

PREFACE

The Accrediting Council for Theological Education in Africa (ACTEA), under the sponsorship of the Theological Commission of the Association of Evangelicals of Africa and Madagascar (AEAM), operates with internal autonomy in the accreditation of programmes of theological education throughout Africa, in order to stimulate the improvement and standardization of such programmes, and in order to provide a basis for academic recognition of such programmes.

The following document presents ACTEA standards for theological education offered at the primary level. A guide is included to assist primary level schools in the evaluation of their schools, which can be done either by the administrative and teaching staff of the school, or by a team of two or three people not closely affiliated with the school.

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ACTEA STANDARDS - 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. Organization. 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 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. TEACHING STAFF

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 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 schools'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. Nationally. The majority of the teachers at the school should be African.

2f. Compensation. Salaries and other benefits for the teachers should reasonably 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 of the school should be well located, well built, and well maintained. They should also be suitable to the country and to the climate. And they should be enough for carrying out the programme of the school properly.

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 publically 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 wives 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 time for sports and social activities.

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

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AN EVALUATION GUIDE FOR A PRIMARY LEVEL INSTITUTION

Evaluate your school either by answering **no**, or **sometimes no**, or **yes**, or **sometimes yes** to each of the following questions:

1. Administration

1a. Objectives

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

2. Is everything that the school does related to one or more of these objectives?

3. Is the school able to demonstrate that these objectives are generally being achieved?

1b. Organization

4. Is the way the school is governed based on written regulations?

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

6. Is the principal and the majority of the board African?

7. Are the school records well maintained? _____

1c. Finances

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

9. Are the financial records audited every year?

10. Does the school have reliable sources of regular financial support? _____

1d. Stability

11. Is the your school stable in operation?

12. Are (a) board members, (b) principals, and (c) teachers changed frequently?

2. Teaching Staff

2a. Number

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

14. Does the school have at least one teacher for every 20 students? _____

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

2b. Qualifications

16. Do the qualifications of the teachers match their responsibilities?

17. Does each teacher have training at least three years beyond the level being taught?

2c Commitment

18. Does each teacher always show mature Christian character
and _____ behaviour?

19. Does each teacher accept the schools's doctrinal statement
and _____ objectives?

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 each teacher more than the
teacher _____ can do efficiently?

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

2e. Nationality

24. Is the majority of the teachers at the school African?

2f. Compensation

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

3. Facilities

3a. Buildings and grounds

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

3b. Library holdings

27. Does the library have enough books to support the academic
programme _____ of the school?

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

29 Does the library have at least 500 books in English for
teacher's use?

30. Does the school purchase more library books every year?

4. Educational Programme

4a. Relevance

31. Does the school's curriculum look like it has been borrowed
unchanged from somewhere else?

32. Is the curriculum carefully planned to meet the school's
own objectives?

33. Is the curriculum planned to prepare students in specific
types of church work?

34. Is the curriculum planned to prepare students to meet the
needs of the Christian community which the school serves?

35. Is the curriculum planned to prepare students in the
cultural context where the students will work?

4b. Curriculum publication

36. Is the curriculum publically available in published form?

4c. Curriculum balance

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

4d. Guided practical experience

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

4e. Admissions

39. Before admission, does the school make sure that
(a) the applicant's Christian Character and
(b) the applicant's experience in Christian work are suitable?

40. Does each applicant know how to read and write well in the language which the school uses for teaching?

4f. Graduation

41. Before each student graduates, is the school satisfied that the student has shown spiritual growth?

42. Before each student graduates, is the school satisfied that the student has shown an ability to do Christian work well?

43. Before each student graduates, is the school satisfied that the student has shown good academic performance?

44. Is the length of the programme enough to train the students properly to meet the school's objectives?

4g. Supplementary programmes

45. Does the school provide a training programme for the wives of the students?

5. Students

5a. Services and housing

46. Does the housing for resident students reasonably match what similar schools in the country have?

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

48. Does the school make sure that health services are easily available for resident students?

5c. Discipline

49. Is major discipline of students always taken according to written procedures?

50. Is major discipline of student always taken with reference to written rules plainly available to students?

51. Is major discipline of students always taken by decision of a group, not an individual?

52. Is major discipline of students, whenever possible, taken with consultation of the student's church or sponsoring body?

5d. Community life

53. Does the school promote healthy Christian community life among all members of the school, including times for sports and social activities?

5e. Fees

54. Do student fees fit both the financial needs of the school and the financial abilities of the students and their sponsors?

EVALUATION REPORT

An evaluation report should be written on the school in light of each ACTEA standard. The evaluation report should be studied by the administration, board of control, and the proprietor of the institution. Necessary adjustments in the institution should then be made.