

Strengthening Philanthropy in the Education Sector

Inaugural Meeting Between Kenya Philanthropy Forum and The Ministry of Education



**31 May 2016
Sarova Stanley, Nairobi**

Acknowledgment

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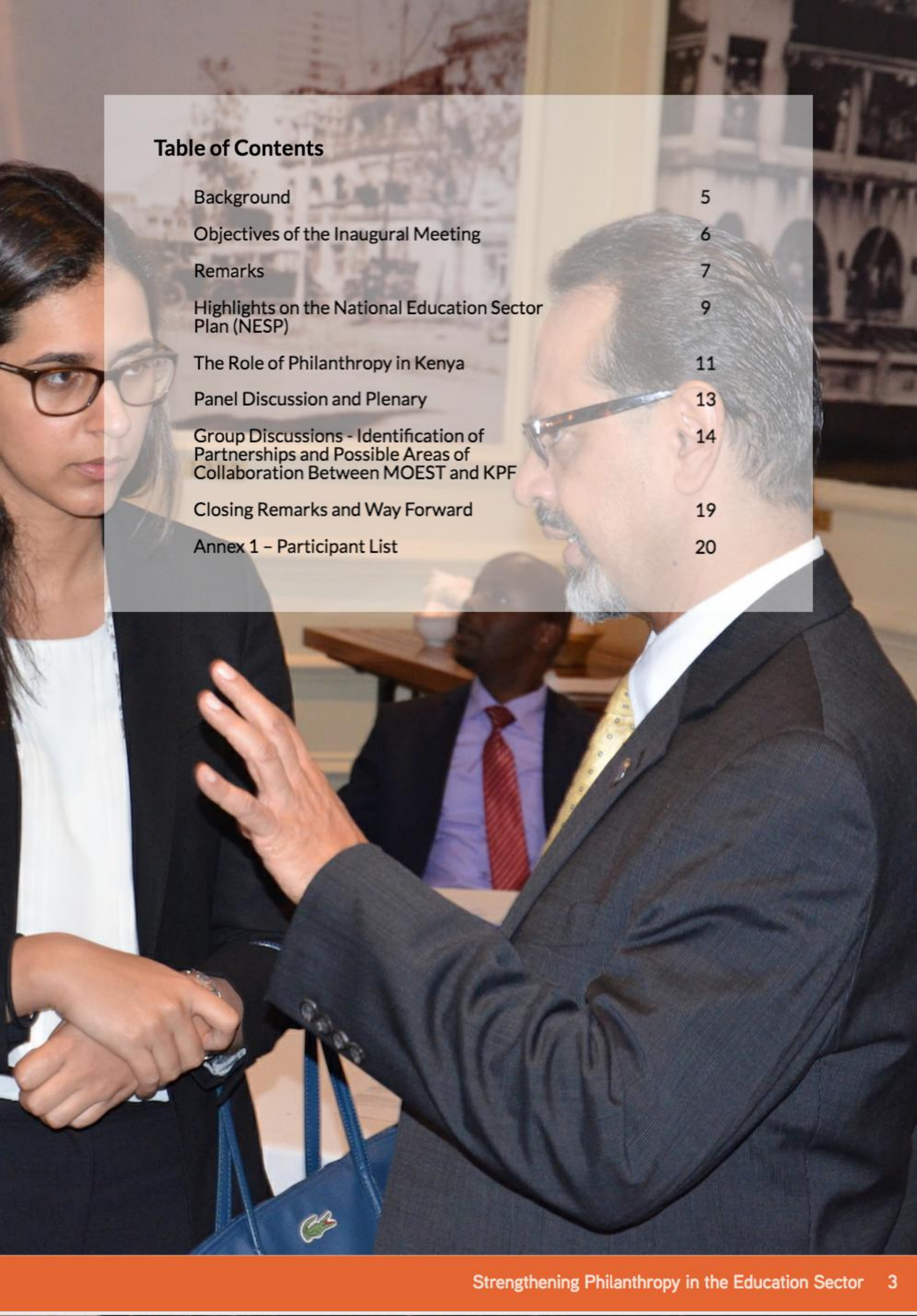



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Acronyms

SDG PP	Sustainable Development Goal Philanthropy Platform
MOEST	Ministry of Education, Science and Technology
KCDF	Kenya Community Development Fund
EAAG	East African Association of Grantmakers
KPF	Kenya Philanthropy Forum
NESP	National Education Sector Plan
TVET	Technical and Vocational Education Training
ICT	Information Communication Technology
KISE	Kenya Institute of Special Education
MOU	Memorandum of Understanding
ECDE	Early Childhood Development Education
SDG's	Sustainable Development Goals
SNE	Special Needs Education

Background

On the 31st of May, 2016 the Kenya Philanthropy Forum (KPF) and the Ministry of Education, Science and Technology (MOEST), under the auspices of the SDG Philanthropy Platform (SDGPP) held an inaugural meeting on fostering collaboration between the Government of Kenya and philanthropy sector in Kenya in order to accelerate progress on national development objectives in education while recognizing philanthropy’s meaningful contribution towards sustainable development.

The participants of this historic first meeting comprised of individuals, foundations - family, institutional and corporate, - the Director General from the MOEST, Mrs. Leah Rotich, Principal Secretary (PS) of Education, Dr. Kipsang, and the PS for Vocational Training and Technical Education, Dr. (Ms.) Mwinzi, accompanied by senior officers from the MOEST. In total, 83 participants attended this high level event.

A growing and progressively more active philanthropy sector in Kenya has led to increased demand to determine an organized approach for philanthropy to engage in the country’s development processes, this resulted in the formation of the Kenya Philanthropy Forum (KPF) in March 2015. This harmonized and centralized forum seeks to: coordinate and support the needs of any organization with an interest in philanthropy; help guide the growth of the sector as a whole; and increase the recognition of philanthropy’s contribution to the national development agenda. Additionally, coordination and cooperation is not only encouraged among philanthropic organizations but also between philanthropy and stakeholders in the private and public sphere.

To date KPF has brought together more than 50 foundations and trusts to be part of its membership, including private, corporate and community foundations. Kenya Community Development Foundation (KCDF) together with the East African Association of Grantmakers (EAAG) currently acts as the interim virtual secretariat with rotational leadership among the steering committee members.

A survey on philanthropic giving undertaken in 2013 by the East African Association of Grantmakers (EAAG) highlighted the education sector as the largest beneficiary of grants provided of local philanthropy. These funds are channeled mainly towards:

- (i) provision of partial and full scholarships to supplement Government efforts towards promoting the ‘Education For All’ strategy;
- (ii) keeping students retained and engaged in school through scholarship enrichment programs that build social and emotional competence amongst students to perform well in education (reducing school dropout rates and enhancing retention and engagement);
- (iii) promoting relevance in education through sponsoring cross-curricular trainings aimed at building transversal skills, such as entrepreneurship, especially amongst girls from resource poor backgrounds for sustainable livelihood security.

SDG4: Quality Education
Ensure inclusive
equitable quality
education and promote
lifelong learning
opportunities for all.

Despite these significant grants going towards education, there is an opportunity to further enhance and leverage the value addition of the philanthropic sector’s interventions towards building the education sector through closer collaboration with the MOEST in line with the aspirations championed in Kenya’s National Education Sector Plan (NESP). This realization has prompted philanthropic institutions to ensure that their strategies align to national policies and to build stronger coordination and collaborations to enhance coordination and deepen impact, especially with the advent of the global SDG’s.

In order to respond to pressing needs in education towards the attainment of the SDGs, with a particular focus on Goal 4 on Quality Education and Goal 17 on Partnerships for the Goals, KPF instigated a subcommittee on education, comprised of philanthropy actors with a respective focus in the education sector. The KPF education sub-group aspires to strengthen partnerships and increase effectiveness of the philanthropy sector in supporting education in Kenya in line with the National Education Sector Plan in partnership with National and County Governments. It seeks to support an enabling policy environment to engage and leverage multi-stakeholder partnerships to grow and deepen the impact of public and private partnerships in education.

Objectives of the Inaugural Meeting

The objectives of the meeting were as follows:

1. To recognize the current role and the potential for further contribution of the philanthropy sector in successful implementation of the National Education Sector Plan in alignment with the SDG goals;
2. To build collaboration between the philanthropy sector and the Ministry of Education on promoting and enhancing access, equity, retention, outcomes and relevance in education;
3. To share lessons learned and best practices within and beyond the philanthropy sector to inform and strengthen policy and practice across the education sector. To learn how philanthropy can align itself closer to National development processes with the adoption of the SDGs and collaborate closely with the National and County Governments to advance education;
4. To identify successful high impact targeted interventions to facilitate scale up through integrating public private partnerships further into SDG implementation frameworks under Ministry leadership;
5. To identify emerging opportunities to develop joint initiatives on areas where particular needs and gaps are identified;
6. To agree on developing modalities for more structured and continuous collaboration between philanthropy and the Ministry through joint working groups.



Remarks

1. Director General – Ms. Leah Rotich

The Director General was strongly in favour of forging close partnerships and fostering collaboration between the KPF and the MOEST, and in her remarks stated as such. “Close collaboration will be the key to the attainment of the SDG’s”. Mrs. Rotich continued by sharing an example of how philanthropy makes an impact: Chandaria Foundation, through the Mabati Rolling Mills venture, funded a special needs school in Kilifi which now serves as a centre of excellence and impacts scores of lives in the area.

The support of schools and learning centers for children and adults with special needs is important to guarantee successful implementation of SDG 4 and to deliver on the objective of inclusive equitable education and lifelong learning opportunities for all.

2. Principal Secretary, Vocational Training and Technical Education– Dr. Dinah Mwinzi

Representing the Cabinet Secretary, Dr. Fred Matiang’i

“Education is the greatest equalizer in society!”

Dr. Mwinzi emphasized the importance to invest in vocational and technical training in order to enhance skill development which inevitably will positively impact GDP. In addition, she also noted the significance of data as well as monitoring and evaluation – “what gets measured gets done” she stated.

Following her own remarks Ms. Mwinzi presented a speech by Cabinet Secretary Dr. Fred Matiang’i who was unable to attend the event. The following key points were mentioned:

- KPF has paved the way for the trans sectoral partnership with the MOEST and through this, collaboration between the philanthropic sector and National and County Level Governments will be enhanced;
- The MOEST is committed to work with philanthropic organizations towards the fulfillment of SDG 4 and 17 on education and partnership;
- KPF is encouraged to engage in the National Education Sector Plan (NESP), both thematically and geographically and especially in areas where gaps have been identified;
- Appealed to philanthropy to embrace the SDGs along with the implementation of the Vision 2030 to achieve greater collaborative impact;
- Building collaboration by way of promoting equity, retention and relevance in education;
- KPF is encouraged to support policy formulation;
- Philanthropy to align with National Agenda Frameworks and work with the counties;
- Identify joint opportunities for targeted interventions to implement the SDGs framework;
- The CS fully supports and welcomes modalities of engagement through joint working groups and round table discussions between KPF and MOEST;
- The CS thanked SDG PP for supporting the event.

Remarks

3. Remarks on behalf of KPF – Mr. Mike Njeru (KenGen Foundation)

Mr. Njeru thanked the MOEST representatives for taking this step towards collaboration. In his remarks, Mr. Njeru emphasized on Kenya's long history of philanthropists and the sector's unique characteristics such as its flexibility, readiness to assume risks and the often innovative funding approaches.

Therefore, philanthropy can play a key role in complementing the national agenda on education and local development processes and provide important tools for the attainment of the SDGs. These include:

- Engaging national and county governments to influence policy making.
- Strengthening collective research and peer learning.
- The Kenya Philanthropy Forum (KPF) has been the result of various discussions around the need for a harmonized and centralized forum that aims to enhance cooperation and coordination among philanthropic organizations and individuals and other stakeholders in the private and public sphere in Kenya. The forum's education subcommittee's main objectives are:
 - To strengthen partnerships among philanthropy organizations working in the education sector to achieve greater impact;
 - To increase the effectiveness of the philanthropy sector in financing education in Kenya;
 - To positively engage both national and county governments to contribute to the education policy dialogue as well as to foster multilateral and bilateral partnerships;
 - To create an enabling environment for philanthropy in the country.

Mr. Njeru further highlighted that the education sector is the greatest beneficiary of philanthropic giving. Grantmaking in education links primarily to:

- Partial scholarships.
- Mentorship programs.
- Promotion of relevance through training.

Furthermore, Mr. Njeru emphasized the need for stronger incorporation of ICT in interventions and programs relating to education.

Deploying and using philanthropy's strengths and unique characteristics effectively would tighten the collaboration between the sector and the Ministry of Education and allow for a coherent strategy towards the achievement of inclusive equitable quality education and lifelong learning opportunities for all.

Highlights on the National Education Sector Plan (NESP)

Elijah Mungai

The goal of Kenya's National Education Sector Plan (NESP) is to ensure quality basic education for Kenya's sustainable development. NESP is the national framework that will contribute to the realization of the SDGs in general and SDG 4 on quality education in specific.

Priorities Areas

- Sector Governance and Accountability
- Quality Education
- Equity and Inclusion
- Relevance
- Social competences and values
- Access to free education

TVET – Technical and vocational education and training

- University Funding
- Recurrent capitation
- Sector Governance

Other priority areas are

- Teacher development and management
- Mainstreaming ECDE into basic education
- Capacity building Early grade literacy

STI – Science Technology and Innovation

- Software development
- Automobile manufacturing

Instructional Material Management

- Management of textbooks in learning
- Procurement change
- Monitoring and Evaluation and reporting



Current Flagship Projects Implemented by the Ministry

Curriculum Reform

- Aimed at learners to realize their full potential;
- It will necessitate reforms in national assessments;
- Entail training of teachers, review of TL materials.

Education Management Information System Data:

- Must be institutionalized both in national government and all 47 county governments. ICT Integration, this is divided into 2 pillars:
- E- government;
- ICT integration in teaching and learning digital literacy.

Current Vision of the MoE

1. Increase access in hard to reach areas by improving infrastructure and construction of new schools.
2. Realize 100% transition from primary to secondary.

Challenges

- Radicalization of youth;
- Over one million children out of school;
- Insufficient Data;
- Governance and accountability;
- Curriculum was last comprehensively reviewed over 30 years ago.

Opportunities

1. Establishing modalities of streamlining scholarships
2. Establishing clear guidelines for mentorship programmes
3. Establishing value based education
4. Increasing philanthropy sectors engagement
5. Strengthen data collection

Sharing experiences will strengthen the need to have a joint working group between philanthropy and the Ministry in order to deepen engagement and enhance the ecosystem for and around education.

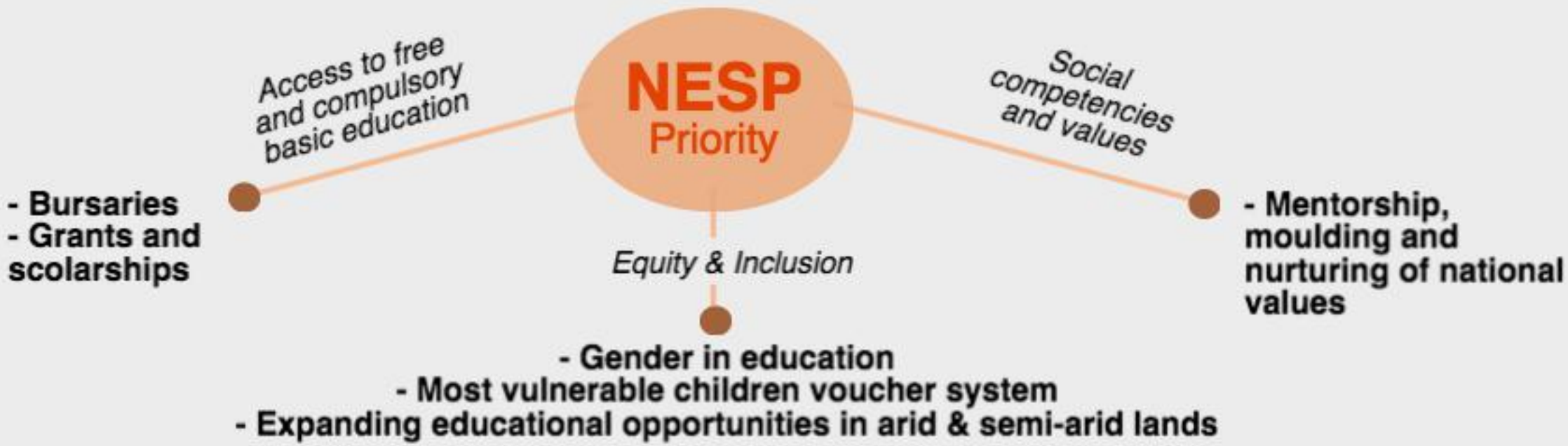
The Role of Philanthropy in Kenya

By Evans Okinyi (EAAG)

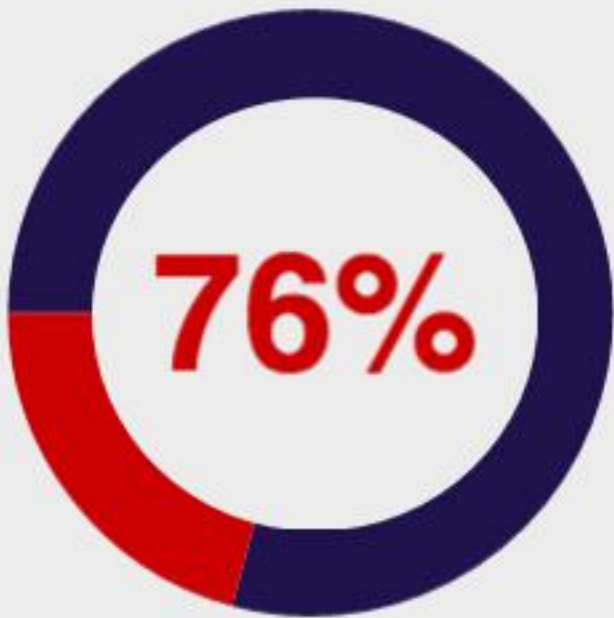
The presentation on the role of philanthropy outlined the sector’s impact on education in numbers¹. Again, it was emphasized that education remains the biggest beneficiary of philanthropic interventions in Kenya, particularly in the area of bursaries, grants and scholarships, closely followed by health.

The following key findings were presented^{2 3}:

- Nairobi is the main area of operation for philanthropy (73%) while North Eastern is the area the least focused on (26%)
- Children between 15-17 years are the main beneficiaries of philanthropic interventions in education (76%) while adults (over 35) are the least supported population type (5%)
- Access to free and compulsory basic education receives the biggest contribution of philanthropy (68%) in line with NESP priority areas while sector governance and accountability receives the least (16%)
- In regard to the NESP priority area access to free and compulsory basic education, the focus lies on bursaries, grants and scholarships (68%) while education in emergencies remains far behind (3%)
- In regard to the NESP priority area equity and inclusion; gender in education (43%), most vulnerable children voucher system (38%) and expanding educational opportunities in arid & semi-arid lands (30%) are almost equally served
- Within the NESP priority area social competencies and values; mentorship, moulding and nurturing of national values is primarily addressed (73%) while strengthening the Kenya National Commission for UNESCO (KNATCOM) to fulfill its mandate receives a minor share of philanthropic giving (8%)



Nairobi is the main area of operation for philanthropy



Of the main beneficiaries of philanthropic interventions in education are children between 15-17 years

The following challenges have been identified:

- 1) Insufficient data on contribution of philanthropy in education
- 2) Unclear national guidelines on modalities of scholarships and bursaries disbursements resulting in the risk of inequalities in the distribution of funds
- 3) Lack of harmonized mechanism for mentorship programs
- 4) Absence of philanthropy in education sector policy dialogues, despite the sector's key role as local funder

The following opportunities have been identified:

- 1) Establish modalities of streamlining scholarships management to improve equity in access to education
- 2) Establish clear guidelines for mentorships programmes to ensure effectiveness in instilling national values and citizenship
- 3) Develop a framework to guide effective engagement/transitioning of adolescents out of school
- 4) Strengthen community engagement and participation in the education sector
- 5) Enhance value based education
- 6) Increase philanthropy sector's engagement in education sector reforms, development and transition systems for youth
- 7) Strengthen data collection and information management on philanthropy contribution and impact in the sector



1 EAAG Giving Report 2014
2 All of the below findings are taken from the EAAG Giving Report 2014
3 KPF 2015 Survey on Philanthropy in Education

Panel Discussion and Plenary

Moderated by Arif Neky, Advisor UN Strategic Partnerships and SDGPP Kenya Coordinator

Panelists included: Leah Rotich, Owanga Sebastian and Majani Baridi representing the MOEST and Dr. Manu Chandaria, Janet Mawiyoo and Daniel Masawi representing the KPF.

Q1) What unique features of philanthropy facilitate engagement with MOEST?

- ✓ *Flexibility in piloting and scaling up*
- ✓ *Philanthropy is not bureaucratic which facilitates decision making and thus implementation can happen faster*
- ✓ *Philanthropy often works with communities directly which makes resource mobilization easier due to rapport created over the years.*

Q2) What thematic and geographic areas and which gaps that philanthropy would be best positioned to help address and close in collaboration with MOEST?

- ✓ *Enhance mentorship programs for students and teachers and train teachers to become mentors*
- ✓ *Value based education – support a holistic learning approach including both academic enhancement and skill development*
- ✓ *Regarding geographic, underserved areas, increase focus on arid and semi-arid areas – and ensure access to education*
- ✓ *Stronger focus on informal settlements*
- ✓ *Strengthen the area of governance, accountability and transparency and provide training for county education boards to use allocated resources responsibly*
- ✓ *Free Education – focus on low cost boarding schools as well as school feeding programs*
- ✓ *TVET – increase opportunities for industrial attachments*

Q3) How can the partnership between philanthropy and MOEST be expanded?

- ✓ *By having foundations and trusts working together beyond their individual brands.*
- ✓ *Philanthropies can help build schools and polytechnics.*
- ✓ *Corporates can help build innovation centers – government to contribute also to this.*

Q4) Why is the quality of education so poor?

- ✓ *The government should encourage the work of philanthropy in education, and not see it like it is their duty to do so.*
- ✓ *As individual philanthropists – let's identify with patriotism and work towards building the country. As Kenyans we have an obligation to put that plan into action.*
- ✓ *Need to be more upfront and share experiences to avoid repeat mistakes.*

Q5) What can KPF do to support MOEST?

- ✓ *Through both parties ensuring harmonization of scholarships.*
- ✓ *The creation of a Trust Fund managed by KPF, MOEST and KPF members both contribute towards this fund.*
- ✓ *Utilize the government structures to spread down to local county governments and thus ease the process of rural and county penetration.*
- ✓ *The ministry can support in the follow up of the beneficiaries of scholarships in public institutions.*
- ✓ *Data management will curb issues of having duplication in scholarships to individuals, thus creating more opportunities for other needy students to receive funding.*
- ✓ *Be enjoined in the work groups between KPF and MOEST*

Group Discussions - Identification of Partnerships and Possible Areas of Collaboration Between MOEST and KPF

The last part of the inaugural meeting consisted of roundtable discussions on the following three questions:

- 1.) What are the opportunities for collaboration between foundations in your thematic sub-sector especially in line with the SDG goals?
- 2.) What government counterparts and others do you need to work with and how can you best engage them?
- 3.) What are the three main practical actions you will take to move these collaborations forward? Participants formed groups around the below four areas:

- ✓ Adult Learning
- ✓ Technical and Vocational Training
- ✓ Primary and Secondary
- ✓ ECD

Stated below are the key outcomes of the four working groups.



Group 1: Adult Learning

1.) What are the opportunities for collaboration between foundations in your thematic sub-sector especially in line with the SDG goals?

Background:

- Focus on adult learning (also including out of school youth and older members of society) is key as adults are primarily the decision makers and must therefore be informed in order to make the right decisions.
- Adult education is complex and non-formal in nature because of the way it operates e.g. adult learners have various learning patterns (different times of learning as well as themes).
- Target out of school youth.
- Insufficient focus on adult learning will hinder development.

Opportunities:

- Bring parents on board in order to make them understand the importance of education for their children.
- Establish polytechnics.
- Enhance sponsorship for out of school youth and adult learners.
- Adult Trap Institutions – ABE accelerated.
- Establish adult secondary & model schools (infrastructure development).
- Develop an effective curriculum for adult learners.

2.) What government counterparts and others do you need to work with and how can you best engage them?

The group identified the following ministries/partners and counterparts to advance adult learning:

- Agriculture
- (Public) Health
- County Governments
- Private Sector
- Philanthropy Sector
- NGOs
- FBOs
- National Council for Nomadic Education in Kenya (NACONEK)

3.) What are the three main practical actions you will take to forward these collaborations?

- a. Map the main actors in adult education
- b. Develop a framework for actualizing interventions
- c. Engage county education boards

The group identified the following three people responsible to lead on the practical actions:

1. Elizabeth Macharia (MOEST/DACE)
2. Evelyn Odongo (MOEST/DACE)
3. Lucy Maina (Africa Educational Trust)

Group 2: Technical and Vocational Training

1.) What are the opportunities for collaboration between foundations in your thematic sub-sector especially in line with the SDG goals?

- Bursaries in technical, industrial areas
- Skill development
- Infrastructure development (provision of required institutions, equipment and technologies)
- Link skills to industry needs and requirements
- Curriculum review (incorporating a dual stream)
- Provide student loans
- Map opportunities and players in industry
- Capture relevant data as well as data sharing
- Incentivize job/internship creation in technical areas
- Regular and comprehensive M&E
- Quality management

2.) What government counterparts and others do you need to work with and how can you best engage them?

The group identified the following ministries/partners and counterparts to advance technical and vocational training:

- Technical institutions
- National and county governments (for accreditation)
- Entrepreneurs
- Prominent individuals
- Parliamentarians
- National Youth Service
- NITA
- Associations (tech areas) for continuous assessment, checks and balances

3.) What are the three main practical actions you will take to forward these collaborations?

- a. Contribute to curriculum review
- b. Establish center of excellence in collaboration with the government and with the contribution of the philanthropy sector
- c. Mapping available scholarships and linking them with industry opportunities

The group identified the following three people responsible to lead on the practical actions:

1. Immaculate Otieno (Simba Corp Foundation)
2. Anthony W. Igecha (KenGen Foundation)
3. Dr. Joan Ngannzi (EGF)

Group 3: Basic Education - Primary and Secondary

1.) What are the opportunities for collaboration between foundations in your thematic sub-sector especially in line with the SDG goals?

- Collect and share common data to enhance scholarship administration and joint programming efforts between the KPF and MOEST
- Pool resources to facilitate infrastructural development that would in turn facilitate successful transitions and progression of students in Secondary Education e.g. Constructing extra classrooms to accommodate the intake of new students.

2.) What government counterparts and others do you need to work with and how can you best engage them?

The group identified the following ministries/partners and counterparts to advance primary and secondary education:

- Ministry of Education Departments
- KPF can forge an M.O.U with various MOEST departments (County Boards) and institutions (Board of Management – B.O.M) within targeted schools, thereby outlining integral roles to be played by each partner around joint programming efforts such as mentorship.
- Through such collaborations aforementioned, KPF would be able to find redress to bottlenecks identified related to management or implementation of activities.

3.) What are the three main practical actions you will take to forward these collaborations?

- Develop a clear communication channel inclusive of all stakeholders
- Memorandum of Understanding for deepened collaboration
- Establish strategy for KPF inclusion in ongoing curriculum reform process
- Between the county education board and KPF develop a comprehensive and common database that captures and shares pertinent data of beneficiaries (data captured should include amongst others: fees paid, gender, sponsors, retention, mentorship). The aim of the database is to reduce duplication of sponsorship and other inefficiencies related to scholarship programmes so that sponsors may be able to identify and redress issues related to school fees inflation by certain schools not adhering to standards set by the ministry regarding fees structures.

The group identified the following three people responsible to lead on the practical actions:

1. Leah Rotich (MOE)
2. Dr. Elizabeth Ngumbi (KCDF)
3. Vincent Rapando (Global Peace Foundation)
4. Alex Ndolo (Kilele Foundation)

Group 4: Early Childhood Development Education/Special Needs Education

1.) What are the opportunities for collaboration between foundations in your thematic sub-sector especially in line with the SDG goals?

- Establish ECDE units in every primary school
- Support effective learning materials
- Provide training for ECDE teachers
- Focus on hard to reach/underserved areas
- Enhance feeding programmes
- Ensure uniform curriculum
- Establish modern ECDE centers
- Support KISE

MOEST should be responsible for developing content for ECDE classes. SNE:

- Improve access to school for children/learners with special needs
- Provide effective equipment for different SNE levels
- Enhance feeding programmes
- Infrastructure development
- Engage in sensitization efforts
- Support assessments by EARCS
- Facilitate regular workshops for SNE teachers

2) What government counterparts and others do you need to work with and how can you best engage them?

The group identified the following ministries/partners and counterparts to advance ECDE:

- NGOs, MBOs & CBOs
- Political and community leaders
- CEB, BOM, PTAs

These groups should be kept informed through regular exchange of information e.g. through forums, seminars etc.

3) What are the three main practical actions you will take to forward these collaborations?

- a. Sponsor workshops to create awareness
- b. Develop infrastructure (establish a model ECDE/SNE Centre in a selected school)
- c. Equip Kenya Institute of Special Education (KISE) with funds and necessary devices
- d. Provision of effective learning devices to schools
- e. Facilitate exchange programs

The group identified the following three people responsible to lead on the practical actions:

1. Majani Baridi (MOE)
2. Sheila Lutta (MOE)
3. Joel Nchee (Asante Africa – Kenya Chapter)

Closing Remarks and Way Forward

Susan Njau and Arif Neky

Ms. Njau passionately narrated a story of a boy who influenced the true human value of philanthropy. The young boy held a bowl of meat in his hand and had only had a small portion. When asked why he was not eating the entire portion, he explained that he needed to share it with his siblings who had not had a meal. She posed a question, what if each abled Kenyan shared a portion of their income by contribution to changing the life of a needy Kenyan who they were not related to. Let us each impact one needy life at a time. This would immensely contribute to poverty eradication and train the needy in sustainable skill that would be of economic benefit to them and the communities where they belong.

Mr. Neky then summarized the following action items that were agreed upon by KPF members and MOEST at the end of the groundbreaking inaugural meeting between the two parties:

- 1) Creation of a joint working group between the MOEST and the KPF;
- 2) Develop a Memorandum of Understanding on the instruments and tools for collaboration;
- 3) SDG Philanthropy Platform, KPF and MOEST work collaboratively on fostering further engagement in education;
- 4) Collaboration within thematic areas in education as discussed in the round table session
 - ECD;
 - TVET;
 - Primary and Secondary;
 - Adult education.
- 5) Increased engagement amongst stakeholders and continuous multi-stakeholder forums.



Annex 1 - Participant List

Foundations		
1	Janet Mawiyoo	KCDF
2	Susan Odongo	KCDF
3	Dr. Elizabeth Ngumbi	KCDF
4	Evans Okinyi	EAAG
5	Catherine Mwendwa	EAAG
6	Arif Neky	SDGPP
7	Imran Rattansi	SDGPP
8	Anne Dalitz	SDGPP
9	Mike Njeru	KenGen Foundation
10	Anthony Igecha	KenGen Foundation
11	Daniel Masawi	Global Education Fund-Kenya
12	Joyce Njambi	Optiven Foundation
13	Emily Mugambi	Optiven Foundation
14	Warue Kariuki	Education Specialist KPF
15	Ian Warutere	KCB Foundation
16	Rachel Gathoni	KCB Foundation
17	Alex Ndolo	Kilele Foundation
18	Shem Ochola	Aga Khan Foundation
19	Dr. Joan Ngunnzi	Equity Group Foundation
20	Vincent Rapando	Global Peace Foundation
21	Immaculate Otieno	Simba Corporation
22	Alyana Popat	Simba Corporation
23	Samburu Wa-shiko	Bill & Melinda Gates Foundation
24	Louise Potgieter	Educate Global Fund
25	Antony Wanjau	General Electric Foundation
26	Charles Njoroge	Edumed Trust
27	Francesca Njage	Rattansi Educational Trust
28	Dora Waruiru	Co-op Bank Foundation
29	Sanda Ojambo	Safaricom/Mpesa Foundation
30	Dominic Muasya	Kenya Education Fund
31	Shelley Viehweber	Simba Foundation
32	Dr. Manu Chandaria	Chandaria Foundation
33	Sarah W Njuru	Hildeback Education Fund
34	Lucy Maina	Africa Educational Trust
35	Ivy Mwai	Mastercard Foundation
36	Sophy Njoroge	Amb. Francis K. Muthaura Foundation
37	Mary Kuria	Equity Group Foundation
38	Lynette Omollo Abongo	Lions Club - Wash in Dignity
39	Dr. Josephine Kulea	Samburu Girls Foundation
40	Anne Nkonilila	Rattansi Educational Trust
41	Dr. Vijoo Rattansi	Rattansi Educational Trust
42	Mercy Musan	Housing Finance Foundation
43	Alex Chege	Craft Silicon Foundation
44	Priya Budhabhatti	Craft Silicon Foundation
45	Mamadou Biteye	Rockefeller Foundation
46	Alia Kyalo	KTDA Foundation
47	Michael Waiyaki	Palmhouse Foundation
48	Joyce Nyumba	Akili Dada
49	Douglas Mamuaina	KREA
50	Luisa Gatteschi	Fondazione L'Albero della Vita
51	Victor Mbugua	HT
52	Joel Nchee	Asante Africa Foundation
53	Rosemary K.A. Barasa	Jomo Kenyatta Foundation
54	Faith Riunga	Lewa Foundation
55	Alex Nyingi	Microsoft

Annex 1 - Participant List

Partners		
56 57 58	Brian Ouma Daniel Baheta Marina Patrier	University of Nairobi UNICEF UNESCO
Government		
59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76	Elizabeth Macharia Evelyn A. Odongo Owanga Sebastian Sheila Lutta Chaina Lelesiit Susan T. Njau Dr. Dinah Mwinzi Grace Ngaca Borcas Mbaka Majani Baridi Darius Mogaka Elijah Mungai Leah Rotich Ellie Muriel Dr. Belio Kipsang Chirchir Faith Caleb Towelt Geoffrey Ayagke	MOEST/DACE MOEST/DACE MOEST MOEST MOEST MOEST/ESQAC MOE MOEST MOEST MOEST MOEST MOEST MOEST MOEST MOEST MOEST MOEST
Media		
77 78 79 80 81 82	Victor Olouch Kibet Cheptumo Were Genzin Antonny Otieno Patrick Vidiyo Khaleel Neky	UN/RCO Kenya News Agency Kenya News Agency EAAG Star Volunteer