



Final Evaluation Report Executive Summary

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HEADLINE OVERALL FINDINGS AND CONCLUSIONS

INTRODUCTION

The concept of Character Education as it has been delivered by the East Africa Cricket & Educational Foundation (EACF) in its pilot activity between 214 and March 2016, namely the teaching of specific characteristics in a conscious, deliberate, intentional way, remains a relatively new concept. The notion of Character Education through Sport is also a new one, while Character Education delivered through cricket is, to the best of our knowledge, entirely new anywhere in the world.

The idea of measuring both character and Character Education provision is necessarily also new. Furthermore, endeavours to measure character and Character Education provision are by no means straightforward. There are considerable limitations in so far that the development of specific characteristics is perceived to be intangible and success or otherwise in demonstrating good character largely reliant upon combinations of self-analysis and third-party observations. The challenges in seeking to evaluate the impact achieved by EACF through its Pilot Programme in delivering its dual purpose Cricket and Character Education programme have been compounded by some data collection issues referenced later in the Report and by the fact that not all of the qualitative measures were pre-validated in context.

This Report has been undertaken by drawing upon the methods and principles of the Duckworth Centre in the United States and of the Jubilee Centre at Birmingham University in the United Kingdom. The authors have been assisted along the way by Dr. Tom Harrison, the Director of Education in the Jubilee Centre. Whilst one of its authors, Nick Gandon, has been extensively involved in the development of the EACF Programme, the co-author, Daisy Kay-Taylor, is entirely independent of EACF. Notwithstanding the challenges attached to its compilation, the Report is comprehensive, the Full Report running to just under 150 pages in length. This is itself unusual for a Character Education study and reflects the determination of the EACF trustees to shine a torch on their own programme and to do so robustly.

ABOUT THE AUTHORS

Nick Gandon studied at Durham and Oxford Universities and then spent 20 years working in independent schools, occupying a number of senior management positions before being appointed as the Director of The Cricket Foundation in 2003. At The Cricket Foundation, Nick devised and implemented the Chance to Shine campaign, launched in May 2005. Chance to Shine aimed to raise £50 million in order to regenerate competitive cricket throughout state education in Britain - the campaign raised £34 million in four years prior to Nick's departure.

In 2009, Nick co-founded Cause4, where he worked with a range of individuals, charities, schools and social enterprises. Nick's fundraising experience includes success with high net-worth individuals, corporate sponsors and with grant-making trusts. He was instrumental in securing matched-funding from Government during his time at The Cricket Foundation and knows his way around its many agencies.

In his professional work he has acted as a consultant to the East Africa Cricket & educational Foundation, England Athletics and SportsAid. Outside of his professional work Nick is chairman of Hoddesdon Cricket Club, Chairman of RESTART, a homelessness charity, trustee of Sport for Life International and of Inside Out, a prison mentoring charity. He has been a school Governor, is still heavily involved in cricket, reads books, enjoys theatre, is considered an accomplished speaker and, as a committed independent, takes a keen interest in politics.

Daisy Kay-Taylor has been actively involved in the not-for-profit sector for over 20 years in the UK and sub-Saharan Africa, both as a board member and in senior leadership and advisory roles. She has a particular interest and focus on strategy, development and effective leadership and programme delivery. While Head of Fundraising at the Royal College of General Practitioners Daisy produced the College's first ever framework for fundraising, underpinned by policies, protocols and guidelines, and the evaluation report of the College's multi-million pound capital campaign. A Fellow of the Royal Geographical Society, Daisy is passionate about Southern and East Africa with a keen interest and involvement in education and community development.

HEADLINE FINDINGS AND CONCLUSIONS

a) Programme Outputs

Over the course of its dual-purpose Cricket and Character Education Pilot Programme (between July 2014 and March 2016) EACF has:

- **engaged as Unique Individuals an estimated 6,000+ boys and girls during a period of 15 term-time months;**
- **engaged an average of 3,005 Unique Individuals each month of whom 40% have been girls and 60% have been boys;**
- **delivered 2,682 sessions, usually in the context of lessons in curriculum-time apportioned for PE but also including some longer after-school sessions;**
- **delivered a total of 2,298 hours of coaching and cricket-related activity;**
- **delivered 48% of the 5,611 time-tabled activities.**

During the 15 weeks of the Pilot Programme during which four Holiday Camps have taken place in 2014 and 2015 EACF has:

- **engaged 1,166 boys and 1,283 girls of whom it is estimated that 328 (156 boys and 172 girls) are Unique Individuals;**

- engaged an average of 181 Unique Individuals each week of whom 52% have been girls and 48% have been boys.
- delivered a total of 1,166 hours of coaching and cricket-related activity.

On 17 Saturday mornings between 17 October 2015 and 26 March 2016 EACF has:

- engaged 952 boys and 345 girls of whom it is estimated that 80 and 40 respectively are Unique Individuals who will also have taken part in Holiday Camps;
- engaged an estimated 80 boys and 40 girls as Unique Individuals, 33% being girls and 66% being boys;
- delivered a total of 196 hours of coaching and cricket-related activity;
- delivered a total of 18 inter-Cluster and intra-Cluster cricket matches.

b) Character Education Outcomes

From results of three qualitative assessments, two involving the Sample Group and third involving the Case Study Group, it is concluded that:

- The students engaged in the EACF Pilot Programme have made clear progress in developing each of the seven characteristics;
- Progress in developing each of the seven characteristics has been made in all schools;
- Progress in developing each of the seven characteristics has been made by both boys and girls;
- Girls had reached higher levels of overall character development than boys by the end of the pilot phase but were ahead of boys at the outset of the programme;
- Boys had made greater progress than girls in developing their characters by the end of the pilot phase but their levels of character development at the beginning of the programme were behind the girls;
- Greater progress has been made in developing each of the seven characteristics by members of the Case Study Group who, typically, were involved in the EACF Pilot Programme more intensively (by attending Holiday Camps and/or Saturday mornings) than by members of the Sample Group whose engagement in the Pilot Programme was largely limited to the schools' programme delivered during the term-time weeks;
- The strongest characteristics among the Sample Group are Gratitude and Social Intelligence, while Enthusiasm and Perseverance are the strongest characteristics among the Case Study Group;

- **Curiosity is the most improved characteristic among both groups; this is especially notable because it offers a strong indication of growing self-confidence amongst the students and suggests that the schools in which EACF has operated have become more disposed to the idea of young people asking questions and seeking answers.**

From results of three qualitative assessments and from Coaches' Scorecard, it is concluded that:

- **Greatest impact has been made in primary schools relative to secondary schools.**

c) Case Studies

The case studies contain numerous examples of **bullies becoming role-models**, of **habitual truants who now attend school regularly**, of **children overcoming their limiting home situations to improve personally** and of those who have acquired the confidence and perseverance to do their best academically and who, as a consequence, are improving levels of academic attainment.

The case studies also contain evidence that **EACF is unearthing cricketing talent**. **At least seven students from within the Case Study Group have made spectacular progress as cricketers in a sport that was entirely new to them 12-18 months ago by making their way into junior national squads and/or playing adult club cricket.**

d) Interviews with Head teachers and other school representatives

The clear conclusions arising from interviews with primary school Heads and/or their deputies are as follows:

- **The Pilot Programme has been very positively welcomed and made a very positive impact within the primary schools in helping to improve general behaviour and attitudes among those engaged in the programme and in helping to improve motivation and attendance, especially among those who had taken part extensively in the programme (the "cricketers / "cricket group");**
- **EACF's ambitions to engage and enthuse girls alongside boys appear to have been met in all of the primary schools;**
- **Contrary to concerns felt by many at the outset that the programme might compromise academic attainment, the programme is judged to have positively supported academic achievements with many Heads referencing individual boys and girls whose level of academic achievement, in their opinion, had improved during the Pilot Programme as a direct consequence of their exposure to the programme;**

- **The Pilot Programme is judged to have had a very positive impact within primary schools in helping the schools re-evaluate the purpose of education and, in particular, in establishing as a priority the delivery of broad education in which development of character is prioritised ahead of pursuing examination results while also in helping the schools re-assess their views regarding the part that sport can play in education.**

The clear conclusions arising from interviews with secondary Heads and/or school representatives are as follows:

- **With the exception of Ruthimutu Mixed, the Pilot Programme has not been as extensively welcomed nor made the same positive impact in the secondary schools relative to the primary schools;**
- **A number of secondary school Heads had very little awareness of the Character Education motivation component at the time of the interviews in April 2016, supposing that the programme was essentially a cricket programme;**
- **Each of the three secondary school representatives at Lenana, Dagoretti and Rithimutu Mixed acknowledged that, subsequent to their school's involvement in the Pilot Programme, they personally had re-assessed their views regarding the importance of sport in education.**

e) Training

It is unlikely to be merely co-incidental that greatest awareness of the programme's objectives to support development of positive character through cricket, greatest support for the programme and greatest perceived impact has been made in those schools that were represented at a workshop where training both in Character Education and cricket was provided by EACF.

f) The Coaches

The clear conclusions arising from interviews with school Heads and/or their representatives, from interviews with the coaches themselves and the Programme Director are as follows:

- **The coaches have won the respect and approval of the school Heads and that their ability to form good, positive relationships with the boys and girls has been fully noted;**
- **The coaches' approach appears to have influenced changes in the way not only that students respond to each other but also, and more significantly, in the way teachers interact with the students. Whereas traditionally teachers have managed students in an**

authoritarian manner, assuming a disciplinary perspective, there is evidence of a more open approach based upon communication and explanation.

- The coaches have performed well, notwithstanding issues of efficiency identified in Section 2, in delivering the programme and good outcomes in terms of Character Education and of cricket development;
- The coaches have performed well in overcoming initial challenges within the schools, especially among primary schools;
- The coaches can do much more in building up a bank of resources to complement Character Education delivered directly through cricket activity to reinforce the development of the seven characteristics;
- The coaches are ready to develop new skills, especially involving analysis, strategy, planning and process, that will equip them to become excellent managers and to develop their own career prospects.

g) Life Skills teaching

There is a major opportunity for EACF to capitalise upon the emergence of a requirement for schools to deliver a programme of Life Skills by developing its programme in such a way which allowed the issues relevant to the Life Skills agenda to be placed in the context of, and addressed through, the development of the seven specific characteristics already identified by EACF.

h) Relationship with Kenyatta University

During the course of the Pilot Programme EACF has established a strong relationship with Kenyatta University and in particular with Prof. Mike Boit, the Head of the Sports Science faculty. Discussions are underway with Kenyatta University about developing and delivering accredited training in Character Education through Sports/ cricket. **This development, especially if it could incorporate training and resources for teaching Life Skills, is very significant for EACF. It offers EACF possibilities not only for ensuring that future and current teachers and sports coaches could strengthen the delivery of EACF's programmes in and outside of schools, but also that ultimately the training of teachers and coaches could become EACF's core activity for achieving high levels of impact in East Africa in the most cost-effective way.**

BACKGROUND & CONTEXT

1. About EACF

The East Africa Cricket & Educational Foundation (EACF) was registered as a charity in the UK in 2013. Its mission is to transform the lives of disadvantaged young East Africans through cricket and education. It has developed a dual-purpose Cricket and Character Education programme which aims not only to develop young people as cricketers by means of a robust cricket development programme but, much more importantly, to develop them as young people *through* participation in its cricket development programme. The programme aims to develop them as young people by seeking in a *deliberate, planned and structured* way to teach and develop essential skills, values and attitudes – all of which combine to form our characters – by integrating Character Education seamlessly into every single cricket development activity. At the heart of EACF’s objectives is an ambition to help the young people engaged in its programmes to reach their potential at school, at home, in their communities and ultimately in the workplace by developing those skills, values and attitudes that will equip them for life.

2. The EACF Pilot Programme - Overview

In July 2014 EACF launched an innovative Pilot Programme in Nairobi, Kenya, which in effect became fully operational in January 2015 by when it was delivering activities in 16 schools (a combination of 16 primary and secondary schools) in Nairobi, Kenya. It was planned to operate in “pilot phase” until the end of April 2016, this period of 21 months being considered of sufficient length to enable a clear assessment of impact of EACF’s dual-purpose activities. (EACF has since continued to deliver activities beyond March 2016 whilst waiting to undertake a major strategic review which will be informed by the contents of this Report.) Under the direction of Programme Director David Waters MBE, the Pilot Programme (and subsequent activities) has been delivered by a team of 12 local Kenyan cricket coaches who have been trained not only as cricket coaches but additionally as character coaches.

12 of the schools in which EACF has operated are hugely under-resourced ‘slum schools’ serving some of Kenya’s most disadvantaged boys and girls. An estimated 65% of the boys and girls engaged in EACF’s programme are orphaned or else have only one parent as a result of AIDS /HIV, whilst other students are from refugee families who have escaped war-torn counties such as The Congo, Sudan and Somalia. By mid-2015 the programme was operating close to optimum capacity and in July 2015 engaged over 5,000 boys and girls as unique individuals. After the beginning of a new academic year in January 2016 an estimated 6,000 young people had been engaged.

The 12 coaches are sub-divided into four groups of three; each group of three coaches is assigned to one Cluster of four schools. During term-times the three coaches work as a team in delivering activities on a daily basis (from Monday to Friday) within their clusters of schools during curriculum time apportioned for the teaching of PE. From October 2015 on Saturday mornings the coaches delivered additional sessions for a

more select group of boys and girls, while during the November/December and August holidays the coaches have run Holiday Camps which are more widely open to boys and girls from across the clusters of schools.

3. About the schools engaged in the EACF Pilot Programme

The model for the Pilot Programme revolves around four clusters of schools, each usually including both primary and secondary, in different parts of Nairobi. A Cluster is a group of four schools, comprising a Hub School (a secondary school where either existing cricketing facilities have been considered adequate or where there is potential to enhance these) and three local Satellite Schools, the 'slum schools' (primary or secondary) on their relative doorsteps. The Satellite Schools were identified because there has never been any previous cricket provision in those schools and because their students, for reasons already described, are palpably disadvantaged and, therefore, can benefit most from the programme. The Hub Schools (highlighted in bold below) provide a base for matches between the schools and between representative Cluster teams, as well as a base for more intensive coaching and training on Saturdays in term-time and also during school-holiday Camps.

At the outset the 16 schools (8 secondary schools and 8 primary schools), sub-divided into Clusters, are:

Cluster 1 - Hub School - **Braeburn School** (a private secondary school)*; Satellite schools - Kawangware Primary School; Kabiro Primary; Kabiro Secondary.

Cluster 2 - Hub School - **Lenana School** (a National boys' boarding school); - Satellite schools - Ruthimitu Girls Secondary School; Ruthimitu Mixed Secondary School; Dagoretti High School.

Cluster 3 - Hub School - **Nairobi School** (a National boys' boarding school); Satellite schools New Kihumbuini Primary School; Kangemi Primary School; Kihumbuini Primary School

Cluster 4 - Hub School - **Starehe Boys Centre** (a National boys' boarding school); Satellite schools - St Bridget's Primary School**; Dr Aggrey School; Muslim Primary School

** Braeburn School, a private secondary school, has played a very important role in providing a base for the Satellite Schools for cricket activity but has been very minimally involved in a recipient of coaching activity.*

***In January 2016 Juja Primary School replaced St Bridget's Primary School in Cluster 1.*

It should be noted that all 8 of the primary schools engaged are co-educational schools, enabling EACF to reach girls alongside boys in roughly

equal numbers. Of the 7 secondary schools (discounting Braeburn, an exclusive private school) only two are co-educational - one (Ruthimutu Girls) is for girls only, while the other four are for boys only.

4. About EACF's Character Education programme

The Character Education component of the Pilot Programme have been developed through research into the work in the USA of Dr. Martin Seligman and Dr. Angela Duckworth, eminent psychologists from Pennsylvania University, through research into the Knowledge is Power Programme (KIPP) in the USA and into the work of the Jubilee Centre, part of Birmingham University in the UK. (The Jubilee Centre is widely recognised as the global leader in Character Education.)

The principle underpinning Character Education is that, in order that young people can lead successful, fulfilled, well-rounded lives, they need to be equipped with much more than academic qualifications and that it is the respective character strengths of young people that will, first and foremost, determine success in their personal, educational and professional lives. Besides, if one helps young people to develop positive characteristics which include, for instance, perseverance, self-control and curiosity, then these characteristics will translate into improved attitudes towards and performance in academic dimensions.

5. Seven Key Character Qualities

Research conducted in USA by Dr. Martin Seligman and Dr. Angela Duckworth has identified seven key character traits that serve as the best predictors of personal and professional success. These are: ENTHUSIASM - PERSEVERANCE - SELF-CONTROL - OPTIMISM - GRATITUDE - SOCIAL INTELLIGENCE - CURIOSITY. These are the skills, values and attitudes that are judged by Dr. Seligman and Dr. Duckworth to truly matter if young people are to be good citizens and good performers throughout their lives. EACF has adopted these same seven characteristics and sought to develop these in a deliberate, planned, intentional way (believing that these characteristics can be “taught” as well as “caught”) by integrating Character Education into a core cricket programme.

6. Character Education and Sport / Cricket

The Character Education components have been developed on an understanding that, whilst Character Education should permeate *all* activities in which young people are engaged, sport *per se* offers an ideal vehicle through which character can be “taught”, especially team sports that are played in competition. They have also been developed on an understanding that, while all team sports played competitively

offer excellent opportunities to “teach” character, cricket has unique attributes that make it stand out.

Cricket creates an extraordinary dynamic in which players are both team members but also individuals charged with responsibilities from which there’s no hiding place. It demands high levels of strategic thinking as well as physical courage. It is a complex sport offering a range of different opportunities to contribute – both on and off the field of play. Cricket’s best traditional values - play hard, play fair – are highly relevant to all aspects of the human experience. By and large cricket provides good role-models whom we can genuinely uphold to young people. Cricket is a game for everyone - for girls as well as boys; it is also played with great enjoyment by those with disabilities. It is in recognising the distinctive part that competitive cricket can play in developing the characters of young people and in helping young people to succeed in all areas of their lives that the EACF Pilot Programme is being taken forward.

7. Attitudes towards Character Education & Sport/PE

In the UK and other parts of the world, the concept of Character Education (and its being “taught”) is beginning to gain traction quickly. In Africa the concept is new. In the UK and other parts of the world, the idea of developing character through sport is beginning to emerge, while in Africa it is yet to take hold in any real sense.

In Kenya (and more broadly in East Africa) it is generally recognised that schools are burdened by pressures to deliver academic results, an expectation unhelpfully learnt from the UK and other parts of the world, to the extent that sporting provision and Physical Education has largely been ignored in very many schools. Whilst PE is a mandatory part of the school curriculum in Kenyan schools, the actuality - confirmed within this Report – is that the time allocated for PE in schools has very often been diverted for non-PE purposes and that, regardless, PE provision is very badly constrained because there are so few PE specialists or because sports facilities, equipment and financial resource are inadequate.

8. The Challenges

EACF has always been aware that its programme is fraught with challenge and that in delivering its activities through a pilot programme it would establish how best these challenges could be met.

The particular challenges identified include:

- **Lack of support for sport in schools by Kenyan policy-makers, educationalists, headteachers and classroom practitioners;**

- **Disproportionate levels of importance attached to examination results, meaning that classroom activity is seen as an overriding priority relative to extra-curricular activities;**
- **The environment in which many young people grow up in the slums without positive influences;**
- **Poor facilities for sport in schools and lack of funding to improve these and to provide equipment;**
- **Unfamiliarity with cricket, despite the fact that in 2003 Kenya reached the semi-finals of the 2003 World Cup;**
- **The relative inexperience of the EACF coaches – and particularly their unfamiliarity with Character Education.**

9. Evaluation

EACF has sought to break new ground through its dual-purpose Cricket and Character Education project, albeit under challenging circumstances. In effect the Pilot Programme has served as an Action Research project to test the effectiveness of EACF's innovative programme and to establish to what extent EACF has succeeded during the pilot phase in achieving impact in developing the characters of the young people engaged; in developing them as cricketers; in the personal development of the 12 coaches employed by EACF; in changing the attitudes of the schools engaged towards Character Education and towards the part that sport and cricket in particular can play within it; and in influencing the wider world of education.

The following sections set out the findings of the quantitative and qualitative research and analysis undertaken in Kenya and the UK during April and May 2016. Where possible, the evidence is measured against the 2015 baseline data.

FINAL EVALUATION REPORT

1. Introduction

Deploying a range of research instruments developed specifically for the purposes of evaluating impact made by EACF in its Pilot Programme, the Final Evaluation has adopted a 'Before and After' approach (as opposed to a Randomised Control Trial approach). This Report draws upon findings and conclusions established from quantitative and qualitative research used in an initial Baseline Report conducted in January / February 2015 and upon findings and conclusions arising out of quantitative and qualitative research undertaken in April 2016 by which to measure progress made by EACF in delivering its Pilot Programme since the Baseline Study.

2. Report Aims and Objectives

The Report aims to:

a) establish impact against the outcomes listed below over the course of the Pilot Programme:

- **Impact on Young People:**
 - in developing the seven identified characteristics (ENTHUSIASM - PERSEVERANCE - SELF-CONTROL - OPTIMISM - GRATITUDE - SOCIAL INTELLIGENCE – CURIOSITY) among an estimated 6,000 boys and girls that EACF has engaged over two years;
 - by establishing any relationship between progress in character development and improvements in academic performance and in attitude and general conduct at school;
 - in developing them as young cricketers and cricketing enthusiasts.

- **Impact on Coaches:**
 - in developing the seven identified characteristics (ENTHUSIASM - PERSEVERANCE - SELF-CONTROL - OPTIMISM - GRATITUDE - SOCIAL INTELLIGENCE – CURIOSITY) among the 12 coaches;
 - in supporting their own Continuing Professional Development.

- **Impact on Schools:**
 - in influencing partner schools to accept that Character Education is as important as academic attainment;
 - in influencing partner schools to accept that sport (and cricket) has a vital role to play in Character Education.

- **Impact on Government and Policy-Makers:**

- in influencing the Kenyan Government and educational policy-makers to think differently about Character Education, sport and cricket.

b) establish lessons for the future

- by identifying how EACF might refine and develop its programme to ensure sustainability, maximum impact and scale-up in the future;

- by establishing how other Character Education initiatives might best be undertaken by other organisations wishing to use sport (or indeed any other mediums) as vehicle for developing character.

Section 1 - Methodology and Data Collection Process

1.1. Research Questions

The Final Evaluation Report undertaken to assess impact of the EACF Pilot Programme against its planned outcomes is based as much as possible on a 'before and after' approach. In developing the evaluation instruments for measuring impact against the identified outcomes, the following Research Questions were agreed at the outset of the Pilot Programme:

Research Questions related to Impact on Young People:

- 1) What importance do students attach to character for improving their future prospects?***
- 2) How well do students understand the seven individual characteristics identified?***
- 3) To what extents have students developed the seven individual characteristics?***
- 4) How intensively have the students engaged in the EACF programme?***
- 5) Are developments in character aligned with levels of enjoyment of and participation in cricket?***
- 6) To what extent might the development of the seven characteristics have resulted in improved academic performance and / or improved attitudes to school?***

Research Questions related to Impact on Coaches:

- 1) What importance do the coaches attach to character for improving the future prospects of the students with whom they are working?***
- 2) How effectively are the coaches performing both as cricket coaches and as character educators?***
- 3) What importance do the coaches attach to character for improving their own future prospects?***
- 4) To what extents have coaches personally developed the seven individual characteristics?***
- 5) What are the coaches' professional and personal ambitions?***
- 6) What do the coaches aim to have achieved by the end of the Pilot Programme to help them progress towards these ambitions?***

Research Questions related to Impact on Schools:

- 1) What do the Head teachers consider to be a successful education that equips their students to face their futures with confidence?***
- 2) What importance do the Head teachers attach to developing character for improving the future prospects of their students?***
- 3) What importance do the Head teachers attach to sport, team sport and sport played competitively in providing an effective educational experience?***

- 4) What do the Head teachers consider to be the major benefits to their school offered by the EACF Programme?**
- 5) What evidence do the Head teachers expect to see by which to prove whether the EACF Programme has succeeded?**
- 6) To what extent are the schools supporting the cricket and character education components of the EACF Programme?**

Whilst the EACF Pilot Programme was devised additionally with an objective to influence the Kenya government and a broad range of educational policy-makers about the part that Character Education and sport/cricket might play within Kenyan education, no activities have been directly undertaken which reflect this objective. It is understood that influence on the Kenyan government and educationalists at large will most likely materialise through the dissemination of this Report and through discussion with government representatives.

1.2 Research Instruments

Eight quantitative and qualitative research instruments have been used in the Baseline and/or in the Final Evaluation to provide responses to the Research Questions and/or tease out other important insights, as follows:

- a) Student Questionnaire*** (quantitative), used with a sample of 150 boys and girls in the Baseline Study and again in April 2016 with as many of the original Sample Group as was possible for measuring progress in developing each of the seven characteristics.
- b) Change for the Better Survey** (quantitative) - in April 2016 the questionnaire contained one additional question which invited the sample group to consider the extent to which they considered that they had personally developed their character for the better during the Pilot Programme.
- c) Case Study Scorecards** (quantitative) with scores / assessments provided by the coaches in response to a range of questions about a Case Study Group, (36 students tracked by the coaches over the Pilot Programme) including assessments for measuring progress in developing each of the seven characteristics.
- d) Coaches Logs** (qualitative) maintained by all coaches for following three students each (36 in total, the Case Study Group) to develop Case Studies which capture more general observations and which, among other matters, also establish the frequency and intensity of involvement over the course of the Pilot Programme.
- e) three sets of Interview Questions** (qualitative) used in individual interviews with Headteachers and/ or their representatives, for Focus

Groups with the coaches and in an individual interview with Programme Director David Walters.

f) Schools Assessment Scorecard (qualitative) completed by all coaches with regard to the degree of challenge faced within each school in which they have operated at the outset and by the end of the Pilot Programme, the level of impact as they perceived it by the end of the pilot, the level of support provided by the school, etc. and also completed by the Programme Director with regard to all schools.

1.3. EACF Internal Programme Monitoring

Data recording programme outputs (in terms of sessions delivered and coaching hours) and participation figures have been kept on a weekly basis by the EACF Administrator and this information has been shared for evaluation purposes. The data establishes the number of Unique Individuals engaged on a weekly basis but does not provide data enabling analysis of the frequency and intensity of engagement of clearly-identified individuals.

1.4 A Sample Group

Because of the logistical challenges involved in individually tracking all programme participants, it was decided that progress in developing the seven specific character traits would be measured through a sample of 150 boys and girls who joined the Pilot Programme in January 2015. Coming from three schools in Cluster 1 - Kabiro Primary and Kabiro Secondary schools and Kawangware Primary - the boys and girls were able to establish a “beginner’s baseline” when they completed the Student Questionnaire in January / February 2015 and again in April 2016 in the context of a “Before and After” study.

In April 2016 when the Sample Group was asked to complete the Student Questionnaire, as many of the original sample were sought out but, on account of a number of absentees from school, of a number of pupils who had left school and who had become lost to the programme and, in one tragic case, on account of one boy from Kabiro Secondary having been murdered outside the school gates during 2015, the number that completed the questionnaire was 90. This is in many ways reflective of the challenges surrounding the lives of the young people engaged and of their schools.

Section 2 - Cricket Programme

2. 1 Why impact of the Character Education component is dependent upon the effectiveness of the cricket programme

In order that EACF can demonstrate impact against its primary objective, namely in delivering Character Education-related outcomes achieved *through* its cricket development programme, EACF has necessarily been dependent upon the impact and quality of its cricket development programme into which Character Education components have been seamlessly inter-woven. Unless those engaged become inspired and motivated by cricket activity, they will develop their characters much less significantly in the intended ways. As such, there is an inter-dependent, symbiotic relationship between character development and cricketing-involvement based upon the following rationale:

- **The more contact the coaches have with young people, the more the coaches' influence and skill as "character educators" can impact on young people;**
- **The more exposure to cricket and cricket activities young people have, the more likely it is that they will develop cricket skills and/or enthusiasm for cricket;**
- **The more skilful and/or enthusiastic young people become as cricketers and about cricket, the more they will choose to take part in cricket and, as a consequence, the more they will be exposed to further opportunities to develop their characters;**
- **The more young take part in cricket and competition and enjoy and appreciate the benefits of taking part (including those relating to character development) the more likely it is that they will commit to cricket longer-term;**
- **The more young people take part in cricket longer-term, the more they will be exposed to situations which test and develop their characters and the more they will be exposed to the positive influence and skill as "character educators" of their coaches and other like-minded cricketing people.**

It is essential, therefore, that the EACF programme should have operated as a highly effective cricket programme - engaging young people in a dynamic way, developing cricketing skills and enthusiasms, providing opportunities for competition, sustaining their involvement in cricket activity, strengthening their long-term commitment to the sport, while opening up opportunities to enable sustained participation in cricket outside of EACF's activities.

2. 2. Three Components

There have been three components to the EACF Programme, as follows:

- **The Schools Programme** delivered every day of the week during term-time in curriculum time (i.e. time designated for the teaching of Physical Education), enabling every single pupil whose class is scheduled to take part in cricket activities during PE lesson-time to participate in the EACF Programme. **Excluding holiday periods and weekends, this has accounted for approximately 330 full days (15 months x 22 average days) between July 2014 and March 2016.**
- **Holiday Camps** delivered during weekdays in the August and December holidays at Hub Schools and to which individual boys and girls have been invited in order to keep numbers manageable. (The April holiday coincides with the “heavy rains” and is the time when the coaches, by and large, will take their annual leave.) **Holiday Camps have accounted for 75 full days (15 weeks) between July 2014 and December 2015.**
- **Saturday morning activities** delivered in four hour sessions at Hub Schools, to which individual boys and girls with special cricketing aptitude and enthusiasm have been invited. **These were first introduced on 17 October 2015 and since then (up until the end of March) have accounted for 17 Saturday mornings, the equivalent of 8.5 days.**

2. 3 Number of Participants

At the outset EACF aimed to engage, once the programme was fully operational across all 16 schools, a total 4,000 young people *at any one time* and 4,800 in total. These numbers have been comfortably exceeded. **Between July 2014 and March 2016 the Pilot Programme has engaged an estimated 6,000 boys and girls as unique individuals. Data provided by EACF establishes that in July 2015 the Programme engaged 5,267 boys and girls as unique individuals during the course of that month.**

2. 4 The Challenges

It is an understatement to say that there have been challenges in introducing cricket into a school environment within the Pilot Programme.

- In every school in which EACF has operated cricket was either a sport that was entirely new or else, in the case of some of the secondary schools, a sport that had not been played for a very long time; despite the fact that Kenya reached the semi-finals of the 2003 World Cup, cricket has a very low profile in Kenya and is widely regarded as a sport for “white men and Asians”;
- Whilst much has been done to install new facilities in the Hub Schools and, in so doing, give access to reasonable facilities to the respective Satellite Schools on their doorsteps, facilities at the Satellite Schools themselves have not been, conspiring to make training and match-play difficult;
- Historically sport has not been taken seriously in Kenyan schools, despite the fact that PE provision is mandatory. Many teachers have regarded sport as an unwelcome diversion away from academic matters, supposing that time away from books will damage the chances of strong examination results;
- The 12 cricket coaches, not one of whom is a university graduate, have suggested that they have not always been treated with respect by teachers in the schools, especially at the outset, and that initially they were made to feel by some teachers that their work was an unwelcome intrusion;
- The coaches have reported that, especially at the outset, many teachers were un-cooperative in releasing pupils for scheduled cricket activities, despite PE being mandatory, and “kept” the pupils in the classroom for extra academic work;
- Head teachers and senior teachers in some schools were slow at the outset publicly to endorse the programme;
- At the end of every term exams take place which prevent any other activities from taking place, while in the run-up to exams teachers have put pressure on pupils to attend extra revision activities;
- The heavy rains that generally fall between March and May have turned areas where sport can be played in schools into quagmires, making outside activities either impossible or else very difficult;
- During the period of the Pilot Programme there have been teachers’ strikes, for two weeks at the beginning of the 2015 academic year and a further five weeks in September and early October, meaning that schools remained closed for seven weeks during 2015;
- Nairobi’s traffic is notoriously bad, especially in the rush hours at the beginning and end of the working day, and this has caused difficulties for coaches travelling from one school to another.

All of these challenges have been evident at times throughout the Pilot Programme and are in many respects responsible for an uneven delivery of the programme across the 15-months of term-time operations, although much of the unevenness has been ironed out in the later months of the pilot phase.

2.5 Coaches Assessment of Challenges by Individual School

As part of the Final Evaluation processes the coaches were each asked to disregard all external issues such as rain, traffic and teachers' strikes, etc. and reflect their perceptions of the degree of internal challenges particular to the individual schools. **In every single school the level of perceived challenge is considered to have been reduced by the end of the pilot phase – and in some cases significantly. Whilst the perceived levels of challenge were slightly lower in primary schools at the outset than in secondary schools, by March 2016 the levels of challenge in primary schools were perceived to have become quite significantly lower relative to secondary schools.**

2.6 Analysis of Outputs by EACF Pilot Programme Components

a) Programme Outputs and Participation Data (Term-Time)

Between July 2014 and March 2016 (in 15 months of term-time) EACF has:

- **delivered 2,682 sessions, usually in the context of lessons in curriculum-time apportioned for PE but also including some longer after-school sessions;**
 - **delivered 48% of the 5,611 time-tabled activities;**
 - **delivered a total of 2,298 hours of coaching and cricket-related activity;**
 - **engaged as Unique Individuals an average of 1,788 boys and 1,217 girls each month, a combined average total of 3,005 Unique Individuals per month;**
 - **engaged an average of 3,005 Unique Individuals each month of whom 40% have been girls and 60% have been boys;**
 - **engaged as Unique Individuals an estimated 6,000+ boys and girls during a period of 15 term-time months which have spanned three academic years.**
-
- **The average number of coaching hours delivered across all four Clusters is 40 hours per month;**
 - **The average monthly number of Boys and Girls engaged as Unique Individuals in each Cluster is 751 per month;**

- In July 2015 the Programme engaged 5,267 boys and girls as Unique Individuals, the highest recorded in any one month;
- In the three months of September, October and November 2015 a total of 206 hours were delivered (Cluster 1 - 52, Cluster 2 - 67, Cluster 3 - 26 and Cluster 4 – 61) at an average of 17 hours per Cluster per month, this coinciding with five weeks of teachers’ strikes and other major interruptions;
- In the three months of January, February and March 2016 a total of 833 hours were delivered (Cluster 1 - 206, Cluster 2- 282, Cluster 3 - 120 and Cluster 4 – 224) at an average of 69 hours per Cluster per month;
- In the three months of January, February and March 2016 the Programme engaged 12,488 boys and girls as Unique Individuals at an average of 4,163 per month and 1,041 per Cluster.

In any one month, the number of weeks available to the EACF programme during term-times has varied, attributable to, for instance, disruptions caused by a teachers’ strikes, end-of-year exams, trial exams and other events and the heavy rains – which traditionally fall in April, May, November and December. **Notwithstanding these issues, there has been unevenness in the level of output between Clusters and across the Pilot Programme as a whole.**

While there have continued to be inconsistencies in the level of outputs in terms of hours delivered by each Cluster, **the overall increase in output in January, February and March 2016 relative to the three preceding months of September, October and November 2015 has been very significant indeed - a combined total of 833 hours compared to 206 (an increase of over 400%).** Disregarding the external issues of weather and the absence of teachers’ strikes, it is presumed that this has arisen as a consequence of greater co-operation and support from the schools in providing access, but also of new time-tables which have addressed previous inefficiencies and increased the coaches’ contact time.

2.7 Analysis of Outputs by EACF Pilot Programme Components

b) Programme Outputs and Participation Data (Holiday Camps)

Four Holiday Camps have taken place in August 2014 and 2015 and in December 2014 and 2015. Participation was limited to those invited by the coaches on grounds of cricket aptitude and enthusiasm in order to keep numbers manageable. Since most secondary schools involved in the programme are boarding schools whose pupils generally return to their homes away from Nairobi during holidays, attendance at Holiday Camps has been mostly limited to students from the primary schools and the two secondary schools which are day-schools.

During the 15 weeks during which the four Holiday Camps have taken place in 2014 and 2015, typically in four separate venues, EACF has:

- **delivered 274 sessions of four hours, usually one in each morning and one in each afternoon;**
- **delivered a total of 1,166 hours of coaching and cricket-related activity (51% of the 2,298 total hours delivered during the course of 15 months of term-time activity);**
- **engaged 1,166 boys and 1,283 girls of whom it is estimated that 328 (156 boys and 172 girls) are Unique Individuals;**
- **engaged an average of 181 Unique Individuals each week of whom 52% have been girls and 48% have been boys.**

2.8 Analysis of Outputs by EACF Pilot Programme Components

c) Programme Outputs and Participation Data (Saturday mornings)

Between 17 October 2015 and 26 March 2016 Saturday morning activities were delivered during the course of 17 Saturdays during term-time at the Hub Schools and also at the Nairobi Club where EACF is headquartered. Participation was limited to those invited by the coaches based almost exclusively upon cricketing aptitude, i.e. to those who have been considered to have strong cricketing potential.

On 17 Saturday mornings between 17 October 2015 and 26 March 2016 EACF has:

- **delivered 17 sessions of four hours each;**
- **delivered a total of 196 hours of coaching and cricket-related activity (9% of the 2,298 total hours delivered during the course of 15 months of term-time activity);**
- **engaged 952 boys and 345 girls of whom it is estimated that 80 and 40 respectively are Unique Individuals who will also have taken part in Holiday Camps;**
- **engaged an estimated 80 boys and 40 girls as Unique Individuals, 33% being girls and 66% being boys;**
- **delivered a total of 18 inter-Cluster and intra-Cluster cricket matches.**

2.9. ISSUES and RECOMMENDATIONS (Cricket Programme)

a) Facilities

Inspection of the schools and interviews with school Heads and with coaches confirm that the facilities needed to deliver effective training and competition in schools falls far below an acceptable standard. This is an issue about which EACF needs to engage Cricket Kenya so that consideration can be given to spending whatever money might be available to/from Cricket Kenya for facility development strategically in support of the EACF programme in venues where cricket activity is likely to be sustainable.

RECOMMENDATION 1: It is recommended that EACF engages urgently with Cricket Kenya so that Cricket Kenya's plans for facility development can be aligned with EACF activity and/or that EACF creates a plan for addressing the inadequacy of facilities.

b) Primary, Secondary or both?

The 15 schools that have taken part in the EACF Pilot Programme are a mix of 8 primary and 7 secondary schools. It had been assumed at the outset that primary school students engaged in the EACF Programme would remain in the programme when they left their primary schools, generally at the age of 14, by joining one of the secondary schools engaged in the programme. This has not happened – and is unlikely ever to happen. That secondary schools are fee-paying schools ensures a financial barrier to very many while additionally the highly selective nature of many schools makes the entry standards too steep for the vast majority of primary school students. The issue of continuity is but one issue that needs to be considered in determining whether EACF's future programmes might focus on both primary and secondary sectors or else on just one of them.

The case for focussing on primary schools alone would be based upon the following factors (most of which are discussed elsewhere in this Report):

- **Because primary schooling is free, EACF is able to engage all young people in those primary schools in which it operates regardless of their socio-economic backgrounds and academic prowess;**
- **Based on history to date, the coaches have been able to overcome challenges more easily in primary schools than in secondary schools (Section 2);**
- **Greatest impact is perceived to have been made in primary schools relative to secondary schools (Sections 2 & 5);**

- In the primary schools in which EACF has been working to date, the EACF’s programme is now wholeheartedly welcomed and endorsed (Section 5);
- In primary schools there appears to be much less competition from any other sports (and easier access therefore to the PE curriculum) relative to the secondary schools where football, rugby, basketball, volleyball, etc feature much more extensively (Section 5);
- It is better to give boys and girls the benefits of Character Education when they are relatively young (before they become more “set in their ways”) and so that they can take advantage of new skills, values and attitudes for a fuller duration of their lives;
- It is better to introduce boys and girls to cricket when they are relatively young in order to develop their cricketing talent and enthusiasm to optimum effect;
- All 8 of the primary schools engaged in the EACF Programme are co-educational schools where EACF is able to reach boys and girls alike in roughly equally numbers, while only 2 of its 7 secondary schools are co-educational – EACF’s concern to support girls alongside boys can be more effectively addressed in primary schools;
- If EACF’s programme continued to involve both secondary and primary schools, two new pathways (as opposed to one) would need to be established for enabling continuity along a journey towards life-long participation in cricket (Section 5);
- Because most / many secondary schools are boarding schools whose students return home “up country” in holidays, many secondary school pupils cannot take part in Holiday Camps;
- While there are pressures on all schools to deliver exam results and to limit the time available to sport, etc. the focus on academic attainment appears stronger in secondary schools than in primary schools (Section 5).

RECOMMENDATION 2: It is recommended that very careful consideration is given to constructing a programme which limits its “in-school” activities to primary schools.

c) Participation Numbers

During the course of the Pilot Programme an estimated 6,000 young people have taken part as Unique Individuals. Of these 6,000, it is estimated that 328 Unique Individuals (5.5% of the estimated overall total) have taken part in the Holiday Camps and Saturday morning sessions and accessed opportunities to develop their characters and progress as cricketers or as cricketing enthusiasts more fully than others.

Consideration needs to be given in order to establish what the optimum number of students to be engaged might be (as well as establishing – see b) – whether these might be from primary schools alone) both in the core mid-week term-time schools programme and also on Saturday mornings and during Holiday Camps, and the optimum frequency and intensity of contact needed. Quality rather than quantity should be the mantra. It is better by far to cater excellently for fewer than to try to spread the net far and wide. There might be merit in aiming to engage 2,000 young people during the course of an academic year rather than 5,000 and in looking to raise the ratio of those that take part on Saturdays and during holidays to 400 ex 2,000 (20%) from the estimated 328 ex 6,000 (5.5%) as established over the pilot phase. Consideration needs also to be given also to establishing to what specific year-groups the programme might be delivered and the extent to which the programme could be delivered in primary schools in after-school time.

RECOMMENDATION 3: It is recommended that very careful consideration is given to constructing a revised programme:

- **which, in seeking to deliver quality rather than quantity, aims to engage fewer participants overall but with greater depth and frequency;**
- **which, in the context of the mid-week term-time programme in schools, makes effective use both of PE curriculum time and also after-school time;**
- **which increases opportunities for more young people to take part in the Saturday morning and Holiday Camp programme.**

d) Girls v Boys

EACF's statistics report that 40% of the participants in the Schools Programme have been girls, while in the Holiday Camps girls have accounted for 52% of the participants and 33% of the participants on Saturday mornings. Operating in a country where girls have not traditionally enjoyed the same opportunities as boys, EACF should take great care to ensure that girls are not disenfranchised from opportunities, even though (see 9j) there are challenges in sustaining the participation of girls in cricket.

RECOMMENDATION 4: It is recommended that consideration is given to ensuring a 50/50 ratio of boys to girls in all areas of the EACF Programme and that, as established within Recommendation 9 below, Cricket Kenya is engaged in discussions about pathways for girls to ensure permanent participation in cricket.

e) Unevenness in numbers of sessions scheduled and delivered and average participation in schools

Whilst progress has been made to increase overall programme outputs, especially from January 2016, there remains an unequal allocation of

scheduled activities from one Cluster to another. Nor is it clear why the average numbers attending sessions should range from 11 (the lowest, Cluster 4) to 21 (the highest, Cluster 3). Consideration needs continuously to be given to ensure that time-tables are constructed in ways that can ensure more even and efficient delivery.

RECOMMENDATION 5: It is recommended that consideration is given to constructing a revised programme:

- in which each Cluster spends an entire day a week in each of their four schools, perhaps to include after-school open sessions;
- in which management and the entire coaching team spends one day of the week (a Friday perhaps) in reviewing the past week, in planning, in attending to administration, in undertaking training and developing resources for the cricket and Character Education components.

f) Management

While it is encouraging to note that progress was made in increasing outputs in the final three months of the pilot phase to the point that the average number of sessions delivered per month was almost doubled. That this issue was not addressed earlier suggests a lack of clear analysis of the hard data produced on a weekly basis and /or a reluctance to intervene decisively. In Section 6 reference is made to a management style that, with regard to the management of the coaches, appears reactive and too informal. Issues around the construction of the programme and the way in which delivery is monitored suggests a need to bring a more robust and analytical approach.

RECOMMENDATION 6: It is recommended that consideration is given to implementing management processes whereby hard data produced on a weekly basis is analysed on a weekly basis and reported to trustees so that decisions are made quickly and decisively to address any areas of sub-optimal delivery.

g) Effective deployment of coaches, especially in the heavy rains

Heavy rains are an established phenomenon in Kenya. When they fall they make travel precarious to and from schools and make outdoor activity virtually impossible. During the Pilot Programme there have been weeks on end when the coaches have largely been redundant. Careful consideration needs to be given to ensuring that, when the rains fall or when other events conspire to make cricket activities impossible, the coaches are deployed creatively and purposefully.

RECOMMENDATION 7: It is recommended that, now that the coaches have clearly established their credibility in the schools in which they

are working (see Section 6), EACF engages all Headteachers in exploring ways by which the coaches might support activities in the schools beyond the direct delivery of the EACF programme when events prevent their delivering core cricketing activity. Perhaps they could be deployed in some capacity as teaching assistants within the classroom, helping the teachers whose cooperation is important to the success of the programme.

Later in Section 5 of this Report consideration is given to the emergence of a long-standing requirement by Kenyan education authorities for schools to deliver a programme of Life Skills teaching. This may prove to have direct relevance to potential additional deployment of the coaches in what might otherwise be “fallow time”.

h) Competition

Competition ought to be considered an essential component of the EACF programme for two reasons: firstly, opportunities to develop character are far greater when placed in the context of competition (when character is tested under pressure and when individuals must act in the context of the team) and, secondly, matches played in the name of schools will help to embed activities within the schools, helping them to become “cricket schools” and also enjoy the “cut and thrust” and rivalry involved when playing against other local schools.

Whilst some secondary schools have played in a league organised by the Nairobi Cricket Association and other matches have been played by teams representing Clusters, one match only is reported to have taken place, an intra-school game in Cluster 1, in which boys and girls have represented their school (or at least a sub-section of it). Furthermore, there has been clear demand for competitive matches to be played in the name of the schools by the Headteachers and senior staff - see Section 5 - in order to make cricket more visible within the schools and to increase the schools’ profiles.

RECOMMENDATION 8: It is recommended that consideration is given to planning and implementing a schools’ match programme and /or to engaging Cricket Kenya and/or the Nairobi Cricket Association to establish whether they might alternatively take on responsibility for ensuring regular cricket fixtures for all EACF’s schools. It is also recommended that, if the EACF Programme were to focus on primary schools alone, consideration is given to developing primary school and primary school alumni teams.

i) Training

Not only have the schools requested training for teachers in cricket and in Character Education, but it also appears that the greatest impact has been made in those schools whose teachers took part in a training workshop in December 2015. In Section 6 there is also discussion about

the relationship between EACF and Kenyatta University and the intention for both parties to develop and deliver accredited training in Character Education through Cricket /sport more generically.

RECOMMENDATION 9: It is recommended that consideration is given to planning and implementing a programme of regular training workshops in cricket and in Character Education to be undertaken either in conjunction with Kenyatta University or else by EACF independently.

j) Engagement in Cricket outside of school - continuity

One of the biggest issues demanding consideration concerns continuity in the EACF programme and in cricket more generally. In order that the EACF programme can work optimally as a cricket programme it must enable those attending primary schools and /or secondary schools to continue to engage in cricket, through EACF or outside of it, once they have left these schools – and, in so doing, to continue to develop their characters through cricket, while also developing as cricketers and cricketing enthusiasts.

For reasons partially explained in b) and because of issues concerning an inadequate club structure on Nairobi, it seems that no boys and girls who left their primary schools at the end of the academic years of 2014 or 2015 at the end of Standard 8 (typically at the age of 14) and no secondary school students who left school at the end of the academic years of 2014 or 2015 (typically at the age of 18) remained in the EACF programme.

The inadequate club structure in Nairobi means there are limited opportunities for boys. Of even greater concern are the very limited opportunities available to girls and women to take part in cricket in Nairobi. Whilst there is national women’s team, (of which EACF’s two female coaches are members), there are neither junior nor adult sections within the 12 or so Nairobi clubs.

From a cricketing perspective it is essential that new ways can be found by which cricketing participation can be offered to those with the talent, enthusiasm and motivation to want to carry on playing cricket and/or taking part in cricket through other roles. In the case of secondary school leavers, this would mean opening up new opportunities for 18 year-olds to play at university and or to join cricket clubs as young adults. In the case of primary school leavers, this would mean the creation of new junior sections within Nairobi’s cricket clubs or else the creation of a new type of community cricket club.

Cricketing pathway issues are surely first and foremost issues for Cricket Kenya, the National Governing Body. While EACF can make some

headway on its own (and it is understood that to date everything that EACF has achieved has been undertaken with Cricket Kenya's endorsement but without its direct involvement), it is unlikely that EACF can, or should, independently create a plan to address cricketing pathway issues in Kenya.

RECOMMENDATION 10: It is recommended that consideration is given to engaging with Cricket Kenya at the earliest opportunity to ensure that EACF's activities are aligned with Cricket Kenya's emerging strategy for developing life-long participation so that EACF's cohorts of young people, enthused by cricket and / or with the talent to progress in the game, can be taken forward on a journey that can lead to life-long participation. It is recommended that particular emphasis is given to finding ways by which girls can continue to play cricket and/or be involved in non-cricketing ways.

Section 3: Character Development - Student Questionnaire, Change for Better and Case Studies

3. 1. Introduction

This section draws upon results from four quantitative assessments involving two separate groups of students and aims to establish the extent to which the EACF Pilot Programme might have impacted upon the personal character development of the young people engaged.

The two separate groups are: a Sample Group created for the Baseline Study in 2015 and a Case Study Group, 36 boys and girls that the coaches have tracked over a protracted period of time during the pilot phase.

The four assessments are:

- **a Student Questionnaire**, used in the Baseline Evaluation and at the end of the Pilot Programme for measuring progress in developing the seven character qualities among the Sample Group;
- **a “Change for the Better” self-reflection assessment**, used for assessing general progress in personal development among the Sample Group;
- **a Case Study Scorecard**, completed by coaches for measuring progress in developing the seven character qualities among the Case Study Group;
- **the Coaches Scorecard**, completed by coaches for assessing the individual environments of the schools in which they have worked, including an assessment of whole-school impact.

3. 2. Student Questionnaire

The Sample Group completed the Student Questionnaire in February 2015 to establish a baseline measurement in terms of the development of the seven characteristics before any impact resulting from the EACF pilot might have been made. The questionnaire is a Likert-style questionnaire inviting participants to respond to a range of randomly organised positive and negative statements by stating whether the descriptive statements were *Very Much Like Me; Mostly Like Me; Somewhat Like Me; A Little Like Me; Not Like Me At All*. Results were transposed into scores of between 1 and 5 where 1 represents a very weak character strength and 5 represents a very strong character strength.

The Student Questionnaire was completed again in April 2016 by as many of the Sample Group as possible. In fact the 2016 survey was completed by 90 students, against 153 from 2015, in the final week of term in April 2016 on account of a number of factors: various students had left their respective schools at the end of 2015 or else mid-year and were therefore lost to the EACF programme; others were absent from school or had been given permission to be absent after school exams and, in one tragic case, one boy was deceased, having been murdered during 2015 outside Kabiro Secondary School.

2016 results arising from the Student Questionnaire, when compared with results arising from the Baseline of 2015, has enabled analysis to be undertaken of progress made in developing the seven characteristics ENTHUSIASM - PERSEVERANCE - SELF-CONTROL - OPTIMISM - GRATITUDE - SOCIAL INTELLIGENCE - CURIOSITY.

Key findings from analysis of the Student Questionnaire are as follows:

There is evidence of strong positive development/progress made by members of the Sample Group in developing each and every characteristic between the Baseline and 2016 Evaluation period.

- **The average degree of change across all characteristics is +0.80 (on a scale of 1 – 5).**
- **Gratitude and Social Intelligence, having been the strongest characteristics at the time of the Baseline, remain the strongest developed characteristics (4.15 and 4.00 respectively)**
- **Curiosity and Optimism, having been the least strong characteristics at the time of the Baseline, remain the least strong characteristics (3.52 and 3.77 respectively).**
- **Curiosity and Enthusiasm have progressed the most (+0.98 and +0.93 respectively), despite Curiosity remaining the least strong characteristic;**
- **Self-Control has progressed the least (+0.63), followed by Gratitude (+0.65) despite Gratitude remaining the strongest characteristic.**

There is evidence of strong positive development/progress made by students in all three schools in developing each and every characteristic between the Baseline and Final Evaluation period.

- **Students from Kawangware Primary, having produced the strongest overall results in the Baseline Study (average character strength Baseline - 3.20), have produced the strongest overall results in 2016 (average character strength 2016 - 3.92);**

- Students from Kabiro Secondary, having produced the second strongest overall results in the Baseline Study (average character strength Baseline -3.07), have produced the second strongest overall results in 2016 (average character strength 2016 - 3.83);
- Students from Kabiro Primary, having produced the least strong overall results in the Baseline Study (average character strength Baseline - 2.87), have produced the least strong overall results in 2016 (average character strength 2016 - 3.77).
- Students from Kabiro Primary have made the greatest overall improvement during the Pilot Programme, an average improvement across the seven characteristics of +0.90;
- Students from Kabiro Secondary have made the second greatest overall improvement during the Pilot Programme, an average improvement across the seven characteristics of +0.76;
- Students from Kawangware Primary have made the least overall improvement during the Pilot Programme, an average improvement across the seven characteristics of +0.74, while producing the strongest overall results.
- In all three schools Gratitude, having been established at the time of the Baseline as the strongest characteristic, has remained the strongest individual characteristic;
- In all three schools Curiosity, having been established at the time of the Baseline as the least strong characteristic, has remained the least strong characteristic;
- In all three schools the greatest progress has been made in improving Curiosity, Enthusiasm and Perseverance.

There is evidence of strong positive development/progress made by both boys and by girls in all three schools in developing each and every characteristic between the Baseline and Final Evaluation period.

- Girls, having produced the strongest overall results relative to boys in the Baseline Study (average character strength Baseline – 3.08), have produced the strongest overall results in 2016 (average character strength 2016 - 3.85);
- Boys, having produced the least strong overall results relative to girls in the Baseline Study (average character strength Baseline – 2.99), have remained behind the girls in 2016 but only marginally (average character strength 2016 - 3.83);
- Boys have made the most significant improvement since the time of the Baseline, increasing their average character strength score by +0.84 (from 2.99 to 3.83) while the girls have increased their average character strength score by +0.78 (from 3.08 to 3.85);

- In all of the above, the margins are very slight and cannot be regarded as significant.
- In all three schools Gratitude, having been established at the time of the Baseline as the strongest characteristic, has remained the strongest individual characteristic for both boys and girls;
- In all three schools Curiosity, having been established at the time of the Baseline as the least strong characteristic, has remained the least strong characteristic for both boys and girls;
- The characteristic which has improved most among boys is Curiosity (+1.09), despite its being the least strong, followed by Social Intelligence (+0.99) which has become the second strongest characteristic behind Gratitude;
- The characteristic which has improved most among girls is Enthusiasm (+0.98), closely followed by Curiosity (+0.89), Optimism (+0.87) and Perseverance (+0.86), although it should be noted that Curiosity and Enthusiasm had the lowest baseline scores so the changes are most marked in these two characteristics;
- The characteristics which has improved least among boys are Perseverance (+0.53) and Self Control (+0.67), although the 2015 baseline score for Perseverance amongst boys was relatively high (second highest ranking after Gratitude);
- The characteristics which have improved least among girls are Gratitude (+0.49) and Self Control (+0.62), despite Gratitude remaining the strongest characteristic for girls.

There is evidence of strong positive development/progress made by boys and by girls in all three schools in developing each and every characteristic between the Baseline and Final Evaluation period. There are no particular patterns to discern by which to establish that one gender has progressed more than the other or from which to conclude that impact has been greater within boys or girls at primary or secondary schools.

3. 3. Change for Better Self-reflection

The 2016 Student Questionnaire completed in April 2016 included one additional key question designed to capture the students' personal reflections about the extent to which they believed they had changed over the course of their involvement in the EACF Pilot Programme. In other words, they were asked to consider the extent to which they felt their being exposed to EACF's programme had made an impact on them as individuals. The students were asked to respond to the question: '*Since joining the EACF programme I feel I have changed for the better*' and give a score of 1 – 5 where 1 is "*hardly at all*", 2 is "*a small amount*", 3 is "*quite a lot*", 4 is "*a great deal*" and 5 is "*very*

significantly".

Key findings from analysis of the Student Questionnaire are as follows:

- **The students as a whole considered that they had changed positively for the better with an average score of 3.40, meaning that they thought their degree of positive change was almost mid-way between “quite a lot” and “a great deal”;**
- **This finding is consistent with the results from the Student Questionnaire which indicated strong positive development between the start and end of the pilot phase in each and every characteristic in all schools by students of both genders (with an average degree of change across all characteristics of +0.80).**

- **Girls considered that they had changed more extensively for the better than boys (average 3.52 and 3.14 respectively);**
- **This finding is in part consistent with the results from the Student Questionnaire which indicated that, by the end of the pilot phase, the girls had developed their characters more than boys (average score of 3.85 compared with 3.83) but is not consistent with the results that indicated that boys had made greater improvement than girls since the time of the Baseline (average increase of +0.84 and +0.78 relatively).**

- **The students from Kabiro Primary and Kawangware Primary considered that they had changed more extensively for the better (average 3.51 and 3.50 respectively) than the students from Kabiro Secondary (3.20);**
- **This finding is consistent with the results from the Student Questionnaire which indicated that, by the end of the pilot phase, students from Kawangware Primary had developed their characters the most relative to the other schools (average character strength 3.92 relative to scores of 3.83 at Kabiro Secondary and 3.77 at Kabiro Primary) but is not consistent with the finding that students from Kawangware had made the least improvement since the Baseline (average increase of +0.74 relative to scores of +0.90 at Kabiro Primary and +0.76 at Kabiro Secondary);**
- **This finding is consistent with the results from the Student Questionnaire which indicated that, by the end of the pilot phase, students from Kabiro Primary had made the greatest improvement since the time of the Baseline.**

3. 4. Case Studies

Not long after the EACF Pilot Programme had begun the 12 coaches were invited to identify and track three students each from the schools in which they were working to form a Case Study Group (36 students, nine per Cluster). The group comes from 9 different schools (as opposed to just 3 within the Sample Group), includes an even representation from all four Clusters (9 students each) and reflects an almost even balance between boys and girls (19 boys and 17 girls). The identification of the 36 students was in part retrospective and there is a clear extent to which the students were already reasonably well-known to the coaches when identified. The majority of the Case Study group had already been (and continued to be) more substantially engaged in the programme outside of the core 'in school' programme by attending, more often than not, the Holiday Camps and, from October 2015, the Saturday morning activities.

In one sense the Case Study Group can be considered typical of all of the 6,000 participants in so far that they have the same socio-economic backgrounds in common and face the same sorts of issue within their communities where poverty is extreme and where cultures of criminality and drug abuse are rife. The Case Study Group cannot, on account of their deeper involvement in the programme, be considered representative of the 6,000 students estimated to have been engaged in the programme during the pilot phase. Instead they can be considered representative of the 328 boys and girls estimated to have taken part in Holiday Camps and Saturday morning activities.

In May 2016 the coaches were asked to complement their written submissions by completing a template of reflective questions and assessments and by providing additional feedback from the students' teachers to give a more in-depth view. As part of this assessment they were asked to assess the progress made by each of the 36 individuals in the development of the seven characteristics during the period.

They were asked to refer to their Case Study journals and, drawing upon their understanding of each student when he or she first became engaged in the EACF Pilot Programme, to provide a retrospective baseline score of between 1 to 5 (where 1 = "very low" and 5 = "very high") for each of the seven characteristics and a score to reflect current perceived strength in each characteristic in March 2016.

Key findings from analysis of the Coach assessment Scorecard are as follows:

- **Positive improvements were perceived to have been made by members of the Case Study Group in developing each and every characteristic over the course of the Pilot Programme;**
- **As one would expect given their greater involvement in the EACF Programme members of the Case Study Group were perceived to have improved more markedly than members of the Sample Group (based on the Sample Group's results from the Student Questionnaire and from the "Change for Better" self-reflections);**

- The average increase per characteristic is +1.38, compared with +0.80 per characteristic in the Student Questionnaire;
 - Enthusiasm and Perseverance, having been the strongest perceived characteristics at the beginning of the Pilot Programme (2.9 and 2.8 respectively), remain the strongest perceived characteristics (4.2 and 4.1 respectively);
 - Social Intelligence, having been the least strong perceived characteristic at the time of the Baseline (2.0), remains the least strong perceived characteristic (3.6).
 - Social Intelligence, whilst remaining the least strong perceived characteristic, is judged to have been developed the most (+1.61) followed by Curiosity (+1.58);
 - Self-Control is judged to have progressed the least (+1.25), followed by Perseverance (+1.28) despite Perseverance remaining the strongest characteristic.
-
- Positive improvements have been perceived to have been made by both boys and girls in developing each and every characteristic over the course of the Pilot Programme amongst the Case Study Group;
 - Girls, having been perceived to have the strongest set of characteristics at the beginning of the Pilot Programme relative to boys (average character strength “Baseline” – 2.67), are perceived to have retained the strongest set of characteristics in 2016 (average character strength 2016 – 3.96);
 - Boys, having been perceived to have the least strong set of characteristics at the beginning of the Pilot Programme relative to girls (average character strength “Baseline” – 2.42), are perceived to remain behind the girls in 2016 but only marginally (average character strength 2016 - 3.86);
 - Boys are perceived to have made the most significant improvement since the beginning of the Pilot Programme, increasing their average character strength score by +1.44 (from 2.42 to 3.86) while the girls have increased their average character strength score by +1.29 (from 2.67 to 3.96).
-
- Enthusiasm and Perseverance, having been the strongest perceived characteristics at the beginning of the Pilot Programme for both boys and for girls (2.83 / 3.06 and 2.79/2.76 respectively), remain the strongest perceived characteristics (4.11/4.24 and 4.00 / 4.12 respectively);

- **Social Intelligence, having been the least strong perceived characteristic for both boys and girls at the beginning of the Pilot Programme (1.84 / 2.12), remains the least strong perceived characteristic for both boys and girls(3.58 /3.59).**
- **Social Intelligence, whilst remaining the least strong perceived characteristic, is judged to have been developed the most by both boys and girls (+1.74 /(+1.47) followed in the cases of both boys and girls by Curiosity (+1.68 /+1.58);**
- **Perseverance is judged to have progressed the least amongst the boys (+1.21), while Gratitude and Self-Control are judged to have been developed the least amongst the girls (+1.12 respectively).**

3. 5. CONCLUSIONS REGARDING DEVELOPMENT OF CHARACTER BY INDIVIDUALS

Care must be taken in interpreting the findings from the three research instruments used to assess progress in developing the seven characteristics that EACF has identified. This is on account of the relative size of the Sample Group and the fact that, for a variety of different reasons, a number of students who took part in the Baseline assessments did not take part in the 2016 assessments. It is also on account of the fact that the members of the Case Study Group were identified a little time after the programme began and, as such, cannot be considered beginners in the context of a “before and after” study. Furthermore, the assessment of character development of the Case Study Group was based upon retrospective perceptions of their progress, whereas the Likert-style Student Questionnaire was completed directly by the students in the Sample Group both in February 2015 and again in April 2016.

Notwithstanding these caveats, from analysis of the results arising from the Student Questionnaire and “Change for Better” self-reflections involving the Sample Group, coupled with analysis of the assessments by the coaches of the Case Study Group, the following conclusions are drawn:

3.5.1. Based on an assumption that members of the Sample Group are typical of male and female students in all of the schools in which the EACF Pilot Programme has been delivered, it is concluded that:

- **The students engaged in the programme have made clear progress in developing each of the seven characteristics;**
- **Progress in developing each of the seven characteristics has been made in all schools;**
- **Progress in developing each of the seven characteristics has been made by both boys and girls;**

- Girls had reached higher levels of overall character development than boys by the end of the pilot phase but were ahead of boys at the outset of the programme;
- Boys had made greater progress than girls in developing their characters by the end of the pilot phase but their levels of character development at the beginning of the programme were behind the girls;
- As expected, greater progress has been made in developing each of the seven characteristics by members of the Case Study Group who, typically, were involved in the EACF Pilot Programme more intensively (by attending Holiday Camps and/or Saturday mornings) than by members of the Sample Group whose engagement in the Pilot Programme was largely limited to the schools' programme delivered during the term-time weeks.

3.5. 2. Findings from “Change for Better” self-reflections show that primary school boys and girls perceive that they have changed for the better more than their secondary school counterparts; responses to the Student Questionnaire show that students from Kawangware Primary have attained the highest level of character development (relative to the other schools), while students from Kabiro Primary have made the greatest improvement (relative to the other schools). These results in themselves do not, however, allow any inference that greater impact in developing the seven characteristics has been made in primary schools relative to secondary schools.

3.5. 3. The Student Questionnaire established that Gratitude and Social Intelligence were the most developed characteristics among members of the Sample Group at the beginning of the Pilot Programme and remained the most developed ones by the end of it, whereas Enthusiasm and Perseverance were perceived by the coaches to be the most developed characteristics among members of the Case Study Group at the beginning of the Pilot Programme and remained the most developed ones by the end of it.

3.5. 4. The Student Questionnaire established that Curiosity and Enthusiasm were the most improved characteristics among members of the Sample Group at the beginning of the Pilot Programme, whereas Social Intelligence and Curiosity were perceived by the coaches to be the most improved characteristics among members of the Case Study Group.

3.5. 5. The perceived improvements in developing Social Intelligence among the Case Study Group are reinforced in written commentaries provided by coaches and teachers with references to fewer inter-personal conflicts on the sports field and in the classroom. They are further reinforced by Head teachers (see Section 5) when considering the impact of the EACF Programme which, in their view, was evidenced by a more ‘humble’ student.

3.5.6. The perceived improvements in developing Curiosity amongst both the Sample Group and Case Study Group is especially notable because it offers a strong indication of growing self-confidence amongst the students. Baseline interviews with Head teachers and others established that Curiosity in the past was often perceived as a questioning of authority, and therefore not to be encouraged. Traditionally, with schools feeling pressurised to focus on academic exam results, 'obedience' and blind acceptance of what one was told were upheld above Curiosity. Improvements in developing Curiosity among the Case Study Group is mirrored in the results from the Student Questionnaire, suggesting that the learning environment has become more disposed to the idea of young people asking questions and seeking answers.

3. 6. The Coaches Scorecard - coaching team's assessment of school engagement and programme impact by school

As part of a wider assessment of the schools in which they have been operating, the coaches were asked to provide a score for each school on a scale of 1 to 10 (where 1 is very low and 10 is very high) with a view to establishing a measurement of their perception of the degree of challenge faced within each school, of their perception of support and engagement from each school and of their perception of impact made within each school. (The issue of challenge is covered in Section 2.4 of this Report.) Based on the coaches' perceptions of impact, the following results are shown:

- **The highest overall impact is judged to have been made in Cluster 3 (7.83 average impact score), followed by Cluster 4 (7.22) and Cluster 1 (7.11);**
- **Least overall impact is judged to have been made in Cluster 1 (6.25 average impact score);**
- **There is considerable variance within each cluster: within Cluster 3 Kangemi Primary is scored 9 while Nairobi School is scored at 6.33, a difference of 2.67 (or almost 27%). Second highest variance is found in the Cluster 4 where Muslim Primary is scored highest at 8 while Starehe Boys' Centre is scored at 6 (Juja Road Primary is discounted because the overall impact is not yet known since they only joined the programme in January this year). Clusters 1 and 2 show the lowest variance (1.67) between the highest and lowest scoring school;**
- **In each cluster the highest scoring school is a primary school and the lowest scoring school is a secondary school;**
- **The average impact score for primary schools is 8.00, while the average impact score for secondary schools is 6.20.**

Whilst it should be noted that these impact assessment scores are based upon perceptions only, when they are placed alongside results arising from the Student Questionnaire, they give validity to a view that greatest impact has been made in primary schools relative to secondary schools.

3.7 ISSUES and RECOMMENDATIONS (Character Development)

a) Enhancing Impact in Character Development – frequency and intensity of engagement

The results achieved in terms of developing the seven identified characteristics are impressive. What is unclear, however, is the extent to which progress in developing the characteristics could or should have been stronger. In Section 2 it is noted that, for a variety of reasons, 48% only of all scheduled sessions were delivered. It is also noted that the 328 students estimated to have taken part in Holiday Camps and Saturday mornings (sometimes referred to as the “cricketers / “cricket group” represent 5.5% of the 6,000 young people estimated to have taken part in the programme overall. **In Section 2 Recommendations 3 and 5, for instance, are offered with the suggestion that consideration is given not only to further improving efficiency but also to intensifying engagement of the students within the core “in-schools” programme and increasing the numbers and ratios of those engaged in holidays and on Saturdays. It seems highly likely that these sorts of developments would considerably strengthen Character Education outcomes.**

b) Character Education resources and complementary activity

As a result of Focus Group Discussions with the coaches (see Section 6) , it became apparent that suggestions given to the coaches for complementing their delivery of Character Education through core cricket activities have not been widely adopted. These suggestions included their developing a bank of real-world and fictional stories about people whose lives illustrate specific characteristics, of visuals that illustrate character qualities, of assembly talks, etc; they also included suggestions that they should ask the young people with whom they worked to maintain a Character Journal, suggestions of setting up monthly rewards which acknowledged good demonstrations of positive character and of encouraging teachers to find ways of consolidating ideas about character through their classroom activities.

Recommendation 5 in Section 2 suggests that one full day a week is spent by management and the coaches in activities to include planning. It seems highly likely that the development of these ideas and their subsequent implementation would considerably strengthen Character Education outcomes.

RECOMMENDATION 11: It is recommended that the suggestions made during the course of training in Character Education are reviewed and that processes are put in place to ensure methodical implementation.

c) Self Learning

The concept of Character Education through Sport is relatively new, while in Kenya it is entirely new. EACF is breaking new ground in Kenya by delivering a programme in which it is aiming to develop seven specific characteristics in a deliberate, planned way. Whilst training has been provided to ensure that the coaches have been able to implement Character Education, there is an extent to which the most effective delivery of it will arise from constant evaluation of what is working and with consideration given to how new ideas can be taken forward that will enhance impact. It is important, therefore, that dedicated time is set aside for review, discussion and the creation of new ideas.

RECOMMENDATION 12: It is recommended that dedicated time is set aside once a month for review, discussion and the creation of new ideas by management and the coaches in order to enhance impact in delivering Character Education outcomes.

d) Training

In Section 2 Recommendation 9 is made that consideration is given to a programme of training for teachers in Character Education, as well as in cricket. Experience to date suggests that training will enhance impact and encourage schools to embrace Character Education across many other school activities, within the classroom and beyond it.

Section 4: Case Studies

4.1. Introduction

In February 2015, shortly after the full implementation of the EACF Pilot Programme the 12 coaches were invited to identify three students each (36 students, nine per Cluster) from the schools in which they were working to form a Case Study Group and track the boys and girls over the period of their engagement with the programme. In order to provide a more comprehensive feedback the coaches were asked in May 2016 to complement their written submissions by completing a template of reflective questions and assessments and to secure additional feedback from the students' teachers.

It is important to note that almost all members of the group were substantially engaged in the programme outside of the core 'in school' programme through their attendance at, more often than not, the Holiday Camps and, from October 2015, Saturday morning activities. The Case Study Group cannot, therefore, be considered representative of the 6,000 students engaged in the programme during the pilot phase on account of their deeper involvement in the programme. However, their socio-economic backgrounds and family circumstances can be regarded as typical of all. The majority of the group are either orphaned or come from single-parent families. The coaches have highlighted how, from a very young age, the boys and girls are acutely aware of the pressures they are under at home and at school to overcome poverty and their generally chaotic family structures and also of the pressures within their communities where drugs and criminality are invariably the norm.

The reflective questions and assessments required the coaches to describe the students' background, to give examples of their behaviours and attitudes (qualitative) and to score the students (quantitative) – on a scale of 1 to 5 (where 1 is very low and 5 is very high) – to measure the following:

- **overall engagement of each individual in the EACF Pilot Programme;**
- **additional engagement with non-EACF activities;**
- **cricketing potential;**
- **progress in the development of the seven characteristics during the pilot phase (covered in Section 3)**

4.2 Overall programme engagement and engagement in Holiday Camps and Saturday mornings

Overall engagement amongst the Case Study Group with the EACF Pilot Programme is rated high (average 3.9 from a maximum score of 5) ,

with attendance at the Holiday Camps (4.1) marginally higher than attendance during term-time (4.0). There is a slight dip for Saturday attendance (3.6) attributed to the need for some of the young people to support their families with income-generating activity in line with expectations that young people should be economic contributors to their households. These scores reinforce an understanding that the Case Study Group members are broadly typical of the 328 Unique Individuals estimated to have attended Holiday Camps and Saturday mornings, as opposed to the 6,000 boys and girls estimated to have participated in the core Schools Programme but not outside of it.

4.3 Engagement in cricket and cricketing potential.

In terms of cricket-playing potential, the average scores for each Cluster grouping range from 3.6 to 4.3, indicating high levels of perceived cricketing potential. From these scores we can deduce that the Case Study Group are strongly represented by a relative cricketing elite, those whom the coaches judge to have the talent and enthusiasm to make good headway in cricket as players and, in some cases, in other non-playing roles.

4.4 Future ambitions

Cricketing ambitions

24 of the students (67%) expressed a long-term ambition to play cricket in the future in some capacity, including 11 (31%) who reported to the coaches their ambitions to play professionally for the national team. Of the 36 students it is to be noted that at least seven have been involved in national development squads and/or have been playing adult cricket in a club environment within about 12 months of being first introduced to cricket. These statistics support a view that, assuming that the Case Study Group is broadly representative of the 328 boys and girls estimated to have taken part as Unique Individuals in the Holiday Camps and/or Saturday morning activities, the EACF Pilot Programme has succeeded in engendering enthusiasm for cricket and in developing cricketing talent amongst the group invited or selected to take part in the full programme.

Professional ambitions

Of the 36 students in the Case Study Group, 8 were unspecific about their professional ambitions, but nonetheless suggested that they aspired to become “*a better person*” and considered that “*helping one’s family*” was an important ambition. The types of profession specified outside of professional cricket included doctors, nurses, pilots, lawyers and teachers, jobs that are considered to be held in esteem and/or which demonstrate a concern to be of service to other people. EACF can take encouragement from these statements in so far since they allow an inference that EACF has made a positive impact in achieving its objectives to motivate young people to succeed personally and professionally and to equip them with the requisite skills, values and attitudes.

4.5 Case study highlights

15 stories are included in an appendix to this Executive Summary. The stories reveal more about the backgrounds and illustrate the extremely challenging circumstances of those young people typically engaged by EACF growing up in Nairobi's slum communities. In re-telling the stories of 15 out of the 36 members of the Case Study group, there is a degree of selection in so far that all of the 15 stories highlight very positive transformations achieved over the course of the EACF Pilot Programme. These are typical of almost all within the Case Study Group but not of every single member.

The case studies contain numerous examples of bullies becoming role-models, of habitual truants who now attend school regularly, of children overcoming their limiting home situations to improve personally and of those who have acquired the confidence and perseverance to do their best academically and who, as a consequence, are improving levels of academic attainment.

The case studies also contain evidence that EACF is unearthing cricketing talent. At least seven students from within the Case Study Group have made spectacular progress as cricketers in a sport that was entirely new to them 12-18 months ago over the course of the pilot phase by making their way into junior national squads and/or playing adult club cricket.

Section 5 - Headteacher Interviews

5.1 Baseline Analysis

In February 2015 the Head teachers from Kawangware Primary, Kabiro Primary and Kabiro Secondary School were interviewed for the Baseline Study to establish their expectations of and attitudes towards the EACF Pilot Programme at the beginning in order that any subsequent impact made by the conclusion of the EACF Pilot Programme could be understood.

Conclusions drawn from these interviews were as follows:

- **None of the schools appeared to have any formal sports programme;**
- **In all three schools cricket was an entirely new sport;**
- **Despite the Headteachers recognising that sport offered important opportunities to their pupils, none of them convincingly suggested that sport offered a means for supporting pupils in their personal development;**
- **When asked about the major challenges for EACF, the Headteachers suggested that they thought it would be difficult to allocate enough time almost as if, while sport was important, it was not judged to be of sufficient importance to warrant sacrosanct time being set aside for it;**
- **None of the Headteachers appeared drawn to the EACF Programme because they were enthused by the Character Education component, but rather because it offered a way by which children could be occupied in a constructive activity and because cricket was new and had values that were different from football;**
- **All of the Headteachers spoke in terms of holistic education, of educating “mind, body and spirit”, but appeared to contradict this by stating that academic attainment was a priority, defining success and failure at school in the context of academic achievement;**
- **When discussing character and Character Education the Headteachers said nothing to suggest that character was considered something that was developed from within, through values and attitudes that shape the way people think and feel – rather they suggested the word ‘character’ was used only in the context of negative behaviour that needed to be corrected;**
- **The Headteachers said that character development was important but implied that this was in effect outsourced to organisations responsible for activities taking place outside of the academic curriculum;**
- **None of the Headteachers suggested that the personal development of young people was the clear responsibility of all teachers at all times, both within the classroom and outside of it.**

5.2 2016 Interviews

Head teachers and/or senior members of staff from 12 of the 15 schools were interviewed in April 2015 by Nick Gandon and Daisy Kay-Taylor during the final three days of the school term during the week beginning Monday 4th April 2016. The three schools whose Heads or senior staff were not interviewed were Nairobi School, whose Head was very new in post and felt unable to provide meaningful feedback, and Kabiro Secondary School and Ruthimutu Girls School, both of whose Heads had declared themselves unavailable. All 8 of the primary schools were directly represented by their Heads or Deputy Heads and, despite the demands imposed by the final two or three days of their terms, gave their time generously. The willingness of the primary schools to contribute to the Evaluation process can be regarded in itself as a clear indication of their commitment to the EACF programme.

5.3 Primary Schools

For the purposes of this Report, discussion and analysis arising from interviews with the Heads and/or senior staff of the 8 primary schools is separated from the discussion and analysis arising from interviews with secondary school representatives which follows later in this section.

The clear conclusions arising from interviews with primary school Heads and/or their deputies are as follows:

- **When asked to reflect back to the time when they first joined the programme, the primary school Heads' assessments of their attitude towards cricket, sport and their general expectations of the EACF Programme were much in line with what had been established in the Baseline Study: in other words the Heads liked the fact that cricket was new, but did not readily accept that sport offered a means for personal development; their commitment to the programme was fairly luke-warm and their expectations of it generally low;**
- **Some Heads were particularly cautious about the programme since sport was not hugely valued and they felt that the programme might prove an unwelcome distraction to overriding concerns to demonstrate high levels of academic attainment;**
- **As the pilot phase unfolded, cricket has been embraced enthusiastically within the primary schools to the point that by the end of March 2016 cricket was regarded by the primary school Heads as a very important feature of the lives of their schools;**
- **Many primary school Heads expressed very positive views about cricket, its perceived values and points of difference relative to football in particular;**

- EACF’s ambitions to introduce girls to cricket and enthuse them alongside boys appear to have been met in all of the primary schools;
- When invited to consider the extent to which their experiences of the EACF Pilot Programme had in any way changed their attitudes towards education, sport and character development, the Heads consistently articulated a belief in well-rounded, holistic education. Whereas 15 months previously in the Baseline Study the Heads had offered similar definitions of “a great education”, they had seemed unable to mask an overriding concern for academic attainment above the development of rounded individuals. During these interviews in April 2016 there was a sense of real conviction and confidence in the views expressed about the importance of a rounded education. No subsequent statements were offered during the course of the interviews which contradicted these statements, even though the pressures to deliver examination results were consistently acknowledged;
- Every single primary school Head or senior member of staff acknowledged that, subsequent to their school’s involvement in the Pilot Programme, they have positively re-assessed their views regarding the part that sport can play in education.

5.4 Impact in Primary Schools

The Heads were each asked whether the programme had made a positive impact within their schools and upon their students. When considering the students, many of the Heads appeared to draw a distinction between the “cricketers” / “cricket group” and those that took part in the core lesson-time programme. It is reasonable to assume that the “cricketers” / “cricket group” is a reference to the estimated 328 boys and girls from across the whole programme who took part much more deeply through the Saturday morning and holiday activities alongside their involvement in the programme delivered in the schools during the week in term-times.

The clear conclusions arising from interviews with primary school Heads and/or their deputies are as follows:

- **The Pilot Programme was judged to have had a very positive impact within the primary schools in helping to improve general behaviour and attitudes among those engaged in the programme, and especially among those who had taken part extensively in the programme (the “cricketers / “cricket group”), and in helping to improve motivation and attendance;**
- **Contrary to concerns felt by many at the outset that the programme might compromise academic attainment, the primary school Heads were clear that the programme had positively supported academic achievements (with many Heads referencing individuals**

boys and girls whose level of academic achievement, in their opinion, had improved during the Pilot Programme as a consequence of their exposure to the programme;

- **The Pilot Programme is judged to have had a very positive impact within primary schools in helping the schools re-evaluate the purpose of education and, in particular, in establishing as a priority the delivery of a broad education in which development of character is prioritised ahead of pursuing examination results.**

5.5 Training Workshops

On 7th and 8th December 2015 EACF hosted a 2-Day Training Workshop at the Nairobi Club during the school holidays to which teachers from all of the schools engaged in the Pilot Programme were invited. It was attended by 16 students at Kenyatta University, 4 representatives of the Pamoja Trust and 15 teachers from across the schools engaged in the Pilot Programme. Training was provided separately in cricket and in Character Education. Of the 15 teachers that attended, 11 were from the 7 primary schools that were part of the programme at that stage (i.e. excluding Juja Primary which joined later in January 2016) and 4 from the 7 secondary schools. Every single primary school was represented with the exception of Kabiro Primary; in the cases of Kawangware Primary and Muslim Primary, there were three representatives, whilst Kangemi Primary was represented by 2 teachers, these three primary schools providing over 50% of the teacher attendees.

Attendance at the training workshop In December 2015 by teachers from the participating schools appears a clear indication of commitment to the EACF Programme. It is unlikely to be merely co-incidental that greatest awareness of the programme's objectives to support development of positive character through cricket, greatest support for the programme and greatest perceived impact has been made in those schools that were represented at the workshop and represented by more than one teacher.

5.6 The Coaches

At the outset when they were trained in Character Education, the coaches were asked to try to stand out from that type of teacher who imposed himself or herself through an authoritarian approach which, arguably, has been the traditional Kenyan way. They were invited instead to consider how they could set excellent personal examples, build respectful relationships with the students and seek to win them over by persuasion rather than by diktat.

There appears little doubt that the coaches have won the respect and approval of the primary school Heads and that their ability to form

good, positive relationships with the boys and girls has been fully noted. It would also appear that the coaches' approach has helped to influence changes in the way not only that students respond to each other but also, and more significantly, in the way teachers interact with the students. Whereas traditionally teachers have managed students in an authoritarian manner, assuming a disciplinary perspective, there is evidence of a more open approach based upon communication and explanation.

5.7 Programme Improvements

All of the Heads, when invited to suggest how the EACF Programme could be enhanced in order to increase impact, were broadly in agreement in identifying issues that have already have been commented upon and invited recommendations in Section 4. Issues raised included **Re-visiting of time-tables. Facilities, Competition, Training, Continuity**

5.8 Secondary Schools

Of the seven secondary schools engaged, it was possible to interview only four Heads or their representatives. Of these four schools, the Head of Dagoretti was not available, while at Lenana School, Starehe Boys Centre and Ruthimutu Mixed the Heads were available only for a very short time and it was not possible to undertake in-depth interviews. It seems reasonable to infer from the lack of availability of the Heads at the secondary schools that, notwithstanding that the interviews were scheduled in the final week of their term, they were much less engaged in and/or committed to the EACF Programme than their primary school counterparts.

The clear conclusions arising from interviews with the Heads and/or school representatives are as follows:

- **When asked to reflect back to the time when they first joined the programme the secondary schools said they were curious about cricket but their expectations of the EACF Programme were low;**
- **As with the primary schools, there was little obvious awareness at the outset of the EACF Programme's motivations to deliver educational outcomes through Character Education;**
- **In the cases of the Heads of Lenana and Starehe, there was very little awareness of this component even at the time of the interviews in April 2016;**
- **Each of the three secondary school representatives at Lenana, Dagoretti and Rithimutu Mixed staff acknowledged that, subsequent to their school's involvement in the Pilot Programme, they personally had re-assessed their views regarding the importance of sport in education, although the degree of conviction with which this affirmation was given was much stronger at Ruthimutu Mixed;**

- With the exception of Ruthimutu Mixed, it would appear that the EACF Programme had not made a significant impact in the secondary schools in challenging them to think differently about the part that sport and Character Education might play in education.

5.9 Impact in Secondary Schools

- The interviews with representatives of the secondary schools, coupled with the non-availability of some of them and the relatively small take-up of training opportunities (only four secondary school teachers out of 15 teachers in total attended the workshop in December 2015), leads to a clear conclusion that the Pilot Programme has not been as extensively welcomed nor had the same positive impact in the secondary schools relative to the primary schools;
- Among the secondary schools, Ruthimutu Mixed stands out from the other secondary schools;
- While Ruthimutu Mixed stands out from the other secondary schools (and this aligns with results from the Coaches' Assessment Scorecard) the overall level of perceived impact at Ruthimutu Mixed is judged to be lower than at any of the primary schools.

5.10 Programme Improvements

All of the secondary school representatives, when invited to suggest how the EACF Programme could be enhanced in order to increase impact, offered similar suggestions to those put forward by the primary school Heads regarding facilities, competition, training for teachers and continuity.

5.11 Two additional and inter-related factors

Life Skills teaching

During the course of the interviews and the visits to the schools, a number of the Heads and other staff commented upon the teaching of Life Skills. These references were made usually in the context of activities being undertaken by the schools to complement EACF's focus on Character Education. It appears that the teaching of Life Skills has been mandatory in schools since 2008 but, rather like the teaching of PE which is also mandatory, this requirement has been largely ignored or else given scant attention. However, there is a sense that there are now

growing expectations that the teaching of Life Skills should assume a greater significance, motivated by concerns that include health (HIV/AIDS and drug abuse), radicalisation, crime and enterprise.

While visiting Lenana School, for instance, it became clear that time allocated to teachers to deliver a programme of Life Skills was often re-allocated to the PE Department either because teachers did not feel equipped and/ or sufficiently motivated to deliver a Life Skills programme themselves or else (in line with EACF's own clear understanding) because there was at least some sort of recognition that sport could play a part in developing the skills, values and attitudes needed to equip students to confront the issues facing young people nationally.

There is a major opportunity for EACF to develop its programme in a way which allowed the issues relevant to the Life Skills agenda to be placed in the context of, and addressed through, the development of the seven specific characteristics already identified by EACF. The characteristics of Enthusiasm, Perseverance, Self-Control, Optimism, Gratitude, Social Intelligence and Curiosity are all intrinsic to the successful tackling of the major issues facing Kenya and its young people. If it were the case that Kenyan schools are struggling to deliver an effective programme of Life Skills and that EACF's cricket coaches could in effect incorporate the delivery of Life Skills through its cricket and Character Education programme, then the benefits to EACF seem obvious – the cementing of the Character Education programme within a wider context and, dare it be suggested, possibilities that the schools might apply budgets for this additional service to be provided.

Relationship with Kenyatta University

During the course of the Pilot Programme EACF has established a strong relationship with Kenyatta University and in particular with Prof. Mike Boit, the Head of the Sports Science faculty. Prof. Boit has become a Patron of EACF but, equally importantly, has wanted to explore with EACF means by which Kenyatta University could partner with EACF in developing and delivering accredited training in Character Education through Cricket and through sport more generically. EACF and Kenyatta University have recently signed a Memorandum of Understanding outlining the intention of both parties to work together and take matters forward.

This development, especially if it were to incorporate training and resources for teaching Life Skills (see above), is very significant for EACF. It offers EACF possibilities not only for ensuring that future and current teachers and sports coaches could strengthen the delivery of EACF's programmes in and outside of schools, but also that ultimately the training of teachers and coaches could become EACF's core activity for achieving high levels of impact in East Africa in the most cost-effective way.

5.12 Recommendations

Recommendations addressing issues with regard to the programme development are offered in Section 2. However, with regard to the relationship with Kenyatta University and Life Skills teaching one specific recommendation is offered below:

RECOMMENDATION 13: it is recommended that further research is undertaken immediately in Kenya to establish exactly what current policy is with regard to the teaching of Life Skills and to establish the extent to which any specific syllabus and teaching resources already exist. It is further recommended that, once a precise understanding is acquired, that current discussions with Kenyatta University about the development of accredited training programmes for Character through Cricket / Sport are extended to include consideration as to how a Life Skills programme might be appropriately incorporated.

Section 6 – Coach Interviews and Surveys

6.1 Introduction

One of the objectives of this Report is to establish the extent to which the EACF Pilot Programme has had an impact in developing the 12 EACF cricket coaches, in equipping them with skills, values and attitudes needed to enhance their own personal prospects and help them become or sustain themselves as excellent contributors to society. It is an ambition of the EACF trustees that in five years' time some of the coaches will have progressed in such a way that they will aspire to, and succeed in taking up, senior roles in organisations outside of EACF and that their current experience as employees of EACF will have shaped their development significantly.

On Saturday 9th April 2016 the 12 EACF coaches undertook three tasks, as follows:

- **the completion of the same Student Questionnaire and “Change for Better” self-reflection assessment deployed with the Sample Group, with a view to establishing the extent to which they themselves were developing the seven characteristics that they were aiming to develop in young people and the extent to which they felt they had personally developed over the course of the EACF Pilot Programme;**
- **the completion of a Coaches' Questionnaire (see Appendix 4);**
- **taking part in a series of Focus Group Discussions in which issues raised in the Coaches' Questionnaire were discussed in groups of four.**

6.2 Context

To assess how the coaches have performed and developed it is important to place their backgrounds and experience in context. Not one of the coaches achieved the required Kenya Certificate of Primary Education grades needed to attend a National Secondary School, the most prestigious kind of secondary schools; not one progressed to university, teacher-training college or otherwise attained a professional qualification after leaving secondary education. In almost every case the coaches are the products of exactly the same type of background, schooling and circumstances as the young people they have engaged in the Pilot Programme. All of them, of course, have cricket coaching certificates (up to Level 2) and all of them, since being engaged by EACF, have undergone training in Character Education provided by EACF at the outset of the programme.

Even though a number of the coaches had worked professionally as cricket coaches prior to their engagement by EACF, it is fair to say that when they were first employed by EACF as its front-line delivery arm they were recruited on the basis of their perceived potential rather than on any particular track-record.

6.3 Impact achieved (Qualitative assessments and Case Studies)

That all three of the qualitative assessment deployed confirm positive progress made in developing each and every one of the seven characteristics *among both boys and girls* and *in all schools* is significant. **The clear conclusion is that the coaches have collectively performed to good effect in developing the seven characteristics amongst the students they have engaged during the pilot phase.**

That 24 of the students (67%) expressed a long-term ambition to continue to play cricket in some capacity, that 11 (31%) reported ambitions to play professionally for the national team and that at least seven have been involved in national development squads and/or have been playing adult cricket in a club environment within perhaps 12 months of their being first introduced to cricket is significant. **The clear conclusion is that the coaches have collectively performed to good effect in developing cricketing talent and enthusiasms, albeit that this is a secondary rather than primary aim.**

6.4 Impact achieved - Assessment of the Heads/ senior staff

That all of the Heads/ senior teachers expressed such strong appreciation for the work of the coaches is significant. **The clear conclusion is that the coaches have collectively performed to good effect in developing a rapport within the schools, in winning trust and respect, in overcoming most of the initial challenges referenced in Section 2 and in helping to promote new and, arguably, more enlightened ways of managing students.**

6.5 Personal development against the seven characteristics

In April 2016 the 12 coaches completed the same Student Questionnaire and “Change for Better” self-reflection assessment that had been completed by the Sample Group. Unlike the Sample Group the coaches did not complete the Student Questionnaire at the beginning of the programme and so the findings are not placed in the context of a “before and after” study

The average score from the Student Questionnaire across all characteristics is 4.24. Gratitude is the strongest characteristic (4.71) followed by Optimism (4.42), while Curiosity (3.87) is the weakest followed by Enthusiasm (3.92).

We might infer from the high scores resulting from the Student Questionnaire for Gratitude and Optimism that the coaches acknowledge the opportunity provided by EACF to work professionally and that they are optimistic about their futures, recognising that the opportunity to work as cricket coaches and “character educators” can lead to a brighter future.

We might infer from the relatively low scores for Curiosity that the coaches have some way to go in order to become creative thinkers and problem-solvers and that their own educational experiences at schools in which Curiosity was not especially welcomed has impacted unhelpfully in developing this characteristic.

In the “Change for Better” self-reflection assessment, the coaches were asked to provide a score on a scale of 1 – 5 where 1 is “hardly at all”, 2 is “a small amount”, 3 is “quite a lot”, 4 is “a great deal” and 5 is “very significantly”. The coaches’ average score is 3.69. In other words, on average the coaches considered that they had positively developed for the better somewhere between “quite a lot” and “a great deal” since the beginning of the pilot phase. This score compares with an average score of 3.40 produced by members of the Sample Group.

It is noted that according to their own self-perceptions, the coaches believe that they have made good progress in developing the same characteristics that they have been aiming to help develop among the students they have engaged.

6.6 Appraisal

As a consequence of their contribution to Focus Group Discussions and from the Coach Questionnaires (see Appendix 5) at the time of the Baseline Study in February 2015 and again in April 2016, it has been possible to gain a good impression of progression the coaches have made in terms of their personal and professional development.

In talking confidently and passionately about the programme, the coaches’ commitment to the programme and their determination that it should succeed shone out loudly and clearly. However, their relative inability or reluctance to think critically, to analyse and to consider matters strategically was also apparent. This observation aligns with the relatively low score for Curiosity on the Student Questionnaire and also arguably reflects on the manner in which they are managed which seems more reactive and less formal than desirable. If the coaches are to become tomorrow’s leaders they need to learn how to analyse, to find solutions, to make plans and to embrace an approach in which

process plays its part.

6.7 Reinforcing Character Education

From the Focus Group Discussions it became clear that, while positive results have been achieved in Character Education outcomes, the coaches have relied almost exclusively on developing character through the core cricket coaching activities. Suggestions made to them when they were being trained as “character educators” that they should complement Character Education delivered during cricket sessions appear in many regards to have been overlooked.

6.8 In summary

To summarise conclusions regarding the personal and professional development, it is clear that the coaches:

- **have performed well (notwithstanding issues of efficiency identified in Section 2) in delivering the programme and in delivering good outcomes in terms of Character Education and of cricket development;**
- **have performed well in overcoming challenges within the schools;**
- **have built very positive relationships with both the young people with whom they have worked and with school leaders and teachers;**
- **have made positive progress in developing the seven characteristics that they have sought to develop among young people;**
- **can do much more in building up a bank of resources to complement Character Education delivered directly through cricket activity to reinforce the development of the seven characteristics;**
- **are ready to develop new skills, especially involving analysis, strategy, planning and process, that will equip them to become excellent managers and to develop their own career prospects.**

6.9 Recommendations

Recommendations addressing the importance of complementing the delivery of Character Education delivered through core cricketing activity by undertaking a range of additional activities are offered within Recommendations 11 and 12 in Section 3.

An additional recommendation below relates to the need to operate with a much more formal management approach appropriate to an

organisation looking to grow from a small start-up organisation into a mature and ambitious one. It is important that meetings with the coaches take place, both collectively and individually, on a regular basis, that activities are reviewed, that plans are agreed and time-frames established. In this way it is much more likely that the coaches will develop to their full potential and learn how in turn they can become tomorrow's leaders and managers.

RECOMMENDATION 14: It is recommended that consideration is given to developing a more formal, process-based approach to management in order to ensure that both the programme and the coaches are developed to optimum effect.

Appendix `1 – Case Studies

1: SM, age 15, Muslim Primary School (male)

Coaches' score: overall engagement in the programme 4, potential as a cricketer 4. Greatest progress in Self-Control (1 - 4) and Social Intelligence (1 – 4)

In SM's own words: "I was born in Majengo slum near Gikomba market into a family of five boys. My mother is a single parent and financially she is struggling to raise us. Sometimes the only food we get to eat is provided by the school at lunchtime. When I get to work and earn a little money I do help my mother to buy something to eat for that particular day. But I am optimistic that things will get better for my family and me."

The coaches write: "SM was a bully when we started the programme and the teachers used to complain about him bullying other students and he was constantly being punished. But that soon changed. Nowadays he is a good role model to other students and his brothers. SM has finished primary school and is waiting to go to secondary school. Using his social intelligence he approached me and requested if he could come and assist us during our coaching sessions. This shows how grateful he is to the programme because it has changed his life for the better."

A teacher from Muslim Primary School writes: "SM is now an excellent student and since the programme started I have seen his character change a lot. Nowadays he is persistent in what he does and he never gives up. His mother has also seen a lot of improvement at home. Keep up the good work!"

2: ED, age 14, Dr. Aggrey Primary School (male)

Coaches' score: overall engagement in the programme 4, potential as a cricketer 5. Greatest progress in Curiosity (1 - 5) and Enthusiasm and Optimism (2 - 4)

The coaches write: "ED has totally become a different person ever since he got involved with the programme. During PE time he never wanted to attend our cricket sessions and he would incite his classmates not to participate so that they would go and play football. The stand-off continued for a while, but we had to use our social intelligence to end it! We challenged ED and his friends to a game of football

and said that, if they could win it, will be football from then henceforth. But if the coaches could manage to win they would start attending our cricket sessions. We won 5 – 1. To cut the long story short ED is the cricket captain, school president and ‘Character Kid’ for January 2016 at Dr. Aggrey and it's all thanks to the values of the programme. All the Dr. Aggrey students, both girls and boys, look up to him.”

His teacher writes: ‘ED is an exceptional student who is always at school and has become a role model...almost every student wants to be like him. And it’s all because of his character change from being someone who used to be a trouble-maker to becoming captain of the cricket team and school president. Thanks to the programme, he is now academically ambitious and wants to go to Starehe Boys’ Centre and for that he needs good exam scores.”

ED has also been selected in the Kenya under-17 team.

He states that his ambition is to “go to university and get a good job” and also become an international cricketer.

3: JM, age 15, Kangemi Primary School (male)

Coaches’ score: overall engagement in the programme 3, potential as a cricketer 3. Greatest progress in Self-Control (1 - 3), Social Intelligence (1 – 3) and Curiosity (1 – 3).

The coaches write: “He lives in Kangemi with his elder brother. We call him “The Hustler” because he sells eggs after school so that he can pay for some expenses in school. He was a bully before, always on the wrong side with teachers to a point that he was almost expelled from school, but right now his bullying has subsided a bit. He is not a bright kid in class and he struggles with books. His passion for cricket is commendable.”

His teacher writes: “Everyone at school was afraid of JM but now he has been elected governor of his class. Without the programme he would have been a rough person and, with the influence of Kangemi, he would have joined a bad gang but now there is hope for him.”

He states that his career ambition is to become a professional cricketer.

4: LM, age 13, Kangemi Primary School (female)

Coaches' score: overall engagement in the programme 4, potential as a cricketer 5. Greatest progress in Curiosity (1 - 4) and Perseverance (1 – 4).

The coaches write: *“She comes from a single parent home where she lives with her mother in a single room house at Kangemi. She was a very timid girl when we first started with her, often staying in the background and not wanting to be noticed but as we have progressed she has become more of a leader and one of the best girl players we have in the whole programme. She is very promising young cricketer of great character and potential to play for ladies' national team in future. Her mom wanted her to quit cricket because she thought that she had a boyfriend through cricket and she had almost given up on it, but seeing her determination made us talk to her mom about the issue.”*

Her teacher writes: *“LM's school performance and behaviour has improved and she is a role model to younger players. She has gone from a fearful and disengaged girl. She now takes initiative when called upon and even helps run the sessions.”*

She states that her career ambition is to become a professional cricketer.

5: IJ, age 13, Kangemi Primary School (male)

Coaches' score: overall engagement in the programme 4, potential as a cricketer 4. Greatest progress in Enthusiasm (2 - 5) and Perseverance (3 – 5).

The coaches write: *“He comes from a family of seven including both parents living in a single house. His behaviour has really changed since he joined the programme. He used to be a bully but today his attitude towards cricket and education is overwhelming. He is always available when needed and always present during training and games. Some issues made it very difficult for us as coaches to relate with his parents but when we spoke to them they are now very supportive.”*

His teacher writes: *“He was very rude before the programme was introduced to their school. He is not that talented but he has become a hard worker”.*

He states that his career ambition is to become a pilot.

6: VM, age 14, Dr Aggrey Primary School (male)

Coaches' score: overall engagement in the programme 4, potential as a cricketer 4. Greatest progress in Social Intelligence,

Determination, Enthusiasm and Optimism.

The coaches write: *"He is the fifth of seven siblings and his large family struggles to make ends meet. When he first joined the programme VM was quiet and passive, waiting to be told what to do. He has embraced the programme and has an excellent attitude to the game. Despite the financial pressures on him to contribute economically to the family, he has never missed a session, even in the holidays. VM now shows great enthusiasm, is talkative, has fun and clearly enjoys whatever he does. He always looks forward to the next session."*

His teacher writes: *"Through the programme VM has gained leadership skills, is a good listener and is happy to provide guidance to his friends. I have been so impressed with his maturity and how much he's changed that I always buys him breakfast to show him how pleased I am."*

He states that his ambition is to become a pilot and to continue playing cricket.

7: SW, age 19, Ruthimitu Mixed Secondary School (male)

Coaches' score: overall engagement in the programme 4, potential as a cricketer 3. Greatest progress in Determination, Social Intelligence, Optimism, Gratitude and Enthusiasm (2 - 4).

The coaches write: *"From a family of six, SW loves art and cricket and went the extra mile to learn more about cricket. He is humble and determined to achieve his goals of being a fine cricketer and artist. His teachers considered him a determined but average student and a fine listener, achieving a C in his final exams. SW always finds ways to motivate other students and pro-actively created a range of anti-drugs posters and motivational signs that are prominent about the school and its grounds. Since leaving school he comes to practice sessions at Nairobi Club and even went to support the school team in February and March when they played in the league."*

His teacher writes: *"A determined student and good listener, he was an average student with grade C during 2015."*

He states this his ambition is to become an artist.

8: EM, age 17, Ruthimitu Mixed Secondary School (female)

Coaches' score: overall engagement in the programme 4, potential as a cricketer 4. Greatest progress in Determination, Optimism, Curiosity, Enthusiasm and Gratitude (2 - 4).

Her coaches write: *"EM comes from a family of four with one younger sister. Just a few months before graduating EM had to leave Ruthimitu*

Girls, where she had joined the programme in July 2014, because the family could no longer afford the school fees. Through the interventions of the EACF coaches EM was accepted at Ruthimitu Mixed but she had to repeat Form 3. Although talented in sports, EM's academic performance was below average and her teachers used to complain about her rudeness and lack of participation in class. Since her second term in 2015, however, her position has soared to second in the class, achieving a B grade, and she has since remained a very steady performer academically. EM's ambition is to play cricket for the national women's team. Disaster struck again, however, as the 2015 school year was coming to an end when the family's house burned to the ground and they lost everything."

EM credits the programme with helping her to overcome the tragedy and says: *"We were lucky to be alive. With all the character that we have been taught – Perseverance, Determination, Optimism – I am pushing on to finish my education and be a better person in the future. Thanks to my parents for supporting my participation in the programme, my discipline and my determination have improved my cricket skills and broadened my mind by helping me to learn about different cultures and how to work with different people."*

Her teacher writes: *"Her education has been below average since she moved to Ruthimitu Mixed but just sky-rocketed to position two in the second term. She has been steady throughout 2015. She is now an above average student (B)."*

9: GK, age 16, ex-Muslim Primary School, now at Highridge Secondary School (female)

Coaches' score: overall engagement in the programme 4, potential as a cricketer 5. Greatest progress in Social Intelligence, Determination and Optimism.

GK came to Kenya from Uganda in 2012 with her mother and three siblings a year after her father died. According to her coaches, *"she had a lot to deal with, was very quiet but willing to learn more about cricket. She has changed a lot through the programme, becoming focused, enthusiastic, active and helpful at home and keen to teach her siblings and others. She is determined and applies social intelligence to help her team win. Her academic performance also increased greatly during 2015, going from a 1st term score of 249 to a 3rd term score of 279."* She chose to repeat her last year at primary school because the family could not afford the secondary school fees but she persevered, showing great determination and optimism despite her uncertain future. She was helped financially by EACF supporters to gain entry into Highridge Secondary.

A passionate player, GK was captain of Starehe Hub girls' team two seasons running. In her own words: *"Getting to learn the game of cricket and its values along with character education has truly changed my life. I would never in a million years have thought that I would see myself play such a game. But thanks to East Africa Cricket Foundation I got the opportunity to do so!"*

A teacher wrote of her: *"She does not miss school without good reason and has improved her academic performance a great deal."*

She has taken part in the Kenya U-19 development programme and also trains with the full national team.

She states that her ambitions are to become a doctor but she now she wants to be a national cricket player too.

10: LM, age 13, Kangemi Primary School (female)

Coaches' score: overall engagement in the programme 4, potential as a cricketer 5. Greatest progress in Determination and Curiosity (both increasing from 1 to 4), Social Intelligence and Optimism (2 - 4) and Self-Control and Enthusiasm (3 - 5).

The coaches write: *"LM joined the programme in January 2015. She lives with her single parent mother in a one-roomed house in Kangemi. Originally a very timid girl who stayed in the background, she has gained confidence and leadership skills and also become one of the best female players in the programme. A passionate and athletic player, she is an excellent bowler and has started learning how to score too."*

The coaches reported that there was strong resistance initially from her mother and LM almost gave up playing cricket. Seeing her determination, talent and passion, the coaches intervened and matters were resolved. They now have a good relationship with her mother and continue to talk on a regular basis. The Character Education has helped LM resist the bad influences from her neighbourhood and she has become a much more responsible young person.

Her teacher writes: *"Her academic performance has increased by 40 points over three terms in 2015, going from 258 to 289. She is a very quiet and shy girl in class, but her character and academic performance have improved greatly in the last year."*

LM's ambition is to be a professional cricketer and the coaches believe she has great potential to play for the national team. LM says: *"I really love cricket and I cannot imagine someone telling me to stop playing it. People do not know what they are missing out on. Cricket and Character Education have showed me how to be more determined in whatever I do at school, home or anywhere"*.

11: WO, age 15, New Kihumbuini Primary School (male)

Coaches' score: overall engagement in the programme 4, potential as a cricketer 5. Greatest progress in Gratitude (2 - 5), and Curiosity, Self-Control and Optimism (3 - 5).

The coaches write: *"Despite both his parents being drunkards, WO never misses school and he has always shown great determination and self-discipline to overcome issues at home. He eagerly joined the programme in 2014 as he realised the opportunities the EACF programme could offer. His parents are grateful and supportive. WO is a very bright boy who works hard and wants to achieve more both academically and in cricket. He follows instructions well and now that his curiosity has been unlocked he is always asking questions. His academic achievement has increased from an already solid score of 366 to 383 during 2015."*

At one point the coaches collectively chipped in and paid the KSh 500 school fees necessary for WO to stay in education. The coaching team consider him to be one of the most promising cricket players in the programme and one who shows great character. He is passionate about the game and even organises matches in his neighbourhood for other children.

WO writes: *"I have been playing cricket for one and a half years now. Cricket has allowed me travel to areas I have never been to around Nairobi and I can't wait for the day when I will be able to play in the national team and fly our flag high. Character Education has given me an opportunity to work harder in my weak areas and to date I am very happy with my progress. Using words like 'sorry' and 'thank you' is now a regular part of my vocabulary!"*

His teacher writes: *"He has never missed school and has improved in his performance at school. He has the potential to go far."*

WO has played adult cricket for the Kenya Kongonis Cricket Club in the A League.

He states that his ambition is to be a national cricketer.

12: EA, age 10, Kabiro Primary School (female)

Coaches' score: overall engagement in the programme 4, potential as a cricketer 4. Greatest progress in Social Intelligence (1 - 3) and Self-Control, Gratitude, Curiosity and Enthusiasm (2 - 4).

The coaches write: *"EA fell in love with cricket and has become the backbone of her school's girls' team. Her parents work abroad so she lives with her grandmother. A naturally talented athlete she played with courage in the inter-school match against Kawangware Primary*

School and helped steer her side to victory. She has changed a lot since she joined the programme in January 2015 and now shows respect towards her school mates and listens to their opinions."

EA writes: "I love playing cricket, it is my favourite game. I like bowling and batting. Self-control is my best character trait as it allows me to control my emotions, especially when things go against my wishes. I adore all our coaches for the good work they are doing at our school."

Her teacher writes: "She is always punctual and regular at school. She does her homework and has improved in her grades going from being an under-performing student to a good average. "

Her stated ambition is to become a teacher.

13: DS, age 12, Kawangware Primary School (male)

Coaches' score: overall engagement in the programme 4, potential as a cricketer 3. Greatest progress in Social Intelligence (1 - 4) and Curiosity (2-5).

The coaches write: "DS comes from a very humble background and lives with his grandmother and his five older siblings and a cousin who, like him and his siblings, is also orphaned. His grandmother is supportive of DS's involvement with the programme and praises his positive approach to life. We are impressed by his character growth and cricket progression since he joined the EACF programme in September 2014. DS welcomes new activities and has shown great leadership skills at school and is the elected student leader for his class. Things were not so easy in the beginning and he was once suspended for being particularly rude to us. He has worked especially hard on developing Self-Control and Social Intelligence and now interacts well with different people in his social environs. He is a quick learner, has been assigned the role of kit man and he often volunteers to do the scoring."

His teacher writes: "He is an average student but is showing real determination to improve his class work. He is very punctual and active in whatever he does."

His stated ambition is to become a lawyer.

14: TO, age 15, Kabiro Primary School (male)

Coaches' score: overall engagement in the programme 3, potential as a cricketer 4. Greatest progress in Optimism and Curiosity (2-4).

The coaches write: *“He lives with a single mother who is very supportive of his involvement in the programme. He has made great progress since the commencement of the programme. He used to come late to school or was often absent, generally performing very poorly. He has changed and now never misses school and is always on time. In cricket he has progressed well and is a good batsman, one of the strongest in the Braeburn Cluster. He is really passionate about cricket”*

His teacher writes: *“He has changed a lot since joining the programme. He has become punctual, always at school and has improved so much in his academics.”*

His stated ambition is to become a teacher.

15: SA, age 13, Dr. Aggrey Primary School (female)

Coaches’ score: overall engagement in the programme 4, potential as a cricketer 4. Greatest progress in Self Control and Social Intelligence (1-4).

The coaches write: *“Both of SA’s parents are dead and that’s why she is living with her aunt and her aunt’s ten children. At the beginning of the programme SA was a very quiet and shy girl who never wanted to take part in anything. She would be the girl at the back of the group who would shy away from taking part in our cricket sessions. That changed when we invited her to our August Holiday Camp because we got to engage her more and we saw her become very energetic and enthusiastic. She is always one of the first to volunteer to help with tasks. We also discovered a real cricketing talent too.”*

Her teacher writes: *“SA was a church mouse in class, never wanting to ask or to answer questions and, as her teacher, I was worried. But that changed when she joined the programme. She is much more out-going and confident. Her attendance has been regular and she is doing well.”*

She is currently training with the Kenya national teams.

Her stated ambition is to become a doctor and to play cricket for the Kenya ladies national team.