



SID

Adventist Education on the Move

BY ELLAH KAMWENDO

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

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

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

SID's Five Initiatives as Applied to Education

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

1. A call to school administrators, teachers, and students to develop a strong intercessory prayer life and intentional spiritual growth through personal daily devotions (Colossians 4:12).
2. A call to equip school administrators, teachers, and students with knowledge and skills to “Lift Up Christ” and to “Tell the World About Christ!” (2 Timothy 2:2).
3. A challenge to the whole school community to engage in personal and public evangelism and nurture, according to each person’s spiritual gifts (Zechariah 8:22, 23).
4. A challenge to all educational institutions to become self-support-

ing through proper management of time, talent, and treasure (2 Chronicles 31:9-12).

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

New Building Projects

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

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

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

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

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

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



In Gaborone, South Botswana, Mogoditshane Adventist Primary School students engage in recreational swimming with their principal.



The Adventist Accrediting Association Team that visited Beira Seminary in Mozambique

Student Activities

Mogoditshane Adventist Primary School and Little Lambs Preschool in Botswana offer well-rounded education that includes swimming, gardening, and other activities. The pupils have planted and take care of a maize garden.

New Schools

The Botswana Union Mission has built the first Adventist secondary school in the country—Eastern Gate Academy in Francistown,

which gained official church recognition in February 2009.

Work Programs

Matandani Secondary School in Malawi has resuscitated its farm and vegetable garden, which had been lying idle for years. They are producing vegetables, beans, sugar cane, maize, and other products to

feed the students and staff, with enough left over to sell to the surrounding community.

Evangelism

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

and blood pressure screening. Sixteen people were baptized.

Renewed Accreditation of Institutions

Five tertiary institutions were evaluated by the Adventist Accrediting Association (AAA) with the following outcomes:

- Zambia Adventist University in Zambia—Candidacy status extended for another two years.
- Solusi University in Zimbabwe—Regular accreditation status extended for four years.
- Helderberg College in South Africa—Regular accreditation status extended for five years.
- Beira Seminary in Mozambique—Status pending, subject to its accreditation as a junior college.
- Adventist University Zurcher in Madagascar—Regular accreditation status extended for three years.

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

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

Teacher Service Awards

Malawi Union Education Director Margaret Masamba and the union officers, teachers, and students from Adventist schools

throughout Malawi met to promote Adventist education from May 30 to June 1, 2008, in Blantyre. One hundred nineteen teachers were awarded five- to 40-year service pins. On Sunday, the Honourable Deputy Minister of Education for Malawi government, Mrs. Olive Masanza, was the guest of honor at the event.

Teacher / Leader Upgrading

Every year, the SID provides bursaries to the unions to enable teachers and administrators to study for advanced degrees. In 2008 alone, SID sponsored 221 educators at Adventist International Institute of Advanced Studies (Philippines); the Adventist University of Africa (Kenya); and Helderberg College (South Africa).

The Adventist University of Africa (AUA), a General Conference institution inaugurated in 2006, has its headquarters in Nairobi, Kenya. Currently, AUA has teaching-learning centers in each of the three African divisions. The one for SID was opened at Solusi University but

has relocated to Helderberg College in South Africa.

Special Events

Despite the adverse conditions in Zimbabwe, in 2008 Solusi University had one of its grandest graduations, granting diplomas to 998 students. Three people who have played significant roles in the development of the university received honorary degrees.

Adventist Education's Challenges in SID

Increased Enrollment

Adventist education is thriving in Zimbabwe, despite the severe economic and political problems. When teachers in government schools went on strike, many students came to our schools. Because of this, Tshabanda Primary School for example, now enrolls more than 1,000 students. In

Angola, the church is growing so fast that the classrooms are overcrowded as people seek to better themselves through education. Of course, rapid enrollment growth creates its own challenges—providing adequate facilities and hiring qualified Adventist staff.

Scarcity of Qualified Adventist Teachers

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

Effects of HIV and AIDS

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



One of the beautiful new schools built by Maranatha in Maputo for the Mozambique Union



The Deputy Minister of Education for the Malawi government was the guest of honor at an Adventist education promotion in Blantyre that featured booths highlighting student activities and projects, including one with baked goods.



The state-of-the-art computer lab at Heidelberg High School in Cape Town, Southern Africa.

lings. Many of our schools are feeding and educating these orphans, which further strains the limited resources of the institutions.

Language Barriers

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

Lapsed Accreditations

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

Plans for the Coming Quinquennium

- To accredit more schools and thereby assure quality personnel, infrastructure, and academic programs. It is the goal of the SID Education Department to allow only fully accredited institutions to identify themselves as Adventist schools.
- To encourage institutions to

subscribe to THE JOURNAL OF ADVENTIST EDUCATION for teachers and libraries, and encourage teachers to read the publication.

- To urge educators to integrate Bible lessons with life experiences.
- To require school administrators to develop, implement, and evaluate the Spiritual Master Plan for their schools.
- For educational institutions to conduct at least two weeks of prayer per year, as well as mid-week prayer meetings and vespers, and to spon-

sor Pathfinder and youth programs.

- For teachers and students to enroll as many non-Adventist students as possible in Voice of Prophecy lessons.
- For institutions to establish viable industries and work-study programs to enable students and schools to become self-financing, and to supply commodities to their communities.
- To encourage school administrators to upgrade facilities and infrastructure and give serious attention to cleanliness and maintenance.
- To distribute the “Ten Outline Lessons for the book *Education*” by Ellen G. White to provide orientation on the Adventist philosophy of education.
- To continue to work to adapt the Bible curriculum secured from the North American Division for use in SID schools. ✍



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The first graduation at Adventist University of Africa, Nairobi, Kenya, August 7-9, 2009.