



A PLANNING GUIDE FOR BIBLE SCHOOL DIRECTORS

Launch a Victory College International Bible School

A Manual for Pastors, Missionaries, and Bible School Directors

Victory College International
A Ministry of Victory Church · Tulsa, Oklahoma

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Four Foundational Principles for Victory College International

1

Every believer needs to know God's Word. Hosea 4:6 warns that God's people suffer when they lack knowledge. Church programs help, but focused, in-depth, Spirit-led teaching builds a deeper foundation that lasts.

2

Teaching one subject in-depth builds something general teaching cannot. A Bible School gives serious believers the deep training they need to live out God's call on their life.

3

There is no single right way to build a Bible School. Each school fits its own setting, community, and leaders. This guide offers ideas and options, not strict rules. Use what works for you, and leave out what doesn't.

4

Four things help a Bible School succeed: consistent prayer over the ministry, careful planning before and during each term, a clear vision everyone can follow, and hands-on ministry practice. Students should do more than sit in class; they should do real ministry work as they learn.

What Every VCI School Shares

Every VCI school looks different. Class size, schedule, venue, and teaching style should all fit the local setting. But underneath that variety, every school that carries the VCI name shares the same short list of non-negotiables. Read this list first; it is the standard everything else in this guide adapts around.

THE VCI NON-NEGOTIABLES

- ☐ Alignment with VCI's Statement of Faith
- ☐ Alignment with VCI's ministry culture and values
- ☐ Use of the provided curriculum with theological integrity
- ☐ Spirit-led teaching and prayer
- ☐ Hands-on ministry at every level
- ☐ Leadership development and multiplication
- ☐ Ongoing connection with VCI and Victory Church in Tulsa, OK, USA
- ☐ Basic reporting every January and July
- ☐ Compliance with applicable local laws and safeguarding requirements

EVERYTHING ELSE IS ADAPTABLE

Schedule, tuition, venue, attendance policy, dress code, teaching methods, and administrative systems are all yours to shape for your context. This guide offers samples and starting points for those areas, not requirements. When in doubt about whether something belongs on the non-negotiables list above or in the adaptable category, it almost always belongs in the adaptable category.

What "Alignment" Means

This guide talks about vision and sound doctrine. "Alignment" means teaching and leading in a way that is consistent with us in spirit.

YOUR REFERENCE POINT FOR ALIGNMENT

- ☐ The VCI Statement of Faith
- ☐ VCI's culture values
- ☐ VCI's stated expectations for directors and teachers
- ☐ A simple, signed acknowledgment that the director agrees to teach consistently with these values and beliefs
- ☐ A clear process for asking VCI a doctrinal or cultural question when one comes up

Copies of What We Believe and our Culture Values are listed on the VictoryCollege.international website or at Victory.com. You can also use the "Ask a Regional Coordinator" contact page for any doctrinal or cultural question that comes up as you plan or teach.

Boundaries for Adapting the Curriculum

The curriculum VCI provides is free to use, and directors are encouraged to adapt its delivery, pacing, and examples to fit their students. That freedom has real limits. A director adapting the curriculum should not:

- ☐ Change VCI's core doctrine
- ☐ Misrepresent the curriculum as something other than what VCI provided
- ☐ Remove essential theological content
- ☐ Add teaching that contradicts VCI's beliefs

Inside those boundaries, adapt freely. Outside them, ask first.

Becoming Part of Victory College International

Victory College International is more than a curriculum or a name. It is a global family of Bible schools connected to Victory Church in Tulsa, Oklahoma, USA, and connected to one another. That family gives you relationship, training, encouragement, accountability, and multiplication.

WHAT IT MEANS TO BECOME A VCI SCHOOL

Becoming a Victory College International school is not just about getting a curriculum. It means joining an ongoing relationship. From Day One, know that your school is part of something bigger than itself.

ONGOING RELATIONSHIP EXPECTATIONS

- ☐ Take part in VCI training by the Regional Coordinator
- ☐ Keep your director and contact information current with VCI
- ☐ Watch and take part in global VCI events
- ☐ Submit your Director Update every six months (January and July)
- ☐ Take part in the VCI Director level of VLN (Victory Leadership Network)
- ☐ Stay connected with your regional coordinator

TWICE-YEARLY DIRECTOR UPDATE

Every six months, in January and July, complete the VCI Director Bi-Annual Update. This report helps VCI stay connected to your school and support you well. It also reminds everyone that VCI is an ongoing partnership, not a one-time gift of curriculum.

PART 1: CONTACT INFORMATION

- ☐ Your first and last name
- ☐ Your email address
- ☐ Your city or region and country
- ☐ Your WhatsApp number, with country code
- ☐ The update period (which January or July report this is, and the year)

PART 2: SCHOOL STATISTICS

- ☐ Number of active schools; include any Extension Schools you oversee
- ☐ Number of current students; include students from Extension Schools you oversee
- ☐ Total graduates; everyone who has graduated or completed their Certificate

WHERE TO SUBMIT

Submit your Director Update online at [victorycollegeinternational](https://victorycollegeinternational.com). Mark your calendar for January and July so it becomes a regular rhythm, not an afterthought.

✦ **Priority: Multiplication**

A healthy VCI school does not just teach students; it reproduces leaders. From the very beginning, look for teachers, future directors, and possible locations for new schools. This is not just something for missionaries to think about. It is a principle for every VCI school, everywhere.

- Watch for students who could grow into teachers or directors, and start training them early
- Ask often: where could a new school be planted next, and who could lead it?
- Treat every graduate as a possible future leader, not just a finished student
- Remember that a healthy VCI school should, in time, help start other schools

Writing the Vision & Establishing Your Goals

"Write the vision and make it plain on tablets, that he may run who reads it."

HABAKKUK 2:2

Write down your vision before you plan anything else. Habakkuk 2:2 is not just a nice verse; it is a clear instruction. A written vision keeps the school steady when everything else changes. Details like schedules, course order, and policies will likely change in the first year or two. That is normal. But if the vision itself changes, students and supporters will lose trust in what the school stands for. Spend real time in prayer here before you do anything else.

QUESTIONS TO ANSWER BEFORE WRITING YOUR VISION

These questions are for your personal evaluation of reasons for starting a school. They are here to help you find and sharpen the vision for your school before you write it down. Pray through them on your own or with your leadership team.

1. Why do you want to start a Victory College International? Have a clear reason that comes from the Holy Spirit.
2. Is this school meant to give everyday believers a strong foundation in God's Word?
3. Is the school meant to train leaders for your church?
4. Is the school meant to train people called into full-time ministry?
5. Will students come only from your church? Or will you also welcome people from other churches and people who don't attend church?
6. What do you want to build in students besides just knowledge?
 - A desire to be more like Jesus
 - A desire to win the lost
 - A desire to serve God more fully

Write your own vision statement before you read this one. The sample below is here only to show the kind of statement you're aiming for, plain, specific, and rooted in your own calling. Don't copy it; let it prompt you toward the words that actually describe what God has put in front of you.

SAMPLE VISION STATEMENT

Victory College International exists to plant believers deep in God's Word, equip them to serve in active ministry, and grow those called to full-time ministry into strong, Spirit-led leaders.

Sample Goals to Accomplish the Vision

- 1 Build a strong Bible foundation in each student through step-by-step courses in the first-level program.
- 2 Build real ministry skills through classroom teaching and hands-on practice in the second-level program.
- 3 Send students into their ministry calling with the skills, character, and spiritual maturity to last for the long run.

How Do You Know the School Is Working?

Enrollment and graduation numbers matter, but they are not the only sign of a healthy school. Look for real fruit in the lives of your students.

SIGNS OF A HEALTHY, GROWING SCHOOL

- ☐ Students growing spiritually, not just academically
- ☐ Students active in a local church
- ☐ Students sharing the Gospel and winning the lost
- ☐ Students serving in real ministry roles
- ☐ Leaders being developed out of your student body
- ☐ Local churches growing stronger because of your graduates
- ☐ New ministries or outreaches started by students or graduates
- ☐ Graduates who are actively discipling others

NOTE FOR CROSS-CULTURAL CONTEXTS

In many places, local pastors may be unsure about another local pastor or a foreign leader starting a school. Before you open enrollment to other churches, spend time building real friendships with the local pastors in the area. We are not in competition with other churches or Bible schools. Be honest that your goal is to strengthen their churches, not pull people away. Inviting a trusted local pastor to teach one session in his or her area of strength goes a long way toward building that trust.

FOR LOCAL LEADERS OR MISSIONARIES

From the very first class, watch for students who show a calling and the ability for pastoral work, teaching, leadership, or evangelism; and start training them on purpose. Every missionary teacher's long-term goal is to raise up local leaders who can carry the work forward without outside help. Do not wait until graduation to start investing in them.

Now What Do I Do? Key Planning Questions

Once you write your vision and goals, you need to make several practical decisions before your first class ever meets. Take your time with the questions below. Rushing through them often causes problems later that are hard to fix.

INITIAL PLANNING QUESTIONS

1. How many students do you expect? Plan for a higher number; your vision will draw people in.
2. Will part-time students be allowed?
3. Will students be allowed to start after the school year begins?
 - **Advantage:** Excitement spreads, and new students can join before they lose motivation.
 - **Disadvantage:** Students who join late often feel less connected and drop out more often.
4. Will there be a graduation ceremony?
5. Where will the school meet?
6. Who will teach?
7. Will teachers be paid?
8. Will you charge tuition?
9. How will you find new students?
10. What will the budget include?

From here, planning falls into five areas: **Facilities & Equipment, Teachers, Curriculum, Policies & Procedures,** and **Advertising & Budget.** Each one is covered in detail below.

Area 1: Facilities & Equipment

Your classroom should be big enough to seat all your students comfortably, with good lighting and airflow. Before you spend any money, check what you already have. Then find the gaps you truly need to fill. Not everything on the list below is required; pick what fits your setting and how many students you have.

EQUIPMENT CHECKLIST

- ☐ Tables (or clipboards if you need a cheaper option)
- ☐ Chairs; enough for your largest expected class
- ☐ Whiteboard / chalkboard and dry-erase markers or chalk
- ☐ Overhead projector or laptop with projector for PowerPoint
- ☐ Sound system that can record (needed for large rooms)
- ☐ Simple Audio recorder for students who miss class (a small handheld one works)
- ☐ Photocopier or a copy service for handouts
- ☐ Computer for records and curriculum storage
- ☐ Supply of pens/pencils and paper for students

PRACTICAL TIPS

A small room full of energy always works better than a large room that feels half-empty. If your church sanctuary is your only option, try blocking off one section. For very small programs, a home or apartment works well too. In warm climates, you can even teach outside and use clipboards instead of desks.

FOR MISSIONARIES

Keep extra paper, pens, and pencils on hand for students. This matters most in places where students cannot bring their own. If you record class through a translator, check ahead of time that the translation sounds clear and loud enough on the recording.

Area 2: Teachers

You do not need seminary-trained teachers to run a good school. A believer who knows God's Word, truly wants to teach, and has a solid course outline can teach well. Full-time programs need at least two teachers. Settle teacher pay and expectations clearly before the term starts; leaving this unclear causes problems later.

TEACHER STANDARDS CHECKLIST

- ☐ The teacher has read the **teacher outline** for every course they will teach before the term starts.
- ☐ The teacher has read the **student outline** for every course, so they know exactly what students are getting and can teach straight to it.
- ☐ The teacher has **listened to the audio recording** of each course (if one exists and they understand enough English) to hear how it is taught before teaching it themselves.
- ☐ Dress code is set and explained.
- ☐ Classes are expected to start and end on time (good classroom habits start with the teacher).
- ☐ Pay is set (by the hour or by the course).
- ☐ Director has reviewed and approved all course content.
- ☐ The director checks in on classes from time to time.

FOUR PRACTICES THAT PRODUCE STRONG TEACHERS

1. Get to know your teachers personally and spiritually before they stand in front of students.
2. Make sure every teacher understands and embraces the vision of the college.
3. Look over each teacher's course material ahead of time and make sure it lines up with sound doctrine.
4. Sit in on classes now and then; not to control them, but to encourage and correct when needed.

Area 3: Curriculum

Always design your curriculum with the student in mind; where they are spiritually, what they need most, and where you want them to be when they finish. As a target, aim for enough teaching time per course; this is a suggested guideline, not a fixed rule, and the right number for your school is your call as director. The goal is not to complete all the courses, but to ensure the students are putting into practice what they have been taught. Order your courses so each one builds on the last; this order matters.

✦ Priority: Hands-On Training from Day One

Knowledge that never leaves the classroom just makes informed bystanders. VCI should produce active ministers. From the very first class, students should be doing ministry; not just studying it. The simple model behind this for every level is: **every student should regularly participate in supervised ministry, reflect on what happened, and receive feedback.** Level 1's job is to introduce students to that rhythm; Level 2 builds on it by asking students to plan, lead, and evaluate ministry themselves, under supervision (see Section 3).

- Pair every doctrine course with a hands-on part whenever you can
- Give students active ministry roles in the church right away; ushering, children's ministry, prayer teams, outreach
- Give students regular chances to pray for each other, practice laying on of hands, and minister with supervision
- Talk through outreach experiences back in class; what the Holy Spirit did becomes part of the lesson
- Don't over-plan every minute: leave room for the Spirit to turn a lesson into a real moment of ministry

Choose whatever locally appropriate measures fit your setting: how often a student participates, what kind of assignment it is, who supervises it, a short student reflection afterward, visible evidence of growth and service, and, where relevant, follow-up with people reached through outreach.

CURRICULUM PLANNING QUESTIONS

1. What do you want students to be able to do by the end of the school year?
2. What is your main focus: a general Bible foundation, training local church leaders, or preparing people for full-time ministry?
3. Will you require textbooks? If so, pick them early so you have time to order them.

FOUNDATIONS COURSE TOPICS (FOR NEW-BELIEVER-HEAVY ENROLLMENT)

This is a separate, simpler track for schools with mostly new believers; it is not a preview of the five-session Sample School Year Course Schedule in the Appendix, so the topic names below won't match one-to-one.

- ☐ Overview of the Bible
- ☐ The Trinity
- ☐ Salvation & Righteousness
- ☐ Baptisms (water and Holy Spirit)
- ☐ Faith & Prayer
- ☐ Commitment & Character
- ☐ Healing & Divine Health
- ☐ Tithing & Giving

NOTE: GOSPEL-RESTRICTED AREAS

In places where the Gospel has been suppressed, new students often arrive with little or no Bible background. Consider teaching the Foundations course again at the start of each new session, so new students are not thrown in with advanced classmates right away. A student who starts with the basics fits in better and is far less likely to drop out.

FOR MISSIONARIES

Strong Bible teaching material already exists in many languages. Before you build a curriculum from scratch, reach out to publishers and other missionaries working in the same country; you may find good translated resources for little or no cost.

Area 4: Policies & Procedures

✦ Priority: A Spirit-Filled Culture

Before you set any rule, decide what kind of environment you want to build. VCI should be known, above all, as a place where the Holy Spirit is welcome, active, and expected. Your school structure should serve that culture; not replace it.

Test every policy with this question: *Does this rule help our students grow spiritually, or does it just copy a Western school model?* Not every Western custom works well in every culture. Let the Spirit lead; let structure follow.

- Start every class with real worship and prayer; not as a warm-up, but as the foundation
- Make room for the Holy Spirit to move, even in a structured schedule
- Help students expect God to speak, heal, and move in the classroom
- Model this in leadership; let teachers show students what it looks like to yield to the Spirit in the middle of a lesson

It is much easier to loosen a rule than to tighten one. Set your standards on purpose before your first class starts, knowing you can always adjust between terms. If a policy does not fit your culture, change it or drop it; the goal is good fruit, not sameness.

SAFEGUARDING & STUDENT PROTECTION

Legal rules about child safety and abuse reporting differ from country to country. But every VCI school, everywhere, should hold to the same basic standards to protect children, students, and vulnerable adults.

BASIC SAFEGUARDING STANDARDS FOR EVERY VCI SCHOOL

- ☐ Set clear standards for any ministry involving children or vulnerable adults, including who is allowed to work with them and how
- ☐ Set a clear standard against sexual misconduct and harassment of any kind, by anyone, toward anyone
- ☐ Set clear boundaries for teacher-student relationships, so no teacher uses their position to pursue a student romantically or sexually
- ☐ Give students and staff a clear, safe way to report a concern or an allegation
- ☐ Take every abuse allegation seriously, respond quickly, and involve appropriate leadership and, where required, local authorities
- ☐ Never let a leader who has broken these standards move to a new role or location without the issue being addressed first

KNOW YOUR LOCAL REQUIREMENTS

Laws about reporting abuse and protecting children vary widely by country. Learn what your local laws require, and follow them. Where local law is silent or weak, VCI's basic standards above still apply; protecting people always comes before protecting the school's reputation.

STUDENT PASTORAL CARE & DISCIPLINE

Sometimes a student will face a serious moral, relational, doctrinal, or behavior problem. This is different from an academic issue like missing a test. Bible college students who struggle often need restoration, not just discipline.

✦ CORE PRINCIPLE

Handle serious problems pastorally, privately, and Biblically. Involve leadership, and write down what happened and how it was handled; especially for serious issues. The goal is always restoration, not punishment.

WHEN A SERIOUS PROBLEM COMES UP

- ☐ Meet with the student privately first, not in front of the class
- ☐ Listen carefully before deciding how to respond
- ☐ Bring in a second trusted leader for serious issues, so no one handles it alone
- ☐ Handle the matter with Scripture and grace, aiming for restoration
- ☐ Write down what happened and how leadership responded, especially for serious cases
- ☐ Follow up with the student afterward; restoration is a process, not a single meeting

RULES & REGULATIONS: DECISION CHECKLIST

- ☐ **Attendance policy** **CULTURALLY OPTIONAL**: If you use one, a common starting point is 3 absences allowed per course for classes meeting three times a week (for example, Monday/Wednesday/Friday), 2 absences for classes meeting twice a week (for example, Tuesday/Thursday), or 75% attendance overall for other schedules. This is only a suggestion; in many non-Western places, strict attendance rules do not work well, and the right policy for your school is entirely your call as director. Care more about real engagement than just following a rule.
- ☐ **Tardiness policy** **CULTURALLY OPTIONAL**: Not every culture runs on the Western clock. If being on time matters in your setting, set a clear rule (for example, 3 late arrivals = 1 absence). In cultures where time is more flexible, focus on how well students take part instead of when they arrive.
- ☐ **Testing policy**: For short sessions (1–3 weeks), give 1 test. For longer sessions (4–6 weeks), give a midterm and a final. Give oral tests to students who struggle to read or write. Let students who resist written tests simply audit the course.
- ☐ **Church attendance**: Decide if students are required to attend church regularly.
- ☐ **Christian service hours**: Decide the minimum hours per week and how you will track them (see the Christian Service Form in the Appendix).
- ☐ **Children in class**: Decide if children can sit with their parents. If not, plan for childcare.
- ☐ **Food/drink in classroom**: Decide if drinks are allowed; set a break area if the school meets in the sanctuary.
- ☐ **Student dress code** **CULTURALLY OPTIONAL**: Dress expectations differ a lot by culture, climate, and income level. If a dress code brings dignity and unity to your setting, set one. If it would keep students from coming or feel forced, skip it entirely. What matters most is that students come; not what they wear when they arrive.
- ☐ **Visitor policy**: Decide how many times a visitor can attend before they must enroll.

PRACTICAL APPLICATION: OUTREACHES STUDENTS CAN DO DURING THE SCHOOL YEAR

✦ CORE PRINCIPLE

Every outreach below is a place to learn, not just a task to complete. Students should be doing ministry from the very first term; going out, praying, serving, and reporting back. End each outreach with a time to report and reflect, so students learn to look for real fruit, not just check off an activity.

- ☐ **Village and street evangelism:** Students go out in teams to nearby villages, markets, or neighborhoods. They share the Gospel, pray for people, and invite them to local churches.
- ☐ **Church ministry assignments:** Each student serves in a local church during the term: leading worship, teaching children or youth, helping the pastor, or following up with new believers.
- ☐ **Hospital and prison visits:** Teams visit patients and inmates to pray, encourage, hand out Scripture, and share short devotionals where allowed.
- ☐ **Compassion outreaches:** Students give out food, clothing, or basic supplies to widows, orphans, and families in need; pairing practical help with prayer and the Gospel.
- ☐ **Children's outreach:** Outdoor programs for kids in villages or underserved areas, with Bible stories, songs, and games; these often grow into the start of a new church.
- ☐ **Church planting support:** Advanced students help start new churches: visiting door-to-door, leading home Bible studies, and leading early services under supervision.
- ☐ **School and campus ministry:** Students share their testimonies and lead Bible clubs in local schools, colleges, and trade schools where they are welcome.
- ☐ **Film and media evangelism:** Showing the JESUS film or similar tools in villages or public spaces, then giving a Gospel invitation and connecting people to a local church.
- ☐ **Discipleship of new believers:** Every student follows up with new converts from outreaches, grounds them in the Word, and brings them into a local church family.

POST-OUTREACH REFLECTION QUESTIONS

1. What did the Holy Spirit do during this outreach that you did not plan?
2. How many people heard the Gospel? How many responded?
3. What follow-up steps did you take or assign?
4. What would you do differently next time?
5. What did this experience teach you about your own calling?

ESTABLISHING CLASSES & SESSIONS: QUESTIONS

SCHEDULE PLANNING

1. How long will the school year be?
2. How many sessions (semesters) and how long is each?
3. How many courses per session?
4. How many days per week will school be held?
5. How many hours per day? How long is each class period?
6. Day school, night school, or both?

No schedule is better than another. The right model is the one your community can keep up with. Below are seven sample schedules, using different mixes of days, hours, and session length. Aim for enough hours per course to cover the material well, as discussed in Area 3; that is a helpful starting point, not a hard rule; Sample 6 below runs lighter, and that is a valid choice if it fits your context better. The final call on hours per course is always the director's.

Sample 1: Intensive Full Week

Session length	6 weeks
Days per week	5 days
Hours per day	3 hours
Courses per session	6 courses
Hours per course	12–18 hours

Sample 2: Two Days/Week

Session length	3 weeks
Days per week	2 days
Hours per day	2 hours
Courses per session	1 course
Hours per course	12 hours

Sample 3: Four Days/Two Courses

Session length	3 weeks
Days per week	4 days
Hours per day	2 hours
Courses per session	2 courses
Hours per course	12 hours each

Sample 4: Guest Teacher Week

Session length	1 week
Days per week	6 days (Mon–Sat)
Hours per day	2 hours
Courses per session	1 course
Hours per course	12 hours

Sample 5: Three Days/Week

Session length	2 weeks
Days per week	3 days
Hours per day	2 hours
Courses per session	1 course
Hours per course	12 hours

Sample 6: Saturday Only

LIGHTER OPTION

Session length	8 weeks
Days per week	Saturday only
Hours per day	6 hours
Courses per session	6 courses (1 hr each)
Hours per course	8 hours

Sample 7: Four Days/Four Courses

Session length	4 weeks
Days per week	4 days
Hours per day	3 hours
Courses per session	4 courses (1 day each)
Hours per course	12 hours

TUITION

Charging tuition, even a small amount, shows that VCI is worth investing in, and experience shows that students who pay tend to stay more committed. Still, money should not always keep someone from enrolling. Work-scholarship lets students who cannot pay give their time and effort instead, keeping their dignity while letting them still take part.

SIMPLE FORMULA FOR SETTING TUITION PER STUDENT PER SESSION

1. Project total school-year operating expenses
 2. Add a 10–15% reserve on top, for unexpected needs
- ÷ Projected number of enrolled students
- ÷ Number of sessions in the school year
- = Per-student tuition cost per session

SUGGESTED ADMINISTRATIVE FORMS

(Recommended tracking fields are listed)

Registration Form

- Full name, age, sex
- Address (permanent and temporary)
- Phone (home and work)
- Marital status / spouse info
- Salvation and Holy Spirit baptism dates
- Current church name and attendance status
- How they heard about the school

Attendance Sheet (per course)

- Student name
- Weekly attendance record
- Test and assignment scores
- Final course grade
- Course completion: Pass / Fail

Permanent Student Record

- All courses completed and dates
- Grades and absences per course
- Christian service hours logged
- Graduation date
- Future ministry plans (optional)

Payment Record

- Student name
- Full-time or part-time status
- Amount charged per session
- Dated payments received
- Running unpaid balance

Test Answer Sheet

- Usable for true/false or yes/no formats
- Back of form for additional question types
- Covers all tests given in same session

Christian Service Form

- Student name
- Type of service activity
- Hours completed per week
- Supervisor signature (recommended)

GRADUATION

New programs often forget to plan graduation. Finishing a year of focused Bible study is a real achievement worth celebrating in public. A certificate shows a student finished the program; it is not a stamp of approval for ministry. But the ceremony itself does something a certificate alone cannot; it builds momentum. A well-planned first graduation can grow next year's enrollment, as people in the church see that the program is real and valuable.

GRADUATION PLANNING CHECKLIST

- ☐ Begin planning at least 3 months before graduation date
- ☐ Guest speaker invited at the start of the school year
- ☐ Certificates prepared (can be made on a computer)
- ☐ Graduation robes or a dress standard set
- ☐ Reception planned
- ☐ Certificates of Completion prepared for partial-year students
- ☐ Announce graduation to the full congregation for the biggest impact

FOR MISSIONARIES

In much of Eastern Europe, Latin America, and the Global South, finishing a formal program carries deep weight in the culture. Families attend. Community leaders take notice. A meaningful graduation ceremony builds VCI's credibility in a community better than months of advertising; and it keeps growing enrollment in future terms.

Area 5: Advertising & Budget

ADVERTISING CHECKLIST

- ☐ **School brochure:** most effective tool other than word of mouth
- ☐ **Brochure includes:** vision statement, course list, cost, start date and hours, address and contact info, how to get more information
- ☐ **Optional brochure additions:** course descriptions, future vision, director bio and photo, "Why attend Victory College International?"
- ☐ Local newspaper ads (compare cost to impact; ask about free religious announcements)
- ☐ Christian TV/radio; many stations offer free community event announcements
- ☐ Local secular radio/TV community calendars (often free)
- ☐ Word-of-mouth strategy; help current students learn how to invite friends

FIRST-YEAR BUDGET: EXPENSE CATEGORIES & GUIDELINES

BUDGETING PRINCIPLE

Do not build your budget around what a Western school would spend. Build it around what is realistic and doable where you are. Costs for space, printing, supplies, and teacher pay vary a lot from country to country. The categories below apply everywhere; the amounts do not.

EXPENSE CATEGORY	BUDGETING GUIDANCE
Facility rental	Keep this cost as low as you can. Using a home, church building, or community space often makes this cost disappear. Only budget for rent if there is truly no free option.
Utilities	Estimate using real local rates for electric, water, and phone. In many settings this cost is small, or the host church covers it for free.
Office supplies	Paper, file folders, a stapler, hole punch, pens, pencils, rubber bands. Buy in bulk when you can to save money per item.
Classroom supplies	Dry-erase markers or chalk, clipboards (if you have no tables), name tags, recording media. Choose what is available and affordable near you.
Refreshments	Not required, but it helps build community. Keep it simple; tea, coffee, or whatever fits your culture for break time.
Brochure printing	Print only what you need. Printing in-house is enough. Photocopied flyers work fine, and in some places they feel more trustworthy than glossy printed ones.
Graduation costs	Reception, certificates, and gowns (optional). You can design and print certificates cheaply. This cost pays off later in credibility and future enrollment.
Teacher compensation	This depends fully on your local setting and what the school can afford. Some teachers will volunteer; others will need pay. Settle this clearly before school starts. Never leave it unclear.

GENERAL BUDGETING PRINCIPLES

1. List every expense category you expect before the term begins; surprises can wreck a budget.
2. Estimate costs using local prices, not Western equivalents.
3. Build in a small reserve (10–15% of total budget) for unexpected needs; the tuition formula above already folds this in.
4. Set tuition to cover your costs; not to make a profit, but to keep the school running.
5. Compare real spending to your budget at the end of each session, and adjust for the next one.

Step-by-Step Pre-Launch Planning Schedule

Launching VCI well takes steady preparation. Start at least **six months before opening day** and work through each step below in order.

1

Six Months Out: Foundation

- Write your vision and goals
- Prepare a tentative school-year schedule
- Identify and confirm teachers
- Secure a location

2

Four Months Out: Brochure

Write and finish the VCI brochure. Before you approve the final version, read it like a future student would. Ask: Is the vision clear? Is the schedule easy to understand? Is the cost clear?

3

Sixty Days Out: Textbooks

Order all required textbooks. International shipping takes extra time; do not wait until the last few weeks.

4

One Month Out: Advertising Launches

- Begin all media announcements
- Distribute brochures
- Write media release content several weeks ahead

5**One Month Out: Advance Registration Opens**

Opening registration early gives you a rough headcount. But expect many students to wait until the last minute to commit. Low early numbers are normal; do not let them slow you down.

6**Before Opening Day: Documents Ready**

- School year calendar printed and copied
- Daily schedule printed and copied
- Policy and procedures sheet printed and copied

7**Week Before: Organize All Materials**

- Student outlines and handouts for Session 1
- Attendance forms for all courses
- Registration forms
- All equipment set up and tested

8**Opening Day: Orientation Agenda**

- Open with praise and worship
- Distribute school year calendar and daily schedule
- Walk through Session 1 student outlines and explain how to use them
- Explain Christian service requirements (if applicable)
- Review policies, attendance rules, and testing procedures
- Teach a brief lesson on effective note-taking
- Challenge students to set personal spiritual and academic goals

9**One Week After Opening: Enrollment Closes**

Keep the late-enrollment window to one week at most. Students who join much later, after the class has already bonded, tend to disengage and drop out more often.

Second-Level Program: Ministry Training

"And He Himself gave some to be apostles, some prophets, some evangelists, and some pastors and teachers, for the equipping of the saints for the work of ministry, for the edifying of the body of Christ."

EPHESIANS 4:11–12

Level 2 exists to grow those who sense a call to full-time ministry. The shift from Level 1 to Level 2 is significant: Level 1 focuses on receiving and understanding God's Word, and Level 2 focuses on learning to minister it to others. Classroom teaching still matters, but real, supervised ministry practice must match it; and often go beyond it. The classroom should feel less like a lecture hall and more like a training ground, where the Holy Spirit is the lead teacher.

✦ The Core of Level 2: Spirit-Led, Hands-On Ministry Development

Level 2 students are not just students anymore; they are apprentice ministers. Build the program around that.

- Prioritize doing over knowing: students should spend as much time in active ministry as in class
- Create supervised settings where students preach, teach, pray for the sick, and lead; then talk about what the Spirit did
- Invite the Holy Spirit into every class; leave room for prophetic ministry, healing prayer, and Spirit-led changes of plan
- Match each student to a ministry assignment that stretches their calling; not just something comfortable
- Weigh outreach experience as much as classroom hours when you check a student's progress

PROGRAM DESIGN QUESTIONS

1. Which ministry gifts will be included; all five-fold, or specific ones?
2. Will Ministry of Helps roles be included (ushers, deacons, worship team, administration)?
3. Will specialty ministry tracks be included (prison, hospital, children, youth, orphanage)?
4. How long will the school year last? (Can be shorter or longer than Level 1.)
5. How many classroom hours vs. ministry hours will you require?
6. Day school or night school? (Day school is strongly preferred; more ministry opportunities.)
7. Should graduates be ready for ministry right away, or will they need an additional internship first?

CLASSROOM CURRICULUM TOPICS

Ministry Subjects

- Ministry Gifts (Five-Fold)
- Biblical Counseling
- Children's Ministry
- Youth Ministry
- Outreach Training & Evangelism
- Ordinances of the Church
- Practical Ministry
- Principles of Ministry

Personal Growth Subjects

- A Life of Prayer
- The Person of the Holy Spirit
- Spiritual Leadership
- Character of the Believer
- Biblical Principles of Finance

MINISTRY PARTICIPATION & OUTREACH

Each student should carry a weekly ministry role in the local church and take part in organized outreaches regularly. This is where Level 2 goes further than Level 1: students should not just attend outreaches; they should plan, lead, and evaluate them, with proper supervision. Taking ownership of the outreach itself, start to finish, is part of their ministry training.

Track this however fits your context; there is no single required hour count. Useful measures include how often a student participates, the type of assignment, who supervised it, a short student reflection, visible evidence of growth and responsibility, and follow-up with people reached through the outreach.

WEEKLY MINISTRY PARTICIPATION OPTIONS

- ☐ Ushering / greeting
- ☐ Worship team participation
- ☐ Children's or youth ministry
- ☐ Leading a home fellowship or small group
- ☐ Visiting the sick in hospitals
- ☐ Prison or jail ministry
- ☐ Nursing home ministry
- ☐ Humanitarian aid ministries
- ☐ Street evangelism (with required city permissions)

OUTREACH PREPARATION: DO THIS BEFORE THE TERM BEGINS

Contact leaders at orphanages, jails, nursing homes, hospitals, and schools before the program starts. Get city permits for any street outreach. Lead the first outreach yourself to set the example, then hand planning over to student teams as soon as you can. The more often students lead outreaches, the more natural and effective they become.

SECOND-LEVEL POLICIES & PROCEDURES

Level 1's attendance and punctuality standards are intentionally flexible and shaped by local culture, because the goal there is to welcome as many believers as possible into a foundation in God's Word. Level 2 is different: it is training people for ministry responsibility, so the standard tightens on purpose. Treat that shift as a feature, not an accident; the same director who is patient with Level 1 attendance can, and should, hold a firmer line in Level 2.

LEVEL 2 RULES CHECKLIST

- ☐ Prerequisite: Completion of at least one year of Level 1 program
- ☐ Visitor policy clearly set (since this program trains people for ministry)
- ☐ Decide on the minimum % classroom attendance required for graduation
- ☐ Decide on the minimum outreach attendance required (2–4 hours/week recommended)
- ☐ Church participation required and monitored via Christian Service Form
- ☐ Being on time is treated as a full ministry standard; few late arrivals allowed
- ☐ Dress code based on how a minister should dress, so as not to offend the people being served
- ☐ Tests go deeper than Level 1; built to check ministry-level understanding
- ☐ Tuition charged (same principle as Level 1; something valued is more committed to)

GRADUATION: LEVEL 2

A Level 2 certificate carries much more weight than a Level 1 certificate; it shows your personal judgment that this graduate is ready for ministry responsibility. Set the graduation requirements with that in mind, and pray carefully over who meets them. The ceremony itself should feel special, matching the seriousness of what these graduates are stepping into.

Sample School Year Course Schedule

The schedule below shows one way to order a five-session first-level program, moving from personal foundation to ministry application. Note that New Testament Survey and Old Testament Survey are each split into two courses; schedule them as four separate classes, not two.

Session 1: Foundations

New Creation Realities

Righteousness

Overcoming Faith

New Beginnings

How to Study the Bible

Session 2: Core Doctrine

Principles of Prayer

New Testament Survey I

Authority of the Believer

Bible Covenants

Character of God

Session 3: Christian Life

Marriage and Family

New Testament Survey II

Gifts of the Spirit

Life of Christ

Fruit of the Spirit

Session 4: Biblical Survey

Bible Doctrines

Old Testament Survey I

Divine Health

Evangelism

Praise Life

Session 5: Ministry Application

Character of the Believer

Old Testament Survey II

Biblical Principles of Finance

The Word

Missions

SAMPLE DAILY SCHEDULE

TIME	ACTIVITY
8:00 – 8:55 AM	Praise, Worship, and Prayer
8:55 – 9:05 AM	Break
9:05 – 10:00 AM	First Class
10:00 – 10:10 AM	Break
10:10 – 11:05 AM	Second Class
11:05 AM – 12:00 PM	Third Class

Sample Student Policies

IMPORTANT: CULTURAL ADAPTABILITY

The sample policies below follow a Western school model and are only a starting point. Think carefully about attendance tracking, tardiness rules, and dress codes before you adopt them; check if they fit your culture first. Feel free to change them. The goal is a Spirit-filled learning place that works for your students, not copying a foreign model.

Attendance CULTURALLY OPTIONAL

- Regular attendance helps students understand the material and helps the class grow close together.
- If formal tracking is used, MWF classes: **3 absences allowed per course** (the same starting point suggested in Area 4)
- If formal tracking is used, Tuesday/Thursday classes: **2 absences allowed per course**
- These numbers are only a suggestion, not a requirement; where strict attendance rules would hurt enrollment or relationships, focus on real engagement and pastoral follow-up instead of formal penalties.
- Handle long illness or family needs with grace, and always talk directly with the student.

Tardiness CULTURALLY OPTIONAL

- If being on time is culturally valued and enforceable in your setting: set a clear rule (e.g., 3 tardies = 1 absence; 15+ minutes late = absent).
- In many non-Western cultures, time is more about relationships than the clock. In these settings, a strict tardiness rule can create needless barriers without helping students learn any better.
- Focus instead on full participation once students arrive, rather than punishing them for arrival time.

Fees & Tuition Guidelines

CONTEXT DETERMINES COST

There is no single tuition rate for all VCI schools. What one country can afford, another cannot. Set fees based on your local economy, not on what schools charge in other regions.

- **Calculate tuition by dividing your total expected expenses** by your expected number of students and sessions; this gives you a baseline to cover your costs.
- **Charge something, even a small amount.** Students who pay something tend to stay more committed. The amount matters less than the act of giving.
- **Offer discounts** for married couples enrolling together, students with low income, young people still in high school, and retirees on a fixed income; these categories will vary by setting.
- **Work-scholarship when possible.** Where students give time and service in exchange for lower or waived fees, it keeps their dignity and lets them still take part.
- **Collect fees at the start of each session,** not the end. This confirms enrollment and makes financial planning easier.

When in doubt, talk with local pastors or church leaders who know your community's finances before you set any tuition amount.

Tests

Testing serves two purposes: it shows the teacher whether the lesson is getting through, and it shows the student whether they truly understand the material. Tests should not feel like a competition; they are tools to help students grow.

Graduation Requirements

- Complete each course within the allowed absence limit
- Take all tests for each course
- Students who complete all courses receive a Certificate of Graduation
- Students completing some but not all courses receive a Certificate of Completion for those courses

Suggested Form Fields

The lists below show the minimum information each form should collect. Add your VCI branding and any extra fields that fit your context before you print.

Registration Form Fields

SUGGESTED FIELDS

- ☐ Full Name / Age / Sex
- ☐ Current Address
- ☐ Permanent Address (if different)
- ☐ Phone: Home / Work
- ☐ Married? / Spouse's Name / Will Spouse Attend?
- ☐ Accepted Jesus as Lord and Savior? / When?
- ☐ Baptism of the Holy Spirit? / When?
- ☐ Do you attend church? / Church Name?
- ☐ How did you hear about the school?

Attendance Sheet Fields

PER-COURSE SHEET INCLUDES

- ☐ Session name / Course name / Instructor name
- ☐ Student name column
- ☐ Weekly attendance columns (Week 1 through end of session)
- ☐ Test/Assignment score column
- ☐ Final grade column