



Strengthening
Collaboration among
Philanthropy Actors in
the Education Sector

THE KENYA
PHILANTHROPY FORUM

REPORT ON THE
EDUCATION SECTOR
CONVENING

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1. BACKGROUND TO THE KPF EDUCATION SECTOR CONVENING

The Kenya Philanthropy Forum (KPF) is a platform that seeks to strengthen coordination among philanthropy actors and other stakeholders; promote an enabling environment for philanthropy and heighten the recognition of the philanthropy sector in the national development agenda.

During the forum initial convenings, it was noted that there was a weak link between philanthropic institutions' interventions vis-à-vis national policy and community priorities. It was further noted that there are ongoing government efforts in engaging philanthropy groups thus a need to reinforce a collective voice within the philanthropy sector for similar engagements is key.

A giving survey undertaken in 2013 by the East Africa Association of Grantmakers (EAAG) highlighted the Education sector as the biggest beneficiary of grants given by philanthropy organizations.

Despite considerably huge grants going towards education, there is an important need to review the efficacy and value addition of the philanthropy sector's interventions towards building the education sector in Kenya. This realization is increasingly prompting a reflection amongst philanthropic institutions to re-evaluate their interventions to ensure that their strategies leverage greater intersectoral synergies, aligns well to the national policy covering Education, and are meeting community needs.

It is on this basis that the Kenya Philanthropy Forum held the convening of Foundations and Trusts working in the Education sector, to establish the common areas of interest that the Forum will advance collectively in supporting the Education Sector.

2. INTRODUCTION

Janet Mawiyoo the CEO of the Kenya Community Development Foundation (KCDF) welcomed and briefly shared with the participants the drive behind the formation of the Kenya Philanthropy Forum. The Forum would provide a platform for philanthropy actors in the various sectors with a collective voice for philanthropy in Kenya; a place of shared synergy and experience; and a space where information and best practices for philanthropy would be shared. This would essentially act as a network that would collectively evaluate its contribution in national development as well as championing the interest of Philanthropy. It would curb the challenges of duplication of roles, low institutional capacity, limited data and organized giving will be considered.

In essence, the philanthropists focusing on health, agriculture, education, gender, youth and women empowerment, poverty eradication among other would find in KPF an avenue/forum of likeminded actors enabling them to gather information based on facts and gauge their impact on their focus groups and the nation at wide.

Key areas for consideration:

- ✚ Areas of improvement – there is a need to be better organized in order to be able to influence and share knowledge.
- ✚ What is the impact of our work?
- ✚ What are the different areas that we need to address in education?
- ✚ Who is doing what so to avoid duplication?
- ✚ What are the challenges we are experiencing in our organizations?
- ✚ How should we collect data and establish guidelines and share our findings with the Ministry of education?

Janet appreciated the KPF Education subcommittee for mobilizing the Foundations and Trusts and for providing leadership in the sectoral meeting. She also commended the subcommittee's effort in consolidating data that gives an outlook on philanthropy's contribution to the education sector considering that the Education sector was one of the greatest beneficiaries of local grant making by Foundations and Trusts. Despite this, data that quantifies this contribution is disjointed and inconsistent; an aspect that poses a challenge for Foundations and Trusts when planning and engaging in dialogue efforts with government and other education stakeholders.

In closing, Janet recognized the growth of institutionalized philanthropy and commended the increased engagement among actors in philanthropy. She emphasized on the individual and collective value, Foundations and Trusts stand to draw by actively sharing, learning and lobbying together at the national level.

3. OVERVIEW ON THE EDUCATION SECTOR IN KENYA

Warue Kariuki – Education Expert

Ms. Warue acknowledged that philanthropy has been practiced in Kenya for a long time especially as a key contributor to the education sector in Kenya. Below are highlights on the presentation shared on the Education sector gaps and opportunities.

The role of the Government:

National Government is responsible for formulation and implementation of the education policy, education standards/quality, curricula, examinations and the granting of University Charters. The County Government's role focuses on preprimary education and development of village polytechnics. Both systems of governance are guided by the Kenyan Constitution Article 187, Vision 2030, the Teachers Service Commission Act, the Kenya Institute of Curriculum Development Act, and Universities Act, Post 2015 education agenda (towards inclusive and equitable education for all).

Financing of the Education Sector:

Education is the largest recipient of both government (national budgetary allocations) and donor funding (local and foreign), the education sector has made progress, but a lot of areas still require support. Government financing is utilized for teachers' remuneration, curriculum development, administration and management. The contributions of households, Foundation and Trusts are unknown.

Key Challenges in the Education Sector:

- More than a million of primary age children not in school
- Inefficiency in the education system – low transition rates, high drop-out levels.
- Quality of education and Learning outcome unsatisfactory
- Inequalities - gender, regional, exclusion of special needs. Those with more being given more.
- Low enrolment in Northern Kenya and Coast.

Gaps and Opportunities in the Education Sector:

- Warue noted that although enrollment into primary school was good, quite a substantial number of students missed an opportunity to transition to secondary and tertiary schools. The dropout rates from primary schools were at an alarming rate because of the cost of education.
- Despite the high amounts invested in education, the sector is yet to achieve key goals towards quality education. Many children especially those over 14 years lack access to quality and practical

skills. The philanthropy sector can therefore do more to ensure that their investments have an impact in promoting education for all as per the Kenyan constitution.

- There is inequality in the allocation of funds across regions and priority areas of the National Education Plan. Amongst the challenges experienced are that only 25% of the secondary school ages are enrolled; this coupled with the inefficiency in the education system attributed to high wastage. Warue challenged the philanthropy actors on their focus on bright and needy students living out a greater percentage of 'non- performers' who have a similar need for education. The selection criteria set in providing bursaries targets a few children (top students from less privileged backgrounds) was also an area of concern. Do Philanthropy actors still fund children from poor backgrounds who fail to meet the set minimum performance targets? If not, what happens to them? What are the alternative mechanisms of addressing the education inequalities that go beyond bursaries- investing in infrastructure/better facilities? Can grantors have a coordinated selection processes or ensure that the investments they make benefit as many children as possible? Is philanthropy sector perpetuating the inefficiencies in the education sector? Is the Philanthropy sector investing in the right place? Is it time to challenge our strategy as foundations? Any attempt to expand access to secondary school education should take into account the existing disparities within the society, failure to which such effort propagate social economic inequalities e.g. schools from poor income areas receive least funding yet require more.
- A collective voice of local philanthropy is noticeably absent in Education sector policy conversations. It is important for philanthropy in Kenya collectively prioritize key issues when engaging government and stakeholders. She emphasized the need to fund VALUE BASED education at all levels (Early Childhood Development, Primary, Secondary and Tertiary) an investment that requires more holistic approach and is not just limited to bursary support.
- There is poor coordination among funders (government, external and local) at the national and

Areas for Consideration

- Inadequate basic physical facilities in schools
- Poor planning
- Inefficiency in utilization of resources
- Location of accountability
- Cost of education
- Curriculum and quality of education
- Poor linkages between the different levels of education
- Philanthropy funding is given to bright but needy students. However the majority students in primary are scoring 100-300 marks lack support whereas the students with 350+ marks are given scholarships/bursaries.
- Philanthropic organizations need to be involved in discussions about the curriculum in schools, work to close the gaps in terms of ensuring everyone has access to education.

lower levels of governance. There is an opportunity for local foundations to actively engage in education planning processes at the county level.

4. SCOPE OF THE PHILANTHROPY SECTOR IN EDUCATION

Susan Njambi Odongo – Team Leader, Policy, Advocacy and Research

The Kenya Philanthropy Forum subcommittee initiated a data collection survey to provide an outlook of the contribution of Foundations and Trusts in the Education Sector. Target was get information from forty (40) organizations of the ninety philanthropy organizations identified; feedback received was from twenty one (21) organizations. The Survey was developed based on the priorities of the National Education Sector Plan.

Below is a highlight of the outcomes of the survey:

- In priority area one on governance and accountability – only 10% of philanthropy actors engage in this area on the sub area of establishing auditing policies, procedures and standards.
- In priority area two on access to free and compulsory basic education, majority of philanthropy give support on the sub area of bursaries, grants and scholarship investments (86%) while emerging areas of Special Needs Education and Education in Emergencies had lowest support of 10% and 5% respectively.
- In priority area three on education quality, 29% of philanthropy actors engage in research development whereas education standards and teacher education are 5% and 0% respectively.
- In priority area four on equity and inclusion, 43% of philanthropy actors work on Gender in Education, 33% engage with most vulnerable children (orphans, special needs) and 24% work in expanding education opportunities in ASAL areas.
- In priority area five on relevance, 24% of philanthropy actors engage in curriculum development, while Only 14% engage in improving quality of national examinations and assessments
- In priority area six on social competencies and values, majority of philanthropy actors work on the sub area on mentorship, molding and nurturing of national values (76%), while 43% focus on community mobilization and empowerment to support the Education programs and 5% on social competencies and values.

The findings shared demonstrate the philanthropy sector has concentrated its efforts on bursaries, grants and scholarships investments, and on mentorship, molding and nurturing of national values.

- On cross cutting issues in the education sector, 67% (majority) of Foundations and Trusts concentrate on gender, 62% on Orphans & Vulnerable Children, while fewer concentrate on people with disabilities and youth (33% and 5%) respectively .

- Majority of philanthropy actors’ support children of age group of 15-17 years (90%); Youth of 18-35 years (71%) and children of 7-14 years (52%) and children of 0-6 years (43%) respectively in their education programming. Only 10% organization support Adult students (Over 35Years) – with Masters and Ph.D. scholarships.
- On annual budgets: philanthropy organizations with an annual budget of Kshs. 50 million and above allocate over Kshs. 1 million towards the education sector. Majority of organizations have an annual budget of Kshs. 10 million – 50 million. Within this range majority give over 1 million to the Education Sector.
- On sources of funds: Majority of philanthropy organizations receive funding from local individuals (43%), international agencies (38%), and local corporates (33%). Local corporates is attributed to the fact that a number of Kenyan based corporate organizations have foundations as a way of CSR. The least source of funding comes from Faith Based Organizations (5%)

Key opportunities, challenges and proposes support areas identified during the Survey:

Common challenges faced by philanthropy organizations	Opportunities for collaboration	What can be done through Kenya Philanthropy Forum?
<ul style="list-style-type: none"> • Localized implementation of policy • Local resource mobilization – organized giving not taken root. • Low institutional capacity vs increasing needs in the Education Sector. • Duplication of roles • Limited data and information on the various education sector initiatives 	<ul style="list-style-type: none"> • Networking • Policy influencing • Pooling funds, Joint fund raising, • Research, data management and sharing • conducting joint mentorship programs • Joint infrastructure development • Peer learning on best practices and challenges 	<ul style="list-style-type: none"> • Platform for peer learning • Linkage to strategic stakeholders • Frequent provision up to date information on education sector

5. PLENARY: DEVELOPMENT OF THE COMMON AREAS OF INTEREST FOR PHILANTHROPY SECTOR IN EDUCATION

From the plenary discussions, the following issues were raised for consideration in response to the concerns identified and the interests of philanthropy actors in the Education sector.

On policy interventions in the Education Sector:

- Identify the policies that require more collaboration with the government. Need to understand what government expects from Trusts and Foundations and the nonprofit sector generally. Also get to know if these expectations are realistic and documented.
- Current inadequacies in implementing Kenya's education policy, cement the inequalities in resource distribution. Where the schools in the privileged quota end up getting more and from disadvantaged backgrounds get less. Philanthropy can engage in policy discussions to promote equality in the sector.
- Quality of education – get involved in discussions around curriculum development and the need for curricula reform.
- Local philanthropy should seek a collective approach in policy advocacy. Not much can be achieved without addressing the deep rooted causes of inequality in the education sector.
- Based on the survey data, organizations should investigate where the gaps are and relocate their resources.

Strengthening collaboration and partnership:

- Establish the intermediate and long term goals for the Kenya Philanthropic Forum (KPF) that would provide better co-ordination within this sector and form linkages.
- Seek to establish what the organizations' motivations are for funding the education sector, and their strategies. Seek to identify opportunities for harmonization.
- Foundations and Trusts can explore ways of collectively forging informed interventions when investing in the education sector. E.g. have coordinated joint mentorship programs; work together to deliver a holistic program (infrastructure support, soft skills support).
- Forum should create a newsletter, providing updates on the progress to members.
- Collection of data from the organizations involved in order to create a common database and avoid duplication.
- Peer learning – organizations should share knowledge and experiences to overcome challenges.
- There was a proposal to hold a meeting among foundations and trusts that (i) run mentorship programmes. To seek ways of harmonizing mentorship programmes. (ii) Provide bursaries for primary and secondary education to harmonize selection criteria for 2016.

Strengthen value addition of the philanthropy sector in Education:

- Evaluate what has been the value of philanthropic funding in this sector and establish the real needs that require funding.
- Pulling together our resources to ensure we are putting our money where it is needed the most.
- In supporting the education sector philanthropy should seek to respond to the current education need in Kenya, focus on a holistic approach in dealing with challenges facing Kenya. For instance, there has been a lot of investment in scholarships and bursary scheme but its impact is not clear.
- Need to look beyond numbers but get Education quality right. In responding to the need for quality education in Kenya, philanthropy sector should seek to advance the value based education.

6. CONCLUDING REMARKS AND WAY FORWARD

Representative from the KPF - Education Sub Committee, Daniel Masawi – the Executive Director of the Global Education Fund Kenya - shared his appreciation to the participants for taking time and giving valuable input into the meeting process. It was agreed that while the meeting had been constructive, there was need to for another forum to allow for further deliberations and agree on the priority issues that the Forum would advance in the Education sector.

Alongside this, the following were agreed as a way forward and key action areas.

- Need to develop a common and comprehensive data base of Foundations and Trusts that invest in the Education Sector. There is need to define a data collection strategy among education funders – the strategy will guide in developing tools for collating and analyzing data. That will strengthen information collation and sharing.
- There is value in leveraging on other stakeholder meetings/government consultative forums to get a broader picture of trends, issues and policy processes in the sector. Philanthropy should occupy those spaces.
- The organizing committee should share discussions from the meeting and hold another forum to underscore common issues the forum that will form the agenda of forum.
- Opportunity to have a representative of the Kenya Philanthropy Forum at the Education Development Partners Coordination Group meetings to engage and influence policy on funding and programming in the Education sector.

ANNEX: LIST OF PARTICIPANTS

Organization	Name of Representative
Africa Education Trust	Lucy Maina
Africa Education Trust	Ng'ang'a Kibandi
Aga Khan Foundation	Rosemary Mutunkei
Akili Dada	Jennifer Maende
Amb. Francis K Muthaura Foundation	Sophy Njoroge
Amb. Francis K Muthaura Foundation	Sylvia Mungai
Amb. Francis K. Muthaura Foundation	Dr. G.K. Mwiti
Bill and Melinda Gates Foundation	Samburu Wa-Shiko
Canadian Cooperation Office, Nairobi	Gregory Naulikha
Coop Foundation	Stephen Gichuki
Craft Silicon Foundation	Alex Chege
East African Association of Grantmakers	Nicanor Sabula
East African Association of Grantmakers	Catherine Mwendwa
Edumed Trust	Charles Nganga
Family Bank Group Foundation	Jaki Mathaga
Forum Consultant	Warue Kariuki
Global Education Fund	Kathy Bartlett
Global Education Fund	Daniel Masawi
Haki Trust	Nick Kiplangat
Hilde Back Education Fund	Joan Ing'aa
Jomo Kenyatta Foundation	Bernadette Karari
KCB Foundation	Pauline Ndonga-Gakuo
Kenya Community Development Foundation	Selessor Odipoh
Kenya Community Development Foundation	Janet Mawiyoo
Kenya Community Development Foundation	Evans Tenge
Kenya Community Development Foundation	Susan Odongo
Kenya Education Fund	Dominic Muasya
Kianda Foundation	Susan Kinyua
Kilele Foundation	Alexander Ndolo
KTDA Foundation	Livingstone Migowe
KTDA Foundation	Asinatu Gamaliel
MasterCard Foundation	Ivy Mwai
Mully Children's Family	Kalekye Juliet
Mully Children's Family	Christine Munyao
Optiven Foundation	Emily Mugambi
Pace International	Peggy Mativo
Safaricom Foundation	Henry Kilonzo
Samburu Girls Foundation	Josephine Kulea
Starehe Boys Centre and School	Mathew Kithyaka

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- UNDP National Coordinator - SDG Philanthropy Platform in Kenya

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