

Institute for Christian Teaching
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ADVENTIST WORK EXPERIENCE EDUCATION
A CASE STUDY OF EASTERN AFRICA DIVISION
TERTIARY INSTITUTIONS

by

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In most Seventh-day Adventist institutions around the world, the Work-Experience Education (WEE) programme is considered to be an integral part of Adventist Education. The guiding principles for the WEE programme can be stated as follows:

The basic purpose of the Work-Experience Education program is to provide for the harmonious development of spiritual, mental, and physical aspects of the individual in harmony with the Seventh-day Adventist philosophy of education. The aim of this program is to enhance the development of character and the development of a competency in a skill or trade. This purpose may be achieved in the school by a deliberate co-ordinated plan of work for each student.

A program of this nature would provide adequate physical facilities, materials, instructional personnel and atmosphere of cooperation in the school family by unified on-the-job faculty-student participation.¹

Some other terms used for WEE in some literature are: manual labour, work-study, cooperative education, on-the-job training, vocational arts, vocational arts education, industrial arts, industrial arts education, trade and industrial education, agricultural education, career education, career development, career guidance, manual arts,² education with production (Solusi College) and industrial technology.

Ellen G. White has emphasized the importance of Work-Experience Education (manual training) in her writings. The following statement demonstrates this fact:

Manual training is deserving of far more attention than it has received. Schools

3.

should be established that, in addition to the highest mental and moral culture; shall provide the best possible facilities for physical development and industrial training. Instruction should be given in agriculture, manufactures, --covering as many as possible of the most useful trades, --also in household economy, healthful cookery, sewing, hygienic dressmaking, the treatment of the sick, and kindred lines. Gardens, workshops, and treatment-rooms should be provided, and the work in every line should be under the direction of skilled instructors.³

It should be noted that manual training is a term used to cover the training of the hand in work skills in general. However, Ellen G. White emphasizes handcrafts such as carpentry and woodworking. She also includes agriculture and even general labour as the meaning of the term.⁴

It is my observation that a number of tertiary adventist institutions have relaxed in providing WEE as a requirement for all students. In a quick survey I carried out with participants attending the 10th Faith and Learning Seminar, out of 14 colleges and universities five of them no longer provide WEE as a part of general requirements in their curricula. The three main obstacles identified for failure to do so are:

1. Financial constraints. Because of modern technology, labour could be done somewhere else more cheaply.
2. Problems related to scheduling and
3. Supervision.

It is the intention of this study to review some of the major statements as enunciated by the Bible, some outstanding leaders, and Ellen G. White, in particular, concerning WEE. After that, try

to identify the achievements and problems of WEE at the two senior tertiary institutions of EAD in light of Ellen G. White's writings. Finally, this study will attempt to make appropriate recommendations which will, hopefully, help in solving the problems identified.

The two institutions are Solusi College and the University of Eastern Africa, Baraton (UEAB). A very brief history of these two institutions should be useful to those who are not familiar with them.

Firstly, a brief history of Solusi College. Solusi College is a co-educational institution situated on a 200 hectare campus on a 3570 hectare cattle farm some 50 kilometers west of the city of Bulawayo, Zimbabwe. It was founded in 1894 as the first of some hundreds of Seventh-day Adventist mission stations around the world. Solusi College has had a long history of service to Southern and Central Africa. Solusi College is named after Chief Soluswe near whose kraal the mission was established. In 1929 a government recognized teacher training program started and in 1948 the school was upgraded to a secondary school. In 1952 the teacher training program was moved to Lower Gweru Mission, (Zimbabwe), making way for the introduction in 1958 of a four-year post secondary school degree in theology. In an effort to ensure excellence in its educational endeavour as well as expedite acceptance of its graduates in their home countries, an affiliation agreement was concluded in 1984 with Andrews University, an internationally recognized Seventh-day Adventist institution of

higher learning in Berrien Springs, Michigan, U.S.A. Today, about 300 students from Zimbabwe and some fourteen countries of Southern and Eastern Africa enroll concurrently with Andrews University and, upon successful completion of all programme requirements receive Andrews University degrees.

Secondly, the University of Eastern Africa, Baraton, located in the Republic of Kenya in East Africa was established in 1980 on 339 acres of land (formerly known as Baraton Animal Husbandry Research Station), which was allotted by the government of Kenya. This University is the largest Seventh-day Adventist institution in the continent of Africa in terms of enrolment. Currently, it has about 700 students. For sometime, it was affiliated to Andrews University, however, on March 28, 1991 it was granted a charter by His Excellency, the President of the Republic of Kenya, Daniel T. arap Moi. The charter grants the University the power to grant degrees up to doctoral level. Major programs offered include: Agriculture, Business Administration, Education, Humanities and Social Sciences, Home Economics, Nursing, Science and Mathematics Technology, and Theology.

Related Literature on Work-Experience Education

The Testimony of the Bible Concerning Work

The first recorded physical employment by man recorded in the Bible was instituted before the fall of man. We read in Genesis 2:15 that "The Lord God took the man and put him in the garden of Eden to till it and keep it." (NRSV)

Jesus worked in his earthly father's workshop as a carpenter

(Mark 6:3). Several teachings of the Scriptures put emphasis on the dignity of labour (work) and the importance of work. In The Guide for Work-Experience Education in SDA Schools and Colleges, by General Conference Department of Education, the importance of work is summarized as follows:

In the Old Testament more than thirty references express these two ideas [the necessity of work and the dignity of work] work was obligatory. The unchanging concept of the Bible was expressed by Paul when he stated "that if any would not work, neither should he eat" (II Thess. 3:10)

The patriarchs, the prophets, and even the early kings of the Hebrew national all worked to support themselves. Jesus and His disciples were workers. Paul, the proud son of a tentmaker and himself a worker at that trade in the course of his missionary journeys, said, "neither did we eat any man's bread for naught; but wrought with labour and travail night and day, that we might not be chargeable to any man" (II Thess 3:10).

The guideline concludes by reminding us that the testimony of the Bible is that work is great, and it honours those who perform it.⁵

Ellen G. White's Statement on Work Experience Education
(Manual Training)

The chapter on "Manual Training" in the book Education⁶ identifies some of the salient pronouncements made by Ellen G. White concerning manual training. Some of these statements are summarized as follows:

Labour (Work) at Creation

--At creation, labour was appointed as a blessing. It meant development, power, and happiness.

--God honoured the work.

Advantages of Work Programmes

--Work is the source of happiness and development

--It is a safeguard against temptation and evil.

--It is useful exercise for the body.

--Practical work encourages close observation and independent thought. Rightly performed, it tends to develop the practical wisdom which we call common sense.

--Work programmes could help students in securing useful employment.

--Manual training should develop habits of accuracy and thoroughness. Pupils should learn tact and system; they should learn to economize time, and to make every move count.⁷

Special Instruction on Implementation of Work Programme

--Facilities for manual training should be connected with every school.

--The youth should be led to see the true dignity of labour. They should be shown that God is a constant worker.¹

--Since both men and women have a part in home-making, boys as well as girls should gain a knowledge of household duties.

--The work should have a definite aim and should be thorough.

--Instruction should be given in agriculture, manufacturers, and so on. No line of manual training is of more value than agriculture. A greater effort should be made to create and encourage an interest in agricultural pursuits. In agriculture, let pupils be given not only theory, but practice.

--Every student should devote a portion of each day to active labour.

--Finally, it is suggested that the teachers should share the work with students and should show the results that can be achieved through skillful, intelligent effort.⁹

Problems Identified

--Young men and women shun housework and seek education along other lines such as training to become teachers, merchants, physicians, lawyers, or to occupy some other position that does not require physical toil.¹⁰

--The objections most often urged against industrial training in institutions is the large outlay involved.¹¹

However, Ellen G. White states that the object to be gained is worthy its cost.

Education and Work Statements by Educators in the U.S.A.

Robert A. Tyson¹² quotes a number of American non-Adventist educators who made useful statements and experimented on the integration of work and study. Some of these were George Mann Richardson, F. G. Nichols of Harvard, Charles A. Prosser of Rochester, N.Y.; Luconda W. Prince and Booker T. Washington. It is Booker T. Washington who made a statement that "the hands, the head, and the heart together should be so correlated that one may be made to help the other."

Education with Work in Eastern African Countries

Many of the countries in Eastern and Southern Africa, with the exception of a few, became independent in the 1960's. One of the

criticisms made by the leaders of these countries in the area of education was that the colonial education offered was not relevant to meeting the needs of the countries. In many of these countries -- in particular Kenya, Tanzania, Zambia and Zimbabwe the policy makers have introduced in their education system curricula the concepts of integrating education with work. For instance, in Tanzania "education and work were to be united in all education institutions, not only to cover costs of schooling, but also insure that youth developed the correct attitude to manual labour as future peasants and workers, and to break down the petty bourgeois arrogance of students in higher educational institutions who would become the future bureaucrats and experts."¹³

It is in Tanzania where Julius Nyerere, the former president of the country, made a famous speech on Education for Self-Reliance. In this speech he stated:

. . . It is while they are practicing this self-reliance--and as an important by-product of it, that the pupils will learn new skills which are relevant to their future life, and adopt a realistic attitude to getting their hands dirty by physical labour. . . They will learn by doing. . .¹⁴

In Kenya the government has recently changed its educational system of 7-4-2-3 to 8-4-4. The 8-4-4 system puts much emphasis on technical and vocational education.¹⁵

In Zimbabwe, a concept of "Education with Production" (Education with Work Programme) is now incorporated in the curriculum of each level of the educational system.

I have cited these few examples of what is happening in the

area of education with work in the public institutions of Eastern African countries. Therefore, it is even more important that our adventist institutions should be leading in setting the right example in this area. I tend to agree with Houliston's statement that:

. . . All students in a Christian school should be exposed to some type of technology education (subjects taught under the general headings of Industrial Arts, Home Science, and Agriculture) so that the essentials of life and living can be more clearly understood. People need to be taught how to work, to think practically, to plan and execute their everyday tasks, how to be better home-makers, better leisure time users, honest citizens making mature, practical, considerate Christian judgments among their fellows and in their homes.¹⁶

An Informal Evaluation of Education with Work Programme at Solusi College and UEAB

Traditionally, students at Solusi College used to work so many hours a day without being paid. Later on, all college students were expected to put in at least 8 hours of manual labour while being paid. Last year, the Academic Affairs Committee "Voted that all students be expected to complete three credits of Education with Production during their first two years at Solusi College, during which time they will receive one credit for 150 hours of work. If they fail to get the credits during the first two years, they will be expected to work 255 hours for each credit."

This action was taken after having experienced the following problems:

1. Although each student was expected to work eight hours a week, many of the students opted not to work. This was partly due

to lack of proper supervision and partly due to not penalizing those who did not show up for the work programme.

2. The productivity by students was found to be insignificant in many areas of production, showing that students did not put value in the kinds of jobs they were doing.
3. Since students were allowed to apply for jobs which they chose to do, some types of jobs (in particular manual labour) were found to be unpopular. Students were more interested in working in the library or laboratories or being readers.
4. Punctuality at work was not observed. In fact, some students did not even show up at their place of work when they had examinations approaching.
5. Even with the development of an assessment instrument, the assessment was not properly done. There was wide variation between one assessor and another.
6. In general, teachers were not actively involved in the work programme.

As far as the Education with Work Programme is concerned, the situation at UEAB is even worse. At present there is no compulsory organized programme of work that involves students. It was in the five or so years of UEAB that all classes ended at 1:20 pm and all students and faculty worked at diverse jobs that built most of UEAB at the time. The university provided most of its own food from the work programme and had very few non-student workers in physical plant, farm, dairy, kitchen and security. The only requirement demanded of all students before they graduate is that

they take two or three credits of vocational courses selected from approved options. The work programme is mainly restricted to those students who are genuinely interested in working, and in most cases it is those who need to defray part of their fees. Solusi is to be commended for having resolved to revive a Work Experience Education Programme. I am informed that already there is some improvement in the attitude of students as they choose the jobs they want to do.

Recommendations

Whereas the two institutions, Solusi College and UEAB, have ample land, and there is potential for providing jobs to the majority of students; and whereas the Work Experience Education Programme provides students "with the opportunity to develop knowledge, attitudes and skills which can facilitate their personal growth"¹⁷ and whereas Work Experience Education Programme may lead the students in "future years in a more satisfying use of their leisure time, and to productive employment"¹⁸ the following recommendations being made:

1. During the first two years, each student should be expected to take a two to three credit hours course in the area of vocational; e.g., in auto mechanics, woodwork, agriculture, or any other approved vocational course.
2. During the orientation period, at least three lectures should be given in the area of work ethic, the importance of the Work Experience Education, and other issues related to work.
3. During the first two years (six quarters), all students should be expected to participate in an organized work programme.

Each student should be expected to work for at least 75 hours (an average of eight hours a week) per quarter. At least two or three credits would be given at the end of two years for successfully participating in the work programme. Since this work experience does not require much of brain work, the justification for many hours for practical can be argued.

4. During the first two years or first six quarters, all students should be required to work in the following three employment categories:
 - a. Farm, including the vegetable garden, orchard, with field crops and cattle.
 - b. Cafeteria and/or grounds (work to do with cleaning).
 - c. Other departments such as college industries, e.g., brick-making, baking, etc. Physical Plant Services, e.g., painting, woodwork, maintenance, plumbing, wiring, etc.

Each student should spend at least two quarters in each of the categories listed above.

5. The college/university should appoint a full-time faculty member who would coordinate the whole programme of Work Experience Education. So of his/her functions would include giving lectures during orientation, coordinating all activities related to Work Experience Education, for instance, he/she would be in charge of assigning students to their jobs as outlined above. He/she would also be in charge of coordinating the assessment of various supervisors. The

person given this job should him/herself be highly motivated in the concept of education with work.

6. Work Experience Education Programme is expected to provide three benefits: The actual on-the-job work experience, attainment of proper attitudes towards work, and skills. Efforts should be made so that students can be motivated to obtain minimum benefits from this experience. The General Conference Guideline suggests the following for student motivation:¹⁹

- a. To seek experimental balance for a daily schedule
- b. To explore the world of work and careers
- c. To secure help in educational and career planning
- d. To earn additional academic credit
- e. To earn money for further education or to supplement family income
- f. To learn through observation and on-the-job training selected vocations
- g. To gain experience in employer-employee interpersonal relations
- h. To procure job satisfaction in work well done
- i. To develop proficiency in useful labor and production
- j. To encourage character development
- k. to acquire saleable skills
- l. To choose a lifework

Other methods that could prove very useful to motivate

students to work would be: To recognize those who perform well in their work programme by appearing in the Dean's List and possibly award scholarship to a few individuals whose overall performance would be considered excellent. Concerning attitude, it is also recommended that psychological instruments that will measure students' attitudes before and after participating in this programme be developed.

7. Appendix A shows a recommended instrument for evaluating Work Experience Education. This instrument was originally developed by the Solusi College Committee under my direction.

Conclusion

This study has reviewed the statements made by the Bible, Ellen G. White, and other educators concerning the work programme as an essential part of the curriculum in educational institutions, and in particular, adventist institutions. The problem and strengths of our Work Experience Education Programme in EAD tertiary institutions have been identified. Finally, recommendations to rectify the current situation are made. Efforts need to be made so that our Work Experience Education Programme reaches the highest standard as enunciated by Ellen G. White in her writings. The Work Experience Education Programme should be a training ground so that the future leaders would be able to acquire habits of industry and a spirit of self-reliance. This is what is very much needed in our two tertiary institutions in EAD and possibly in all Seventh-day Adventist institutions worldwide.

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WORK EXPERIENCE EDUCATION

STUDENT PERFORMANCE EVALUATION FORM

Department

Name of Student: _____ ID No.: _____

Work Level of Student: _____ Total Hrs. Worked: _____

Name of Evaluator: _____ Qtr/Year: _____/_____

In evaluating the student's performance for this quarter consider the following grading scale:

- 4 = Excellent Consistent superior performance
 3 = Above Average Frequent superior performance
 2 = Average Acceptable, but minimal, performance
 1 = Below Average Occasional sub-standard performance
 0 = Failing Frequent sub-standard performance

Circle the grade that best reflects your assessment of the student's performance in the behaviour/attitude categories below

BEHAVIOUR/ATTITUDE	ASSESSMENT				
	4	3	2	1	0
1. Punctuality	4	3	2	1	0
2. Attendance	4	3	2	1	0
3. Cooperation	4	3	2	1	0
4. Care of University equipment	4	3	2	1	0
5. Quality & efficiency of work	4	3	2	1	0
6. Initiative & responsibility	4	3	2	1	0

OVERALL ASSESSMENT: Total of all categories _____/6 = _____

*Letter Grade: _____

*For the purpose of determining the overall letter grade:

A=4, B=3, C=2, D=1, F=0.

Please make any comments that would further explain your evaluation

Signature of Student

Signature of Evaluator

_____/_____/_____
Date

WORK EXPERIENCE EDUCATION EVALUATION GUIDELINES**1. PUNCTUALITY**

- a. The supervisor will make it very clear when he expects the workers to arrive for their work appointment.
- b. Every worker is expected always to be on time.
- c. The supervisor will keep a carefully written record of unexcused tardies.
- d. If a worker is tardy, the supervisor will inform him that same day so there is no questioning days or weeks later.
- e. No penalty will be imposed for the first two unexcused tardies during the quarter. For each additional unexcused tardy, one-half assessment point will be deducted.
- f. It is the responsibility of the worker to provide WRITTEN excuses promptly for excused tardies. Failure to do so will result in the tardy being treated as unexcused.

2. ATTENDANCE

- a. Every worker is expected to meet each appointment
- b. The supervisor will keep a carefully written record of unexcused absences.
- c. The supervisor will alert the worker upon his return to work that an unexcused absence has been recorded.
- d. For each unexcused absence, one assessment point will be deducted.
- e. It is the responsibility of the worker to provide WRITTEN excuses promptly for each excused absence. Failure to do so will result in the absence being treated as unexcused.
- f. Each student must earn three Work Experience Education credits to satisfy graduation requirements. It is expected that the student will complete these credits during his/her first two years of study at the University.
- g. During the first two years at the University, a student must complete a minimum of 150 hours of Work Experience Education activity in order to qualify for one academic credit. Any student who has not completed three credits during his/her first two years will be required to complete a minimum of 225 hours of Work Experience Education activity in order to qualify for one academic credit.

3. COOPERATION

- a. The worker works in harmony with the supervisor and fellow workers.
- b. The worker accepts the work assigned.

- c. If the worker is dissatisfied with an assignment, he discusses the assignment with the supervisor in a polite manner.

4. CARE OF EQUIPMENT

- a. The worker does not lose or damage school property.
- b. The worker faithfully returns all University property to the proper place at the end of his work assignment.

5. QUALITY/EFFICIENCY OF WORK

- a. The worker finishes assigned work according to the given directions.
- c. The worker finishes his assigned work in good time.

6. INITIATIVE AND RESPONSIBILITY

- a. The worker takes a serious interest in what needs to be done in his department and looks for ways to do a better job.
- b. The worker is interested in seeing that his work gives the department a good reputation.

7. OVERALL ASSESSMENT

- a. The supervisor will total the assessment points for the student and divide that total by 6.
- b. The resultant average score will be converted to a letter grade according to the following scale:

3.75 - 4.00	=	A
3.40 - 3.74	=	A-
3.18 - 3.49	=	B+
2.83 - 3.17	=	B
2.50 - 2.82	=	B-
2.18 - 2.49	=	C+
1.83 - 2.17	=	C
1.34 - 1.82	=	C-
0.75 - 1.33	=	D
0.00 - 0.74	=	F

- c. During examination week the Work Experience Education coordinator will meet by appointment with each supervisor to discuss proposed evaluation scores and any possible adjustments.
- d. Each supervisor will then discuss with each student his/her grade.
- e. The General Comments section should reflect the main ideas of that discussion.
- f. Comments should be well thought out, not just words to fill up space, such as "work harder" or "hard worker." However, the comments may be brief, e.g., "I like your careful work, but you need to be more careful about coming to work on time."
- g. Some departments may have some special problems or situations to consider in grading students. These should be discussed with the

Work Experience Education coordinator who, if necessary, will discuss them with the Deputy Vice-Chancellor for Academic Administration. Remember that the grades you give will affect the student's grade point average, and he will take your grading process very seriously.

- h. A student who gets a "D" would be placed on a reduced academic load of not more than 12 credits and be given a maximum of not more than two quarters to make it up. A grade of "F" would result in reduction to 8 academic credits for the following quarter and a second "F" would result in dismissal.