

Evaluation of the Karen Christian College Early Childhood Development (ECD) 2009-2011 Project BN # 10650

FIGURE 1: Map of Kenya



Source: Kenya Demographics from KCC ECD Project Report 2011

Final Report
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**Report on the Evaluation of
Karen ECD Project EVALUATION**

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This report is a Karen Christian College ECD Project document. The views expressed in the report are those collected and transcribed from the ECD stakeholders plus its partners who are instrumental in service, material and financial provision.

PREFACE

This document is an outcome of a first evaluation exercise conducted for the Karen Christian College (KCC) Early Childhood Development (**ECD**) **Project**. The main evaluation goal is to determine the extent to which the programme has been effective in performing its objectives and to establish the type and extent of impact of the Project. The results of the evaluation are expected to form the basis for a redesign of the Project hence the conclusions and recommendations address the Projects' relevance, design, efficiency, effectiveness, impact and sustainability.

The KCC ECD Project design is a teacher education initiative; Free Pentecostal Fellowship in Kenya based that apply Christian values though not discriminatory to individuals and groups of other religions in that show an interest in it. KCC ECD Project's major focus is on the following five outputs:

1. **First Output:** *The candidates are equipped with knowledge of child development;*
2. **Second Output:** *The Candidates use knowledge of the teaching/learning process to plan and implement meaningful curriculum;*
3. **Third Output:** *The candidates understand the importance of the family/community in children's learning and development and demonstrate respectful interactions;*
4. **Fourth Output:** *The candidates understands the use of formal and informal assessment evaluation strategies to monitor student progress and make instructional decisions;*
5. **Fifth Output:** *The pre-schools teachers are mobilized as change- agents in the society in regard to the social, ethical and health issues affecting the society.*

The KCC ECD Project operation system is charged with gender equality adjudication with the recognition women as in the majority for their capacity building in ECD. The Project follows participatory methodologies from project design, implementation, monitoring and evaluation.

This evaluation report has therefore assessed the impact generated by the KCC ECD Project and the extent to which it has incorporated the five outputs in development initiatives for, ECD teacher education in Kenya.

ACKNOWLEDGEMENTS

Work of this nature, the evaluation of the ECD Project in Karen Christian College, would not have been made possible without the invaluable commitment and support of the following individuals, groups and institutions:

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- Kenya Institute of Education (KIE) officials (Ms Helen Kimathi, KIE Curriculum Development & Research Centre Programme Coordinator for Early Childhood Education) whose contribution on ECD confirmed the Government initiatives and support to this level of education.
- The KCC ECD Project Steering Committee members who fully participated in the discussions unreservedly displaying their knowledge and participation in the ECD Project operations. They set aside time to sit in the focus group discussion.
- The different Karen Christian College ECD stakeholders who shared technical information on the operations of the projects implementation.
- Special thanks to KCC ECD Project Coordination, Mr. Daniel Ogada who successfully facilitated for data collection from groups, individuals, sight visits, meetings and interviews.
- The Karen Christian College ECD faculty members that participated in the evaluation operations and further contributed valuable information to the report.

- The evaluators' chauffer (Mr. John Gachunji) who drove the evaluation team to all areas of research and leisure sites.
- The evaluators (Dr J. Thuli Nhlengetfwa and Mr. Charles Mpumelelo Nhlengethwa) who from the evaluation inception internalized the requirements, transcribed the output, put together the information collected and produced this report.
- Last but not least, the senior officials of the church FPFK and DIGNI (Rev Robert Ikonya, (PSC), Rev John Kitur (General Secretary), Rev Silas Babu (FPFK Bishop), Mr. Daniel Ogada (KCC ECD Project Leader) and Mr. Jorn Lamvic (DIGNI General Secretary). They participated in the evaluation report presentation and made valuable contributions.

Throughout the evaluation data collection, analyses and report compiling, the Almighty God's guidance was requested and experienced, hence the success of accomplishing the Karen Christian College ECD Project evaluation. We thank God for giving us victory through Christ and caused us to triumph in the assignment of this evaluation magnitude within a few days.

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LIST OF ACRONYMS

- CRCConvention on the Rights of the Child
 CAT Continuous Assessment Tests
 ECDE Early Childhood Development Education
 ECD Early Childhood Development
 AIDSAcquired Immune Deficiency Syndrome
 FBOs Faith Based Organisations
 FPFK Free Pentecostal Fellowship in Kenya
 HOD Head of Department
 JPFK
 KCC Karen Christian College
 KESEPTIA Kenya ECD Private Training Institute Association
 KNEC Kenya National Examinations Council
 Ksh Kenya Shilling
 MDGsMillennium Development Goals
 MOEMinistry of Education
 NGOsNon-governmental Organisations
 SIDA
 TP Teaching Practice
 PSC Project Steering Committee
 PYM & DIGNI Pentecostal Foreign Mission of Norway
 QMUC Queen Maud University College

EXECUTIVE SUMMARY

The first presentation of the report is a narration is Background Information of the Karen Christian College (KCC) Early Childhood Development (ECD) Project with its geographical location, demographics, economic and social functions. The rationale chronicle of the College design communication mainly comprises the teacher education of Early Childhood Development (ECD) Diploma and Certificate programmes that are offered. The evaluation procedures and purpose are outlined in this section.

SECTION A: Relevance and strategic fit of the ECDE project

This section looks at whether a needs analysis was carried out at the beginning of the Project reflecting the various requirements of different stakeholders; whether those needs are still relevant and how new ones that emerged have been incorporated by the Project. Also reviewed are roles of the Project stakeholders, the ECD linkages with other donors within the institution since the design phase.

SECTION B: Validity of ECDE design

Addressed in this section is the baseline condition at the beginning of the ECD Project in collaboration with its establishment, planning, objectives and outcomes that are relevant and realistic to the situation on the ground. Further observations were made on how the Project link to other partners, how they influence their capacities and commitment.

SECTION C: Project progress and effectiveness

The ECD Project is measured if it has made sufficient progress, achieved its goals, been transformed by partners and the involvement of stakeholders in the Project implementation while using the planned objectives. Also reviewed is the role played by the Project management in the implementation, if it is participatory and contributing

towards achievement of the objectives for a demonstrative successes. In case there are areas where the ECD Project had the least achievements, respondents have shared why constraints occurred and how they can be overcome. Here again, alternative strategies for more effective and better achievements for the Project's objectives were presented.

SECTION D: Efficiency of resource use

In this section, resources (i.e. funds, human resources, time, expertise, etc.) allocated to the Project have been analyzed to confirm their being strategically budgeted for to achieve the outcomes. The resources were reviewed to assess if they were used efficiently, if the activities carried out were supporting the Project strategy, if they were cost-effective and if the results achieved justify the costs. Further appraisal was whether the same results could have been attained with fewer resources given as Project funds and if activities had been delivered in a timely manner.

SECTION E: Effectiveness of management arrangements

Management capacities are addressed to see if the adequate Project governance produced good results and efficient delivery with a clear understanding of the roles and responsibilities by parties involved. Review of the implementing partners' provision of appropriate means of verification to track progress, performance and achievement of indicator values has been defined. Coupled with the management errands, the study of relevant information, systematic data collection, collating, disaggregation and other relevant characteristics relevant in the Project, were analyzed. The ECD Project information was checked for regular analyses that feed into management decisions and the cooperation with partners for efficiency.

<p>Early Childhood Development Education</p> <p>Preschool</p> <p>Outpost training</p>	<p>ECDE comprises all essential supports a young child needs to survive and in including formal education development programmes.</p> <p>Formal school for children below the age 5 (i.e. before the formal school first Grade).</p> <p>This is when a college/university offers tuition:</p> <ul style="list-style-type: none"> • off-campus programmes • Use full-time and/or part-time faculty members • At a site closer to candidates • Utilize available infrastructure such as community halls, schools, churches etc. • Normally for teachers classes are run during school vacation, weekends and public holidays • Examination is the same as for regular students, taken on the same dates and time with regular candidates. • Certificates or Diplomas offered are the same as for regular candidates.
<p>Child</p>	<p>A child below the age of 18 years</p>

BACKGROUND INFORMATION

KAREN CHRISTIAN COLLEGE ECD PROJECT

Karen Christian College is a Christian Institution sponsored by Free Pentecostal Fellowship in Kenya, whose Philosophy is rooted in the Bible and Theological commitment of the Pentecostal Evangelical tradition. It is built on a seven acre farm in Karen area in the Southern part of Nairobi at the foot of Ngong Hills. The College has a 32 years history of training pastors, evangelists and church servants in Bible and Theology. Karen Christian College was established in 1976 as Karen Bible School by the Scandinavian missionaries as a pastoral training seminary for the sole purpose of training church ministers of Free Pentecostal fellowship in Kenya. The Bible school served this purpose by offering three months short courses until 1989 when the need for a longer period of training was realized and the one year training programme was implemented.

The rapid growth of education in Kenya leading to high literacy levels in the urban and the rural areas also influenced the need for more advanced training of the clergy and in 1993 Karen Bible School introduced a three year Diploma programme and the name changed to Karen Bible College. This programme has been going on up to 2008 when a diversification programme was initiated leading to the registration of the college by the Ministry of Education Science and Technology and a change of name to Karen Christian College. The college has trained approximately 500 Pastors, evangelist and other church workers who are making impact in the Kenyan church and society.

The Early Childhood Development (ECD) teacher training earlier attempt came and found Karen Bible College infrastructure and operations, got integrated in it to meet the Government of Kenya plea for development in education for Preschool. It was in 2009 when the ECD department started with 31 students (i.e. 16 Diploma and 15 Certificate) both taught by 3 faculty members. The enrolment has since risen to 58 (i.e. 25 Diploma and 33 Certificate) and faculty increase to six (6). Below is Karen Christian College (KCC), (the new name given to

recognize the different training programmes in the institution), Mission and Vision which portray a significance of education based on Christian values:

Mission: *To provide excellent education and training based on Christian values to serve God and Humanity*

Vision Statement: *Transformative Servant hood training for a better World*

The KCC ECD department is the project that is being evaluated and it is running three programmes:

- The Regular students coming in during the school terms;
- The In-service students coming in during the school holidays and
- The Saturday where the students come in during Saturday only.

Table 1: GENERAL INFORMATION ABOUT KAREN CHRISTIAN COLLEGE ECD PROJECT

Norwegian Applicant Organization:	The Pentecostal Foreign Mission of Norway (PYM)
BN's project number:	10650
Project title:	FPFK KAREN BIBLE COLLEGE EARLY CHILDHOOD DEVELOPMENT PROJECT
Area/Country:	KAREN, NAIROBI, KENYA
Amount received from PYM during the year:	NOK: Local currency or USD: 15,901,453 shs
Other donors, if any (incl. amounts):	Free Pentecostal Fellowship in Kenya (FPFK)
Project goal (cut and paste from project document)	The Quality of Early Childhood Education is improved and literacy and enrolment levels of children in preschool increased in Kenya ECD Teachers are trained and equipped with skills for service delivery and employment.

Student's Research and submission of papers was another new requirement by the MOE for Diploma students which forced the ECD Project to purchase 10 computers (5 laptops and 5

Desk tops) to help the students and staff access information from the Internet and to type their research projects in time. This requirement was also not catered for in the ECD Project budget. Coupled with the above mentioned challenges, the late approval of the Preschool and ECD College construction budget negatively affected the implementation of Preschool enrolment, forcing it to be postponed for January 2011.

The cost of living standards in Kenya also hard-pressed the ECD Project accommodation expenditures further constraining the budget. Nonetheless, the rest of the planned activities were successfully carried out as the first lot of student (Diploma and certificate) set for their final Kenya National Examination Council (KNEC) in December 2010 and the results were good (100% pass).

Human rights and being Change Agents

Most of the students enrolled in the ECD Teachers training programme are from difficult backgrounds and challenging cultures. As a result, this training has ripple effects in their community participation in fighting for the rights of children and their own rights. For instance, students coming from Mount Elgon region are championing peace through education; many students who come from Maasai community are struggling against Female Genital Mutilation, and students from Luo Land are combats of wife inheritance. Each community has grave issues and the ECD Teacher training will sensitize them to liberate their people, mostly women who are 82% of the trainees, and they are empowered to be change agents in their communities and government.

Four arguments for supporting early childhood development

It is noted that Kenya, in support of the Faith Based Organizations (FBOs) among other partners, are signatories of the MDGs and the CRC, which require an implementation of ECD education within a given period since the Jomtien Conference. FBOs being the first in the country to initiate education programmes, are to be seen to support Government in the implementation of the ECD education programmes (i.e. ECD teacher education and preschools), hence the

Karen Christian College ECD Project implementation. As it can be noted for research, there are a number of compelling arguments for concentrating on the youngest members of our society. The *scientific argument* is based on developmental research that has shown that the early years are extraordinarily important in relation to a child's development intellectually, emotionally, socially, physically and morally. Evident is that during the early years, both physical and environmental factors play a significant role in child development and the following four arguments are noted:

- a. Before the age of one [of the child], brain development is quicker and more encompassing than heretofore thought. 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 greater risk [of] behavioural, emotional and cognitive problems.

Capacity-Building for Early Childhood Development

Resource allocation for early childhood: In order to ensure that young children's rights are fully realized during this crucial phase of their lives (and bearing in mind the impact of early childhood experiences on their long-term prospects), countries parties are urged to adopt

comprehensive, strategic and time-bound plans for early childhood within a rights-based framework. This requires an increase in human and financial resource allocations for early childhood services and programmes. 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 has assigned Counties to take charge of the ECD logistics facilitation. However, it is hoped that this 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 still not been 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 Government, the international partners, public services, non-governmental organizations, the private sector and families to finance comprehensive services in support of young children's rights. Hence the KCC ECD Project gets support from PYM, FPFK, tuition and community.

Training for rights in early childhood: Knowledge and expertise about early childhood are not static but change over time. This is due to social trends impacting on the lives of young children; their parents and other caregivers; 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 an understanding of their role 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, judges, magistrates, lawyers, law enforcement officials, civil servants, personnel in institutions and places of detention for children, teachers,

health personnel, social workers and local leaders. Furthermore, it is urged the countries conduct awareness-raising campaigns for the public at large.

1. **International assistance:** Acknowledging the resource 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 one of their main targets in assisting sustainable development in countries receiving international assistance.

2. **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, 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 learn to solve problems and extend their abilities and thus broadens children’s learning experience. Hence it is important to support ECD programmes with relevant learning materials and professionally trained personnel.

PURPOSE OF EVALUATION AND METHODOLOGY

The Evaluation Goals, Purposes and Objectives

Evaluation Goal

The main goal of the evaluation was to determine the extent to which the KCC Early Childhood Development Project has been effective in performing its objectives and to determine the type and extent of impact of the implementation. The results of the evaluation are expected to form the basis for a redesign of the Project hence the conclusions and recommendations will address the Projects’ relevance, design, efficiency, effectiveness, impact and sustainability.

KCC ECD Project Evaluation Purposes:

Relevance and strategic fit of the KCC ECD Project:

The extent to which the objectives of the ECD Project evaluation were made consistent with beneficiary requirements (the student teachers), country needs, partners and/or donor policies.

Project progress and effectiveness:

The extent to which the ECD Project's immediate objectives have been achieved, or are expected to be achieved, taking into account their relative importance.

Efficiency of the resources:

A measure of how economically resources/inputs (i.e. funds, expertise, time, etc.) are converted into results.

Effectiveness of management arrangement:

The extent to which management capacities and arrangements are put in place to support the achievement of KCC ECD Project results.

Impact orientation and sustainability of the Project:

The strategic orientation of the ECD Project towards making a significant contribution to broader, long-term and sustainable development changes.

The likelihood that the results of the project are durable and can be maintained or even scaled up and replicated by Project partners after major assistance has been completed.

Evaluation Objectives

The specific objectives of this evaluation were to:

1. Assess the progress towards achievement of long-term (goals), medium-term (purposes) and short-term (outputs) objectives providing verifiable data.
2. Investigate whether the resources (financial, human & materials) have been used efficiently and effectively for the well-being of the target community.
3. Assess the gender balance in planning, implementation, monitoring & evaluation as well as the access to benefits.

4. Assess the viability of programme sustainability and provide recommendations to serve as a basis for the design of the next phase.
5. Analyze major problems that have affected the programme (status of risks and assumptions) and analysis of the lessons learnt.

Primary Methodology:

The primary methodology that was used included:

1. Participatory interviews and focus group discussions with the ECD stakeholders, (i.e. lecturers, students and the Project Steering Committee);
2. KCC ECD Project and MOE documents review;
3. Onsite visual inspection of the KCC ECD Project environment;
4. Strengths, weaknesses, opportunities and risks (SWOR) of the KCC ECD Project operations.

Data Collection

The evaluation data collection was descriptive, employing questionnaires, using structured and semi-structured interviews as appropriate for each situation. Data was collected from students, the KCC principal, faculty, the Project Steering Committee and the FPFK senior officials. The evaluation methodology was structured and developed in the following stages:

- a) Consultation with the Principal of KCC for a briefing about the evaluation and logistics
- b) Development of evaluation tools.
- c) The data collection tools were of Qualitative (semi-structured tool) structure for interviews and focus group discussion.

Field visits: To verify activities and outputs delivered and their quality, as well as develop detailed recommendations, there was a field trip to ECD Project stakeholders consulted on specific matters (e.g. MOE Kenya Institute of Education).

Qualitative Data Collection: The focus group composition was of KCC ECD Project faculty, student teachers, the Project Steering Committee and the senior FPFK officials. Formal interviews and consultations with individuals with open-ended questioning were held with the principal, the chairman of the Board, the HOD, the Academic Programme Advisor, the Project Accounts Officer, the MOE ECD official and the FPFK official.

Limitations

The evaluation was limited by resources and time constraint as it was allocated ten days. The implementation of the KCC ECD Project did not have a baseline study as a bench-mark for this evaluation and as a point of reference.

Presentation of the Evaluation

There are five sections taken from the Terms of Reference with relevant topics and questions that guide the responses of each section. The discussion of the responses from the focus group discussion, observations, consultations with relevant stakeholders and formal interviews form the output of each question asked under the five sections of the report.

SECTION A

RELEVANCE AND STRATEGIC FIT OF THE ECD PROJECT

- 1. Was needs analysis carried out at the beginning of the project reflecting the various needs of different stakeholders? Are these needs still relevant? Have new, more relevant needs emerged that the project should address?**
 - a) The project was a follow-up of a project that operated for two years under a SIDA sponsorship in the years 1996 - 2000. Due to financial constraints, the project stopped with the funding as student teacher did not pay tuition then. Therefore, support was sourced from PYM, an international Norwegian funder, to support the present KCC ECD teacher education initiative. This was a follow-up concept coming from the SIDA funded

project and this was to broaden the scope to expand and improve the ECD quality to meet the present country needs.

- b) According to management respondents, an analysis was made of the past project operations in meetings and it was noted that the first one was a project which relied on the donor only. KCC ECD intension was to participate in education empowerment of the FPFK preschool teachers in churches that run preschools and Sunday school. Management then wanted sustainability by bringing the ECD teacher training that receive tuition from the student teachers, donation from FPFK and significant from PYM the largest contributor.

- c) As teachers are trained under the Kenya MOE requirements, a teaching practice is mandatory, which evolved to having a preschool within the KCC premises in order to allow for preparation and practicing to take place within the complex. Already it is anticipated that with the preschool graduates, there could be a need for a primary school as experience reveals in other forums. The focus of the training is broader and higher as there is no discrimination according to religious faith, as long as one enrolled complies with Christian values that Karen Christian College teaches.

- d) As the education needs evolve, Kenya government has mandated all institutions of learning to provide an inclusive learning, accommodating students with special needs. This is dictating that Special Needs Education is unavoidable in the training of the ECD teachers in the near future to support the MOE demands. This is dictating that the KCC ECD new building should provide a user-friendly environment with infrastructure that caters for special needs learners with.

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2. Have the Stakeholders Taken Ownership of the Project Concept and Approach Since the Design Phase?

- a) The process of the KCC ECD Project implementation follows consultations as the church culture requires, where updates to the FPFK Board, the Project Steering Committee and different churches are informed in Annual General Meetings (AGMs) about the operations of the Project and noticed in the AGM are questions like, "Why now? Where was the ECD training all along? How can it be accessed?" This is an indication of a need to bring the ECD training closer home, hence a KCC ECD proposed Outpost training.
- b) The church FPFK is the major stakeholder of the KCC ECD Project as it provides the infrastructure that the College is operating in along with the Bible College (i.e. classrooms, boarding facilities, premises). Most of its churches run preschools and Sunday school classes that are benefitting from the training of teachers for ECD. As a result, the Church Board supports the Project financially and materially coming from individual church contributions of their membership. The fact that the Project is using the FPFK infrastructure, is evidence of ownership, denotes that KCC ECD is a project within an institution of different programmes (Theology, Counselling, Information Technology and Community Development training, see Appendix 1).
- c) At the Project level there are quarterly meetings where the PSC sits to evaluate the implementation of the project and make proposals for monitoring the operations of the Project. These include the College procedures, teachers, students and the curriculum. Consequently, five workshops and a seminar were held for capacity building of KCC faculty.
- d) Early Childhood Development is a relatively new area of study in Kenya as compared to other academic disciplines (i.e. Primary, Secondary and Tertiary). It is still undergoing a lot of changes at the Ministry of Education (MOE) policy level, the key stakeholder in education. The changes have affected the KCC ECD Project budgeting as there were

Teaching Practice (TP) requirements conducted by the Ministry which had to be implemented for the establishment of Government recognized certification. These expectations according to respondents, are a requirement for assessment that called for supervising students for not less than three sessions on different occasions at their place of work (i.e. all over Kenya where KCC ECD student teachers come from), at distant and diverse locations.

- e) Karen Christian College being an institution of higher learning is working with NGO's that address matters of children in health, education and psychosocial support, to name the main ones and therefore, these are express areas of collaboration.
- f) The ECD Project has three network collaborations under exchange programmes:
 - a. The Queen Mauds University College student exchange where KCC ECD students to Norway to study with their students and theirs to KCC, to which the College head of department was on an educational tour when this evaluation started.
 - b. The Kenya to Kenya students exchange with relevant other local institutions to also study with their students there.
 - c. The Inter-college exchange where the collaboration is with countries like Kenya, Uganda, Swaziland, and Mozambique. For instance a respondent shared that recently they benefitted from a Swaziland project which portrayed a lot of similarities among the different countries that participated and they gained from the shared experiences.
- g) Karen Christian College ECD Project has a working partnership with a number of NGO's in Kenya and educational bodies like the Ministry of Education, KESEPTIA, and Hands of Grace Children's support project etc.

- h) The KCC ECD Project is a member of Competence Building Network for Early Childhood Education in South and East Africa membership like Tanzania, Namibia, Mozambique, Botswana, Zambia and Norway. This network benefits the programme in improving the quality of training and sharing of experiences and activities include like:
- a. Joint academic researches on issues affecting the ECD Education and teacher training.
 - b. A seminar was held on the 15th – 17th November 2011 on ‘Knowledge and Skills sharing’ on ECD where the Director of network, Ms Stella Nguluka from Botswana was the key speaker.
 - c. A body for all the ECD private colleges in Kenya was established (i.e. the Kenya Early Childhood Education Private Training Institute Association (KECEPTIA) which is mandated to:
 - i. Set mock examinations which candidates take before the National Examination.
 - ii. Organize meetings and seminars where members share information, knowledge skills and new developments in Early Childhood Development.
 - iii. There was a seminar in December 2009 on “HIV&AIDS and its Effects on ECD, Current Trends and Gaps in ECD in Kenya and the Teaching Methodology”.
 - iv. A refresher course held in November 2009 for the ECD staff was aimed on improving the effectiveness of the teaching methods.
 - v. The Association is organizing for an International Conference to be held in 2012.

3. How Well Does the Project Complement and Fit with other ECD Projects/Programmes in Kenya?

- a) KCC ECD teacher education is using the MOE programme taking the National Examinations after using a prescribed syllabus; books and faculty that is graduated according to the specifics the Ministry, hence staff is recruited from the local universities. In the External Examination taken for the first time by KCC ECD student teachers, 45 candidates, both Diploma and Certificate passed well.

- b) In the last Network seminar, a Government official came to address the meeting about the ECD county move proposed by the Kenya constitution to take charge of sponsoring ECD programmes from their Government budget allocation by paying the preschool teachers and supporting their operations.

4. How Well Does the Project Complement and Link to Activities of other Donors within the Institution?

- a) One of the KCC ECD Project goals is to enable other projects to work well using the library facility and computers allowing them to access these at a fee for sustainability. One respondent noted that KCC ECD is a Project for now yet the ECD is a programme that will continue to function as long as children are born and subjected to education.

- b) Through the Competence sharing network project, the ECD project has developed a working relationship with Peace and Rights project in which 12 ECD Teacher Trainees from Mount Elgon are undergoing training in the KCC ECD Project. There is cordial relationship and knowledge exchange with the Tuinuane project on thematic areas like economic empowerment programme models in which the ECD students are capacitated in income generation. There is also connection with the PPFK HIV&AIDS Project from which the students benefitted relevant literature and information that is accessible for their own education and for their preschools.

- c) This institution is a national organ and it is linked and inseparable from national goals of education, subsequently, under the FPFK Board as an assurance for continuity intertwined with its operations that guarantee continuity and the diversification of the operations of the Karen Christian College with sustainability. This is evidenced by good contacts and free-flow communication that emanates from the ECD staff which is efficient, competent and friendly.

- d) The major donor PYM has provided financial, technical and moral support especially to the KCC ECD during the formative stages of implementing the Project. The faculty has been encouraging, supportive and informative in key areas of project management and implementation. They have been firm in policies and procedures which have helped the Project to be focused to the objectives. However, according to one respondent, more field visits and communication by PYM staff will help both parties to understand the critical issues in the ECD Teacher Training.

- e) The Kenya Government is signatory to International conventions such as the Convention on Rights of the Child (CRC) and the Millennium Development Goals (MDGs) as listed below:

The Millennium Development Goals (MDGs)

By 2015 all 189 United Nations Member States that include Kenya have pledged to:

1. Eradicate extreme poverty and hunger;
2. Achieve universal primary education;
3. Promote gender equality and empower women;
4. Reduce child mortality;
5. Improve maternal health;
6. Combat HIV&AIDS, malaria and other diseases;
7. Ensure environmental sustainability;
8. Develop a global partnership for development.

The ECD Project in the Karen Christian College programme addresses all the eight MDGs through the ECD teacher training curriculum that complements the church HIV&AIDS initiatives and relevant interventions of assisting Kenya to meet the requirements of the pledge by 2015. The students of whom the majority are women (82%), are trained to be employed by the in ECD schools in the country that gives them a career secured to eradicate poverty, empower them on child care maternal health to reduce child mortality and strengthen the primary education foundation.

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SECTION B

VALIDITY OF ECD DESIGN

1. Have Resources (Funds, Human Resources, Time, Expertise, Etc.) Been Allocated Strategically to Achieve Outcomes?

- a) Working for both the KCC ECD Project and the Bible College though strictly paid by the Project and give priority to both.
- b) The outcomes were achieved though, last year there were expenditures that were not budgeted for such as teaching practice (TP) assessment with the supervision travelling costs and allowances for lecturers.
- c) The auditor's report of 2009 found the financial records done according to order and budget plan.
- d) A challenge came with marketing the ECD Project and the KCC operations done to raise the student enrolment as the institution could take 70 students at a given time.

- e) KCC ECD teacher training had to meet Government requirements of acceptable lecturers' qualification and demand for more course contact hours which then multiplied the budgeted for time with part-time lecturers.
- f) The ECD Project objectives and outcomes continue to be relevant and the operations are meeting the requirements to suite the MOE expectations and the needs of different communities and FPFK institutions under the Government of Kenya steady operations to support all initiatives of ECD requirements.

2. Have resources been used efficiently? Have activities supporting the strategy been cost-effective? In general, do the results achieved justify the costs? Could the same results be attained with fewer resources?

- a) When the new expenditures were not communicated to the donor before diverting the funds was an issue yet according to them, if the issues were stated, they would not have refused help or support with adequate justification.
- b) Efficiency has been achieved in all areas of finances though unforeseen circumstances that demanded from the budget had to be attended to as they were a Ministry of Education requirement for students' certification and these were:
 - a. National Examination assessment for teaching practice that had to be done thrice at different occasions. This called for field work for supervision by the lecturers that involved transportation. Consoling were the students' performances which turned up to be high yet this experience was the first group to graduate in this manner.

- b. As the Project is still at its inception, there is need for further donor funding and intensification on the students' tuition collection to address the known and evolving demands to meet the main stakeholder requirements. Fewer resources utilization at this Project stage is not anticipated as the investing exercise is evident in angles of the ECD Project.

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

- a) The lecturers and students expenditure incurred through KCC ECD Project operations have reaped well with the good results or 100% obtained.
- b) Marketing was not quite effective last year until 2011 where strategies were intensified with dissemination of brochures, as a result, a rise in students' numbers was realized.
- c) Students pay at least 50% tuition fore-front and complete at the end of the term. This is an issue because there are operations that need to be paid up meanwhile such as salaries which cannot be postponed. This last term (December 2011) 90% of the tuition had been paid as students were preparing for the National Examinations and it is a tremendous achievement in the history of the institution. This has justified the costs as a target of training teachers and have done that successfully with qualified teachers already out in the preschools operating with professional ECD skills.
- d) KCC ECD Project lecturers are paid according to the standards of other colleges considering that they work until very late due to students' demands as they prepare their research reports and the National Examination.

4. Who are The Partners of the Project? How Strategic are Partners in Terms of Mandate, Influence, Capacities and Commitment?

- a. PYM, DIGNI, Head Office, FPFK churches, MOE are key partners of the KCC ECD Project where finances and services are realized through financial support, physical support and political support (e.g. Government policy and proficiency to sit in the National Examinations).
- b. The Outpost ECD teacher training is still in the papers and is being discussed with the donor and the church, though according to some respondents, it was recommended that the present situations at KCC ECD should first improve in its operations, finances and training that is currently running. However, a measure of practical growth on the College operations, stability in budget allocation and usage will determine progressing to offering outpost training.
- c. PYM is the key donor and partner financing the KCC ECD Project, supporting meetings that inform about the activities, and involved in decision making as the implementation of the Project progresses. According the PSC, the relationship with the donor is respectful as their dialogue reach a consensus.
- d. A financial and moral support commitment that comes from FPFK provides physical facilities that were used to start the Project such dormitories, classrooms and kitchen. Coupled with that is that most ECD students come from the church, an evidence of the advocacy done by the church. To note is that for KCC, decisions made and taken in the College are made through the FPFK church as there is a special slot of church participation in the operations of the College.
- e. Observed in some cases, church members bring maize, vegetables, fruit etc from their farm proceeds to share with the KCC students and staff, a culture that emanates from

offering to the church especially to support ministers of religion to get the Bible institution on-going. With these offers, the ECD students are not discriminated from the Bible College students as they have their meals together.

- f. So far there has not been any issue since the Project was implemented within an existing institution that has been around since 1976, the Bible College. There is a good management in the operations and relationship as the Project is seen to facilitate a programme within an existing institution which anticipated continuing in future long after the Project period.

5. What are the Main Means of Action? Are they Appropriate and Effective in Achieving the Planned Objectives?

If outpost training is relevant to include in future plans of the project, when and how might be a relevant strategy for this (taking both internal and contextual situation into consideration)?

Table 2: NUMBER OF REGISTERED ECD TEACHERS IN KENYA

Year	# of Untrained Teachers		Total of Untrained Teachers	# of Trained Teachers		Grand Total
	Female	Male		Female	Male	
2004	44 272	4 786	49 058	16 932	4 068	70 058
2005	46 043	4 930	50 973	17 101	4 109	72 182
2006	47 424	5 176	52 600	17 614	4 314	74 529
2007	48 846	5 331	54 177	17 790	4 357	76 324
2008	52 011	5 965	57 976	16 130	4 124	78 230

Source: Kenya Institute of Education Statistics (2008)

- a. According to the 2008 MOE Kenya Institute of Education statistics in Table 2 above, Kenya has 38 523 registered ECD centres with 78 230 teachers out of whom 57 976 are untrained. These are already with ECD or preschools and need a reach out programme for teacher training. The outpost ECD training programme proposed by KCC has a high potential of meeting that need. In particular, women who are in the majority in ECD are care-takers at home and would benefit from closer home (outpost) training.
- b. Women are largely the candidates of the ECD or preschool teachers hence at the KCC ECD Project 82% of the current (2011) enrolment are women and national, in 2008 untrained teachers who were teaching and a prospective number worth planning for in the country was 57 976, (see Table 2). Enrolment of ECD teacher trainees of women to certain is potentially to grow with the planned marketing strategies.
- c. Infrastructure is readily available for training in the KCC ECD and the different 400 mission institutions of FPFK are running Sunday school classes and preschools, not only for the church members but also for community children in the surrounding areas. This is potential enough for outpost training classes at any given time.
- d. Southern and Eastern Africa are offering Block Release or Outpost training in education, a system that has made thousands of educators in the Region upgrade into programmes like Diploma in Education (Dip Ed), Bachelor of Education (B Ed), Masters in Education (M Ed) and even Doctoral Degree (Ph D), successfully empowering largely women who cannot attend full-time classes in universities/colleges. Outpost or Block Release programmes allow students to keep their jobs while pursuing professional studies during the term while engaging in their studies during the school holidays. In all outpost training programmes, women are in the majority (i.e. not less than 50% of the enrolled candidates). With women in ECD in the majority, it is obvious that more will take advantage of the outpost training that they envy from their Primary School colleagues.

- e. KCC is adequately structured to consider offering outpost ECD teacher education in the very near future, after a close planning with relevant stakeholders (FPFK available sites, the College staff and international partners such as PYM). Generally, outposts training take place during school holidays, public holidays and weekends, meaning there is no interference with regular or current programme KCC ECD operations.
- f. Management of the College plays a key function in the Project as the donor liaises with it for the running of the institution. A chain that facilitates the fulfillment of the operations is controlled and realized because of the participatory leadership structures that involve the FPFK church, the KCC ECD administration, network of ECD activities, students and/or faculty exchange programmes and the MOE. This is a Project that is running as a programme and both the church and the donor understand and acknowledge the role played by the other, accept the red-tape as they complement to the strength and challenges of the implementation of the Project. According to the PSC and the faculty focus groups, productive communication is done through meetings of the Board, Steering Committee, Staff and Student Body through which feedback is shared up and down.
- g. The ECD Project has few fully employed staff members (i.e. 4 people and the rest are par-time staff) yet with the magnitude of the Project, a larger team is inevitable with the rising of the enrollment and the MOE requirements of TP supervision and research projects. Coupled with the team is a need for a project vehicle that will ferry supervisors and student teachers to schools for teaching practice, and facilitate for educational tours and health demands, in case a need arises of taking a student to hospital, as it happens many times in a term.
- h. Sometimes the PYM/DIGNI decision making process has taken long to come by such as in the case of the new ECD Project construction that was approved in November 2010 but could be released in 2011. This delayed the planned operations of the College by

one year. However, December 2011 saw the completion of the building for occupancy by ECD student teachers and preschool pupils in January 2012.

- i. The KCC ECD Project has now employed an accountant who has brought in professional handling of funds through tuition collection and budgeting for each term. The Project leader is an able Principal who continues to engage in professional training programmes. Five seminars and workshops were conducted to train the ECD and College administrators on effective performance in institutions.
- j. Three of the ECD staff took professional training in their teaching disciplines and the rest of the Project employees will benefit from the 2012 seminar that will be run by the network for all country partners. The College Board and the National Board will also have a capacity building joint workshop where the vision and the mission of the college will be refined with regards to the new projects and programmes. This will strengthen the Board's understanding of the Project and new programmes to strengthen the ownership aspect. To illustrate this point, the Head of Department took a visit to Norway in December 2011 and attended meetings and she shared this:
 - o "I later had a meeting with Prof. Arve and following what had been discussed in the previous meeting, we agreed that the theme of the conference will be ***Working and Teaching methods in ECD***". We also agreed that it would take place from 24th to 31st May 2012. We also finalized on other details such as the programme of events, accommodation and participants".
- k. A College Board election was held in March 2010 where a new treasurer was elected, following the expiry of the term of office of the former treasurer. This is a clear indication of the KCC culture of positive governance.

6. How is the project contributing towards gender equality and improvement of women’s status (i.e. through the stated goal of providing education that should result in higher income, in light of the job situation for current students)?

Table 3 KAREN CHRISTIAN COLLEGE ECD PROJECT ENROLMENT

STUDENT POPULATION	2009			2010			2011			2009 To 2011
	ALL	FEMALE	MALE	ALL	FEMALE	MALE	ALL	FEMALE	MALE	
Programme										ALL
ECD Diploma	20	19	1	11	7	4	10	7	3	41
ECD Certificate	25	24	1	26	20	6	17	12	5	68
ECD Proficiency	2009 till 2011									27
TOTALS		43	2	37	27	10	27	19	8	136

To Note about KCC ECD Project:

- a) Total enrolment since inception (2009-2011) is 136;
- b) The total female enrolment is 89 out of 109 ECD Diploma and Certificate which equates to 82%;
- c) To note are the ECD Proficiency Certificate candidates (27) who qualified to be in neither Certificate nor Diploma but had to take a Proficiency Course for recognition.
- d) The decline in Certificate and Diploma ECD 2011 was occasioned by low enrolment in April; however the situation has improved (27, 45 and 37 including the ECD Proficiency group that totals 27 in over the years 2009-2011) in subsequent years. Nevertheless, there is currently a total of 58 students for the year ending in 2011;

The KCC ECD Project denotes a categorical women training institution that is mandated to enroll not less than 75% women candidates at a given time. Table 3 above shows that there are more women (82%) than men who are enrolled and trained at KCC ECD department. This education will give the ECD trained women more academic and economic power, better chances in individual and family decision making process. Even though there are more women than men in the ECD Teachers Training, the project has given equal opportunity to all

irrespective of their gender. The programme enrolls male and female students and equally hires same with Lecturers and observed is that:

- a) According to the College enrolment, the present KCC ECD intake caters for 82% female students, which is above the 75% Project target.

- b) The Kenya Government through the MOE is working on funding the running of ECD through the Counties that will take charge of the teachers' salaries and the operations of the programmes. According to the MOE officials, this is a decentralization governance move that is to be implemented for primary and secondary school too in future. However, according to the students' focus group discussion, the process has started as some counties have taken an initiative of recruiting ten qualified teachers this last term of 2011. It is anticipated that as Counties implement the decentralization of ECD facilitation, it will guarantee the following for the female ECD qualified teachers:
 - Improved conditions of service;
 - Improved salary;
 - Job security;
 - An improved status in the education professional arena.

7. On which Risks and Assumptions does ECD Project Logic Build? How Realistic are they? How Far Can the Project Control Them?

1. KCC ECD lecturers are young degree holders and can leave College any time when they get other job opportunities hence they need to be better remunerated with conducive conditions of service. KCC ECD faculty salaries should be made to compare with other Projects as this was addressed with the donor. The KCC ECD faculty is earning lower salaries than the other projects yet their jobs demand for working longer hours.

2. The low student enrolment at KCC as the assumption of 70 students in 2010 was envisaged but only 35 students were enrolled. The reason being that the ECD is not a priority in MOE employment until Government sets salary and conditions of service bench-marks, a situation that is in the pipe-line for implementation of the new constitution. The year 2010 was to see ECD supported from County budgets and this has delayed as select counties are seen starting to formally recruit preschool teachers. There is however, a serious lobbying of Government with the Members of Parliament (MPs) to fast-track the ECD support and this is realized in that most sessions of Parliament discuss ECD matters, hence the move to engage Counties to support operations of ECD activities.
3. There is an ECD teacher education competition with large universities and according to Parliament debates, there is a move to control universities to end at offering degree level programmes and leaving diploma and certificates to colleges.

The Donor:

4. It is important that the donor communicates their visit to the KCC ECD Project so that they come and find all necessary information ready instead of being spontaneous as it was raised in other forums like recent seminar in Swaziland.
5. The issue of returning the funds at the end of donor financial year is not productive for the Project operations; instead they should be carried to the next year as the Project would still be in operation. This act is like victimization for saving in case that is the case or some delay in implementing has occurred.
6. The donor funds are sent in Ksh instead of US\$ yet when budgeted for at PYM they are in NOK, a foreign currency. It is recommended that the KCC ECD Project receives the allocated budget in NOK to convert to US\$ and the Ksh in order to benefit from the exchange rates at a given time. From reviewing the 2009 and 2010 audit reports, the Project budget has shown tremendous improvement as adequately handling by a

professional Project accountant is evident. To note is that the Project accountant is upgrading himself to a Master's in Business Administration (MBA), a gesture that is refining his capability of handling the Project budget plans.

7. The baseline for the KCC ECD Project emanated from the first attempt KCC had in 1996-2000 where an ECD teacher training was offered for ECD certificate teachers, fully funded by SIDA which in the exit of the donor funding could not continue as College tuition collection was not charged, the programme stopped. However, attempts to resuscitate the ECD training had not stalled until the PYM offer came by as succession of work done, since the demand for ECD teacher education has continued to meet the growing demand of education foundation structures.

8. On Which Risks and Assumptions Does ECD Project Logic Build? How Realistic are they? How Far Can the Project Control them?

- a) To overcome the enrolment saga, an avenue seen by the church, is to open 2 outpost training stations in the highly populated regions to export the ECD training of teachers as Karen is in a low population area. Coupled with that, is transport provision to ferry students from densely populated areas to the College during the school holidays, for Saturday and regular classes.
- b) When time comes for the donor to pull out, the KCC ECD is not renting but operates in the FPFK church structures that will remain available for continuity of the ECD training. The 400 FPFK churches are fully behind the ECD programme and are potential sites for outpost training with their adequate infrastructure for KCC ECD Training operations.
- c) It should be noted that for education, once quality education, a good environment are given, the society demand for more and expansion of services in order to keep their children there for the rest of their academic period are inevitable. This is evident from

what KCC is offering. An ECD teacher training has given birth to a preschool, which will give birth to a primary school. Consequently, the good performance of the ECD Certificate holders has given birth to an ECD Diploma which according to student focus group discussion, is further moved to introduce a degree programme in ECD in the near future as education is developmental.

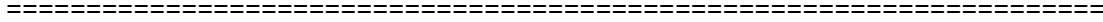
d) All the members of the PSC are pastors who are responsible for mission stations and have seen the natural progression of education as a process take place in their environment hence the support of an institution of higher education establishment at KCC.

e) ***For sustainability, the following has been done:***

- i. KCC has increased advertising and marketing to get the numbers needed for the project to be sustainable (see samples of Brochures Appendices 1, 2, 4 & 5).
- ii. The Project is developing other business options to increase revenue to help the Project reach sustainability like building a pre-school which will be used as a demonstration school and also as an income generating activity.
- iii. Administratively, the project is handled as a College programme and enjoys the existing administrative structures which operate in the whole college.
- iv. The administration is intact because they are full time but the teaching faculty is part time tutors who in the absence of a binding contract may go for other options in the job market.

v. **Professionalism:**

All the administration and faculty have at least a first degree in their areas of training. This makes the ECD teacher education programme very viable and successful, while mobility and inconsistency of highly qualified people tend to be more mobile in search of better prospects. Losing qualified staff is very easy and therefore, improved conditions of service with better salaries will bring to control the faculty attrition.



SECTION C

PROJECT PROGRESS AND EFFECTIVENESS

1. Is ECDE project making sufficient progress towards its planned objectives? Will the project be likely to achieve its planned objectives upon completion?

- a) “Thought we were not there when the Project started and its objectives we are not quite sure about, we have noticed that numbers are increasing as owners of preschools recruit from KCC ECD, claiming that our graduates are among the best in the field. To confirm this, even primary school teachers come to KCC for ECD teacher’s Diploma to upgrade their qualification in education claiming they get adequate skills to handle young children”. This statement was made by the student focus group.

- b) In the near future the Government through the Counties will take charge of employing ECD teachers, and this is going to make a high demand for ECD qualified teachers, hence the need to expand the intake of trainees at KCC ECD teacher education.

- c) The student teachers continued to say, “We still need more help to support ECD teacher education and the preschool that is to be introduced from the donor from the donor and the FPFK church. The KCC ECD Project is still at its infancy and requires further nurturing with adequate learning, teaching facilities and materials for use. For instance the teaching practice (TP) requires observatory room/s in the college where micro-teaching is done before the actual Teaching Practice (TP). Travelling to the students’ locations require four wheel drive vehicles that will get TP supervisors to schools. The vehicles would come in handy for the outpost proposed for the faculty to get to the sites.

- d) There is a lot of impact realized at KCC ECD, the students are not only from the outskirts of Nairobi or FPFK, but are coming from different regions and different churches in the country. This is evident in that the Project integrates with overall commitment of the church and other projects activities carried out at KCC ECD teacher training. For instance, the faculty and student teachers are in HIV&AIDS and Peace projects that are run by the FPFK church in their different vicinities.
- e) The KCC ECD Project is a teacher training unit of the FPFK church and most of the trainees work in church preschools in line with the training agenda of the organization. Teacher training ethics have no political agenda since the syllabus used is prescribed by Kenya Government. Therefore there is no conflict between the project objectives and the country expectations and/or a belief hence the training is open and attracts all who need ECD teacher education training.
- f) Progress is realized from the KCC ECD graduates who are back in their schools teaching with new ones employed, translating the skills obtained in their training at their workplace stations. "I cannot wait to be in class teaching as I am empowered even better than when I had my certificate and I am already aspiring for a degree in ECD that I would love to study in KCC," one respondent shared.
- g) The Convention on the Rights of Child (CRC) module has been an eye opener to the trainees that they see themselves recognizing a positive learning and teaching environment that is child-friendly when in their teaching of preschools as they no longer use instinct in teaching.
- h) "The KCC ECD teachers give a lot of input in our learning, starting as early as 6 am to the evening and instead of one lesson per day (like it was in my previous college), and lessons are taken seriously by both students and faculty. We are developed as

professionals,” a student shared. She continued, “Coming from a good Kindergarten school where I teach, this training is arming me for the better performance.”

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2. Have The Quantity and Quality of the Outputs Produced So Far Been Satisfactory?

a) Table 4 in Page 34 shows a table and content that narrates and explains the matter on quantity and quality of the KCC ECD Training outputs produced so far. Other parts of the report also complement the response to this question 2 of Section C.

b) The students’ respondents also mentioned that KCC ECD courses have made them confident in their teaching and gave them ability to interact with parents, attend to students learning and social needs better such as counseling the bereaved pupils.

c) Some students emphatically expressed a need for the College to introduce:

a. Formal music classes with musical instruments as the teacher education and preschool curriculum dictates;

b. Formal ICT for beginners to learn the correct skills and those who are IT literate to relate the skills to the ECD learning and teaching requirements that have relevant programmes with its soft-ware.

The HOD study visit in Queen Maud University College in Norway, observed teacher education and preschools conducting music and ICT classes.

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3. Are the project partners using the outputs? Have the outputs been transformed by project partners into outcomes?

Table 4: The KCC ECD Five Important Outcomes:

	OUTCOME	PRESENT SITUATION
1	<i>The candidates are equipped with knowledge of child development</i>	Students have demonstrated this knowledge in practical teaching and school management skills during TP and thereafter. This is evidenced by the National Examination outcome of 100% in the last examination that has incorporated the teacher's assessment.
2	<i>The Candidates use knowledge of the teaching/learning process to plan and implement meaningful curriculum</i>	The practices of multiple curriculum goals, seen in the Government ECD teacher education syllabus for the Kenya standards are used in KCC when preparing long and short-term instructional plans. These are integrated content areas with thematic approaches to teaching and learning.
3	<i>The candidates understand the importance of the family/community in children's learning and development and demonstrate respectful interactions</i>	From the preschool owners who come to KCC to recruit ECD teachers, it is evident that the graduates display a warm and nurturing attitude toward all children, showing a genuine interest in the lives of children and their families, communicating in a variety of ways with children and their families. It was also evident in the focus group discussions with the different groups that students model support and respect for individual and cultural differences.
4	<i>The candidates understand the use of formal and informal assessment evaluation strategies to monitor student progress and make instructional decisions</i>	From the KCC ECD training curriculum for Certificate and Diploma: students are taught to recognize individual children's actions as indicators of developmental processes and progress: a) Use a variety of observational data gathering tools (e.g. time samples, running records, checklists and rating scales, anecdotal recordings, incident records, behaviour logs, etc.) to document children's progress

	OUTCOME	PRESENT SITUATION
		<p>and</p> <p>b) use a variety of content assessment approaches as selected response formats (e.g. multiple-choice, true/false, matching); constructed response formats (e.g. fill-in-the-blank, short answer, label diagram, essay questions); performances (e.g. play, verbal, interactions, oral reading, etc.); and products (e.g. portfolios, projects drawings, constructions, writings, word sorts) to assess, monitor and evaluate individual student's learning</p>
5	<p><i>The pre-schools teachers are mobilized as change- agents in the society in regard to the social, ethical and health issues affecting the society</i></p>	<p>The KCC ECD curriculum and other NGO networking initiatives under the same donor provide:</p> <ul style="list-style-type: none"> a) Increased knowledge about HIV&AIDS, b) Gender equality and the role of women in development, c) Make students design action plans showing how they will implements the desired changes in their communities, d) Make the students and faculty to link up with like-minded organizations and advocate for the rights of children to education and the general social welfare. e) Students and faculty recognize their role as ECD educators, advocate for the needs of children and their families, f) Students and faculty hold membership in a professional organization for early childhood educators and participate in professional activities.

Coupled with the 5 documented outcomes, the Project is still seeing a need for a 40 seater college bus that will:

- Cater for bussing students for teaching practice,
- Transport daily the weekend, regular and vacation class sessions
- Transport faculty to outpost stations for logistics and class sessions,

- To market the KCC ECD programmes with the design branding of the bus.
- Required in bussing preschool children from around Nairobi to KCC.
- Facilitate student teachers' teaching practice
- Run the errands of the College on daily bases;
- Facilitate for educational trips

All these enterprises are cost effective and income generating implementations that will boost the College economy to make the ECD Project sustainable.

The Project has pledged do the following activities and from this Evaluation Report, and all the 14 points and activities have been realized with success:

- a) **Mobilize focused teacher trainees, especially women**, for the purposes of training annually (With students and faculty, KCC is flagging an achievement of 82% women enrolment) at the end of 2011.
- b) **Acquire competent trainers** who will instill desired skills as recommended by the Ministry of Education (The KCC ECD faculty members hold degree qualifications that are relevant to their posts).
- c) **Acquire adequate teaching and learning resources** (Standard curriculum materials come for the MOE along with the National Examination. As a result, computers were purchased for research and TP assessment is adequately provided).
- d) **Obtain sufficient financial support** to meet our budget target (Funds are commonly coming from the donor, the FPFK church and student tuition with food staff donations from individual church members).

- e) **Seek to develop competent ECD teachers** who will then be employed in specific nursery school centers (Evident is that recruiting preschool owners and managers come to the College and the in-service student teachers retain their positions).
- f) **Create awareness of the importance of ECD** to the community for personality development (This is noted in activities such as advocacy with churches and the entire society using advertisements, presenting and attending seminars and being part of the networking with ECD stakeholders).
- g) **Equip the student teachers** with adequate proficiencies to teach in ECD Centers as recommended by the Ministry of Education (The teaching aids supply of raw materials, computer laboratory and qualified faculty are positive indications of the proficiency).
- h) **Classrooms teaching (college):** The College has proposed outpost training sessions where students will attend lectures in their respective locality class rooms (The networking seminars and workshops, exchange programmes with local and international ECD educators, for faculty and students are evidence of the capacity building activities facilitated by KCC ECD and its partners. The outpost proposal is unavoidable with such exposure of the College).
- i) **Development of manuals/material:** ECD Teachers and students to develop practical training manuals as required by the Ministry of Education for their teaching practice. The same materials to be kept in College after the training period for future use (This is a requirement from individual student and it produces ECD relevant learning materials that are easily available while empowering student teachers on adapting their curriculum when need arises).
- j) **Teaching Practice:** Practical teaching in normal nursery schools will be arranged (As per the MOE requirements, the TP in KCC ECD teacher education is successfully conducted

and monitored for the final result and certification of the students, hence the need for transport to nursery schools for supervision and a micro-teaching laboratory on-campus).

- k) **Instruction/Assessments:** The College will arrange for the recruitment of competent staff that will be in charge of teaching and assessment of the Teacher trainees. The Instructors will carry out learning to the trainees as agreed upon by the Ministry of Education and the Examining body, the Instructors will be required to prepare, issue and mark Continuous Assessment Tests (CATs) at the end of every sessions (The KCC ECD faculty with relevant qualifications is able to carry out all these education requirements to the success of the students).

- l) **Final Examinations:** The Karen Christian College together with the Ministry of Education will organize for final examinations and Issuance of Certificates: (This was successful with the first KCC ECD final Certificate and Diploma students who attained 100% pass rate this 2011).

- m) **Micro Teaching** in the 5th session: (This is an on-going exercise within KCC ECD training programme for which a proposal for a Micro-teaching laboratory is to be provided for the future to scientifically assess students before they go to nursery and preschools for Teaching Practice).

- n) **Visits/trips** to places of interests e.g. museum: (For this; students respondents shared visiting Boma Culture Centre where they learnt about cultural dances and songs good for teaching and learning at preschool and for student teachers' music and culture curriculum).

- o) **Developing songs, poems, dances and games:** (The ECD curriculum in KCC, a Government programme does cater for such curriculum, are examinable and they are significant in teaching and learning of young children at nursery).
- p) **Use of assessment evaluations:** (The continuous assessment that is implemented during the learning of the student teachers before taking the National Examination is valid evidence of this activity).
- q) The majority of the KCC ECD student teachers are brought in by their churches since this block sessions are during school holidays and they return home to teach in the church **nursery/preschool and Sunday school** during church services since some of them are ECD teachers and also Sunday school teachers to help children academically and spiritually.

4. How have stakeholders been involved in project implementation? Is project management and implementation participatory and is this participation contributing towards achievement of the project objectives?

- a) Faculty and students in their focus groups have been involved in facilitating and participating in seminars and/or workshops. For instance they participated in decision-making of the construction of the Karen Christian College new ECD building because management consulted them at the initial stage.
- b) In staff meetings management and different departments give information and feedback on the operations of the KCC ECD activities that they are involved in. What the meetings suggest has been taken seriously (e.g. one time, reference books and computers were requested with an Internet facility for research and were promptly

given. In November 2009 there was a refresher course for capacity building the stakeholders about ECD). The College major communication is through HOD who formally forward and monitor requests to the management office. This illustrates that there is team-work in the operations of the KCC ECD faculty and students.

- c) The FPFK church leaders are in the KCC ECD Board of Directors and the Project Steering Committee. They periodically visit the College for meetings to discuss issues about the ECD Project and to participate in capacity building initiatives.

5. A KCC ECD Project story and quotations for focus group discussions that contribute to social development

- a) In August 2010 KCC ECD received students from Mount Elgon through the peace and rights project. Little did we know that these were students from the epicenter of the Mount Elgon conflict with a very different world view and cultural orientation. Most of them came to the city of Nairobi for the first time in their lives and were not exposed to modern ways of living. Some of their experiences were very comical. The most important thing was that this group of students got exposed to a world much bigger and very diverse from their own social settings which gave them a better view of life and slowly changed their world view. They were exposed to a society where the battle ground is on ideologies and not land issues. They got a multi ethnic and multi-cultural academic environment where they learnt the dynamics of group cohesion and living.

- b) It is hoped that the Mount Elgon visitors will be peace ambassadors and transform their society by advocating for harmony and inculcating the same morals to the children they are going to teach. This visit to KCC ECD was a major breakthrough in the Project and it is still targeting more marginalized communities for this programme, a community transformation through education and a complete paradigm shift from confronting violence with more force to experiential positive living.

- c) The partners in a) and b) directly deal with ECD in Kenya, African Regions and internationally and are strategic enough to inform KCC ECD about the operations of the profession latest requirements for updates and upgrading when necessary.

Student respondents' experiences:

- a. "This week KCC did not have water and we requested for teachers' flexibility of start classes a little late and this was granted," a sign of faculty-student positive communication in the College as stated by respondents and supported by the students.
- b. "There is mutual respect between faculty and students because one time, on our arrival to KCC, we requested to view Nairobi seeing that some of us were coming from rural areas and had never been to Nairobi. Management granted us the privilege to visit the Nairobi city by organizing transport and a guide," one student responded shared.
- c. "On health matters I am a College nurse, I work with management on issues of students and there is cooperation when there is a serious demand. One time one student fell sick at 2am and the College Principal transported the student to hospital using his own car and paid from his pocket for treatment and consultation". Another witness about student-management relationship confirmed.

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6. Has the project approach produced demonstrated successes?

- a) Institutions that offer preschools come to KCC ECD to source for graduates as they recognize integrity in the product of the College.

- b) The preschool operation at KCC ECD will sustain the Project because the school fees and transportation of pupils will be an income-generating exercise.
- c) The construction of the new KCC ECD classrooms is a sign of sustenance of the operations of ECD teacher education with income generation. The building is capable of:
 - a. The self-contained housing of the new College building is capable of accommodating special occasion's activities such as seminars, workshops, weddings etc.
 - b. The preschool provision will be accommodated in this building with child-friendly amenities that will attract parents who seek an environment of that style.
 - c. The teacher education operation in the building is catered for and needing a TP laboratory to complete its facilitation.
- d) The student exchange programme with Queen Maud University Campus (QMUC) in Norway is a motivation that gives an international flavour to the ECD teacher education programme, unique to KCC ECD and an envy of the other ECD colleges in the country. For instance, two of KCC ECD students and the HOD will be going to Norway for an exchange programme in the near future. The HOD's visit recently reported that she engaged in the following discussions:

Activity 3: Meeting with QMUC exchange students

Group 1

"I met with the student who will be coming to Karen Christian College on exchange programme from 29th January 2012 to 26th April 2012. They are 5 in number. We discussed on their expectations and requirements.

Group 2

I met with the QMUC students who were on exchange programme in Karen Christian College earlier this year. They gave their experiences and their stay after their visit to Kenya. Each of them explained how the visit impacted them and even expressed their interest to be back to work in Kenya after their studies at QMUC.

- e) One KCC ECD faculty member got a scholarship to study in Norway for ECD and is currently there. This is evidence of success demonstrated by the ECD Project.
- f) “When we had a seminar and Stella Nguruka from Botswana Director of the Competency Building Network for East and Southern Africa, ECD was facilitating, she contributed valuable ECD information from the global arena. The Network has produced a local one that is currently lobbying Government and Members of Parliament (MPs) to consider taking charge of the ECD programmes like she does for primary and secondary school teachers.

7. Some quotations from focus group discussion with the students to illustrate concrete successes at KCC ECD:

- a) “KCC ECD teachers are mentors to the students as they are in class very early and leave very late, assisting us with our studies and research projects as compared to a college I attended for my ECD certificate where there were mediocre operations.”
- b) “The fact that my teachers do well and motivate us in teaching, it inspires me to do the same at my place of work. They are instilling diligence in carrying out our duties for schools and even for further disciplines and careers studies.”
- c) “Our teachers are real good role models to us.”

- d) “Sometimes at my place of work, we had differences with management for putting up toilets for the preschool and it made me feel I will make my own preschool better than the one I teach in; that is after learning from KCC ECD programme what and how a preschool should look like.”
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8. In which areas (social, sectoral issues) does the project have the greatest achievements? Why this and what has been the supporting factors? How can the project build on or expand these achievements?

- a) The Network of 7 countries with ECD projects is the strong pillar of the project for competence building, sharing ECD information in like seminars and literature, stakeholders sharing skills practiced in their respective countries and recommendations made and then forwarded to sponsors and respective Governments via local network committees.
- b) Karen is an affluent community with a sparse population and this is why there is a need to transport students from the outskirts using the mini bus daily, for weekend classes and during the holidays. Coupled with this, the outpost teacher training will attract the unqualified ECD teachers from the remote regions, within their church facilities.
- c) Student leaders, class representatives and class teachers are KCC ECD formal organs of communication between management and students; students and faculty and students and students and on the day of a farewell function, students and faculty get a chance to comment, make suggestions, share their experiences and recommend for the College expansion and improved operations.

SUSTAINABILITY JUSTIFICATION CLAIMED BY KCC ECD PROJECT IN THE 2010 REPORT:

a) Professional Faculty:

Project Staff and ECD faculty are qualified people and have been encouraged to seek further education and training. Two ECD Lecturers are already taking Masters in ECD and the rest will join this year. Highly trained and committed staff will offer better services hence achieving the goals of the project.

b) Technically:

Karen Christian College is advantaged to have staff in all the programmes that are qualified and are technologically knowledgeable in the areas of ICT. This makes it easy to guide the students with their academic requirements such as research for projects. With the acquisition of new computers the Project has attained an academic upgrading.

c) Administratively:

The project steering committee is composed of people with experience and relevant professional and administrative qualifications. As it liaises with the FPFK Board and the College stakeholders, this is a sign of participatory recognition that guarantees the continuity of the programme.

d) Socio-politically:

KCC ECD is a low risk project which is in line with the Government's effort to provide quality early childhood education which is accessible to all children in the society.

e) Administrative processes have been implemented for Government recognition of the KCC ECD teacher education in the previous years in order to secure local anchoring/ownership of the institution. This is a project within an existing college and is one of the programmes which will be part of the college curriculum as long as the college exists. It is accepted and owned by FPFK and Karen Christian College and the membership of FPFK organization.

Concrete measures implemented to strengthen KCC ECD teacher education:

a) Civil society

Karen Christian College is a member of several bodies and organizations which contest to bring changes in the Government policy which favors ECD in the country, such as centralizing the operations of the ECD education (paying teachers' salaries and learning materials).

b) Good governance

The KCC ECD annual report of 2010 states that the impact of Teacher training on good governance is long term. Inculcated are good leadership and governance skills to trainees who will bring up children who will also learn the same and implement in their time. However there is participation in the constitutional debate which will lead to the referendum which gave Kenya a new constitution. Realized is now have an improved environment for democracy and governance.

c) Disabled persons

Although KCC has not had a disabled person enrolled in the programme but attempts are in place to give them equal opportunity. The training curriculum prepares the preschool trainees to handle Disabled children without discrimination. The association of Early Childhood Teachers Training Colleges which Karen is a member of, has for years fought for the integration of the physically challenged children into regular school systems so that they do not feel discriminated. This has achieved good results because the Kenya Government has now made it a policy that all children should be allowed to access education irrespective of their different challenges. Karen Christian College is also in the process of creating a department of Special needs education to strengthen the current training to cater for the physically challenged children in the preschools.

d) Environmentally sustainable development

This is not an output of this particular project but an outcome of the training. Since environmental education is now a very serious matter in Kenya at policy and practice levels, it is expected that both the teacher trainees and the children they handle in preschools will understand and manage their local environments in collaboration with the communities and local authorities in light of the effects of the global warming that is being experienced lately. The training curriculum and the school syllabus guarantees this anticipated effect.

e) Fight against HIV&AIDS

The HIV&AIDS pandemic has ravaged Kenya in such a way that every community is affected. The trainees in Karen Christian College are given training in this and are exposed to activities run by FPFK HIV&AIDS Programme through joint seminars, symposiums and drama. This makes the trainees better people in handling HIV&AIDS cases in schools.

f) Conflict sensitivity

This is low risk project run in an existing College. There is harmonious sharing of facilities for different disciplines (i.e. Theology, Counselling, Community Development and ECD faculties) all in one College.

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9. In which areas does the ECD Project have the least achievements? What have been the constraining factors and why? How can they be overcome?

a) The KCC ECD enrolment numbers are low, though recently, they have gradually shown improvement as Karen is an affluent community area. Areas around Nairobi are within reach if there is a bus for commuters to the College. To bring in more students the College has engaged in one to one marketing using its students and church pastors in their communities. Flyers have been posted in Nairobi malls and distributed in public

areas hence the current 70 enrolment. However, this advocacy is still to be further intensified for the 2012 intake. In May to August 2011 the marketing was done through local FPFK pastors and posters were used as a result more students came. Marketing is an expensive exercise with local media houses consequently, special budgeting is needed to support the advocacy where there is need to pitch tents and engage marketing personnel to facilitate it.

- b) With the Outpost ECD training programme, the College will reach prospective ECD teacher trainees in their residential areas instead of bringing them to Karen. Students' respondents pledged to be KCC ECD Teacher Training ambassadors in rural areas and/or their home areas as Government is opting to provide County support as rumor has it, that before the end of the school term, 10 ECD graduates were being recruited for each of some Counties' preschools. This is a strong positive sign of the implementation of the new constitution which directs that ECD teachers will be the responsibility of the Counties.

- c) Structures will be cooperated from next year and since it is a process there might be some delay because of shortage of funds – if ECD is the foundation of education, then Government should be seen to incorporate ECD in the Central Government – salaries to be made standard.

TABLE 5: Justification from the ECD Project 2010 Report

PLANS		RESULTS	
OBJECTIVES	ACTIVITIES	OUTPUT	OUTCOME
<p>Final Kenya National Examination.</p> <p>To test the enrolled students and award</p>	<p>29 Trained and enrolled students did their final examinations in December 2010. The results were</p>	<p>29 trained ECD teachers are sent out to the society to teach in preschools mostly in the country</p>	<p>Increased number of trained labour has a high impact in the society especially in this critical area of</p>

PLANS		RESULTS	
OBJECTIVES	ACTIVITIES	OUTPUT	OUTCOME
them their relevant credentials for their level of training and for the job market.	exceptionally good.	side with proper government papers	ECD.

RISKS

- a) The major challenge has been the struggle to get the proposed number of students, due to competition from local and private universities and many other colleges. This affected KCC ECD Project 2010 budget because a lot of efforts and funds went to marketing and similar activities to get the expected numbers. Lessons learnt were that:
 - a. The methods that work in marketing and those which do not work.
 - b. To use other modes of delivery other than the school based system which was traditionally used in Kenya.
 - c. KCC ECD Project budget was too little for the actual implementation of the project. This should be looked into in the 2011 budget revision.

- b) Last year the Ministry of Education almost backtracked on its promise to employ trained preschool teachers. This caused panic among the teachers’ trainees who hoped to be employed by the Government. However, government has announced that the Ministry will employ the first batch of 20,000 Teachers. This has raised the interest in ECD Teacher’s training.

- c) As a new Project KCC ECD Project did not have the MOE teacher education guidelines last year it was not foreseen that field visits and assessment should be done, until the Ministry of Education made it a requirement that each student should be assessed at least three times before the final examination. This led faculty to visit all sections of the country where students teach, a very expensive, necessary and unbudgeted for exercise.

- d) The project equipment were purchased at the end of the year and a proper insurance cover has been arranged for all project staff and equipment in 2011 as one positive contributing factor to improved conditions of service.
- e) To get the right number of students for the programme the ECD Project had to change strategy and introduce other modes of study not planned for in the project document.
- f) The regular one year full-time programme while catering for a second intake.
- g) The College therefore ended up with five classes instead of the intended two classes (Diploma 1&2, Certificate 1&2 and the regular certificate class). This affected the tuition budget drastically.
- h) Field assessment of Teaching Practice was not planned for in the original project documents but became a requirement by the Ministry of Education where the visiting and assessing of 78 students was spread across the country (i.e. at the workstations of the students).
- i) The supervision took place at least three times in one academic year, a challenge which came unbudgeted.

Table 6: Justification from the ECD Project 2010 Report

PLANS		RESULTS	
OBJECTIVES	ACTIVITIES	OUTPUT	OUTCOME
<p>Practical Assessments</p> <p>To ensure that ECD teacher trainees in the field are doing the right things and</p>	<p>45 final year students in Diploma and certificate classes were assessed three time and the 33 first years were assessed once in 2010. This was a Ministry of</p>	<p>Due to this sustained assessment activity the students were empowered to attain a final external assessment grade of 87%.</p>	<p>The trainees are well equipped in ECD and examined with the children being the beneficiaries.</p> <p>The Project Leader and</p>

PLANS		RESULTS	
OBJECTIVES	ACTIVITIES	OUTPUT	OUTCOME
to guide and counsel on areas of weakness.	Education requirement. 5 ECD Trainers participated in the exercise with the Project Manager.	The trainers and the Project Manager also had the opportunity to understand the working conditions of the trainees.	the Trainers will make the training contextually relevant after these assessments and field visits.

10. What if any, alternative strategies would have been more effective in achieving the Project’s objectives?

These questions and/or statements have already been answered and responded to in various sections of this report.

Table 7: Justification from the ECD Project 2010 Report

PLANS		RESULTS	
OBJECTIVES	ACTIVITIES	OUTPUT	OUTCOME
Research. To build the capacity of Diploma level students to do research and write quality papers on ECD thematic areas.	Fourteen Diploma level students were guided in this activity and successfully completed and submitted their final papers. 10 Computers (5 Laptops and 5 Desktops) were purchased and installed as a matter of necessity to help the students accomplish their research requirements.	Fourteen ECD trainees are equipped with research methods and techniques and are able to contribute to knowledge in the ECD issues.	Increased number of researchers in ECD in the country. The quest for new knowledge and discoveries increased. The children are handled by teachers who are also thinkers. The society is challenged and changed.

PLANS		RESULTS	
OBJECTIVES	ACTIVITIES	OUTPUT	OUTCOME
<p>Networks and Linkages</p> <p>To Link the ECD programme with national and international organs addressing the same issue</p>	<p>Two international conferences attended and partnership agreements signed.</p> <p>Competence building network for early childhood education in South and East Africa 12th conference at Trondheim Norway was attended by the Project Manager and acting Head of Department ECD.</p> <p>Competence sharing Network project meeting held in Uganda was also attended by the Project Manager and College accountant.</p>	<p>A large body of knowledge and experience shared and learnt.</p> <p>Good contacts made for the benefit of the college and the programme.</p> <p>Partnership agreement signed between QMUC of Early Childhood Education and KCC.</p> <p>Student Exchange programme between QMUC of Early Childhood Education and KCC. Established.</p> <p>Inter colleges' research proposal established to broaden the knowledge of ECD in different contexts.</p> <p>Project management proficiencies developed.</p>	<p>The quality of the training in the colleges increased.</p> <p>Students exposed to international levels of engagement.</p> <p>Better field results.</p> <p>Changed society as a result of strong foundation in ECD education.</p> <p>Changed perspective from adult interest education to practices for the best interest of the child.</p>

- a) Respondents expressed concern that in these harsh times of HIV&AIDS orphans and vulnerable children, particularly in preschools, it is essential that ECD teachers are empowered in pre-service and in-service programmes to handle and make learning child-friendly. ECD teacher education programmes empower teachers to understand the conditions and situations of the affected and infected children while making them


succeed in handling pupils' emotions emanating from abuse, poverty, having sickly relatives and etc.

- b) According to faculty respondents, working in KCC ECD Project is good as it provides accommodation for faculty which facilitates for classes to start early enough and work with students longer. Also, the fact that faculty are even catered for during meal time on working days. However, the remuneration and conditions of service need to be addressed as proposed in previous College meetings.

- c) Both students and faculty respondents in their different focus group discussions commended the support coming from the donor as a privilege for KCC ECD to train teachers and open local and international networking concerning ECD teacher education. This is seen as an exposure that is a vehicle to promote ECD in Kenya because the network makes follow-up with Government on the constitution implementation and recognition of ECD operations in Counties. Members of the network are significant ECD education professionals that came from local universities, Government, NGOs and colleges.

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TABLE 8: KCC ECD Certificate and Diploma Tuition Fees Structure



CERTIFICATE FEE STRUCTURE

The amount of fees stated below should be paid on/before registration.

1st Term

Tuition:	Ksh.....10,000
Accommodation:	Ksh15,000
Library:	Ksh400
Examination:	Ksh350
Computer:	Ksh..... 1,000
Caution:	Ksh1,000
Medical:	Ksh.....3,000
TOTAL AMOUNT :	Ksh.....30,750


2nd Term

Tuition:	Ksh.....10,000
Accommodation:	Ksh15,000
Library:	Ksh400
Examination:	Ksh.....350
Computer:	Ksh.....1,000
TOTAL AMOUNT:	Ksh_____26,750

3rd Term

Tuition:	Ksh.....10,000
Accommodation:	Ksh15,000
Library:	Ksh400
Examination:	Ksh350
Computer:	Ksh.....1,000
TOTAL AMOUN:	Ksh_____26,700

Fees payment should be made through the **institution's bank account** as below.
 Bank: Standard Chartered Bank, Karen Branch.
 Name: Karen Christian College
 Acc No: 0102018301300



DIPLOMA FEE STRUCTURE

The amount of fees stated below should be paid on/before registration.

1st Term

Tuition:	Ksh.....13,000
Accommodation:	Ksh15,000
Library:	Ksh400
Examination:	Ksh350
Computer:	Ksh..... 1,000
Caution:	Ksh1,000
Medical:	Ksh.....3,000
TOTAL AMOUNT :	Ksh.....33,750

2nd Term

Tuition:	Ksh.....13,000
Accommodation:	Ksh15,000
Library:	Ksh400
Examination:	Ksh.....350
Computer:	Ksh.....1,000
TOTAL AMOUNT:	Ksh_____29,750

3rd Term

Tuition:	Ksh.....13,000
Accommodation:	Ksh15,000
Library:	Ksh400
Examination:	Ksh350
Computer:	Ksh.....1,000
TOTAL AMOUN:	Ksh_____29,700

Fees payment should be made through the **institution's bank account** as below.
 Bank: Standard Chartered Bank, Karen Branch.
 Name: Karen Christian College
 Acc No: 0102018301300

For sustainability, KCC ECD Project is charging tuition to each student, unlike in the SIDA funded first programme where there were no charges hence failure to continue after the donor pulled out. The list in Table 8 above does not show any Teaching Practice charges, yet the activity is expensive to run with faculty driving to candidates' respective preschools for supervision. The College should consider revisiting the tuition to charge for the teaching practice.

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SECTION D: EFFICIENCY OF RESOURCE USE

- 1. Have resources (funds, human resources, time, expertise, etc.) been allocated strategically to achieve outcomes?**
 - a) The Project Accountant is responsible for all the College finances (both the KCC ECD Project and the Bible College) though priority and challenges come from the Project as it receives external funds. He has a degree in accounting and is currently pursuing a Master's in Business Administration (MBA), expertise that is relevant for the job he is employed for.
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 - b) The personnel in the Project are of degreed people who are relevant to the courses they are teaching. Management and the Project Steering Committee also carry expertise in different related features that complement the operations of the Project in the FPFK church and education. In the focus group discussion with the PSC, expression of powerful knowledge and passion about the Project was evident. KCC ECD teacher training had to meet Government requirements of acceptable lecturers' qualification and demand for more course contact hours which then multiplied the budget for time allocation with part-time lecturers.

c) From the auditor's reports, the 2009 books were not quite up to standard, seeing that there was not professional in charge of the accounts. In 2010 when a Project Accountant was in place, the financial records were done according to order and budget plan and this was confirmed by the International auditors.

d) Challenges came with the following:

- **Marketing** the ECD Project and the KCC operations done to raise the student enrolment as the institution could take 70 students at a given time. There was special allocation for this exercise.
- **Teaching Practice** came from the MOE as a requirement of 3 assessments per student, carried out at different times. The students were in their different places of work and had to be reached out there for assessment. This was a tremendously costly exercise yet it was not even appearing in the student tuition list (see Tables 8) or was not budgeted for.
 - KCC will have to consider using the KCC preschool and within reach other preschools. Another alternative will be engaging qualified personnel within reach of the remote schools to supervise the TP for a fee (i.e. from colleges or universities), for some of the teaching practice assessment requirements to cut down on the costs of hiring vehicles, travelling and putting up out from the station.
 - There is need for revisiting the student tuition fee and factoring in the TP expenses.

- e) According to management responses, the ECD Project objectives and outcomes continue to be relevant with the required MOE operation expansions while the tasks are meeting the requirements to suite the MOE expectations and the needs of different communities and FPFK institutions under the Government steady operations to support initiatives of ECD requirements.
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2. Have resources been used efficiently? Have activities supporting the strategy been cost-effective? In general, do the results achieved justify the costs? Could the same results be attained with fewer resources?

- a) With the overlaps of marketing and teaching practice, the office did not communicate its frustration with the donor but continued to make ends meet with the meager resources they had. This did not go well with PYM as they could have given some supplementary fund with the Project Accountant and/or Management justification. Diverting funds allocated for other activities was an issue yet according to them, if the issues were stated; they would not have refused help or support with adequate justification.
- b) The construction of the KCC ECD teacher training and preschool building with stat of the art necessary amenities (i.e. toilets, kitchen, dining hall and classrooms) has been completed and waits utilizing in 2012. As stated earlier, it is anticipated that the building has a potential of generating funds with adequate management planning. This is an achievement for sustainability of the institution.
- c) Efficiency has been achieved in all areas of finances except in the case of unforeseen MOE circumstances that demanded from the budget, a requirement for students' certification and these were:
- National Examination assessment for teaching practice that had to be done thrice at different occasions. This called for field work for

supervision by the lecturers who had to be transported to different preschools at their site of work. Consoling were the students' performances which turned out to be high yet the experience was that they were the first group to graduate in this manner.

- As the Project is still at its inception, there is need for further donor funding and intensification on the students' tuition collection to address the known and evolving demands to meet the main stakeholder requirements. Fewer resources utilization at this Project stage is not anticipated as the investing exercise is evident in angles of the ECD Project.

- d) Considering the economic down slide, the Project could not have been lower than the budgeted funds instead, the developments of working with the MOE for official recognition of the certification and diploma documents has cost the Project more than the anticipated budget.

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

- a. The lecturers and students expenditure in carrying out their duties have reaped good crops with the 100% National Examination results. This according to students' comments has set a trend of continued exceptional performance to maintain the standard.

- b. Marketing was not quite effective in the previous years until growth was realized in 2011 where a rise in numbers was recognized.

- c. Students pay at least 50% tuition fore-front at the beginning of each term and complete at the end of the term. This according to the Project Accountant is a concern because there are operations that need to be paid for in the course of

the time such as salaries which cannot be postponed. This last term (December 2011) 90% of the tuition had been paid as students were preparing for the National Examinations and it is a tremendous achievement in the history of the institution. This has justified the costs as the target of training teachers and that has been done successfully Qualified teachers are already out in the preschools with better skills.

- d. Lecturers are paid according to the standards of other colleges considering that they work until very late due to students' demands as they prepare their research reports and the National Examination. They are however not comparable with other sister projects which faculty happen to be engaged in their activities also (i.e. HIV&AIDS, Peace etc).
- a) The outcomes were achieved though, last year there were expenditures that were not budgeted for such as teaching practice (TP) assessment with the supervision travelling costs and allowances for lecturers.



4. What are the main strategic components of the ECD Project? How do they contribute and logically link to the planned objectives? How well do they link to each other?

- a. Marketing is one major component that the ECD Project needs to have it running constantly and will need to be further intensification and remodeling by engaging the KCC students and the church. Students commend the work done at KCC ECD as an institution that deserve improved enrolment than the make shift training for ECD found in some areas.
- b. The Project is new and it should not be seen to quickly grow big as expansion is always a process progressing with time. Therefore, the sponsors of the Project should consider pumping more funds for the College to expand while meeting its needs.

- c. Shortage of money was experienced during the construction of the KCC ECD training block as it affected the budget negatively.
 - However, the mutual talk to the construction company when there were delays was fruitful and the local income from the church bailed KCC out while waiting for the donor funding.
 - Postponement of some activities had to be carried out to address the delay of funding such as the purchase of stationery and utilities which eventually got funded from the Bible College. This could be possible because the ECD Project is within an institution that is operational receiving its support from the FPFK Head Office, “a mattress to fall on”.

5. Who are The Partners of the Project? How Strategic are Partners in Terms of Mandate, Influence, Capacities and Commitment?

- a. PYM, DIGNI, Head Office, FPFK churches, MOE are key partners that finance and service the operations of KCC ECD in collaboration with Kenya Government policies and proficiency for qualifying to sit in the National Examinations.
- b. The Outpost ECD teacher training though still in discussion is a potential boost to the operations of KCC ECD Teacher Education when it gets to be initiated. It will attract large numbers of the unqualified teachers who cannot leave their families to study for a profession they need so much.

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SECTION E

Effectiveness of Management Arrangements

This section is largely addressed in Section A where the Project Steering Committee gave management responses to the administration of the KCC ECD Project operations. Otherwise, all the other sections carry relevant answers and comments that relate to all the questions and comments of Section E.

SECTION E: EFFECTIVENESS OF MANAGEMENT ARRANGEMENTS

1. Are management capacities adequate?

- a) The management capacity is in good standing with highly qualified Project Leader and adequately qualified Project Accountant who also work as an Administrator.

- b) The operations of the Project show improvement over the three years, demonstrated from the financial reports that have made a tuition collection amounting to 90% even before the College closure for December 2011.

2. Does Project governance facilitate good results and efficient delivery?

- a) The FPFK church structures for running its institutions like KCC ECD Project, is headed by the Board which is informed of Project operations by Project Steering Committees. The same applies to the PYM ECD sponsored Project and this according to the focus group and interview sharing, is the best recognized by the church and the donor.

- b) The Ministry of Education comes in as Government monitor for teacher education programmes in the country. As a result requirements like TP supervised in three different occasions should be recorded and submitted for the Ministry's recognition of the trainee' certification.
- c) The broader governance of KCC ECD training also emanate from the following organs:
 - a. NGOs that deal with children issues such as the Rights of the Child, Health
 - b. The networks within Kenya, in the African Region and Internationally as stated in the sections above.

3. Is there a clear understanding of the roles and responsibilities by all parties involved?

The roles are clearly understood as noted under question 2 of this section.

4. Do implementing partners provide for effective project implementation?

The donor, the PPFK church and the networking institutions fit in well with relevant support such as capacity building, periodic funding, handouts when need arises and timely paying of tuition to sustain the operations of the College.

5. Is information being regularly analyzed to feed into management decisions?

- a) Formal meetings on the KCC ECD Project operations are a culture that the respondents denoted to take place as follows:
 - a. Students to students via their representatives;
 - b. Students and faculty via their class and subject faculty;
 - c. Faculty and faculty in their regular staff meetings;
 - d. Project Steering Committee when need arises to address pertinent issues;

- e. Budgeting is informed by the Project faculty and management with the approval of the Board treasurer for disbursement. For instance, faculty requested for a special staff-room computer for ease of access. This was communicated to management and the action was taken to meet the request. Same style was followed for the students' computer laboratory facilitation.

6. Has cooperation with project partners been efficient?

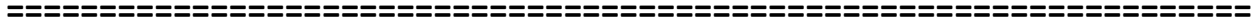
The Project Steering Committee expressed delight in working with PYM when an issue of donor disbursement takes place. The only area that got delayed by bureaucracy was financing the Project new building. This was however corrected and the building is now complete and was received from the construction company while this evaluation was taking over in December 2011.

The MOE, NGOs and Network institutions, in country and international cooperation in the adjudication of the KCC ECD Project operations complements each other and finds a niche where there is a gap to fill in and or reinforce the ECD programme in the country.

7. What are the main strategic components of the ECDE Project? How do they contribute and logically link to the planned objectives? How well do they link to each other?

- a) The donor has been delivering quite timely disbursing the funds five times a year.
- b) Using the money is always fitting where it is needed
- c) The FPFK Board and KCC ECD PSC protocol communication is acceptable by the Project management.

- d) Help is needed to attain a better enrollment which requires a lot of marketing as KCC ECD teacher education is a relatively new institution. This requires further intensification by engaging:
- a. The KCC students in their different homes with some incentive when good success is realized. Society better hear and believe about the College from the graduates and current students;
 - b. The church as the one on one approach is presently found to be more effective and may also require incentives.
 - c. Advertising should be continuously running with the media houses (e.g. week long) instead of one week shot.
- e) The Government intervention into the ECD programme support is the key move of ECD sustainability in the country that will bring training more in demand.
- a) The Project is new and it should not be seen to quickly grow big as expansion is always a process progressing with time.
 - b) Postponement of some activities had to be carried out to address the delay of funding such as the purchase of stationery and utilities which eventually got funded from the Bible College. This could be possible because the ECD Project is within an institution that is operational receiving its support from the FPFK Head Office, "a mattress to fall on".
 - c) The fact that there is a professional in the accounting Project office is reaping a tremendous improvement in the planning, budget disbursing and recording. Audited statements done locally and internationally are evidence of the proficiency of financial documentations.



SECTION F

CONCLUSION AND RECOMMENDATIONS

The Karen Christian College Early Childhood Development Project evaluation comes as a response to bridging the gap of not having a baseline study during the Project inception and at a period for reviewing the operations of the Project at mid-term implementation. Evident from the focus group discussions, interviews and observations on site the College, the Project is viable as it shows signs of progress even though in some situations there seems to be risks. The KCC ECD students and faculty are all positive about teaming up to curb the negative situations of low enrolment by individually engaging in marketing, that they have started. The College has a potential of expansion, given time as education is a process that is a long-term appreciated initiative. One student respondent said that it is still early to expect enrolment to be higher than what they are as there has been minimal marketing and few ECD teachers have graduated.

Individuals and groups consulted in this evaluation, about the KCC ECD teacher education programme including the Kenya Institute of Education officials, confirmed that the implementation of the constitution on ECD is guarantee enough that there is serious demand for teacher education for this level of education. The Project sponsors, locally and internationally should therefore intensify the College support to meet the needs of women who are in the majority in this cadre to improve their livelihood and self-esteem as they develop to be professionals in ECD education.

RECOMMENDATIONS

- a) For sustainability, KCC ECD must intensify the marketing strategy to increase student population that will expand the ECD College budget.
- b) Evident from the mid-2011, the tuition fee improved and the local partners continue to contribute from FPFK church contributions and agricultural products such as grain and vegetables to the college kitchen to support students. The College reports should periodically and formally inform the church about this support to attract more contributions.
- c) Periodic advertisements should be posted in local media houses, targeting positive times (e.g. immediately after the news for electronic media).
- d) Faculty remuneration and conditions of service will need to be reviewed in order to retain the ECD personnel and equate them to other sister Projects benefits and salaries.
- e) The FPFK church conferences and possibly local services should be targeted through the pastors for marketing KCC ECD teacher education through:
 - a. Formal presentations made to potential students,
 - b. Displayed or exhibited on site and distribution of flyers.
- f) For income generation, KCC ECD should engage in the following activities:

- a. Implement the preschool to local communities with a possibility of bussing the pupils because due to the Nairobi traffic jam, parents or guardians find driving pupils to KCC a serious delay to their places of work.
- b. KCC ECD graduates should be considered for new preschool posts that will open up for this offer seeing that they will be relevant for the College culture.
- c. Purchase a mini-bus when funds allow, to ferry ECD student teachers to sessions during the week, Saturdays and school holiday sessions.
- d. To concentrate on the present ECD teacher education programme until positive roots are realized in enrolment, improved payment of tuition by students, and a fortified KCC ECD budget that will form groundwork for other interventions such as outpost training programmes.
- e. Properly plan for the outpost ECD teacher education programme and eventually offer it as it has a potential of raising the KCC ECD enrolment while reaching out to the unqualified ECD or preschool teachers in the remote areas. This will boost the college budget while meeting the needs of women out there who cannot afford to leave their families to study in Nairobi.
- f. The new building should be made to accommodate physically challenged student teachers and preschool children as it is built in the period when the PSC anticipates enrolling special needs pupils.





SECTION G
Reference Materials

Karen Christian College ECD Project documents:

- a) Advertisement brochures
- b) Audit Reports (2009 and 2010)
- c) Background Information
- d) The Demographics of Kenya
- e) The Project Document
- f) Risk Analysis Report
- g) Norway Visit Report
- h) Enrolment Lists (Certificate and Diploma)
- i) MOE Kenya Institute of Education ECD statistics
- j) UNESCO Reports on Child Friendly Schools

SECTION H
Appendices

APPENDIX 1



KAREN CHRISTIAN COLLEGE
(Transformative Servanthood Training for a better world)

ACADEMIC PROGRAMMES ACADEMIC PROGRAMMES

DEPARTMENT OF BIBLE AND THEOLOGY

- Bachelor of Arts in Bible & Theology - (C+/Dip)
- Advanced Diploma in Bible & Theology - (C-)
- Advanced Diploma in Mission Studies - (C-)
- Certificate in Bible & Christian Ministries - (D+)

DEPARTMENT OF EDUCATION

- Diploma in Education – General (C Plain)
- Diploma in Education – ECD (C Plain)
- Certificate in Education – General (D+)
- Certificate in Education – ECD (D+)

DEPARTMENT OF COMMUNITY DEVELOPMENT

- Diploma in community development (C Plain)
- Certificate in community development (D+)

DEPARTMENT OF COUNSELING STUDIES

- Diploma in Counseling Studies (C Plain)
- Certificate in Counseling Studies (D+)

DEPARTMENT OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

- Diploma in ICT (C Plain)
- Certificate in ICT (D+)

DEPARTMENT OF BUSINESS

- Diploma in Business Administration (C Plain)
- Certificate in Business Administration (D+)

**Intakes:
Jan, May & Sept
Register now!!!**

Application forms can be obtained from the reception at the college

For Further Information Contact:
The Academic Dean Office, Karen Christian College
P.O. Box 24787-00502 Nairobi Kenya, Tel: +254-20-2485923 or 020-882970 Cell: 0725-865076
Email: info@karen.ac.ke, Website: www.karen.ac.ke

FIGURE 3: Karen Christian College Early Childhood Development Students

APPENDIX 2

EARLY CHILDHOOD DEVELOPMENT & EDUCATION

LEVEL: CERTIFICATE **DURATION:** 1 YEAR

ENTRY REQUIREMENTS: D+ OR Equivalent **EXAMINING 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. Physical activities.
19. General knowledge
20. Religious education
21. Materials Development

22. Introduction to Research
23. Community Development
24. Child rights and child development
25. Teaching practice.

APPENDIX 3

EARLY CHILDHOOD DEVELOPMENT & EDUCATION

LEVEL: DIPLOMA

DURATION: 1 / YEARS

ENTRY REQUIREMENTS: C plain/Equivalent/Certificate/PI **EXAMINING 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 course 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. 3Kms

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

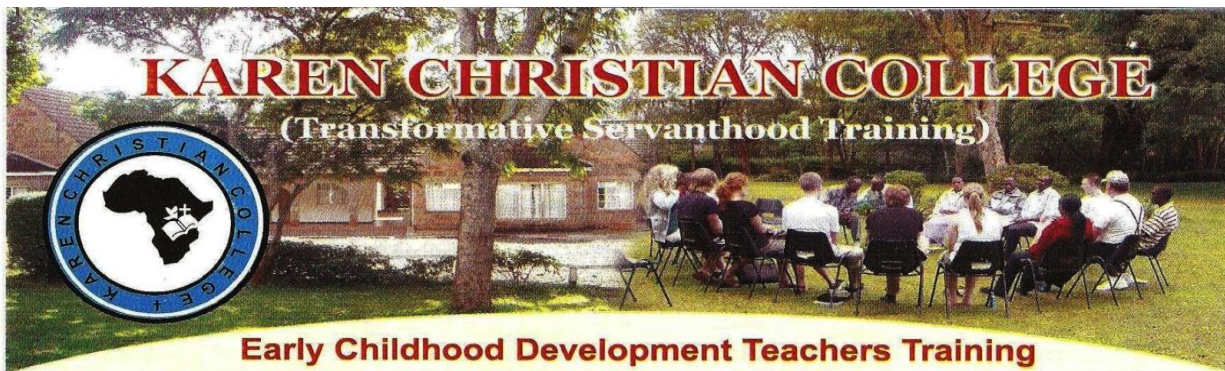
THE EXAM BODIES ARE: 1. KNEC 2. GLOBAL UNIVERSITY 3. KAREN CHRISTIAN COLLEGE

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: KCC ECD Teacher Training



KAREN CHRISTIAN COLLEGE

(Transformative Servanthood Training)

Early Childhood Development Teachers Training

VISION: Transformative Servanthood Training for a better world.

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

INTRODUCTION TO THE ECD PROGRAMME

The early childhood development and education (ECDE) is one of the programmes offered at Karen Christian College. The college is registered with the ministry of Education. Training for certificate and diploma students is offered under the guidelines provided by the ministry.

OTHER PROGRAMMES

- ✦ Degree and Advanced Diploma in Bible and Theology
- ✦ Diploma and certificate in counselling
- ✦ Diploma and certificate in Community Development.
- ✦ Diploma and certificate in IT.
- ✦ Certificate in Bible and Christian Ministries.

IN-SERVICE PROGRAMMES

- ✦ The In-service programme is offered during the school holiday i.e. December, April and August. The students are in session for a period of 3 weeks immediately after schools close.
- ✦ The Kenya National Examination Council (KNEC), will issue the student with the respective certificate after sitting and passing the KNEC examination at the end of the two years.

PROGRAMMES REQUIREMENTS

Diploma

1. A DICECE or kindergarten Headmistress Association or Montessori Certificate with at least D+ in KCSE or its equivalent.
2. PI.
3. A minimum of KCSE Grade C Plain its equivalent.

Certificate

1. A minimum of D+ in KCSE or its equivalent or
2. A pass in KCPE and must have taught for a minimum of 3 years and must have passed a proficiency test offered by KNEC.

Registration:

August 2010 intake:

- ✦ ECD School based second intake both certificate & Diploma

September 2010 intake:

- ✦ Degree and Diploma in Theology
- ✦ Diploma & Certificate in community Development

Fees Structure

REGULAR PROGRAMME (3 MONTHS PER TERM)	
DIPLOMA	TUITION :10,000
	ACCOM :13,400
CERTIFICATE	TUITION :7,000
	ACCOM :13,400

OTHER CHARGES

LIBRARY :	1,200
EXAMS :	1,000
COMPUTER:	3,000
CAUTION :	1,000
MEDICAL :	1,000

IN-SERVICE PROGRAMME	
DIPLOMA	12,000 (All Inclusive)
CERTIFICATE	10,000 (All Inclusive)

REGISTER NOW!

Contact:

The Academic Dean, Karen Christian College

P.O. Box 24787-00502 Nairobi Kenya, Tel: +254-20-2485923, Cell: 0725-865076 or 020-2471370

E-mail: info@karenchristiancollege.com. Website: www.karen.ac.ke