



EDUCATION IN KENYA

THEMATIC WORKSHOP REPORT



FRIDAY, JUNE 11TH 2021 • 9:00AM EAT

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VIRTUAL THEMATIC MEMBER FORUM – EDUCATION IN KENYA

Theme: What are we Learning? Investing in Education for a Better Future.

#ImpactingEducation #Impactphilanthropy

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On Friday 11th June 2021, Impact Philanthropy Africa held its first member thematic forum virtually. The forum was the first in a series of thematic fora that Impact Philanthropy intends to host on areas where corporate social investment takes place. Other upcoming events will cover Health In Kenya, Youth Employment and Entrepreneurship, Agriculture and Sustainability among other themes.

The first thematic workshop was themed: Education in Kenya: What are we Learning? Investing in Education for a Better Future. The choice of theme was informed by the following 2 factors:

1. Education is at the heart of the 2030 Agenda for Sustainable Development and critical to achieving Kenya's ambitious vision of becoming an industrialised nation by 2030. This will heavily depend on the quality of human capital.
2. Corporate Social Investing (CSI) trends across sectors reveal that the education sector receives the most support from corporate and private philanthropy.

The objective of the forum, therefore, was to review the situational analysis around the education sector in Kenya and provide an opportunity for members to hear from experts and thought leaders on how Kenya is performing with regards to meeting the education targets and indicators as captured in the country's development agenda.

The forum also aimed to begin answering: How the philanthropy sector can complement governments efforts in the education sector? How philanthropy can build long term sustainability into education investments? What are the barriers to meeting education targets under the SDGs? How might philanthropy actors intervene strategically in the sector, and create maximum impact rates of return? Which best practices and innovations are emerging in the education sector?

SPEAKERS

EDUCATION IN KENYA VIRTUAL WORKSHOP

WHAT ARE WE LEARNING? INVESTING IN EDUCATION FOR A BETTER FUTURE



Dr. Sara Ruto

CHIEF ADMINISTRATIVE SECRETARY, MINISTRY OF EDUCATION



- Overview of Education in Kenya and key reforms taking place.
- Government education priorities to meet SDG4 and Vision 2030 in the next 10 years.
- Opportunities to strengthen government and philanthropic sector collaboration on education, especially around policy priorities, programmes, and strategies for the education sector over the next few years.
- Kenya's performance in the education sector: Gaps and Challenges across key areas such as equity; enrolment and access; learning outcomes; quality education; retention and transition; appropriate life skills, etc. Where is Kenya doing well and where are there major hurdles to overcome? What is the opportunity for corporate and private foundations in each of these key areas of education?
- How does the government ensure sustainability? How can private sector programs become more sustainable and complement what the government is doing?
- How can we improve learning outcomes across our schools? What should various private sector programs focus on?
- Opportunities for corporate and private giving in education. How does corporate and private philanthropy work with government? How do we complement what government is doing under CBC? What mechanisms exist for ongoing dialogue and exchange with government? If none exist, can we create a mechanism between Ministry of Education and Impact Philanthropy Africa?

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SPEAKERS

EDUCATION IN KENYA VIRTUAL WORKSHOP

WHAT ARE WE LEARNING? INVESTING IN EDUCATION FOR A BETTER FUTURE



Mr. Les Baillie

EXECUTIVE DIRECTOR, M-PESA FOUNDATION



- Case study: Quality education in Kenya: Case studies from M-Pesa Foundation on innovative approaches to learning to improve outcomes.
- Key learnings from engaging with government across education – both at national and county level.
- How do you ensure sustainability and complementarity to government efforts on education?

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SPEAKERS

EDUCATION IN KENYA VIRTUAL WORKSHOP

WHAT ARE WE LEARNING? INVESTING IN EDUCATION FOR A BETTER FUTURE



Dr. Ben Piper

SENIOR DIRECTOR, AFRICA EDUCATION FOR RTI INTERNATIONAL

- ◆.....◆
- Regional perspective on what we are learning across Africa? Key trends in the education sector globally, regionally and in Kenya. How can we improve education management in Africa/Kenya? What are the biggest barriers that need to be addressed and how can corporate and private giving help to address them?
 - Focus on Literacy Instruction: Improving learning outcomes/ early reading outcomes in Kenya. How do we focus on learning outcomes, especially as foundations and private sector?
 - COVID-19: Protecting Education in Times of Crisis. What are we seeing? What are the opportunities, challenges, innovations as a result of the global pandemic? How should the philanthropy sector respond/pivot to these new learnings?
 - Impact and effectiveness of scholarship programs. Most foundations in Kenya are investing in scholarship programs. What evidence do we have on their impact? Are they still needed in Kenya? How can they become more effective and complement government efforts to achieve the SDGs and Vision 2030?
 - How do we build in sustainability into programs: learnings from Tayari and Tusome. How can other players complement what government is doing under CBC? Where are those opportunities and challenges and lessons learnt that may be relevant to Forum members?
 - Where do you see the opportunities for co-creation with government and other players in the sector?

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SPEAKERS

EDUCATION IN KENYA VIRTUAL WORKSHOP

WHAT ARE WE LEARNING? INVESTING IN EDUCATION FOR A BETTER FUTURE



Dr. John Mugo

EXECUTIVE DIRECTOR, ZIZI AFRIQUE FOUNDATION



- Achieving equitable, quality and inclusive education in Kenya – what are the key issues? What might make us not achieve this as country?
- Where is the evidence, and what's working in improving learning outcomes? Where is more evidence needed, and what might work in achieving this?
- What role is Kenya's civil society playing, and what challenges and risks surround CSO interventions in education?
- Kenya's education through and post-COVID? What lessons do we have, and how could these be scaled and sustained?
- How can private philanthropy leverage their investments to maximize impact and sustainability?

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Key Workshop Takeaways

1. There was clear articulation of challenges facing the education sector in Kenya. Some of these challenges are as follows -:

- Relevance of current education vs. needs
- Inequitable access
- Quality of education
- Inclusion

2. Communication and demonstration of priorities and opportunities for engagement such as in the areas of:

- Access to quality education vs. access to education
- Equitable learner – centred education
- Investment in technology e.g. for children with disabilities to enhance inclusion
- Teacher education reforms
- Education legal and regulatory framework reforms
- TVET and post – school training

3. Urgent call for action to recover learning losses due to Covid-19.

Only 22 % of Kenyan learners had any access to digital learning materials, during the Covid 19 school closures with far fewer using the distance learning approaches provided by the Kenyan government consistently. As a result, it can be assumed during the school closures, that little to no literacy and numeracy learning took place because remote learning either was not taken up or was not effective. Therefore, it is estimated that severe learning losses took place to the extent Kenyan students were pushed back below the starting point of the interrupted grade or even to less than half their previous level of reading ability. Furthermore, this shock to children's learning occurred in the context of a preexisting learning crisis

4. Call to convene and coordinate a corporate/private foundations education group to facilitate engagement with the Ministry Of Education and other stakeholders on matters education. In response to this, the Impact Philanthropy secretariat is forming a working group that will collectively determine and develop the points of engagement with government on issues education, explore opportunities for integrated investments in education as well as, develop an agenda for a high level meeting with the Ministry of Education.

Attendance

Participation for this first member thematic forum was very good. The forum was attended by 62 participants drawn from representatives of: 11 of 13 Impact Philanthropy Africa members, 5 prospective members (Proctor & Gamble, NCBA Bank, Kenya Bankers Sacco, Ecomm Trading, Mount Kenya University Foundation), 2 philanthropy networks, 7 consulting and partner organisations individuals/independents from private sector, civil society, and academia. The Ministry of Education in Kenya in addition to providing the key note speaker was also strongly represented.

175

Registrants

62

attendees

85%

**membership
participation**

Conversations

I think this thematic forum on impact philanthropy is excellent. Opportunity to "go deep" in understanding the actors, the results, and ways to influence change in broader education sector based on the lessons and successes. I am a stakeholder (parent), and big believer in impact philanthropy.

Interesting to see what Aga Khan Foundation is doing in Education alot of synergies with the Safaricom Foundation led Accelerated Learning programme. Time to drop the logo and partner for impact

Partnership and collaboration will remain key in increasing access to quality education. We must also not ignore Diversity and inclusion and carry all along including persons abled differently. KCB Foundation partnered with MPESA Academy with an aim of specifically supporting PLWD'S and we are keen to forge more partnerships

There is opportunity to grow the TVET space. I hear alot about learners who excel after KCSE. Corporate funders need to look at how to support those who do not thrive academically too.

Participants also put the Government to task with various questions

What specific interventions have been adopted by GOK to ensure schools supporting children with special needs have the infrastructure to support seamless learning.

What is the government plan to also improve the learning environment as we address equity And inclusion?

Covid effects will continue to impact learning in the next 3/5yrs thus need for long term interventions to enhance the learning curriculum to have a component of online learning. To CAS Sarah Ruto. Any plans to have a budget to support this?

To Dr Sara... what is the government plan to also improve the learning environment as we address equity And inclusion?

We provided access to several resources during the event; with 120+ downloads. This is part of the Forum's information and knowledge-sharing efforts.

Participants and Forum Members alike took to social media to contribute to the conversations around #ImpactingEducation.



9:28 am · 11 Jun 2021 · Twitter Web App

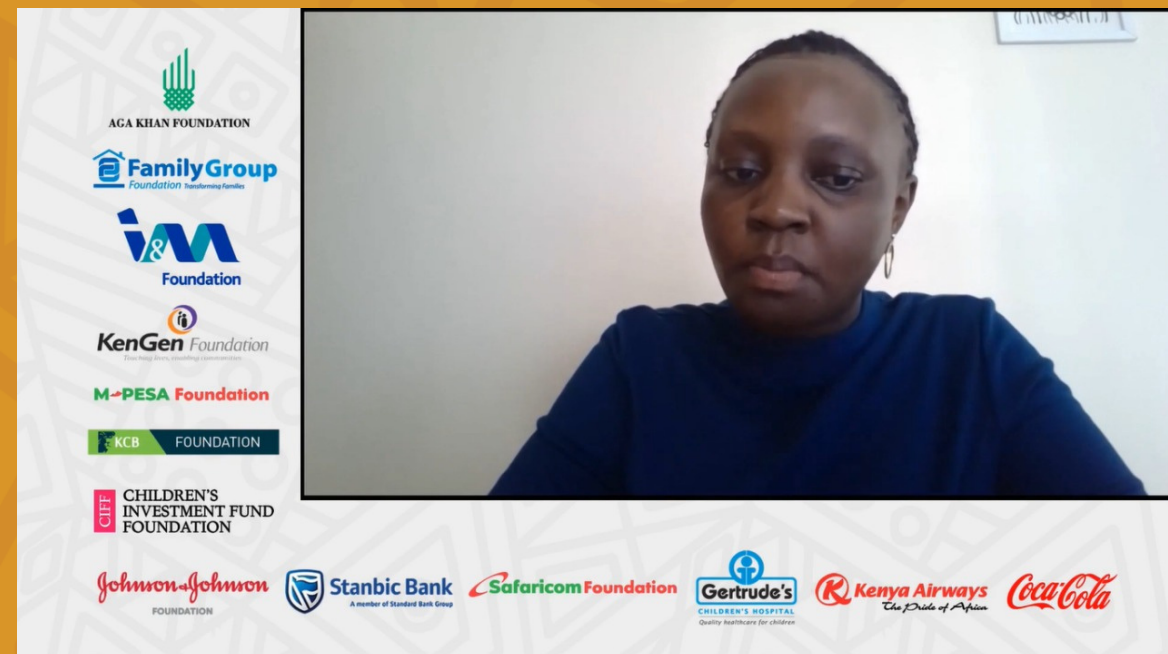


KenGen Foundation joins its peers for the first thematic virtual forum led by @iphafrica and convened by @MPESA_FDN and @CIFFchild

The Foundation has sponsored student from marginalized communities since 2005
#ImpactingEducation #ImpactPhilanthropy

tinyurl.com/89w5pckr





Our Members



AGA KHAN FOUNDATION



Chats & Q&A

John is raising some incredibly important issues which need to be resolved for the education sector in Kenya to become world class - **Les Baillie, M-Pesa Foundation**

The need to reduce inequalities in education is evident - **Henry Kilonzo, M-Pesa Foundation**

The challenge to couple support to children, their families, schools and system change speaks to how important integration is - **Janice Njoroge, CIFF**

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With this said, question to Aga Khan: what's been your input/influence in ECD institutions design (by county governments), and national curriculum? - **Sonia, Lucid Options Consulting**

John is raising some incredibly important issues which need to be resolved for the education sector in Kenya to become world class - **Les Baillie, M-Pesa Foundation**

I think this thematic forum on impact philanthropy is excellent. Opportunity to "go deep" in understanding the actors, the results, and ways to influence change in broader education sector based on the lessons and successes. I am a stakeholder (parent), and big believer in impact philanthropy. I do hope for instance, that the example of MPESA Academy post-secondary school entrepreneurship programme and AKAN's approach to ECD is considered for all schools/student and by county governments respectively. - **Sonia, Lucid Options Consulting**

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Consulting**

Question to Zizi Africa: from your research, what have you seen as
influences of philanthropy in education? In work done previously
in different sectors, sometimes donors/philanthropists skewed
negatively privatising what should have been public good and the
result is less interest and thus less investment. - **Sonia, Lucid
Options Consulting**

To the CAS, What specific interventions have been adopted by
GOK to ensure schools supporting children with special needs
have the infrastructure to support seamless learning. - **Carol
Kihara, KCB Group Foundation**

Question to MPESA Academy: how do you resolve that the
children from economically challenged backgrounds return
home after spending most of the year in such a fantastic
environment in school. What have been your observations and
lessons to "balance" them seeing these distinctions? - **Sonia,
Lucid Options Consulting**

Saaad. Distance learning didn't work for the average kid. - **Ida
Juma, M-Pesa Foundation**

Indeed, Ida. Seeing the data that confirms this should prompt
all stakeholders to thinking and acting differently. And this is
across the World. - **Sonia, Lucid Options Consulting**

Well said, most importantly is improving pedagogy - **Damaris
Wangechi Githinji, The Family Group Foundation**

@Sonia looking forward to see the Kenyan report. huge
investments was made to ensure learning continued during the
COVID19 Pandemic break. - **Ida Juma, M-Pesa Foundation**

@Dr. do you have plans to evaluate the work you did in Kenya to verify the success of the Tusome programme? - **Ida Juma, M-Pesa Foundation**

When learners go home at the end of term we insist they continue with the jobs that they did at home before they came to the Academy. They were also encouraged to do some form of community service and report back on it when they returned to the Academy. We listened to feedback from parents as to how the learner reacted at home. Generally the learners understood that being at the Academy was not taken for granted and they wanted to share their experience with their friends at home. - **Les Baillie, M-Pesa Foundation**

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My name is Abdul Mohamed from Acumen Fund. We have a K-12 Education Fund we launched 18 months ago, and would love to connect with anyone who wants to chat about education innovation/social enterprises in Kenya (amohamed@acumen.org). I have to jump off for another commitment, but thanks for a great session. - **Shiru Mwangi, ACUMEN**

@ida - yes, the national scale assessment happening next week will be able to look at that. There was also an external evaluation on Tusome whose results should be shared soon. - **Dr. Benjamin Piper, RTI International**

@carol - I think we will need to have ongoing catch-up programs to help learning over the long term to help reduce learning loss - **Dr. Benjamin Piper, RTI International**

Thank you, @Sonia for that good question. In the Coast of Kenya, AKF has been working in partnership with Civil Society and government to identify priorities and open space for discussion during budgeting processes. This has led to more targeted funding toward community and children's needs as well as increasing the budget allocation to the ECD sector. Aside from this the Madrasa Early Childhood Programme, a project of the AKF and now an legal affiliate, also provides professional development courses to pre-primary teachers and has partnered with 5 county governments of Kenya to support the professional development of teachers and the county level officials to improve their knowledge and skills in ECD and pre-primary education. - **Dr. Aqeela Datoo**

quality, quality, quality is where the gap is. How do we invest to improve the quality of education. - **Ida Juma, M-Pesa Foundation**

Might be useful to consider a public-private-young people partnership framework. It is increasingly becoming important to plan and programme for interventions that have a direct impact on a generation. - **Susan Mwongera**

@Les - looks/sounds like transferring values into their community. This is a great approach, and ensures they remain connected. Thanks. - **Sonia, Lucid Options Consulting**

Great session. I look forward to many more. - **Sonia, Lucid Options Consulting**

Thank you; this has been a great session. Many take homes to think and work through. - **James Gatere, I&M Bank Foundation**

Q to Dr Sarah... what is the government plan to also improve the learning environment as we address equity And inclusion? - **Henry Kilonzo, M-Pesa Foundation**

Resources

EDUCATION IN KENYA VIRTUAL WORKSHOP HIGHLIGHTS

EDUCATION IN KENYA VIRTUAL WORKSHOP FULL RECORDING

4TH NEWSLETTER EDITION - JUNE 2021