtesy of the SID Education Department.



An instructor evaluating students' project at Matandani Training (Technical) School, Neno, Malawi. Photo courtesy of the SID Education Department.

international researchers since it is widely claimed that the plant's leaves contain medicinal properties that can cure various diseases, enable an HIV-positive person to live healthier and longer, lower high blood pressure, and increase milk production in lactating women. The research aims at finding out if the claims can be scientifically substantiated.

In 2018, the university held an education conven-

tion with the theme: “Taking Adventist Education to a Higher Level.” Participants included many individuals from different countries, and the resource persons included four associate directors of education from the church’s world headquarters as well as professionals in the SID territory.

3. *Southern African Union Conference:* Helderberg College, the oldest existing Adventist institution of higher education in Africa, earned accreditation from a government regulatory authority as a degree-granting college, and in November 2017, changed its name to Helderberg College of Higher Education. This newly acquired government accreditation has brought more enrollment applications than the college can accommodate. The school celebrated its 125th anniversary in 2018 with a ceremony officiated by General Conference director of education Lisa Beardsley-Hardy.

4. *Zimbabwe Central Union Conference:* Anderson Adventist High School maintains its position as one of the five best secondary schools in Zimbabwe, with a 100 percent pass rate both at Ordinary (Form 4) and Advanced Levels (Form 6) for five consecutive years (2014-2019). Each of the school’s classrooms is fitted with projectors and interactive boards to facilitate lesson delivery. The school also has a flourishing student work program.

5. *SID Department of Education:* The department facilitated a consultative conference for all the heads, deputies, and deans of faculty of the SID institutions of higher education to share strategies for dealing with mutual academic and administrative challenges and to explore ways to increase collaboration and cooperation in implementing academic policies. Among the facilitators were General Conference associate director of education Hudson Kibuuka and the former president of Andrews University, Niels-Erik Andreasen.

6. *Benchmarking tour:* To modernize teaching and learning practices and school-management systems using ICT (Information, Communications, and Technology), directors of education from all the unions in SID visited Adventist educational institutions in the Central Brazil Union Conference for benchmarking purposes. The tour also attracted heads of higher edu-

cation institutions as well as union and local conference officers.

- *Spiritual development: South-Western Angola Union:* SID schools continue to be centers of evangelism in addition to being centers of education excellence. The transformative effects of the schools motivate many parents and guardians to entrust their children to our schools so they can grow and learn within an Adventist setting. In the process, most of the students and teachers who previously had no relationship with Christ surrender their lives to Him and choose to be baptized.

- *Zimbabwe East Union Conference:* At one of the union’s teacher conventions, five non-Adventist teachers (four men and one woman) were baptized.



General Conference and SID division and resource professionals responding to questions during the “Taking Adventist Education to a Higher Level” Convention held at Rusangu University, Zambia. Photo courtesy of the SID Education Department.

They decided that they needed to follow and abide by the truth. Adventist schools in the Zimbabwe Union Conference are formidable centers of evangelism and are among the preferred institutions by local community members.

Accreditation

Assessment and accreditation visits have been an ongoing project. Most of the educational institutions in the 12 SID unions have been visited for this purpose, including 472 primary and secondary schools. Visits were also made to the three nursing and midwifery colleges: Kanye Seventh-day Adventist College of Nursing in Botswana, Maluti Adventist College in Lesotho, and Mwami in Zambia, as well as the universities in Angola, Madagascar, Malawi, Mozambique, South Africa, Zambia, and Zimbabwe.

Plans for the 2020 – 2025 Quinquennium

- To encourage union and local conference officers to better support and invest in Adventist education as one of the most effective strategies for evangelization in addition to public evangelism.
- To encourage union and local conference bursary committees to be more inclusive and equitable in providing bursaries. In many unions, bursaries are offered only for theology-related programs at the expense of applicants interested in business studies, education, management, auditing, and strategic planning. Most beneficiaries have been males rather than females, and

boards to supply schools with Bible textbooks and encourage teachers to execute the same level of planning for teaching the Bible curriculum as they do in other subjects/courses.

- To encourage and nurture greater collaboration, interaction, and interdependence among Adventist tertiary institutions in the SID and beyond in research, development of new academic programs, teaching, and sporting activities.

- To urge union executive committees to assess and evaluate the performance of their respective directors of education in school supervision, support for school staff, and provision of critical supplies.

Conclusion

The 2015-2020 period was as challenging as it was exciting. Although there were numerous threats to the sustainable provision of education, there also were many successes to celebrate and for which we thank God. Of particular significance has been the unwavering determination and resilience manifested by school leaders, staff, students, and other major stakeholders in carrying out the mission and living the vision of the SID Department of Education against all odds. Yes, Master Teacher, come! ✍

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Baptism of one of the teachers during the Zimbabwe East Union Conference Teachers Convention. Photo courtesy of the SID Education Department.

primarily late middle-age rather than early middle-age persons.

- To get more schools accredited. Accredited institutions tend to attract more students as parents, guardians, and sponsors seek assurance of high-quality education amidst declining education standards in their communities.

- To encourage school boards to employ business managers with proven entrepreneurial skills to sustain the operation of our schools, given the reduction/absence of financial support from the sponsoring organizations.

- To urge education directors in all the unions and local conferences and school management/governance



R. N. Prabhu Das

Adventist Education and Its Impact: Educating for Eternity

The Southern Asia Division of the Seventh-day Adventist Church (SUD) comprises the countries of India, Nepal, Bhutan, and Maldives. Based on the varied religious practices represented in these countries, people in the SUD encounter many types of education systems, including the one operated by the Seventh-day Adventist Church. In the SUD, Adventists operate 297 elementary and secondary schools; four colleges offering nursing; six colleges; one university; and two special

schools for visually handicapped and speech-and hearing-impaired students. At the end of December 2019, student enrollment at all levels stood at 210,140, with 10,551 faculty members.

As a result, within this context, Adventist education plays a unique role and has a significant impact on the overall development of students. Today, throughout the Southern Asia Division, our schools and colleges display and promote unique characteristics such as presenting the principles of God's truth, obedience, honor, integrity, and purity—and above all, our schools help students learn life's great lesson of unselfish service.



Students at the Seventh-day Adventist Higher Secondary School and Pre-University College in Bangalore display posters and a float created for a temperance rally in Bangalore, India. Photo courtesy of the SUD Education Department.

A Different Perspective

Adventist education inspires students to see and understand the current world through the perspective of God's truth. The Bible becomes the foundation from which students view what they are learning. This helps focus their thinking on ultimate truth—a biblical vision for life where the world is created and sustained by God; where God has acted in history to deal with the distortions of creation caused by human rebellion; and where history is advancing toward a new creation in which all things are reconciled to God through Jesus Christ.

Adventist Education and Its Impact on One Student

Rathish Kumar was raised in a

Hindu home by his grandmother. When he was 7 years old, Rathish lost his father; and at 13, he lost his mother. Due to the family's poverty, life was hard for him and his grandmother. Because of their financial challenges, his grandmother enrolled him in a local public school until the 10th grade; however, she could not afford to enroll Rathish in higher secondary education.

Rathish's maternal uncle had heard about E. D. Thomas Memorial Higher Secondary School in Nalavanniyankudikadu, Tamil Nadu, and took Rathish there to try to get him enrolled. They met the school principal, Ramaiah Samuel, and Rathish shared his life story and financial condition. The principal, moved by the young man's story, enrolled him as a student at the school.

Rathish had never been to a Christian school before and did not know much about Christians except that they worshiped a different God called Jesus. He wondered what his teachers would be like and if his classmates would be kind. When he arrived at his new Adventist school, his teachers and classmates welcomed him and made him glad to study there. His classes were different and unique when compared to the public school. Here he learned all things

afresh from the perspective of the Bible, and everything he learned made a lot of sense. Morning and evening worship, attending church on Sabbath, Adventist Youth (AY) programs, the songs, the Sabbath school programs, and sermons all positively impacted him and inspired him to say Jesus Christ is the only true God. After giving his heart to Jesus, he made two crucial decisions: to be baptized and to dedicate his life to serving God and humanity as a pastor.

He prayed about this decision. Soon, God sent Philip Jagadeesan, a faithful layman, to visit with him. Rathish shared his testimony, along with the two desires for his life. Deeply touched by Rathish's story, Philip Jagadeesan brought Rathish to visit me at the SUD headquarters. During our time together, I was blessed to hear Rathish's miraculous story and the impact of Adventist education on his life.

In December 2019, at the Jeevan Jothi Adventist English church at SUD headquarters, I had the privilege of baptizing Rathish. He was so happy to have started a new life with Jesus. But he still needed to fulfill his second desire, to serve as a pastor, so in my position as division education director, I made the arrangements and helped raise funds for him to



Student being baptized during one of the many division-wide Adventist Impact baptisms. Photo courtesy of the SUD Education Department.

enroll as a BTh student at Spicer Adventist University in Pune, India. I am overjoyed with how the Lord has led Rathish and look forward to his graduating from Spicer and serving as a pastor.

The Call

Our teachers in the SUD teach and lead thousands of students to understand that God has called them. There are many examples of Bible characters whom God called to participate with Him in leading and helping others to come to know His love and to live as people of faith, just as He calls us today. Our teachers have come from different religious backgrounds with many levels of ability. Our Adventist environment has helped SUD teachers to understand and identify the call from God. The SUD is committed to supporting our teachers' personal, academic, and spiritual growth through continued in-service training and opportunities for upgrading.

Extracurricular Activities

Learning does not take place only in the classroom. Through extracurricular activities, students learn about God and build practical and social skills. Students are involved in temperance contests, health rallies, sports, drama, music, choir, Adventist Youth programs, Vacation Bible Schools, weeks of prayer, and various school functions in SUD schools. These co-curricular activities in our institutions strengthen students' faith and spiritual growth. They also offer opportunities to engage in service to others, build social skills such as teamwork and empathy, develop practical skills such as public speaking and time management, and hone their talents and academic skills.

Graduation Programs

Graduation represents an important stage in "qualifying" for the higher call. There is no other event that best typifies our call to "Raise Up and Shine for Jesus." Every year, special services and

lamp-lighting ceremonies recognize the thousands of students who graduate throughout the Southern Asia Division with diplomas and degrees in a wide variety of areas such as computer applications, education, business administration, medicine, nursing, and



Investiture service for SID Pathfinders and Master Guides.
Photo courtesy of the SUD Education Department.



Students and faculty administrators at the Seventh-day Adventist Higher Secondary School in Bangalore, India, displaying prizes awarded during a temperance contest. Photo courtesy of the SUD Education Department.

more. The SUD administration is intentional about making sure that Adventist identity is visible in our schools throughout SUD so that each graduate can identify the impact of a Seventh-day Adventist education on his or her current accomplishments and future service. Whether at the secondary or tertiary levels, these students take the Adventist influence

throughout the various parts of the division where they serve and to other parts of the world.

Reaching the Community

Each day, our administrators and K-12 teachers spend time together in the Word of God and in prayer before school starts; those at our colleges and university do this as well. Nothing can substitute for doing this. God has blessed our institutions and helped them grow and develop in all areas during this past quinquennium (2015-2020). One area that deserves special attention is the number of community outreach events that promoted health and temperance and the impact of the Adventist lifestyle on overall health. Several regional and division-wide temperance rallies took place during the quinquennium. Students at all levels participated in these rallies, poster contests, and parades that showcased not only topics relating to good health, but also the importance of the environment, building and maintaining good family relationships, and the appropriate use of video gaming and digital devices, for example.

Though Adventist institutions in SUD operate within a non-Christian society, we can reach the unreached through the grace of God and the impact of

the lifestyle promoted by Adventist education. As we increase the number of buildings on our campuses, we will have more space to accommodate more students, and Adventist education will have a more significant impact within the communities surrounding our schools and the larger society.

A Prayer

Until our Lord Jesus comes, the SUD Education Department will continue to hold high the banner of promoting redemption as its core value. We are committed to having our Master Teacher, Jesus Christ, remain the focus, the power, and the fulfiller of those goals in our lives. ✍

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Elementary students display posters at a temperance rally in Bangalore, India. Photo courtesy of the SUD Education Department.



Lawrence L. Domingo



Canadian Z. Panjaitan

Plenteous Harvest, Few Laborers:

Involving Adventist Schools to Bridge the Gap

“Then He said to them, ‘The harvest truly is great, but the laborers are few; therefore pray the Lord of the harvest to send out laborers into His harvest’” (Luke 10:2, NKJV).¹

The Southern Asia-Pacific Division (SSD) encompasses 1.1 billion people, or 13.8 percent of the world population. With the current church membership around 1.6 million, the ratio is one Seventh-day Adventist to serve about 680 people. More than half of the people in the countries encompassed by the SSD are Muslims living in Bangladesh, Brunei, Indonesia, Malaysia, and Pakistan. Another third are Buddhists residing in Cambodia, Laos, Myanmar, Sri Lanka, Thailand, and Vietnam. The rest of the population lives in the Philippines and Timor Leste, two primarily Catholic countries, and Singapore, considered a secular country.² Therefore, the SSD territory is a vast evangelization field with great harvest potential—but few laborers.

According to United Nations Population Division,³ the median age of the population in the SSD territory is under 30 years of age (which means half of the people are younger than this age, and half are older).⁴ There-

Population and Distribution of Adventist Schools in SSD by Country *

Country	Population	Primary Schools	Secondary Schools	Tertiary Institutions	Total Educational Institutions
Bangladesh	164,689,383	124	9	1	134
Brunei	437,479	0	0	0	0
Cambodia	16,718,965	4	2	0	6
Indonesia	273,523,615	171	141	3	315
Laos	7,275,560	0	0	0	0
Malaysia	32,365,999	23	3	1	27
Myanmar	54,409,800	73	10	1	84
Pakistan	220,892,340	5	8	2	15
Philippines	109,581,078	309	28	9	346
Singapore	5,850,342	1	1	0	2
Sri Lanka	21,413,249	5	4	0	9
Thailand	69,799,978	12	7	1	20
Timor Leste	1,318,445	1	0	0	1
Vietnam	97,338,579	0	0	0	0
TOTAL	1,075,614,812	728	213	18	959

*As of December 31, 2019.

fore, hundreds of millions of children and young people in this territory need quality education. This presents an excellent opportunity to establish church schools to reach young people. At the end of 2019, the Adventist educational system in SSD operated 728 primary schools, 213 secondary schools, and 18 colleges and universities, for a total of 959, or 11.2 percent of worldwide Adventist educational institutions.

Schools Are Evangelistic Fields

As of December 31, 2019, the total number of students studying in Adventist schools in the SSD was 130,318. This is an increase of 26 percent over the previous quinquennium (2010-2015). However, the great challenge is that most of them (73,906 students or 56.7 percent) come from non-Adventist families. The strong emphasis on character development makes our church's schools attractive to non-Adventist parents. The spiritual needs of these non-member students who come into our schools cannot be underestimated. As a result, they are the focus of special ministry on our school campuses at all levels.

Furthermore, several Adventist schools in SSD still employ non-Adventist teachers because it is challenging to find Adventist teachers for particular fields of study in some countries. Of the 8,477 teachers in Seventh-day Adventist institutions in 2019, 7,407 or 87.4 percent were Adventists, and 1,070 or 12.6 percent were from other religious backgrounds. Thus, on Adventist school campuses, there are many teachers and students who need to be led to Jesus. Properly addressing this great challenge provides a great opportunity.

SSD schools organize various programs and activities to nurture the spiritual needs of the students and teachers. Among them are morning worships, Bible reading, early-morning prayer programs, chapel convocations, weeks of prayer, Bible camp, Educare groups (peer-support groups), and many others.

These spiritual activities are well-

designed and can function as long-term evangelistic strategies to reach both Adventist and non-Adventist students and teachers. As a result, educational institutions are among the most significant contributors to soul-winning in SSD. Church members converted through educational institutions usually have a better understanding of the basic doctrines of the church as well as church practices and values.⁵ The rich spiritual programs and activities in Adventist schools also benefit non-Adventist teachers. It is not unusual for



Resource persons and church leaders during the 2017 teachers convention in Bangladesh. Photo courtesy of the SSD Education Department.



Students at Ambia Adventist Academy in Talaud, East Indonesia, led by a teacher, spend the first period of classes every school day in an EduCare Group in Bible reading and prayer. Photo courtesy of the SSD Education Department.

teachers to be baptized due to these programs.

Jesus commissioned His disciples to “Go ye into all the world, and preach the gospel to every creature” (Mark 16:15, KJV), a command that applies to disciples living in modern times, as well. “To all, great or small, learned or ignorant, old or young, the command is given.”⁶ “Every creature,” of course, includes teachers and students in Adventist schools.

Together, Adventist educators and all students in Adventist schools can form a mighty task force of laborers in God’s vineyard. In response to the worldwide church’s Total Member Involvement (TMI) program, the SSD Education Department aims to engage all students and teachers in reaching out to people through a variety of ways and methods.

In 2019, the SSD developed and launched Voice of Youth, a special program designed to encourage and empower students in Adventist schools to conduct various outreach activities. The program provides funding for lay-led evangelism. As a result, the SSD Education Department can provide US\$5,000 to every college or university and US\$2,000 to every secondary school with approved outreach proposals. Students are the primary creators and actors in these spiritual activities, planning and implementing various programs; teachers serve as coaches. Funding was also allocated for 2020, and the program continues to be a powerful outreach force in many countries in SSD.

Schools in Discipleship (SID)

Adventist schools are established to help support the mission of the church, which includes calling people to become disciples of Jesus Christ, proclaiming the everlasting gospel referred to in the three angels’ messages (Revelation 14:6-12) and preparing the world for Christ’s soon return. This also means offering excellent academics and preparing students to serve as witnesses for Christ in every area of life, whether in the public or private sector.

In collaboration with the Children’s Ministries and Family Ministries departments, the Education Department successfully organized Schools in Discipleship (SID) training programs in Indonesia in 2017 and 2018, and in the Philippines in 2019. Priority was given to these two countries, considering that 661 of the 954 (69 percent) of the educational institutions in SSD are located in the Philippines and Indonesia. The objectives

of the SID training program are: (1) to strengthen the spiritual programs and activities of the schools; (2) to help school administrators, teachers, parents, students, chaplains, and pastors in deepening their own spiritual journey; (3) to equip teachers to disciple students; (4) to strengthen the partnership among the three educational agencies—home, school, and church; and (5) to prepare the hearts of all participants for the Integrated Evangelism Lifestyle (IEL) program designed by SSD. The primary purpose of this program is to encourage every student studying in Adventist school to become a disciple of Jesus Christ. A similar training program took place in Myanmar and Bangladesh in 2020.



Flordeliza B. Jamen, a pharmacy teacher at Adventist Medical Center College-Iligan City, South Philippines, accepted Jesus as her personal Savior due to attending a Week of Prayer.
Photo courtesy of the SSD Education Department.

Faculty Development

The quality of any educational institution is largely determined by the excellence of its teaching faculty. SSD assists schools in developing their teachers in many ways, such as organizing seminars and workshops and providing scholarships for undergraduate and graduate programs.

Various division-wide and regional seminars were conducted during this past quinquennium. Considering that most science textbooks produced by non-Christian publishers present concepts about evolution as fact, it was determined that the most urgent need was to help Adventist teachers handle this subject matter. In coordination with the Geoscience Research Institute (GRI), SSD organized the “Celebration of Cre-

ation” seminar in Bali, Indonesia, in 2017. Several senior scientists and researchers from GRI were invited to share their understanding of nature and its relationship with the biblical revelation of the Creator God. Moreover, in May 2019, SSD organized the Faith and Science Conference in Naga View Adventist College, North Philippines.

In collaboration with various unions, teacher conventions were organized to remind and instruct all teachers about the unique philosophy of Adventist education and give them an opportunity to learn innovative pedagogical theories and practices. Teachers participate in this program as part of their professional development, an essential contributor to enhancing student learning.

Conclusion

There are many ways Adventist schools can contribute to the church’s success in reaching out to the world. Although there are restrictions on conducting

direct evangelistic campaigns in many countries dominated by Islam and Buddhist ideologies, people in neighboring communities can be reached through Ad-



Benjamin Clausen, an Adventist research scientist from the Geoscience Research Institute (Loma Linda, California, U.S.A.), explains volcanic rock formation during a field trip to Mt. Batur, Bali, Indonesia. Photo courtesy of the SSD Education Department.



Faith and Science Conference (2019) in Naga View Adventist College, North Philippines, equipped science and Bible teachers on how to address the evolution vs. creation controversy. Photo courtesy of the SSD Education Department.

ventist education. Currently, some countries in SSD have only a few Adventist schools or none at all. The SSD Education Department continues to strive toward growing the number of schools in the full implementation of Acts 1:8, “and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth.”⁷ Effective strategies must be developed to reach students and teachers, after which they can reach out together to people in neighboring communities. Some students may even choose to become missionaries and serve in different parts of the world. SSD is committed to this mission, and Adventist schools in this territory will continue to collaborate with the church in preparing the world for the soon coming of Jesus. ✍

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Lawrence L. Domingo and Canadian Z. Panjaitan, “Plenteous Harvest, Few Laborers: Involving Adventist Schools to Bridge the Gap,” *The Journal of Adventist Education* 83:4 (2021): 56-60.

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5. In a presentation to the General Conference Executive Committee at the 2021 Spring Council, John Wesley Taylor V, associate director of education for the General Conference of Seventh-day Adventists, stated, “Adventist education is the longest, largest evangelistic event in the Seventh-day Adventist Church.” He proceeded to note that a student in an Adventist primary school receives at least 800 hours of evangelistic instruction, which can add up to 37,400 hours if that student continues through secondary and tertiary education. For a link to the presentation and the supporting article, see Marcos Paseggi, “Adventist Education Helps Students Join and Remain in the Church, Studies Show,” *Adventist Review* (April 21, 2021): <https://adventistreview.org/news/adventist-education-helps-students-join-and-remain-in-the-church,-studies-show/>; see also John Wesley Taylor V, “Joining and Remaining: A Look at the Data on the Role of Adventist Education,” *The Journal of Adventist Education* 79:3 (April-June 2017): 39-46: <https://jae.adventist.org/2017.3.8>.

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Carol Tasker



David McClintock

Mission-driven

Adventist Education in the South Pacific Division 2015-2020

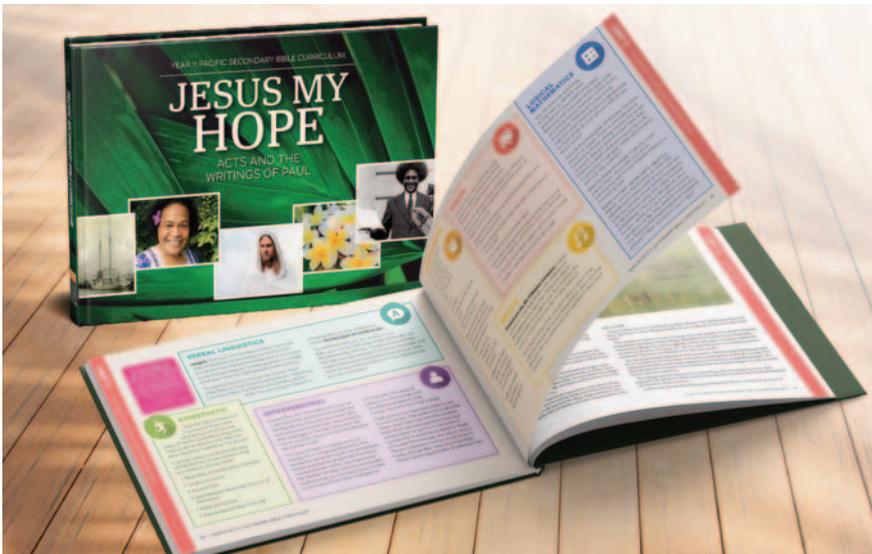
Adventist education is an integral part of the Seventh-day Adventist Church's mission in the South Pacific Division (SPD). The SPD comprises Australia, New Zealand, Papua New Guinea, and the islands throughout the South Pacific Ocean. For more than 120 years, Adventist schools have led mission initiatives and opened new areas to the gospel in the SPD. The establishment in Australia of Avondale School of Christian Workers in 1897, under the personal supervision of Ellen White,

the Adventist Church's cofounder, marked the beginning of intentional training of workers equipped to serve God and humanity in churches, schools, and in the wider community.

Discipleship Focus

Today, that missional focus of Adventist schools continues, and its discipleship emphasis strengthens the church and its influence across the SPD. In an increasingly secular society, parents from other denominations and even secular families are choosing Adventist education for its unashamedly Christian values, impressive academic opportunities, and other value-added offerings in music, outdoor education, service opportunities, and much more.

In Australia, the end of high school for thousands of students is marked by "schoolies" week, characterized by massive crowds participating in wild parties involving alcohol and drug consumption. In the past few years, many Adventist schools have instead encouraged an overseas mission service trip as the culminating event of their students' secondary schooling. The result? Trans-



The Year 11 Pacific Secondary Bible Curriculum textbook on the Book of Acts and the writings of the apostle Paul.

formed lives with a new understanding of mission and life purpose. The Bible Summary Project in Papua New Guinea, ably supported by thousands of *World Changers Bibles*¹ and discipling Bible study guides, has meant that Adventist students form small Bible-study groups with their non-Adventist schoolmates. Witnessing the students' joy in leading their classmates to the river in baptism is a dynamic experience for fellow students and the community (see photo below). In New Zealand, some students have requested to be baptized at school rather than church so that they can witness to their non-Adventist schoolmates.



Student leading a classmate to baptism in Papua New Guinea. Photo courtesy of the SPD Education Department.

Strengthening School-Church Partnerships

Several newly established churches, sponsored and organized by schools, have been established, with more being explored. Across the division, more school chaplains are being hired to minister to teachers, students, and their families. Daryl Murdoch, national director for Adventist Schools Australia, says: "In the interests of partnership, we need to also work with conference presidents in building stronger links between home, school, and church."² Valuegenesis research has highlighted that, when all three are working together, young people are more likely to accept Christ and be baptized.³ Each year, a compiled evangelism report for every school is distributed to church administrators in each union, highlighting the evangelistic impact of Adventist schools in their communities.

An initiative to bring church members onto school

campuses in Papua New Guinea is positively impacting our schools in this nation. Scheduling church programs and activities on school property attracts church members to our campuses, where they can learn about the school and become aware of the needs. This is particularly helpful to families without school-age children, who don't often get to see the schools or feel a part of them. After a recent youth camp meeting on a school campus, the district youth decided to adopt the school for a year, providing physical assistance and even fundraising. Papua New Guinea Union Mission Education Director Jim Yawane says, "this initiative encourages the youth and the church members and the school, helping them to grow spiritually and to do things together."⁴

The church's recent initiative, Total Member Involvement (TMI), can take many forms in schools. In Tonga, teachers offered extra coaching to students not enrolled in our schools—a previously unheard of but deeply appreciated initiative that opened hearts and strengthened friendships with local churches. A recent centenary celebration in Hamilton, New Zealand, attested that it was the establishment of the Adventist school that has grown the church, cementing the presence and influence of the denomination in that region.

Our Vision

Our vision for the 2015-2020 quinquennium was to have *Committed Adventist teachers, nurturing student disciplers in quality Adventist schools.*

Committed Adventist teachers provide the backbone of Adventist education; therefore, during the past quinquennium, there were several recommendations at the division, union, local conference/union levels, as well as in the schools regarding initiatives that would affirm and encourage teachers. Because our teachers are Adventist education's greatest asset, they need to be nurtured and developed at each stage of their career.

Our Adventist identity and biblical worldview introduce to school communities our distinctive beliefs and provide a Christ-centered, Bible-based, and value-added education. We want administrators, teachers, students, and all school personnel to demonstrate a balanced approach to education that places a high value on spiritual, academic, and physical development, as well as social well-being. When the Great Controversy theme is understood, this provides the perfect opportunity to offer life purpose, meaning, and hope in an unpredictable and often frightening world. The SPD Adventist identity initiatives have included the following:

- *Transformational Teaching: Adventist Worldview Curriculum Frameworks* documents,⁵ seen in the rewriting of the curriculum frameworks for each subject

from an Adventist worldview, use the four lenses of Creation, the Fall, redemption, and restoration;

- New Zealand's Discipleship Dashboard and Spiritual Reflection Inventory;
- The new Pacific Secondary Bible Curriculum, a primary aim of which is for each student to graduate from high school with his or her own copy of the following books: *Steps to Christ*, *Messiah*, *Acts of the Apostles*, and *The Ministry of Healing* (see page 61).
- Advent Schools Australia's *Early Encounters With Jesus* curriculum, reaching the hearts and minds of children in early learning centers and pre-primary programs;⁶
- Distinctive programs for staff who do not have an Adventist background in their professional training;
- Conferences on Adventist distinctives and worldview in the Trans-Pacific Union Mission (TPUM);⁷
- Chaplains' and Bible teachers' conferences;
- The production of special readings that are used for nightly meetings during the annual week of education emphasis in churches and villages;
- The ABIDE Spiritual Masterplan (<https://adventisteducators.org/2020/12/abide/>), which is designed to engage staff in a deeper personal walk with Jesus so that their discipleship of students will be engaging and authentic;

- The distribution of *As Light Lingers: Basking in the Word of God*, (<http://aslightlingers.com/>) a Bible-study guide for all ages, to all school staff in the division, to assist them in their personal walk with God;

- New Zealand's Re-align Conference in 2019, which emphasized the importance of constantly re-examining direction, values, and practice in Adventist education;

- School chaplains' training in mental health first aid, for which they obtained certification from the Manukau District Health Board. The training included instruction in dealing with students who exhibit complex social or behavioral patterns that challenge school routines.

Leadership and professional development, another strategic focus that is vital to the sustainability of the system, and includes initiatives such as these:

- Biennial educational leadership conferences for Australia and New Zealand;
- TPUM's first-ever educational leadership conference in 2018, with more than 200 participants from 10 Pacific countries (see photo below);
- Papua New Guinea's principals' conferences, which meet in various schools, during which participants observe day-to-day operations, inspires them to bring new ideas and vigor to their school settings;



More than 200 participants from 10 Pacific countries attended the first-ever Trans-Pacific Union Mission (TPUM) educational-leadership conference held at Fulton College, Sabeto, Fiji, in June 2018. Photo courtesy of the SPD Education Department.

- The establishment of Adventist Schools Australia Leadership Institute in Australia;
- Correspondence with and visitation of advanced-study students from SPD at Adventist International Institute of Advanced Studies (Philippines) and Andrews University (Michigan, U.S.A.) to encourage meaningful and timely outcomes; and
- Mentoring young leaders to lead sessions in other countries in the TPUM.

Quality Assurance and School Improvement

The Quality Adventist School Framework (QASF),⁸ developed by Adventist Schools Australia, has been pivotal for embedding—in a cycle of continuous improvement—15 modules covering Adventist identity, teaching and learning, community engagement, and partnerships. The QASF Framework aims to ensure that every student can flourish—spiritually, academically, and personally—in a rich soil of faith and learning. This process has been enhanced by establishing the union-wide Data Dashboard, which provides each school with its own data set for analyzing progress.

The TPUM has adopted a modified version of the QASF and is beginning to roll it out. Some schools in Papua New Guinea use the church's accreditation process (Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities). At the same time, the Education Review Office (ERO) in New Zealand evaluates and then reports on each school's program.

The Challenges

While both Australian and New Zealand Adventist schools receive significant government funding, such support in the nations of the Pacific is much lower and unpredictable. This means that funding day-to-day operations is challenging for 80 percent of the division's schools in the South Pacific. PNG's tuition-free funding for all school-age students has significantly strained infrastructure to accommodate these new students. Classrooms designed for 40 are now straining with 70 to 80 students. Basic textbooks are scarce. Professional support for teachers is overtaxed. Whereas, in Australia, there is approximately one education director or professional support person for every 15 teaching staff in church schools, Papua New Guinea Union Mission has one support person for every 82 teachers, and in TPUM,

one for every 90 teachers. One education director has 68 schools to look after in a vast territory that requires canoe travel over large expanses of ocean.

The annual World Bank Human Capital Index (2019) indicates how countries in our division score in the various areas they assess. Whereas in Australia and New Zealand, a child who attends public school for 13 years is likely to gain the equivalent of 11 years of schooling, a child in PNG who attends school for an average of 8.2 years gains 4.7 years of schooling achievement. Add to these figures alarming rates of stunted growth among young children (growth rates of between 28-50 percent in the birth-5-year-old group, who will never reach their mental or physical potential (due to poverty and lack of access to education) in several nations, and we have a human tragedy in our midst.

Early-childhood courses offered at Sonoma Adventist College and Avondale University College play an



Courses offered at Sonoma Adventist College and Avondale University College (now Avondale University) provide teachers in the South Pacific Division with training in early-childhood education to maximize the potential for healthy development. Photo courtesy of the SPD Education Department.

essential role in maximizing the potential for healthy infant development. Other tertiary institutions, such as Pacific Adventist University in Papua New Guinea and Fulton College in Fiji, continue to provide excellent work-ready graduates for the church and the wider community. Each institution is uniquely positioned to add further value to the church's mission in terms of upskilling leaders, producing resources, and engaging in church-commissioned research, which also benefits the rest of the world.

Unlike many other countries, the term *university* is currently restricted to 30 institutions in Australia, which function under a highly regulated government

body. In 2019, Avondale College was awarded the right to add “University College” to its name after documenting its academic rigor over many years. This step paves the way for a further submission within five years for full university status, and we rejoice in this hard-earned recognition.

Finally, mission by and for Australia’s indigenous Aboriginal and Torres Strait Island population begins at Mamarapha College, a church-owned and operated tertiary Bible college that offers Certificate II up to Advanced Diplomas in Indigenous Studies (Ministry Bible Work and Lifestyle Health Promotion) and an Advanced Diploma of Indigenous Pastoral Ministry. The word *Mamarapha* combines a widely used Aboriginal word with an ancient Hebrew word meaning “God makes whole.” At this school, indigenous students gain freedom from addictions, true acceptance in Christ, an understanding of their purpose, and a desire to share God’s incredibly Good News with friends and family. Blocks of short courses, interspersed with ministry engagements, alternate throughout the year. At the end of each year, graduation is celebrated by everyone, as milestones toward the particular diplomas are celebrated.

While we thank God for incredibly committed teachers, and for His sustaining power, strength, and encouragement, we are mindful of the considerable work yet to be accomplished by His Spirit. ✍

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David McClintock, PhD, is the Director of Education for the South Pacific Division of Seventh-day Adventists.

Recommended citation:

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Graduation ceremony at Mamarapha College in Karragullen, Western Australia. Photo courtesy of the SPD Education Department.

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6. See <https://encyclopedia.adventist.org/article?id=284L> for more about *Early Encounters With Jesus*.

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Daniel Duda

Inspiring News

From Challenging Places

During this past quinquennium (2015-2020), Seventh-day Adventist education in the Trans-European Division (TED) achieved modest but inspiring progress in spite of numerous demanding challenges.

The TED has the smallest membership of the 13 world divisions, and yet is very diverse. It stretches

20 official languages and numerous dialects.

Delivering Adventist education throughout the 22 countries of the TED is no small task. These countries are organized into 11 unions and three attached fields. Because of the cultural diversity, there is no unified recipe that will work successfully everywhere. Administrators, educators, and students are committed to making

sure that our educational system prepares people for useful service in the specific conditions of the country in which they live and work and for the larger world and 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 so that they can become fully committed followers of Jesus Christ. Thus, our schools continue to fulfill a key role in the life and witness of the Seventh-day Adventist Church throughout our division, and because not all of the TED pupils, students, and teachers are Seventh-day Adventists, they also have an evangelistic potential.



More than 170 primary and secondary school teachers attended the quinquennial education convention in Arandjelovac, Serbia, in July 2019. Photo courtesy of the TED Education Department.

from Greenland in the north through Scandinavia (Norway, Sweden, Finland, and Denmark); from Iceland in the west through the British Isles, Netherlands, Poland, and to the three Baltic countries in the east; southward to Hungary, the Adriatic countries, and all the way to Greece and Cyprus. The 207 million inhabitants of these territories live in secular, postmodern, Catholic, and Orthodox cultures and speak more than

Challenging Odds

In achieving the noble goals set for the division, our 61 elementary, secondary, and higher education institutions battle against almost overwhelming odds. High on the list of difficulties are the perennial problems of trying to attract fee-paying students in countries with widely available free and government-subsidized education; declining birthrates; shortage of church subsidies, difficulty in promoting and nurturing biblical standards and values amid secular and post-

Christian societies; lack of diversity in study options and majors; the difficulty of staffing institutions with devout, motivated, and qualified professionals; and the challenge of paying salaries that are close to market rates. Small churches and unions with a few thousand members struggle to sustain secondary boarding schools. Currently, very few parents are willing to send their young children to a faraway boarding school. Yet, despite these daunting challenges, by the grace of God, our schools continue to prevail, grow, and flourish in unique and innovative ways.

Enrollment Gains

During the past quinquennium, we saw a modest increase in the number of students enrolled in our schools. Because of the conditions listed above, the gains were not evenly spread across the division. However, some schools have had outstanding success in attracting students despite the challenges. For example, in 2000, our Polish Spiritual Seminary in Podkowa Leśna had just 15 full-time tertiary theology students. Today, renamed as the Polish College of Theology and Humanities (PCTH), the college offers programs in six departments, with health promotion and management being the latest additions. The institution found a niche in the Polish educational market—incorporating Bible knowledge and Christian values—and is now the largest Adventist school in Europe, with more than 1,000 students! Although its current enrollment is down from 2016, it still can boast an impressive 6,887 percent increase since 2000!

Friedensau Adventist University in Friedensau, Germany, offers an accredited part-time Master of Theological Studies at the Adriatic Union College in Maruševec, Croatia, where annually 30 pastors from Croatia, Slovenia, and Serbia can earn a postgraduate degree that they could not obtain elsewhere.

Andrews University (Berrien Springs, Michigan, U.S.A.) is offering an MA in religion on the campus of PCTH, which is attended by 34 students eager to improve their education (20 sponsored by the church; 14 self-paying). We are truly thankful for this type of cross-divisional cooperation.

To illustrate the growth of our secondary schools, consider the example of Adventist Secondary School Maruševec in Croatia, which had 250 students in 2020, in contrast with 126 in 2010—a 198 percent increase (located in a village of 460 people; 6,400 in the local vicinity)! This past quinquennium, a new dormitory was built on its campus thanks to the 13th Sabbath Offering.



Polish Spiritual Seminary in Podkowa Leśna, Poland, is now the largest Adventist school in Europe, with more than 1,000 students.
Photo courtesy of the TED Education Department.



Adriatic Union College in Maruševec, Croatia, annually hosts 30 pastors from Croatia, Slovenia, and Serbia, who earn a postgraduate degree in theology.
Photo courtesy of the TED Education Department.

However, mere numbers fail to reveal some exciting and important aspects of school life in the TED. 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 enthusiasm, energy, vitality, and the potential of children and youth is always heart-warming for the visiting accrediting teams, church and school administrators, and teachers alike.

Higher Education Achievements

Newbold College of Higher Education, a few miles from London, England, is the TED's flagship tertiary institution. It went through a difficult restructuring period during the 2010-2015 quinquennium. Newbold has been a member of the Adventist Colleges Abroad consortium since 2012; thus, 2020 benefitted from 14 American students. The school inaugurated a new MA in leadership degree in 2016. As of 2020, they had 30 students in two cohorts in addition to some who have already graduated. In 2018, a new cohort of 20 DMin students started the program. The MA in leadership and DMin programs have also enrolled some students from the Inter-European Division.

Newbold's Department of Theological Studies, with 74 students, is the largest Adventist theology program in Europe. The school successfully passed the Quality Assurance Agency review to function at the university level in the U.K. The church's accrediting agency (Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities) upgraded Newbold to a "Form B" institution, thus making it the first Adventist institution in Europe to achieve this status.

In Croatia, Hungary, Poland, and Serbia, excellent work has been done in weekend classes and correspondence training of secondary-level religious-education teachers. To earn their degrees, these motivated and committed people attend intensive classes one weekend

each month, thus fulfilling their requirements through distance training.

Major financial support has been provided to enable students from economically challenged countries of the TED to attend Newbold College of Higher Education for ministerial training, and for business education for church treasurers and financial workers. The TED continues to invest significant resources into contract sponsorships (more than £250,000 [US\$325,000] yearly). This was 1.5 times more than during the previous quinquennium. In exchange for sponsorship, the students agree to work for the church for a specified number of years.

In 2009, the TED also began to offer grants (£125,000 [US\$160,000] yearly) in areas other than theology to help young people who would not otherwise have a chance to attend a Seventh-day Adventist educational institution. These students spend a year on the campus of an Adventist institution, where their lives are shaped intellectually, educationally, and spiritually. During the past quinquennium, 133 young people benefitted from this plan, making a total of more than 300 between 2010 and 2020. Besides that, more than 20 students received a scholarship for the new Year in Mission and Service program between 2017 and 2020. Committing almost US\$2 million in five years to helping young people attend an Adventist school shows the momentous commitment of the TED to Adventist education.



Adventist Secondary School Maruševac in Croatia had 250 students in 2020, in contrast with 126 in 2010—a 198 percent increase (located in a village of 460 people; 6,400 in the local vicinity)! Photo courtesy of the TED Education Department.

In-Service Training for Educators

To a large extent, 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 bi-annual inter-division European theology teacher conventions took place during this past quinquennium (at Newbold in England, Friedensau in Germany, and Collonges in France). Each provided significant encouragement, networking, and professional development for the attendees—not only from the TED, but also from the Inter-European and Euro-Asia divisions. All three European divisions jointly organize this event on the campus of one of our colleges.

The TED Bible conference organized together with Newbold College, the General Conference Biblical Research Institute, and Andrews University in June 2019 proved to be a significant event in exploring and shaping the Adventist identity in contemporary Europe for church leaders, theology professors, church planters, and frontline movers and shakers who have the opportunity to influence the direction of our church and its institutions in the coming years.

To support the professional development of (mainly) primary and secondary school teachers, the division held its quinquennial education convention in July 2019 in the beautiful Serbian town of Arandjelovac. The more-than-170 attendees heard challenging presentations and lectures and participated in workshops during the convention's high-quality sessions.

Winning Students to Christ

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 Norway to Croatia, Adventist schools are igniting students' spiritual interests and aspirations and pointing them toward eternal realities. One indication of their success is that between 2015 and 2018, our schools accounted for 271 baptisms. While we give God the glory for this, we also acknowledge an enormous debt of gratitude to our more than 700 teachers who inspire the nearly 5,000 students in our schools. We rejoice about every young person who commits his or her life to Jesus. All of these young people are precious in God's sight.

Because we believe that God “is just as willing to work with the efforts of His people now”¹ as He was in the past, we have experienced the fulfillment of the promise that “God will meet all [our] needs according to his glorious riches in Christ Jesus” (Philippians 4:19, NIV).² 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 had their personal lives changed. As leaders, they embrace change in our institutions. As educators, they are the catalyst of change in our schools. 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. ✍



Attendees at the June 2019 TED Bible conference organized by Newbold College, the General Conference Biblical Research Institute, and Andrews University. Photo courtesy of the TED Education Department.

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Juvéna Balisasa

Adventist Education: Training Ground for God's End-time Army

It is recorded in the Gospel of Luke that Jesus asked the following questions: “Is there anyone among you who, if your child asks for a fish, will give a snake instead of a fish? Or if the child asks for an egg, will give a scorpion?” (Luke 11:11, 12, NRSV).¹ These rhetorical questions found in the Scriptures implicitly underscore wholistic education and have inspired the West-Central Africa Division (WAD) to center its educational activities on strengthening Adventist identity. To achieve this, the WAD Department of Education launched several initiatives to help enhance the understanding of Seventh-day Adventist identity in its schools, provide role-modeling, and grow the commitment of educators (teaching and non-teaching staff as well as parents) in order to reawaken their consciousness *vis-à-vis* their sacred duty of train-

ing children and youth for eternity. The results are highlighted in the following report.

Ellen White wrote that “With such an army of workers as our youth, rightly trained, might furnish, how soon the message of a crucified, risen, and soon-coming Savior might be carried to the whole world! How soon might the end come—the end of suffering and sorrow and sin! How soon, in place of a possession here, with its blight of sin and pain, our children might receive their inheritance where ‘the righteous shall inherit the land, and dwell therein forever’; where ‘the inhabitant shall not say, I am sick’ and ‘the voice of weeping shall be no more heard.’”²

WAD—A Territory of Steady Educational Growth

The West-Central Africa Division includes the sub-Saharan region, stretching from the Central-African Republic to the Cabo Verde. The region encompasses one Spanish-speaking, one bilingual (French and English), two Portuguese-speaking, five English-speaking, and 13 French-speaking countries. During the past quinquennium (2015-2020), the WAD made significant steps toward strengthening Adventist identity in its educational institutions at all levels. As of December 31, 2019, the division operates 1,024 elementary schools, 158 secondary schools, eight middle-level schools, and five universities; with total enrollments of 149,238; 49,639; 2,801; and 20,534 respectively. At the end of the previous quinquennium (2010-2015), the corresponding enrollments were 153,917; 45,321; 1,949; and 15,543. This shows a decrease of three percent in elementary schools, and an in-



Babcock University (Nigeria) High School Pathfinders Color Guard posting colors. Photo courtesy of the WAD Education Department.

crease of nine percent, 31 percent, and 24 percent in secondary schools, middle-level institutions, and universities, respectively.

While the increase at the secondary, middle level (postsecondary—specifically, vocational institutions), and university levels is mainly due to high demand and the expansion of facilities, the decrease at the elementary level is mainly due to the closure of some schools because of either standards below or not in harmony with required education regulations of the church or government or insecurity in insurgency-infested areas.

Within the context of educating for eternity, the division has placed the main emphasis on strengthening elementary schools to ensure Bible-based character formation. Consequently, by God’s grace, despite the decrease in the total number of students, 95 primary schools were added during the 2015-2019 period.³ Most of the educational activities sponsored by the division were geared toward the integration of faith and learning, faith and teaching, and faith and service at all educational levels. This was achieved through advisories in all the unions (as well as selected countries wherever the need was identified), accreditation visits at all levels, and assessment of the institutional operations *vis-à-vis* the policies and procedures of the church.

Integration of Faith and Learning

From 2015 to 2019, many faith-integration programs (commonly called “Weeks of Spiritual Emphasis”) were

conducted at all levels of education, several of which resulted in baptisms of both students and teachers. From 2015 to 2019, 926 were baptized in primary schools, 4,533 in secondary schools, 141 in middle-level institutions, and 4,651 in universities—a total of 10,251 individuals won to Christ. Spirit of Prophecy and Revelation seminars were also held in some schools. Remarkable results have been seen at Ile-Ife Adventist Secondary School, where the many young people from public universities who come every year to do student teaching are required to enroll in a Spirit of Prophecy/Revelation seminar course.

Integration of Faith and Teaching

Congresses were held for primary- and secondary-school teachers and leaders to familiarize them with Christian classroom dynamics, emphasizing the integration of faith and teaching. Teachers were involved in practical exercises that would help them function as spiritual leaders who provide nurturing care in the classroom learning environment. More than 500 teachers have participated in the congresses. At the university level, faculty orientation sessions, colloquiums, and faith-integration conferences were organized in all five institutions. These programs have had a positive impact on the commitment and performance of teachers in the division. Throughout the WAD, more than 20 new academic programs were authorized by both the church and national ministries for higher education. Additionally, in October 2018, the



K-12 teachers participating with division and union educators and administrators in one of the many teacher congresses held during the 2015-2020 quinquennium. Photo courtesy of the WAD Education Department.

World Branding Awards Certificate was conferred on Babcock University, Nigeria, as the brand of the year.

Integration of Faith and Service

During this past quinquennium, some WAD institutions enrolled non-teaching workers in integration-of-faith-and-service conferences, which helped the participants to realize that they are more of a network of God's servants than a hierarchy of bosses and subordinates; channels of blessings to one another, not chains of command. These conferences reaffirmed the value of each worker and the interdependence required at all levels. Apart from our school workers, the division department of education was often called upon to lead retreats on integrating faith and service in non-school settings. Among these reflections were the integration of faith and financial management at the WAD treasurers' retreat in 2017, the integration of faith and auditing at the retreat for the Trans Africa Area of the General Conference Auditing Service in Dar Es Salaam in 2019, and in-

tegration of faith and learning for Adventist students in public schools and universities in Ghana at their 2019 annual congress.



The Brand of the Year World Branding Awards Certificate was conferred on Babcock University, Nigeria, in October 2018. Photo courtesy of the WAD Education Department.

Institutional Networking

WAD universities have started unprecedented collaborations with one another in the areas of faculty and staff development and exchange, as well as sharing other resources such as electronic library, office, and laboratory equipment, etc. The older institutions—especially Babcock University in Nigeria and Valley View University in Ghana—are now assisting the younger ones in upgrading their faculty at a very modest cost or free. This networking is being augmented by the recent crea-

tion of the Pan-African Association of Adventist Universities and Colleges (PAAUC), whose goal is to network all Adventist universities and colleges in Africa to share library resources, to create faculty exchanges, and to ensure standardized institutional operation and governance in light of the Adventist philosophy of education.



From 2015 to 2019, many faith-integration programs (commonly called “Weeks of Spiritual Emphasis”) were conducted at all levels of education, resulting in baptisms of both students and teachers. Photo courtesy of the WAD Education Department.

Challenges and Opportunities

Because almost 50 percent of the countries in WAD are part of the 10/40 Window,⁴ our territory faces great challenges and limited witnessing opportunities. The ongoing religion-based insurgencies, poverty, and high school dropout rates create problems for value-based education, especially Christian education, which is becoming the target of Islamic terrorist groups. On the other hand, values-based education seems to be the answer to the major challenges of the sub-region, as Adventist schools are very much welcomed even in places such as Guinea, Gambia, northern Nigeria, northern Cameroun, and Niger, where the traditional church has had difficulty settling and expanding.



With the assistance of a 13th Sabbath Offering collected in the third quarter of 2020, plans are underway to complete the school in Conakry, Guinea. Photo courtesy of the WAD Education Department.

The Future Looks Brighter Than the Present

With the entire educational system of the West-Central Africa Division being streamlined and revamped, the future will be characterized by more schools, more Adventist learners and teachers, and more wholistic performance by both learners and educators. Workers in our schools are now being encouraged through regularized employment status as denominational employees, certification in Adventist philosophy of education, professional ranking and promotion, as well as an improved working environment. Many primary school construction projects are in progress, and several secondary schools are either being renovated or expanded.

The increasing demand for Adventist higher education is also compelling the existing universities to expand their infrastructure and open new learning centers and campuses. Plans are advancing to start

new universities, especially in the French- and Portuguese-speaking countries. We project that at least two universities—one Francophone (French-speaking) and one Lusophone (Portuguese-speaking) will be opened within the next quinquennium. In collaboration with the Adventist Development and Relief Agency (ADRA) and Maranatha Volunteers International, the division department of education will give more attention to the 10/40 Window countries where the Islamic culture is predominant and education seems to be the most effective and viable Christian witnessing strategy.

To God be the glory for His leading and blessings upon the Adventist Church's worldwide educational leadership, who have been an invaluable source of inspiration, guidance, and counseling all the way. ✍

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Recommended citation:

Juvéna Balisasa, "Adventist Education: Training Ground for God's End-time Army," *The Journal of Adventist Education* 83:4 (2021): 70-73.

NOTES AND REFERENCES

1. Matthew 7:9-11, New Revised Standard Version Bible, copyright © 1989 the Division of Christian Education of the National Council of the Churches of Christ in the United States of America. Used by permission. All rights reserved.
2. Ellen G. White, *Education* (Mountain View, Calif.: Pacific Press, 1903), 271.
3. The total number of students decreased as a result of schools that were closed due to low standards or financial challenges. Those students were lost to other schools (either public or private). The newly established 95 schools could not enroll enough students in their first year to compensate for the large numbers we lost through closure of schools.
4. The 10/40 Window, located between 10- and 40-degrees north latitude, includes countries in North Africa, the Middle East, and Asia. These countries are predominantly Islamic in culture with limited to no opportunities for the gospel to penetrate. Some countries in this region also experience high rates of poverty and socioeconomic challenges. For more information see statistics collected by the church's Office of Archives, Statistics, and Research: <https://www.adventistresearch.info/1040-window-statistics/>; and Global Mission: <https://gm.adventistmission.org/the-1040-window>.

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**World Summary of Schools, Teachers, and Students
December 31, 2020**

Division/ Attached Union	Number of Schools					Number of Teachers					Number of Students				
	Prim.	Sec.	W.T.	Tert.	Totals	Prim.	Sec.	W.T.	Tert.	Totals	Prim.	Sec.	W.T.	Tert.	Totals
ECD	2,169	964	15	8	3,156	14,594	9,286	245	930	25,055	495,764	158,709	2,959	14,408	671,840
EUD	78	26	2	8	114	515	327	30	144	1,016	4,699	2,505	166	762	8,132
ESD	41	30	2	2	75	245	299	4	72	620	1,629	1,384	152	963	4,128
IAD	504	322	1	13	840	4,404	3,586	9	1,854	9,853	71,277	50,569	95	16,820	138,761
NAD	673	116	0	13	802	3,065	1,142	0	4,699	8,906	34,483	10,481	0	22,464	67,428
NSD	22	16	0	4	42	238	438	0	303	979	5,095	5,282	0	7,252	17,629
SAD	608	350	0	17	975	12,871	5,219	0	3,101	21,191	232,776	59,201	0	33,007	324,984
SPD	336	77	3	5	421	2,492	1,247	32	174	3,945	57,550	21,470	441	3,781	83,242
SID	344	181	3	7	535	3,658	2,654	78	321	6,711	104,699	49,435	885	10,370	165,389
SUD	87	153	1	9	250	1,080	10,313	16	608	12,017	18,781	128,620	150	12,434	159,985
SSD	727	209	3	18	957	4,658	3,802	32	1,115	9,607	75,657	45,329	413	15,463	136,862
TED	31	26	0	5	62	335	214	0	137	686	2,214	1,192	0	1,393	4,799
WAD	995	173	8	5	1,181	8,411	3,373	101	759	12,644	162,666	51,157	1,898	20,498	236,219
CHUM	2	4	0	2	8	70	165	0	27	262	598	1,483	0	1,210	3,291
MENA	6	4	0	1	11	116	20	0	12	148	517	466	0	172	1,155
TOTALS	6,623	2,651	38	117	9,429	56,752	42,085	547	14,256	113,640	1,268,405	587,283	7,159	160,997	2,023,844

**Seventh-day Adventist Church World Education Statistics
December 31, 2020**

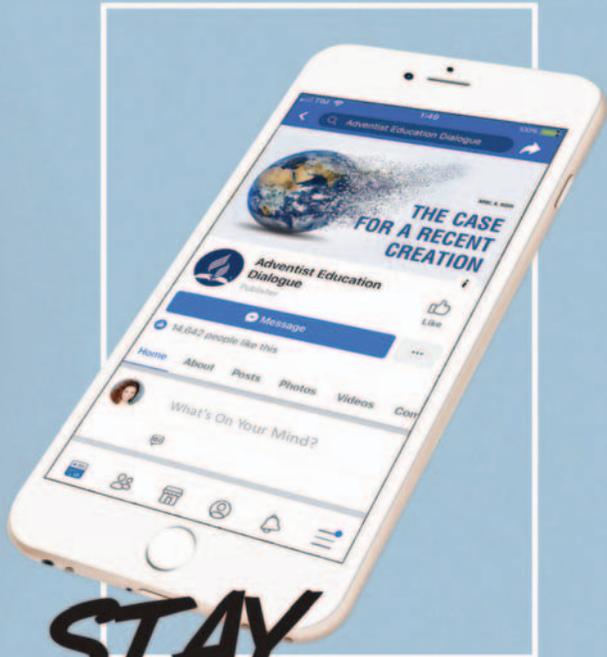
	Schools	Teachers	Students
Primary	6,623	56,752	1,268,405
Secondary	2,651	42,085	587,283
Wkr. Training	38	547	7,159
Tertiary	117	14,256	160,997
Totals	9,429	113,640	2,023,844

Baptisms 2015-2020

Primary	Secondary	Wkr. Training	Tertiary
12,751	10,456	62	1,057
Total	24,326		



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Continued from page 3

KPIs, the General Conference Department of Education adopted as its theme for the 2015-2020 quinquennium “Educating for Eternity.” This theme headlined the Leadership Education and Development (LEAD) Conference held in Silver Spring, Maryland, October 2016, and launched the quinquennial focus for similar education conferences held in Rwanda, Slovenia, and the Dominican Republic in 2017, and in Thailand in 2018. At these meetings, educators and church leaders forged plans to align with the global strategic plan and continue the work of Adventist education. In the lead feature article for this issue, Lisa Beardsley-Hardy, worldwide director of education, gives a synopsis of the past quinquennium objectives and KPIs and shares a vision for the future.

The wise words of King Solomon remind us that God “has made everything beautiful in its time. He has also set eternity in the human heart, yet no one can fathom what God has done from beginning to end” (Ecclesiastes 3:11, NIV).⁷ In this special issue of THE JOURNAL OF ADVENTIST EDUCATION®, we seek to showcase how Adventist education has reached up, in, and out with God, making a difference in the lives of students, educators, and their communities, even amid challenges and questions similar to those faced 30 years ago. The Adventist Church now has 13 divisions, and many of their names have changed since the first quinquennial issue was published in 1975. In the remaining articles of this issue, the world education directors for each division report on how the goals and key performance indicators were met during the 2015-2020 quinquennium and provide projections for the future. In addition to data that show how each division has grown, the authors also share stories of how Adventist education has the power to transform lives, reach the world, and educate for time and eternity.

We can only begin to imagine the future God has in mind for Adventist education! As we look back, we can see how God has guided, and therefore can have confidence in His continued leading. And we can be certain of God’s plan for education throughout eternity. In *Edu-*

cation, we are told: “The life on earth is the beginning of the life in heaven; education on earth is an initiation into the principles of heaven; the lifework here is a training for the lifework there. What we now are, in character and holy service, is the sure foreshadowing of what we shall be.”⁸ We hope that as you read the reports in this issue, you will be inspired by the transforming power of Adventist education and encouraged to continue supporting its mission to reach the world.

Recommended citation:

Faith-Ann McGarrell, “Eternity in Our Sight,” *The Journal of Adventist Education* 83:4 (2021): 3, 77.

NOTES AND REFERENCES

1. A review of THE JOURNAL OF ADVENTIST EDUCATION® archives reveals that a special issue has been produced for at least 50 years. The production of the special issue corresponds with the General Conference (GC) Session. Beginning in 1970, GC sessions were scheduled for every quinquennium (five years). Before 1970, GC sessions were held every quadrennial (four years). Quinquennial issues began in 1975.
2. Victor S. Griffiths, “The House of Life,” *The Journal of Adventist Education* (Summer 1990): 5.
3. *Ibid.*
4. Office of Archives, Statistics, and Research, *2021 Annual Statistical Report: Report of the General Conference of Seventh-day Adventists 2020 Statistics* (Silver Spring, Md.: General Conference of Seventh-day Adventists, 2020), 87-91.
5. _____, *2019 Annual Statistical Report: Report of the General Conference of Seventh-day Adventists 2018 Statistics* (Silver Spring, Md.: General Conference of Seventh-day Adventists, 2020), 8.
6. As of December 31, 2020, the most recent statistics available, the number of Adventist students enrolled in Adventist schools was as follows: tertiary, 160,997; worker-training programs, 7,159; secondary schools, 587,283; primary schools, 1,268,405.
7. Ecclesiastes 3:11, *New International Version* (NIV) Holy Bible, *New International Version*®, NIV® Copyright © 1973, 1978, 1984, 2011 by Biblica, Inc.® Used by permission. All rights reserved worldwide.
8. Ellen G. White, *Education* (Mountain View, Calif.: Pacific Press, 1903), 307.



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