

EACF’s mission is to transform the lives of disadvantaged young East Africans through cricket and education. Focussing on 12 primary schools in slum areas of Nairobi, Kenya and 4 state secondary schools, our dual-purpose Cricket and Character Education programme aims to develop young, disadvantaged people through an educational programme delivered by the coaching and playing of cricket and to effect systemic educational and social change.



We aim to achieve our objectives by consciously and intentionally nurturing *through* our programme those values, skills and attitudes that matter most so that young people can reach their potential at school, at home, in their communities and in the workplace. We aim to achieve long-term educational and social change by helping schools to develop a broader educational ethos, by creating new pathways into secondary and tertiary education (currently denied very many young Kenyans) and by creating new urban community cricket clubs to operate outside of schools with much wider social and educational purposes beyond cricket.

1: The importance of character

If young people are to lead successful lives, their educational experience must give them much more than academic qualifications. Research in USA by Dr. Martin Seligman and Dr. Angela Duckworth at Pennsylvania University identifies seven key character traits that, they argue, serve as the very best predictors of personal and professional success. These are: ENTHUSIASM - PERSEVERANCE - SELF-CONTROL - OPTIMISM - GRATITUDE - SOCIAL INTELLIGENCE - CURIOSITY. These are the values, skills and attitudes - all of which combine to form our characters - that matter most if young people are to become well-integrated, good citizens and effective performers in the workplace.

2: What is meant by Character Education?

The term Character Education has been coined to refer to the conscious, deliberate development of character. Experts insist that character should be “taught” as well as “caught” and that effective Character Education is *intentional, planned, organised and reflective*. While the development of character should derive from everything a young person experiences, team sports played competitively arguably offer the very best vehicle through which character can be “taught”. Competitive team sports demand and develop every single one of the seven key character traits identified by Drs. Seligman and Duckworth.

3: Why Cricket?

Cricket is a special game which lends itself particularly well to building character. It has a unique dynamic in which players are both team-members and individuals with particular responsibilities; it is a game for everyone - for girls as well as boys, as well as for those with disabilities. Cricket is a complex sport offering wide-ranging opportunities to contribute - on and off the field, as players and officials; it demands high levels of strategic thinking but also physical courage. Its best traditional values - play hard, play fair - are highly relevant to all aspects of life. Cricket requires fitness, intelligence, skill and, above all, it demands character.

4: Why is the EACF Cricket and Character Education Programme important to young people in East Africa?

Like other East African countries, Kenya is a place of extreme poverty and deprivation. According to the United Nations Development Programme it is ranked 143 ex 187 on the Human Development Index. 50% of the population live below the poverty line; 180,000 children under the age of 14 have HIV. Only 73.5% of Kenyan children access primary education, despite its being free; 41% only access secondary schooling for which fees are mandatory, while in Nairobi only 22% of 15-17 year-old girls enrol at secondary school. 60% of the population are under the age of 26 and youth unemployment currently sits at 55%.

It is critical not only that many more young people in Kenya can continue to access formal education beyond primary level but that the educational experience provided *at all levels* in Kenya helps to develop the character attributes that matter most - regardless of what happens after primary schooling. It is equally critical for those young people who are excluded from secondary



schooling (the majority in Nairobi) that opportunities are given them so they can continue to access positive activities and more informal educational opportunities while continuing to develop personally in the context of the seven character attributes that matter most.

5: About EACF (www.eacfoundation.org.uk)

EACF is a registered charity founded in the UK in 2013. In July 2014 we launched our innovative dual-purpose “Character through Cricket” Pilot Programme in Nairobi, Kenya, a place in which:

- sports provision in schools is totally inadequate - a result of financial constraint but also because the benefits of sport in terms of health, well-being and personal development are under-valued;
- the requirements to deliver Physical Education in schools are largely ignored;
- despite Kenya’s reaching the semi-finals of the World Cup in 2003 - cricket is unfamiliar to almost all;
- the concept of Character Education and broad education is non-existent on account of the overwhelming pressures on teachers to deliver exam results to the exclusion of everything else.

The programme delivers an intensive cricket development programme into which Character Education, focussed specifically on the seven characteristics identified by Seligman and Duckworth, is seamlessly integrated within every single cricket activity. We have developed our own syllabus and training programme and have intensively trained our team of 12 Kenyan coaches, all of whom have backgrounds similar to those of the young people EACF is nurturing.

6a: EACF Pilot Programme (2014 - 2016)

Launched initially as a Pilot Programme to operate until May 2016, EACF’s trustees have subsequently committed to sustain and expand Pilot activities until May 2018 in order to embed the programme sustainably but also to introduce new features identified through our continuous evaluation. Working with 16 schools, 12 of them hugely under-resourced primary “slum schools” which educate many of Kenya’s most disadvantaged boys and girls (an estimated 65% are orphaned or have only one parent as a result of AIDS /HIV), the “Character through Cricket” Programme is led by Programme Director David Waters MBE and delivered by the 12 qualified Kenyan coaches. At its peak the programme has engaged 4,100 young people in one week during July 2015 and since May 2015 has succeeded in engaging over 3,000 young people every week during term-times, while in December 2014 and August 2015 Holiday Camps have been successfully delivered.

The model for the Pilot Programme revolves around four Clusters of schools in different parts of

Nairobi. A Cluster is a group of four schools, one Hub School (a secondary school where we have enhanced cricketing facilities) and three primary schools on their doorsteps. The Hub Schools provide a base from which cricket can be coached and played competitively by all schools and, moving forwards (*see 6b*), they will offer places for EACF participants by means of an EACF bursary scheme available to those who otherwise would be excluded on economic grounds.

6b: Extended EACF Pilot Programme (2016 - 2018)

In recognition of issues referenced in *Section 4*, with effect from April 2016 EACF intends to introduce three new features to the extended Pilot Programme. These are:

- a bursary scheme, supported by the four secondary Hub Schools, which will enable EACF's primary school leavers to access places at the Hub Schools and progress into secondary education;
- the development in partnership with Kenyatta University of accredited Character Education courses for current teachers and students training to become teachers at Kenyatta University;
- the development of urban community cricket clubs which will enable those excluded from secondary education to maintain a full involvement in the EACF Programme and access cricketing, educational and social opportunities.

These developments aim to address lack of opportunities inherent within the Kenyan educational and social environments, to support the long-term sustainability of the EACF Programme and to contribute to the systemic educational and social change we seek to achieve.

7: Patrons, Partners and Endorsement

EACF is proud to have secured the commitment of some very distinguished Patrons, including four former England cricket captains: Sir Ian Botham, Clare Connor, Mike Gatting and David Gower and of former England cricketer Derek Pringle. David and Derek grew up in Tanzania and Kenya respectively. We are proud to have Prof. Mike Boit, Olympic 1500m and 800m medallist, former Commissioner for Sport in Kenya and Professor of Sports Science at Kenyatta University, as a Patron and also to be working in close partnership with Kenyatta University (*see 6b*) to develop and deliver accredited Character Education courses. The programme is formally endorsed by Cricket Kenya, the national governing body for cricket, and by the Kenyan Ministry for Education.

8: Impact and Evaluation

In the UK and other parts of the world, the concept of Character Education (and its being "taught") is beginning to gain traction; in Africa the concept is unknown. In the UK and other parts of the world, the idea of developing character through sport is emerging, while in Africa it has not. EACF is breaking new ground; the Pilot Programme is serving as Action Research to demonstrate impact in transforming the lives of disadvantaged young East Africans and in influencing the wider world of education and policy-makers about Character Education and the part that sport can, and should, play within it.

EACF is working with Dr. Tom Harrison of the Jubilee Centre, Birmingham University - the global leaders in Character Education - and with Prof. Mike Boit and the Kenyatta University in Nairobi to deliver a robust evaluation of the programme in terms of cricket development and, much more importantly, of impact in Character Education. A Baseline Study was undertaken in February 2015 and a final Evaluation Report will be produced after May 2016 at the end of the initial Pilot Phase. Initial findings from the Baseline Study confirm positive progress in the development of the seven characteristics and highlight the importance of the new features referenced in Section 6b.

9: Anticipated Outcomes

By the end of May 2016 we plan to have validated our conviction that the EACF Pilot, delivered in the right way by the right people, will have succeeded as a dual-purpose Cricket and Character

Education programme. Deploying a range of bespoke assessments, case-studies and interviews, we aim to demonstrate success:

- in developing the seven identified characteristics among the 4,000 - 5,000 boys and girls with whom we are working;
- in impacting upon the character and Continuing Professional Development of EACF coaches;
- in persuading our partner schools to recognise that Character Education is as important as academic attainment, to deliver Character Education through the full curriculum and to acknowledge the part that sport (and cricket) should play in a rounded education;
- in influencing educationalists and wider policy-makers in Kenya and beyond about Character Education, sport and cricket.

To summarise we are seeking evidence that the young people engaged though the EACF Programme are evolving as influential leaders and contributors within their communities and that the schools engaged are embracing and delivering Character Education to complement the academic curriculum.

10: Budget and Support

EACF has drawn up a budget of £380,000, including Monitoring and Evaluation costs, to deliver the Pilot Phase (up to May 2016) and an overall budget of £716,000 to deliver activities in Nairobi up to May 2018, although this sum excludes costs attached to bursary provision and to the development of the urban community cricket clubs. We are not actively seeking funding at this stage for these two new components since our best hope is that current discussions with other organisations that already provide bursaries to young Kenyans and with construction companies and with Kenyatta University regarding initial support for the community cricket clubs will result in our not needing to add to the £716,000 budget.

Inarguably the programme is ambitious, but also important in developing a scalable model which EACF can replicate and also share with other sports-related, educationally-minded organisations. To date a total of over £330,000 has been committed towards our targets.

11: Our Motivations

All of us involved in EACF have in common three particular concerns. Firstly, we know East Africa and have abiding affection for it, a place where disadvantage and lack of opportunity is rife but where there is such vast human potential. Secondly, we recognise how sport, played competitively and in teams - and cricket in particular - can enrich lives. Thirdly, we believe passionately in education and insist that young Africans should be helped to access excellent, innovative educational opportunities through which character can be nurtured. It is for these reasons that EACF was founded and our dual-purpose Cricket and Character Education Pilot been conceived.

We continue actively to seek support in order to fill the gap between what we have and what is needed to complete the first Phase of the Pilot and for the subsequent two years. A grant or donation of £40,000, for example, would cover all of the coaches salaries for one year; £25,000 would cover the costs of delivering the programme to one group of four schools over two years; £10,000 would cover the costs of a new practice wicket, nets and storage at one school; £5,000 would pay for the recruitment, training and salary costs of one coach for one year; £1,000 would provide most of the costs for one school's cricket equipment.



Your best support

If you share our concerns about the education of young people in East Africa and our conviction that character building through sport can enhance their personal and educational development, please help us.

PLEASE VISIT OUR WEBSITE: www.eacfoundation.org.uk

In order to make a commitment to EACF or for any further information, please contact:
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