

KAREN CHRISTIAN COLLEGE
ECDE PROJECT END OF TERM EVALUATION



Prepared by

TAABCO Research and Development Consultants

The End of Term Evaluation report is the property of FPFK The views expressed in the report are those that were collected by the Researcher during the exercise and transcribed the ECD Project Stakeholders and its Partners who are actors in the Project Implementation.

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List of Acronyms

CRC -	Convention on the Right of Child
ECD -	Early Childhood Development
ECDE -	Early Childhood Development Education
EFA -	Education for All
FBO -	Faith Based Organizations
FGD -	Focus Group Discussion
FGM -	Female Genital Mutilation
FPFK -	Free Pentecostal Fellowship in Kenya
HOD -	Head of Department
KCC -	Karen Christian College
KES -	Kenya Shillings
KII -	Key informant interview
KNEC -	Kenya National Examination Council
MDG -	Millennium Development Goals
MOE -	Ministry of Education
NOK -	Norwegian Kronar
PSC -	Project Steering Committee
PYM -	Pentecostal Foreign Mission of Norway
QMUC-	Queen Maud University Campus
SLDF-	Sabaot Land Defense Force
TAABCO -	Transforming Analyzing Accompanying and Building Change Organization
TSC -	Teachers Service Commission

Preface:

This report is an outcome of an end of term evaluation exercise conducted for the FPFK Early Childhood Development and Education (ECDE) project. The main goal of the evaluation is two fold; (a) to fulfill the mandatory requirements of the funding cooperation agreement between PYM and the owner of the ECD-project, FPFK, and (b) To determine the extent to which the project implementation has been effective, efficient and relevant in achieving the project set objectives and to establish the type and extent of impact of the project on the intended beneficiaries and communities. Further the end of term evaluation was purposed to give a clear identity as to the ECD project ownership, challenges encountered in the implementation, opportunities for the project and lessons learnt in the process of implementation. Ultimately the report will provide conclusions and recommendations that may be used to sustain and expand the project at the KCC.

The results of the evaluation are expected to form the basis for assessing whether or not the ECD project has been a success. This too will help to address the project's relevance, efficiency, design, effectiveness, impact and sustainability.

By design the ECD project is a teacher education initiative. FPFK envisaged to apply moral values that are nondiscriminatory to individuals and or groups that show interest in them.

FPFK ECD project major focus is on the following five outputs:-

- a) **The first output:** The candidates (trainees) are equipped with knowledge and pedagogical skills of child development.
- b) **The second output:** The candidates (trainees) use the knowledge of teaching/learning process to plan and implement meaningful quality curriculum delivery.
- c) **The third output:** The candidates understand the importance of the family/community interests and the premium placed in children's learning and demonstrate respectful interactions.
- d) **Fourth output:** The candidates understand the use of formal and informal assessment/evaluation strategies to monitor student progress and to make instructional decisions that aid leaning progression.
- e) **Fifth output:** The pre-school teachers who graduate from the project are mobilized as change agents in the society in relation to the social, ethical and health issues that affect society.

The FPFK ECD Project operation system is entrusted with gender equality adjudication taking cognizance in the fact that women are the majority for their capacity building in ECD. The project employs participatory approaches from the project design, implementation, monitoring and evaluation.

The end of term evaluation report has assessed the impacts generated by the FPFK ECD project and the extent to which it has incorporated the five outputs listed above in the development initiatives for ECD teacher education in Kenya as corroborated by the MOE official curriculum.

Acknowledgements:

The success of the ECD project end of term evaluation assignment is a result of commitment and the cooperation of many team players. We take cognizance of the roles they played for which we thank them all. We would like to express our appreciation for the FPFK leadership under the stewardship of the General Secretary and the National Board of FPFK for assigning the end of term evaluation exercise to TAABCO. We single out the Missionaries and Missions from Norway through PYM for sponsoring and continually supporting the Karen Christian College ECD project since it was restarted in the year 2009. The project implementation and benefits to day are owed to their commitment and the rich support without which the dream of an ECD teachers college would not have been realized. We highly appreciate cooperation, logistical and informative contribution from the project team leaders Mr. Ogada and the entire institution staff for their logistical support both in providing enabling finances for the exercise and meals during the evaluation

The input solicited from the ECD project leaders including the Principal as well as the National officials were readily available and this greatly aided our work. Finally we acknowledge the cooperation between the Norway Pentecostal Mission and FPFK for their commitment to the success of the ECD project and which has impacted positively to the intended beneficiaries as appropriate. It is our pleasure as TAABCO family to accompany FPFK in their programmes and projects that are of service to society if only through such assignments as this.

Put in logical form, we acknowledge;

- The free Pentecostal Fellowship in Kenya (FPFK) General Secretary, the National Board, and the National office staff for their support and cooperation in the arrangements for this assignment.
- Ministry of Education officials and the Kenya National Examinations Council for incorporating the KCC ECD project registration and KNEC for making it an examination centre on its own.
- The KCC ECD Project Steering Committee members who fully participated in the evaluation exercise through discussions as a group and the responses offered on pertinent issues/questions raised that aided in the corroboration of information from respondents. And for setting a side time to discuss the journey of growth for the ECD project as a focus group Discussion which richly enhanced the consultants' understanding of the implementation process.
- The different Key informants and stakeholders who shared technical information on the operations of the project implementation.
- Special appreciation for the work done by the team leader and project coordinator Mr. Daniel Ogada and the Head of Department M/s Ambetsa who facilitated a preamble information/background of the ECD Project and for the logistical support during the Data

collection and site visits, arranging meetings with staff, teachers, students, former students and PSC members.

- All who participated in the exercise at KCC ECD project interview sessions
- Finally all those who participated in the exercise including the FPFK Pastors.

Executive Summary:

Introduction

In this section of the report, the narrations are about the background information of the KCC Early Childhood Development Education Project, its geographical location, demographic, economic and social functions. The rationale chronicle of the college design communication comprising the teacher education of Early Childhood Development Education (ECDE) Diploma and Certificate programmes that are offered and also a pre-school that was commenced within the project framework. The evaluation procedures, purpose, objectives and ownership of the project are also outlined in this section.

Karen Christian College ECD Project end of term evaluation exercise was conducted between 28th November 2013 through to January 2014. The exercise covering 12 working days with in between breaks. It should be noted that the evaluation was comprehensive and involved a lot of travelling to key sites outside the proximity of the college i.e. areas of Mount Elgon and Trans Nzoia to administer interviews with former students and Narok to interviews the FPFK Pastors who had congregated for their annual Conference at their church and the Ministry of Education Kenya offices to corroborate the responses from the project leaders.

In total 112 respondents participated in the exercise. They included 13 FPFK National Board members, 7 PSC members, 46 FPFK Pastors, 6 teachers at the ECD project 4 former students of the ECD project, the team leaders (coordinator of project) and the Principal/HoD of the ECD project and Pre-school.

The focus groups were formed from among the teachers, National Board members, and Project Steering Committee members. The rest participated as respondents. Data for the end of term evaluation was collected through structured questionnaires both closed end and the open ended. Interview schedules were held with the project management team(s) to gain insights on the implementation of the project. Field visits were undertaken to Mt. Elgon and Trans Nzoia with the purpose to get the feedback from former students at the ECD project as an impact orientation exercise. The information from former students was necessary to corroborate information obtained from the Key Informants at the KCC ECD project.

Both qualitative and quantitative data were collected by the consultants personally. The consultants adapted a descriptive survey design as preferable to gain insights into the activities at the ECD project and also to evaluate the project in terms of relevance, ownership, effectiveness, efficiency and sustainability after a possible merger with the KCC and the achievement of set goals and the objectives. This design is considered suitable as it allowed the determination of the degree of impact, participation, and governance effectiveness. The purpose of the assignment was an end of term evaluation report for the sponsors, FPFK and the stakeholders of the project countrywide. It was also purposed to find a strategic fit for the project when it is finally merged with the KCC programmes.

Mainly the end of term evaluation aimed to determine the efficiency and levels of sustainability after the exit of sponsors if at all, establish the relationship between the ECD Project, the KCC and FPFK in terms of direct ownership and the executive governance issues at the institution. In reality however the ECD project is owned directly by the KCC as supported by the responses received save for a governance mix which has made it to appear as independent of the KCC. This is evidenced through all the legal papers and sites of operation for the project which are all owned and remain under the Karen Christian College of the FPFK and in the registration certificate for the ECDE teachers Training department. Because the KCC is the property of FPFK and only supported by the Norwegian and the Swedish Missions, the logical conclusion was that, the ownership question is clearly addressed through the legal registration and with that, the ECD project is linked to the KCC as a department. At the conclusion of the funding period, it is expected that the ECD project will be turned over to the Karen Christian College. Logically the evaluators examined the ECD project in parts as follows:

Part “A” Relevance and strategic fit of the ECD project

This section looked at whether what was contained in the needs assessment at the commencement of the project and which reflected the various requirements of different stakeholders had been addressed and also to establish whether those needs remained relevant during the project implementation and how new requirements that emerged during the project period were incorporated by the project. Also reviewed are the roles of the project holders, the ECD linkages with other sponsors within the institution since the commencement.

From the responses received and through interview schedules, the consultants have established;

- The needs for training teachers for ECD remained largely relevant. Save for financial constraints many more potential students have shown a lot of interest in the programmes offered at the ECD project.
- The project management team (PSC) has ably absorbed recurrent issues that related to Ministry of Education regulations and emerging legislations on ECDE in Kenya that are given through gazette notices and those of the Kenya National Examination Council,(the examining body for the programmes).
- From the information received and corroborated, the roles of the church in the ECD project were not very clear. This is because the KCC under whose armpit is the ECD project is a National office project and FPFK Church operates at local churches level with a lot of independence. Collectively the church has been giving some support but it is only very little in the face of required support to the project only a 0.530% for the last five years of the project implementation.
- Evidence of the church marketing the Project to the faithful is missing. One would have expected the church to spear head the drive to have their local churches to commence ECD Centers which in turn would be partly employers of the ECD project graduants (outputs).

- The only role noted from the project holders is that of oversight and accommodation of the project at the site of the Karen Christian College and the facilitation of identity in terms of regularization of the project through the KCC. However it is hoped that this evaluation the Church (FPFK) will take an active role to market the ECD department as the sponsors.

Part “B” Validity of the ECDE design

In this section the baseline condition at the beginning and during the ECD project implementation in keeping with its establishment, planning, objectives, and outcomes that are relevant and realistic to the situation on the ground were assessed. Furthermore, observations were made on how the project linked to other partners and how they influence their capacities and commitment. This also included government agencies like the Teachers Service Commission, Kenya National Examination Council and the Ministry of Education.

From the responses obtained among the respondents and informant interviews carried out the following were revealed;

- The implementation has been on course through the period save for delays in funding some times.
- The outcomes have been of good quality boosting enrolment and benefitting the beneficiaries adequately.
- By failing to employ ECD teachers, the TSC has been a negative factor in the project enrollment volumes because the graduants are not assured of ready employment after they leave the FPFK ECD project teacher training programmes however high they score in the KNEC examinations.
- There has however, been an assurance for employment of the ECDE teachers in the Country by County Governments as demonstrated by the Counties of Homa Bay, Migori e.t.c. At the time of this evaluation the ECD project graduates from Mt Elgon region had been employed by the County government of Bungoma as well.

Part “C” Project progress and effectiveness

The ECD project was measured/assessed to establish if it has made progress, achieved its set goals, how it has been transformed by partners and the involvement of stakeholder in the project implementation using the planned objectives for the period of funding for the project. Also reviewed was the role played by the project management team and the PSC in the implementation, whether it was participatory and contributing towards the achievements of the set objectives for a demonstrative success. In areas where the project had least achievements, respondents have pointed out possible constraints and why they occurred and made suggestions how such constraints can be overcome. Respondents shared their considered alternative strategies for more effective and better ways to realize achievements for the project objectives as set out.

From the responses and information gathered from key informants, the evaluation revealed as follows:

- **Governance at the ECD project:** *The Project Steering Committee was an effective manager (under the governance structure of FPFK, the PSC was delegated to oversight the project by the National Board of FPFK on their behalf hence the term manager) and played their role effectively. The reports of accounting, minutes of their meetings attest to this.* However the Committee appeared to rely on the project co ordinator to evolve strategies and ensure their implementation. Being the vision carrier the project was more or less personalized such that without the co ordinator, strategic decisions are impaired. There is real need to institutionalize the governance at the project.
- The composition of the PSC is such that only 2 persons are elected to represent KCC. This means that the KCC despite hosting the ECD project is underrepresented and this does inhibit the feeling of the ownership of the project activities. This is a bad gap for the project sustainability. There appear to be no relation between the ECD project and KCC save for the collaboration occasioned by accommodation and legal registration.
- There appear to have a gap in communication between the KCC board and the implementers of the project due to the missing head of the KCC. This was noted by the evaluators during the exercise. *The principal of the College (KCC) had resigned at the time of this evaluation.*
- The fact that in the current governance structure the PSC only report directly to the National office makes KCC management irrelevant in the project set up and it is a source of resentment by the KCC board as it were. This type of reporting channel poses a threat to the project sustainability in general.
- **Contribution to project achievements:** The fact that the ECD project contributed a total of KES 9,393,699.00 towards KCC through student accommodation half of which is a direct contribution, means there is a real link and attendant benefit arising from the ECD project to KCC but only in terms of the ECD students being hosted in the KCC facility at their own costs. This contribution though at a cost to students, has the direct income to the KCC facility without which the facility might have remained idle at the time
- The accommodation offered to the project by KCC has been an encouragement for students who enroll in the programme of the project from far off flunks like Mount Elgon, Tanzania and the Democratic Republic of Congo.
- **Effective participation:** The PSC style of management has been participatory where the project coordinator has constantly consulted and spearheaded activities. His presence has meant that the PSC received updates regularly and updates are factual. This scenario is common in funded project among NGOs and CSOs. There is however the risk of the PSC becoming a rubberstamp Committee in some decisions.
- The PSC has pulled through several achievements which include the establishment of a pre-school within the project and obtaining full registration for the ECD project

programmes. *The owner delegated the governance functions to the PSC which was appointed by the National Board of FPFK. The notable contribution by the owner is tabulated elsewhere in this report i.e the financial section of the report.*

Part “D” Efficiency in resource use

In this section, resources such as; finances, human resources, time, expertise, facilities and instructional materials allocated to the project have been analyzed to confirm or establish whether they were strategically budgeted for and sourced to aid in the achievement of the outcomes intended. The resources were reviewed to assess if they were used efficiently and if at all the activities carried out using the particular resources were supporting the project strategy and also whether they were cost effective meaning, whether the results achieved justify the costs incurred. Of necessity was to evaluate the procurement systems in place for the ECDE project. In this case to assess whether the same results could have been achieved using less resources given that as project funds, they are also pegged to time, it was prudent to find out if the activities were effectively time bound. (Carried out in a timely manner).The reliance of the FPFK procurement policy was clearly in focus as the ECD project did not have own procurement policies.

From observations and the responses received by the evaluators, the following responses were noted and recorded:

- **Resources Use:** The finance resource use is efficient as shown by the physical audit of the project documentation and the audit reports from the appointed external auditors(see the summary of findings).
- **Adequacy of the HR and tasks balance:** In terms of human resources the project has six teachers and each was teaching maximum lessons per day. There appear to be no staff to take charge of the reception and communication desk as one of the teachers was found to multitask to cover for this area of operation. The structure of management at the ECD project revealed that the coordinator acted as the Director of the ECD project , while the head of the ECD project teachers training department is the HoD or principal of both the ECD and pre-school sections.
- **Project enrolment levels:** At the time of this end of term evaluation the enrolment stood at 48 students out of a possible 50 as per projections. The ECD project pre-school had 20 pupils an increase from 3 at the start of the pre-school early 2013.
- Physical facilities put up for the project are all fully operational and properly maintained.
- Since the current intake is facilitated during school holidays, the facilities are fully occupied and earn income for the project. This will continue and expand for as long as the results of the National Examinations remain as high as they are today.

Part “E” Effectiveness of management arrangements

In this section the management capacities are assessed to see if the adequate project governance produced good enough results envisaged and efficient delivery of services with a clear understanding of the roles and responsibilities by the actors involved. Review of the provisions of appropriate means of verification of the project by management to track progress, performance and achievement of indicator values (monitoring and evaluations systems) in place and whether they are well defined. A long side with these, the management practices, the evaluation of relevant information, systematic data collection to enrich the project data base, collating, disaggregation and other relevant characteristics relevant in the project, were analyzed. The ECD project information was checked for regular analyzes that fed into management decisions instant or planned and the co-operation with actors for efficiency.

From the establishment listing and the current governance structures and the responses analyzed the following were revealed:

- **Management quality:** Three key management positions are held by people who have capacity and committed to service in the project. These include PSC, Coordinator, the HoD ECD project and the Accountant all qualified professionals. *The accountant becomes a member of the management team by virtual of responsibility particularly as he is entrusted with accounting for the funds on day to day basis and relied upon by the team leader, Board and other stakeholders in the project. The term manager only implies the magnitude of responsibility and not other wise.*
- **Adequacy of Human Resources:** There is however no receptionist and one of the teachers doubles as secretary to the team leader (project coordinator) and the project team.
- **Effectiveness of management:** The systems verification tools at the project were evident and as a matter of fact the records are well maintained. The variance verification for PSC information is done only once for the donor. It is imperative that these analyses are made mandatory in order to check project over expenditure as necessary within reasonable time for corrections in policies to be made.
- **Quality of reports and communication:** Reports and other management information that fed into the systems was analyzed and found to be to the required specifications by FPFK Board and the local stakeholders. The Project Steering Committee met regularly during the project period as evidenced by the minutes of deliberations (the meetings were held quarterly). The only sticky issue remained the role of the Karen Christian College in project implementation in which it is expected to get briefs regularly and which is found not to be the case. This was and is critical if we hope to amalgamate the ECD project into the KCC set up as a successful department.
- **Impact of the ECD project:** The project has had a positive impact first; on the students who have found the training an enabler in their quest for employment and ultimate

empowerment, students acquired knowledge and skills which they passed into society through advocacy, contribution to early childhood development in the country, filling the needy faculty particularly at the counties and raised the status of the KCC in the eyes of educational actors in the country and society. Secondly the commencement of a pre-school has impacted positively to the community around the project hence the improving enrolment boosting activities at KCC. Thirdly the teaching staff at the faculty have gained access to external training via the exchange programme which has motivated them to stay on and teach at the ECD Center. Fourthly the students who joined the ECD training from conflict prone areas have been ambassadors for peace effectively impacting on the communities for example in Mount Elgon region and Trans Nzoia.

Part “F” Conclusions and recommendations

In this section, conclusions and recommendations are drawn and presented as follows:-

Conclusions:

- **Strategic fit:** The project has helped in establishing a strong educational department at the KCC for training of ECDE teachers both now and in future. The project propelled the registration of the College by MOE. The project also improved infrastructure and fits well with the new arrangement at KCC save for governance mix up as stated. The training programme is relevant and fits in the GOK ministry of Education projections (2010-2015) as elaborated in the Report of the Task Force February (2012) MOE Kenya.
- **Roles of stake holders:** *The respondents who participated in the end of term evaluation clearly realize the significance and reliability of **PYM**, as a key donor for the project the **FPFK** as the owner of the project and main financier of the ECD activities and other individuals like the **project coordinator** as the team leader in the implementation process, the **Head of Department** of the ECD training as the teacher in charge of curriculum delivery in the institution, the **PSC** as the overseer committee on behalf of the **FPFK National Board** in their different magnitude of contributions to the project this far*
- **Project progress and effectiveness:** There is a realization that the project implementation is highly participatory as there is frequent feedback to some levels of stakeholders (save for the KCC Board) at times with key involvements by staff and particularly for different developmental challenges that they face as an **institutional team**. This is evidenced in the regular annual reports filed with the Donor and the National Board of FPFK. There is an effective planning function at the ECD project and the implementation is well monitored. The evaluator believes that the tools of management availed to them during the evaluation are also approved by the Donor. These included the annual report formats, activities reporting formats based on log frames and the audit reports. However the lack of consultation between the KCC Board and the PSC is a potential inhibitor to real progress that is sustainable.

- **The responses from the PSC members** indicate that crucial reports were passed on to FPFK National board directly without proper reference to the KCC Board of Directors.
- **Project Relevancy:** Each of the ECD project activities is relevant, and this is according to responses from respondents among them students, teachers, stakeholders and FPFK National Board. For example 39 out of the 48 current students stated that the project is relevant now and in future while 6 stated that it was not relevant due to advancing technology. 3 stated that they were not sure.

Recommendations provided:

- Based on the conclusions and responses from the respondents in the end of term evaluation exercise, the ECD project has high potential for success, growth and expansion Country wide provided:
- The training is taken closer to the potential students, through opening up of outposts. *In Kenya the majority of training institutions are devolving to the counties. The fact that the City accommodation is expensive makes many potential students opt to join colleges that are closer home given that the programme at the ECD project is school based.*
- Make available transport for trainees to guarantee attendance by day scholars within the city environs and also as a means of enabling them during TP sessions.
- To boost the ECD project competitive edge over others, utilize fully, the FPFK established local Churches Countrywide through encouraging them to refer their Pre-school teachers to the KCC ECD project programmes. Also encourage the Sunday school teachers at local churches to enroll in the KCC ECD programmes.
- Encourage and enhance the current exchange programme between QMUC in Norway and the KCC ECD project as a means to network for Resources mobilization.
- Institutionalize the ECD governance structures as a department of the KCC headed by a Head of Department who shall be responsible to the KCC Principal.
- *At the end of term the ECD project should be merged to the KCC to be come a department of college.*
- *Recommendations on finance include:*
- *i) The ECD project to employ rigorous marketing to achieve higher enrolment this is to be done partly through liaison with the FPFK churches across the country.*
- *ii) Outsource regionally through opening of outposts/training centres countrywide. This will enable the potential students to access training cost effectively and in turn boost enrolment.*
- *iii) Provide transport for students targeting densely populated settlements. This target groups need the ECDE training opportunities more than those within the location of the KCC in Karen at the moment.*

- *The FPFK National Board should develop a clear organo gram for the ECD training project where the institution is made a department of the KCC with a head of department as the chief executive. The authority of the ECD head teacher should be through the Board of the Karen Christian College. Having the ECD governance under the KCC board will potentially cut down on the cost of running two boards. Because the project has come to a close, members of the PSC may dissolve into the KCC board to allow for technical continuity given the fact that the PSC comprised members with expertise in education management*
- **Part “G” appendices**

A collection of KCC ECD project publications activities in the funding period, networking strategic conferences and relevant training programmes form part of this section.

Part “H” References

In this section the documents that were available to the evaluators forming the literature reviews and references through the end of term evaluation are listed.

Background of Early childhood Education

Introduction

The importance of early **life experiences**, as well as inseparable and highly interactive influences of genetics and environment, on the development of the brain and the unfolding of human behavior is an important factor of human life and adulthood setting. The central role of early relationships is what makes early childhood development Education important in society or among communities.

Parents worldwide have often been captivated by the rapid growth and development that characterize the earliest years of their children’s lives. The first response smile, the first wobbly step, the first recognizable word;-each is a significant personal achievement and an occasion for family celebration.

One of the most abiding issues explored by developmental scientists and the subject of a scientific report (Richmond, 1967), theory, empirical investigation and insights derived from professional experience), concerns how biological endowment and early experience combine to affect later developmental outcomes.

The questions posed are: - Are the seeds of extraordinary talent present at birth, or are they planted in early childhood? When do early delays in development signal serious problems later in life? Does early intelligence predict lifelong achievement? Do childhood bullies turn into adult criminals? Do early advantages, such as a sunny disposition and skilled parents, inoculate a child

from subsequent adversity? Do early charms, such as repeated exposure to family violence, impose irrevocable constraints on subsequent outcomes? These and other aspects of child development inform the need for a structured early childhood development approaches as we see today. The teachers at ECDE Centers are better prepared to address these in the course of their professional duties for which there is need to include most if not all these aspects in their training curriculum development.

There have been significant advances in the understanding of the kinds of the changes that occur and the way those changes are grounded in both “nature” and “nurture”

Most recently, increasing interest in the developmental significance of early life experiences has been fueled by extensive Media coverage of research on the developing brain. From political leaders, States governors, Business leaders and Entertainers, virtually everyone is talking about the importance of the early childhood period, particularly the first three years of life. This growing excitement has fueled a proliferation of media campaigns and policy activities focused on infants and toddlers as well as a number of entrepreneurial efforts to capitalize on the demand for materials and experiences to enhance early competencies. (Buer, 1999, Kagar, 1998).

Understanding child development is based on multiple sources of knowledge that include theoretical models, empirical research, programme evaluation and professional experience. The role of theory is to provide a framework for organizing what is known and for guiding further investigation. The role of empirical research and programme evaluation is to ask important questions example how do children learn number concepts? And to test specific hypotheses example: high quality child care result in language gains for toddlers from high risk homes using a variety of quantitative and qualitative methods.

The role of professional experience is to tap the wisdom and judgment of people who work with children in a variety of service settings. Taken together, these diverse sources of knowledge advance understanding of the process of child development and enhance the capacity to promote competence, prevent disorders and correct maladaptive patterns.

A set of core concepts, frames our understanding of the nature of human development during the earliest years of life and lays a foundation for addressing the questions as posed below:-

- Is early development highly programmed, so that certain events must happen at predetermined times or is it more loosely open to environmental influences and primed to seize those that matter most whenever they occur?
- Do infants follow a smooth and predictable path toward the pre-school years (and beyond) or is early growth and development characterized by bumps detours and unanticipated turns?
- Are infants’ initially competent, passive creatures or individual who are born with an active capability to learn from the surrounding world?

- Are young children highly vulnerable, highly resilient or both?

The responses to these questions revealed dependence on the approach applied by particular teachers and institutions to achieve their goals and those of the children. The setting up of the FPFK ECDE project is premised on an understanding such as expounded above. The evaluation therefore was partly to focus on whether or not the Trainees at the ECD project are being handled professionally with the above questions and understanding in mind.

The church commissioned a rapid assessment of their programmes and projects in mid July 2013. The findings and recommendations of the assessment gave priority to a comprehensive evaluation to be carried out at the ECD project Karen among key areas and also the fact that this is a mandatory end of term evaluation for the project which is established at the Karen Christian College complex. The end of term evaluation for the Karen Christian College ECD project is therefore a follow up on the said assessment report recommendations that singled out the Karen Institutions for an external evaluation to assess the progress made using the Institutions' goals and objectives as benchmarks and the mandatory end of term evaluation for the project.

The ECD project at Karen

According to the National Early Childhood Policy Framework, the Government of Kenya recognizes the importance of early childhood development, as one of the most important sectors to be addressed in the attainment of education for all (EFA) and the Millennium Development Goals (MDGs)

The government has challenges that cause the lack of adequate institutional infrastructure and resources to meet all the needs in the education sector hence the call upon the faith based organizations and partners in the private sector to actively participate in personal development and the provision of early childhood education training needs in particular since the Ministry of education has yet to develop ECD teachers training institutions in the country.

The Government has noted the importance of the pre-school teachers and their attendant training needs to meet the high demand for education from the basic level. It is hoped that the government will ensure the realization of their commitment to employ ECDE teachers that have graduated from the pre-school teacher training College. In the year 2009, the government through MOE approved a pre- school teacher training programme at the Karen Bible College; the approval complemented the fact that Karen Bible College is a registered institution for conducting learning activities. Despite a false start earlier on, in the year 2009, with the sponsorship from PYM, the ECD project teacher training commenced with 31 students made up of 16 Diploma admissions and 15 Certificate admissions respectively. The enrolment increased to 58 by the year 2011 to 58 made up of 25 Diploma and 33 Certificate students. The faculty members then stood at 6 members.

During the project period new requirements by the Ministry of Education (Kenya), were addressed through the project budgets: - Diploma students were required to present research papers as a requirement for award of certificates by the Kenya National Examination Council. As a result the project purchased 10 computers composed of 5 laptops and 5 desk tops. This was necessary to and the students and their teachers to access information as necessary. During the implementation of the project the pre-school programme was put off till start of 2011 due to the construction work of the main tuition and administration block.

The cost of living in the country continued to constraint the ECD project budgets in terms of accommodation for the students. Despite the many challenges of finances that affect not only the ECD project as an institution but also the learners' (students) individually. The project has run through posting positive results in its core activities.

The performance as measured by KNEC is exemplary. The first lot of students who sat for their final KNEC examinations was presented in 2010. All those who presented themselves for the examination passed very well. Posting 100% performance

Factors of human rights and of being change agents

Most of the students who enrolled in the ECD teachers training programme are from challenging cultures and difficult backgrounds. *(see appendix on enrolment. 28 students is from the high insecurity area of Mount Elgon region. This is out of the 50 in the 2013 intake they are mainly from; Kopsiro and Chebyuk areas that witnessed the criminal activities of the Sabaot Land Defence Forces (SLDF).*

As a result the training is handy in equipping them to participate with the community in advocating for the rights of children and other vices of child abuse from an informed background occasioned by the ECD training.

The training therefore has ripple effects on communities particularly those known to abuse children rights in the name of cultural practices. The example of such community is to be found in Mt. Elgon region. The students from the ECD project who are resident in the region joined in championing peace through education, as well as these, many students from Maasai community struggle against Female Genital Mutilation (FGM) and the aspect of early marriages, while students from Luo land are faced and struggling against wife inheritance. Many communities have issues and the ECD teacher training is a conduit to sensitize them so that they become change agents who will liberate their people mostly women who make up 82% of the enrolled and trained teachers from the ECD project. The curriculum offered has empowered them to become change agents among their communities and the devolved governments. *(see the appendix on course listing on health and nutrition, guiding and counseling, community development among the listed courses at the ECD project. This courses are emphasized in the curriculum as a means to be change agents in society.*

It is imperative that emphasis be put on the right of children in conformity with the new laws in Kenya.

Why the support for Early Childhood Development

Kenya is a signatory to the Jomtien declaration 2000 in which among them are the Millennium Development Goals (MDGs) and the Convention on the Rights of the Child (CRC). Other key partners, who support the MDGs and CRCs, are Faith Based Organizations among other partners. In an effort to compliment the government efforts, in initiating education programmes that will address and enhance the MDGs and CRCs, Faith Based organizations are on line and in support of the implementation of basic education programmes. (i.e. ECD teacher education and pre-schools) which are critical in the realization of the goals.

It is in this regard that FPFK through the KCC ECD project are implementing the programmes that will see the success of the basic education of the child in the country. The scientific argument for concentrating on the youngest members of our society (the infants), is based on developmental research that has shown that the early years are extra ordinarily important in relation to a child's development, intellectually, emotionally, socially, physically and morally. It is evidenced that during that early years, both physical and role environmental factors play a significant role in child development and the following four factors are noted:-

- a) Before the age of year (one) of the child brain developments is quicker and more encompassing than health to fore through. Cell formation is essentially complete prior to birth but brain maturation continues.
- b) The brain is extraordinarily susceptible to environmental influences. Brain development is seriously compromised by inadequate nutrition prior to birth and during the first years of life. Consequences can include learning disabilities and mental illness.
- c) Early environments influence brain development. Infants raised in stimulating environments have better brain function at age 12 than those raised in less stimulating environments
- d) Early stress adversely affects brain function, learning and memory. Young children who experience extreme stress (are) later in life, at a greater risk (of) behavioral emotional and cognitive problems (challenges).

Capacity Building for Early Childhood development

Resources allocated for Early Childhood: in order to ensure the young children's rights are fully realized during their crucial phase of their lives (and bearing in mind the impact of early childhood experiences on their long-term prospects), countries / parties give urged to adopt comprehensive strategic and time-bound plans for early childhood within a rights-based framework and approach.

This requires an increase in human and financial resources allocations for early childhood services and programme by governments, FBOs or others offering the interventions in this.

It is acknowledged that countries implementing child rights in early childhood do so from very different starting points, in terms of existing infrastructures for early childhood policies, services and professional training as well as levels of resources potentially available to allocate to early childhood. In the case of Kenya, the constitution elected 2010 has assigned counties to take charge of the ECD logistics facilitation. It is hoped that the country governments will adequately allocate resources to the ECD so that this may not negatively affect the development of the ECD programmes.

It is also recognized that countries may be faced with competing priorities to implement rights throughout childhood for example where universal health services and primary education have yet to be achieved.

It is nonetheless important that there be sufficient public investment in services, infrastructure and overall resources specifically allocated to early childhood for the many reasons set out in pursuance of global recommendations.

In this connection, countries are encouraged to develop strong and equitable partnerships between the governments, the international partners, public service, nongovernmental organizations the private sector and families to finance comprehensive services in support of young children's rights. This is why the KCC ECD project gets the support from PYM, FPFK tuition and community.

Training for rights in early childhood: Knowledge and expertise about early childhood are not static as they change over time. This is occasioned by social trends impacting on the lives of young children, their parents and other care givers, changing policies and priorities for their care and education, innovations in childcare, curricula and pedagogy as well as the emergence of new research. Implementing child rights in early childhood sets challenges for all those responsible for children, as well as for children themselves as they gain understanding of their role(s) in their families, schools and communities. Countries are encouraged to undertake systematic child rights training for children and their parents as well as for all professionals working for and with children, in particular parliamentarians, judge, magistrate, lawyers, law enforcers, civil servant, personnel institutions and places of detention for children, teachers, health personnel, social workers and local leaders. It is imperative that countries conduct awareness campaigns for the public respectively.

- i. **International assistance:** Acknowledge the resources constraints affecting many countries seeking to implement the comprehensive provisions outlined in this document, donor institutions and bilateral donors support early childhood development programmes financially and technically and that it be made one of their target. In assisting sustainable development in countries receiving international assistance

ii. **The young child's right to attend educational institutions.**

The learning needs of young children are different in nature from those of school age children. Therefore, pre-school, with its emphasis on play way methods of teaching, exploration experimentation and the communication of ideas and feelings, more properly supports the efforts of young children to acquire knowledge and participate in the life around them. Pre-school helps children to learn to solve problems and extend their abilities and thus broadens children's learning experience. Therefore it is important to support ECD programmes with relevant learning materials and professionally trained personnel.

Karen Christian College ECD project Identity

The following is the background information on the renamed Institution from Karen Bible College to Karen Christian College. This name was given to recognize different training programmes in the institution, mission and vision statement which has a significance of education based on moral values.

Mission statement

To provide excellent education and training based on Christian values to serve God and humanity

Vision statement

Transformation servant hood training for a better world.

Curriculum at the ECD project

The KCC ECD department is the subject of this end of term evaluation and it is running three distinct programmes as follows: -

- The regular students programme that runs during school terms common with other colleges
- The school based in service students who come in during the schools closure (holidays and ;
- The weekend programme where the students come in during Saturdays only.

In addition to the above programmes the ECD project commenced a pre-school that encompass a baby class and pre-unit. The pre-school is given the name: **Zera Junior School** and staffed with 4 teachers.

The general profile (information about the Karen Christian College ECD project is given in the table below: -

Project identity and profiles table.

Area	Identity
Norwegian applicant organization:	The Pentecostal Foreign Mission of Norway (PYM)
BN, project number:	10650
Project title :	FPFK Karen Bible College Early Childhood Development Project
Location /area/country:	Karen, Nairobi, Kenya
Amounts received from PYM during the project period up to the time of commencement of end of term evaluation	NOK: Local currency Kshs. 76,980,304 % of income budget – 88.64%
Other donors, if any ECD project fees from students all programmes	Local currency Kshs. 9,405,609 as % of income budget 10.83%
Contributing from KCC and FPFK church	Kshs. 461,000 as % of income budget 0.530%
Project goal: (Cut and paste from project document)	The quality of Early Childhood Education is improved and literacy and enrolment levels of children in pre-school increased in Kenya. ECD teachers are trained and equipped with skills for service delivery and employment.

The establishment of an ECD project Teachers Training at the Karen Christian College is a milestone in the church development particularly targeting the infants in the community and the faithful of FPFK. In their wisdom, the Church Governance envisioned a developed church that has inbuilt values among the children through their own trained teachers to handle their children right from infancy and grow through the stages of development within the doctrine of FPFK and the Evangel of Jesus Christ. Further the ECD was purposed to contribute to enhancement of children rights, take social responsibility and fight against poverty by empowering trainee teachers to earn income through their professional activities of teaching. The church envisaged to infuse the Moral values in the child through a well trained teacher as one of the early experiences that may combine with the biological endowment to effect on later developmental outcomes of society. The Center is therefore an important institution on which the government and the church management attach high value. The benefits of a quality training model to be found in the ECD Project set up, is also purposed to be replicated among learning institutions in the Country and beyond.

In evaluating the ECD project operations, the human capacity is key and a first component to examine as the most visible independent variable, followed by the infrastructure, equipment, curriculum (particularly the pedagogical skills development), implementation and others in that order. The legal status or compliance with statutory requirements then comes to the fore. The end

of term evaluation therefore aimed to examine the ECD project holistically to inform strategic success factors that can be relied on by the Church to ensure the achievement of set goals and objectives and to identify inhibitors (the challenges.) with a view to find strategic solutions that will keep the institution aims and goals on course.

Purpose and justification for the evaluation

The purpose of the end of term evaluation was to assess the progress made by the established ECD project section at the Karen Christian College in providing the much needed early childhood development educational training for ECDE teachers with a moral values touch as envisaged by the Church which aimed to impart knowledge and values to the infants among communities for enhanced child uprightness alongside the education curriculum of the Ministry of Education (Kenya). The evaluation was purposed to provide strategic information on the extent to which the ECD Project has achieved set goals and objectives and also how and the type the project has impacted on the children through the trained teachers who graduated from the institution and on others as occasioned by the project implementation and particularly when they finally join the basic education workforce, the level of appreciation by the parents and other stakeholders and the impact the ECD project has had on the community and the FPFK faithful. The evaluation was to reveal the effectiveness and efficiency of curriculum implementation, the recorded challenges that have been encountered and the lessons learnt by the actors at the KCC ECD project through the project period.

Aims that were addressed

- To gather quantitative and qualitative data on relevance, effectiveness, efficiency, sustainability, challenges encountered and lessons learnt at the ECD project based on the goals and objectives as set by the founders.
- Evaluate the courses content in comparison to the MOE approved course work as necessary.
- To determine the way in which the ECD project has contributed to the overall goals of FPFK as the mother body.
- Find out the linkages between the institution and the Ministry of Education and other government agencies in relation to education and training.
- To find out how the ECDE project is linked with other networks (other institutions of its kind)
- Assess to determine the results as compared to the set goals and objectives by the church and sponsors and also in relation to national examinations at their level.
- To assess the impact of the center on the church, community and the Bible college.
- To assess and determine how the curriculum, pedagogical skills and other programmes at the center have been implemented in terms of professionalism, Christian values infusion, leadership and other desirable ethics infused at the institution.

- Evaluate the governance structures at the ECD project , the link with Local Churches, the Regional FPFK Offices and National Office
- Assessed to determine the capacities and professional training of the Actors at the ECD project (the Human Resource)
- Assessed to ascertain the legal status of the ECD project in terms of compliance with statutory requirements

Specific Objectives of the evaluation

The specific objects of the evaluation were:

- To evaluate the legal operational status and relationships and linkages of the ECD project with the line Government Agencies as they relate to MOE approved curriculum and standards.
- To evaluate the organization structures in place at the ECD project and whether the same aided in achieving the project objectives as set out
- To examine and evaluate the ECD project identity and whether it conforms to the FPFK's own, as the sponsor and also whether the contents have been practiced.
- To examine and verify the income sources, reliability, the utilization, transparency and accountability in reference to existing financial policies of the institution and project.
- Establish the financial management systems in place at the institution and whether they are the approved standards by the PSC and the National board of FPFK, the sponsors of the ECD project and professional best practices in projects of this kind.
- To check on the effectiveness and efficiency in the implementation of the curriculum, skills development and overall ECD programmes/project by the actors.
- To evaluate the capacities of the human resources, the infrastructure and the availability of requisite equipment at the institution for the kind of training that is early childhood development.
- To assess the relevance, efficiency, effectiveness, sustainability, challenges and lessons learnt from the ECD project implementation.
- To evaluate the achievement of the ECD project in terms of set goals and objectives at this end of term period.
- To evaluate the extent of benefits to the stakeholders, graduants and learners.
- To find out the link between the ECD project and the Karen Christian College in terms of ownership, benefits both sides and the ultimate way forward at the end of the funding period.
- To assess in what way the ECD project contributes to the overall goal of FPFK
- After the evaluation, to recommend a strategic way forward for the FPFK ECD Project.

The Evaluation Methodology and Approach

The consultants adapt a participatory approach using the following methodology

Methodology

In order to bring together the FPFK/PYM sponsored KCC ECD project programmes and curriculum implementation activities in an empirical analysis of achievements, efficiency, effectiveness, challenges, sustainability, impacts and lessons learnt and in order to finally determine the joint factors (determinants) that affected the ECD project operations during implementation since inception, our analysis require a rich set of data with information on the characteristics of the actors, understandable objectives, recorded achievements in each Programme activities, curriculum management and implementation and the measure the participation in the ECD project by the Church, donors, parents and other stakeholders.

The consultant employed a descriptive survey design where both qualitative and quantitative data was collected and analyzed to inform the evaluation findings as necessary. The process was participatory where the PSC, nonteaching staff at the ECD project, the teachers, the students (current and former) the National Board of FPFK, the pastors, select parents and the faithful in select areas were involved through the provision of responses given through structured questionnaires and informant interviews.

Evaluation design

The evaluation was designed to encompass interviews with key informants, obtain data through FGD, collection of data through structured questionnaires in a descriptive manner that involved both qualitative and quantitative data and analyzing the collected data for presentation and report writing.

The consultants designed tailor made questionnaires which they administered to the target respondents through field visits, attending at the pastors annual conference at Narok, attended a National Board meeting as a Focus Group Discussion (FGD) interview with team leader as a key informant and also the Head of Department as a key informant and captured information from the students from different locations as reference points. In all, the consultants used the a descriptive questionnaires to gain insights into the activities at the ECD project and to also evaluate the institution in terms of relevance, effectiveness, efficiency, sustainability and the achievement of set goals and objectives. The design encompassed the use of both qualitative and quantitative techniques. This design was considered suitable as it allowed determination of the degree of influence, participation and the methods used in child development in terms instructional materials at the ECD project and whether indeed they are in use by the students. Since an ECDE Center is purposed to provide for interaction between the infants, this method enabled the researchers to validate the levels of appreciation and assimilation of new games by the children and also gauge the feelings of the parents of the pre-school that was established within the project..

Sampling and sample size

The consultants adapted a purposeful sampling approach where the ECD project teachers, non teaching staff, the Head teacher of the ECD project (Head of Department) and the deputy, the PSC, National board members, Project coordinator, parents and students both current and former constituted the universe. Three parents were sampled to corroborate the responses from the teachers and the non teaching staff. The coordinator of the ECD project, the head of department of the ECD and the head of the attached pre-school were selected to fit the Key Informants for the exercise and particularly the members of the FPFK board who had served at the Karen Christian College at inception and all the teachers at the ECDE project who formed another Focus Group Discussion. Students (former and current) were sampled to corroborate the information given by the teachers and key informants,

Instruments for the Evaluation

Structured questionnaires both closed end and open ended were used in the exercise to obtain information for the evaluation. The instruments were designed to collect information such as: demographics of the respondents, noted achievement, challenges and impacts. Description of the curriculum and, level of responsiveness by the stakeholders, effectiveness of programmes curriculum implementation, the efficiency in the project expenditure and the relevance of added programmes.

Data Collection

Data was collected through questionnaires, interviews, physical observations and through guided Key Informants Interviews. The researcher administered the tools personally and collected them after the responses were given. This was to ensure that all instruments for the exercise are obtained and made available for data analysis. The evaluators personally administered interviews on the select respondents in the KII category as stated in the sampling and sample size.

Data Analysis

Data collected was analyzed using the following methods:-coding, data inferences, sorting data into similar and contrasting patterns, incorporating of patterns in baseline study themes and developing themes into constructs for the development of this report. Data from questionnaires was analyzed by use of the excel spread sheet software. The report is presented in narratives by sections, and were in terms of tables, bar graphs and pie charts

Evaluation approach

The consultants used a participatory approach for the entire process. The evaluation was led by Fred Wakhungu the Education Consultant at TAABCO and who is specialized in research techniques also skilled in schools evaluation having served up to 42 schools in the country as a facilitator for performance improvement programming assisted by Mark Korir Finance Administration Manager who gave the financial examination back up. The consultant was guided

by the set goals and objectives for the ECD project as set by the PSC and approved by the project sponsors and the Church as a national project through the KCC.

Field visit

To verify activities covered by the ECD project, and the output delivered and their quality, as well as to develop recommendations, the consultants visited ECD project stakeholders, consulted on matters relevant and incidental to the ECDE policies and curriculum content with for example ,the ministry of Education and the Kenya Institute of Education Nairobi.

Limitations:

The end of term evaluation was limited by time as the exercise was allocated only 12 days. Information from the Karen Christian College Principal was not possible for the one who initially was in charge resigned on the first (1/12/2013). The College was then left under the care of someone else not the principal whose capacity to give information on the relationship between ECD project and the KCC was highly limited. During the evaluation period it was not possible to organize a PSC (only) meeting as they were all involved in the FPFK conferences and other meetings. The researchers met them in other capacities at the Narok conference for FPFK Pastors and had a chance then to interview some. Their input then was not quite comprehensive as the consultants would have wished. However most information was contained in the regular reports which were available at the ECD project resource centre through the project co-ordinator. The evaluators did not find new data on the numbers of trained and untrained teachers of ECDE from the Kenya Institute of Education and only relied on the figures provided in the year 2008. This has no effect on the project evaluation since the FPFK ECD project graduants only added to the numbers and the fact that the figures were meant to reveal the magnitude of teacher training potential. The fact is that the records of 2008 are still valid.

Presentation of the evaluation findings

There are five sections taken from the terms of reference with specific relevant topics and questions that guide the responses of each section. The responses and discussion by and from the Focus Group Discussions, observations, consultations with relevant stakeholders and formal interviews by Key Informants Interviews' forming the output of each question was posed (asked) under the five sections of this report.

Section 'A'

Under "Relevance and Strategic Fit of the ECD project": -

- 1. There was a needs analysis exercise undertaken at the start of the project reflecting the various needs of different stakeholders.**
 - **Are there needs still relevant as we end the term of the project?**
 - **Have new or more relevant needs emerged during the period that the project should address?**
- a) The project is a continuation after commencement with the support of PYM. As it is documented, this project followed an earlier initiative which was supported by SIDA between 1996-2000 and stopped due to financial constraints. Similarly the concept is followed up from the collapsed SIDA funded project of the 1996-2000. The concept was broadened in scope to expand and improve the ECD quality to meet the current country wide needs pegged on the Jomtien conference declaration 2000 on MDGs and CRCs with the new constitution putting the children rights at the center of the bill of rights, the ECD is ever quite relevant. Indeed in Kenya Basic Education under which the ECD operate is categorical about this need. MOE Task Force Report (2012)
- b) The FPFK ECD project intention was and still is to participate in education empowerment of the FPFK pre-school or ECDE teachers in their churches that run pre-schools and Sunday school and to include the public pre-school entities. Management then as now wanted sustainability by bringing the ECD teacher training that receive tuition from student teachers, donation from the church (FPFK) and a bigger portion from PYM of Norway, this being the largest contributor at 88.64% current figures from ECD project records.
- c) The necessity to have trainee teachers evaluated in teaching practice made the management to strategically think of and approved the pre-school within the project. This was and is still intended to be used by trainee teachers during the TP as is mandatory. There is a sure cost effective way of using same premises for teachers as well as the pre-school pupils. The focus of training is broadened and elevated. Throughout the project

period, there has been no discrimination as to gender, religion, race or tribe. All are welcome at the FPFK ECD project.

- d) Education needs are dynamic and keep increasing time and again. The changing legislation has put all educational institution on the spot with a requirement that no institution shall discriminate or deny any child a learning opportunity for whatever reason. Children with special needs are equally considered when it comes to provision of teachers and instructional materials. Accommodating students with special needs is mandated to all institutions of learning under a programme called inclusive programme.MOE strategic plan (2005-2011). This is indicative of the fact that special needs education is unavoidable in the training of the ECD teachers in the immediate future in order to support and fulfill the MOE demands. This in turn means that the facility at the ECD project in the name of admin/tuition block shall require a redesigning to make it user friendly to potential students and pupils with physical challenges; example the stair case needs to be developed into a ramp to allow for convenience of the physically challenged students, pupils, parents teachers and visitors and also specific toilet facilities for those groups..

2. Have the stakeholders taken ownership of the project concept and approach since and through the implementation term of funding under review?

- a) The FPFK ECD project implementation follows the church protocol as a requirement, where reports and updates to the FPFK National Board, the PSC and the local churches are all informed at the Annual General Meeting (AGMs) about the operation's of various project including the ECD project. Incidentally by the degree of governance, this is the highest organ of the church because this is a national office project. Few local churches know about and appreciate its existence. Responses from among the church pastors interviewed during their annual conference revealed that churches and indeed individual faithful would wish to understand and associate with the ECD project. Some stated that they will open pre-schools at their local churches and ensure to send young people from among the faithful to train on a school based basis as teachers at their churches and Sunday schools.
- b) FPFK is the major stakeholder and in fact, the owner of the ECD project due to: -
- i. KCC is an FPFK national of office institution managed by the GS's office for the National Board. The ECD project is established at the KCC premises and its PSC has representation from the National office by mandate. This makes the ECD project to be the property of the FPFK National Board and so it is.
 - ii. KCC accommodates the ECD project as a sister project for that matter.

- iii. The FPFK ECD facility is a national project of the church alongside the Thessalia and guest houses in Mombasa and Nairobi. However the ECD project will be better managed as a department of the KCC rather than a national office project in the future.

FPFK therefore provides infrastructure for the project through KCC. Most of the FPFK churches run pre-schools and Sunday schools classes are benefiting from the training of teachers for ECD at the KCC. The FPFK National Board supports the ECD project morally and a little financially. The church is the legal and economic owner of the project as evidenced by the signed contract between PYM (the Donor) and FPFK also based on the use of infrastructure and legal status of the land on which ECD project infrastructure have been constructed.

- c) ECD is a relatively new area of study as compared to other disciplines of both basic and higher education. The discipline is going through a lot of changes at policy level MOE. The changes are quite dynamic. At the moment as we develop this evaluation reports County governments in some parts of the Country have absorbed the ECDE teachers and put them on their payrolls. This means soon it will be localized for ECD teachers to seek employment at their respective Counties of residence; I.e Homa Bay county employed 700 teachers of ECDE, Migori County 800 as examples.
- d) Through the KCC as an institution of higher learning, KCC collaborates with NGOs that address matters of children in health, education and psychosocial support. These are express areas of collaboration with stakeholders.
- e) The project is still in three networks of collaborations under exchange programmes;
 - i) The Queen Maud's University College student exchange, where FPFK ECD students proceed to Norway to study with their counter parts while similarly students from Norway come to FPFK ECD. The college head of department for ECD was on such educational tour in 2011.
 - ii) Kenya to Kenya students exchange with relevant other local institutions to study with their fellow students have also taken place during the period under reviews.
 - iii) Inter college exchange collaboration as learning experiences, where students benefit from others and compare project operations as a bench marking strategy have also been undertaken.
- f) FPFK ECD project has working partnership with a number of NGOs in the Country and also Educational bodies like the KESEPTIA, Grace Children's Support project and even government agencies like MOE.

g) The FPFK ECD project is a member of competence Building Network, for Early Childhood Education in South and East African membership composed of countries like Tanzania, Namibia, Mozambique, Botswana, Zambia and in the Scandinavia Norway. This network benefits the programme in improving the quality of training and sharing of experiences and academic activities like joint academic researches on issues affecting ECDE and teacher training also bench marking. KCC ECD project actors have continued to associate with bodies with relevant indirections in seminars and workshops with the aim and benefits of knowledge acquisition and sharing and learning new skills and developments that will faster and improve working relations. Conferences on teaching methods and management of ECD have been organized and KCC ECD members of staff attended.

3. How well does the project complement and fit with other ECD projects/ programmes in Kenya?

a) The FPFK ECD teacher education use the MOE curriculum and programmes that have a national examination taken after completing a prescribed syllabus, books and faculty that is graduated according to specifics of MOE. Students from the ECD project have been taking examinations administered by KNEC every year since the first examination in 2000.

b) The government of Kenya through MOE and the devolved units are well aware of the mechanisms to devolve, the ECDE to the Counties and indeed some Counties have responded by recruiting ECDE teachers and placing them on their respective payrolls the examples given above in (c).

4. How well does the project complement and link to activities of other donors within the institution?

a) One of the FPFK ECD project goals is to enable other projects to work well using the library facility and computers at a fee as a sustainability measure.

b) The ECD project has developed a network over time through the Competence Sharing Network project to forge working relationship with peace and rights project in which 12 ECD teacher trainees from Mt. Elgon underwent training in the KCC ECD project. There is working relationship with Tuinuane project of FPFK on thematic areas such as economic empowerment programme models in which the ECD project students are trained in income generation. There is also a relationship with FPFK HIV/AIDS project from which FPFK ECD trainee gain knowledge through literature and information for their own benefit and that of the pre-schools.

c) FPFK ECD project is a national office project of the FPFK and inseparable from national goals of education by the church.

- d) The major donor PYM has provided funding for the ECD project through the period under review. The project management team have been appreciative and in turn shown prudent project management and implementation. The management has been consistent in applying policies and procedures which has aided to keep the project on course through the funding period. More visits by PYM to view the project gave encouragement. In October PYM co-ordinators visited Nairobi and discussed among other things this end of term evaluation and particularly help to identify the ownership of the ECD project and what will transpire after PYM exist.

In summary the ECD project at KCC addresses all the 8 MDGs through the ECD project teacher training curriculum that complements the church HIV/AIDS initiatives and relevant interventions that assist Kenya to meet the pledged goals by 2015. The students, of whom the majority is women; (38) out of the total (48) as at 31st December 2013, are trained in order to be employed by the ECDE schools in the Country. This gives them a career secured to eradicate poverty and empower them help strength them basic education in the Country men were only 10 out of the total.

Section “B”

Under Validity of ECD Design: -

- 1. Have resources (funds, human resources, time and expertise) been allocated strategically to active outcomes?**
 - a) The outcomes envisaged were achieved although, during the project period, the project experienced unplanned expenditure occasioned by policy changes at the MOE where student preparing to take Diploma examination by KNEC were required to do a research paper as an added requirement for the award of the Diplomas. This was however cushioned through students' fees.
 - b) The accounting procedures and practice are in order. This is also reported throughout this project period.
 - c) The ECD project objectives continued to be relevant and the operations at the ECD met and complied with MOE requirements.
 - d) FPFK ECD has highly qualified teachers some are actually lecturers at local universities on part time.
 - e) Challenges have been noted in the student enrollment which has been fluctuating. This may need to be countered by sending the college to the students through opening campuses.

- f) The project needs some funds through a strategic Resources Mobilization approach in some instances to keep it steady.

Section 'C'

1. The ECD project had pledged the following activities through the project period and has been successful so far.

- a) Mobilized potential teacher trainees to join the training at the ECD project. So far the enrolment increased and reached just 2 students below the target as at 2013. Target so enrolled 48 of these 38 were women or 80.79% while 10 were men or 19.2%. Projected enrollment was 50.
- b) Acquired competent lecturers who instill desired knowledge and skills based on the ECD teacher training curriculum as approved by the MOE. The KCC ECD faculty members are graduates of universities and with some pursuing Masters Degree programmes.
- c) Acquired adequate instructional materials commensurate with curriculum requirements and the requirements of KNEC.
- d) Ensured financial resources availability through students fees, donor support (PYM), FPFK church, and fees from the commenced pre-school unit. However this has not been achieved wholly as envisaged due individual students financial constraints
- e) Ensured employment of the KCC ECD project grandaunts as evidenced by pre-school owners who come to the ECD training unit to seek to recruit teachers for their ECD centers sponsorship of students by their employers to join the institution as it offered quality teaching training for their in-service teachers.
- f) Equipped and continue to equip student teachers with adequate requisite proficiency to handle ECD education at established centers
- g) Teacher students and to develop practical training manuals and materials as required by the MOE during teaching practice (TP)
- h) Arranged an complied with practical teaching at ECD centers besides the FPFK ECD pre-school
- i) Micro-teaching enhanced within the FPFK ECD training programme with time and availability of funding to develop own micro-teaching laboratory at the project for TP.
- j) Use of assessment evaluation in continuous assessment that is implemented during the learning before attempting the national examinations
- k) Most churches sponsor their ECD teacher for the ECD project programmes because the block sessions are during school holidays and they return to teach at the church pre-school.

2. How have stakeholders been involved in project implementation? Has the project management aided in the achievement of project objectives?

- a) Students have been allowed to give suggestions in the facilities development as end users
- b) During staff meetings suggestions are recorded and forwarded to the PSC for consideration
- c) The FPFK leadership is represented in the FPFK ECD Board (PSC). They meet at the project quarterly to monitor progress

3. Has the project approach produced demonstrated success?

- a) Institutions that offer pre-schools education continue to come to the FPFK ECD project to source for graduates of the center as they recognize the quality of this output that exhibit high integrity.
- b) The commenced pre-school at the FPFK ECD project will enhance income as the enrollment is impressively increasing given the available transport for the pupils at the centre as an income venture. This is in comparison and also taking cognizance of the high competition occasioned by many institutions offering ECDE the same as the ECD project pre-school within the locality. The period of the Pre-school existence too is a factor given the commencement dates which make it a few years old.
- c) The available FPFK ECD tuition infrastructure is an insurance for sustainability of the project: -
 - i. The modern facilities provide for facilitation of seminar, workshops and other gatherings that can fetch income for the ECD project
 - ii) The pre-school commenced at the ECD project site has found favour with parents who prefer the serene environment
 - iii) Save for the lack of TP laboratory the facility is large enough for the purpose.
- d) The student exchange programme with Queen Maud University Campus (QMUC) in Norway is a motivation and source of encouragement for the student due to the international flavour to the ECD teacher education programme. This arrangement is unique to FPFK ECD and mostly an envy of other colleges in the country.(Check the relationship and network of the ECD within the Competence Building Network(CBN) Project summit report 2013
- e) Some ECD faculty members have earned scholarship to study in Norway as a result. This is evidence of a successful co-operation between the ECD project and (QMUC).

4. In which areas does the project have the greatest achievements? Which are the supporting factors? How can the ECD project build on this or expand further?

- a) The network of 7 nations with ECD projects is a strong point for the project, especially for competence building, sharing of information and experiences during seminars and

workshops and literature on ECD projects. Stakeholders sharing skills practiced in member Counties recommendation for improvement and co-operative counties

- b) The physical environment setting in the exclusive location around the KCC ECD project is unique and encourages students. However the transport hitch could be an impediment to expanded enrolment.
- c) Communication within the institution is adequate through organs established, students body class representatives, group meetings that offer opportunities for suggestion by students and staff.

5. In which areas does the ECDE project have least achievement? What are the contributing factors?

- a) Low enrollment due to distance from public transport routes. The college will need to acquire a bus for the purpose of transporting students on TP and to drop off those who may opt not to board at the faculty
- b) The setting of the ECD project is far from the potential students. The ECD project will develop and expand if more campuses are established near the potential students (out post)
- c) Governance at the ECD project is not institutionalized. The ECD project is a department of KCC and should be managed as such with college participation.

6.0 Project Progress and achievements:

6.1 Did the ECD project progress well and achieved planned objectives?

- a) From the feedback and responses received the project proceeded well and is ranked among quality training institutions attached to a church. The results of the National Examinations in both courses Diploma and Certificate give evidence to these. These statements were from among the students, pre –school employers and the physical results released from the KNEC.(see appendices on enrolments annexed to this report)
- b) Already the County Governments are in the process of employing the ECDE teachers. Indeed two Counties of Migori, Homa Bay have employed 700, and 800 respectively apart.
- c) Enrolment trends are improving and getting to near expectations. Example at the time of this end of term evaluation the figure stood at 48 students out of a possible 50 students envisaged.
- d) There is a lot of impact realized by the ECD project. Students from across the country and the neighbouring states have enrolled and benefited from the quality curriculum delivery at the project training programme.
- e) The training agenda for the FPFK church is realized in that most trainees who have gone through the college are its own faithful. Some of the graduants are already aspiring for higher for degrees after the qualify through KNEC.

- f) The training is arming the trainees with classic pedagogy and this is reason more are applying for admissions.

The five important outcomes

No.	Outcome	Current situation
1.	The candidate are equipped with knowledge of child development	Students continually demonstrated this in practical teaching carried by high score in KNEC exams. 100%
2.	The candidate use the knowledge and skills acquired in teaching/learning process to plan and implement meaningful curriculum	The practices of multiple curriculum goals, seen in the government ECD teacher education syllabus for the Kenya Standard are used at FPFK ECD when preparing instructional plans. These are updated time and again when ministry policy changes.
3.	The candidates understand the importance of the family/community in children's learning and development and demonstrate respectful interactions	From the employers of the ECD out puts of the project. It is evident that the graduates display warm and nurturing attitude towards all children showing genuine interest in the lives of children and families communicating in a variety of ways with children and their families. It was evident on 27/1/2014 when the consultant visited that children play a lot with their teacher also in the FGD with different student groups. They support and supported individual difference.
4.	The candidates understand the right use of formal and informal assessment / evaluation strategies to monitor student progress and make instructional decisions	<p>From the training curriculum used at the FPFK ECD for certificate and diploma. Students are taught to recognize indicators of developmental processes and progress.</p> <p>Example</p> <p>a) Use various observational tools like time sample running records, checklist and rating scales and actual rewarding, incidents recorded behaviour logs and others to document children progress</p>

		<p>and</p> <p>b) Use various content assessment approaches as selected response formats,</p> <p>Example – multiple choice true / false. Matching and other teaching methods contained in the training curriculum to assess monitor and evaluate individual students learning.</p>
5.	<p>The pre-schools teachers are mobilized as change agents in the society in regard to the social, ethical and health issues affecting the society</p>	<p>The FPFK ECD curriculum and other NGO network initiatives under the same done provide: -</p> <p>a) Increased knowledge about HIV/AIDs</p> <p>b) Gender equality and the role of women in development</p> <p>c) Make students design action plans showing how they will implement the desired changes in their communities</p> <p>d) Make the students and faculty to link up with likeminded organizations and advocate for rights of children to education and the general social welfare.</p> <p>e) Students and faculty recognize their role as ECD educators. Advocate for the needs children and their families</p> <p>f) Students and faculty hold membership in professional organization for early childhood education and participate in professional activities.</p> <p>g) In the Mount Elgon region which witnessed high insecurity incidents caused by SLDF, the teachers acted as ambassadors for peace through</p>

		<p>counseling approaches acquired while at the FPFK ECD.</p> <p>h) Some of these practical responses were reflected in the questionnaires filled in by the respondents and also during the FGDs with the students at the ECD facilitated by the Consultants.</p> <p>i) Graduants of the ECD are positioned and teaching in the region i.e Chepkitale settlement areas.</p>
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Justification for Sustainability of the KCC ECD project through project period.

- a) The KCC ECD project has qualified faculty members and others are enrolled for further education. Two of the teachers already obtained masters degrees in ECD. The highly qualified lectures will deliver and have delivered quality results for the project
- b) Digital ability: The ECD project has computer sets that are enhancing learning by the student teachers who may readily fit in the new digital era where basic education will be conducted through laptops to be issued to pupils GOK Policy (2013).
- c) Administratively the PSC is composed of knowledgeable members two of who are teachers and a former bank staff who are qualified to aid chart a strategic direction for the project. The composition further ensures inclusion of expertise. Despite this advantage, there is a governance mix where the PSC report directs to the FPFK National office without first channeling their reports through the KCC Board.
- d) Social politically, the FPFK ECD project is a low risk venture that compliments government endeavours to provide quality Early Childhood Education. The commencement of employment for ECDE teachers by County Governments is a step that assures Government commitment to the ECDE support.

Measures to strengthen KCC ECD teacher education

- a) KCC is a member of several civil society bodies and organizations which agitate to bring changes in the government policies which favour ECDE in the country such as employment for ECDE teachers countrywide, centralizing the operations of ECD education provision of instructional materials and payment of salaries
- b) Provision for people with physical challenges. Although now has been enrolled during the project period. It is advisable that the facilities be renovated to provide accommodation for people with disabilities

- c) In the fight against HIV/AIDS, the trainees are given knowledge and skills to help them understand and handle people infected or affected during the performance of their duties
- d) Conflict sensitivity: The project is low risk and run under the KCC. There is harmonious sharing of facilities between the project and the KCC for different disciplines given that the college is one with various departments, ECD project being a department of the KCC. However this harmony is limited to the ECD project hiring facilities from the Bible college for short periods during vacation i.e the programme is school based for most students who are teachers in various schools around the Country.(*refer to activity reports by project leader*)

Section 'D'

Efficiently of Resources at the Project:

1. Have resources been used efficiently? Have activities supporting the strategy been cost effective? Do the achieved results justify the costs / investments or could the same results be achieved with lesser resources?

- a) Efficiency has been achieved throughout the project period under review due to donor support and the local incomes from students' fees. The achievement included cushioning unplanned expenditures from the MOE occasioned by policy changes that required the Diploma student to undertake a research paper as part of requirements for the award of Diplomas.
- b) Efficiency was further exhibited by the project team during the T.P. for students. Despite the constraints, the expenditure and strain were justified. Clearly the activities could not have been done with lesser resources given the ECD project does not have own transport for the learners on TP.
- c) Throughout the project period payment of fees by students has been improving. This has been aided by near excellent results of the National Examinations administered by the government agency the KNEC.
- d) The teachers who are engaged on permanent terms are paid fairly compared to their colleagues in the private Institutions and Government. The salaries have been consistent with the project budgets further enforcing the factors of efficient use of resources.

2. Have project funds and activities been delivered in a timely manner?

- a) The expenditure budgets have been consistent with services provided. The expenditure on staging of a symposium for political leaders stakeholders and the PSC was well accounted for in terms of results. The network created has had far reaching gains for the ECD project.
- b) Fees payment up front has made it convenient for the ECD project co-ordination during the vocation.

c) The project still requires support in terms of funding to improve on infrastructure availability given the need for expanding enrolment and the attached pre-school. The tuition facilities and other amenities need expansion to accommodate more trainees now that the Pre-school is accommodated in the same premises together forming a large number at the institution. The ECD projects do not have own accommodation for students who board and only rely on the College facilities.

d) The costs of running the project are clearly efficient and justified as compared with the National Examination results and the opportunities available for employment at the counties.

3. Who are the partners of the Project? How strategic are these in terms of mandates,

Influence, capacities and commitment?

- a) PYM, DIGNI, FPFK Head office, FPFK local church, MOE are key partners, they enhance finances availability; mandate PSC to manage, Government policy guidelines from the Ministry and ultimately direct consumption of the output from the project by the church and the community.
- b) The Outpost ECD teacher training agenda is still under discussion between the donor and the church. An overwhelming majority opined that outpost will aid to reach far stations and will attract more enrolment further cushioning the project against competition from other training facilities. An expanded listing of inquiries will be an indicator of the potentiality.
- c) PYM is key in financing project activities. Its decisions are critical in the realization of ECD set goals and aims.
- d) The PSC authority and mandate emanate from the FPFK National Board /A. General meeting where members of boards are elected. The capacities of actors in the project as well as commitments to service delivery in depended on FPFK Annual General Meeting choices for project actors. The church has a direct influence over the project governance given that whoever managers the entity must have the approval of the FPFK / AGM.

Section 'E'

Effectiveness of Management Arrangements:

This section has largely been addressed in part A where the PSC gave responses about the administration of the ECD project operations.

1. Are management capacities adequate?

a) The management capacity at the FPFK ECD project is sufficient given that the PSC (The decisions at the ECD project are taken and approved by the PSC hence the term management used in reference to their mandates. The governance structure at the ECD project commence with the PSC as the organ under which the ECD project is run. The team is composed of two educational experts, two former bankers and the project coordinator who is well trained and a pastor of the church. The head of Department for the ECD project has mastered in ECD

Education. This concludes the capacities of top leadership at the project. The teachers are all graduates of local universities and are keen to advance to masters programmes as well.

b) Operations of the project have shown tremendous improvement over the project period under review as demonstrated by the KNEC results, financial management is evident as shown in the external audit reports and the improved fees collection from enrolled students.

2. Does the project governance facilitate good results and efficient delivery?

a) The governance structures at the FPFK ECD project are not clearly marked as the PSC continually reported directly to the FPFK National office without much reference to the KCC board as should be the mandate. However the board is represented on the PSC. This position is clearly revealed in the responses of the PSC members through questionnaires.

b) The management at the ECD project are in total compliance with the MOE and the KNEC requirements. This has ensured smooth operations at the project save for financial constraints that are normal with institutions of this kind in the country.

c) The broader governance of the FPFK ECD training also emanated from among others, the

i) NGOs that deal with children issues such as the Rights of the Child,

ii) Health and

iii) Networks within Kenya, Africa Region and internationally.

3. Is there a clear understanding of the roles and responsibilities by the actors?

a) The roles are understood by the actors save for the reporting channels mix where the PSC out skirts the KCC board in matters of protocol and best practices in management. *Ideally the PSC should be mandated to liaise with the KCC board and make reports first to KCC board then furnish the same to the FPFK National Board and not as it is now where the reports are directly sent to FPFK national board via the General Secretary. It will be appropriate for project steering committees to be given clear directions on governance upon appointment to avoid the incidents of reporting channels mix-up.*

4. Was information regularly analyzed to feed into management decisions?

a) Formal meetings on the KCC ECD project operations are regularly held as a culture. i) the students to students meet through their representatives, ii) students and faculty members through class and subject faculties, iii) faculty and faculty in their regular staff meetings and iv) the PSC quarterly and when need arises.

b) Budgeting is informed by the project faculty and management with the board approval for the treasurer to transact.

5. Has cooperation with project partners been efficient?

The PSC expressed satisfaction with the way they dealt with PYM on issues of funds disbursement. They are delighted to work with the donor even more

6. Are there appropriate and effective means of achieving the planned goals and objectives? If outpost training or outer campus is relevant to include future plans of the project, how may this be relevant in internal context and external contexts?

- a) According to the report of the Task Force report produced on February 2012 for the MOE, the enrolment at ECDE projections 2010, 2015 is project to increase from 1.9 million pupils (infants) in 2010 to approximately 20 million in 2012 and to 2.5 million by the year 2015. This has serious implications on the numbers and demand for trained ECDE teachers. Based on the public ECDE enrolment projections of three (3) million pupils by 2015, the pupil teacher ration of 25:1 a total of 61,343 teachers will be required against the 57,976 untrained teachers as at 2008. These are already teaching in pre schools in the county and used a reach out programme for teacher training. The outpost proposal therefore has a high potential of meeting this obvious need. Women are largely the candidates of the ECD in pre-school teachers. At KCC their proportion to men average 81.7% according to the current enrolment level (2013) KCC ECD records refers. According to the report of the Task Force appointed by the MOE, there is generally a shortage of the public teacher training colleges hence the need for projects like the one KCC ECD established by the church to fill the gap. According to the recommendations of the task force, 4.4 (2012) to expand access to ECDE required: -
- a) Attaching pre-primary component to each public primary school. This further gives opportunity for training by the ECD project as long as the teacher pupil ratio remains as stated 25:1.
 - b) Providing capitation grant to ECDE level creating opportunity for graduants of the ECD training and
 - c) In partnership with TSC, employ and deploy ECDE teacher Countrywide.
 - d) Redesigning teacher education curriculum and training programmes to prepare teachers for implementing the new curricula (RTF MOE 2012).

7. What are the main means of Action? Are they appropriate and effective in achieving the planned objectives?

- a) Governance at the college plays a pivotal role in the project as the donor liaises with it and the PSC for the running of the project (project implementation). The reporting channels that facilitate operations are controlled and realized because of participatory leadership through the PSC and involve FPFK National office through representation in the KCC ECD administration/board and network of ECD activities, students and / or faculty exchange programmes and the MOE.
- b) The ECD project has few fully employed staff i.e. 4 teachers while the rest are on part time. The rising enrolment numbers have demanded that more staff are recruited to keep the institution efficient and to provide quality results. The TP supervision demand that ECD project procure a bus to enable effective delivery or results
- c) Some time the PYM/DIGNI approvals for funding took long up to a year which resulted in delays in planned operations of the institution. (Example the 2009/2010 when the project funding was approved but funds release took some time and was received in bulk during the 2010 (see analysis on finance).

- d) The KCC board expired during the period under review and the renewals are awaited. In mean time old members continued as board members and by extension as members of the PSC. This has not adversely effected implementation because the actors at management level of the project remained the same and active.

Section 'F'

Project risks assessment

1. Risks and Assumptions at the ECD project: - how realistic are they? How can the project control them?

- a) The lectures / teachers at the ECD project are enthusiastic youth out to find well paying jobs and may therefore leave at any moment they find opportunities out there. To counter this, better remuneration and improved terms are the way out. They may need flexible time tables where they find time to advance their training and empowerment. The ECD project Human Resources Policy should be established to include Annual appraisals and merit increments and also opportunities for personal development for their teachers. The current earnings are not attractive enough and so are the terms. This need to be addressed by management of the KCC ECD project as a matter for the future operations
- b) The freeze on employment by the government is a sure inhibitor to the project expansion. Potential students may not seek enrolment due to the fact that there may be no jobs after training. The commencement of recruitment by County Governments is however a remedy to this risk. As suggested by pastors of FPFK in their responses, if each church can have an attached pre-school, potentially the project will find ready student from the church. FPFK AGM too can be relied upon to approve a policy for all churches to ensure their Sunday school and pre-school teachers are trained at the FPFK ECD project.
- c) There is high competition for ECD teacher education and training from even more established local Universities who are offering diploma and certificate courses in ECD. This risk can be countered with charting affordable fees, quality training and expansion of the ECD project faculty to the nearest points of students. Furthermore, transport for day scholars will make it more attractive because most ECD potential students are married young mothers who want to be with their families while they train.
- d) **Donor:** the donor funds are budgeted for in US dollars but released in Kenya shillings posting a shortfall in income budgets due to exchange rates. It is recommended that future disbursements be done in the same currency the (dollars). This will ensure accrued benefits from the exchange rates at given times. The accounting functions are standard and give a view of proper financial information and management.
- e) When the donor pulls out, some of the lines of operations now funded through the project may stall. To cushion this, the church should review its policy to support outposts for ECD training and to expand their pre-school catchment. FPFK to encourage local

churches to have pre-schools attached at their congregation to cause employment and students enrolment for the ECD project.

2. Sustainability of the project

- a) Increased networking and advertizing the ECD training programme through churches bulletins and brochures to the public.
- b) Commence outpost or campuses in settled areas. Acquire transport and commence day scholar programme
- c) Revamp the pre-school to accommodate more pupils.
- d) Merge the ECD project to the KCC as a means to improve and institutionalize governance to provide a face lift for the project as a department of the KCC.
- e) Improve employment terms for teachers and apply annual appraisals effectively to tap and retain quality teaching staff.

KCC ECD Project enrollment since 2009

Students	2009			2010			2011			2012			2013		
	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
Diploma	20	19	1	11	7	4	10	7	3	23	16	7	15	13	2
Ca	23	24	1	26	20	6	17	12	5	27	20	7	23	15	8
Total	43	43	2	37	27	10	27	19	8	50	36	14	48	28	10

Section ‘G’

Financial Resource Assessment

Specific observations on Finances

This section on Finance presents the findings of the evaluation on financial resources, acquisition, management, utilization and reporting as provided in the responses and interview questionnaires administered at ECD Project during the evaluation exercise. The section has also aided in determining the efficiency and effectiveness of the resources use within the ECD project as has been endowed with. From the exercise, the following were observed:-

Sources of Funds

1. Funds from Norway

From the documents provided and responses received, we noted that the project is majorly funded by PYM of Norway. The donor has been committed to the agreement since the inception of the project in 2009. The donor has also been consistent in funding the project. The amount from PYM constitutes 88.48 % of the total funds received. This is shown from the amount remitted every year as shown in the table.

2. Local Income

We also noted that the project receives money from students paid as fees. The amount has been increasing every year since the inception of the project in 2009. The amount collected every year is shown in the table. The fee paid by students is to supplement the donor funds and make the college to be sustainable and meet its objective. The amount received from fees constitutes to 11.22 % of the total funds received.

3. Local own contribution

There was an agreement that Karen Christian College and FPFK Head office will support the project every year with a certain agreed amount. From the documents provided, we noted that the contribution has been very minimal. This constitutes to 0.53% of the total amount received as shown in the table.

The table below shows the percentages of funds received from various sources for the last 5 years (Kenya Shillings).

Table 1: Income

Year	2009	2010	2011	2012	2013	Total	%
Norway (PYM)	5,852,526	15,900,953	25,919,839	14,597,918	14,709,068	76,980,304	88.64
Local Income (Fees)	827,855	2,615,635	1,882,272	1,863,497	221,6350	9,405,609	10.83
Local own Contribution (KCC & FPFK)	0	0	141,000	120,000	200,000	461,000	0.53
Total	6,680,381	18,516,588	27,943,111	16,581,415	17,125,418	86,846,913	100

From the table above, most of the funds received came from PYM (88.64 %), 10.83 % from Local income (Fees- college and pre-school) and 0.53% from local own contribution (KCC and FPFK Head office) respectively.

Expenses

The consultants analyzed income against expenses in order to ascertain the sustainability of the college and whether the funds have been utilized well. As at the time of evaluation all expenses for the year 2013 had not been compiled fully. The process was still on going. It is also important to note that any surplus/ during the year is ploughed back to the project.

Table 2 : Income versus expenses

Year	Income	Expenses	Deviations
2009	6,680,381	6,591,227	89,154
2010	18,516,588	14,084,756	4,431,832
2011	27,943,111	30,910,720	(2,967,609)
2012	16,581,415	18,614,337	(2,032,922)
2013	17,125,418	16,642,472	482,946
Total	86,846,913	86,843,512	3,401

Table 2 shows the comparisons of income against expenses and the deviations. The negative deviations shown in the year 2011 and 2012 can be explained by the positive deviations of 2010. The period stated experienced a delay in remittance of approved funds which involved the constructions. As a result the funds were shifted to the subsequent years of accounting.

General Observations on Reporting and Internal Controls

Annual Audits

We observed that annual budgets are conducted annually by an external auditor (Kimani Kerretts & Co) and management letters issued by the same. The Project Steering Committee has been able to implement most of the issues raised by the auditors.

Accounting Software and reporting system

The project has installed functional accounting software (QuickBooks) which aids in quick generation of reports and has accounts codes. The system is able to generate quick reports based on donor and other stakeholders' requirements.

Payroll System

From the review of the documents, we noted that the payroll was being prepared and approved. The statutory deductions (NSSF, NHIF, and PAYE, Withholding tax) were being made and submitted to the respective authorities in good time, though there were certain periods when there were delays. The situation was later rectified.

Financial control Instruments

From the responses received and the information provided shows that the project employs the use of most of the financial instruments such as payment vouchers, journals, receipt books, authorization forms.

Procurement

From the responses received, it indicated that there is a standard procedure for procurement. The respective department raises requisition, 3 quotations are sourced, analyzed by the finance officer before being submitted to the tendering committee for approval. The tendering committee makes the final decision. It is the responsibility of the Project Steering Committee (PSC) to undertake procurement where a huge sum of money is involved such as buildings, motor vehicles.

Policy Manuals

The project has policy manuals in place (Human Resource, Finance Policy, and Procurement) which guide its operations. The policies are standard for all FPFK Institutions and projects.

Petty Cash Management

From the responses received, it indicated that Petty Cash is operated on imprests system by the administrator and there is a minimum set limit. The project accountant is responsible for approval of petty cash expenses.

Bank Signatories

We were informed that signatories to the bank accounts are: Chairman, Secretary (mandatory signatory) and treasurer.

Approval System

All payments cheque payments are prepared by the accountant checked by the Project coordinator and approved by the Treasurer of the PSC.

Challenges within the finance

- Stiff competition from other colleges and universities that are offering the same courses.

Other Findings in finance

- ECDE has not been able to achieve its targeted income in terms of fees to enable it be sustainable due to low enrolment and stiff competition from other colleges offering the same course.

Recommendations

In order to sustain the operations of ECD centre when the donor exits, the following need to be done:

- Develop marketing strategies and engage in serious marketing to increase student / pupil enrolment both in college and pre-school.
- The centre to come up with other own income generating activities.

Human Resources

This section is to assess the human resources of the ECDE project in terms of numbers and capacity. The project has employed staff based on two categories (full time and casuals).

Staff on full time are; The Project Coordinator, Accountant, Head of Department (ECD) and Lecturer. The project has hired the following on temporal basis: Receptionist, Communications Assistant, Cashier, 3 pre-school teachers, cook, driver and cleaner.

Part-time lecturers are only hired when students come for in-service training.

Section 'H'

Summary Findings:

1. Relevance of the ECDE Project at the Karen Christian College:

ECD project has helped in establishing a strong Educational department in the college for the training of ECDE teachers both now and in future, it has also maintained the college as a service provider to the organization and the country at large. It has also helped the college to get ministry of education registration. The project has improved the facility in terms of infrastructure, communication, personnel training and it has made KCC stand out as a modern college.

2. Effectiveness of programmes and curriculum implementation:

The training curriculum is the one for ministry of education and is adequate in training ECD teacher in the country. The modes of delivery are relevant to students needs and the personnel are equal to the task.

3. State of the ECD project strategic fit:

ECD teachers' training is done in a serene environment conducive to Education. The course is also strengthened by a strong Christian foundation which enriches the moral values of the students. The programme also benefits from the ICT department which makes the students become better than their peers in other colleges. These complete with a strong research foundation and also scholars as tutors makes the training above board in comparison with other colleges.

4. Efficiency of the project implementation:

Efficiency has to do with resources applied against results achieved.

- The project has been efficiently implemented with the exception of the pre-school which is at its initial stages.
- The students' population has been going up and down every year due to other factors in the competitive educational arena in Kenya but the project has often met the basic minimum targets every year as evidenced in the enrolment records presented by the HoD office to the evaluators.
- The staff capacity is adequate for curriculum implementation, but lacked in the communication desk which was at times undertaken by an ECD project teacher.
- Generally the resources have been used efficiently. Considering the economic constraints in the country, the resources were used efficiently during the project period.

5. Governance at the ECD Project:

- The project did not exhibit any known management structures.
- The FPFK National Board is highest organ that made decisions for the project throughout the project period under review. However the PSC was delegated the authority to oversee the implementation and communicated the same to the FPFK National Board. This was evidenced in the minutes of The PSC and the reports to the National Board of FPFK. This position was only in respect to the ECD project. It is noted that National Board is fully represented on the PSC by at least four members. The PSC Authority emanate from the FPFK National Office (Board)
- The PSC had a limited role and only in respect of project implementation. This body did not have mandate to formulate operational policies and only relied on policies formulated by the National Board of the mother church the FPFK.
- The finance policies worldwide require the implementing agencies to prepare monthly management information reports that include variances (the comparison of budgets against actual expenses) so that management in this case the PSC can be guided in making informed incidental management decisions in the project implementation.

Sustainability of the ECD project:

The ECD project sustainability is dependent on several factors such as:

- The institutionalization of governance of the ECD project such that even with the exit of the vision carrier and the donors, the project will remain viable and self sustaining; this was not evident as the project still relied on the character of the project coordinator.
- Communication and the relationship between the PSC and the KCC board showed signs of resentment occasioned by the reporting channels. The consultant attempted to interview the then college Treasurer without success. The fact that the PSC reported directly to the FPFK National Board is the case in point. The KCC is indeed a project of the FPFK National Office along side Bukhungu Polytechnic, Thessalia institutions (Dispensary and Secondary School) and the Kipsongo Training Centre. The Bible college management were unwilling to indulge in the project activities as evidenced by way of the principal not participating in the evaluation exercise. The other factor is that the KCC ECD project funds were managed separately and exclusively by the project team and the PSC.
- There is a marked improvement in students enrolment, this is an indication the project can remain afloat on its own provided, the project operational areas are expanded to reach out to potential students who can not possibly travel to Nairobi every holiday(s) for studies. The project being mainly reliant of School based students.

- The project curriculum should be expanded to include the Sunday school teachers who are also prime actors in ECD. The evaluators worked a probability statement for just one year to indicate the sustainability of the ECD project as shown in the table below:

An example for sustainable operations at the KCC ECD project

Projected Income and Expenditure For ECD Project for one Year

SOURCES OF INCOME	No. of Students	No. of sessions	Charges per session	Total Kshs.
Fees (Diploma Students)	90	3	14,000.00	3,780,000.00
Fees (Certificate students)	90	3	12,000.00	3,240,000.00
Fees (Pre- School)	60	3	18,000.00	3,240,000.00
Total income				10,260,000.00
Operational costs				
Personnel				
Accountant/				
Administrator	1	12	50,000.00	600,000.00
College teachers	2	12	50,000.00	1,200,000.00
Part time college teachers		3	170,000.00	510,000.00
Pre-school teachers	3	12	18,000.00	648,000.00
Driver	1	12	15,000.00	180,000.00
Cook	1	12	12,000.00	144,000.00
Receptionist	1	12	12,000.00	144,000.00
Cleaner	1	12	10,000.00	120,000.00
Sub total				3,546,000.00
Administrative costs				
Meals and Accommodation (college)	180	3	8,400.00	4,536,000.00
Meals (Pre school)	60	3	6,000.00	1,080,000.00
Electricity and Water		12	7,500.00	90,000.00
Marketing		12	5,000.00	60,000.00
Telephones		12	5,000.00	60,000.00
Internet		12	10,000.00	120,000.00
Insurance		2	50,000.00	100,000.00
Learning Materials		3	20,000.00	60,000.00

Transport/Fuel	12	10,000.00	120,000.00
Bank Charges	12	2,000.00	24,000.00
Repairs and maintenance of machines	4	5,000.00	20,000.00
Repairs and maintenance of vehicles	4	10,000.00	40,000.00
Cleaning Items &			
Toiletries	12	4,000.00	48,000.00
Stationery	12	5,000.00	60,000.00
Licenses	1	20,000.00	20,000.00
Unforeseen			100,000.00
Sub-total			6,538,000.00
Total Costs			10,084,000.00
Surplus/Deficit			176,000.00

Note:

For the college to be self sustaining, it needs to admit at least a minimum of :

Diploma	90 Students per session
Certificate	90 Students per session
Pre-school	60 pupils a year

The projections above represent one year of operation and could be replicated in subsequent years of the project. It is by this assumed that there will be peace in the Country, a steady economy and improved governance at the KCC into which the ECD project is expected to merge

Challenges encountered in the implementation of the ECD project

- The major challenge at the beginning was the history of the college as a Bible school which did not attract other students from other programmes.
- The other challenge was with the budget. The budget frame on which the project was based did not fit the project context. However this was adjusted but with some difficulty.
- The other challenge was structural i.e. running a project in an institution without clear reporting lines (the structural relations in the project and the KCC). The incidence of the PSC reporting directly to the FPFK National Board instead of via the KCC who are housing the project as a department was an issue in point.
- Funding delays in 2010 almost stalled the project and this occasioned the project to be pushed to 2011 commencement.

Lessons learnt in the implementation process of the ECD project

- It is possible to achieve a lot using little with integrity and commitment.

- The ECD project is difficult to close once started, because of the increase in the number of stakeholders and interest groups.
- Strategic leadership is key in projects implementation and success.

Recommendations:

Based on the evaluation findings and responses of the stake holders in the ECD project, the evaluators make the following recommendations:

Sustainability

- KCC ECD project has the potential to grow and expand countrywide and for this to happen,
 - i) The ECD teacher training programme should be taken to potential students via strategic outposts to make it affordable and available. The transport hitches are a sure hindrance to some of the interested students. If training centres are established within reach and not only Nairobi, many will enroll even as day scholars.
 - j) Another strategy that can enhance steady enrolment is to make available transport for the ECD project trainees to guarantee them attendance without inconvenience. The transport can be made available for TP as well.
 - k) To beat the high competition posed by other ECD training Institutions which include local universities, the ECD project should fully utilize the available FPFK Churches goodwill to reach out to potential students through church bulletins, visitation by the HoD to local churches to give information about the ECD training programmes. Through responses received from the pastors of FPFK each local church and or branch churches were keen to commence pre-school as departments within their churches and to have their youth selected from among congregations to train and handle the infants alongside the idea of Sunday schools.
 - l) The exchange programme between the FPFK ECD and the Queen Maud University campus in Norway should be encouraged and enhanced as a potential partnership that can aid in Resources mobilization for the ECD project.(*source: Project leader during interview with consultants and also quoted in the summit report June 2013) The relationship is born via the Competence Building Network (CBN) which is also supported by PYM*

Governance:

- The ECD project is a department of the KCC and should be accommodated as such via reporting channels.
- As a department of education and training, the board of the KCC should establish a subcommittee of the board to oversee the operations of the ECD teacher training and report to the board appropriately. The PSC as constituted to day could fit such a committee status.
- The ECD management should be institutionalized to avoid dependence on individual officers/actors for sustainability.
- PSC and KCC boards should revisit and put in place policies that are suitable for educational training institutions in terms of Gender, HIV/AIDS, Human Resource etc
- Finance monitoring systems in place should be enhanced by introducing a monthly financial analyses, trial balances and variances between budgets and actual expenditures as necessary to keep the budgets in check.

Relevance and Strategic Fit:

- The ECD teacher training department should be made more relevant by offering digital presentations in teaching and learning i.e. provide the teacher trainees with expertise to manage the laptop era infants of tomorrow which is the current government project of the moment.
- Take the training programmes to the potential students wherever they can be found through establishment of outposts/Campuses.
- To manage competition, use the church network to reach out to potential students.
- Involve the KCC management in the ECD project design and operation as a department.

Efficiency

- To make it more efficient, the PSC /management of the project should strive to increase the enrolment via church, advertizing, enriching the curriculum and opening up new outposts. The effect of these will be an increased student's population which can affordably share the costs of administration for the ECD project.
- A bus for the school is highly recommended to ease the strain on students and to earn income for the FPFK ECD department at the Karen Christian College.

Effectiveness:

- The ECD should endeavour to cultivate close ties with the MOE to ensure they are updated regularly on requirements.
- Guest speakers should be encouraged to inject new ideas in the management of ECD curriculum at the project.
- Annual Staff appraisals should be encouraged to motivate the staff at the ECD for better performance.

The board of FPFK should formulate workable policies that are in tandem with the conventional ECD institutions in the Country and Internationally.

Impact and End results of the ECD project

- As a result of the ECD project implementation, the following results have been realized.
- Employment opportunities for the graduants through the County governments and private schools.
- Quality teachers have been released to the community to enhance quality teaching around the Country.
- Economic stability in individual and collective households due to steady incomes earned by the employed graduates of the ECD project.
- All graduants of the FPFK ECD project have found placements in learning institution around the country so far. This is evidenced from the records held by the project team leader.

Appendices:

Appendix 1

STUDEN POPULATION 2012

<i>a) 1st years (continuing students)</i>	<i>2012/2013</i>
Diploma	- 16
Certificate (including proficiency)	- 27
TOTAL	- <u>43</u>
<i>b) 2nd years (graduating class)</i>	<i>2011/2013</i>
Diploma	- 23
Proficiency diploma	- 1
Certificate	- 25
Proficiency certificate	- 6
TOTAL	- <u>55</u>

GRAND TOTAL 2012 – 98 STUDENTS

Examination results

1. Diploma

Diploma	- 19 credits
Resiting	- 4 pass
Proficiency	- 1 pass

2. Certificate

Certificate	- 11 credits
	- 4 pass
	- 9 referrals
Proficiency	- 6 pass

STUDENT POPULATION 2013

1. COLLEGE STUDENTS

1st years (continuing students)	2013/2014
Diploma	- 15
Certificate (including proficiency)	- 14
2nd years (graduating class)	2012/2013
Diploma	- 16
Certificate (including proficiency)	- 27
<u>GRAND TOTAL 2013</u>	<u>- 72 students</u>

2. LECTURERS

Full time:	2
Part time:	4
TOTAL:	6 Lecturers

3. PRE SCHOOL- ZERA JUNIOR SCHOOL

- a) Staff: 4 preschool teachers
- b) Pupils

Baby class:	11
Nursery:	3
Pre-unit:	3
Grand total:	<u>17 pupils</u>

APPENDIX 2

LEVEL: CERTIFICATE **DURATION:** 1 YEAR

ENTRY REQUIREMENTS: D+ OR Equivalent **EXAMINATION BODY:** KNEC

INTAKES: APRIL/AUGUST

This course aims at equipping the trainee with knowledge and skills required in promoting physical, spiritual, emotional and cultural development of the child.

The courses are as follows:

1. Foundation, administration and management of ECDE in Kenya
2. Introduction to child psychology
3. Child Growth and Development
4. Health, Nutrition and care
5. Early child development and education curriculum
6. Instructional and learning approaches
7. Children with special needs
8. Guidance and Counseling
9. English Language
10. Lugha ya Kiswahili
11. Mathematics Activities
12. Science Activities
13. Social Environmental Activities
14. Language Activities
15. Music and movement activities
16. Creative activities
17. Physical activities
18. General knowledge
19. Religious education
20. Materials Development
21. Introduction of Research
22. Community Development
23. Child rights and child development
24. Teaching practice

APPENDIX 3

ENTRY REQUIREMENTS: C Plain /Equivalent/Certificate/PI **EXAMINATION BODY:** KNEC

INTAKES: APRIL/AUGUST

This course is meant to equip the trainee with knowledge and skills to adequately prepare the preschool children for primary education system. This cause comprises the following courses:-

Module 1

1. Philosophical, Sociological and Historical Foundations of ECDE
2. General Psychology
3. Curriculum Development
4. Child Growth and Development 1
5. Child rights and child protection
6. General methods of teaching young children and material development
7. Child Growth and Development II
8. Language Activities

Module II

9. Mathematics activities
10. Music and Movement activities
11. Science activities
12. Physical and psychomotor activities
13. Research Monitoring and Evaluation
14. Child Development III
15. Social Studies Activities
16. Creative activities

Module III

17. Health, Nutrition and Care
18. Child in need of special protection
19. Guidance and Counseling
20. Community Development
21. Personality Development
22. Training and Management of ECDE programme
23. Teaching practice

APPENDIX 4

COURSE PROSPECTUS

VISION

Transformative servant-hood training for a better world

MISSION

To provide excellent education and training based on Christian Values to serve God and Humanity

OUR LOCATION

Dagoretti Road

Approx. 3Km

Karen is situated in a serene, spacious land in Karen area to the southern part of Nairobi at the foot of Ngong Hills

Karen Shopping Centre

NEGST Karen

Christian College

Ngong Road

EXAMINATIONS

THE EXAM BODIES ARE: 1. KNEC 2. GLOBAL UNIVERSITY 3. KAREN CHRISTIAN COLEGE

ATTACHMENT /PRACTICUM

This is mandatory for all students and one must spend at least 660 hours on the attachment. This is equivalent to 6 credit hours. This will be done after the completion of the work and prior to graduation. The student will be supervised and assessed by a member of the college and the immediate organization he/she is attached. The student will write and report at the end of the practicum to be graded and both supervisors from the college and the organization shall submit their assessments too.

Appendix 5

The FPFK ECD Project End of Term Evaluation

Questionnaire for PSC members:

Dear Member of the PSC,

You are requested to participate in the end of term evaluation exercise for the KCC ECD project as a Key informant. Because your busy schedules, the researcher is using this questionnaires to reach you and capture your opinions and responses to a few evaluation questions as set out here below. The information obtained through the responses will be treated in strict confidence. Some of the questionnaires have multiple choice answers please tick (√) appropriately.

- a) State your appointing authority.....
- b)Representation of: National Board, Community,KCC,Donor,.....
- c) When did you join the PSC.....

1.) Relevance of the project:

- a) Is the project still relevant when compared to the initial aims/goal? State briefly.....
.....
- b) One of the aims of the ECD project was to complement government efforts in addressing ECD as a way to achieve millennium Development goal no 2(EFA) do you still see this to be on course? State.....
.....
- c) Enumerate some of the achievements of the ECD project.....
.....
.....

2.) Effectiveness in project implementation:

- a) Has the PSC been monitoring the implementation of the project? Yes () no () not sure()
- b) What measures did you have in place to monitor the implementation? State
.....

How decisive was your PSC during the project period in terms of incidental decision making and strategic guidance to the project team? You may state briefly here.....

.....

c) Has the implementation been effective as measured by the results?

.....

d) List some of the key achievements in the project since 2009.....

.....

.....

e) How often did you meet to deliberate on ECD project activities?.....

.....

f) Did you have a follow up mechanism in place to monitor implementation of PSC resolutions?

.....

g) Were your decisions as the PSC collective or individual?.....

.....

h) As project management team did you have a mechanism of verifying financial transactions monthly and especially comparing budget allocations and expenditure to reveal variances? Yes () No() Not sure ().....

i) Does your Committee demand and get to read through monthly or quarterly trial balances?

Yes () No () Not Sure ().....

j) Whenever there occurred a financial downturn were you sermoned to deliberate and take strategic decisions?.....

3) Governance:

a) The ECD project is a department of the KCC; did you often refer matters of the project to the KCC board for approvals? Yes () No () Not sure ()

If the answer should be no state the reasons.....

.....

b) What is the relationship between the PSC and KCC Board in terms of management and with National Board in terms reporting.....

.....
..

c) Does the PSC report to the KCC Board?.....

.....

e) Is the PSC subordinate to the KCC Board?.....

.....

4) Sustainability:

a) Do you have strategies in place to sustain project activities? Yes () No () Not Sure()

State here.....

.....

b) After end of term for the ECD project funding state your exit strategy if at all.....

.....

5) Impact:

a) What impact has been noted since the commencement of the project?

State briefly.....

.....

b) Do you have a feed back mechanism in place to monitor the impact of the project activities?

.....

6) Ownership:

a) State briefly the ownership of the ECD project.....

.....

b) The registration of the ECD project was done through the KCC as a non religious department is this true? Yes () No () Not Sure ()

7.) Communication:

a) What channels of communication are there between KCC and the ECD project
Horizontally and Vertically?.....

.....
Including the National board.....

Thank you for your Cooperation

