

Institute for Christian Teaching  
Education Department of Seventh-day Adventists

**A STRATEGIC PLAN FOR IMPLEMENTING AN INTEGRATION OF  
FAITH AND LEARNING PROGRAM IN THE  
SOUTH AMERICAN DIVISION**

by

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Prepared for the  
International Faith and Learning Seminar  
held at  
Union College, Lincoln, Nebraska, U.S.A.  
June 1993

**119-93 Institute for Christian Teaching  
12501 Old Columbia Pike  
Silver Spring, MD 20904, USA**

## 1. INTRODUCTION

The first South American Division Adventist school began operating in 1893, in Buenos Aires, Argentina, (1) in Mr. & Mrs. Richard B. Craig's residence. They came to the Argentinian capital appointed by the General Conference to manage the publishing work in South America. The residence was near the Estación Sola, in the southern end of Buenos Aires. (2)

From this humble beginning, the work of Adventist Education has expanded enormously, reaching, in 1991, 786 elementary schools with 149,446 students, 95 secondary schools where 19,091 students attended, besides the 8 higher level education institutions with 3,991 students. (3)

It should be observed that the first school began to operate when there were no Adventists and no churches in the South American Division. The first church was organized on September 9, 1894, in Crespo Campo, Argentina, with 36 members. (4)

The countries in the South American Division are primarily Roman Catholic. The public and private school curricula are government controlled, and generally rigid.

At the elementary level, Adventist schools are organized by grades, having one teacher per grade (from Pre-school to 4th grade.) From 5th grade on, the disciplines are, generally, taught by specialized teachers.

Due to this, classes are formed of 30 to 40 pupils. Because the financial situation is unstable, the non-Adventists pay full price. In addition to this there has to be one teacher per grade. There is a predominance of non-Adventist students in our schools at the elementary level, accounting for approximately 72%.

In the secondary schools the percentage of Adventist students is 51.3% and at the college level it is 84%. (3)

This plan suggests ways in which Christian values can be incorporated in the curriculum, teacher's manuals, and textbooks. It outlines a program to provide seminars for educational leaders and teachers, and presents ways in which the positive influence of Christian education can reach the students, parents, and community.

## 2. **CONCEPTS OF WORLD VIEW, CHRISTIAN FAITH, VALUES AND TEACHING OUTLINE**

According to Walsh world view is a "vision of life," a "perceptual frame work," a "way of seeing," a "vision of life"(5), lenses or glasses that will become microscopes or telescopes through which we see our world and the cosmos around us.

Our schools and colleges are for Christian education. As Holmes mentioned, they are distinctive, special, unique.

(6)

In this essay, the true Adventist education is an integration between Christian faith and teaching-learning in which Adventist values will form on student growth, development for application in every day life.

Seventh-day Adventist Schools are Christian Adventist education centers with a singular world view and a special purpose. The concept of integration of faith and learning is summarized by Rasi:

The integration of faith and learning is a deliberate and systematic process of approaching the entire educational enterprise from a biblical perspective. Its aim is to ensure that students, under an influence of Christian Teachers and by the time they leave school, will have freely internalized biblical values and a view of knowledge, life and destiny that is Christ-centered, service-oriented, and kingdom-directed. (7)

To achieve integration between Christian faith and learning ideally the following sources should be available, put into practice and integrated into our Adventist educational system:

- 2.1 Holy Scripture accepted in its totality
- 2.2 Christ's teachings practiced
- 2.3 The Spirit of Prophecy's instructions being followed
- 2.4 The book of nature being studied.
- 2.5. Faculty selection guided by principles
- 2.6. Permeating the curriculum with the Christian Ethos
- 2.7. Design co-curricular activities

### 2.1 **Holy Scripture Accepted in Its Totality**

"All Scripture is inspired by God and is useful for teaching the Truth, rebuking error, correcting faults, and giving instruction for right living, so

that the person who serves God may be fully qualified and equipped to do every kind of good deed". (8)

"As an educating power the Bible is without rival". (9)

"The word of God should have a place, the first place in every system of education". (10)

"The Holy Scriptures are the perfect standard of truth, and as such should be given the highest place in education". (11)

All these texts confirm the statement of the concept Pascal had:

"If we are to solve the riddle of human existence we should hear God.... God is the one who speaks to us both directly in his Written Word, and in the word become Flesh ..., and indirectly in his created order" . (12)

## 2.2 Christ as Savior and Model, and His Teachings Practiced

"Every teacher should daily receive instruction from Christ and should labor constantly under His guidance". (13)

"Christ was the greatest teacher the world has ever known". (13)

"If the teacher is connected with God, if he has Christ abiding in his heart, the spirit that is cherished by him is felt by the children". (14)

Our schools need the teaching that comes directly from Christ. We, not only must obey His words but also emulate his behavior. We need teachers who reflect the character of Christ.

## 2.3 The Spirit of Prophecy's Instructions Being Followed

As a church, we have a treasure of information given by the Holy Spirit and specifically, in the education area, the four books written by Mrs. Ellen G. White, which contain, beside the Bible, the greatest source of orientation written to guide us regarding true Christian education. These are:

- Education

- Fundamentals of Christian Education
- Counsels to Parents, Teachers and Students
- Counsels on Education.

These books provide adequate instruction so that our educational system can operate satisfactorily, providing practical and direct suggestions that greatly simplify our job.

#### 2.4 The Book of Nature Being Studied as Complementary Revelation

"The heavens declare the glory of God;  
The skies proclaim the work of His hands  
Day after day they pour forth speech;  
night after night they display knowledge" . (15)

"I praise you because I am fearfully and wonderfully made ...  
... your eyes saw my unformed body.  
All the days ordained for me  
were written in your book before one of them came to be" . (16)

"There is harmony between nature and Christianity;  
for both have the same author. The book of nature  
and the book of revelation indicate the working of  
the same divine mind" . (17)

"Next to the Bible, nature is to be our great lesson book" . (18)

The study of nature in its full range, in the immensity of the universe, in understanding the complexity of the human being, and through the complete study of life forms, testifies to the creative mind of God and His majestic power.

Living things and the inanimate creation point to the power and the intelligence of the Creator, and this must be exalted in our schools.

#### 2.5 Care in Faculty Selection and In-Service Training

To implement adequately the vision of the mind of God and His Son Jesus Christ in our schools, colleges and universities, an appropriate selection process of personnel needs to exist, being careful to choose the ones who have a vision of the mind of Christ, beginning with the directors and going clear through all who work in the school.

Indeed

"The faculty at a church-related college should be selected with special care. The dean of the college should give critical attention to the task of recruitment so that only persons who share enthusiastically the aims and purposes of the college are brought there" . (19)

Gaebelein states emphatically the vital need for genuinely Christian teachers, imbued by a vision of Christian education being essential so that true education can be effectively conveyed.

"The most effective way to integrate every subject of study with Christianity is through teachers with a genuinely Christian world view, or "weltbild", to use his German word". (20)

"The crux of the problem lies with teachers. The fact is inescapable; that the world view of the teacher, in so far as he is effective, gradually conditions the world view of the pupil". (20)

Similarly, Beck places the urgent need for qualified teachers for this task:

"There is a pressing need for academically qualified professors who can integrate their subjects within a biblically based Christian worldview". (21)

## 2.6. Permeating the curriculum with the Christian Ethos

In order to decrease the impact of books written by secularized, evolutionist, and atheist authors in areas where our books are lacking, we could select textbooks with authors who are nearer to our convictions, avoiding or decreasing less relevant themes.

Christian values would be appreciated.

Another important issue could be focusing on teachers of religious education, who would act as intermediaries between faith and learning.

## 2.7. Design of co-curricular activities

As we have seen, the challenge is gigantic. Let us then, starting with this general vision of our ideals, try to trace a strategy to implement a program of integrating faith and learning in the context of our reality at the South American Division.

The plan includes a continuing recycling of SDA teachers with new ideas, vision experiments, in each school in the preparation for annual planning.

### 3. WAYS TO INCORPORATE FAITH AND CHRISTIAN VALUES IN THE CURRICULA, TEACHER'S MANUAL,

## TEXTBOOKS, AND PRIMERS, USED IN THE SCHOOLS AT SAD

In SAD we have 3200 churches that don't have an SDA school, and about 70% of Adventist students who don't receive a Christian education.

We need to address as a major priority what will be considered a follow-up to the plan for integrating faith and learning.

### 3.1 Reinforcement and Guidance to the Adventist Teachers

The first step of this program is to reinforce to all the teachers the need to recapture the principle that the Adventist Christian teacher must have the mind of Christ.

A program of denominationalization of teachers already exists today for those who did not study in our institutions. This program is offered through summer courses and will continue being offered emphasizing the integration of faith and learning.

To that end, it is necessary to "hear Christ" (12) - through adequate channels, to assist in their own work. These channels, as we have already heard, are:

1. Bible - The Word of God      Law of God
2. Christ's Teachings              Doctrines
3. Spirit of Prophecy teachings
4. Nature.

### 3.2 Non-Adventist Teachers

At the outset we come upon a problem which needs to be resolved within five years, namely, teachers who are not Adventists; especially at the elementary level, ALL must have the mind of Christ.

The present situation is as follows:

Note the following data in which the non-Adventist teacher roster in our Division is presented. Approximately 8% of the teachers at the elementary level, 13% at the secondary and 15% at the college level are non-Adventist. (3)

**ELEMENTARY LEVEL TEACHERS  
SOUTH AMERICAN DIVISION - 1991<sup>(3)</sup>**

**ELEMENTARY**

Unions	Teacher Total	Non-Adventist Teachers	% of non Adv. Teachers
AU	536	40	7.46%
CU	469	46	9.80%
IU	1,172	96	8.19%
EM	67	3	4.47%
SPANISH	2,244	185	6.90%
NBU	677	35	5.16%
EBU	1,097	18	1.64%
CBU	1,485	172	11.58%
SBU	1,062	104	9.49%
PORTUGUESE	4,321	329	7.61%
DIVISION	6,565	511	7.82%

**SECONDARY LEVEL TEACHERS  
SOUTH AMERICAN DIVISION - 1991<sup>(3)</sup>**

**SECONDARY**

Unions	Teacher Total	Non-Adventist Teachers	% of non Adv. Teachers
AU	340	50	14.70%
CU	161	22	13.66%
IU	606	108	17.85%
EM	77	11	14.28%
SPANISH	1,184	191	16.13%
NBU	54	7	13.33%
EBU	102	2	1.96%
CBU	219	4	1.82%
SBU	118	7	5.93%
PORTUGUESE	493	20	4.05%
DIVISION	1,677	211	12.58%

We noted that at the elementary level 8% of the teachers are non-Adventists. Ideally all teachers at this level should be Adventists, holding the vision of the mind of Christ.

Generally, however, these teachers are from the 5th to the 8th grades, requiring specialization by area, and in many cities the availability of qualified Adventists is non-existent.

To resolve this problem, three alternatives are proposed:

1. Integrate non-Adventist teachers into the regular spiritual activities of the school, and formulate an evangelistic plan to involve every one of them.
2. Offer specializing courses in our college-level institutions or universities, thereby accelerating the development of teachers through the Adventist educational system.
3. Offer scholarships to prepare the Adventist youth in specialities, in the proportion of one scholarship per 1000 members, especially those who study at the second level in our boarding schools.

Our objective is to reduce the percent of non-Adventist teachers by 1% per year, starting in 1994, resolving the problem over an eight-year period.

As far as the Secondary Level is concerned, the situation is worse. We have approximately 13% non-Adventist teachers in the specialized areas.

The proposed alternatives are the same as for the elementary level, namely:

1. Integrate non-Adventist teachers into the regular spiritual activities of the school, and formulate an evangelistic plan to involve every one of them.
2. Offer these specialized courses in our college level institutions or universities. This will mean the opening up of courses to develop teachers in the needed areas, through the Adventist educational system itself.
3. Offer scholarships to prepare the Adventist youth in these specialties, in the proportion of one scholarship per 1000 members, especially those who study at the secondary level in our boarding schools.

Our objective is to reduce by 2% per year, starting in 1994, resolving the problem over a seven-year period.

Finally, at the college level, of the 363 teachers, 53 (14.6%) are non-Adventists.

Again, the main problem comes from not preparing our own personnel in our institutions, because we do not have the specialization courses. The proposed solution is as follows:

1. Integrate non-Adventist teachers into the regular spiritual activities of the school, and an evangelistic plan to involve every one of them.
2. Offer post-graduate courses to develop specialized teachers in our own educational system, in SAD or USA.
3. Expand Adventist teachers' participation in Master's degree or Doctorate programs from foreign countries.
4. Offer post-graduate scholarships in the needed areas, in the proportion of one scholarship per 2000 members.

Our objective is to reduce by 2% per year, starting in 1994, resolving our problem item in an eight-year period.

We understand that the ideal solution is to offer courses to cover all the areas for developing teachers through our own system. But we know that this might take longer than eight years.

Thus, the scholarship to develop teachers will be the faster solution, but we understand that it is not ideal, because the teachers will be developed outside our SDA system, having problems with the Christian view of education.

### 3.3 Teacher's Manuals and Textbooks

Teacher's Manuals and textbooks in the Adventist framework are essential for our teachers and students. They present the SDA biblical and Christian values in keeping with the SDA worldview.

#### 3.3.1. Religious Education Books

As basic books for our schools and academies, they are included in this plan so that from Pre-school to the 12th grade we have Religious Education books.

This material is still not fully available to teachers and student in the Spanish area.

What still needs to be done is the books for the 6th, 7th and 8th grades and of the second level. There is a chance of speeding up the process so the plan would be finished in a period of seven years, maximum.

Planned Production of Religious Education Books - Spanish

1994 - 6th grade - Teacher's Manual and Textbooks  
 1995 - 7th grade - Teacher's Manual and Textbooks  
 1996 - 8th grade - Teacher's Manual and Textbooks

By 1996 revise the Pre-School, availability of the Teacher's Manual and student textbooks.

1997 - 1st grade, Secondary - availability of the Teacher's Manual and student textbooks.  
 1998 - 2nd grade, Secondary - availability of the Teacher's Manual and student textbooks.  
 1999 - 3rd grade, Secondary - availability of the Teacher's Manual and student textbooks.  
 2000 - 4th grade, Secondary - availability of the Teacher's Manual and student textbooks.

For Portuguese the books for Religious Education are already available to Teachers with the textbooks.

The program would do a revision and update the material.

3.3.2. Textbooks - Primer

The social background of students in the Adventist elementary schools in the Division is wide, totalling 135,000 students, of which 50,000 are in the Spanish speaking countries and 85,000 in Brazil. Note the chart

below

Year-end School Year 1992 Report

THE "ADVENTIST 'MARKET'"

ELEMENTARY - SPANISH

	Pre School	1st Gr	2nd Gr	3rd Gr	4th Gr	5th Gr	6th Gr	7th Gr	8th Gr	Total
AU	1436	1528	1344	1296	1287	1121	1115	921	0	10,053
CU	1248	1563	1549	1682	1787	1746	1521	1423	1341	13,865
IU	896	4079	3588	3477	3325	3307	3122	2135	885	23,630
SEM	71	159	163	151	166	162	143			1,015
NEM	144	258	236	236	242	244	297			1,575
	3795	7587	6880	6842	6807	6580	6198	5241	2867	50,138
INDEX	50	100	90	90	89	86	81	69	37	

ELEMENTARY - PORTUGUESE

	Pre School	1st Gr	2nd Gr	3rd Gr	4th Gr	5th Gr	6th Gr	7th Gr	8th Gr	Total
NBU	1632	1852	1717	1942	1795	1437	1042	734	541	12,692
EBU	3836	2726	2674	2458	2382	1982	1609	1255	1010	19,932
CBU	2912	3894	3884	3830	3886	3720	3121	2656	2261	30,164
SBU	2475	3076	2963	2920	2994	2503	1979	1653	1274	21,837
BR	10855	11548	11238	11150	11057	9642	7751	6298	5086	84,625
INDEX	93	100	97	96	95	85	67	54	44	

The primer, that is, the book for alphabetization, is the most important one in the chain of textbooks, in that it enables the fixing of key words, upon which alphabetization is anchored.

In these Portuguese speaking country Brazil we have 11,548 students in the 1st grade.

For this, a considerable amount, we already have a primer in Portuguese. The proposed plan in this work is to revise and incorporate the concepts of faith and learning with the authors of the primer in Portuguese.

It is appropriate to remember, as information only, that the "Adventist" primer is also used by other private schools and some public schools.

In Spanish, the project is to generate conditions and produce a primer in that language. Although we have 8000 students, they are spread over seven countries, and this makes the production of material difficult. Moreover, the countries have peculiarities which necessitate that each one produce its own material.

This project of producing the primer for the 1st grade of each country is included in the general program.

- 1994 present the subject to each Spanish speaking Union, selecting a teacher or a team of teachers to elaborate the first preliminary primer project.
- 1995 SAD Textbook Committee to approve the presented primer proposals of at least four countries (A,B,C,D)
- 1996 print the first primers of the four countries that prepared the proposals (A,B,C,D).

SAD Textbook Committee to approve the presented primer proposals of the other three countries (E,F,G,)

1997 print the primer of the other Spanish speaking countries in the Division (E,F,G,)

### 3.3.3. OTHER TEXTBOOKS - ELEMENTARY

#### PORTUGUESE LANGUAGE

This program plans to have, in an eight-year period, ALL the elementary textbooks in Portuguese (initially for students from Pre-School to 4th grade and then from 5th-8th grade, finishing all the elementary grades.)

It will be a gigantic effort; nevertheless this task has already begun, and some textbooks have been produced for our students.

The Textbook Committee has also been established to define the priorities and will give counsel in the Portuguese language.

#### SPANISH LANGUAGE

The program for the Spanish language would be to order all the textbooks for students from Pre-School to the 4th grade in an eight-year period, plus at least two more areas (Science and History) up to the 8th grade, in a period of eight to ten years.

The difficulty becomes greater when we consider that there are seven Spanish speaking countries.

### 3.3.4. Textbooks - Secondary

Here the situation is more complex and difficult because of courses that are technical, needing specialized textbooks.

The initial goal would be to manage the production of at least one textbook in the area of Creation and Evolution, and another one in the area of Ancient History, for secondary courses in general education, both for Spanish and Portuguese, in a period of six to eight years.

Notice the distribution of secondary students in each Union of our Division.

Student enrollment in Secondary Courses - Spanish - 1992

	Total	Adv.	Non-Adv.	% of Adv.
AU	2,570	1,493	1,077	58.09%
CU	2,293	794	1,499	34.62%
IU	7,794	3,967	3,827	50.89%
EM	958	355	603	37.05%
TOTAL	13,615	6,609	7,006	48.54%

\*Students Enrollment in Secondary Courses - Portugues - 1992

	Total	Adv.	Non-Adv.	% of Adv.
NBU	531	262	270	49.24%
EBU	1,372	835	537	60.86%
CBU	2,027	1,264	763	62.45%
SBU	1,103	596	507	54.03%
BR	5,034	2,957	2,077	58.74%
SAD	18,649	9,566	9,083	51.29%

**4. PROGRAM TO PROVIDE SEMINARS FOR EDUCATIONAL LEADERS AND TEACHERS IN THE SAD, THAT WILL ASSIST IN UNDERSTANDING THE CONCEPT OF FAITH AND LEARNING INTEGRATION, ACQUAINTING THEM WITH THE MATERIAL, AND TEACHING THEM THE BEST METHODS TO BE USED IN OUR SCHOOLS.**

To implement this program, the educational leaders and professors will be involved first, leading in the development of teachers, followed by the other teachers themselves.

- 4.1 Offer Faith and Learning Integration Seminars to union, field and college level institution leaders, and leadership in the area of developing teachers of religious education, teaching profession and professorship.

The seminars will be the first to be introduced in a time period of three to four years during summer vacation, beginning in 1994.

Through these, the personnel "critical mass" will be developed and will be active in two directions. First, by leadership in the unions, fields and college-level institutions, and second with our teachers in the area of education, professorship and religious education, who will be developing the teachers in our educational system starting now. This is the first stage of our plan.

- 4.2 Offer Faith and Learning Integration Seminars to the active Adventist teachers in our educational institutions.

These seminars will enable not only the cosmic vision of Faith and Learning, but also the adaptation and the incorporation of a program in each teacher's specific area, based on the curricular guide that has already been prepared by the South Pacific Division, translated into Spanish, which will also be used for Portuguese.

As we have observed, the Adventist teachers, as the main group that will be directly active with the students, are the subject of great concern in this work.

The suggested proposal encompasses two fundamental aspects. The first is to reach the Adventist teachers, and the second is to reach the students.

In the South American Division we have 7,525 Adventist teachers, of which 310 are college level, 1,464 academy level and 6,051 elementary.

When we separate by the two languages spoken in the division, that is, Spanish and Portuguese, the distribution will be 3,287 teachers who speak Spanish and 4,537 who speak Portuguese.

Note that 77% of the teachers are on the elementary level, 19% on the secondary and 4% on the college level.

SAD Adventist Teachers Corps - Spanish - 1992

Data at the end of the school year - 1992

	Elementary	Secondary	Tertiary		
AU	496	288	65		
CU	423	139	63		
IU	1076	498	109		
EM	64	66	-		
	2059	991	237	=	3287

SAD Adventist Teachers Corps - Portugues - 1992

	Elementary	Secondary	Tertiary		
NBU	642	47	-		
EBU	1079	100	13		
CBU	1313	215	59		
SBU	958	111	-		
BR	3992	473	72	=	4537
SAD	6051	1464	310	=	7825

4.3 Curricula

a) Activity with Secondary Level Teachers

As a starting point, and with the objective of forming the "critical mass" to unleash the process, we noted on item 4.1 above the program for the college-level teachers, more specifically the teachers in the area of Education, who prepare future teachers, counselors and directors, and educators (at secondary level), who will develop the teacher for Pre-School to 4th grade.

The second step is to be active with the 19% of the secondary level teachers, for a period of four to five years, during the summer vacation, offering specific courses of adjustment to their curricula. The education department of the union will be the coordinator of the integration of faith and learning project for the field. As coordinator the department will implement a

sistematic plan for helping teachers produce a curricula guide in specific subject areas.

The teachers would be grouped by languages, by Union and by subject, working directly on the curricula, having as "background" the Adventist cosmic vision of faith and learning.

The basis for this curricular adaptation would be "the curricular guide for secondary Adventist teaching," produced by the Christian Education Institute.

Each year, in all levels, is required a specific orientation on integration of faith and learning for the new teachers, who are just beginning work as teachers.

#### b) Activity with Elementary Level Teachers

This is the greatest challenge in our Division. We need to reach 2000 teachers who speak Spanish and 4000 who speak Portuguese. They are 77% of our teachers!

The proposal is to work during a period of eight to 10 years, starting at the second year of activity with the secondary level, during summer vacations, offering adjustment courses for their curricula. The coordinators would be the local field (conferences/missions, which are 45 in our division), with the support from the unions, institutions of college and secondary levels.

The teachers, grouped by language, field, and subject, would work directly on the curricula, having as "background" the Adventist cosmic vision of faith and learning.

The basis for this curricular adaptation would be "the curricular guide for secondary Adventist teaching," produced by the Christian Education Institute and adapted for the elementary curriculum.

### 5. SUGGESTED WAYS IN WHICH THE POSITIVE INFLUENCE OF CHRISTIAN VALUES CAN REACH, THROUGH THE SCHOOL, THE STUDENTS' PARENTS AND THE COMMUNITY.

We are suggesting four "paths" by which Christian values can reach the community, through the Adventist School.

These four ways are:

- 5.1 Establish Mini-Centers of Faith and Learning Dissemination
- 5.2 Offer, systematically, the quality of Christian Life program
- 5.3 Offer "Christian" literacy courses to the community

- 5.4 Give the Global Mission rating to students and teachers to be active in the community where the church's presence is weak or non-existent.

5.1 Mini-Centers of Faith and Learning Dissemination

In the libraries, especially in the academies, some specific and appropriate sections would be created and made available to teachers, students, parents and the community.

Materials in these Mini-Centers would include the basic versions of the Bible in each language, Spirit of Prophecy books available in the country's language, and books and articles on creationism, and books and articles on faith and learning.

For the Spanish language the center base would be the River Plate Adventist University, housing the White Estate, and the Geoscience Research Center.

For the Portuguese language, the White Estate would be at Artur Nogueira Brazil College, and the Geoscience Research Center at RPAU.

The Mini-Centers of Faith and Learning Dissemination would be distributed, for implementation in five years, as follows:

Austral Union	12
Chile Union	7
Inca Union	41
Ecuador Mission	3
North Brazil	6
East Brazil	8
Central Brazil	13
South Brazil	10
Total	100

5.2. Offer, Systematically, the Quality of Christian Life Through our Schools.

Basically, our schools and academies would be put in prominence, as seen by the students' parents.

Two or three courses a year would be offered, with the objective of improving the quality of Christian life, in a practical and objective way to demonstrate the relationship between faith and life.

Thus, there would be meshing with the health care people (hospitals, clinics and health area professionals with pastors), to offer a better quality of life in the homes of the students' parents.

In a more advanced promotion, the courses would also be offered to other educational institutions, private or public, and the community in general.

### 5.3 Offer "Christian" Literacy Courses to the Community.

In some regions of the South American Division there still is illiteracy.

By this plan, we would reach first our students' parents in our schools and academies, and then the community around the school.

A "Christian" primer would be prepared, adequate to teach adults alphabetization.

### 5.4 Give the Global Mission rating to students and teachers to be active in the community where the church's presence is weak or non-existent

We have 4217 Priorities in our global mission task in SAD. Priorities are cities or municipalities that have an average of 1 SDA member for 500 inhabitants or more, with a total population in these communities of 5,000 or more.

In these priorities the population is about 136,000,000, or 57% of the total population. Only, about 13% of the SDA members in SAD live in these priorities. (22)

This projection would go beyond the borders near the school, and could have a wider range dimension.

In our Division this is an experience that has already begun to work, but it should be amplified much more.

## 6. DEVELOPEMENT OF EVALUATION AGENCIES TO MEASURE THE PROGRAM'S EFFECTIVENESS IN THE SCHOOL, AND OF THE SCHOOL'S INFLUENCE IN THE COMMUNITY

These Measuring Agencies would be incorporated in the evaluation of the Fields and Schools, to analyze the Program's effectiveness, which would be all-encompassing, and of long duration.

## CONCLUSION

This strategic plan presents in a synthetic form the adventist worldview, and Christian values, that would be transmitted to our teachers and students.

The limits of this worldview basically are provided for: Bible, in his totality, Christ as Savior and model, the Spirit of Profhecy like a instructor, and the book of nature as a complementary revelation.

Ways are proposed to incorporate the Christian values trough:

- reinforcement and guidance to the adventist teachers
- integration and evangelization of the non-adventists teachers.
- development of teacher's manual and textbooks
- provision of seminar programs
- outreach activities to the positive influence of christian values for the community

This process requices commitment of leaders of the church and provision of financial resources for effective implementation.

Finally me suggest that this process will be implemented not as a imposition by the higher levels or educational leaders, but as a processes that encourages interest and participation of our teachers so become totally involved in developing and implementing desired program.

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