



PERFORMANCE EVALUATION DRAFT REPORT

In respect of

COSARAF FOUNDATION FUNDED PROGRAMME

December 2019

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ACRONYMS

EACDT: East Africa Character Development Trust

FDG: Focus Group Discussions

SPSS: Statistical Package for Social Sciences

P.E: Physical Education

SECTION 1: BACKGROUND INFORMATION

1.1 History of East Africa Character Development Trust

The East Africa Character Development Trust (EACDT) was created in 2013. Its founders had strong links with East Africa, having either been born, educated, or worked there. All were members of Kenya Kongonis Cricket Club (KKCC) which, while based at the Nairobi Club, also has a branch in the UK. The founders drew inspiration from the KKCC's success in developing young players, originally through its colts' section, started in 1930, subsequently replaced by a new Development Programme in the 1980s. Such was the success of those programmes that, from among hundreds of emerging young cricketers, one former colt played for England for 12 years, another captained Kenya against (amongst others) India, and others represented their country.

The founders were equally inspired by the achievements of The Cricket Foundation in the UK through its 'Chance to Shine' programme, which struck a chord with the founders as the sport is so lacking in the curriculum of schools in East Africa. That inspired the Trustees to achieve more than producing good cricketers, by linking a carefully-crafted character education programme to the cricket programme. They had the opportunity to produce good citizens by combining character education to the widely recognised benefits the playing of sport can bring to young people. The stage was set, and EACDT's ground-breaking dual programme that will change lives through sport and character development got underway in June 2014.

1.2 Mission and Vision of EACDT

The mission of EACDT exists to impart to the young children of East Africa the following seven key personal characteristics that are widely recognized as the best facilitators of personal and professional success: enthusiasm, perseverance, self-control, optimism, gratitude, curiosity, and social intelligence.

The Vision of EACDT is to transform the lives of thousands of disadvantaged young Africans through Character Education and sport.

1.3 The EACDT Character Education Programme

The promotion of sport and physical education at schools plays a vital role in generating motivation for, and commitment to life-long sports participation. Facilitating sport and physical education at schools thereby encourages a culture of healthy lifestyles and social cohesion through sports participation. The Knowledge is Power Programme (KIPP) in the USA is an evidence that sport and physical activity can furthermore benefit learning and development. The importance of facilitating and promoting sport participation and physical education at school level therefore becomes evident.

The work of the KIPP Foundation in the USA inspired EACDT to develop an innovative programme that marries Cricket and Character Education. The EACDT Character Education Programme instils values, skills and attitudes that enable children to reach their potential at school, at home, in their communities and in the workplace. Cricket lends itself especially well to developing essential characteristics. It creates a dynamic in which players are not only team members but are also individuals charged with particular responsibilities from which there is no hiding place. It demands high levels of concentration, strategic thinking, stamina

and physical courage. It is a complex sport offering a range of different opportunities to contribute, on and off the field. Cricket's best traditional values – play hard, play fair – are highly relevant to all aspects of the human experience.

EACDT works in collaboration with the Kenyan Ministry of Education and the programme runs in 17 schools in the Nairobi area. Through a team of 12 full time African cricket coaches, skilled in Character Education, EACDT programme benefits up to 4,000 children a week. The EACDT programme is modelled 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 cricket facility 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 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.

Many of the schools involved in the EACDT programme are in the poorest slums of the city and face a multitude of challenges. From chronic overcrowding to lack of resources to frequent theft of school property by local residents, the schools are challenged every day. Many of the children have been orphaned by HIV/Aids. Nevertheless, EACDT gives children some fun in their lives with cricket and in developing character, self-control and confidence gives them hope for their future.

1.4 The seven Characters

EACDT delivers an innovative Character Education Programme, inspired by the work of the world renowned KIPP Foundation, that develops and instils in the participating young children seven key characteristics widely recognized as the best predictors of personal and professional success:

Perseverance: finish what you have started: stick with it for more than just a few weeks. Try hard even after you've experienced failure. Stay committed to goals – keep working hard, even when you feel like giving up.

Enthusiasm: participate actively – approach new situations with excitement and energy.

Self-control: come to sessions prepared. Remember and follow directions. Get down to work right away – pay attention and resist distractions. Remain calm, even when criticised or provoked. Allow others to speak without interrupting – be polite to everyone. Keep your temper in check.

Optimism: Believe that effort will improve your future. When bad things happen, think about things you can do to make it better next time. Stay motivated even after things have not gone well. Believe you can improve things you are not good at.

Gratitude: recognize what others do for you. Show appreciation for opportunities – express appreciation by saying 'thank you'. Do something nice for someone else as a way of saying 'thank you'.

Social intelligence: be able to find solutions to conflicts with others. Show care for the feelings of others. Adapt to different social situations

Curiosity: Be eager to explore new things. Ask questions to help learn better – take an active interest in learning.

These seven character traits are also identifiable in cricket as components essential to the playing of the game and achieving a successful result. Of all team sports, cricket relies upon a unique blend of individual skills and collective team application to succeed that in itself, becomes a metaphor for life in general. On their own, no one skill can achieve a positive result and every individual skill requires the support of the entire team to realise victory or a high performance level. It also requires strategic leadership, willing acceptance of roles, mental flexibility, personal application and communal engagement, all of which are essential to success in life. As such, coaching and playing cricket provides a perfect vehicle by which to deliver the ‘character education’ syllabus that EACDT imparts, to better prepare young, disadvantaged children for the often extreme challenges life will throw at them.

SECTION 2: OBJECTIVES, EVALUATION FRAMEWORK AND METHODOLOGY

2.1 The Objectives of Evaluation

The purpose of this evaluation was to assess the performance of the EACDT programme funded by COSARAF programme in order to assess the progress and functionality thereof.

The specific objectives of the evaluation were to determine:

1. The effectiveness of EACDT programme on character development.
2. The impact of EACDT programme on school attendance.
3. The nexus between EACDT programme and academic performance of the students.
4. The contribution of EACDT programme to career development and employability.

2.3. Benefits of the evaluation

The evaluation assessed the programmes performance against its core objective in order to establish the effectiveness of the programme as well as the benefits derived therefrom. The evaluation had a forward-looking perspective and considered not only what has happened but also how, why, and in what context, the EACDT programme attained its objectives. In this way, it identified lessons which provided the basis for recommendations on areas that require improvement as the programme proceeds. These could inform:

- The design and implementation of future EACDT operations – in Nairobi and elsewhere.
- Changes in EACDT policies and strategies, approaches and methods in various areas of operation. For instance, the evaluation outcomes may inform improvement of approaches by coaches with a view to achieve the set objectives
- An improved understanding of the regions that can benefit from the expansion of EACDT programs
- Formation of a data capture and storage system that enhance accountability and results-based management
- Projections on sustainability of EACDT initiatives
- Improvement of reporting systems at EACDT

2.4. Evaluation Framework

The evaluation framework comprises of the activities, the outputs, the outcome and the impact of EACDT programme funded by COSARAF. The evaluation was guided by the following framework:

(a) Activities

The evaluation captured actions or interventions that were meant to produce desired outputs in the EACDT programme following successful sourcing of funds from COSARAF. The activities included:

- Training sessions conducted in schools
- Facilitation of Camps during holidays
- Capacity building for staff
- Supply of equipment
- Allocation of funds to the core activities

(b) Outputs

The outputs of the EACDT programme comprised of the immediate results following availability of funds from COSARAF. The outputs included:

- The number of students benefiting from COSARAF funded programmes at EACDT
- The number of coaches assigned to the COSARAF funded programmes
- The number of training sessions held
- The number of seminars held to build staff capacity
- The amount of equipment supplied for the programme
- The amount allocated to the core activities of COSARAF funded programmes

(c) Outcomes

Outcomes of the COSARAF funded programmes at EACDT was the medium- and long-term effects of the programme. The expected short-term outcomes included:

- Development of cognitive skills:
 - Observe and copy a demonstration

- Listen and follow simple instructions
- Talk with others and share ideas and thoughts about tasks
- Develop understanding of the correct decisions during activities
- Develop a working knowledge and understanding of equipment and space we are using
- Start to understand the rules of cricket
- Development of personal qualities:
 - Being able to work on their own
 - Being able to work with a partner or a group
 - Giving and receiving appropriate feedback with others
 - Understanding how to play fairly with others
 - Contributing to the striking and fielding session
 - Develop awareness of my own and others' needs and feelings

The expected long-term outcomes will include:

- Development of the seven character traits championed by EACDT:
 - ✓ Optimism
 - ✓ Gratitude
 - ✓ Curiosity
 - ✓ Perseverance
 - ✓ Enthusiasm

- ✓ Social Intelligence
- ✓ Self-control
- Improvement of school attendance
- Improvement of academic performance

(d) Impact

The impact of the EACDT programme comprised of the overall long-term change realized from the programme. The impact included (but not limited to):

- Development of skills in areas such as leadership, management, diplomacy, advocacy among others
- Career development
- Discovery and development of talents
- Enhanced employability
- Termination or reduction of poverty at the household and community levels
- Contribution to the delivery of competence based curriculum in Kenya
- Socio-economic development of Kenya

2.5. Methodology

This section describes the procedures that was followed to evaluate data.

2.5.1 Research Design

The evaluation adopted a mixed method that incorporates both quantitative and qualitative approaches to data collection and analysis. This ensured that the evaluation gain an in-depth examination of the performance of the EACDT programme in eight schools (two hubs) funded by COSARAF.

2.5.2 Sample Size

The participants were sampled from the student population that benefit from EACDT programme funded by COSARAF. The sample size was calculated using the following formula by Kothari¹:

$$n = \frac{Z^2 pqN}{e^2 (N - 1) + Z^2 pq}$$

Where:

n: is the sample size for a finite population

N: size of population (the total number of students enrolled in EACDT programme)

p: population reliability, where p is 0.5 which is taken for all developing countries population and p + q= 1

e: margin of error considered is 5% for this evaluation.

Z : the normal reduced variable at 0.05 level of significance (95% confidence level), z is 1.96

The stratified sampling technique was used to select the students. The strata comprised of gender (male and female), the classed (classes 4,5,6,7 and 8). Stratification ensured that data captured was representative of all classes and gender.

¹ Kothari, C. R. (2014). *Research Methodology. Methods and Techniques, 2nd Revised Edition*. New Age International Publishers.

The stratified sampling technique was used to select the students. The strata comprised of the hubs, classes and gender (male and female). Stratification ensured that data captured was representative of all classes and gender.

The total population of the students in the two hubs is 2,037. This result in a sample of 324 students as follow:

$$n = \frac{1.96^2 * 0.5 * 0.5 * 2037}{0.05^2(2037 - 1) + 1.96^2 * 0.5 * 0.5}$$

$$n = \frac{1956.3348}{6.0504}$$

$$n = 323.3397461 \approx 324$$

Total Population					Sample				
Starehe Hub					Starehe Hub				
Juja Road	Class	Boys	Girls	Total	Juja Road	Class	Boys	Girls	Total
	4J	16	16	32		4J	3	2	5
	4R	21	22	43		4R	4	3	7
	4P	21	16	37		4P	3	3	6
	5R	19	19	38		5R	3	3	6
	5P	21	21	42		5P	4	3	7
	5J	14	18	32		5J	2	3	5
	6J	14	24	38		6J	2	4	6
	6R	21	23	44		6R	3	4	7
	6P	24	23	47		6P	4	3	7
Total	9	171	182	353	Total	9	28	28	56
Dr Aggrey	4S	22	16	38	Dr Aggrey	4S	3	3	6
	4N	18	21	39		4N	3	3	6
	5S	23	15	38		5S	4	2	6
	5N	27	12	39		5N	4	2	6
	6N	20	20	40		6N	3	3	6
	6S	21	14	35		6S	3	3	6
	7N	28	18	46		7N	4	3	7
Total	7	159	116	275	Total	7	24	19	43
Muslim	3	17	9	26	Muslim	3	3	1	4
	4	11	10	21		4	2	2	4
	5	13	19	32		5	2	3	5
	6	17	21	38		6	3	3	6
Total	4	58	59	117	Total	4	10	9	19
St. Brigids	4	2	7	9	St. Brigids	4	2	2	4
	5	13	12	25		5	2	2	4
	6	8	8	16		6	2	2	4
	7	9	13	22		7	2	2	4
Total	4	32	40	72	Total	4	8	8	16
Total		420	397	817	Total		70	64	134
Kawangware Hub					Kawangware Hub				
Kawangware	Class	Boys	Girls	Total	Kawangware	Class	Boys	Girls	Total
	5E	36	68	104		5E	6	11	17
	5S	30	36	66		5S	5	5	10
	5N	36	67	103		5N	7	9	16
	6N	31	19	50		6N	5	3	8
	6E	27	62	89		6E	4	10	14

	6W	23	25	48		6W	4	4	8
	6S	29	36	65		6S	5	5	10
	7E	40	32	72		7E	6	5	11
	7W	28	37	65		7W	4	6	10
	7N	30	36	66		7N	5	5	10
	7S	31	49	80		7S	5	8	13
	8S	31	38	69		8S	5	6	11
	8N	31	60	91		8N	5	9	14
	8W	30	41	71		8W	5	6	11
Total	14	433	606	1039	Total	14	71	92	163
Kabiro Pri.	4	17	10	27	Kabiro Pri.	4	2	2	4
	5	16	12	28		5	2	2	4
	6	13	15	28		6	2	2	4
	7	19	12	31		7	3	2	5
	8	17	17	34		8	3	2	5
Total	5	82	66	148	Total	5	12	10	22
Kabiro Sec.	ST	21	12	33	Kabiro Sec.	ST	3	2	5
Total	1	21	12	33	Total	1	3	2	5
Total	536	684	1,220		Total	86	104	190	
Main Total (2 Hubs)	956	1,081	2,037			156	168	324	

2.5.3 Data Collection Methods

5.3.1 Review of School Databases and Administrative Files

A review of EACDT administrative files, databases, and school records assisted in assessing progress and achievement of outcomes in the programs

Database review: A site visit to the schools enabled the evaluation to obtain data on academic performance of the students under the programme. The data on examination scores was collected.

5.2.2 Key Informant Interviews

Key informant interviews provided a detailed qualitative exploration of the influence of EACDT programme on character development and academic performance. The key informants were the head teachers, teachers in charge of games and the programme administrator.

(a) Head Teachers' Interview Guides

School head teachers participated in face-to-face interviews to determine their perceptions of the programme in respect to:

- The changes observed in student behavior
- Academic performance since the inception of the programme,
- The contribution of the EACDT programme to the operational efficiency at the school
- Potential benefits of the programme to the community
- Lessons learned and potential strategies to improve implementation of the programme
- Challenges facing implementation of the programme and measures to address the identified challenges.

(b) Teachers' Interview Guide

Teachers were interviewed on:

- The impact of the programme on development of student characters
- Class attendance
- Academic performance

- Employability of the students
- The potential benefits of the programme to the community

(c) Administrators' Interview Guide

The programme administrator at EACDT was interviewed on the operational efficiency of the programme in terms of:

- Achievement of the set objectives and deliverables
- Performance of coaches
- Financial management
- Components of the programme that need improvement for future up scaling of the projects

5.3.3 Questionnaires

Questionnaires was used to collect pre-defined indicators and to monitor the achievement of expected outcomes.

(a) Coaches Questionnaire

The evaluation captured data on coaches' perception of the EACDT programme. A self-report questionnaire was used to capture data on the impact that the programme has on:

- Development of life skills
- Realization of the Key EACDT characters
- The impact of the programme on the schools in terms of:

(a) School attendance

(b) Students' academic performance

- Attitude of school towards EACDT programme
- Challenges experienced in the implementation of the programme and possible solutions

(b) Student Questionnaire

The data on perceptions of the students towards EACDT programme was collected using self-report questionnaires. The responses on the questionnaire was rated on a 5-point Likert Scale labeled: “A very Great Extent [5], Great Extent [4], Moderate Extent [3], Little Extent [2] and A Very Little Extent [1]”.

The student questionnaire was multi-section, self-report instruments; developmentally appropriate for the population being evaluated. The questionnaire captured demographic characteristics of the pupils and their perceptions of the EACDT programme. The questionnaires were anonymous to ensure confidentiality and encourage transparency in response from the students.

The questionnaires captured data on:

- ✓ Demographic characteristics of the students (age, gender, class/form, duration of enrolment on EACDT programme)
- ✓ Frequency of attendance of EACDT programme
- ✓ Cognitive skills
- ✓ Personal qualities
- ✓ Development of Key EACDT characters
- ✓ The nexus between cricket and academic performance

2.6. Data Analysis

2.6.1 Quantitative Data

Qualitative data from the questionnaires was examined for completeness, coded, and entered into the Statistical Package for Social Sciences (SPSS) Version 21 for quantitative analysis. The statistics generated included frequencies, percentages and mean scores.

2.6.2 Qualitative data

Qualitative data obtained from the interviews and focus group discussions was transcribed, organized into emerging themes and analyzed through content analysis method. The evaluator maintained an open mind, seeking passages of importance and interest arising from the transcripts.

2.7. Ethical Considerations

Every stage of the evaluation was authorized through acquisition of all letters authorizing access and acquisition of data at EACDT and the target schools. All communications were channeled through formal systems of communication at EACDT and the target schools.

Confidentiality was of utmost importance at all stages of the evaluation. The data provided was properly secured and treated with utmost confidentiality. The participants were assured of confidentiality the data provided through the use of anonymous questionnaire. Identity of the participants was not revealed and published only in instances where such persons are identified as champions who exemplify the benefits of the programme.

SECTION 3: PARTICIPANTS

The data was collected from students, head teachers, teachers, coaches and EACDT administrators.

Table 3.1: Response Rate

	Sample		Returned Questionnaires
Administrators	2		1
Coaches	14		14
Teachers	Sample		Returned Questionnaires
1. Juja Road	12		1
2. Dr Aggrey	8		6
3. Muslim	4		3
4. Kawangware	15		7
5. Kabiro Pri.	5		3
Total	44		20
Students	Boys	Girls	Total
Total Sample	156	168	324
Total Respondents	190	216	406
Response Rate (%)	122	129	125

- All the respondents returned the questionnaires issued to them except one administrator who promised to respond soon.
- St. Brigid's did not participate in the evaluation on account of lack of authorization by the school administration.

- The overall response rate for the students was 125%, an indication that participants in the evaluation were 25% more than the sample. The response rate was attributed to the inclusion of the following classes in the study (the classes were not in the list of population available for sampling):

Table 3.2 Additional Classes

School	Additional Classes
1. Juja Road	7 and 8
2. Dr Aggrey	8
3. Muslim	7 and 8
4. Kawangware	4

Table 3.3: Total Number of Participants-Students

School	Frequency	Percent
1. Juja Road	92	22.7
2. Dr Aggrey	52	12.8
3. Muslim	24	5.9
4. Kawangware	193	47.5
5. Kabiro Pri.	45	11.1
Total	406	100

- Majority of the participants (47.5%) were from Kawangware Primary School in Kwangware hub.
- Majority of the participants in Starehe Hub were from Juja Road Primary School

- The percentage of the participants in each school was proportionate to the population of the student.

Table 3.4 Gender Representation

Students School	Boys		Girls	
	Frequency	Percent	Frequency	Percent
1. Juja Road	44	48	48	52
2. Dr Aggrey	27	52	25	48
3. Muslim	12	50	12	50
4. Kawangware	86	45	107	55
5. Kabiro Pri.	21	47	24	53
Total	190	47	216	53
	Male		Female	
Coaches	10	71	4	29
Administrators	2	100		

- Majority of the participants were girls (53%). Boys constituted 47%.
- The numbers of boys and girls were proportional to the population of both genders in the schools

Table 3.5: Distribution of the Participants Per School

Starehe Hub				
Juja Road	Class	Boys	Girls	Total
	4	2	5	7
	5	9	10	19
	6	7	14	21

	7	16	8	24
	8	10	11	21
	Total	44	48	92
Dr Aggrey	Class	Boys	Girls	Total
	4	6	7	13
	5	9	4	13
	6	3	5	8
	7	1	4	5
	8	8	5	13
	Total	27	25	52
Muslim	Class	Boys	Girls	Total
	4	3	2	5
	5	2	3	5
	6	3	3	6
	7	2	1	3
	8	2	3	5
	Total	12	12	24
Kawangware Hub				
Kawangware	Class	Boys	Girls	Total
	4	15	15	30
	5	18	25	43
	6	18	22	40
	7	20	24	44
	8	15	21	36
	Total	86	107	193
Kabiro	Class	Boys	Girls	Total
	4	5	6	11
	5	5	1	6
	6	3	9	12

7	4	4	8
8	4	4	8
Total	21	24	45

- The Starehe Hub comprised of three schools Juja Road, Dr Aggrey and Muslim primary schools with a total population of 168 students who participated in the study.
- The Kawangware Hub comprised of Kawangware and Kabiro primary schools with a total of 238 students who participated in the study.

SECTION 4: THE IMPACT OF EACDT PROGRAMME ON STUDENTS

This section presents the results of evaluation on the effect of participation on the EACDT programme on their attitude towards learning, taking physical exercise, dealing with others (greater empathy), school attendance and leadership.

4.1 Learning

- EACDT programme enables learners to build self-confidence both in the fields and in classrooms.
- The students stated that physical exercise improves health and alertness. Consequently, students who participate in physical exercise are able to concentrate in class.
- Character education has improved learning through development of traits such as discipline, curiosity and respect

4.2 Taking Physical Exercise

- The EACDT programme motivated the students to participate in cricket and other types of sports such as football, netball and handball

- The EACDT programme enabled the students to appreciate the role of physical exercise in improving health and prevention of lifestyle diseases

4.3 Dealing with others (Greater Empathy)

EACDT programme improved the ability of students to deal with other (fellow students, siblings, adults and siblings among other people) through:

- Socialization/making friends
- Learning and application of life skills
- Sharing of ideas
- Collaborations/team work
- Respect to others

4.4 School Attendance

- The students stated that character education and participation in cricket motivated them to go to school. The students looked forward to participate in EACDT programme and consequently loved learning.
- The students stated that they made friends in schools through EACDT programme.
- The EACDT programme improved students discipline through emphasis on character as the basis of personal development and academic progress

4.5 Leadership

Character education enabled the students to learn leadership traits such as:

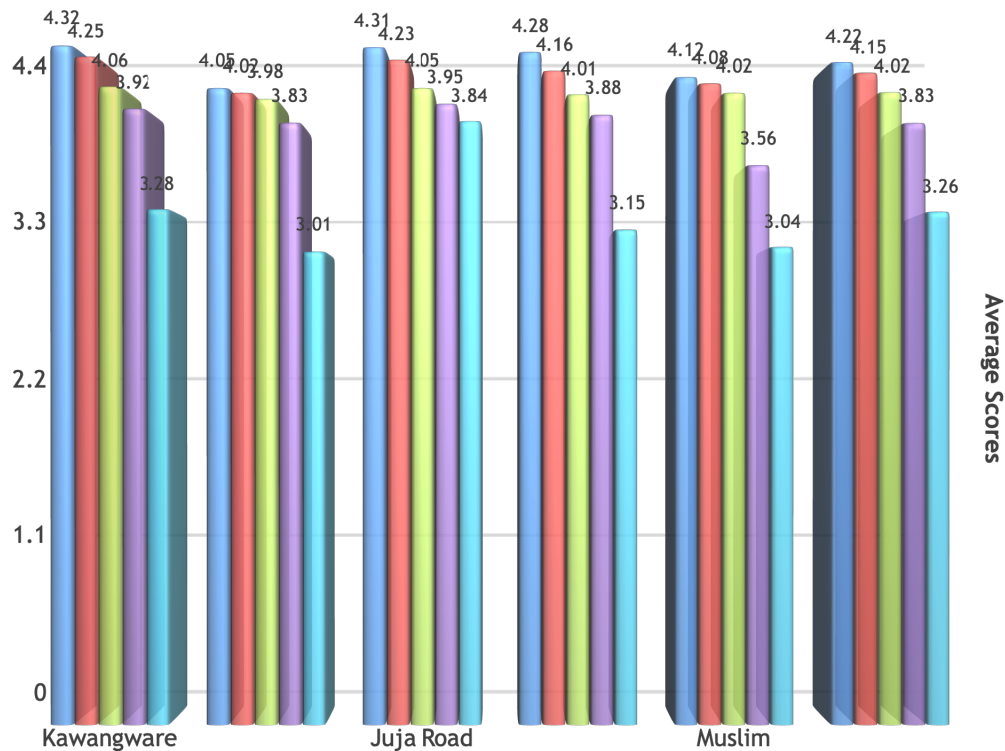
- Organization – students were able to become organized in their school work, at home and during games/co-curricular activities
- Team building – team work in cricket taught students the importance of doing things together during games, studies, at home and other places like church
- Guidance- students learnt the importance of providing and receiving instructions
- Proactiveness- the students learnt the value of taking actions that avert failure or undesirable outcomes in games, classwork and in all aspects of life

4.6 Cognitive Skills

EACDT examined the extent to which the programme had imparted the students with cognitive skills. The responses were rated on a five point Likert scale whereby: 5-a very great extent, 4-great extent, 3-moderate extent, 2-little extent and 1-a very little extent. Graph 4.1 shows the average score per skill.

Graph 4.1 Cognitive Skills

Cognitive Skills



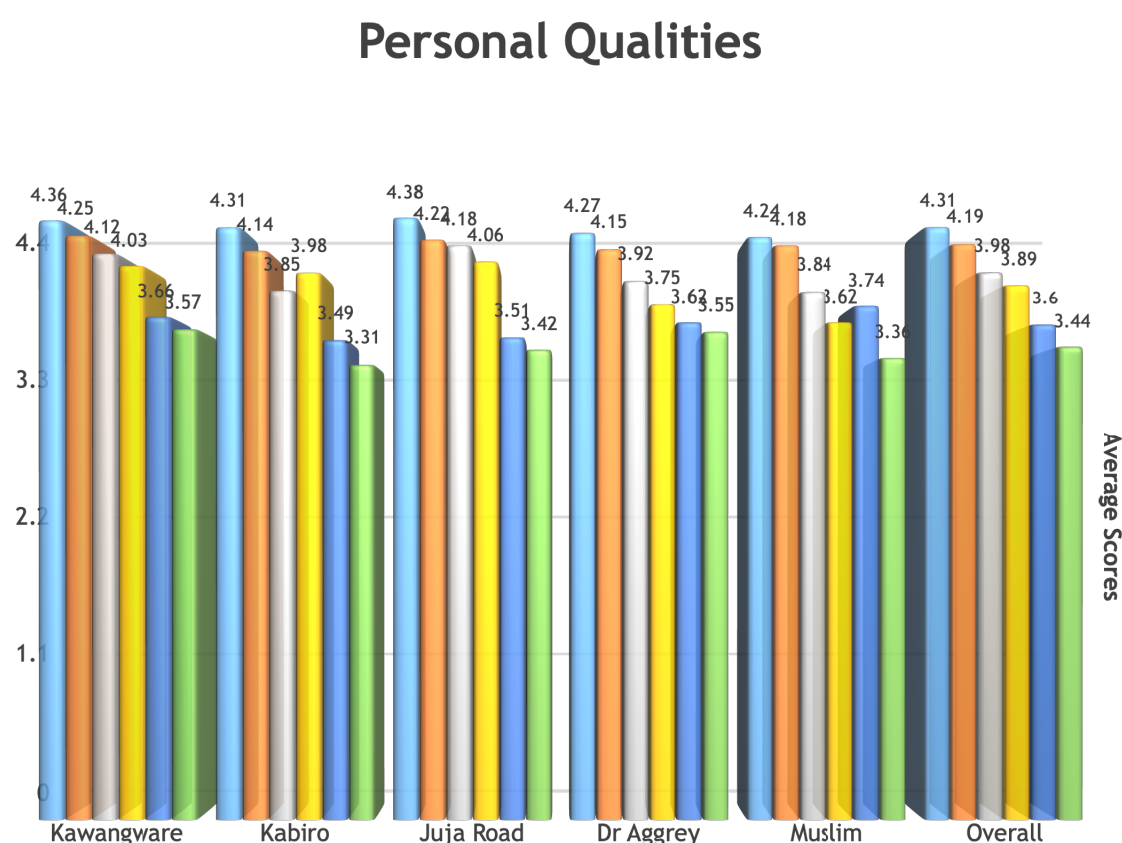
- The ability to follow instructions and comply with rules and ability to observe correctly were the strongest cognitive skills (4.22 and 4.15 respectively)
- Sharing ideas and taking good care of the equipment were the least strong cognitive skills (3.83 and 3.24 respectively)
- The cognitive skills that were imparted in the students to a great extent were the abilities to follow instructions (4.22), comply with rules (4.15), make appropriate decisions (4.02) and share ideas (3.83).
- The cognitive skill that was imparted in the students to a moderate extent was the ability to take good care of the equipment (3.26)
- The schools with the strongest and the least strong cognitive skills were as follows:

▪ Cognitive Skill	Strongest Cognitive Skill	Least Strong Cognitive Skill
▪ Follow instructions and comply with rules	Kawangware(4.32)	Kabiro(4.05)
▪ Observe correctly	Kawangware(4.25)	Kabiro(4.02)
▪ Make appropriate decisions	Kawangware(4.06)	Kabiro(3.98)
▪ Share ideas	Juja Road (3.95)	Muslim (3.56)
▪ Take good care of equipment and facilities	Juja Road (3.84)	Kabiro (3.01)

4.7 Personal Qualities

The average scores by the student on the extent to which the programme imparted personal qualities in them are shown in Graph 4.2.

Graph 4.2: Personal Qualities



- The strongest personal qualities were team work (4.31) and fair play (4.19)

- The least strong personal qualities were understanding the needs and feelings of others (3.60) and independence (3.44).
- The schools with the strongest and the least strong personal qualities were as follows:

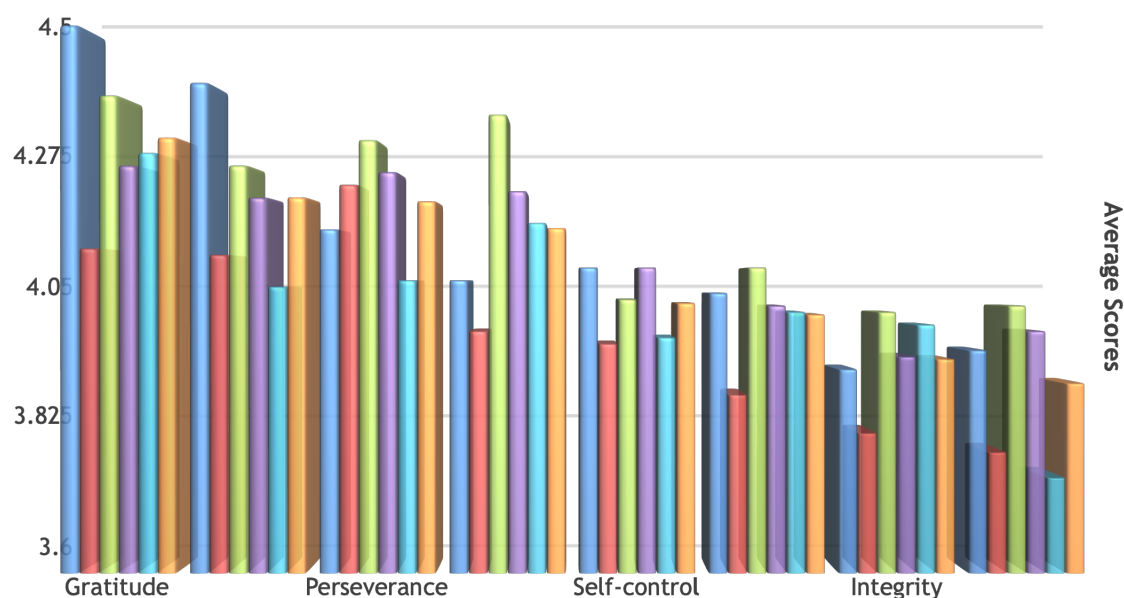
Personal Quality	Strongest	Least Strong
▪ Team-work	Juja Road (4.38)	Muslim (4.24)
▪ Fair play	Kawangware(4.25)	Kabiro(4.14)
▪ Self-discipline	Juja Road (4.18)	Muslim (3.84)
▪ Giving and receiving feedback	Juja Road (4.06)	Muslim(3.62)
▪ Understanding the needs and feelings of others	Muslim (3.74)	kabiro (3.49)
▪ Independence	Kawangware(3.57)	Kabiro (3.31)

4.8 EACDT Character Traits

Graph 4.3 shows the average scores by the students for the eight EACDT character traits.

Graph 4.3: EACDT Character Traits

EACDT Character Traits



- The character traits with the highest scores were gratitude (4.28), social intelligence (4.19) and perseverance (4.18).
- The character traits with the lowest scores were curiosity (3.9), integrity (3.94) and optimism (4.01).
- The schools with the highest and the lowest scores for the character traits are shown below:

	Highest Score	Lowest Score
■ Gratitude	Kawangware(4.46)	Kabiro(4.11)
■ Social Intelligence	Kawangware(4.37)	Muslim(4.05)
■ Perseverance	Juja Road(4.28)	Muslim(4.06)
■ Enthusiasm	Juja Road(4.32)	Kabiro(3.98)
■ Self-control	Dr Agrrey and Kawangware (4.08)	Kabiro(3.96)
■ Optimism	Juja Road(4.08)	Kabiro (3.88)
■ Integrity	Juja Road(4.01)	kabiro (3.82)

Table 4.1 shows the degree of change in the character traits in reference to the baseline study in 2015 and the evaluation carried out in the year 2016.

Table 4.1: The Degree of Change in The Character Traits

E A C D T Character Traits	2015 (Baseline)	2016	2019	Degree of Change between 2016-19	Degree of Change between Baseline and 2019
Curiosity	2.55	3.52	3.9	+0.38	+1.35
Enthusiasm	2.90	3.83	4.14	+0.31	+1.24
Perseverance	3.16	3.89	4.18	+0.29	+1.02
Optimism	2.87	3.75	4.01	+0.26	+1.14
Self-control	3.14	3.77	4.02	+0.25	+0.88
Social Intelligence	3.17	4	4.19	+0.19	+1.02
Gratitude	3.50	4.15	4.28	+0.13	+0.78
Integrity			3.94		

- The highest degree of change in reference to the previous evaluation in 2016 was observed in curiosity (+0.38), enthusiasm (+0.31) and perseverance (+0.29).
- The lowest degree of change in reference to the previous evaluation in 2016 was observed in gratitude (+0.13), social intelligence (+0.19) and self-control (+0.25).
- Integrity had not been incorporated in the baseline and 2016 evaluations.

4.8.1 Optimism

Optimism was expressed through positive attitude toward oneself, belief that the future held positive possibilities. Optimistic students were confident that, with effort, they would achieve positive outcomes. The optimistic students believed that even they failed when trying new things, it was alright as long as I they learned from the experience

4.8.2 Gratitude

The students stated that they expressed gratitude by saying “thank you” to people who assisted or gifted them in any way. The students expressed gratitude by doing something nice to show their appreciation. Moreover, grateful students could list people and things that they considered lucky to have in their lives life.

4.8.3 Curiosity

Students expressed curiosity by talking to other people in order to gain new ideas or change their minds on some issues. Curious students took the initiative to learn more about areas of interests. Curious students also could not rest until they figured the answer to questions they were not conversant with explored a completely new idea or topic just for the fun of it.

4.8.4 Perseverance

Students expressed perseverance by enjoying activities that took long to complete, working towards long-term goals, understanding that what they did each was connected their deepest personal values. Perseverant students had subjects or activities that they never got bored of and they did not allow setbacks to discourage them for long periods. Perseverant students

were hard workers who finished whatever they begun and never stopped working to improve their conditions.

4.8.5 Enthusiasm

Enthusiastic students always looked forward for better ways of doing things, loved to challenge the status quo, enjoyed being champion for ideas, even against opposition.

Enthusiastic students were willing to take personal initiatives on areas of interests.

4.8.6 Social Intelligence

Socially intelligent students had relationships that were mutually beneficial, enjoyable, and supportive. Socially intelligent students could tell how other people felt and had good ideas about how to respond appropriately. Socially intelligent students also felt that their relationships made them feel good about themselves and felt that people in their lives helped them be their best.

4.8.7 Self-control

Self-control was expressed through avoidance of procrastinations, staying focused and avoiding distractions during house chores, studies or games. Students with self-control also planned for school and home activities ahead of time and avoided things that would make them regret afterwards.

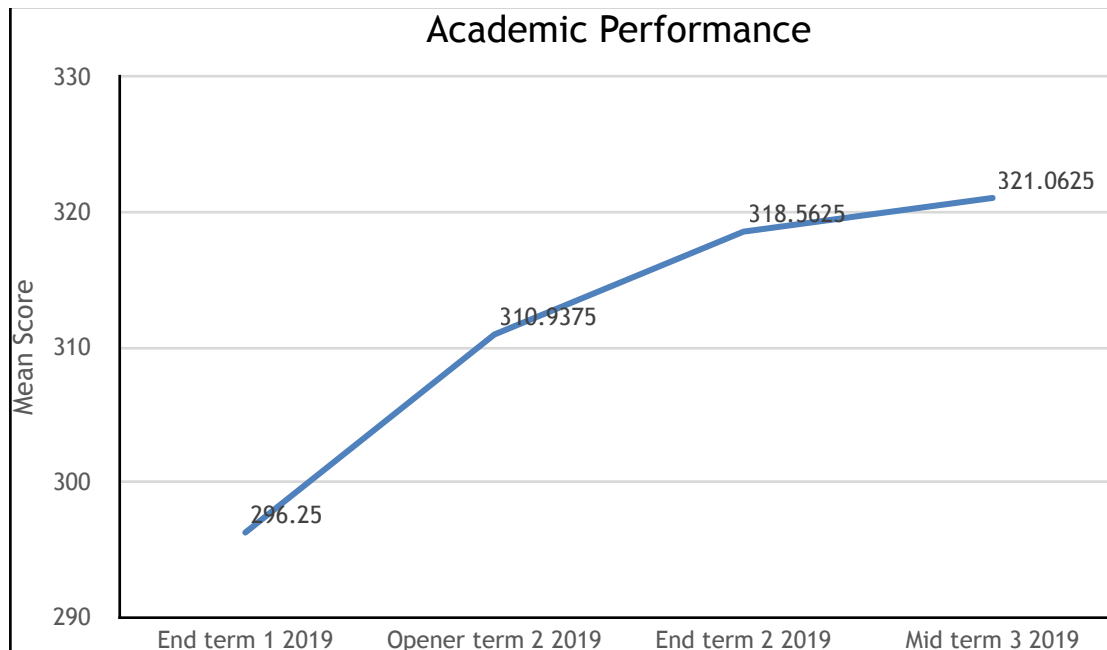
4.8.8 Integrity

The students expressed integrity by being truthful in classwork, in games, at home and any other places. Integrity was demonstrated through taking part in activities in manner that brought dignity to the school and parents.

4.9 Academic Performance

EACDT tracks performance of 82 students in the programme. Graph 4.4 shows the trends in academic performance for the year 2019.

Graph 4.4: Trends in Academic Performance



- The mean score for the students increased across the year 2019, from a mean of 296.25 at the end of term 1 to a mean of 321.0625 in mid-term 3 examinations.
- The performance improvement indices were +14.6875 in the beginning of term two, +7.625 at the end of term two and +2.5 at the middle of term 3.
- The improvement in performance is congruent to improvement in the scores of in the character traits. This indicates that EACDT programme contributes to the academic performance of students among other determinants of performance.

SECTION 5: TEACHERS' VIEWS ON THE IMPACT OF EACDT PROGRAMME

This section presents the views of teachers and head teachers on the impact of EACDT programme.

5.1 Fulfilment of Expectations of the EACDT programme

Table shows . The response was rated on five-point scale whereby 1- “not at all” and 5 is “by a huge amount”.

Score	Frequency	Percent
1	0	0
2	0	0
3	7	35
4	7	35
5	6	30
Total	20	100

Average = 3.95

Percentage of students that transitioned to secondary/tertiary education =87.14%

- 35% of the respondents stated that EACDT programme had met or exceeded expectation by a moderate amount and another 35% by a great amount
- 30% of the respondents stated that EACDT programme had met or exceeded expectation by a huge amount.
- The average score for the programme was 3.95 indicating that EACDT programme had met or exceeded expectation by a great amount.
- The average proportion of students who moved onto secondary education / tertiary education was 87.14%

5.2 The Role of Sport and Character Development in Education

The teachers were asked to indicate how the involvement of their school in the EACDT Programme changed their views about the role of sport and the development of character in education.

The teachers appreciated the critical and very important role that sport and character development as envisioned in the EACDT programme play in improving learning outcomes. This role is well expounded by E.K.M, Juja Road Primary who stated that “Initially, before my school was involved in the EACDT programme, I perceived academic qualification as of the sole importance to the success of a learner. However, the involvement of my schools in the EACDT programme has made me understand that games and sports play a major role moulding a whole being. As the saying goes, ‘All work without play makes Jack a dull boy’. Character development stands tall in the development of our learners.”

- Participation in sports enables learner to appreciate that one can excel in other activities than education. Talent also pays.
- There are fewer cases of indiscipline
- Development of qualities such as leadership skills, team work and responsibility.

Character development contributes to personal and career development of learners in regards to:

- **Jobs:** character helps students and any person to associate well with his or her colleges at school and at work.

- **School:** Schools whose learners are conversant with characters experience few cases of indiscipline.
- **Sport:** character helps sportsmen/women to coordinate well as a team.
- **Family and friendships:** character enhances strong bondage between family members and friends. Character builds trust among people.

Other areas:

- A person with character can survive anywhere because he/she can easily socialize with other people.
- Sports help in blood circulation as part of the body and muscle relaxation.
- Students learn about teamwork that can help them both at school and out of school

5.3 Character Weaknesses and Strengths of the Students

Strength/Most developed character

- Curiosity-students are eager to learn
- Determination

Weakness/Least Developed Character

- Self-control- a challenge to learners especially of Somali (from Starehe hub) origin who generally hot tempered
- Integrity
- Gratitude

5.4 The Difference Brought by EACDT Programme on Character Development

- Juja Road Primary school has established a peer teaching programme in which students who understand the 8 characters educate others on the same.
- Cricket was regarded as a foreign sport for the Indians. Today, a big percentage of learners has positively embraced cricket.
- Some teachers considered it a waste of time. However, it is currently the most played sport

5.5 Girls participation in Cricket

Girls are actively involved in cricket and they are very optimistic.

The sponsorship accorded to some girls motivates girls to join the sport.

Girls are the majority in cricket teams

Some girls from the programme have joined national team

5.6 Evidence of The Benefits of the Programme

- Sponsorship of students in secondary education
- Increased participation by the students
- Improved discipline and school attendance
- Improved academic performance
- Cricket is the most sought after sport
- The appreciation that the programme transcends beyond sports into character development

Changes have taken place in the school in regards to:

- **The students' behavior:** improved discipline especially among students from slums such as Mlango Kubwa in Eastland
- **Teacher / student relationships:** good rapport in which learners do not fear their teachers but respect them
- **Aspiration/motivation:** enhanced communication skills, learners are able to express themselves well
- **Students' attainment:** improved academic performance among students playing cricket
- **Other areas:** inters-school cricket tournaments teach learners to compete in good spirit.

5.7 Key Success factors of EACDT programme

- Collaboration between coaches and teachers in teaching character

5.8 Attitude of Staff towards EACDT programme

- Most teachers have not embraced the programme in majority of the schools
- They perceive as a programme for the learners and the coaches

5.9 Major Challenges

- The big number of pupils in public schools
- Lack of support from all teachers
- Lack of involvement of parents in the programme
- Financing the programme by the school administration

- Fields that are not conducive for the sport and some are small
- Lack of curriculum for character education

5.10 Recommendations from Teachers

- Increase the number of coaches to enable follow up of students past class 6
- Training teachers in coaching to assist in managing the population
- Allocation of more time to the sport
- Design programmes to involve parents in the sport
- Reward teachers who support the sport
- Introduction of exchange programmes with local and international schools
- More lessons/time on character education
- Reach more schools in slums and rural areas
- Consider sponsoring needy students in primary schools (buy books and uniforms) and after KCPE
- Development of cricket fields
- Provide sports regalia to students
- Other sponsors to come in and support in expansion of fields and provision of more equipment
- Invest in technology or IT related materials to enable visualization and better understanding of the sport

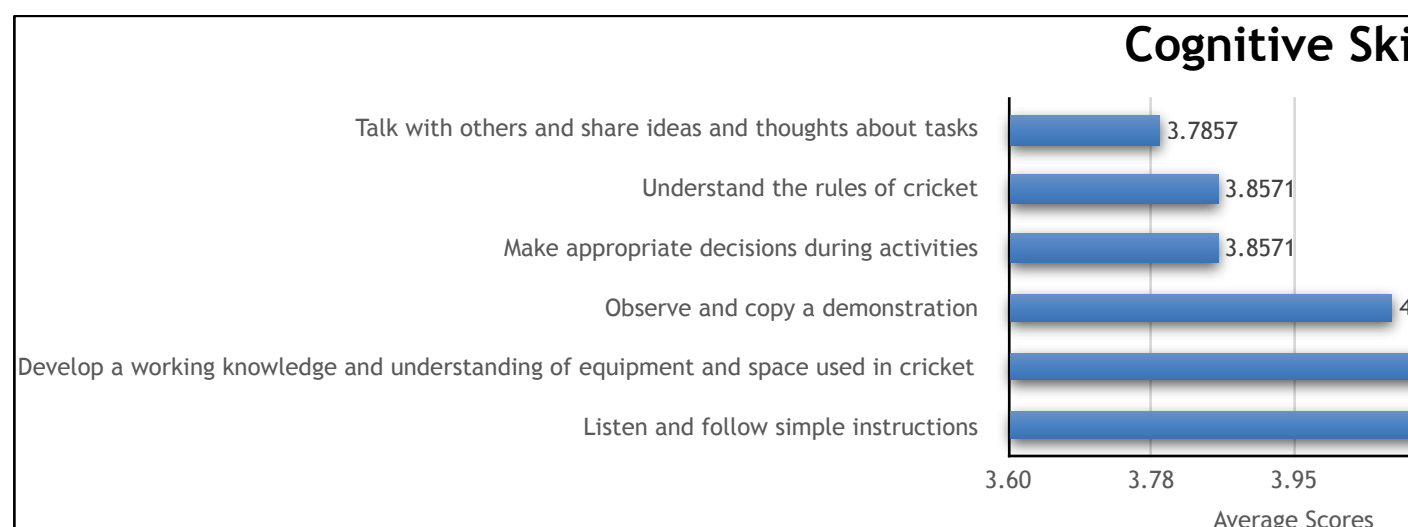
SECTION 6: THE VIEW OF COACHES ON THE IMPACT OF EACDT PROGRAMME

This section presents the views of coaches on the impact of EACDT programme.

6.1 The Impact of The EACDT Programme on Cognitive Skills

Graph 6.1 shows the average scores by the coaches on the cognitive skill. The scores were rated on a five point Likert scale whereby: 5-a very great extent, 4-great extent, 3-moderate extent, 2-little extent and 1-a very little extent. Table 4.1 shows the average score per skill.

Graph 6.1 Cognitive Skills



The ranking of the impact of the EACDT programme in the development of the cognitive skills in descending order of merit based on the scores were as follows, the ability to:

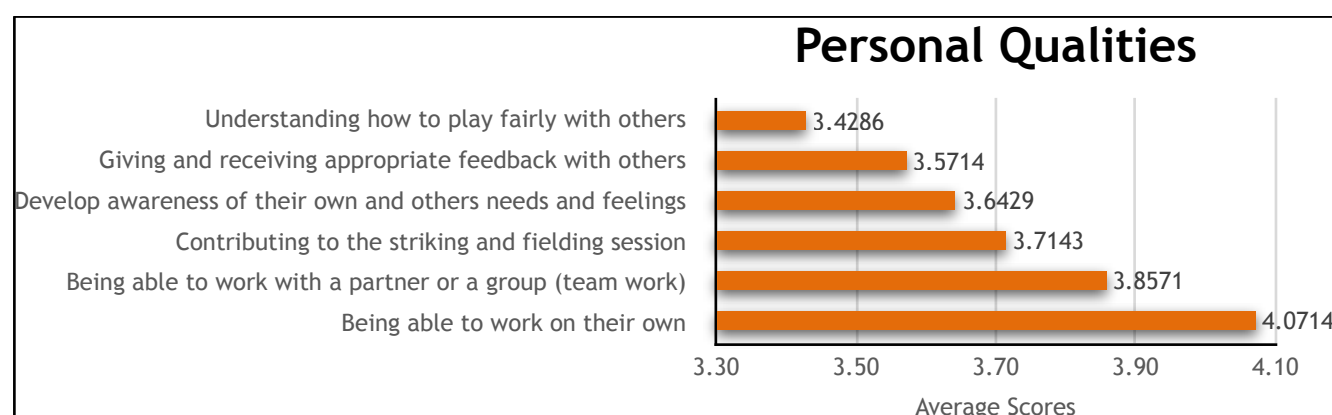
- i. Listen and follow simple instructions (4.21)
- ii. Develop a working knowledge and understanding of equipment and space used in cricket (4.14)
- iii. Observe and copy a demonstration (4.07)
- iv. Make appropriate decisions during activities (3.86)
- v. Understand the rules of cricket (3.86)

- vi. Talk with others and share ideas and thoughts about tasks (3.79)

6.2 The Impact of The EACDT Programme on Personal Qualities

The average scores by the coaches on the extent to which the programme imparted personal qualities in the students are shown in Graph 6.2.

Graph 6.2: Personal Qualities



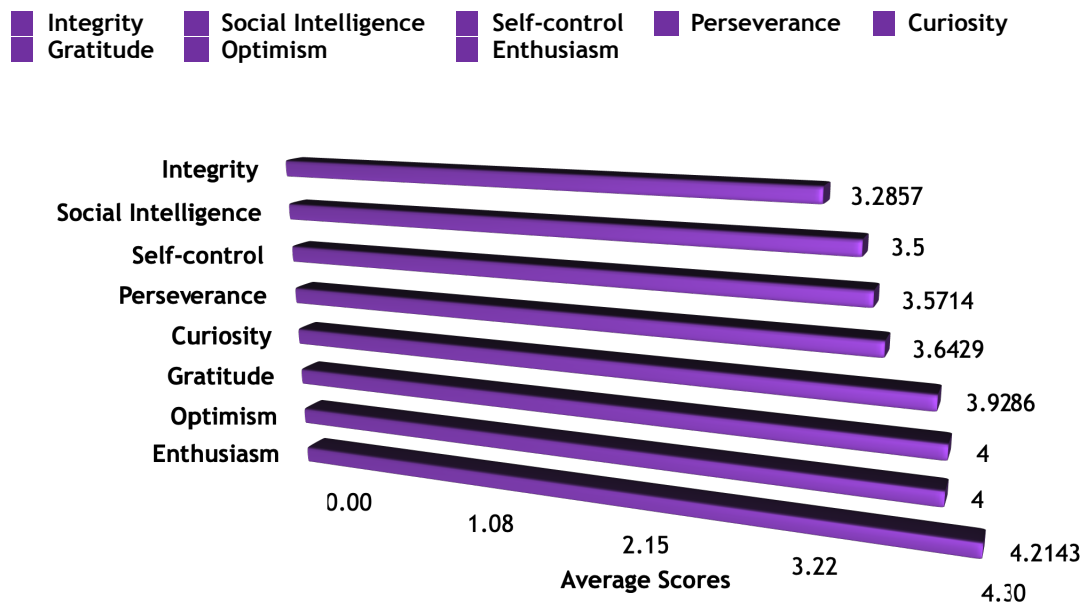
The ranking of the impact of the EACDT programme in the development of the personal qualities in descending order of merit based on the scores were as follows:

- i. Being able to work on their own (4.07)
- ii. Being able to work with a partner or a group/team work (3.86)
- iii. Contributing to the striking and fielding session (3.71)
- iv. Develop awareness of their own and others needs and feelings (3.64)
- v. Giving and receiving appropriate feedback with others (3.57)
- vi. Understanding how to play fairly with others (3.43)

6.3 The Impact of The EACDT Programme on the EACDT Character Traits

Graph 4.3 shows the average scores by the students for the eight EACDT character traits.

Graph 6.3: EACDT Character Traits



The ranking of the impact of the EACDT programme in the development of the character traits in descending order of merit based on the scores were as follows:

- i. Enthusiasm (4.21)
- ii. Optimism (4.00)
- iii. Gratitude (4.00)
- iv. Curiosity (3.93)
- v. Perseverance (3.64)
- vi. Self-control (3.57)
- vii. Social Intelligence (3.50)

6.4 Highlights in the Delivery of the EACDT Programme

The coaches stated the following highlights in the delivery of the programme. The highlights were categorized in terms of school, students and administration.

6.4.1 School

- Coaches stated that the schools were gradually becoming more embrative of the role that the programme plays in delivery of educational goals. Character education and cricket are embedded in the school programmes particularly through the lessons on Physical Education. The coaches participate in daily activities in the schools and are part of human resource within the schools. Initially, the schools consider coaches as mere sportsmen and sportswomen. However, the emphasis on delivery of character education through sports has changed the initial perception that the programme was mainly focussed on cricket as a sport.
- The programme has contributed to better academic performance in schools as students develop their characters and enthusiasm in cricket.
- The cases of drop outs and truancy in school reduced as students developed interest in the character education, sports and academics.
- Appraisal from the teachers. Coaches felt motivated when teachers acknowledged that their work was important and made differences in the young lives they came across. A teacher from Kawangware admitted to the coaches that one of their students could not

have joined from one if not for the EACDT programme. The boy is currently sponsored by EACDT which meets all his financial needs at school. The change in attitudes of the schools and teachers towards the programme has been a major achievement of the programme.

- The coaches assist the schools in guidance and counselling. Character education has prompted some teachers to involve the coaches in counselling students. Some coaches also meet parents and discuss how to help undisciplined students. One of the female coaches interact a lot with parents of female students involved in the programme on issues of character and challenges in adolescent sexuality.

6.4.2 Students

- Development of traits such as social intelligence and sense of responsibility and independence among students. A coach cited an example of a student from Kawangware who saved four thousand Kenya shillings from the money that he earned from scoring. The student approached one of coaches and requested the coach to use the money to transfer him to a school that has better facilities for cricket.
- The performance of some students on the programme have exceeded expectation. Students involved in the programme have joined national teams and some have represented the country in international tournaments. For example, a girl called Lavendah from Kawangware visited a cricket academy in India. Students are working harder and improving their academic scores. One of the coaches gave an example of one outstanding student called Gift who she coached a few years back and was doing well in life. Gift is coaching in a cricket programme in Tanzania and through hard work he got a sponsorship for secondary education.

- The students who scores in cricket events have improved their scoring ability and some earn money from their skills in scoring.
- The self-confidence in students has improved and the students keep encouraging one another.
- Student with special needs, particularly the deaf, have become interested in the programme. They love playing cricket. One of the coaches gave an example of a student with special need (autism) from Muslim Primary School who was initially withdrawn and inactive in sports. The student has made tremendous changes since she started interacting with one the coach at personal level and has become more active in sports and character education.
- The programme has boosted self confidence among the students and the feeling that they can achieve anything they put their mind to. Growing up in challenging slum life in Kawangware and Eastlands, the students had tendencies of losing hope for a better life. Most of the students from poor neighbourhoods could not transit from primary school to secondary schools mainly due to lack of school fees and motivation to proceed with education. Nevertheless, the coaches appreciate the role that EACDT programme has played in inspiring students to explore their talents in games and co-curricular activities. Besides the sponsorship provided by partners of EACDT motivates the students to excel in both sports and academics.
- Improved Discipline: character education has improved discipline/obedience of students to school rules, respect to parents, teachers, coaches and others. The students have also developed discipline in regard to school assignments.

- Students have realized that development of character is a very important factor in the achievement of academic and career goals.
- The programme had improved determination in students leading to hard work and better performance in academics.
- Incidents of peer pressure and bad influence towards vices such as drug and substance abuse, truancy and pregnancy reduced since the inception of the EACDT programme.

6.4.3 Administration

- The sponsorship by COSARAF. The financial boost to the programme due to sponsorship by COSARAF was cited as a major highlight in the year 2019. One of the coaches stated that “When the organization announced that it had secured a three-year-sponsorship for my hub, I was elated because my job and salary were secured.”
- The programme provided the coaches with a platform for social networking and improvement of knowledge on management and performance of cricket in other parts of the world. Coaches interacted with players from other nations and met high profile people like United Kingdom high commission at his residence.
- The cooperation between the staff members in the organization of cricket tournaments has greatly improved in the last one year.

6.5 Challenges in the Delivery of the EACDT Programme

The coaches stated the following challenges or frustrations in the delivery of the programme.

The challenges were categorized in terms of school, students and administration.

6.5.1 School

- One of the school related challenges cited by the teachers was lack of cooperation from teachers who were yet to appreciate the importance of the programme. Some teachers do not release students for physical education lessons. One of the coached stated that, “Sometime coaches have scheduled class sessions but find teachers in classes. The coaches request the teachers to allow students attends EACDT programme but the teachers will simply ignore the requests or bar coaches from executing their jobs.”
- Changes in school time table due to the new curriculum. The lessons for physical education have been placed before short, long and lunch breaks. This has created a situation where coaches have to work with a large number of classes because they all have physical education lessons at the same time.
- Unexpected changes in the school time tables interferes with the programme.
- Delays in communication of vital information that affect school activities hampers delivery of the programme.

6.5.2 Students

- The despair in some students was deeply entrenched leading to disregard to the EACDT programme. Some students did not care about their future. For instance, there was a boy from a poor background in Kawangware who had a guaranteed sponsor for his secondary school education on conditions that he attended Saturday trainings at Nairobi Club. However, the student did not show up for the training and always gave excuses despite advise from coaches.

- Difficulty in teaching and coaching students with disabilities. The coaches are not fully trained to handle students in special units at the school. Deaf students and those with other disabilities develop interest in the EACDT programme but coaches have not received special training to facilitate participation of students with special needs. The teachers handling special units are not available during character education and cricket lessons.
- Discontinuation of school by girls due to pregnancy. One of the girls from Kawangware got pregnant while in school.
- Disappearance of some students who used to perform well in character education. Such students could not be traced up after disappearance.

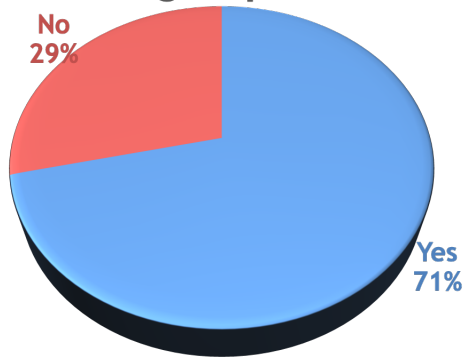
6.5.3 Administration

- Job insecurity due to previous financial constraints at EACDT was cited by the coaches as a frustration. One of the coaches stated that the fear of losing the job when the organization failed to secure sponsorship was frustrating. This occurred in the previous year when the organization announced that it was running out of funds and the coaches considered their jobs to be at the risk of termination.
- Lack of bonds and corporations between some members of the coaching staff.

6.6 `Variation in the Impact of the Programme

The coaches were asked whether they sensed that impact had been greater in some schools and/or amongst some particular age-groups. Majority of the coaches (71%) stated that there were variations in the impact of the programme in some schools and/or amongst some particular age-groups as shown in Graph 6.1.

**Whether the impact
had been greater in
some schools and/or
amongst some
particular age-
groups**



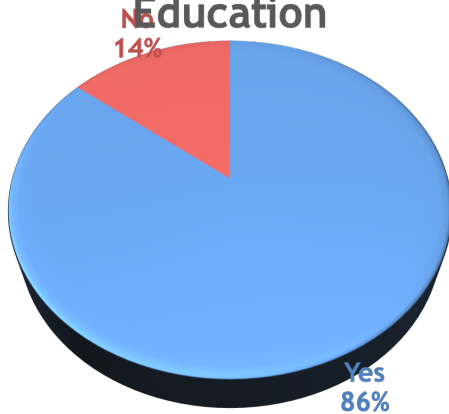
- In regard to existences of variation in the impact of the programme, coaches stated that some teachers were more supportive than others. Majority of the teachers in the schools had not fully embraced the EACDT programme. According to one of the coaches “Teachers are very supportive in some schools and they have embraced the programme. They have made the programme part of their curriculum. However, the coaches in other schools are still struggling to be accepted by the teachers. The uncooperative teachers assume that coaches are wasting study time for the student and are the reasons behind poor performance of the students. They do not realize that coaches are also character teachers and we contribute to the success of the students.”
- The impact of the programme was better in schools where teachers support the programme both in administration and motivation of the student. When teachers cheer the students during cricket events, students become more enthusiastic and acknowledge the wonderful personality of their teachers outside class work.

- The realization of the programme outcomes was different between young students in lower classes (class 4 and 5) and older students in upper classes (class 6 to 8). The older students were quicker in learning and applying the characters than younger students.
- The programme worked better in some schools because the head teachers supported the programme but the support was not good in other schools. The transfer of teachers and head teachers has also contributed to variations in the impact of the programme. The new head teachers are not committed to the programme like the teachers who have interacted with the programme for longer durations.
- Some teacher in schools where the support of the programme was low initially thought that the programme would benefit them financially. However, such teacher pulled off when they realized that there were no financial gains and the objectives of the programme were character development in the students and talent development through sports.

6.7 The Impact of the EACDT Programme on the Perception Schools on Education

The coaches were asked whether the programme had changed the way that schools thought about the education they were providing. Majority of the coaches (86%) agreed that the EACDT programme had changed the perceptions of the schools on education as shown in Graph 6.2.

**whether the
programme had
changed the
Perception Schools on
Education**



According to the coaches, the schools are now realizing that the character traits like the one taught in the programme and life skills developed through cricket are important in the development of a holistic and successful person in the future. The schools have also come to the realization academic success is not the solely responsible for success in life.

6.8 The contribution of coaches to the design and delivery of EACDT programme

- All the coaches stated that they had contributed to the design and delivery of EACDT programme. The coaches stated that they were the link between programme objectives and the outcomes. Coaches were at the forefront of programme implementation. The cardinal role of coaches in the programme was emphasized by a coach who stated that “The programme gave us the eight character traits to teach, how to teach the characters is totally up to the coaches. The coaches have to come up with methods of teaching that are fun to the students and that can be understood by all including the young children.”

- The programme has availed an opportunity through which coaches can mentor students. Coaches motivate students by sharing their personal experiences from humble background to various achievements in their lives.

6.9 The Impact of the EACDT Programme on Personal and Career Development of the Coaches

- The coaches were asked whether they had developed as persons and as professionals through EACDT programme. All the coaches agreed that EACDT programme had contributed to their personal and career development. The programme enabled the coaches to understand the importance of character in all spheres of life. As the coaches taught the characters, they gained better understanding of the traits and the more they applied the character in their lives. Statement from one of the coaches in regard to the impact of the programme read: “I have become more attentive and sensitive to the kids’ needs. I can look at the boys and girls I work with and I will know whether they are fine or not. I have always wanted to motivate and change the lives of young kids/adults and this job has given me an opportunity to do that and more.”
- The programme has challenged coaches to reflect on their personal life and the extent to which they practice what they teach students. Consequently, coaches have improved on interpersonal skills such as team building and socialization.
- The coaches also enhanced their knowledge and skills in cricket.

6.10 Training of Coaches

6.10.1 Training Received

- Cricket Coaching (14 coaches)
- Character education (14 coaches)
- Managerial courses (1 coach)
- HIV and Aids courses (1 coach)

6.10.2 Areas for Further Training

- Training as a certified character teacher. Becoming certified character teacher or character administrator will enhance validity of the work performed by the coaches.
- Short courses on drug and substance abuse.
- Short courses on special education (deaf and autism).

6.11 Management and Performance Assessment of the Coaches

- The administrators oversee the delivery of the entire programme
- Hub Leader manages coaches at work, delegates duties and communicates what needs to be done
- Performance assessed through verbal communication

6.12 Utilization of Time

Coaches stated that their time was best used when:

- Teaching characters
- Coaching cricket in the fields
- Saturday trainings and during holiday camps

Coaches stated that their time was used least well when:

- Teachers use time and lessons allocated to the programme to revise with the students
- During December holidays when students break for long periods

6.13 Recommendations from the Coaches

- Increase in tournaments: more tournaments will provide kids with more opportunity to play cricket. Most young boys and girls join the programme through interest in cricket.
- Increase in sponsorship: most of students involved in the programme lack fees for secondary education.
- Involvement in community activities. The coaches recommended that participation in community activities will sensitize that parents on the objectives of EACDT programme especially the role of character education in development and career progress of the students.
- Regular (preferably monthly) meetings for all staff to discuss the progress and challenges in the implementation of the programme.

SECTION 7: ADMINISTRATORS VIEW ON THE IMPACT OF EACDT PROGRAMME

1. Achievement of EACDT objectives

7.1.1 The highlights of the programme

- The programme has embedded in the schools the concept that teaching Character Development through sport/cricket can have a wider and positive impact on the individual, both at school in the class room and on the playing field but also outside the school environment.

- The head teachers and other teachers have embraced the programme and accepted the coaches as part of their 'team'.
- The programme has brought about huge enthusiasm and involvement of the pupils in the programme in all the schools where it has been implemented. Through this engagement the actual difference in the characters of many of the pupils is clear to see.
- The personal levels of confidence and professionalism of the coaches/staff has and continues to evolve and develop.
- Based on the success of the programme to date EACDT has managed to secure funding for all four of its existing hubs from professional businesses and Foundations.
- Some pupils have transformed from bullies and perennial absentees to role models
- Some have improved academically
- Most have gained confidence and independency and are able to relate well with their seniors
- Discipline has improved among the pupils

7.1.2 The greatest challenges

- One of the greatest challenges involves the coaches' reluctance to communicate regularly and openly with me. Despite this being our 4th year of operation they are

still not minded to ask for help, discuss challenges or bring to my attention genuine problems or issues that they encounter. This results in a delay in solving the issues when my intervention might have helped solve the problem earlier. They still view asking for help as a sign of weakness.

- Teacher engagement in the actual sessions the coaches run is sporadic at best. Whilst understandable due to the huge pressure they are under as a result of enormous class sizes and the schools being chronically understaffed this is nevertheless disappointing as it means the teachers are less aware of the content of our character delivery and their general understanding of the game of cricket.
- Only recently, in the last few months, have the coaches finally accepted the vital importance of comprehensive data collection. They are now getting the hang of it but find formal reporting onerous and therefore tend to leave it to the last minute rather than approaching it as a continuous process.
- The pressures of the continued school focus on examination preparation results in disruption to our timetabled sessions.
- The challenge of Kangemi Hub not having access to the cricket wicket we installed at Nairobi School. This hub has therefore not been able to participate fully in the way the other hubs have. It is a priority to solve this issue in 2020.
- Some teachers do not see the value of the programme and thus does not offer support whatsoever like releasing pupils for PE
- Insufficient funding to cover some costs like transport of pupils to various hubs to compete
- Non commitment and lack of passion to some coaches in delivery the programme

- Interference of the programme by schools trying to finish the syllabus and other activities
- Loss of cricket equipment at schools some schools
- Teachers thinking that they are supposed to benefit from the programme by getting monies when they offer support

7.1.3 Aspects of the programme which have exceeded expectations

- The speed with which the both the pupils and schools embraced the Character Development focus of EACDT programme.
- The speed with which the pupils firstly embraced the game of cricket and then showed huge technical improvement and ability.
- The fact that EACDT has been successful in obtaining our KRA Tax Exemption clearance, valid for the next 5 years, exceeded the expectation and is a clear reflection that the work EACDT is doing, the way the programme is doing it and the integrity of the organisation has been recognised by an influential government agency.
- Pupils opening up about what they go through to coaches who goes beyond their way to assist those pupils financially and also with clothes and food

7.2 Key indicators to achievement of EACDT programme

- a. Amongst the schools and their leaders
 - i. General acceptance of the programme itself and also the coaching staff into the daily routine of the schools.
 - ii. The genuine support given to the programme by the head teachers both in encouraging their staff to facilitate and get involved in the work of EACDT but also in the public verbal encouragement they give when the opportunity arises.
 - iii. The end of year seminars attendance clearly shows that the schools and teachers place a value on what EACDT do, given that it is held during

the holidays during what is well earned free/holiday time for the teachers.

- iv. Feedback and support from parents has also been very positive and encouraging.
 - v. Improvement in academic performance
 - vi. Minimal absenteeism
 - vii. Improved discipline
- b. Amongst the boys and girls engaged
- i. Every school has reported that their pupils love our sessions and look forward to them eagerly.
 - ii. The huge and genuine enthusiasm that the pupils always display whenever they are involved in a lesson.
 - iii. The performance levels of many of the pupils, some of whom have progressed to play for clubs, become scorers at clubs and even been chosen to represent their country.
 - iv. The willingness of many of the pupils to attend training sessions outside school hours.
 - v. Reduced bullying
 - vi. Increased curiosity
- c. Amongst Kenyan educationalists and policy-makers?
- i. The key indicator amongst the Kenyan Educationalists with whom EACDT deal, namely the head teachers, is the fact that after 4 years of the programme we are totally accepted as part of the daily delivery of education to their pupils. Further, they have recognised the positive impact that EACDT has in their schools and on their pupils.
 - ii. EACDT is now at the stage where it must revisit the engagement with the ministry of education in the hope that the results of the programme will influence the policy makers to adopt the message and delivery methods of EACDT.
 - iii. Improved development towards employability as students improve in character development and academic performance

- iv. Dependability
- d. Amongst the cricket and wider sporting community
 - i. Amongst the wider cricket fraternity EACDT programme is recognised and acknowledged as being at the forefront of youth development and is filling an otherwise non-existent organised and professionally run development structure. This is evidenced by the reference to EACDT-FYCEK in the media, on social media and by the fact that that Mr David Waters, the programme director, appeared as a moderator in two consecutive live streamed, annual Kenya International Sports Festival panel discussions, made a presentation immediately prior to the World U18 Athletic Championships held in Nairobi and the fact that a 3-minute film clip on EACDT is still being shown regularly on DSTV 3-4 months after it was first aired.
 - ii. Improved performance by the coaches
 - iii. Improved teamwork
 - iv. Improved discipline of students enrolled on the programme
- e. Amongst any other person(s) or institution(s)
 - i. Integrity
 - ii. How they relate

7.3 Development of students towards professionalism and employability

- They are being immersed in a weekly programme that reinforces, throughout the school year, the 7-8 character traits that have been identified as being essential to leading a positive and productive life.
- Apart from those attributes taught openly during the session others such as leadership, teamwork and responsibility emerge almost sub consciously.
- For those of us lucky enough to see this on a weekly basis the positive development of children better equipped to deal with the challenges of life is clear to see.
- The students develop the skills and experience to become the future professionals and enhance employability by learning and practicing the key characters which in return

mould their behaviours where they work hard in their academics at the same time learning how to relate with others as they explore their talents and use them.

- EACDT is providing soft skills and exposure to experiences that the pupils would otherwise never have experienced. The programme is introducing them to a game that they seem to love.
- All of this contributes to the development of an individual's character and hopefully gives those that have been exposed to the programme an edge in their future opportunities.

7.4 Relevance of The Programme to Emerging Issues in Education

- Life skills lessons were introduced by EACDT into the curriculum of Kenya schools a couple of years back but no training was given to the teachers, no text books were provided and no curriculum was published/provided to the schools. Many heads in the schools where EACDT work said that the programme filled the gap with its Character Development curriculum.
- The future changes to the national curriculum with a more holistic approach to education in Kenyan schools will further embrace aspects of our programme that EACDT have already been working with for more than four years.
- The programme addresses emerging issues in the education sector in Kenya by helping the pupils discover their potential and talents and being independent.
- The programme has changed the way that schools think about the type of education they are providing to a moderate extent. Some schools are beginning to realize that great performance academically does not necessary mean bright future and employability. The constant reinforcing of the character development message in EACDT sessions is rubbing off on the schools and their understanding of the importance of soft skills and non-academic components in a child's education.
- There are examples in the schools like Juja Road Primary School where teachers are using the EACDT character traits in their own class lessons even when the coaches are not present.

- The schools have seen the positive impact on behaviour, attendance, and even academic achievement since we started the programme and so are happy to incorporate the principals in their own teaching.

7.5 The age group with most impact from the programme

- The greatest impact is amongst primary school pupils. The early introduction of a concept and a sport in a child's life the more chance of making an impact.
- EACDT had remarkable impact in the two new hubs; Isinya and Tatu. This can be attributed to the much smaller class sizes.
- Great impact has been in young pupils from 10 to 13 years I think it is because at that age it is when a kid's character can be shaped since they do not have much external influence.

7.6 Emerging opportunities due to EACDT programme

- Pupils have been given the opportunity to travel outside communities/schools to other hubs and areas of Kenya that they would never have dreamed of visiting had it not been for the programme (for example LMS Rhino Cup in Ol Pejeta, Il Polei and Nairobi Club).
- Remarkably some of students on the EACDT programme have travelled outside Kenya to places like South Africa, India, Botswana, Rwanda and Uganda to play cricket or attend a training camp. This would have been beyond their wildest dreams had it not been for the programme.
- Several primary school students have been supported financially as a result of the programme to enable them to attend secondary school.
- A small number have gained employment as a result of the programme and a number of pupils have learnt the skills necessary to become cricket scorers and thus earn some income scoring for league clubs.
- Various Cricket clubs have started taking in pupils trained in the programme because they are disciplined
- Other schools are adopting the programme and wants their school be included in the programme

7.7 Assessment of Performance by the Coaches

- The acknowledged success of the programme would not have been possible without a high level of performance from the coaching team.
- The Project Director conducts an annual appraisal review with the coaches based on his personal observations throughout the year. The programme director goes through the set objectives.
- There is individual appraisal by the coaches in which they say whether they have achieved what they ought to have achieved.
- Performance is also assessed through reports from the Assistant Project Director and also feedback from the headteachers and teachers in the schools.
- There are times when the administrators had to address under-performance by the coaches. Some coaches showed some improvement but some did not show any improvement.
- There are times when the director had to address under-performances by the coaches individual meeting with those concerned and also more general group discussions with the whole team during our regular meetings to address any issues of concern.

7.8 Evidence of strong personal development amongst the coaches

- Coaches have developed personal confidence, leadership and responsibility. This is based purely on personal observation of the director over the course of the programme and anecdotal reports from the head teachers and others who have observed the coaches in action over the course of the programme.
- Some have come up with new ways of delivering character because they have seen the way it has been delivered before, kids are so used to it and it began to bore them.
- Some have developed their character and are showing commitment which have been copied by boys and girls they coach.

7.9 Training of Coaches

- They have been trained in character delivery by the expert who developed the character training manual and they all have the training manual.
- They have received the cricket coaching as the basis for their employment.

- Apart from the annual training seminars in November/December no formal additional training has been offered to the coaching team. Both Nash and Denis have been offered additional technical/professional training. Given the resources it would be a VERY good idea to offer further professional training to our coaching team generally. Specifically training in Child Protection Policy should be offered.

7.10 Recommendations

- Building up the necessary financial reserves to secure the immediate short term future and give the programme the confidence to expand the number of hubs in other areas of Kenya (having a three-year reserve would be ideal).
- EACDT must also further enhance collaboration with secondary schools that accept primary school pupils from its existing programme so the programme can reinforce the message and impact through to when pupils leave school. Schools like Rithimitu Mixed and Highridge School already do this.
- EACDT must revisit gaining close ties with the Ministry of Education and also see if it can get Eldoret University to develop a similar MOU to that EACDT had with Kenyatta University to develop a module based, on EACDT curriculum, for trainee teachers.
- The coaches need further training in report writing and computer packages especially the hub leaders so that they can be able to do better reports.
- Follow up of the alumni and having meeting once in a while as they share their experience after the programme.
- Regular competition to encourage boys and girls to be at the top in terms of character and cricket
- A better appraisal to coaches.
- Teachers should teach character in classes instead of waiting for coaches to teach it.
- The board will discuss the potential to develop community [as opposed to school] based initiatives to run alongside the schools based programme.

With the proven track record now enhanced by genuine data collection in a form that can be presented to potential donors and supporters EACDT must leverage the expanding network

of individuals and organisations who are aware and impressed by the results that the programme has achieved.

Appendices

Appendix i: Student Questionnaire

Thank you for sparing time to contribute to the assessment of EACDT programme. Kindly PROVIDE the answer that best fits what you believe. The information provided will be treated with utmost confidentiality.

1. Demographic characteristics of the students:

School	Hub	Class/Form
Age (years)	Gender Male [] Female []	How long have been enrolled on the EACDT programme? _____ (Years/Months)

2. Briefly explain how your participation in the EACDT programme has influenced your attitudes to:

(a) Learning

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(b) Taking physical exercise

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(c) Dealing with others (greater empathy)

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(d) School attendance

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3. How has EACDT programme influenced your leadership skills?

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4. To what extent has the EACDT programme imparted you with the following cognitive skills, personal qualities and the EACDT Character Traits?

Cognitive Skills	A very Great Extent [5]	Great Extent [4]	Moderate Extent [3]	Little Extent [2]	A very Little Extent [1]
Observe correctly					
Follow instructions and comply with rules					
Share ideas					
Make appropriate decisions					
Take good care of equipment and facilities around you					
Personal Qualities					
Independence					
Team-work					
Giving and receiving feedback					
Fair play					
Understanding the needs and feelings of others					
Self-discipline					
EACDT Character Traits					

Optimism					
Gratitude					
Curiosity					
Perseverance					
Enthusiasm					
Social Intelligence					
Self-control					
Integrity					

5. Briefly discuss other ways in which EACDT programme has influenced your social and academic life

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6. What changes can be made to improve the outcomes of the EACDT programme?

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Appendix iii: Questionnaire for Coaches

Thank you for sparing time to contribute to the assessment of EACDT programme. Kindly choose the answer that best fits what you believe. The information provided will be treated with utmost confidentiality.

1. Rate the extent to which the students have developed the following cognitive skills and personal qualities

School	Hub		Gender Male [] Female []		
	A very Great Extent [5]	Great Extent [4]	Moderate Extent [3]	Little Extent [2]	A very Little Extent [1]
Cognitive Skills					
Observe and copy a demonstration					
Listen and follow simple instructions					
Talk with others and share ideas and thoughts about tasks					
Develop understanding of the correct decisions during activities					
Develop a working knowledge and understanding of equipment and space we are using					
Start to understand the rules of cricket					
Personal Qualities					
Being able to work on their own					

Being able to work with a partner or a group					
Giving and receiving appropriate feedback with others					
Understanding how to play fairly with others					
Contributing to the striking and fielding session					
Develop awareness of their own and others needs and feelings					
EACDT Character Traits					
Optimism					
Gratitude					
Curiosity					
Perseverance					
Enthusiasm					
Social Intelligence					
Self-control					
Integrity					

2. How has the programme had a positive impact on
 - a. The students
 - b. Schools
3. From your personal perspective, what have been the greatest challenges or frustrations and greatest highlights?
 - (i) Can you give an example which illustrates a challenge or frustration
 - a. In one of the schools in which you have worked?
 - b. With one of the boys or girls with whom you have engaged?
 - c. With EACDT and/or its people?
 - (ii) Can you give an example which illustrates a highlight
 - a. In one of the schools in which you have worked?
 - b. With one of the boys or girls with whom you have engaged?
 - c. With EACF and/or its people?
4. Do you sense that impact has been greater in some schools and/or amongst some particular age-groups? If so, for what reasons?
5. Assuming that the programme has worked better in some schools than in others, what are the reasons for this?

6. Do you think the programme has changed the way that schools think about the education they are providing?
7. How have you helped to shape and influence the way that the programme is structured and delivered?
8. Do you think you have developed as a person and as a professional over the pilot phase? If so, in what ways?
9. What training have you received and what further training, if any, would you welcome?
10. How are you managed and how is your performance assessed?
11. In what ways is your time used best?
12. In what ways is your time used least well?
13. What changes would you make to optimize the outcomes of the programme? Consider primary and secondary schools separately.

Appendix iv: Interview Guide for Teachers and Head Teachers

1. If a score of 1 is “not at all” and 5 is “by a huge amount”, to what extent has the EACDT Programme met or exceeded your expectations?
2. What percentage of your students have move onto secondary education / tertiary education?
3. How has the involvement of your school in the EACDT Programme changed your views about education, the role of sport and the development of character?
4. If character is a way to describe our personal strengths / qualities - do you think developing good character strengths in your students is important? If so why?
 - a. For jobs?
 - b. For school?

- c. For sport?
 - d. For family and friendships?
 - e. For what else?
5. What do you think is the biggest character weaknesses and strengths of your students?
 6. Since the EACDT Programme, what is your school doing differently to develop the character of your pupils?
 7. Of the EACDT's 7 character qualities which do you think...
 - a. the EACDT programme has helped to develop the most?
 - b. the EACDT programme has developed the least?
 8. How does sport help education? What qualities can students develop through sport that helps them in and out of school?
 9. Has your understanding of the part that sport plays changed as a consequence of the EACDT Programme?
 10. How was cricket regarded in relation to other sports played by your students when you joined the EACDT Programme and how is it now regarded?
 11. Do you think cricket is different from other sports? If so, in what ways?
 12. How do girls respond to cricket?
 13. When your school joined the EACDT Programme, what evidence were you looking for to help you establish whether the programme would be beneficial?
 14. What changes, if any, have you seen take place in the school as a result of the programme?
 - a. In the students' behaviour?
 - b. In teacher / student relationships?

- c. In aspiration / motivation?
 - d. In the students' attainment?
 - e. In anything else?
15. Do you think that the EACDT Programme has made a positive difference to your school? If so to what do you attribute this?
16. In which ways could EACDT increase the effectiveness of its programme?
17. How would you describe the attitude of your staff to the EACDT Programme?
18. What do you consider to be the major challenges for EACDT in expanding the programme?
19. What can be done to improve the programme
20. Do you have any other comments about the programme

Appendix V: Interview Guide for Administrators

2. To what extent do you think the pilot programme has met its objectives?
 - a. What have been the greatest challenges?
 - b. What have been the highlights?
3. Have there been aspects of the programme which have exceeded your expectations?
4. What are the key indicators to demonstrate whether EACDT is achieving positive impact?
 - a. Amongst the schools and their leaders?
 - b. Amongst the boys and girls engaged?
 - c. Amongst Kenyan educationalists and policy-makers?
 - d. Amongst the cricket and wider sporting community?
 - e. Amongst any others?
5. In what ways, if any, have you adjusted the programme since inception in order to address emerging issues and enhance impact?
6. What future adjustments do you have in mind?
7. Given that the programme has engaged more than 4,000 young people, to what extent what do you think the programme has “touched” all of these in a significant way?
8. Do you sense that impact has been greater in some schools and/or amongst some particular age-groups? If so, for what reasons?
9. What new opportunities (in cricket, in schools and curriculum development, for instance) have emerged for EACDT since the commencement of the programme
10. To what extent do you think the programme has changed the way that schools think about the type of education they are providing?
11. How do you think the coaches have performed and how is their performance appraised?
12. Have you seen evidence of strong personal development amongst the coaches, i.e. have they developed their own characters as well as aiming to achieve the same amongst the boys and girls they have engaged? If so, on what is this based on?
13. What training have the coaches received and what further training, if any, do you consider necessary?
14. How are the coaches developing the skills and experience to become the future CEO of Cricket Kenya and other significant leadership positions?
15. Have there been times when you have had to address any perceived under-performance or implement any disciplinary procedures?
16. Which personal strengths have you brought to bear in your role?
17. What measures can be taken to optimize the gains realized from the programme?

