

SIM NOW

May 2022



INSIDE

global school education ministries

I remember
Mrs. Horton,
my 5th grade teacher...
How about you?

FROM THE DIRECTOR'S DESK



JOHN DENBOK
Executive Director
SIM Canada

Can you remember your first teacher? Or can you remember the teacher that had the most impact on your life?

If you're like me, I really didn't like school other than recess when I could play with my friends.

My memories are more about what my poor behaviour than about a teacher's impact but I do recall the teacher that had a profound effect on my life.

If you agree with me about the impact of a teacher on our lives, would you also agree that a teacher - particularly a Christian teacher - in a foreign setting, will play an important role in the nurture and formation of a child?

Time and again I have had the privilege of hearing stories from TCK's - Third Culture Kids - of the impact their teachers and their Christian school environment have had on their development as a person and in forming their beliefs about God.

I heard the term "TCA's" recently - Third Culture Adults - that had me praising God when I recall that many TCK's of missionary workers follow their parents into missions.

Teaching missionary worker's 'kids' is just one part of a teacher's life overseas. More often than not their classes reflect the United Nations, with many different cultures represented as well as students from the host country they are working in, so the impact goes way beyond the mission.

And, teaching overseas, at a Christian School, surrounded by other Christians is just one part of a teacher's life. Most often the teacher finds that the school as a

springboard into the surrounding community where the possibilities of reaching out with the Gospel are endless.

But course, not all TCK's recall their time overseas, and their time in school fondly. Fortunately SIM have Lorna Jacobson who walks alongside all SIM Canada's TCK's in the good and the not-so-good times. There are also support networks that TCK's can join and many have found these supports a huge help in both sharing and unpacking their experiences.

Do you know someone that you can challenge to work in a school environment overseas? They may not be a teacher. They may be a Librarian, an Administrator, a Counsellor, a nurse, an IT support person. Pint them to pages 6 and 7 where there are many skillsets listed and so many opportunities where people can make an eternal difference in young lives.

And a big thank you to Mrs. Horton. You played a big part in who I am today! ■



Canadian Centre for
Christian Charities
ACCREDITED MEMBER



"I'm in my 'sweet spot' ...preparing missionary worker's kids"

TCK TRAINING - VITAL 'WORK OF THE MISSION'

From the age of 9, I dreamt of being a teacher, following in my mother's footsteps.

When we served in Ethiopia for 16 years as SIM missionaries, my love for teaching went with me. I home-schooled our 3 children during our years down-country, I taught English to our Ethiopian Bible school students, and then I taught at Bingham Academy, a school for the children of international families, when we moved to the capital city. In this way, God was equipping me for my current role as SIM Canada's TCK Coordinator.

From the very beginning of their preparations for serving as SIM global workers, education plays a significant role. Missionary workers will be greatly impacted by their years in another culture. Their children will be particularly impacted. In their formative years, the time when they are finding their identities, they will be influenced both by the passport culture of their early years and the host culture of their overseas years, with a resulting blended culture – a third culture. Hence the name TCKs – Third Culture Kids. From

the beginning of their parents' service, our missionary children will need equipping and support for the life that lies ahead. TCK orientation will be a part of helping them to understand what it means to become TCK's, equipping them to navigate the transitions ahead, and above all reminding them of their value in the eyes of God, who designed them and goes with them through the adventures ahead.

For the past two years, in the midst of pandemic restrictions, that training has been virtual. Our lessons have been adapted for online interaction, and from my computer screen to theirs, we've been able to cover the major themes of in-person orientations. In preparing for and facilitating these orientations, my teacher side has opportunity to shine. Day 1 includes reminders of God's delight in His creation of us (Genesis 1). Activities in getting to know each other are foundational for ongoing TCK Care. Our new TCKs also begin to explore the country to which they were preparing to go. Day 2 zeroes in on what it means to become a Third Culture Kid, with Jesus as the perfect model to follow. He understands this TCK life, having transitioned from His heavenly culture to His earthly one, with an attitude of willingness to give up His

heavenly privileges out of love for us (Philippians 2:5-8). Day 3 begins with the story of Abraham and Sarah and God's faithful promises to them as they stepped out in faith. "Why does God still call families to go?" we ask as we study the world through a Kids Around the World: 10/40 Window interactive lesson. Over the next two days, the story of Moses reminds our new TCK's that God uses every piece of their lives, including the pieces from more than one culture, to prepare them for ways in which they too can impact those around them. The lives of Ruth and Naomi remind them of God's faithful provision. Lessons in transition, losses and grief, as well as in how to leave well in order to enter well help to bring emotional preparedness. The importance of education doesn't end with orientation. In fact, one of the biggest choices missionary parents will have to make for their family will be which available schooling option best meets the needs of their family. Equipping parents and supporting families in their education needs will continue to be an ongoing need through the various stages of missionary life

My preparation and experience as a teacher have landed me in my "sweet spot" for serving the Kingdom of God. ■



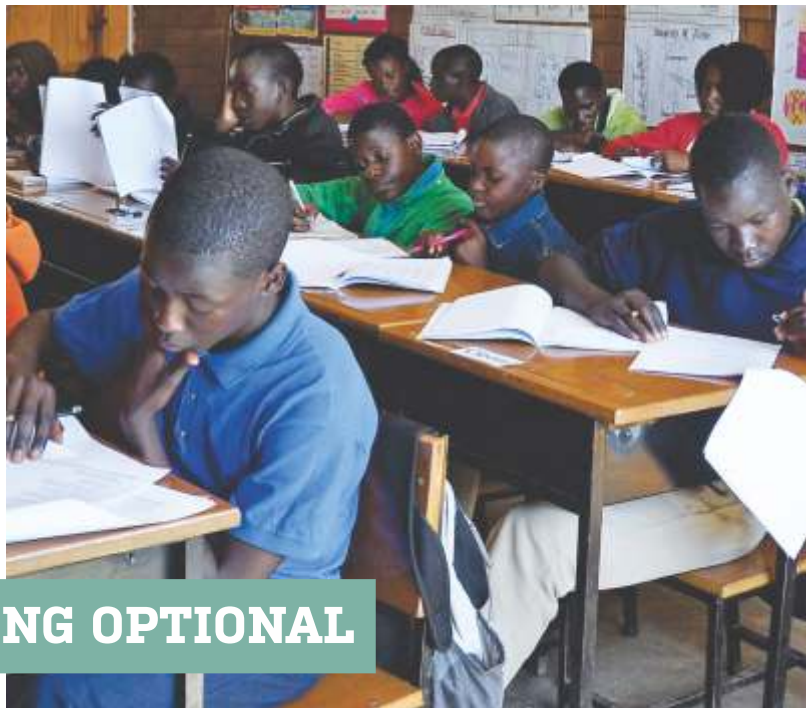
By Lorna Jacobson
SIM Canada's
TCK Coordinator

To support the work of home staff, go to donations.sim.ca/projects/WorkoftheMission

Work of the Mission

PROJECT: CA 084700
SIM Canada currently have more than 160 missionaries ministering to people's needs - both physically and spiritually - all over the world. In this project, SIM applies your gift where it is most needed. For example, in this case, to orient the children of missionary workers to life in another culture and to provide ongoing support to each one of them.

Their eyes had no brightness but over time they'd begin to shine...



ZAMBIA - TEACHER TRAINING OPTIONAL



By Sarah Jantzi
Serving at Macha
International Christian
School

To support Sarah, go to
[donations.sim.ca/
workers/jantzi](https://donations.sim.ca/workers/jantzi)

I was excited to realize how my love for children and desire to see them learn and grow could still be used informally in a school setting.

I am not a teacher and did not study in the education field, but over the years that I spent working at Macha International Christian School in Zambia, I was involved in a number of different roles. I helped with the planning of extra-curricular activities and programs for the school, oversaw the boarding program, the child sponsorship program and coordinated volunteers.

I loved the variety! Some days you would find me dressed up as a paleontologist and teaching about dinosaurs, or in a clown costume and painting kid's faces for circus day. Other days you would find me in the office emailing potential volunteers or sometimes heading to the airport to pick them up. There were days I spent hours at the local hospital waiting with a boarding student to see the doctor, or giving out bandages

and washing up scrapes from my front door. The afternoons and evenings you would often find me with boarding students, helping with homework, playing games, driving them to soccer practice or just sitting and being "auntie" as I listened to all kinds of stories.

I was able to see first hand how education changes lives. One of our students recounted for me her memory of being chased from government schools because her grandmother did not have the funds to keep her three orphaned grandchildren in school. This young girl was bright, energetic and eager to learn, and along with her siblings we were able to find her sponsorship to attend the school. She very quickly adapted to her new school and grew by leaps and bounds. She dreamt of becoming a nurse, and given the opportunity to learn she is now well on her way.

Another orphaned young boy came to the school badly in need of love and medical assistance. He was around seven years old but could easily have been mistaken for much younger. He had never been to school and had health problems that needed consistent medical attention. Sponsorship was also found for him and he was given

the gift not only of education, but of a host of "brothers and sisters" in boarding who absolutely loved him. Over the course of two months, I saw him transform from a sad little boy without any energy or smiles to a happy bright eyed boy who kept everyone on their toes. Much to my amusement one of his first English words was Diplodocus (a kind of dinosaur he learned about on dinosaur day).

One comment a friend made that I will never forget is that she always watched the children's eyes. When they first came their eyes had no brightness to them, but over the course of time (for some children it took weeks, for others months) their eyes would begin to shine. She would comment how it was the love of Jesus changing them. Little lives that didn't always have others to give them hugs, teach them how to read and write, and listen to their pain suddenly had friends and adults who cared about them, prayed with them and showed them Jesus.

Education through the lens of Jesus gives children not only a future where they will be able to take care of themselves and their families; but also a future filled with the love and joy that is only found in Christ. ■

Sharing Christ through art allows others to be inspired

NIGER - OPENING DOORS TO CHRIST



When you think of a missionary worker you probably don't often think of an art teacher.

When I heard about the opportunity to teach art in a school in Africa, I was thrilled that I could use my art to bring Christ to others. I moved from Canada a year and a half ago and have been teaching grades K-12 at Sahel Academy in Niger.

I am an artist at heart and have had lots of opportunity to share my passion for art in the classroom as well as in the community.

It can, however, be a challenge to be here as it often requires me to spend less time painting and working on my art business than I would like. But I do think it is important to pass on what I have learned to my students who, in my eyes, represent the next generation of artists. Finding teachers can be a huge difficulty for our school so these students don't always have the opportunity to learn art.

I am planning to stay another three years but will continue to listen to the Lord's direction to

see if the plan changes.

One of the rewarding things about teaching here is that I get to experience living in a different culture. It is incredible to be able to worship God in a different language at church and see how people live each day. My church had an outreach night where they served food to people in the community and I was able to help prepare it with the church ladies. We sat outside and cut a bunch of vegetables, crushed peppers with a large mortar and



pestle, and cooked in a large pot over a fire.

The main languages here are Zarma, Hausa, and French. I am taking Zarma lessons and I learned a bit of French when I arrived, but it is still difficult to

communicate with people and even harder to form deep relationships with them.

In the midst of these challenges, the students really make it worthwhile. I've had many students who have let me know how much they're enjoying the classes and parents who are impressed with their kid's creations. One high school mom said that I am pulling things out of her daughter she never thought she had. Another high-schooler told me that he feels stressed until he walks into art class and the feeling goes away.

I was recently able to share the gospel through one of my pieces of art with my Elementary classes. The painting is called "Return of the King" and it is based on Jesus' second coming with all the saints following Him on white horses. We discussed how God's wrath will be poured out and how Jesus will come to reign. I challenged them to think about which group they will decide to be a part of; a follower of Jesus or a follower of the world.

I see that God is opening doors to share Christ through my artwork and allowing me to inspire others to enjoy the beauty and fun of imagination and creation! ■



By Anna Pederson
Art Teacher - Sahel Academy

To support Sahel Academy go to donations.sim.ca/projects/sahel-academy-relocation-project

Sahel Academy Relocation Project

**PROJECT: NE 097115
084700**

Sahel Academy, in Niamey, serves SIM and many other missions. In 2012 the compound was flooded and in 2020 floodwaters surged onto campus again. The initial intent was to return to the campus, but experts advised against this so a property was found that can house the whole school with room for expansion and the possibility of purchasing additional land nearby. This project is raising funds to purchase this property.

TEACHING - Accept the challenge. Reach out.

To find out more email canada.goteam@sim.org or go to www.sim.ca/

DON'T WAIT. APPLY NOW!
You could be ready to serve at the start of the September School Year.



There are always teaching vacancies to fill at Christian schools across the world. SIM has more than xx opportunities to serve where you can use your skills in an educational setting...and have an eternal impact on children's lives.

But, your Kingdom impact is not limited to the school boundaries. Venture out into the community. There are countless opportunities to build relationships and spread the Gospel. ■



Check out a video report from a Christian School In Africa and Third Culture Kids training.

Want to see SIM's education ministries first hand? Go to <https://youtu.be/pS7F9SLO7oM> and watch a video on Bingham Academy - a K-G12 international School in Ethiopia. Get a snapshot of what it's like to and get a

STUDENT IMPACT

Bingham ACADEMY

Do you know someone in the teaching profession?
Challenge them to use their skills in service for God.

The application process is relatively straightforward and the good thing is that applicants are guided through the whole acceptance and placement process by a coach. Then when they get to their place of service the coach will be checking in on them from time to time to see how they are going.

Serving in mission can be very stressful at times and it's good to know that they can turn to their coach with questions or support in the tough times. ■

YOU CAN CHOOSE TO SERVE AT SCHOOLS IN MORE THAN 20 COUNTRIES

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- JAPAN
- KENYA
- LIBERIA
- MADAGASCAR
- MIDDLE EAST
- NAMIBIA
- NIGER
- NIGERIA
- NORTH AFRICA
- PARAGUAY
- PERU

The students
are my focus.
I plan for them.
I pray for them.
I create for them.



NIGER - ACCEPT THE CHALLENGE



By Amanda
Doerksen

Missionary worker,
Niger

To support this
project go to
[www.sim.ca/
sahel-academy](http://www.sim.ca/sahel-academy)

When preparing to come to Niger people asked “Don’t you mean Nigeria?” or, “Why don’t you want to stay in Canada to teach?”

For me, the answer to this question was that I was going to where I felt there was the greatest need.

This is my third-year teaching at Sahel Academy, in Niger, West Africa. Sahel is an international Christian school that primarily serves the missionary worker families in this area of Africa.

Before Sahel was created, the families in the area either home-schooled, sent their children to local French school, or sent their children to mission schools like Sahel but in other countries.

Sahel may be small (my current grade 5 class is only four students) but it fills a great need:

local Christian education in English. There are many teachers who will remain in Canada and sadly, not that many who choose to go. Perhaps God is calling you to serve overseas?

The thing that I love most about being here is that in a life of great transitions and upheavals, I can be the constant and stable presence in my student’s lives. No matter where their families are, these children need education.

Teaching overseas presents many challenges. There’s a lot of travel, language barriers, new customs and cultures, embarrassing moments, temperature changes, and there’s also saying goodbye. Yet, in the midst of all that, education is a constant.

My grade 5 class and I are currently working on fractions. It’s a mundane part of life, but it’s reliable and constant. Regardless of all the changes these past few years of pandemic have brought to the mission community, my students knew that I was here to help them with their school work and I was always available to talk

through any issues they were experiencing.

I’m here for my students... every day. They are my focus. I plan for them, I pray for them, I create for them. They are special to Christ and it is my deepest desire that they know how deeply He loves them. They are special because He made them, not because their families are serving in Niger, not because of their skills and talents, not because of the number of languages they speak or the number of countries they have lived in. My students are important because God made them, and I get to show them this every day. I think this is the beauty of a mission school like Sahel, in the midst of all the challenges of my students’ lives, I get to walk with them daily and remind them of how deeply they are loved by Christ.

Because I am here, the families of my students have the chance to thrive in challenging circumstances. I could easily do this in Canada, but if I had stayed, then who would teach my grade 5 class fractions? ■



Photo by Kojo Kwarteng from Unsplash.

"Will my good works give me access to Heaven?"

WORKING WITH UNIVERSITY STUDENTS

Detouring from small talk into discussions on faith requires bravery. Many of our workers long for the people they serve to express curiosity about Christ and pursue further conversation.

SIM worker Wade* found himself in this rare position after he offered an opportunity to hear and discuss the Kingdom of God to his elementary level English class, and a Muslim student said, "This is a really interesting topic, but the time is not good. Could we discuss this in the morning?"

Wade serves in West Africa at a student centre that provides English classes to university students. He and his wife have been in the region for 11 years. What Wade has learned in this time is that "the vast majority (of

both private and public university students) will never come across an evangelical, let alone hear the gospel."

The centre offers study space, community events, Bible studies, and presentations of the gospel, like the one this student attended. Wade had given the talk, entitled "What Is the Kingdom of God?" several times before.

He said, "I was a bit taken aback by her comment, as I always have an expectation that not many will want to come to a presentation about the gospel. But here she was wanting to rearrange the meeting for a time that would suit her."

Fourteen students came in total to presentations, spanning many religious backgrounds including Islam, Catholicism, and evangelical Christianity. Wade shared that, of the one hundred students who have heard the talk, most had never heard the good news until that point.

Wade said, "We often have the longest discussions about how

God forgives sins. What intrigues them most is the forgiveness of sins and how it is 'free': we do not contribute anything to our entry to paradise."

This particular student wondered about good works as a means to access heaven.

Although there has been little outward fruit at the student centre, Wade knows there is potential for transformation through the Holy Spirit. The Apostle Paul experienced a crowd who wanted to know more as they beckoned him to further describe "this new teaching" (Acts 17). His discussions led to some joining and becoming believers.

These 'Paul' conversations aren't far below the surface in this student community, where Wade said, "Many fear death, and then judgment by God. So, it is always relevant to speak about these things. Generally, people are very happy to talk about God and paradise, and respect anyone who is here to help people." ■

* Name Changed.

By Tianna Haas
West Africa

It's willing hearts that make the difference



Photo by Mario Heller from Unsplash.

EDUCATION IN SOUTH ASIA



By Brian Yung,
South Asia

To watch a video of this article go to www.sim.org/w/willing-hearts-education-in-south-asia?Ministry_ID=&countries+

Educators who freely offer their skillset to God share their journeys into missions.

One thing that unites three teachers, Fiona*, Rita*, and Lisa* are their eager hearts intent on fostering a rich learning environment for Christ.

Fiona

Fiona was working in New Zealand when she was invited to relocate to South Asia. She said, "God said, 'Go.' So, he led me here and prepared the way. And every step just fell into place like dominoes, really."

God helped Fiona settle into the area and acquire an incredible sense of camaraderie with her co-workers. She said, "The people, the staff, whether they're teachers in primary or secondary, or the operation people, they're just amazing. They're my friends; my family. You really have that sense of community, and I've never taught

in a place quite like here."

Fiona, like others, realized progress is not always obvious in ministry. But she soon felt assurance in the Lord's plans. She said, "Often people worry about the fruitfulness of their ministries and where they're going to be next. You don't need to worry if you're with God, you just need to be open to the next step."

Rita

Another SIM teacher, Rita, came to the school and saw a huge range of opportunities, especially in the multi-cultural landscape. She said, "At this school students and teachers have come from 30 different countries. This has been my first time meeting people from so many countries."

Rita witnessed a rare depth of investment from the teachers. She said, "What I have seen here are teachers who want to serve. They've not come here to earn a wage or enjoy a better living. They're here with to serve."

Lisa

Lisa experienced freedom in trusting God to guide her family's future. She said: "One thing I remember, at the beginning, just being open to God and saying, 'Where would you want us?' And there's something exciting about that."

The school impressed her, particularly in its dedication to excellence for the glory of God.

When Lisa encountered challenges with cross-cultural education, she had to loosen her grip and rely on God's sovereignty. She said, "I've become aware that I'm living in a spiritually different environment from the one at home. And that provides challenges on a spiritual level that are not always obvious and overt.

"I'm learning to really trust God that this is where God wants us to be at this time. But I have to be just open to the fact that God's in control. I just really have been just learning that lately, that my walk, my times are in his hands." ■ * Names Changed.



a TCK makes the leap from student to teacher

ECUADOR - WESLEY GOES FULL CIRCLE

SIM Ecuador has constant needs of teachers and equipment.

Often missionary workers need to put aside their ministries to assist in teaching students at the Learning Centre.

This school year, most students are meeting in person on Mondays and then attending Zoom classes during the week. We are blessed to have several missionaries put aside their ministries and give of their time to teach some of the classes. but that's not ideal.

Last year a former TCK

student became a teacher at the Centre. 'Weston' has lived in Ecuador since he was eight years old. After attending a Spanish speaking school for the first year, the remainder of his schooling was done at the Centre. He was initially taught by his grandparents, who were teachers at the Centre. They (and many others) encouraged him to pursue teaching. Now, as a teacher, Weston allows his students to share their feelings, questions and ideas, just as he was encouraged to by his teachers. "Because I am so young, and it's so fresh, I remember the ideas I wanted to share and the questions I had

and the feelings that I felt and those times, so I can almost relate in a sense to the students I am teaching. As I teach, it's a joy to be part of their conversations, as they grow and find their own identity and help them on their journey. You can learn a lot as a teacher by listening and it has been a pleasure."

Asked what advice he'd give to those teaching overseas? "Make sure you really want this. Your feelings will show. So, really feel passionate about it." What a great reminder to those of us who teach. We are not just molding their minds, but are also molding their hearts. ■

By Rachel Wilson, Ecuador

Mukinge Hill Academy Development Project

PROJECT: ZM 094558

Mukinge Hill Academy in North Western Zambia is staffed by local Zambians and SIM mission personnel. The school currently has 194 pupils in Grades 1-7. The school seeks to provide quality Christian education for the children of staff at Mukinge Hospital, Mukinge Girls Secondary School and the greater Kaspema area. The school building consists of three blocks, two blocks comprising of two classrooms each and a third comprising three classrooms.

The growth in the school population means that our facilities are lacking.

The aim of the project is to improve the school facilities by building additional structures - an ablution block, computer lab and staff housing. ■





Photo by Joe Hepburn on Unsplash

Will the legacy you leave reflect the life you've lived?

A staggering 60% of all Canadians lack a current up-to-date Will or do not have one at all. If your Will is the last statement you will make, it is important that it be a meaningful one. Many people are not aware of the benefits of good planning, the variety of options available, and the potential tax implications of certain decisions.

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- to ensure that you have chosen an executor who will be able to complete the job effectively.
- to consider and prepare for special family situations such as a disabled child.
- to look at your investments and consider the best options for distribution whether in your lifetime or in your Will.
- to help ensure your Will promotes family harmony and avoids conflict over family assets, heirlooms, and expectations.
- to prepare and encourage the next generation to be good stewards.
- to help you understand which assets are the best ones to give to charity in your Will should you choose to do so.

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