

# “Educating for Eternity”

## LEAD Conferences 2016-2018

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Director of Education  
General Conference

# LEAD Regional Conferences

Participants	Location	Date	Attendees	Percent*
GC Executive Committee	USA	Oct 5-7, 2016	473	N/A
ECD, SID, WAD	Rwanda	Feb 15-19, 2017	239	51%
EUD, ESD, NAD, TED, MENA	Slovenia	May 30-Jun 4, 2017	114	5%
IAD, SAD	Dominican Republic	Aug 7-10, 2017	158	23%
NSD, SPD, SSD, SUD	Bangkok	Jan 28-Feb 1, 2018	250	21%
<b>Totals</b>			<b>1,234</b>	<b>100%</b>

\*Percentage of 1,923,552 students enrolled as of December 2015

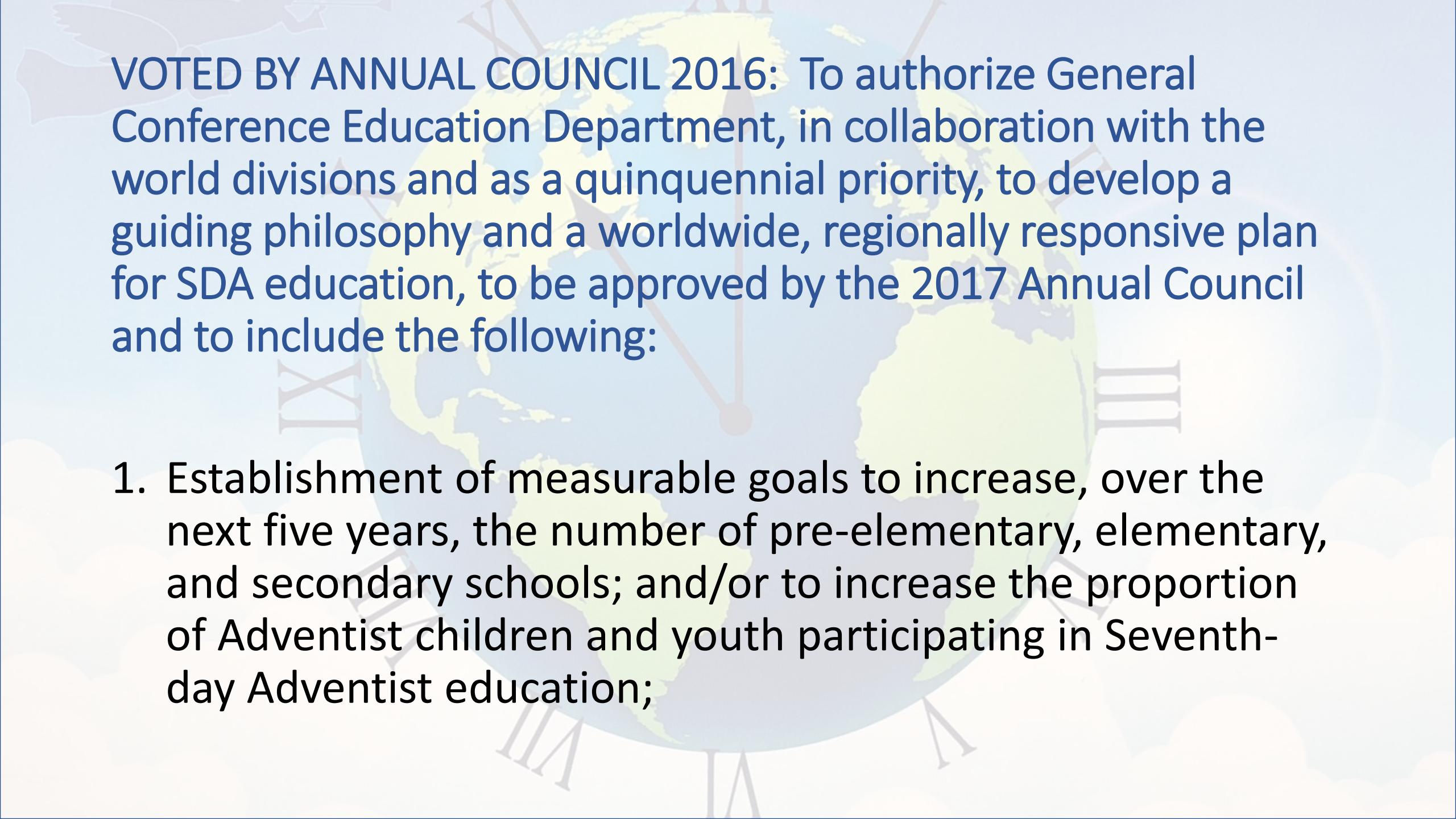
# Regional LEAD Summits on Adventist Education

- To formulate regional and global educational plans that incorporate local, national, and regional priorities and objectives and to make recommendations to October 2017 Annual Council for higher visibility for education and coordinated global action through a united, empowered network.



# Regional LEAD Summits on Adventist Education

- 3.5 days consisting of plenary presentation and half days of small group work on objectives voted by Annual Council 2016
- Presentations on data and trends on percentage SDA teachers, enrollment, financial barriers to enrollment and outcomes such as retention in church, marriage with an SDA, mature faith development

The background of the slide features a stylized globe with a grid of latitude and longitude lines. Overlaid on the globe are several large, semi-transparent Roman numerals, including IX, III, and IV, which are part of a larger design. The text is presented in a dark blue, sans-serif font.

VOTED BY ANNUAL COUNCIL 2016: To authorize General Conference Education Department, in collaboration with the world divisions and as a quinquennial priority, to develop a guiding philosophy and a worldwide, regionally responsive plan for SDA education, to be approved by the 2017 Annual Council and to include the following:

1. Establishment of measurable goals to increase, over the next five years, the number of pre-elementary, elementary, and secondary schools; and/or to increase the proportion of Adventist children and youth participating in Seventh-day Adventist education;



# VOTED BY ANNUAL COUNCIL 2016 (continued)

2. Establishment of indicators and curriculum initiatives that position schools to nurture in the hearts of students a personal relationship with Christ, a clear understanding of the Fundamental Beliefs of the Seventh-day Adventist Church, and a culture of active participation in service and witness;
3. Establishment of measurable outcomes that increase the retention of Adventist young people in the Seventh-day Adventist Church and their involvement in its mission;

# VOTED BY ANNUAL COUNCIL 2016 (continued)

4. Establishment of measurable outcomes that continue to enhance the standards of academic excellence;
5. Identification of an array of potential innovations which may serve to enhance the affordability and sustainability of Seventh-day Adventist schools;



# VOTED BY ANNUAL COUNCIL 2016 (continued)

6. Incorporation of the resources of the Biblical Research Institute and the Geosciences Research Institute in the Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities (AAA) process that clearly requires all accredited schools to advocate for and teach as truth the Fundamental Beliefs as voted by the General Conference Session;
7. Development of policy and criteria that define High Impact Schools (HIS) as outstanding examples of excellence in Seventh-day Adventist education;



# VOTED BY ANNUAL COUNCIL 2016 (continued)

8. Development of educational resources, support, and/or standards for other models of education (e.g., homeschools, residence hall non-degree awarding “college”, innovative educational centers of influence in both urban and rural settings, pastoral-led classes, Massive Open Online Courses, etc.) in a way that enables such students to be a part of Seventh-day Adventist education;

# VOTED BY ANNUAL COUNCIL 2016 (continued)

9. Definition of the core of Adventist education at all levels and ensure alignment with AAA and HIS criteria, with latitude beyond threshold requirements; and
10. Development of a statement describing the biblical basis for Seventh-day Adventist education



## 10a. Statement describing the biblical basis for Seventh-day Adventist education

**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.**

## 10b. Statement describing the biblical basis for Seventh-day Adventist education (continued)

**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 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.**



## 10c. Statement describing the biblical basis for Seventh-day Adventist education (continued)

**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 lifestyle tendencies to a life lived in harmony with God's highest ideals for humanity.**

## 10d. Statement describing the biblical basis for Seventh-day Adventist education (continued)

**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 in students a passionate commitments 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.**



## 10e. Statement describing the biblical basis for Seventh-day Adventist education (continued)

**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.**

## 10f. Statement describing the biblical basis for Seventh-day Adventist education

**This statement is based on and draws largely from *True Education*, an adaptation of *Education* by Ellen G. White, along with the 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.**



## ECD, SID, WAD

Rwanda

Feb 15-19, 2017

(Represents 51% of  
enrollment)







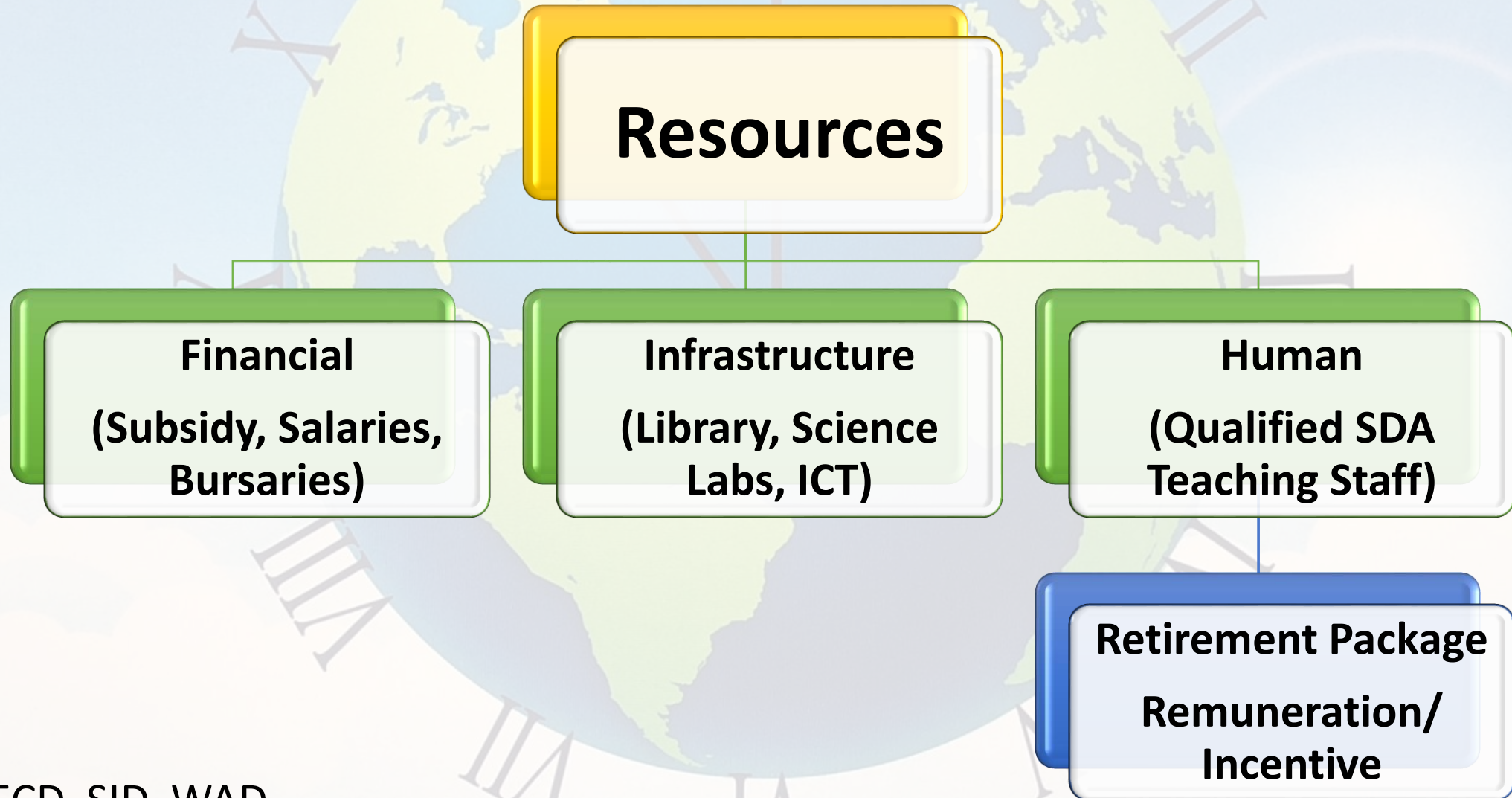


# Partnerships for School Success



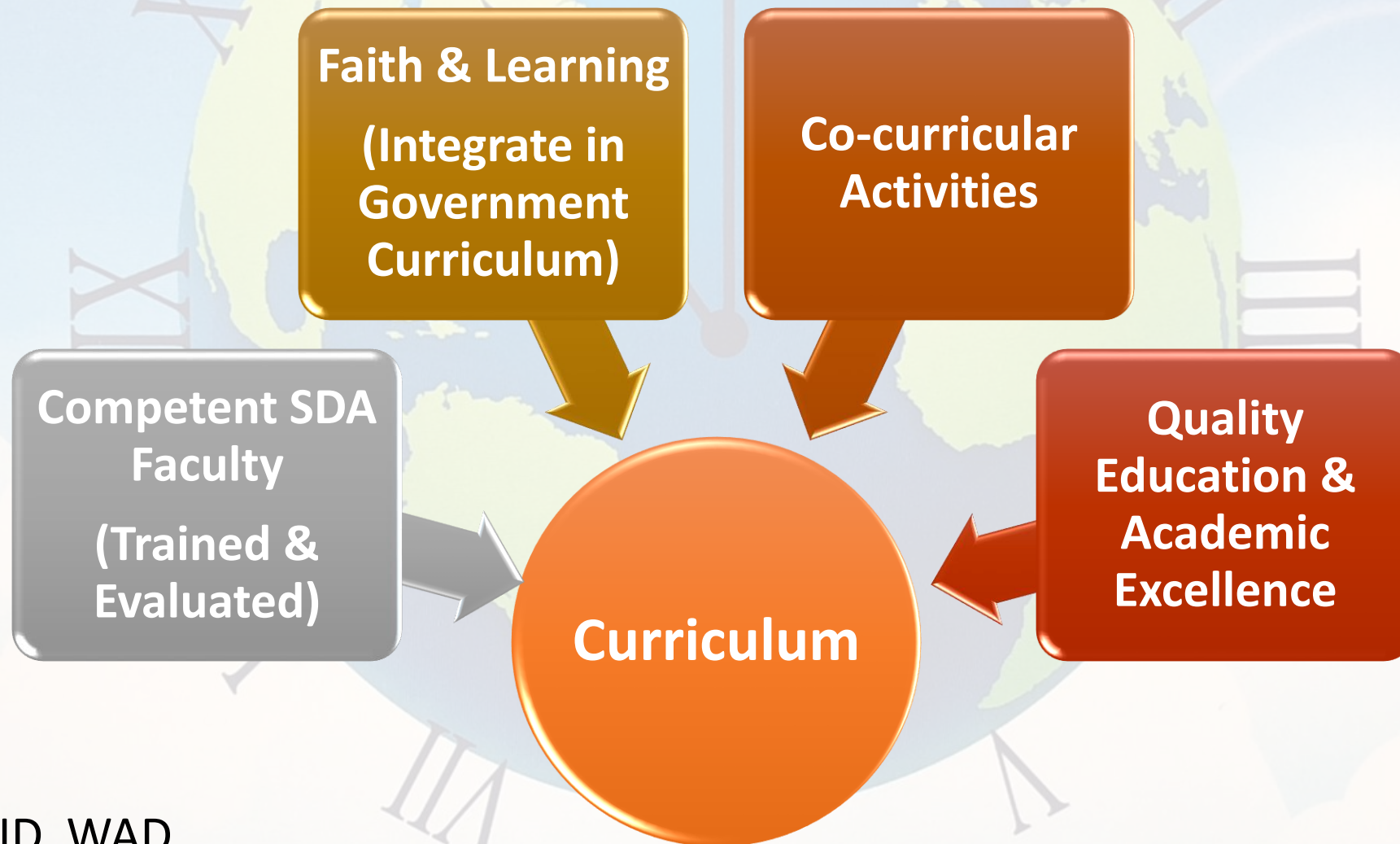
ECD, SID, WAD

# Resources Needed in an Ideal School





# Curriculum for Best Practice in SDA Schools



ECD, SID, WAD

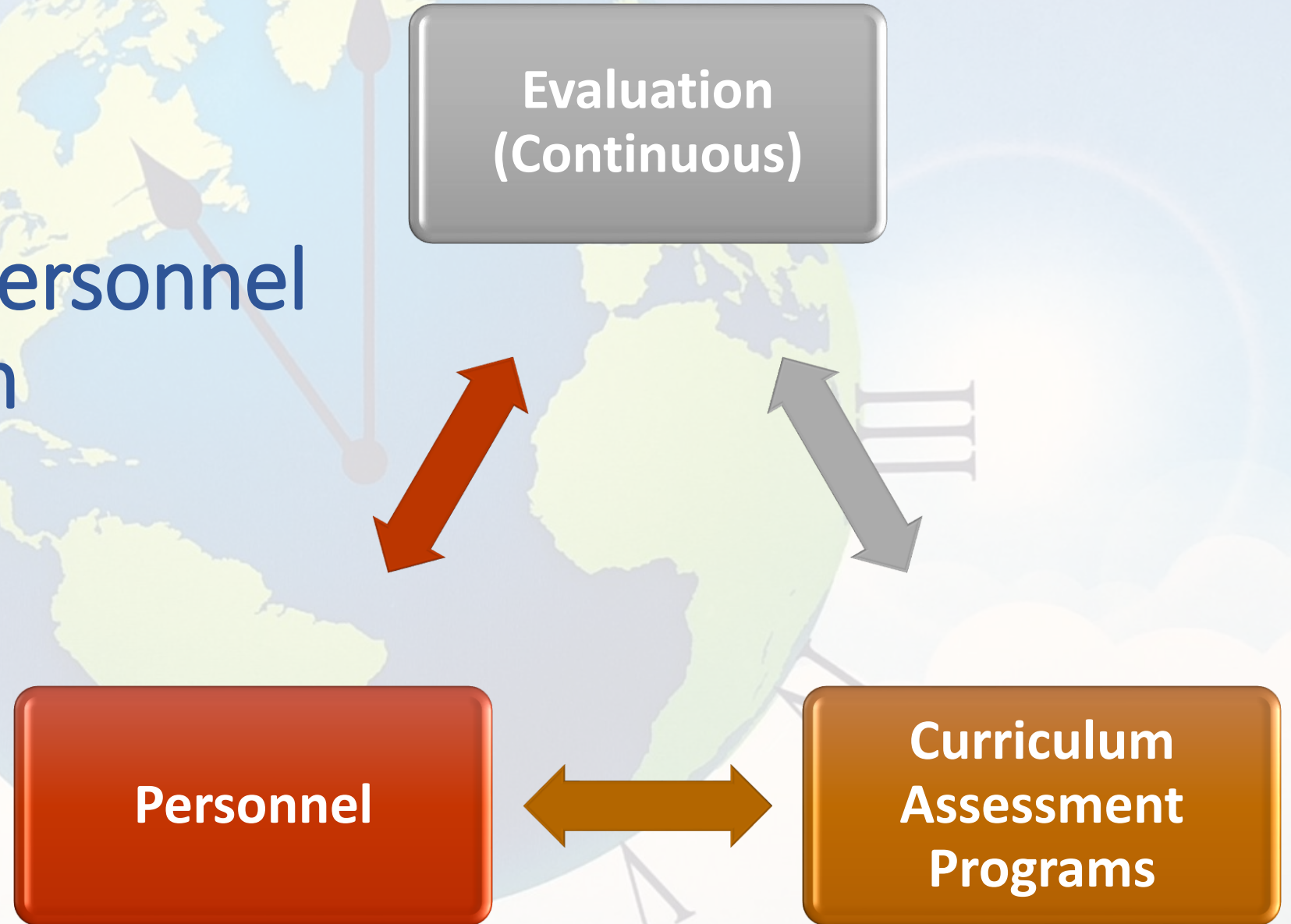
# Spiritual Master Plan and Evangelism



ECD, SID, WAD



# Evaluation of Personnel and Curriculum







**EUD, ESD, NAD, TED, MENA**

Slovenia, May 30-June 4, 2017 (Represents 5% of enrollment)



# School Success and the Role of Stakeholders



EUD, ESD, NAD, TED, MENA

# Marketing Strategies

Marketing

Media (Advertising,  
Celebrate Success)

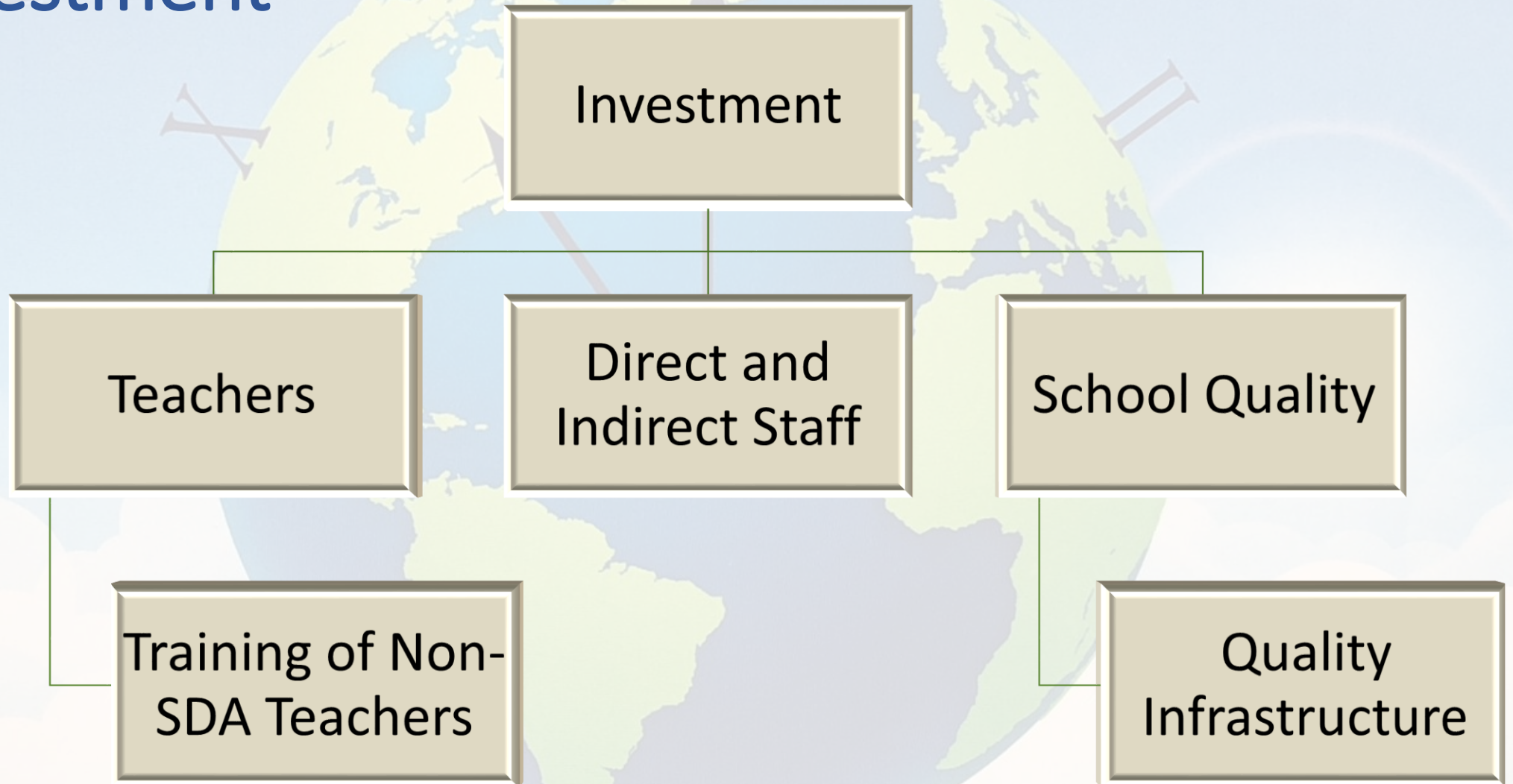
Church & School Leaders  
(Regular Promotion)

Purpose of SDA  
Education

EUD, ESD, NAD, TED, MENA

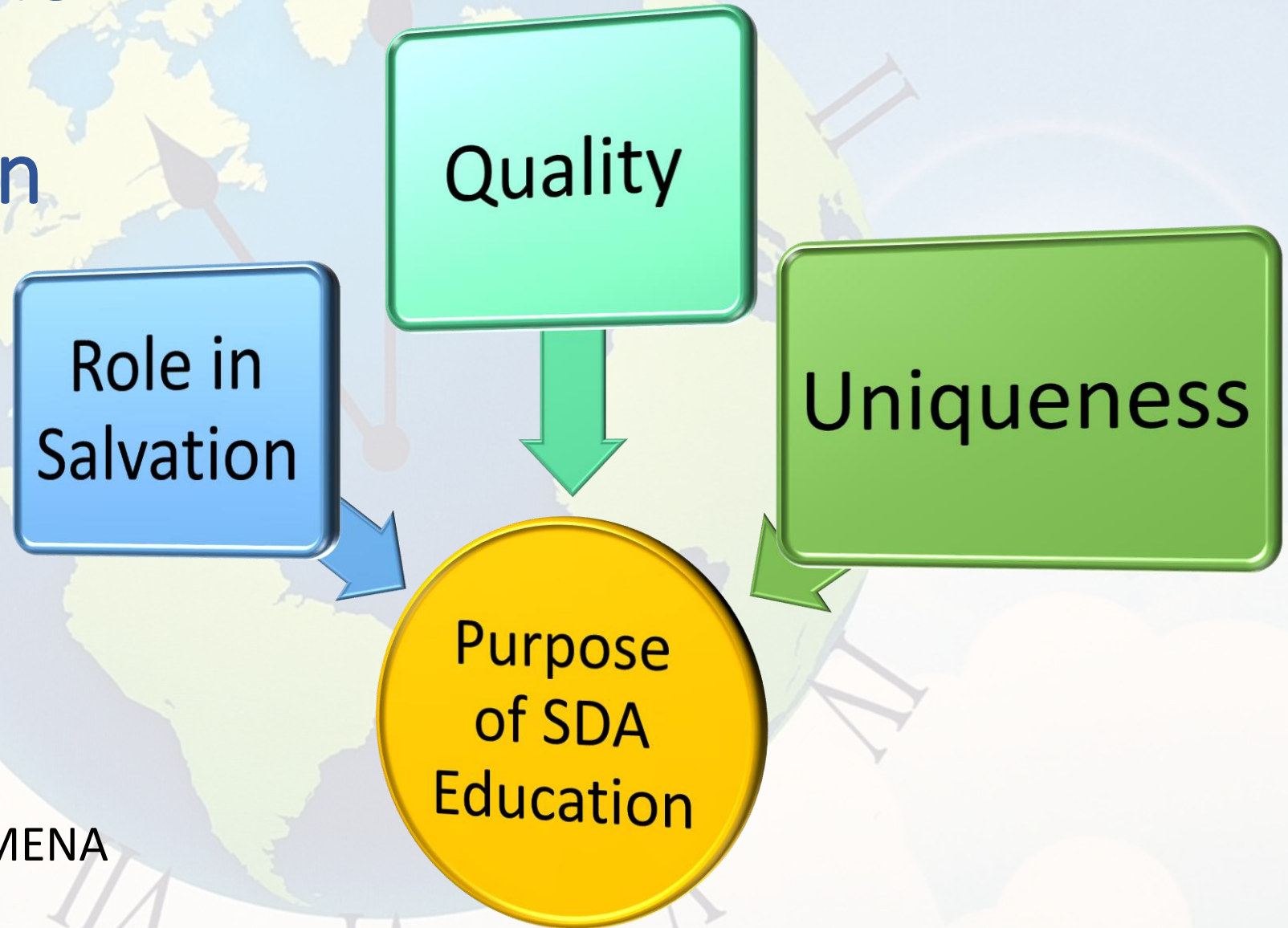


# Investment



EUD, ESD, NAD, TED, MENA

# Reaffirming the Purpose for SDA Education



EUD, ESD, NAD, TED, MENA



# Indicators of Academic Excellence

## Teachers

Characteristics

Value

Remuneration

## Curriculum

Faith & Learning

Resources

Extra-Curricular Activities

EUD, ESD, NAD, TED, MENA



## IAD, SAD

Dominican Republic

August 7-10, 2017

(Represents 23% of  
enrollment)





# Issues Faced by Adventist Education



IAD, SAD

# Issues in Adventist Education

## Collaboration

- School Leaders
- Spiritual leaders
- Church members

## Shared Purpose

- Evangelism (education included)
- Church administration at all levels

## Affordability

- Development funds
- Partnership (Alumni & others)

IAD, SAD





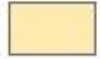
# NSD, SPD, SSD, SUD, MENA

Bangkok, Jan. 28-Feb. 1, 2018

(Represents 21% of enrollments)



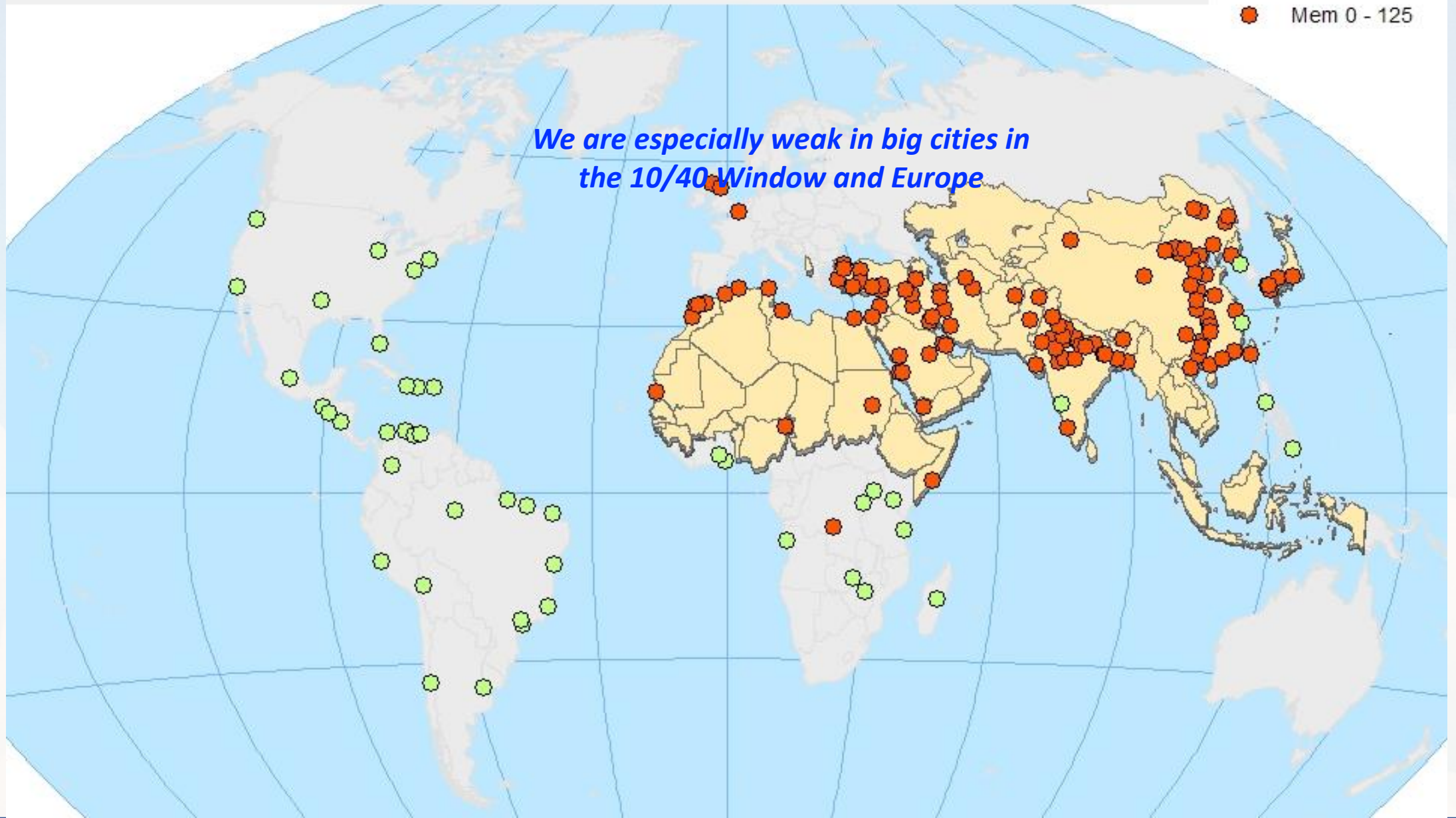
67 Countries in 1040 Window



Cities by SDA  
Membership

- Mem 20K & Up
- Mem 0 - 125

*We are especially weak in big cities in  
the 10/40 Window and Europe*





# Well-prepared SDA Teachers & Curriculum

- Employ well-prepared SDA teachers at every level
- Competence in philosophy of Adventist education in teacher certification
- Teacher induction
- Spiritual commitment by teachers
- Leadership development and succession planning for leadership
- Strengthen feeder schools through formal feedback and assessment
- Make Bible part of curriculum through required religion coursework and integrate biblical worldview in all coursework

# SDA Ethos for Wholistic Development



- SDA Ethos for Wholistic development
  - Formal curriculum
  - Co-curriculum
  - Fostering a healthy lifestyle
  - Creation
  - Integration of sound pedagogy
  - Integration of biblical foundation
- Community service
- Gospel proclamation and evangelistic efforts for students and by students and schools

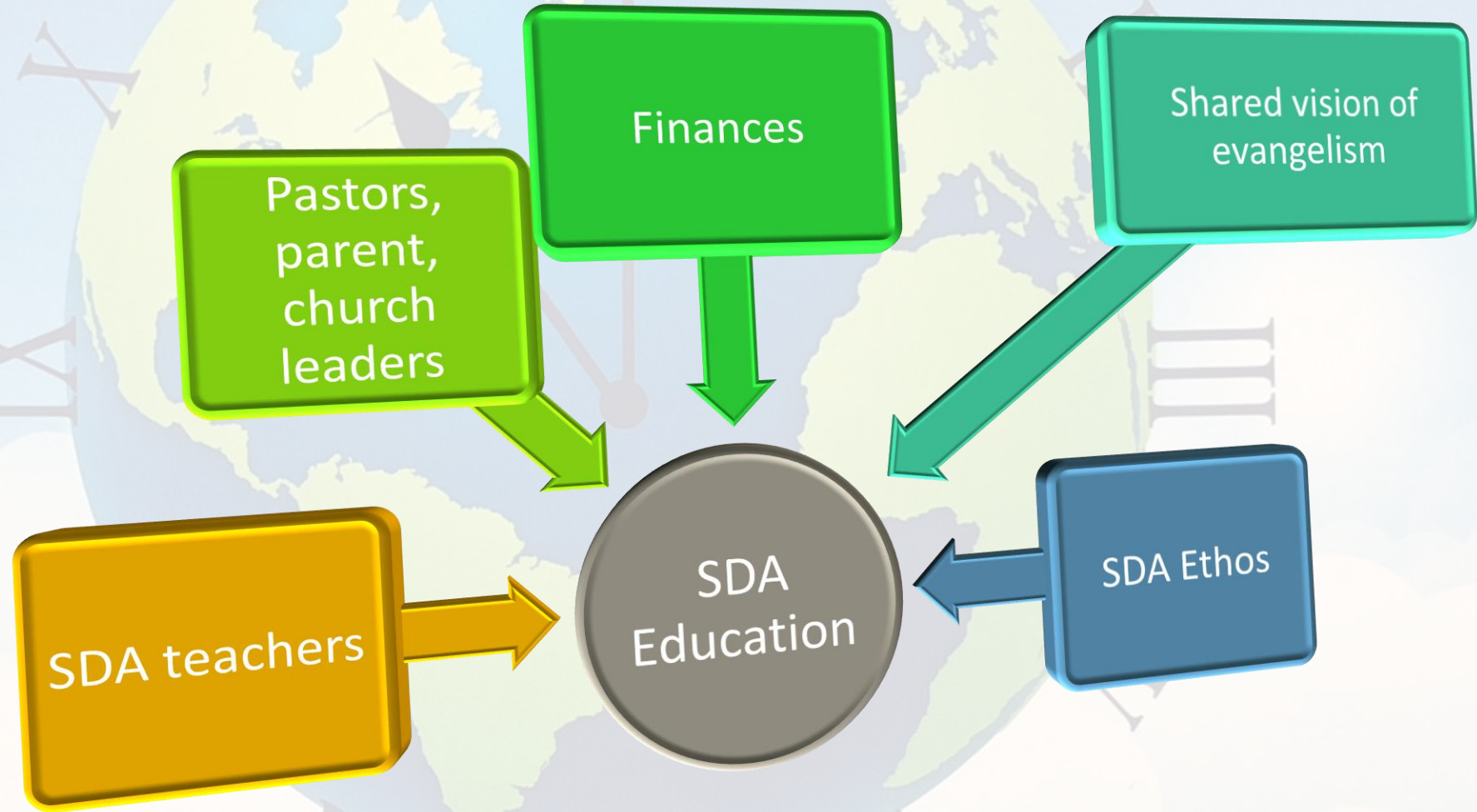


# Shared Vision of Evangelistic Role of Schools

The background of the slide features a stylized globe with yellow and green continents and blue oceans. Overlaid on the globe are large, faint Roman numerals (I, II, III, IV, V, VI, VII, VIII, IX, X) and a compass rose with a needle pointing towards the top-left. The entire graphic is set against a light blue sky with soft, white clouds.

- Key role of pastors
- Train pastors in school planting and how to work with schools in seminary and through continuing education
- Parents
- New converts
- Shared urgency for the salvation of our own children
- Church leadership
- Support training of educational leadership in an SDA school (e.g., bursaries for doctoral studies in education, business, sciences)

# Essential Ingredients



MENA, NSD, SPD, SSD, SUD



# Commitment

## (Division Education Directors Content Analysis)

- Demonstrate support for education from the top; education is the responsibility of leadership
  - financial support, enrollment of their own children, promotion and marketing
- Functional Division Commission on Accreditation
  - NAD and SSD are exemplars
- Sabbath School lesson on education once/quinquennium (scheduled for 4<sup>th</sup> quarter 2020)
- Lesson on true education for all new converts

# Teachers

## (Education Directors Content Analysis)

- Increase the percentage of qualified SDA teachers
- Engage in Mission to the Cities with teachers and students working together through community projects
- Use tithe for faculty development in biblical foundations of education and salary, benefits and retirement as allowed by policy





# School Administration

## (Division Education Directors Content Analysis)

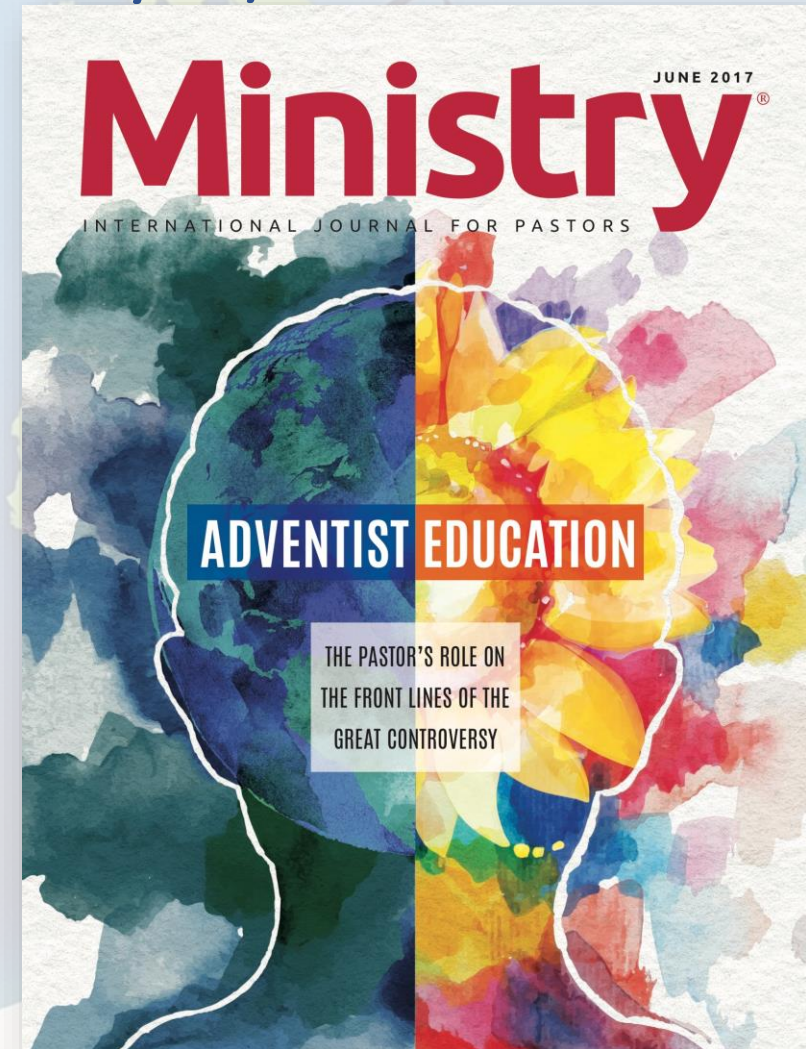
- Competent educational administrators
- Ensure AAA accreditation and require accountability from administration for meeting standards and implementing recommendations



# Pastors and chaplains

## (Division Education Directors Content Analysis)

- Chaplains, especially at non-residential, urban schools
- Pastors and presidents of missions, conference, Unions to spend a week-end with a school as a non-threatening leadership presence (e.g., PNG)
- Ministerial internship to include experience with schools
- School-planting skills





# Churches

## (Division Education Directors Content Analysis)

- Support schools to nurture and retain the youth



# Students

## (Division Education Directors Content Analysis)

- Collaborate with schools and allocate funds to involve students in outreach (TSI) and evangelism (e.g., Taiwan Adventist College),
- All students to have at least one year of Adventist education, even if a “gap year” as is offered by TED (Newbold College) and Saniku Gakuin College
- Extend Adventist education to those outside SDA schools



# Objective 8 [e.g. Dialogue journal]



## GCWP V 14 15 Education (on the use of tithe)

“Light has been plainly given that those who minister in our schools, teaching the Word of God, explaining the Scriptures, educating the students in the things of God, should be supported by the tithe money.” 6T 215



# Finances

## (Division Education Directors Content Analysis)

GCWP V 1415 stipulates maximums in use of tithe in schools

- Primary/Elementary Schools—up to 30% (remuneration, benefits & retirement fund)
- Secondary Schools—up to total cost of remuneration and benefits of Bible teachers, residence hall deans, and principals and up to 20% of instructional staff

# Finances

## (Division Education Directors Content Analysis)

GCWP V 1415 stipulates maximums in use of tithe in schools

- Colleges/Universities—up to the cost of the Bible/theology/religion department, the chaplain's office, the dean of students' office, the residence hall deans and their staff, and the president's office and up to 20 percent of the cost of instructional staff
- Schools of Evangelistic Outreach—use of additional operating subsidies from tithe funds



# Finances

## (Division Education Directors Content Analysis)

Allocate funds at every level (e.g., IAD policy)

- Conferences and mission are required to set aside in their annual budgets the equivalent of not less than:
  - 6% of the current year's tithe income for elementary education
  - 5% for boarding and day secondary schools and 4% if only days schools are operated

# Finances

(Division Education Directors Content Analysis)

Allocate funds at every level (e.g., IAD policy)

- Unions are required to set aside in their annual budgets the equivalent of not less than:
  - 2% of the current year's tithe income for tertiary education; and
  - 2% each where Unions have two tertiary institutions



# Other Outcomes

- Offering for Adriatic Union College (\$1,025 USD), Venezuela Adventist University (\$155,040 USD) and CPAC High School (\$7,560 USD)
- LEAD Conference at Babcock University (Nigeria), Helderberg College (South Africa), teachers conference in Ukraine
- Pan-African Higher Education Consultative Meeting of university presidents/VCs, Helderberg College





## What's Next?

- Divisions, Unions, Conferences and institutions to set goals, allocate resources and assess progress (Goal 1)
- Final report to AC 2018 and action



# What is your Division's Goal for 2020?

- ESD's goal was to open 50 schools and 50 training centers by 2020.
  - Today there are 36 schools and more than 70 training centers.
  - Now ESD has reappointed Vladimir Tkachuk, the Education Director, to be the ESD Treasurer
- Experience from Tanzania Union



**"And these words which I command you today shall be in your heart. 'You shall teach them diligently to your children, and shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up. You shall bind them as a sign on your hand, and they shall be as frontlets between your eyes.'" Deut. 6:6-8 (NKJ)**





“Brethren and sisters, what will you do to help build a church school? We believe that it is a privilege and a blessing to have this school building. Let us catch the spirit of the work, saying, “ We will arise and build .” If all will take hold of the work unitedly , we shall soon have a schoolhouse in which from day to day our children will be taught the way of the Lord.



As we do our best, the blessing of God will rest upon us. Shall we not arise and build?” 3SM 213



**“Not only should a humble house of worship be erected, but all necessary arrangements should be made for the permanent establishment of the school....In the basement of the church, above ground, I was shown a room provided for a school where the children could be educated in the truths of God’s word.” 6T 108**





“While we should put forth earnest efforts for the masses of the people around us and push the work into foreign fields, no amount of labor in this line can excuse us for neglecting the education of our children and youth.” CPT 165





**“In all our churches there should be schools, and teachers in these schools who are missionaries.” CT 168**



**HABARI NETC**

Watoto wa Kana Adventist Primary School  
Wakisikiliza kwa makini sana Hotuba ya Katibu Mkuu NETC

**Ziara ya M/Kiti NTUC** Mch. M. E. Nzumbi ametembelea  
Aliitembelea Kana Primary School



**HABARI NETC**

Watoto wa Shule ya Kana, wakisikiliza kwa makini sana  
Hotuba iliyotolewa MCh. G. Lekundayo katika shule hiyo

**Ziara ya M/Kiti NTUC**

**09 FEB  
2018**



The background of the slide is a light blue sky with soft, white clouds. In the upper left corner, there is a faint, stylized illustration of an angel with wings, holding a trumpet. The central element is a globe showing the continents of North and South America in light green. Overlaid on the globe is a large, faint clock face with Roman numerals from I to XII. The hands of the clock are thin, dark lines. A bright sun is partially visible on the right side of the globe, partially obscured by clouds.

# Adventist Education

A Call to start Schools

# Comment on statement





# Thanks to:

- Gisele Tchamba for qualitative data analysis and graphics, and also to:

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