THE REPORT OF THE CHURCH EDUCATION COMMITTEE TO THE 22ND G.A - APRIL 2018 AT ST ANDREWS CHURCH IN MILIMANI NORTH RESBYTERY.

1.0 PREAMBLE

Education is one of the four major Pillars of the Presbyterian Church of East Africa (PCEA). The others include Evangelism, Health and Social Development. Since the inception of the Church, Education has been emphasized. This is in line with the prophetic message from Hosea i.e. “My People Perish for lack of knowledge”. Hosea focused his prophetic work on the social, moral and particularly spiritual situation in Israel.

John Calvin the founder of Presbyterian Church was very focused on education that culminated in founding the Geneva Academy in 1558, which contributed in shaping reformed movement and life of Churches throughout Europe. The emphasis of education was one of the hallmarks of the missionaries and later PCEA. This has seen PCEA sponsor over 1200 schools and own more than 200 schools in East Africa.

The main aim of the Church in schools behind propagating Christian faith is to enable the school in conjunction with the community to bring up Children who are not only knowledgeable, but who fear God, and patriotic citizens with upright moral values as envisaged in chapter 6 of Kenya 2010 constitution. To achieve this, the Church has to continually impact the lives of learners in every level of their learning. This can only be possible through deliberate strategic investment in education. Technical appearance in schools during assembly and Board of Management meetings is not enough. A structured engagement with learners and the school community is the key to this.

P.C.E.A has in the past used schools as an arena to perpetuate her traditions. This proposition must not be lost; Presbyterians must Endeavour to maintain her traditions. It is undisputable that if Presbyterians do not introduce their tradition to students while in school, we have no better ground to do it, hence the need for total involvement in our schools. We must seek to retain our performed heritage by giving every opportunity to learn and appropriate what it means to know Jesus Christ no matter what the world crisis is or what national and cultural trends, theologies or learning styles may be there.

2.0 OPERATION FUNDAMENTALS

2.1 VISION: To have a society which has children and adults who are God fearing and uphold the Christian values of love, moral integrity, self-control and respect.

2.2 MISSION: We endeavor to make disciples by instilling knowledge through education for life.

2.3 MOTTO: “My people are destroyed from lack of knowledge” (Hosea 4:6).

3.0 LEADERSHIP

YEAR 2017 OFFICIALS

1. Joyce Kabui Kariuki - Chairperson
2. Joseph Macharia - Treasurer
3. Asford Mwaniki - Vice Chairman
4. Dr. Zipporah Gichuhi - Vice Secretary
5. Rev. Simon Githiora Njuguna - Secretary/Director

4.0 2017 ACTIVITIES
a) Practical Witness
   During the year under review the department continued with her practical witness activities. This was particularly carried out through Rumuruti sirai School Project. The approach is two folded;
   i. Education for Life Program
   ii. Rimuruti – Sirai School Project
   Education for Life Project saw the sponsorship of five (5) Students – one from every region. Schools fees were paid and Mentorship Program conducted.

b) New Education Curriculum
   We live in an ever changing world that affects all sectors of life. Education sector is not an exceptional; this has informed the education reforms in the country and particularly the new curriculum development. P.C.E.A has been adequately involved in this process, including presenting a memorandum to KICD which we believe informed their final decisions. The proposed curriculum, 2 – 6, 3-3-3, was piloted between May and September 2017 across 470 schools, 10 in each county. It covered pre-schools and grade one and two. It was also done in grade 3 in few schools.

   Five (5) key issues in this Curriculum are:-
   1. Learners will not sit national exams but will be evaluated through CATS
   2. It focuses on skills not knowledge (competence based)
   3. ICT integration will be included in all, levels of education
   4. Special needs children are well incorporated into the curriculum.
   5. It is value based education.

c) Chaplaincy in Public Learning Institutions
   Due to the rampant unrest in schools witnessed in 2016, the then education Cabinet Secretary Dr. Fred Matiangi initiated a process that would see all public schools have a chaplain. He formed a taskforce that saw two of our ministers appointed members of that taskforce Rev. Simon Githiora and Rev. John Gatu, the later being the chair of that taskforce. Applause to Rev. Gatu.

   Since then the Church has been actively involved in the formulation of policy framework which is at advanced stage. As the process continues, the Church needs to ready herself with Chaplains who she can avail when requested to do so. The process of preparing these Chaplains must be taken seriously and urgently since the Church may be required to avail over 500 Chaplains at a go which is not a small number.

d) Physical Growth & Development
   Concentration was given to Sirai Children Centre in Rumuruti where maintenance of infrastructure was conducted. Children and teacher class, furniture as well improved.

e) Spiritual Growth
   The core business of the Church is to make the gospel available to all people in our society; Church education has propelled this aspect with an inclination to teaching.
This follows Jesus command in Matthew 28:18. He was a great teacher who went about teaching in order to emancipate people from ignorance.

Programmes were carried out at Parish level and in the Institutions. These Programmes included PP1 to Schools, Adult workshops, Youth workshop and community sensitization programmes.

5.0 CHURCH EDUCATION WEEK
The Church Education Week was observed from 27th February – Sunday 5th March 2017. The theme of week was derived from 2Timothy 2: 2 (NIV). “And the things you have heard me say in the presence of many witnesses entrust to reliable men who will also be qualified to teach others.”

Among the activities carried out included:
- Teaching/educating members of society on the contemporary issues
- Engaging with the sponsored schools and other learning institution for mentorship and PP1
- Engaging in environmental work.

The Education Sunday was observed across the board. However it is sad to note that the funds remittance to the Central Committee was not observed as expected. This was occasioned by the then anticipated groups restructuring process.

5.1 Sponsored Education Institutions
The office of General Assembly regularly got involved in matters of our sponsored schools across the country. The one that is highly published was the case of Alliance Girls High School. The matter has since been resolved. A Presbyterian Principles from the Chogoria Girls’ High School has been posted to head that institution. We have had many more changes in headship of our schools following the government policy on rotation and serving outside ones Home County.

The department continues to seek data on our schools, enrollment, headship and location, sadly to note that some our Parishes and ultimately Presbyteries have not responded making it difficult to give substantive data on the same. However, scantily the number of our institution both owned and sponsored are as follows:

<table>
<thead>
<tr>
<th>Academy</th>
<th>250</th>
</tr>
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<tbody>
<tr>
<td>Sponsored Primary</td>
<td>700</td>
</tr>
<tr>
<td>Sponsored Secondary</td>
<td>350</td>
</tr>
<tr>
<td>Sponsored Technical</td>
<td>040</td>
</tr>
<tr>
<td>Polytechnic</td>
<td>050</td>
</tr>
</tbody>
</table>

NB: The Education Act 2013 gave the sponsor among other responsibilities to:

a) To participate and make recommendations of review of syllabus curriculum, books and other teaching aids;

b) Representation in the school Management Committees and Board of Management.
c) To provide supervisory and advisory services in matters regarding spiritual development in schools including the appointment of Chaplains at their own expenses;

d) Maintenance of spiritual development while safeguarding the denomination or religious adherence of others.

e) To offer financial and infrastructural support

In addition, Education Act 2013 section 56, 5 and 7 are critical sections of education act that we all need to be aware of as far as the nomination of the chairperson of the BOM of sponsored schools are concern

56, 5 states that the chairperson of BOM in a sponsored school will be done by the county education director in consultation with the sponsor.

56, 7 states that the sponsor who does not make substantial contribution to the school will however not be consulted.

6.0 ACHIEVEMENTS

7.1 The notable physical and numerical growth of Rumuruti Education Centre Sirai School.

7.2 Participation in the ongoing development of a policy framework for Chaplaincy in schools

7.3 Participating in the ongoing Education reforms and presentation of Memorandum to the Ministry of Education.

7.0 CHALLENGES

7.1 Ability to connect with all education stakeholders’ right from grassroots to manage the enormous task that entails education sector both in Church and the Society.

7.2 Big gap in Education sector for lack of RES particularly to exert sponsor Position in representing our schools.

7.3 Running of Rumuruti education centre – Sirai School after the restructuring of groups, which were the sole source of funding.

8.0 FUTURE PLAN

Our future plans are to:

1. To regain the diminishing influence in schools through overall ministry to schools

2. Revive teaching of PP1

3. Strengthen Presbyterian Principles forum

4. Unify Church owned school

5. Campaign for adopt a class/school model for support, motivation and mentorship

6. Revigorate marriage encounter program

9.0 CONCLUSION

In conclusion it is undeniable that education is the most influential socialization aspect in human life. Basically people are in schools for at least their first 22 years. The world view a person adopts during these formative years is very fundamental in the rest of the life. In the view of the above, the only way the Church can meaningfully contribute influencing the
worldview of young people is by being actively involved in education. It is a miscalculation for the Church to fail to influence people during their young age and hope to influence them meaningfully during their old age. Proverb 22: 6 “Train up a child in the way he should go, and when he is old he will not depart from it.”

Thanks to the officials of the General Assembly, Region, Presbyteries, Parishes, Congregation and all those who have continued to support Christian Education.

Report signed by:

[Signature]

Rev. John Mbae Muraga
SECRETARY – CHRISTIAN EDUCATION
DOCUMENT 15 – RESOLUTIONS

1. The G.A receives the report of Christian Education and its audited Account for the year ended 30th September 2017

2. The G.A, in realization that rural schools are affected by brain drain, encourages Presbyterian in Diaspora locally or internationally to adopt a class or a school in the rural areas for support, motivation and mentorship.

3. The G.A instructs the Education department to look for ways and means of uniting the Church owned schools for their general good.

4. The G.A instructs the Education Department to look for ways and means of sustaining the Rumuruti – Sirai schools.

5. This G.A notes with appreciation and thanks to God for the services rendered to the Church Education Department by the outgoing Ag.Christian Education Secretary/Director Rev. Simon Githiora Njuguna and wishes him God’s grace in his future ministry. Further this G.A welcomes the incoming Director of Christian Education Rev. John Mbae Muraga and wishes him God’s blessings and guidance in his ministry.
**1.0 INTRODUCTION**

As the missionaries introduced Christianity in Kenya, they gave education prominence definitely out of their conviction that there was not going to be any meaningful Christianity without a well organised and carefully implemented education programs. Their education had a clear philosophy and thinking behind it. (At this juncture one may be tempted to ask; what is the philosophy of PCEA in education? Ask your neighbour.) Without a clear vision, mission and objectives, that indicate the desired results, achievement of results is a mirage. It is therefore important that PCEA re-thinks her strategies in mission work and especially a serious thinking about education and its outcome.

During the 2018 presbytery officials meeting held in January 2018, an ad hoc committee was selected to look at PCEA schools and education, and come up with a paper to be presented to the 22nd GA. The committee was composed of:

1. Rev John Muriithi - Rift Valley
2. Elder Elijah Nguyo - Mt Kenya
3. Elder Duncan Mbae - Eastern
4. Rev Jane Muthui - Nairobi
5. Elder Bernard Gachanja - Central

The committee met on (14th February 2018) and tables the following:

**2.0 PCEA CHRISTIAN EDUCATION STRUCTURE.**

The PCEA Church has been doing quite well in areas of education. However, since the removal of the RES, that linked the church and various Education institutions and offices, our sponsored schools have suffered untold losses. The Church has lost grip of its own schools and those it sponsors.

It is the desire of the Church to regain her grip and if possible strengthen it. The present structure where there is one Director at the headquarters is not a recipe for the efficiency and effectiveness so much desired.

The ad hoc committee proposes a structure with the Director of Education at the head office for policy formulation and coordination. The director should have a board to assist him in planning and overseeing the overall education in PCEA. The ad hoc also proposes that there be established a county education board to be headed by a county education secretary, (CES). The board should be appointed to hold office for a term of three years, renewable once. The selection of the members of the board should be rotational for continuity. The holder of this position should be a Presbyterian educationist of high repute with good interpersonal skills, passion and commitment for the roles associated with the position. Previous success in other positions together with knowledge and competence are advantageous. The person holding the office is CES could be a clergy or laity.

CES positions should first be created in counties where the church has a several schools that would justify the same. Where schools are not many, neighboring counties can be served by one CES. The CES will coordinate with the Church in the area of jurisdiction and report to the Director.
It is further proposed that presbyteries elect an education representative from among the members of the presbytery during presbytery elections, to be the eyes of the presbytery in the schools.

3.0 CHAPLAINCY

The government has clearly intimated its intention to recruit chaplains in all schools in partnership with relevant stakeholders. This is an opportunity we cannot afford to lose. To ensure that all our sponsored schools have Presbyterian Chaplains, we need to prepare an adequate number of ministers, teachers, and evangelists to qualify themselves for this opportunity.

3.1 WHO IS A CHAPLAIN?

A Chaplain is a member of the Clergy who conducts religious services for an institution such as a school, prison or hospital.

A lay person may also be appointed to provide spiritual leadership and counselling to members of an institution.

3.2 AIM OF SCHOOL CHAPLAIN

The main aim of the Chaplain is to lead the formal and informal expression of Christian ethos and worship at the school and to support the spiritual life of the school community.

3.3 KEY RESPONSIBILITIES: -

a) Lead in the development & use of whole school liturgy.

b) Contributing to the pastoral care of the whole school community.

c) Contribution to the teaching and learning Mission (Justice & Peace) vision (Community Outreach).

d) To support spiritual development of the school and its wider community.

e) Lead in the development & use of whole school liturgy.

f) Establish formal liturgies for use in senior Assemblies, year assemblies & form time reflections

g) Lead formal acts of worship, including year communions, voluntary communions, thanks giving services etc

h) Lead assemblies as part of the senior staff rota and contribute to end of term assemblies as appropriate.

i) Support, monitor and oversee teachers’ time reflections.

j) Ensure that Church seasons are publicly & creatively celebrated within life of the school (including in display, celebrations and electronic communications – e.g. website etc)

k) Enrich and develop quality of corporate worship drawing on the creative gifts & resources within the school community.
**4.0 PASTORAL PROGRAMME OF INSTRUCTION (PPI)**

Kenya Vision 2030 points at quality education and training as fundamental to its success. It outlines one of the challenges facing the education sector as creating a cohesive society imbued with a culture of practicing desirable values. Religious education has been identified as an important curriculum area in the transmission of desirable values. Key to this is Pastoral programs of instruction (PPI) which has been part of the Kenya primary school curriculum since introduction of formal education. The Kenya National Education Commission of 1964 recommended an academic approach to PPI, though it never took roots. The church needs to ensure that this very important area is given the attention it deserves.

Pastoral Programme Instruction (PPI) is an important Pillar in the Holistic growth of learners in our schools. There is evidence of discipline and good performance where sponsor and schools put emphasis in the Programme. It is noted that some schools ignore PPI to concentrate on examinable subjects. This why the education act 2013 gives the sponsor the prime responsibility to ensure that spiritual aspect of the students is catered for.

There are books and Teacher’s guide developed by different institutions like the scripture union and approved by the Kenya Institute of Curriculum Development formally KIE that can be used for PPI in each class. Parish Ministers, Evangelists and Christian educators should take a proactive stance to ensure that schools in their Parishes teach PPI by using PPI books, rather than the use of bible alone. Short courses, seminars and workshops should regularly be carried out in Parishes to empower the teaching of PPI.

**5.0 EDUCATION DAYS**

In the past and even now some of our PCEA Churches in conjunction with the schools set aside one day every year when they invite parents and other stakeholders to their schools as an Education day.

The rationale behind this day is first and foremost to show case what the school does and also to share with parents and other stakeholders the learning activities that go on in the school.

The day provides an opportunity for the parents to see for themselves what their children do when they are in school. Parents and other stakeholders including the school’s alumni also get to familiarize themselves with opportunities and challenges that their school face.

In addition, students get to interact with the school’s alumni, some of whom are fairly successful and are good role models. Ordinarily, a guest/ motivational speaker is invited and talks to the students, teachers and the parents with a view to motivating them to do well in school. This in turn instils a sense of focus, change of attitude and competitiveness among the students. On such occasions, the best performing students and teachers are normally rewarded. The importance of such education days cannot therefore be overemphasized.

In our church sponsored and church owned schools, it is important to start organizing such days. In fact some of our presbyteries like Gatundu and others are already doing this and the results are evident. This is organized jointly by the Presbyterian Teachers Association, well wishers and other stakeholders.

Modalities of financing such education days are left to the PTAs in collaboration with the respective parishes or presbyteries. Other stakeholders, Alumni, Local businessmen and entrepreneurs etc, play an important role in supporting Education days.
To quickly achieve this, there is need to encourage the formation of the Presbyterian Teachers Association comprises of teachers in our secondary and primary schools within our parishes and Presbyteries.

6.0 PRESBYTERIAN TEACHERS ASSOCIATION.

There is now great need than before to formalize the long coveted and many resolutions made for the formation of Presbyterian Teachers Association. This can be done at presbytery, region and national levels for efficient communication and coordination of education in our schools.

6.1 FUNCTIONS

1. Motivate teachers’ learners and schools.
2. Promote social, economic and spiritual welfare for teachers.
3. Promote quality education in our schools.
4. Build capacity among the teachers to enable them handle their duties in school and in the community.
5. Network with other stakeholders and duty bearers in order to enhance quality education in the presbytery.

7.0 PCEA SCHOOLS LIASON BODY.

True mission schools

Education is a critical sector whose performance directly affects and even determines the quality and magnitude of Africa’s development. It is the most important means we have at our disposal to develop human resources, impart appropriate skills, knowledge and attitudes. In order to harness our resources, industrialize and participate in the global knowledge economy, quality and relevant education is key. Education is also the means by which Africa will entrench a culture of peace, gender equality and positive African values.

In Kenya, education is recognized as a basic human right and a powerful tool for human resources and national development. Various policies have highlighted the importance of education in eliminating poverty, diseases and ignorance. The government is fully committed to an education system that guarantees the right of every learner to quality and relevant education. In view of this, the government has implemented free primary and secondary education. At the same time, the government, communities, development partners, religious organizations and other stakeholders continue to make substantial investments to ensure that quality and relevant education is implemented.

Presbyterian Church of East Africa (PCEA) has been one of the great partners in ensuring quality and relevant education is delivered in Kenyan schools. The church has sponsored several schools including some of the top schools in the country such as Alliance Girls, Alliance High School, Nairobi school, Thika High school Chogoria Boys and Girls, Tumutumu girls to mention but a few. It has continued to ensure that learners in PCEA sponsored schools receive life skills including spiritual nourishment which has been core in ensuring holistic development of the learners.

Besides sponsoring schools, the church has heavily invested in schools that are fully managed by the church at different level. Some of the schools have been excelling remarkably in National examinations, some are undergoing various challenges and some have closed. With all these schools, the church does not have clearly known or recognised structures of managing these schools and relies on the good will of the boards, or teachers entrusted to run these institutions. So
the performance of our schools is pegged on the boards. Some of our boards do not have clear terms of reference (TOR) this generally leaves our schools at a very unpredictable position. It is also clear that these boards are temporal and the aspect of continuity is a challenge. It is against this background that the ad hoc committee proposes that PCEA church should establish a liaison body to secure the good performance in our schools and help those with challenges to overcome them; Thus maintaining the mission perspective of the church in schools. This board should be formed mainly by the current chairpersons of our school boards or a person recommended by the particular school. Some of the areas that PCEA schools liaison body will focus on include:

7.1 **Registration of schools with the County Education Boards:** Currently some PCEA schools are struggling with registration since they have to provide letters from the PCEA foundation. If we have a PCEA schools liaison body, any Parish wishing to start a school we will have an existing body to offer necessary assistance and follow up on the registration.

7.2 **Economies of scale:** Business largely relies heavily on numbers. Once we have the total number of PCEA schools, it will enable the Church and the liaison body to bargain with the Ministry of Education and other stakeholders for various services to be provided to our schools such as buying books and laptops at subsidized rates.

7.3 **Quality Assurance:** Currently, our schools do not have an internal body to ensure quality and standards that meets the Presbyterian threshold (which we not have) are maintained. The liaison body will liaise with the Ministry of education and TSC to ensure quality and standards are adhered to in our schools so that we provide quality and relevant education. This will help some of our schools that are not performing well to up their game. Hence lifting the banner of PCEA in education sector.

7.4 **Staff Professional Development:** With the new curriculum reforms, we need to ensure our teachers are fully knowledgeable. Majority of our schools cannot afford to employ experienced teachers and they heavily rely on fresh graduates and hence the need for continuous staff professional development and motivation for quality education in our schools.

7.5 **Networking:** Networking with other schools has the advantage of schools benchmarking with one another. This keeps both the teachers and the learners on their toes as they aspire to be the leading institution in providing quality and relevant education.

7.6 **Co-curricular activities:** This will be one of the ways to bring staff and learners together as they enjoy various activities such as athletics, ball games, art, culture and music festivals.

7.7 **Empowerment of learners** by organizing seminars, symposiums and educational trips

7.8 **Celebrations:** The liaison body will periodically organize education days to celebrate various success and efforts which will build a community of learners.

7.9 **Bargaining power:** worldwide, people organizations and nations are coming together to form a pool largely as a force for bargain. It is regrettable that though we have a lot of schools, we can neither use them to achieve any good end, nor are we consulted as a key player in the sector because of our owned schools. Uniting our schools will give the Church an indispensable voice in matters of education.
If PCEA schools liaison body is established, it will strive to create a harmonious balance between academic demands, character formation, sporting and cultural activities and community life in all PCEA schools. This will keep our schools on top of the education ladder consequently making PCEA schools not only a pace setter with in matters of education, but also true mission schools.

8.0 EDUCATION SYSTEMS IN KENYA
FROM INDEPENDENCE UP TO 1985

1.7:4:2:3
7 years of primary education
4 years of lower secondary
2 years of upper secondary
3 years of university education

Weaknesses
i. Academic as opposed to orienting learners for employment.
ii. Failed to cater for pre-primary level of schooling
iii. It was doomed unsuitable for the changing aspirations of Kenyans and the labour market.

8.1 8.4.4 SYSTEM
It was implemented in 1985

8.1.1 Structures
8 years of primary education
4 years of secondary education
4 years of College or University

8.1.2 Weakness
i) i) Too expensive, broad and burdensome to learners.
ii) Most teachers were not trained to teach some of the vocational and pre-technical subjects.
iii) Lack of incorporation of the pre-school circle as part and parcel of the structure.
iv) The hurried implementation without prior consultations and preparations.
v) Many students were said to be unable to cope with transition to university life and learning skills.

8.2 NEW SYSTEMS

8.2.1 STARTING 2018

2.6.3.3.3.
- 2 years pre – primary
- 6 years primary school
- 3 years junior secondary
- 3 years Senior Secondary
8.1 3 years University /College

Piloted between May and September of 2017 across 470 schools - 10 in each County. It covered pre-schools and grades one and two. It was also done in grade 3 in a few schools.

8.3 FEATURES OF 2.6.3.3.3.SYSTEM

8.3.1 EXAMINATIONS
- Learners will not sit exams but will be evaluated through continuous assessment tests (CATS).
- It focuses on skills and not knowledge

8.3.2 Talents
Learners will develop beyond academics and on focus on how best they can use their specific talents to make a living.

8.3.3. Special needs Children
Have been incorporated into the curriculum

8.3.4 ICT integration will be included at all levels of education

8.4 CURRICULUM

<table>
<thead>
<tr>
<th>LOWER PRIMARY</th>
<th>UPPER PRIMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiswahili</td>
<td>Kiswahili</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Literacy</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Indigenous language</td>
<td>Home science</td>
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<tr>
<td>Environmental activities</td>
<td>Agriculture</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>Hygiene &amp; Nutrition</td>
<td>Science and technology</td>
</tr>
<tr>
<td>Mathematical activities</td>
<td>Creative arts (Art, Craft and music)</td>
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<tr>
<td>Movement &amp; creative arts</td>
<td>Religious Education</td>
</tr>
<tr>
<td>Religious education</td>
<td>Physical education &amp; Health education</td>
</tr>
<tr>
<td>Social studies (citizenship, geography and history)</td>
<td></td>
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<tr>
<td>Optional areas</td>
<td></td>
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<tr>
<td>Foreign languages (French, German, Chinese, Arabic)</td>
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</tbody>
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8.5 JUNIOR SECONDARY - 3 YEARS (GRADES 7, 8 AND 9)

8.5.1 CORE SUBJECTS
1. Mathematics
2. Kiswahili
3. English
4. Life skills
5. Health Education
6. Social Studies
7. Integrated science
8. Business studies
9. Religious education
10. Agriculture
11. Sports Education
12. Physical education

8.5.2 ELECTIVE SUBJECTS
- Home science
- Foreign languages
- Kenya sign languages
- Indigenous languages
- Visual arts
- Performing arts
- Arabic
- Computer science

8.6 SENIOR SECONDARY SCHOOL – AGES 15 – 17 (GRADE (10, 11, 12)

8.6.1 SPECIALIZATIONS
1. Arts and sports science
2. Social science and science
3. Technology, engineering and mathematics (STEM)

NB: The area of specialization will depend on skills, talents and interests.

Vocational training centres
University education for 3 years.

8.6.2 IMPLEMENTATION OF 2.6.3.3.3.

<table>
<thead>
<tr>
<th>TIMELINE</th>
<th>DETAILS</th>
</tr>
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<tbody>
<tr>
<td>2017 / 2018</td>
<td>Lower primary (Nursery grades 1 &amp; 2)</td>
</tr>
<tr>
<td>2019</td>
<td>Grade 3 - 6</td>
</tr>
<tr>
<td>2020</td>
<td>Grade 7, 8 and Form 1</td>
</tr>
<tr>
<td>2021</td>
<td>Form 2</td>
</tr>
<tr>
<td>2022</td>
<td>Form 3</td>
</tr>
<tr>
<td>2023</td>
<td>Form 4</td>
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</tbody>
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According to provisions of National Basis Education Framework (NBECF):
- The last standard eight to sit KCPE is in 2019 (current standard 7)
- The last form four to sit KCSE will be 2022 (current standard eight).
- The system affects standard 6 of 2018.

8.6.3 Challenges

8.6.3.1 Finances
i. Heavy spending in equipping teachers with necessary skills and tools.
ii. Teacher shortage since each teacher will handle a small group of pupils. Teacher shortage at the beginning of 2017 was 87,000.
iii. Inadequate infrastructure.

This curriculum is generally a very good system. However because of the nature of human being to fear change, reasons obvious, a lot of sensitization and civic education is indispensable. The church leaders need to keep themselves updated on every move being made so that they can help allay the much fears among the citizens.
DOCUMENT 15 APPENDIX RESOLUTIONS:

1. This GA thanks the Presbyterian schools and education ad hoc committee for work well done and wishes them God’s blessings in their continued service to the Church.

2. This GA noting the importance of education as a key pillar in PCEA mission work instructs the Secretary to recruit County Education Secretaries with immediate effect. Further this GA instructs the presbyteries to implement resolution 2656 of year 2000, resolution 3384 of 2009 and 6406 of 2010 by electing Religious Education Advisor during presbytery elections.

3. This GA, instructs the Christian education department through the presbyteries to carefully identify and prepare teacher Chaplains in readiness for submission to the Ministry of Education (MOE).

4. This GA instructs the Presbyteries through the Business Committee to ensure PPI is being conducted every Friday in all our sponsored schools using approved PPI materials.

5. This GA instructs the Presbyteries through the Business Committee to ensure education days are organised annually either at Parish or Presbytery level.

6. This GA instructs the Christian Education Department in conjunction with the Presbyteries to look for ways and means of establishing Presbyterian Teachers Association (PTA) at Presbytery, Regional and National level for the welfare of Presbyterian Teachers.

7. This GA in recognition of the current treads in education sector instructs the Secretary General through the Business Committee to establish Presbyterian schools liaison body to create a platform for Presbyterian schools to benefit from one another.

8. This GA applauds the government for the efforts put in establishing a new curriculum that; further, this GA advises all Presbyterian Church leaders to familiarize themselves with it so that they can sensitize members on the same.
P.C.E.A – CHRISTIAN EDUCATION COMMITTEE

REPORT AND FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 SEPTEMBER 2017
CONTENTS

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PRESBYTERIAN CHURCH OF EAST AFRICA
CHRISTIAN EDUCATION COMMITTEE
ANNUAL REPORT & FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30TH SEPTEMBER 2017

ORGANISATION INFORMATION

THE MANAGEMENT
: Mr. Joseph Ng'ang'a Kiarie
: Rev. Simon Githiora
: Mr. Joseph Macharia

Chairman
Secretary/Director
Treasurer

REGISTERED OFFICE
: Christian Education Committee
  P.O. Box 27573 - 00506
  Nairobi.

INDEPENDENT AUDITOR
: Maina Kinyua & Co.
  Certified Public Accountants,
  Audit, Tax and Management Consultants.
  Rattansi Educational Trust Building
  1st Floor
  P.O. Box 25107-00100
  Nairobi,
  admin@serve management.biz

BANKER
: KCB Bank
  Moi Avenue Branch
REPORT OF EXECUTIVE COMMITTEE
The Education Committee Members have the pleasure of presenting their audited report together with the audited financial statements for the year ended 30th September 2017

INTRODUCTION
The Cess collected has been spent financing the Christian Education Committee budget. It is noted with appreciation that most presbyterials cleared their budgetary allocation for the year under review. However, only a few attempted to deal with the accumulated cess areas. It is hoped that in future every Presbyterial will pay its cess as allocated.

FUTURE PLANS
The department hopes to continue with its core business in Church Education. Various strategies have been mapped out for this purpose. These strategies includes:-

1. Regional Education Workshop otherwise dubbed as Education Mashinani.
2. National Education Conference and PCEA Education Stakeholders Forum
3. Outreach Ministry to students in our learning institutions
4. Representation in Boards of management and other Administrative functions in our learning institutions
5. Continue supporting the Sirai Education Centre - Rimuruti

EXECUTIVE COMMITTEE
The Committee members who held office during the period and up to the date of this report are as set out on page 1.

INDEPENDENT AUDITOR
M/s Maina Kinyua & Co., Certified Public Accountants, were appointed to carry out the audit and have expressed their willingness to continue in office.

Directors

(Secretary)
STATEMENT OF RESPONSIBILITIES OF THE MANAGEMENT
The executive committee is required to prepare financial statements for each financial year which gives true and fair view of the state of affairs of the Christian Education Committee and of its operating results for that year. The accounting standards also requires the management to ensure the Christian Education Committee keep proper accounting records that disclose with reasonable accuracy of the financial position of the department. They are also responsible for safeguarding the assets of the department.

The management accepts responsibility for the financial statements, which have been prepared using appropriate accounting policies supported by reasonable prudent judgements and estimates, in conformity with international Financial Reporting Standards. The management is of the opinion that the financial statements give a true and fair view of the state of affairs of the department and of its operating results. The management further accepts responsibility of the maintenance of accounting records, which may be relied upon in the preparation of financial statements, as well as adequate systems of internal control.

Nothing has come to the attention of the management to indicate that the department will not remain a going concern for at least the next twelve months from the date of this statement.

.............................................  CHAIRMAN

.............................................  SECRETARY

.............................................  TREASURER

DATED ................................  2018
REPORT OF THE INDEPENDENT AUDITORS TO THE MEMBERS OF P.C.E.A CHRISTIAN EDUCATION COMMITTEE

We have audited accompanying financial statements of P.C.E.A - Christian Education Committee set out on pages 6 to 13 which comprises the statement of financial position, as at 30th September 2017 and the statement of comprehensive income and statement of cash flows for the year ended and a summary of significant accounting policies and other explanatory notes.

MANAGEMENT RESPONSIBILITY FOR FINANCIAL STATEMENT
The executive committee is responsible for the preparation of these financial statements in accordance with international financial Reporting Standard and for such internal control as executive committee determines are necessary to enable the preparation of the financial statements that are free from material misstatement whether due to fraud or error.

AUDITOR'S RESPONSIBILITY

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing. Those standards require that we comply with ethical requirement and plan and perform the audit to obtain reasonable assurance that the financial statements are free from material misstatement.

An audit involves performing procedures to audit evidence about amount and disclosures in the financial statements. The procedures selected depend on our judgement including the assessment of the risks of the material misstatement of the financial statements whether due to fraud or error. In making those risks assessment we consider the internal controls relevant to the departments preparation of the financial statements that give a true and fair view in order to design audit procedures that were appropriate in the circumstances but not for the purpose of expressing an opinion on the department internal controls. An audit also includes evaluating the appropriateness of accounting policies used and reasonable of accounting estimates made by the committee, as well as evaluating the overall presentation of financial statements.

We believe that the audit evidence that we have obtained is sufficient and appropriate to provide a basis of our audit opinion.
OPINION
In our opinion the financial statements give a true and fair view of the state of the financial affairs of the department as at 30th September 2017 and of the results of its operations and cash flows for the year ended and in accordance with International Financial Reporting Standards.

The engagement partner responsible for this assignment is CPA John Maina Kinyua P.1735

Maina Kinyua & Co
Certified Public Accountants
Nairobi

23 MAR 2018 MainaKinyua & Co
<table>
<thead>
<tr>
<th>Notes</th>
<th>Income</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TOTAL INCOME</td>
<td>4,216,948</td>
<td>5,123,405</td>
</tr>
<tr>
<td>3</td>
<td>Programme Expenses</td>
<td>1,919,189</td>
<td>3,418,022</td>
</tr>
<tr>
<td>5</td>
<td>Administration Expenses</td>
<td>1,263,645</td>
<td>1,007,840</td>
</tr>
<tr>
<td>6</td>
<td>TOTAL EXPENDITURE</td>
<td>3,182,834</td>
<td>4,425,862</td>
</tr>
<tr>
<td></td>
<td>OPERATING SURPLUS</td>
<td>1,034,114</td>
<td>697,543</td>
</tr>
<tr>
<td></td>
<td>SURPLUS (DEFICIT) FOR THE YEAR</td>
<td>1,034,114</td>
<td>697,543</td>
</tr>
</tbody>
</table>
### Statement of Financial Position

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>Notes</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Non-current assets</em></td>
<td></td>
<td>Kshs</td>
<td>Kshs</td>
</tr>
<tr>
<td>Land &amp; Equipment</td>
<td>2</td>
<td>469,347</td>
<td>473,353</td>
</tr>
<tr>
<td>Investments</td>
<td></td>
<td>127,000</td>
<td>127,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>596,347</td>
<td>600,353</td>
</tr>
<tr>
<td><em>Current assets</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and Bank</td>
<td>4</td>
<td>415,628</td>
<td>2,237,809</td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>7</td>
<td>9,353,777</td>
<td>6,442,277</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9,769,405</td>
<td>8,680,086</td>
</tr>
<tr>
<td><em>Current Liabilities</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payable &amp; Accruals</td>
<td>8</td>
<td>76,200</td>
<td>25,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>76,200</td>
<td>25,000</td>
</tr>
<tr>
<td><em>Net current assets/liabilities</em></td>
<td></td>
<td>9,693,205</td>
<td>8,655,086</td>
</tr>
<tr>
<td><em>Total assets</em></td>
<td></td>
<td>10,289,552</td>
<td>9,255,439</td>
</tr>
<tr>
<td><em>Funded by</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Accumulated Fund</em></td>
<td>9</td>
<td>10,289,552</td>
<td>9,255,439</td>
</tr>
</tbody>
</table>

The financial statements on page 6 to 13 were approved on ............... 2018 and were signed on behalf of Christian Education Committee by:

- **Chairman**
- **Co-ordinator**
- **Treasurer**
PRESBYTERIAN CHURCH OF EAST AFRICA
CHRISTIAN EDUCATION COMMITTEE
ANNUAL REPORT & FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30TH SEPTEMBER 2017

Statement of Financial Position

<table>
<thead>
<tr>
<th></th>
<th>Notes</th>
<th>2017 Kshs</th>
<th>2016 Kshs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-current assets</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td>600,353</td>
</tr>
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<td><strong>CURRENT ASSETS</strong></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td>9,769,405</td>
<td>8,680,086</td>
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<tr>
<td><strong>CURRENT LIABILITIES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payable &amp; Accruals</td>
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<td>25,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>76,200</td>
<td>25,000</td>
</tr>
<tr>
<td><strong>NET CURRENT ASSETS/LIABILITIES</strong></td>
<td></td>
<td>9,693,205</td>
<td>8,655,086</td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
<td></td>
<td>10,289,552</td>
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<td><strong>Funded by</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accumulated Fund</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>10,289,552</td>
<td>9,255,439</td>
</tr>
</tbody>
</table>

The financial statements on page 6 to 13 were approved on..............
2018 and were signed on behalf of Christian Education Committee by:

.................................................. CHAIRMAN

.................................................. CO-ORDINATOR

.................................................. TREASURER
# Statement of Cashflow

<table>
<thead>
<tr>
<th>Operating Activities</th>
<th>Notes</th>
<th>2017 Kshs</th>
<th>2016 Kshs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash generated from / (Used in) operations</td>
<td>10</td>
<td>(1,822,181)</td>
<td>1,856,701</td>
</tr>
<tr>
<td>Net cash generated from / (used in) operating activities</td>
<td></td>
<td>(1,822,181)</td>
<td>1,856,701</td>
</tr>
</tbody>
</table>

| Cash Flow from Investing Activities | | |
|------------------------------------|------|----------------|-------------|
| Sale of property, plant and equipment | | - | 1,200,000 |
| Net cash used in investing activities | | - | 1,200,000 |

| Cash Flow from Financing Activities | | |
|------------------------------------|------|----------------|-------------|
| Net Movement Designated fund | | - | (1,357,250) |
| Net cash used in investing activities | | - | (1,357,250) |

**Net Increase / (Decrease) in Cash and Cash Equivalents:**

<table>
<thead>
<tr>
<th>AT START OF THE YEAR</th>
<th>2,237,809</th>
<th>538,358</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT END OF THE YEAR</td>
<td>415,629</td>
<td>2,237,809</td>
</tr>
</tbody>
</table>
NOTES TO THE FINANCIAL STATEMENTS

1. SUMMARY OF ACCOUNTING POLICIES

PRINCIPAL ACTIVITIES
The principal accounting policies adopted in the preparation of the financial statements are set out below. These policies have been consistently applied over the years presented unless otherwise stated.

2. SIGNIFICANT ACCOUNTING POLICIES

a) Basis of preparation

The financial statements are prepared in compliance with International Financial Reporting Standards (IFRS), under the historical cost convention and presented in the Kenya Shillings.

The preparation of the financial statements in conformity with IFRS's requires the use of estimates and assumptions. It also requires executive committee to exercise its judgements in the process of applying the department accounting policies

b) Income

Income comprise of donations, rental income, interest earned on deposits and sale of merchants. Income is recognized in the financial statements on the date received or if confirmed to have been in transit at the balance sheet date

c) Expenditure

Expenditure is recognized when paid. However, accruals are made for outstanding liabilities at the end of the financial period.
### 10 Notes to the Cash Flow Statement

**Reconciliation of Operating Income to Cash Generated from Operations**

<table>
<thead>
<tr>
<th>Description</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Surplus/(Deficit) for the Year Adjustment:</td>
<td>1,034,114</td>
<td>697,543</td>
</tr>
<tr>
<td>Depreciation</td>
<td>4,006</td>
<td>1,908</td>
</tr>
<tr>
<td><strong>Operating Surplus/(Deficit) before working capital changes</strong></td>
<td>1,038,120</td>
<td>699,451</td>
</tr>
<tr>
<td>(Increase) Decrease in Accounts Receivable</td>
<td>(2,911,500)</td>
<td>1,199,930</td>
</tr>
<tr>
<td>Decrease (Increase) in payables &amp; accruals</td>
<td>51,200</td>
<td>(42,680)</td>
</tr>
<tr>
<td><strong>Net cash generated from operations</strong></td>
<td>(1,822,181)</td>
<td>1,856,701</td>
</tr>
<tr>
<td>Cash generated from/(Used in) operations</td>
<td>(1,822,181)</td>
<td>1,856,701</td>
</tr>
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</table>