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INTRODUCTION

Adventist education in the South Pacific Division (SPD) thrived in this quinquennium despite increasing and shifting challenges. Premised on the Adventist worldwide *I Will Go* initiative, Adventist education in the SPD aimed to refocus on the vision and mission of the Seventh-day Adventist Church using four key strategic educational targets. The first education strategy aimed at ensuring Adventist Identity remains a key part of Adventist education, secondly, developing and growing the education leadership team, thirdly, educational improvements and fourthly, securing a future of Adventist education. Progress in each of the four strategies in the last several months of this year is highlighted in this report.

STRATEGY 1 ENSURING ADVENTIST IDENTITY REMAINS A KEY PART OF ADVENTIST EDUCATION

Ensuring Adventist Identity remains a key part of Adventist education in the SPD persisted in this quinquennium through improved Adventist ethos resource development informed by research and enhanced access to Adventist education and induction of Adventist teachers in schools and institutions across the SPD. Growth in the number of teachers trained SDA institutions continued to be challenging in this quinquennium.

A. Research & Impact Studies (KPI 1.1)

Using research outcomes to inform resource development and best practices on faith engagement and positive school climate and Adventist ethos ensures that Adventist Identity remains a key part of Adventist education in SPD.

1. **SCHOOL FAITH & CLIMATE RESEARCH STUDY:** The first phase where data collected from more than 250 Year 5 – 12 students in Australia, New Zealand, Papua New Guinea and the Pacific was analysed is now completed. Results from survey data have confirmed the strong link between positive school climate and the faith engagement of students. This highlights the importance school climate plays in the transmission of faith and the significant part that aspects such as student-teacher relationships, belonging and connectedness, opportunities for engagement and academic support play in this process. This research is now scheduled to complete in December 2026.
2. **BIBLE CURRICULUM IMPACT STUDY:** An impact study was conducted to identify factors that are influencing the effective delivery of the Pacific Bible Curriculum where more than one hundred and eighty teachers in TPUM and PNGUM participated. Findings from the present study affirmed that the Pacific Bible Curriculum was comprehensive, innovative and was positively received by Adventist schools. Also, the Pacific Bible Curriculum provides a strong foundation for biblical literacy, spiritual growth, and the development of a personal relationship with Jesus Christ. While some challenges in implementation exist, the program has demonstrated its potential to positively impact Adventist education in TPUM and PNGUM by fostering a deeper understanding and love for God's Word.
3. **QUALITY ADVENTIST SCHOOLS PACIFIC CONSULTATION STUDY:** A consultation study was conducted to investigate the perception of key stakeholders on the QASP framework where more than two hundred and fifty stakeholders were consulted. Based on the findings of this study it was concluded that key stakeholders significantly considered the role of Adventist accreditation in Adventist schools imperative. While some challenges were identified as influential in realising accreditation outcomes, aspirations for quality Adventist schools through rigorous accreditation were evidently overwhelming.

B. Access to Adventist Education (KPI 1.2)

Ensuring that church members, public and communities in SPD have access to Adventist Identity in Adventist schools and institutions is an influential KPI in strategy 1. Growth in the enrolments of students in Adventist schools and institutions was evident in SPD in this quinquennium based on education statistics from 2020 to 2024.

PUBLIC & COMMUNITY ACCESS TO ADVENTIST EDUCATION

1. **NUMBER OF SCHOOLS:** Overall school growth of 23% was achieved in this quinquennium in alignment to the Strategic Plan (2020 – 2025) where 5% and 18% growth were noted in the number of primary and secondary schools respectively (GC KPI 2.10).
2. **STUDENT ENROLMENTS (PRIMARY & SECONDARY):** Overall growth of 8% and 15% was shown in the number of student enrolments in primary and secondary schools respectively in SPD.

REGION	PRIMARY SCHOOLS			SECONDARY SCHOOLS			PRIMARY STUDENT ENROLMENTS			SECONDARY STUDENT ENROLMENTS		
	2020	2024	GROWTH	2020	2024	GROWTH	2020	2024	GROWTH	2020	2024	GROWTH
AUC	43	43	0%	29	29	0%	9,706	9200	-5%	6,458	7739	20%
NZPUC	18	18	0%	5	5	0%	1,643	1800	10%	792	828	5%
PNGUM	141	152	8%	13	16	23%	27,429	31891	16%	8,098	7416	-8%
TPUM	134	139	4%	30	40	33%	18,772	19347	3%	6,122	8643	41%
SPD	336	352	5%	77	90	17%	57,550	62,238	8%	21,470	24,626	15%

3. **STUDENT ENROLMENTS (TERTIALY):** Overall growth of 37% was evident in the number of student enrolments in tertiary institutions.

TERTIALY INSTITUTION	TOTAL STUDENT ENROLMENT		
	2020	2024	GROWTH
Atoifi College of Nursing	91	128	41%
Avondale University	1312	1277	-3%
Fulton Adventist University College	440	1488	238%
Pacific Adventist University	1268	1547	22%
Sonoma Adventist College	670	731	9%
South Pacific Division	3781	5171	37%



New first year students from Tonga, Samoa and Tokelau at PAU.

SDA CHURCH MEMBERS' ACCESS TO ADVENTIST EDUCATION

4. **NUMBER OF SDA STUDENT ENROLMENTS (PRIMARY & SECONDARY):** Overall growth of 8% was demonstrated in SDA student enrolments in primary schools. Conversely, a declining overall growth of 7% was shown for SDA student enrolments in secondary schools. The spikes in number of baptisms from the PNG4Christ in 2024 in primary and secondary schools in PNGUM was not adequate to reverse the declining overall growth in SDA student enrolments in the SPD.

It is noted in this report that the number of SDA student enrolments in Adventist schools does not accurately reflect the number of SDA homes but is rather indicative.

REGION	SDA PRIMARY STUDENT ENROLMENTS			SDA SECONDARY STUDENT ENROLMENTS			PRIMARY NUMBER OF BAPTISMS			SECONDARY NUMBER OF BAPTISMS		
	2020	2024	GROWTH	2020	2024	GROWTH	2020	2024	GROWTH	2020	2024	GROWTH
AUC	2535	2238	-12%	1747	1831	5%	14	49	250%	161	111	-31%
NZPUC	914	1007	10%	353	387	10%	3	0	-100%	2	3	50%
PNGUM	19211	22073	15%	5409	4750	-12%	407	1242	205%	349	903	159%
TPUM	12950	13027	1%	4838	6059	25%	205	51	-75%	317	137	-57%
SPD	35610	38345	8%	7509	6968	-7%	629	1342	113%	829	1154	39%

5. **NUMBER OF SDA STUDENT ENROLMENTS (TERTIALY):** Overall growth of 60% was realised in the number of SDA student enrolments in the tertiary institutions across the SPD. The PNG4Christ outcome at Sonoma Adventist College and Pacific Adventist University was influential on this significant overall growth in SPD.

The significant surge in SDA student enrolments at Fulton Adventist University also contributed to this overall growth in tertiary education in the SPD.

Benchmarking the SDA student enrolment in Adventist schools and institutions in the SPD to the Adventist Global Church Members' Survey (GCMS) in 2023 (www.adventistresearch.info) is encouraging. The overall SDA student enrollment growth from 2020 to 2024 in Adventist schools and institutions in the SPD was 92% while the global rate was 31%.

TERTIARY INSTITUTION	SDA STUDENT ENROLMENTS			NUMBER OF BAPTISMS		
	2020	2024	GROWTH	2020	2024	GROWTH
Atoifi College of Nursing	63	90	43%	4	0	-100%
Avondale University	681	797	17%	4	16	300%
Fulton Adventist University College	293	1128	285%	24	26	8%
Pacific Adventist University	801	1129	41%	32	127	297%
Sonoma Adventist College	503	595	18%	1	91	9000%
South Pacific Division	2341	3739	60%	65	260	300%

ADVENTIST SCHOOLS ACCESS TO ADVENTIST TERTIARY INSTITUTIONS

6. NUMBER OF SENIOR STUDENT ENROLMENT (SECONDARY SCHOOLS): Overall growth of 14% was shown from 2020 to 2024 in the number of student enrolments from Year 11 to Year 13 (Form 7) across the SPD. This is the potential pool of students from Adventist secondary and high schools who are feeder schools for Adventist tertiary institutions in the SPD.



QASP consultations with teacher in Adventist schools in Lae, Morobe.

The surplus growth is encouraging, however, when compared against the total enrolments in the SPD tertiary institutions it is no longer the situation. As already highlighted above in section iii of Part A, the total number of student enrolments in tertiary institutions in the SPD constitute approximately 60% of the total number of senior student enrolment in Adventist secondary/high schools across the SPD when it is assumed was completely generated from Adventist secondary/high schools.

This report noted that the actual percentage of the total number of student enrolments in tertiary institutions in SPD from Adventist secondary/high schools cannot be accurately calculated due to lack of relevant data. There are several factors that may be contributing to the above-mentioned gap between the total number of student enrolments in tertiary institutions and the number of student enrolments in Adventist secondary/high schools in the SPD.

- i. **Career Misalignment:** Career aspirations of students completing Adventist secondary/high schools are often not aligned to educational opportunities provided in Adventist institutions in the SPD.
- ii. **Lack of Information:** There is a lack of information available to students in Adventist secondary/high school about educational opportunities provided by institutions in the SPD, and about the wide range of available jobs and career pathways hence they are inclined to rely more on personal background than real labor market realities.
- iii. **Over-emphasis on Prestigious Professions:** There's a tendency for students to aspire to a small number of high-status professions even when these jobs far exceed actual demand and are also not offered in institutions in SPD. For example, medicine and law.
- iv. **External Influences:** Parental and teacher expectations can significantly influence a student's choice of study and careers. These external influences are often premised on socio-economic factors and student-teacher experiences at Adventist schools. For regions such as the PNGUM and TPUM, career choices are restricted to limited subject choices.

- v. **Socio-Economic and Geographic Factors:** Students from lower socio-economic backgrounds and rural areas are less likely to have their career aspirations aligned with university options and career opportunities in SPD.
- vi. **Selection Criteria:** Students in Adventist secondary/high schools are struggling to meet the selection criteria of tertiary institutions in SPD.

TERtiARY	THEOLOGY			TEACHER EDUCATION			BUSINESS			HUMANITIES & ARTS			SCIENCES			HEALTH			OTHER		
	2020	2024	GROWTH	2020	2024	GROWTH	2020	2024	GROWTH	2020	2024	GROWTH	2020	2024	GROWTH	2020	2024	GROWTH	2020	2024	GROWTH
ACN	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	91	128	41%	0	0	0
AU	150	165	10%	429	347	-19%	65	66	2%	48	83	73%	7	0	-100%	468	382	-23%	38	43	13%
FAUC	75	150	100%	188	1165	520%	89	144	62%	0	0	0%	0	0	0%	0	0	0%	88	29	-67%
PAU	91	106	16%	238	260	9%	366	440	20%	74	91	23%	245	283	16%	254	359	41%	0	8	0
SAC	95	93	-2%	265	314	18%	176	177	1%	0	0	0%	0	0	0%	0	0	0%	134	147	10%
SPD	411	514	25%	1120	2086	86%	696	827	19%	122	174	43%	252	283	12%	813	849	4%	260	227	-13%

C. SDA Institutions Trained Teachers (KPI 1.3)

Induction of new Adventist education staff in schools and institutions in the SPD contributes to ensuring Adventist Identity is thriving in Adventist education. The induction of new teachers employed in Adventist schools and institutions aims to socialise new staff, foster a commitment to the Adventist mission, align with the Seventh-day Adventist values and curriculum, and provide support through mentoring and resources from the conference/mission education departments.

Data collected from the education statistics in 2020 to 2024 indicates how many teachers are employed in schools and institutions that were trained in Adventist higher education providers. Although all new teachers regardless of where they were trained are expected to be inducted to Adventist schools and institutions, those trained in Adventist higher education providers would have covered most of what is expected in the induction program.

1. **PRIMARY AND SECONDARY SCHOOLS:** Overall growth in the percentage of teachers who are employed in schools that graduated from SDA institutions was shown to be 10% from 2020 to 2025. However, the actual percentage of teachers who graduated from SDA institutions for both primary and secondary schools have consistently remained very low, below 40%.

REGION	PERCENT OF PRIMARY TEACHERS GRADUATED FROM SDA INSTITUTIONS		PERCENT OF SECONDARY TEACHERS GRADUATED FROM SDA INSTITUTIONS		PERCENT OF TOTAL TEACHERS GRADUATED FROM SDA INSTITUTIONS		
	2020	2024	2020	2024	2020	2024	GROWTH
AUC *							
NZPUC	16%	11%	21%	61%	18%	31%	72%
PNGUM	43%	46%	41%	29%	42%	42%	0%
TPUM	44%	42%	28%	25%	39%	37%	-7%
SPD	34%	33%	30%	38%	33%	37%	10%

* Statistics were not available in the data collected.

2. **TERTIARY INSTITUTIONS:** Overall growth of lecturers who were trained in Adventist higher education providers has been declining in the SPD by 6%. This is expected as new program offerings are increasing where tertiary institutions in SPD are not offering graduate studies in relevant disciplines.

A close review of the statistics on postgraduate student enrolments in institutions revealed a significant decline of 20% in SPD. Avondale University continues to provide the highest number of postgraduate student enrolments in SPD while PAU demonstrated significant decline from 2020 to 2024. Fulton Adventist University College showed positive growth in the number of postgraduate student enrolments for the one postgraduate program, Postgraduate Diploma of Pastoral Ministry.

Evidently, the number of postgraduate student enrolments influences the number of lecturers trained in SDA institutions employed in tertiary institutions in SPD.

TERTIARY INSTITUTION	PERCENT OF LECTURERS GRADUATED FROM SDA INSTITUTIONS			NUMBER OF POSTGRADUATE STUDENT ENROLMENTS		
	2020	2024	GROWTH	2020	2024	GROWTH
Atoifi College of Nursing	75%	100%	33%	0	0	0%
Avondale University	61%	52%	-15%	285	257	-10%
Fulton Adventist University College	91%	50%	-45%	4	6	50%
Pacific Adventist University	74%	84%	13%	60	15	-75%
Sonoma Adventist College	78%	85%	9%	0	0	0%
South Pacific Division	72%	68%	-6%	349	278	-20%

EDUCATION STRATEGY 2 DEVELOP AND GROW OUR EDUCATION LEADERSHIP TEAM

Developing and growing the education leadership team in Adventist schools/institutions was enhanced this year with improved advanced study processes and professional development opportunities.

D. SPD Advanced Study Review (KPI 2.1 & KPI 2.2)

In an attempt to better align the SPD Advanced study processes to the SPD vision and mission and updated policies, a review took place over the last several months. The SPD Advanced Study Committee has completed the review of its processes for awarding Advanced Study scholarships to applicants and also monitoring and post-completion processes. The Advanced Study agreement has been revised accordingly which is now ready to proceed with internal approval process.

E. Leadership Capacity Building (KPI 2.3)

Building teacher and leadership capability through engagement with quality research and ongoing professional learning on effective practices will improve growth and achievement for all students.

1. **QUALITY RESEARCH:** As already highlighted in section A above, empirical research involving more than two hundred and fifty stakeholder participants further provided insights into best practices in accreditation processes using the new QASP. Refer to 3 of section A above for more information.
2. **PROFESSIONAL DEVELOPMENT ON GOVERNANCE:** Two leadership professional development workshops on effective Adventist education governance were conducted in May and June for members of the TPUM Education Board and PNGUM Education Board respectively.

EDUCATION STRATEGY 3 Educational Improvement

Ensuring that school improvement processes are implemented rigorously in Adventist schools and institutions is essential in maintaining Adventist ethos and academic excellence.

PART F: SDA Accreditation (KPI 3.1)

Adventist accreditation processes for all schools and institutions in SPD have continued to be challenging for TPUM and PNGUM.

SDA ACCREDITATION

1. **PRIMARY & SECONDARY SCHOOLS:** Overall growth in the number of schools accredited by Adventist accreditation processes increased by 21% from 2020 to 2024 where both TPUM and PNGUM indicated very low accreditation completion rates less than 40%.

REGION	SDA ACCREDITED PRIMARY SCHOOLS			SDA ACCREDITED SECONDARY SCHOOLS			TOTAL SDA ACCREDITED SCHOOLS		
	2020	2024	GROWTH	2020	2024	GROWTH	2020	2024	GROWTH
AUC	100%	100%	0%	100%	100%	0%	100%	100%	0%
NZPUC	100%	100%	0%	100%	100%	0%	100%	100%	0%
PNGUM	9%	29%	214%	46%	38%	-19%	12%	30%	141%
TPUM	4%	5%	12%	20%	28%	38%	7%	10%	37%
SPD	24%	32%	34%	60%	57%	-5%	31%	37%	21%

2. SDA ACCREDITATION OF TERTIARY INSTITUTIONS: The overall rate of accreditation completion for tertiary institutions in SPD has continued to be almost 100%. Atoifi College of Nursing is a priority for tertiary institutional accreditation in the new quinquennium.

TERTIARY INSTITUTION	2020	2024
Atoifi College of Nursing		
Avondale University	✓	✓
Fulton Adventist University College	✓	✓
Pacific Adventist University	✓	✓
Sonoma Adventist College	✓	✓
South Pacific Division	80%	80%



In the mission plane to Omaura School of Ministry in Eastern Highlands.

3. SDA ACCREDITATION OF WORKER & TRAINING MID-LEVEL INSTITUTIONS: Adventist accreditation of mid-level institutions in SPD continued to be a huge challenge with an accreditation completion rate of 33% in this quinquennium.

Data for mid-level institutions has not been received in previous education statistics report by the SPD Education Department. A courtesy visitation has been completed in June for Omaura School of Ministry located in the eastern highlands and Atoifi College of Nursing and Batuna Vocational School is scheduled for later this year.

MID-LEVEL INSTITUTION	REGION	2020	2024
Mamarapha College	AUC		✓
Omaura School of Ministry	PNGUM		
Batuna Vocational School	TPUM		
South Pacific Division		0%	33%



More than two hundred students at Omaura School of Ministry sending their greetings to the rest of the South Pacific Division.

QUALITY ADVENTIST SCHOOLS FRAMEWORKS

4. QUALITY ADVENTIST SCHOOLS PACIFIC: The development of QASP for the accreditation of schools in TPUM and PNGUM was recently completed in September 2025. Special acknowledgement to AUC team for assisting in the review of the QAS framework schools in AUC are using to the context of TPUM and PNGUM.

5. AAA APPROVAL OF SPD QAS FRAMEWORKS: The QAS currently used by schools in AUC and NZPUC were not approved by AAA hence over the last few months the SPD Education Department has been working with the GC Education Department on the necessary approvals. The QAS frameworks AUC and NZPUC use for the Adventist accreditation of their schools are now approved by AAA including the QAS for Mamarapha College. The QASP has been submitted to AAA for approval, which is currently in progress.

G. IBE/IBMTE New Program Approval (KPI 3.1)

Educational improvement is realised in schools and institutions through the curriculum and instruction. The IBE/IBMTE approval processes for new programs assist in ensuring that quality Adventist curriculum and instruction are rigorously implemented in institutions in SPD.

To date more than 60% of the programs not yet approved by IBE/IBMTE at the beginning of 2025 in institutions across SPD have received IBE/IBMTE approval.

TERTIARY INSTITUTION	NOT YET APPROVED BY IBE/IBMTE (as of January 2025)	NOTIFICATION TO INSTITUTION (as of March 2025)	NOT YET APPROVED BY IBE/IBMTE (as of September 2025)
Atoifi College of Nursing	0	19 February 2025	0
Avondale University	15	29 January 2025	3
Fulton Adventist University College	4	19 February 2025	4
Pacific Adventist University	8	19 February 2025	4
Sonoma Adventist College	0	19 February 2025	0
South Pacific Division	27		11

H. Faith & Science Conference (KPI 3.2)

Effective integration of faith and science learning to ensure educational improvements in schools and institutions in SPD was promoted through the Faith and Science Conference that was held in May 2025. More than one hundred participants from schools and institutions in Australia, New Zealand, Papua New Guinea and the Pacific attended the Faith and Science Conference.

Focus group discussions were conducted during the last session of the conference to provide insights to addressing Faith and Science learning issues in the church and schools and institutions in SPD. Overall, findings from the Faith and Science focus groups and surveys indicated an overwhelming consensus to continue the Faith and Science conferences with a stronger focus on practical approaches to integrating faith and science learning in the classroom context.

EDUCATION STRATEGY 4 ENSURING THE FUTURE

I. Higher Education Consortium (KPI 4.2)

The proposed Higher Education Consortium endeavours to ensure the future of Adventist education by enhancing access to Adventist Higher Education, promoting academic and research excellence, strengthening institutional capacity and financial sustainability, encouraging collaboration and shared resources and preserving Adventist Identity and mission.

The first step in the development of the Higher Education Consortium is the consultation process with all stakeholders to refine and finalise the proposed model. Consultations with the Avondale University Council, PAU Council and Sonoma Adventist College Board are scheduled for October and November 2025.

STEP	ACTION PLAN	COMPLETION DATE	PROGRESS REMARK
1	Consultation process with all stakeholders to refine and finalise the model.	31 November 2025	Completed TPUM & PNGUM Education Board, FAUC Board consultations.
2	Collection of feedback and incorporation of institutional concerns.	31 January 2026	In progress.
3	Path to MOU development and formalisation.	31 March 2026	In progress.
4	Timeline for wider consultations and formal approvals.	30 July 2026	Yet to start.
5	Identifying leadership for consortium coordination in the early phases.	31 August 2026	Yet to start.

PART J: Adventist Teachers' Staffing (KPI 4.3)

Recruiting teachers and staff in schools/institutions who are committed Adventists continued to be a challenge in this quinquennium.

1. NUMBER OF SDA TEACHER EMPLOYEE (PRIMARY & SECONDARY): Overall growth of 2% and 14% were shown in the number of SDA teachers employed in primary and secondary schools respectively in the SPD. While

REGION	PRIMARY TEACHERS			SECONDARY TEACHERS			SDA PRIMARY TEACHERS			SDA SECONDARY TEACHERS		
	2020	2024	GROWTH	2020	2024	GROWTH	2020	2024	GROWTH	2020	2024	GROWTH
AUC	553	602	9%	558	741	33%	436	390	-11%	455	521	15%
NZPUC	100	116	16%	77	77	0%	83	90	8%	48	56	17%
PNGUM	982	1076	10%	223	304	36%	864	934	8%	211	227	8%
TPUM	828	887	7%	418	457	9%	824	847	3%	365	429	18%
SPD	2463	2681	9%	1276	1579	24%	2207	2261	2%	1079	1233	14%

The overall growth in the percentage of SDA teachers of the total teachers employed in Adventist primary and secondary schools declined for both primary and secondary schools, by 6% and 8% respectively.

REGION	PERCENT OF SDA PRIMARY TEACHERS			PERCENT OF SDA SECONDARY TEACHERS		
	2020	2024	GROWTH	2020	2024	GROWTH
AUC	79%	65%	-18%	82%	70%	-14%
NZPUC	83%	78%	-7%	62%	73%	17%
PNGUM	88%	87%	-1%	95%	75%	-21%
TPUM	100%	95%	-4%	87%	94%	8%
SPD	90%	84%	-6%	85%	78%	-8%

2. NUMBER OF SDA TEACHER EMPLOYEE (TERTIARY): Overall growth in the number of SDA teachers in tertiary institutions was shown to increase by 8% from 2020 to 2024 in SPD. Contrastingly, the overall growth in the percentage of SDA lecturers of the total number of lecturers employed in Adventist tertiary institutions declined by 5% from 2020 to 2024 in SPD.

TERTIARY INSTITUTION	NUMBER OF LECTURER			SDA LECTURER			PERCENT OF SDA LECTURER		
	2020	2024	GROWTH	2020	2024	GROWTH	2020	2024	GROWTH
Atoifi College of Nursing	8	12	50%	8	12	50%	100%	100%	0%
Avondale University	64	75	17%	51	54	6%	80%	72%	-10%
Fulton Adventist University College	23	26	13%	22	23	5%	96%	88%	-8%
Pacific Adventist University	43	50	16%	43	50	16%	100%	100%	0%
Sonoma Adventist College	36	33	-8%	36	33	-8%	100%	100%	0%
South Pacific Division	174	196	13%	160	172	8%	92%	88%	-5%

REFLECTIONS AND OPPORTUNITIES

Opportunities to reflect on SPD Education Strategy (2020 – 2025) over the last several months have been encouraging shaping a positive outlook toward improved outcomes in Adventist education in the new quinquennium 2025 – 2030.

REFLECTION 1: Strengthen Adventist identity in Adventist schools/institutions with enhanced access for senior students in Adventist schools to tertiary institutions in SPD. Also, reversing the declining number of teachers trained in Adventist institutions who are employed in schools and institutions in SPD will further assist in strengthening Adventist identity in Adventist schools/institutions.

REFLECTION 2: Support leadership growth in Adventist schools/institutions with improved leadership capacity building opportunities for teachers and staff in schools and institutions in SPD. Leadership in accreditation and school improvement processes is essential going forward.

REFLECTION 3: Sustain quality learning experiences in Adventist schools/institutions with increased participation in the Quality Adventist School framework and accreditation processes. Ensuring a whole school approach to the implementation of relevant educational policies and procedures that will realise accreditation outcomes is vital.

REFLECTION 4: Secure a viable future of Adventist schools/institutions with partnerships and recruitment approaches that attract committed Adventist teachers and staff is influential in sustaining viability. Operating Adventist education in SPD that maximises the minimal resources for improved outcomes yet effectively realise the vision and mission of the Seventh-day Adventist Church such as the Higher Education Consortium is timely.

CONCLUSION

Adventist education in SPD has shown to be adaptive yet missional in providing a holistic, Christ-centered education that prepares and equips young people to thrive as disciples of Jesus in this quinquennium amidst increasing challenges. The new education strategy (2025 – 2030) in the new quinquennium anticipate improved outcomes with God's faithful leading. "Unless the Lord builds the house, they labour in vain who build it; unless the Lord guards the city, the watchman stays awake in vain (Psalm 127:1)."