V-MC SELF-AUDIT REPORT

A. Executive summary

Provider: Global Action, a non-formal, pre-tertiary theological education provider. **Submitted to:** ICETE, October 2026. **Aim:** Vocational Micro-Credential (V-MC) certification of the Formation in Christian Ministry programme.

This self-audit was prepared by the Chief Mission Officer and the Academic Director, following the ICETE V-MC Self-audit Guidelines. It shows a programme grounded in an established ministry but still largely pre-operational. Strengths lie in organisational track record and curricular design; development is needed in evidence, documentation and the systems that assure consistent delivery.

Areas of strength

- **Established base and reach.** More than 9,000 pastors and ministry leaders trained since 1998; 90 active cohorts serving 1,800 church leaders across five regions; no dependence on capital investment in training centres; 2026 Certified Transparent designation from Excellence in Giving.
- **Clear mission and coherent strategy.** The V-MCs sit within a defined three-level pathway, with a staged pilot and roll-out schedule and established communication lines from weekly leadership meetings to regional and country teams.
- **Sound curricular and assessment design.** 38 competencies checked against IQF Level 4 across all six descriptor domains; each V-MC comprises 2–6 competencies assessed against a shared four-level rubric, with an evidence portfolio, learner self-assessment and two-stage verification.
- **Learning embedded in real ministry.** Competencies are completed in the learner's own context, overseen by a mentor who is a serving church leader; suggested maximum mentor load is one to two learners.
- **Accessible delivery and clear entry route.** Materials in print and electronic format, with translation under way; entry builds on the established nine-module Foundations programme.
- **Evidence-seeking posture.** Region-by-region piloting before full release, with commitment to adjust in response to feedback.

Areas for development

- **Pre-implementation.** Most Section C ratings are "planned" or "developing".
- **Evaluation is the most significant gap.** The evaluation framework and instruments (C3, C6) are not yet implemented.
- **Mentor capacity is described in intent rather than operation.** Selection criteria, training, co-mentoring and moderation are not yet in place, creating a risk of inconsistent assessment across regions and languages. A common rubric for each competency mitigates this, but it will only be tested once the programme is operational.
- **Recognition and alumni tracking are at planning stage.** Recognition is to be developed country by country; alumni tracking depends on the learning management system (LMS) now being trialled.
- **Translation limits release.** Regional release depends on completed translation.

B. Introduction to the provider

History, legal status and operations

Global Action was founded in 1998 by Swedish evangelical leader Lars B. Dunberg, formerly an evangelist with Youth for Christ and first president of the International Bible Society, whose formation was shaped by the Salvation Army's nondenominational ethos. Global Action remains committed to evangelical essentials and interdenominational cooperation. Its earlier work included leadership development, disaster relief, church

planting, medical missions and care for orphans and widows; over the last ten years it has narrowed its focus to one task: non-formal theological education where access to quality training is limited.

Global Action is a 501(c)(3) non-profit incorporated in the State of Colorado, USA. It serves in Central America, South America, Eastern Europe, Africa and the Middle East, and South Asia, with 90 active cohorts and 1,800 church leaders currently in training. It has thirteen staff: eight US-based and five global directors. The team works remotely, meeting virtually each week and in person every other year; executive team members visit each region for quality checks and staff development.

Facilities and funding

Global Action owns no training centres. Classes are hosted by local churches and partner institutions. Funding comes from donor giving.

Partnerships

Global Action is the central entity in the sense of Appendix F of the ICETE V-MC Guidelines. Formation V-MCs will be delivered through Global Action's regional teams, working under regional agreements, and through mentors drawn from partnering churches. Quality is controlled centrally in three ways: all mentors will be recruited, trained and overseen by Global Action's regional and national directors; all V-MCs use a common competency rubric and mentor guide; and every competency award is verified by the mentor and then by the area or regional director. V-MC certificates are issued only by Global Action, and we are investigating security measures to prevent fraudulent issue of certificates. This self-audit therefore covers partner delivery through the controls described in C1, C3, C4 and C6. Partner MOUs will be amended to include these requirements as V-MCs extend to partners currently training at the Foundations level.

Programmes

- **Foundations in Biblical Studies:** a nine-module, content-based, non-formal pre-tertiary programme; Global Action's sole programme until 2026. This program may be offered as V-MCs in the future.
- **Formation in Christian Ministry:** a competency-based theological education (CBTE) programme giving Foundations graduates practical ministry training. This programme is to be offered as V-MCs.
- **Facilitation for Multiplication:** a third level, equipping learners to train others, in development.

C. Educational self-audit

C1. Institutional mission and governance

Narrative report

Mission: to equip church leaders in hard places to transform their communities with the gospel of Jesus Christ.
Vision: healthy churches led by mature, Christlike leaders in every community, with leadership developed locally and multiplying over time.

Strategic plan. The current plan adds two levels to Foundations: Formation (character and practical ministry), piloting in 2026/27, and Facilitation (training others), piloting in 2027/28 with wider roll-out in 2028/29. The Board has approved the plan; the strategic plan with timelines and KPIs is available on request. All staff are being trained in the new levels. Weekly leadership meetings with all regional directors and administrative staff carry changes to regional directors, who meet regularly with country directors, trainers and coordinators.

Governance and management are distinct. An independent, unpaid eleven-member Board, serving staggered terms under bylaws and US non-profit law, sets strategy and budget, reviews ministry performance, and annually evaluates the President and itself. It meets in person twice a year and by phone monthly. A six-person US executive team (President, Chief Mission Officer, Director of Operations, Chief Development Officer, Chief Financial Officer, Director of Administration), supported by a communications team and a contracted accounting firm, runs strategy, curriculum, finance, compliance, technology and security. It oversees a field team of regional directors (one per region), a global Academic Director, national directors, coordinators and facilitators, and instructors who teach in person in the local language. International staff serve under regional

agreements and are accountable to the executive team. Oversight of V-MC design and delivery rests with the Chief Mission Officer.

Check. Evidence comes from weekly executive and regional reviews; field reports on cohort performance and monthly class data; periodic field audits by executives and the Academic Director; monthly and annual budget-versus-actual reviews; an annual independent financial audit filed with the IRS (Form 990, publicly available); and annual external review by non-profit rating services, including Excellence in Giving. Governance is evaluated through board self-review, the President's review and annual staff reviews. The executive team is accountable to the Board, and through it to donors and grant-making foundations.

Act. Findings feed into the annual board-approved operating plan and budget, policy reviews (bylaws, conflict of interest, HR, technology, safety and security), and a structured assessment process for any expansion into new countries or language groups covering church need, local legal requirements, US regulations, and personnel and data security. A web-based LMS, rolling out in 2027, will provide more systematic data. Over the last year we have worked to build a culture of feedback in both directions; we recognise that a cross-cultural ministry with US-based funding brings communication challenges and power dynamics that need transparent reporting and evaluation.

Rating

Developing. Mission and governance structures are established and working well; the new Formation level and LMS-based data collection are still being developed.

C2. Design of vocational micro-credentials

Narrative report

Plan: intended IQF Level 4 outcomes.

- **Knowledge and understanding:** Scripture, prayer, forgiveness and stewardship; biblical genre, structure and interpretation; key doctrines, church history and denominational heritage; other worldviews; church administration, ministry planning and child-safe practice.
- **Skills:** analysing and acting on documentary, oral and lived sources in the learner's own context, including exegesis of a biblical text.
- **Application:** pastoral tasks (crisis care, marriage preparation, visiting, conflict resolution); proclamation in conversation, small groups and digital media; planning and programme design; building a teaching series.
- **Judgement and problem-solving:** forming reasoned biblical judgements on conduct; identifying and responding to doctrinal error in unfamiliar forms; forming a realistic ministry strategy in difficult contexts; judging when to speak, stay silent or refer.
- **Communication:** preaching, teaching doctrine, presenting a teaching series, explaining the gospel clearly to varied audiences, and public reading of Scripture.
- **Responsibility and autonomy:** managing personal devotional and stewardship practice; contributing to and evaluating a ministry team; taking some responsibility for others' growth, including mentoring, leading a small group and discipling new believers; all within a mentored programme.
- **Personal formation:** integrating knowledge and skill into character, with self-awareness, sustained reflection and growth in Christian virtue and service.

Contextualisation and stacking. Learners work in their own ministry context and may adapt competency tasks in consultation with their mentor, usually a local pastor or church leader. Stacking is not offered at present; a later phase may link to our other levels.

Do. The V-MCs were designed by the Chief Mission Officer and the Academic Director, with input from regional directors.

Check. All competencies have been checked against the IQF Level 4 descriptors; as newcomers to micro-credentials we rely on ICETE guidance to confirm this. A trial cohort in each region will gather stakeholder and contextual feedback before wider release.

Act. Adjustments, including region-specific elements where cultures differ, will be made before full roll-out.

Rating

Developing. Design is complete and trials are under way; the programme is not yet established.

C3. Teaching, learning and delivery

Narrative report

Plan. The management team chose a CBTE approach: self-guided learning, overseen by a mentor, with written instructions for every task. Materials are available in print and electronic form, suited to working ministers with limited access to formal study; translation into regional languages is ongoing.

Do. Learners enter the program after an interview process with a local facilitator and upon approval from the country or regional director approves. For each competency the learner completes a short reading or research task, discusses it in a group and/or with the mentor, gathers an evidence portfolio, self-assesses, and is assessed by the mentor. Each V-MC has 2–6 competencies that the learner will complete.

Check. An evaluation framework is being developed to collect learner and mentor feedback; regional and country directors will flag contextual or cultural issues with methods and materials.

Act. Teaching and delivery will be revised in response to evaluation findings.

Rating

Developing. The evaluation framework will take effect only once the programme is rolled out.

C4. Educational personnel and resources

Narrative report

Plan. Mentors will be serving ministry leaders, chosen mainly from partner churches in Foundations regions. To protect their workload, mentors are advised to only take on one or two learners at a time.

Do. Design: Chief Mission Officer and Academic Director, consulting regional directors in Eastern Europe, Central America, South America and Africa. Delivery: mentors, supported administratively by local and global Global Action staff. Development: CBTE training was given at this year's staff retreat and is being cascaded through regional retreats, held every other year alongside regular virtual meetings. Resources: every learner receives everything needed (programme overview, competency checklist, suggested timetable, practice and evidence guidance, FAQs), and every mentor receives a detailed mentor guide. Access is available by PDF and Android app at present, and through the LMS when complete. Translation is slow, and each region launches only when its materials are translated. A longer-term goal is an optional online library.

Check. Mentor and resource effectiveness will be reviewed through regional feedback and the evaluation framework once the programme runs.

Act. Content, staffing and resources will be revised by the management team as needed.

Rating

Developing. Effectiveness of mentors and resources can be judged only after several months of operation.

C5. Student support and public information

Narrative report

Student support. The mentor is the learner's main support. The local coordinator handles logistics and is the first point of contact, escalating to the regional director, who supervises coordinators. Ultimate responsibility lies with the Global Academic Director and Chief Mission Officer. Feedback on student progress is currently

gathered unevenly across regions and is anecdotal rather than systematic; a tracking application is being developed. We recognise student support as an area for improvement: the strategic plan includes regional academic coordinators to strengthen academic support and quality assurance. A written complaints and appeals procedure is still to be developed (Section E).

Public information. The communications team is responsible for the website (the main public source), social media and newsletters, working with regional teams to adapt messaging locally and meeting regularly with the executive team to keep it consistent with our mission and values. Current output mainly targets donors and board members. Students usually hear of us through pastors, church leaders or former students. Because demand exceeds capacity, we do not publicise for recruitment, and we have no method yet for assessing the effectiveness of public information.

Rating

Established for donor and board communication; **Planned** for student-facing information and appeals.

C6. Access and assessment

Narrative report

Access. Entry requires completion of the nine-module Foundations programme (usually one year) or an equivalent programme from another institution; the Regional Director and/or Academic Director reviews such applications individually. Access criteria will be reviewed if churches or denominations seek to enrol learners.

Assessment. Each competency has a four-level rubric visible to both learner and mentor. To complete a V-MC the learner must reach at least level 3 (Competent) in every competency. The mentor assesses first; the area or regional director then reviews the mentor's assessments and the evidence portfolio before any award is granted.

Check and Act. The evaluation framework under development will test whether access and assessment are fit for purpose; changes will follow from the data.

Rating

Developing. Access builds on the established Foundations principles; assessment strategies are being planned.

C7. Credentialing and recognition strategies

Narrative report

Credentials. After area or regional director verification, learners receive their V-MC certificates at a regional graduation ceremony, with early release of certificates available on request. Each learner's portfolio and a copy of every certificate are archived. Global Action will issue the certificates from a central point and distribute to the regions electronically. Security features are currently being investigated.

Recognition. One recognition agreement is in place: Re-Forma awards a certificate on completion of certain competencies within the V-MCs, under a global agreement. Once ICETE approves the V-MCs, regional directors and academic staff, led by the Academic Director, will approach theological colleges about RPL and churches and denominations about recognition, region by region.

Check. There is no alumni tracking yet; the LMS, from 2027, will track alumni across all programmes.

Rating

Planned. To be developed country by country.

D. Theological self-audit

Response to the 14 Characteristics of Effective and Fruitful Non-formal Theological Education.

1. Christ-centred and gospel-centred. All 38 competencies are gospel-focused: they call learners to Christlikeness, a sound evangelical understanding of Scripture, a Christ-centred worldview and sharing the gospel.

2. Clear biblical vision and mission. See the mission, vision and governance in C1.

3. Building vision and capacity. Discipleship, mentoring and group-leading competencies teach the need for and process of multiplication, and graduates can go on to train and mentor others in their communities.

4. Abiding in Christ. Staff and mentors are professing Christians in good standing with their congregations. Our core values (humility in learning, integrity in stewardship, mutuality in collaboration, persistence in excellence) express our desire to abide in Christ.

5. Biblical content and method. CBTE joins knowledge of Scripture to practical ministry, aiming at a deeper walk with God, evidence of the Spirit's work and growth in Christlikeness.

6. Partnership with churches. Learners minister in their local churches, and mentors are usually serving pastors or church leaders. We exist to strengthen the local church, not to replace or compete with it, and depend on church partners for day-to-day accountability and programme feedback.

7. Transformation in daily life. Learning takes place in real ministry settings, uniting content that informs, character that transforms, and craft that performs.

8. Care for those who serve. Regional and country directors check in regularly with all training staff, and this will extend to mentors. Because Christ alone saves, we guard healthy boundaries against burnout and seek a culture of spiritual honesty and encouragement.

9. Learning in community. Peer discussion, discipleship and team-building competencies, and in-person learning build lasting networks of encouragement.

10. Accessibility. Training happens in local settings, for working ministers, those in remote areas and those with little formal education who cannot access formal programmes.

11. Contextual relevance. Tasks can be adapted to local context without compromising Scripture, guided by regional directors, coordinators and mentors from those regions. We seek to hold together the timeless truth of Scripture and orthodox faith with changing local cultures.

12. Rigorous, relational whole-life assessment. Assessment takes place in real ministry through mentor relationships, and several competencies focus entirely on character and virtue.

13. Ongoing evaluation. Not yet in place: evaluation and impact assessment will begin as the programme runs, using student and faculty surveys and feedback from instructors, coordinators and directors, so that the programme serves people rather than people serving the programme.

14. Capacity and sustainability. A stable budget and team sustain the current programme; the Board has approved expansion, with growth paced to budget.

E. Summary of improvement and development plans

This plan covers every area rated "developing" or "planned" in Section C, plus D13. The Academic Director is responsible for it, reporting to the Chief Mission Officer; progress is monitored at academic leadership meetings.

Phase 1: before regional trials (review 1 May 2027)

- **Publication (Guidelines Appendix C).** Supporting documents are currently held in a secure, time-limited directory. Create a V-MC page on www.globalaction.com hosting the SAR and all relevant documentation. **Indicator:** page live at the time of ICETE certification submission.
- **Partnering entities (B).** Extend MOUs to the V-MCs. **Indicator:** signed MOUs within three months of introduction in partner areas.
- **Evaluation framework (C3, C6).** Develop, approve and deploy instruments. **Indicator:** completed by pilot learners and mentors; first regional data analysed within 10 months of pilot launch.
- **Translation (C3, C4).** Agree a schedule for each major language. **Indicator:** each language signed off by a named reviewer before regional trial.

- **Mentors (C4).** Publish selection criteria; recruit, induct and train pilot mentors, with co-mentoring for those without a track record. **Indicator:** all mentors complete an introductory course showing how the program works before taking learners.
- **Public information (C5).** Publish V-MC outcomes, entry requirements, duration, assessment, cost, award and recognition status. **Indicator:** page published and linked to the SAR.
- **Learner support (C5).** Document escalation beyond the mentor and a complaints and appeals procedure. **Indicator:** approved and acknowledged by regional directors, pilot learners and mentors; student complaint cases closed within 120 days.

Phase 2: during trials (review 12 months after launch in each region)

- **Stakeholder feedback (C2).** Consolidate feedback in a change log; confirm IQF Level 4 alignment with ICETE. **Indicator:** pilot reports and change log approved before wider roll-out.
- **Recognition (C7).** Develop regional recognition strategies with target colleges, denominations and church groups. **Indicator:** at least one RPL or recognition agreement per region before wider roll-out.

Phase 3: before wider roll-out

- **Programme review (D13).** Establish an annual review cycle using evaluation data on design, delivery, outcomes and impact. **Indicator:** first annual review completed by 31 January 2028, with actions carried forward.

Monitoring. The plan is formally reviewed by 31 January 2028 and annually thereafter; progress and revised timelines are reported to the Chief Mission Officer, and new actions from pilot or evaluation data are added as they arise.