

# [ACTEA Tools & Studies No. 11]

ACTEA GUIDE  
TO INSTITUTIONAL SELF-EVALUATION  
AT PRIMARY LEVEL

1991

## Preface

The Accrediting Council for Theological Education in Africa (ACTEA) is a network and support service for programmes of theological education in Africa. ACTEA is a ministry of the Theological and Christian Education Commission of the Association of Evangelicals in Africa. Included among ACTEA services is the accreditation of programmes of theological education at the post-graduate, post-secondary, and secondary levels. ACTEA does NOT accredit programmes below the secondary level.

However, ACTEA recognises that primary-level theological education in Africa plays an important role in providing the church with adequately trained leadership. Therefore, although ACTEA does not accredit primary-level programmes, ACTEA does make this Guide available to such programmes for use in internal self-evaluation and self-development. In this way ACTEA seeks to assist and encourage primary-level theological education on the continent.

This Guide presents (i) standards for programmes of church leadership training in Africa operating at primary level, together with (ii) suggested procedures and (iii) a questionnaire for self-evaluation of such programmes. Any school in Africa may freely use this document in self-evaluation and self-development of its programme.

ACTEA STANDARDS FOR SELF-EVALUATION  
AT PRIMARY LEVEL

## 1. ADMINISTRATION

1a. Objectives. The school should have in writing a clear set of objectives. Everything the school does should relate to one or more of these objectives. The school should be able to demonstrate that these objectives are generally being achieved.

1b. Organisation. The way in which the school is governed should be based on written regulations. These regulations should state the responsibilities of the proprietors, the board of control, and the administration of the school. The principal, and the majority of the board, should be African. The school records should be well maintained.

1c. Finances. The way in which the school handles its finances should always be proper and respectable. The financial records should be audited every year. The school should also be able to show that it has reliable sources of regular financial support.

1d. Stability. The school should be able to show that it is stable in operation. For example, board members, principals, and teachers should not be changed too frequently.

## 2. TEACHERS

2a. Number. The school should have enough teachers to carry out its programme well. Normally this means that for every twenty students at the school, there should be at least one teacher. Every school should have at least two full-time teachers.

2b. Qualifications. Teachers should have qualifications that match their responsibilities. Normally this means that every teacher should have been trained at least three years beyond the level being taught.

2c. Commitment. Teachers should always show mature Christian character and behaviour. They should accept the doctrinal statement of the school and the school's objectives. They should show interest in the students, and should all take part regularly in the life and worship of the school.

2d. Responsibilities. The responsibilities of each teacher should not be more than that teacher can do efficiently. Teachers should not be made to teach more than 25 class periods a week.

2e. Nationality. The majority of the teachers at the school should be African.

2f. Compensation. Salaries and other benefits for

the teachers should try to match what is usually provided for similar work in the local country.

### 3. FACILITIES

3a. Buildings and grounds. The buildings, the equipment, and the grounds should be sufficient for carrying out the programme of the school properly. They should also be well located, well built, and well maintained. And they should be suitable to the country and to the climate.

3b. Library. The library should have enough books to support the academic programme of the school. At the primary level a library should normally have all useful books available in the language of instruction. The library should also have enough good books for teachers to use, at least 500 in English (or 200 in French). The school should be purchasing more library books every year.

### 4. EDUCATIONAL PROGRAMME

4a. Relevance. The school's curriculum should not look like it has been borrowed unchanged from somewhere else. Instead the curriculum should be carefully planned to meet the school's own objectives. The curriculum should also be planned so that students are prepared (i) in specific types of church work, (ii) to meet needs of the specific Christian community which the school serves, (iii) in the particular cultural context where the students will work.

4b. Publication. The school's curriculum should be publicly available in printed or duplicated form.

4c. Balance. The curriculum should show a reasonable balance of Biblical, doctrinal, historical, practical, and general course subjects.

4d. Practical experience. Schools should arrange to give students supervised experience in the specific type of church work the students are being trained to do.

4e. Admission. Before an applicant is admitted to the school, the school should be sure that the applicant's Christian character and the applicant's experience in Christian work are suitable. Applicants should also be able to read and write well in the language which the school uses for teaching.

4f. Graduation. Before a student is allowed to graduate, the school should be satisfied that the student has shown (i) good spiritual growth, (ii) an ability to do Christian work well, and (iii) good academic performance. The length of the programme should be

enough to train the students properly to meet the school's objectives.

4g. Supplementary programmes. The school should also have a training programme available for spouses of students.

## 5. STUDENTS

5a. Services and housing. Housing for resident students should reasonably match what similar schools in the country have. The housing, grounds, and facilities (including sanitary facilities), should always be clean and well cared for. The school should make sure that health services are easily available for resident students.

5b. Discipline. Major discipline of students should always be taken (i) according to written procedures; (ii) with reference to written rules plainly available to the students; and (iii) by decision of a group, not an individual. Whenever possible, the student's church or sponsoring body should also be consulted.

5c. Community life. The school should promote healthy Christian community life among all members of the school, including times for sports and social activities.

5d. Fees. Student fees should fit both the financial needs of the school and the financial abilities of the students and their sponsors.

### SUGGESTED PROCEDURES FOR SELF-EVALUATION

ACTEA suggests the following procedures for primary-level theological schools who wish to use this document in evaluating and developing their programmes.

Step 1. Study the standards. Gather your administration and teaching staff together. Together read carefully through the standards for primary-level schools. Discuss the application of each standard to your school. Discuss how well your school measures up to that standard.

Step 2. Fill in the questionnaire. Use a pen or pencil to fill out the questionnaire given below. You may either do this individually, or you may do it as a group. For each question write out your answer.

Step 3. Evaluate your school. Mark carefully every question on which your school does not measure up to the standard. For each such question, discuss what

improvements the school should make. Write down on paper a list of the improvements which should be made.

Step 4. Make improvements. When you have agreed on a list of needed improvements for your school, draw up a list of recommendations for action. For each recommendation decide what should be done, and who should do it. Also agree on the time by which the action should be accomplished. Decide which recommendations are the most important, and set them at the beginning of the list. Set a date when you will meet again to review how the recommendations are being carried out.

Additional suggestions:

1. Consultant. Some schools will find it useful to invite a respected individual from outside the school to help in the self-evaluation process, and to review or to consult on the recommendations.

2. Report. Some schools will also find it useful to write up a self-evaluation report, which could be submitted to the administration or governing board for consideration and action. Such a report could include (a) your written answers to the questionnaire; (b) your list of needed improvements, and (c) your recommendations.

#### EVALUATIVE QUESTIONNAIRE

Use the following questions to evaluate your school. You should write your answers on paper.

##### 1. ADMINISTRATION

###### 1a. Objectives

1. Does your school have in writing a clear set of objectives?

2. Can you match everything your school does to one or more of these objectives? [Make a list to show if this is so.]

3. Can your school demonstrate that each of these objectives is generally being achieved?

###### 1b. Organisation

4. Do you have written regulations which state how

your school is to be governed?

5. Do these regulations state the responsibilities of (a) the proprietor, (b) the board, and (c) the school administration?

6. Is your principal an African, and are the majority of the board African?

7. Are your school records well maintained?

1c. Finances

8. Is the way in which your school handles its finances always proper and respectable?

9. Are the financial records audited every year?

10. Can you show that your school has reliable sources of regular financial support?

1d. Stability

11. Is your school stable in operation?

12. Have the (a) board members, (b) principals, and (c) teachers been changed too frequently in the recent past?

2. TEACHING STAFF

2a. Number

13. Does your school have enough teachers to carry out its programme well?

14. Is there at least one teacher for every 20 students at your school?

15. Does your school have at least two full-time teachers?

2b. Qualifications

16. Do the qualifications of the teachers match the responsibilities they must carry out?

17. Does each teacher have training at least three years beyond the level being taught? [Normally this would mean three years of post-primary training.]

2c. Commitment

18. Does each teacher at your school always show mature Christian character and behaviour?

19. Does each teacher accept the doctrinal statement and the objectives of the school?

20. Does each teacher show interest in the students?

21. Does each teacher take part regularly in the

life and worship of the school?

2d. Responsibilities

22. Are the responsibilities of any teacher at your school more than that person can do efficiently?

23. Does any teacher teach more than 25 class periods a week?

2e. Nationality

24. Are the majority of the teachers at your school African?

2f. Compensation

25. Do the (a) salaries and (b) other benefits for the teachers at your school match what is usually provided for similar work in your country?

3. FACILITIES

3a. Buildings and grounds

26. Are the buildings, the equipment and the grounds of your school sufficient for carrying out the school's programme properly?

27. Are the buildings, the equipment and the grounds of your school (a) well located, (b) well built and (c) well maintained?

28. Are the buildings, the equipment and the grounds of your school suitable to the country and the climate?

3b. Library holdings

29. Does your school library have enough books to support the academic programme of the school?

30. Does the library have all the useful books available in the language of instruction?

31. Does the library have at least 500 books in English (or 200 books in French) which the teachers can use?

32. Does your school purchase more library books every year?

4. EDUCATIONAL PROGRAMME

4a. Relevance

33. Does your school's curriculum look as though it has been borrowed unchanged from somewhere else?

34. Has the curriculum been carefully planned to meet your school's own written objectives?

35. Has the curriculum been planned to prepare students in specific types of church work?

36. Has the curriculum been planned to prepare students to meet the needs of the Christian community which your school serves?

37. Has the curriculum been planned to prepare students in the cultural context where the students will work?

4b. Curriculum publication

38. Is your school's curriculum publicly available in printed or duplicated form?

4c. Curriculum balance

39. Does the curriculum show a reasonable balance of Biblical, doctrinal, historical, practical, and general subjects?

4d. Guided practical experience

40. Has your school arranged to give students supervised experience in the specific type of church work the students are being trained to do?

4e. Admissions

41. Before an applicant is admitted, does your school make sure that (a) the applicant's Christian character is suitable, and that (b) the applicant's experience in Christian work is suitable?

42. Before an applicant is admitted, does your school make sure that the applicant can read and write well in the language which the school uses for teaching?

4f. Graduation

43. Before each student graduates, does your school satisfy itself that the student has shown good spiritual growth?

44. Before each student graduates, does your school satisfy itself that the student has shown an ability to do Christian work well?

45. Before each student graduates, does your school satisfy itself that the student has shown good academic

performance?

46. Is your school's programme sufficient in length to train the students properly to meet the school's objectives?

4g. Supplementary programmes

47. Does your school provide a training programme for the spouses of students?

5. STUDENTS

5a. Services and housing

48. Does the housing for your resident students reasonably match the housing at similar schools in the country?

49. Are the housing, grounds, and facilities (including sanitary facilities) for students always clean and well cared for?

50. Are health services easily available for resident students?

5b. Discipline

51. Does your school have written procedures which always govern any major discipline of students?

52. Does your school have written rules plainly available to students, and major discipline is always taken only by reference to these rules?

53. Are the decisions on major discipline of students always taken by a group, never by a single individual?

54. Is the student's church or sponsoring body consulted whenever possible in cases of major discipline?

5c. Community life

55. Does your school promote healthy Christian community life among all members of the school?

56. Does your school promote times for sports and social activities?

5d. Fees

57. Do student fees fit the financial needs of your school?

58. Do student fees fit the financial abilities of the students and their sponsors?

