“One thing I like about education is that there are very few people working without passion”
Dr. Adetunji Adegbesan, Gidi Mobile Ltd.
The Center for Education Innovations (CEI) is a go-to resource on education innovations in low-income communities; providing data, analysis and connections as a global public good. Launched in 2013, CEI aims to identify, analyse, and connect innovative education programs in developing countries so as to increase access to quality education and improve learning outcomes, especially for the poorest and most vulnerable. CEI pursues this goal using two mutually-reinforcing mechanisms: a virtual platform and a network of partners that drive in-country activities. Partner hubs are located in India, South Africa, Nigeria and East Africa, the convener of the Forum.

In East Africa CEI has identified over 150 innovative education models which are profiled on CEI’s virtual platform. By mapping the education landscape, CEI East Africa has actively engaged with implementers, funders, policymakers and researchers in the region and developed analysis tools and connect opportunities meeting stakeholder needs. Thematic forums, capacity building workshops and what works syntheses have been produced in select thematic areas such as ECD and Skills.

This report summarises and synthesises the proceedings and outcomes of EdSEF. It is prepared in the anticipation that it will support and foster continuing conversations and activity following EdSEF.

The report is organised around 4 key areas:
- Executive summary
- Introduction and background
- EdSEF Sessions
- Conclusions and Way Forward

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Across the globe social enterprises are boldly pioneering new education interventions that specifically target the most vulnerable in pursuit of delivering education access and quality. These interventions do not thrive in isolation; an education social enterprise requires funders, investors, researchers and policymakers and a favourable ecosystem to create impact. Thus concerted effort is needed to connect innovators to opportunities, foster diffusion of knowledge and learning and ultimately capitalize on innovation to improve access and learning for the world’s poor.

Recognizing the significance of social enterprise in education and the need to foster collaboration, the CEI hub for East Africa hosted the landmark Education Social Enterprise Forum (EdSEF) on 21st November 2014 at Boma Inn, Nairobi. The forum provided an opportunity to showcase innovative social enterprises as profiled on the CEI database and brought together leading education stakeholders including social impact investors, donors, edupreneurs, educationalists and policy makers at both national and county government levels to explore how best to continue building innovative education social enterprises, how to scale existing models, how to ensure that social enterprises are targeting and supporting national education priorities, and finally, how best different stakeholders can work together within the education ecosystem.

The event attracted over 120 participants drawn from education sectors across Kenya, Eastern and Western Africa, Europe and United States. Local and international participants at the event included DFID-Kenya, IFC, ARK International, Human Development Innovation Fund, eLimu, Acumen, Amani Institute, Uwezo, Teach for All, Bridge International Academies, Ashoka, Eneza, IDP Foundation, Mango Tree, Gidi Mobile, M-Pesa Foundation and Government of Kenya.

The one day event was officially opened with a speech from the Cabinet Secretary Professor Jacob Kaimenyi, read by Mr. Isaac Kamande, Chief Economist, Ministry of Education, Sports and Technology (MoEST). Opening addresses were given by Mr. Kariuki Mungai, Assistant Director of Education Policy and Partnerships at MoEST who highlighted government education priorities and opportunities to embrace social enterprises and innovation; Ms. Lisa Phillips, Head of Office at DFID Kenya who encouraged participants to reflect upon the current state of education and need for transformative innovation; Ms. Donika Dimovska, CEI Program Director, Results for Development, who shared a global overview of CEI, setting the objectives for the forum in relation to CEI’s vision.

Panel sessions at EdSEF included:
- Social Enterprise in Education: What Works?
- Roadmap to a successful social enterprise.
- Unlocking the pipeline: How best to innovate and incubate using edupreneurs.
- Scaling education: Managing quality as you grow.
- The post-2015 development agenda and role of the non-state actors.

EdSEF encouraged participants to think collaboratively about education innovation and how to transform, what is in many ways is an archaic system. This report summarises and synthesises the proceedings and outcomes from the forum.

Access to education in developing countries has improved drastically over the past decade. More recently, development goals have shifted to focus also on the quality of education. In pursuit of both access and quality, thousands of innovative education programs have emerged aiming to serve the most marginalised. A new breed emerging and pioneering interventions in the education sector is social enterprises. The hybrid of a business model and socially driven impact creates sustainable solutions that can both alleviate budgetary constraints and deliver inspirational learning experiences. Social enterprises are thus well placed to give opportunities to those most in need.

If properly harnessed, with favourable policies and financing mechanisms, collaboration and sharing of lessons learned and challenges understood with impact evaluated, the collective impact of social enterprises could improve education and livelihoods for millions of the world’s poor.

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EdSEF aimed to generate discussions among participants around how best to continue building a pipeline of innovative education social enterprises, how to scale existing models, how to ensure that social enterprises are targeting and supporting national education priorities, and finally, how best different stakeholders can work together within the education ecosystem. The forum sought to actively explore with participants how to make CEI’s East African Hub a responsive resource for those seeking to capitalize on innovation in East Africa; in order to successfully foster a culture of education social enterprise innovation, increase the number of education social enterprises going to scale and achieving sustainability (commercially or through donor and government support), and ultimately facilitate access to quality education especially for low income communities in the region.

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The forum began with an Innovation Exhibition showcasing education social enterprises that address key challenges in education, as profiled on CEI. This involved a market place set up where select CEI programs displayed their models to forum participants who moved freely through the stalls. This provided an excellent opportunity for participants to learn about the program models on display and share best practice in the associated fields of EdTech, Skills, Low Cost Private Schools, Learning Resources and ECD.

**Balloon Kenya:** Balloon Kenya seeks to support youth entrepreneurship in Kenya by partnering promising local entrepreneurs with international teams that provide support and training during a 6-week learning program.

**Bridge International Academies:** Bridge International Academies is a large-scale chain of low-cost private schools that uses a technology-enabled approach to provide standardized primary education through its “Academy in a box” model, allowing the chain to scale quickly and keep costs low.

**eLimu:** eLimu has digitized the Kenyan national curriculum content to deliver an affordable and engaging app to primary children in Kenya. With an emphasis on digitally rich videos, animations, and games, the app promotes cognitive thinking skills, social consciousness and IT literacy alongside academic learning.

**Eneza Education:** Eneza Education partners with schools in Kenya to track and assess students’ knowledge using mobile phones. Students access educational quizzes and learning tools via SMS, which allows them to test and hone their knowledge, while facilitating the collection of data to better inform schools and parents about students’ learning outcomes.

**Future First Kenya:** Future First seeks to champion the development of alumni associations in high schools, to mobilize former students of the school to engage with pupils as career role models and mentors, providers of work experience placements or facilitating extra-curricular activities in their former school.

**Kidogo:** Kidogo is a social enterprise that provides high-quality, affordable early childhood care and education for families living in Africa’s urban slums.

**Mango Tree:** Mango Tree provides innovative learning resources to facilitate interpersonal communication and grassroots education initiatives across East Africa. Mango Tree supplements its products with teacher instruction and training, providing educational materials for pre-primary and primary education, as well as health and agricultural education.

**PEAS:** Promoting Equality in African Schools (PEAS) works to increase the access, relevance, and quality of secondary education in Uganda and Zambia. They work through a unique SmartAid model, whereby PEAS fundraises to build secondary schools which they manage through public-private partnerships with the Ugandan and Zambian government.

**Spire:** Spire is a new education-to-employment pathway designed to serve both students and partner employers. In contrast to traditional university programs, Spire students learn by doing—through both hands-on classroom activities and paid apprenticeships with desirable employers—to build the technical and soft skills required for lifelong success.
Mr. Isaac Kamande, Chief Economist, MoEST, reading the speech of the Cabinet Secretary Professor Jacob Kaimenyi, thanked CEI for organising the forum and thus giving stakeholders in education social enterprise an opportunity to exchange ideas. He called on increased collaboration between government, private sector, donors and other implementers in the education sector in order to consolidate effort in improving the quality of education. He reiterated the government’s recognition that quality education, training and research will be the drivers of Kenya’s economic growth and achievement of Vision 2030 the government’s development blueprint. The speech also re-emphasised the government’s commitment to work with different stakeholders in promoting and coordinating education initiatives.

Mr. Kariuki Mungai, Assistant Director of Education Policy and Partnerships at MoEST drew attention to government priorities in the coming years for education. This included: Sector governance and accountability; Access to free and compulsory basic education; Education quality; Equity and inclusion and; relevance to pupils’ environment and 21st Century job market. Mr. Kariuki’s presentation outlined some of the challenges the government was facing such as teacher training; transition of students from ECDE to primary to secondary and tertiary; 21st Century skills and the need to align the education system with job market demands and; school infrastructure. He emphasized that these challenges are excellent opportunities for social entrepreneurs to deliver innovative solutions that can fill the gap and shared mechanisms for partnering with government.

Ms. Lisa Phillips, Head of Office, DFID Kenya encouraged participants to reflect upon education and innovation. In her speech she stressed the need to ensure that education delivery is in tandem with changing times in order to make it more enticing and relevant to children. Ms. Phillips decried the fact that most classrooms today are nearly the same as they were 200 years ago and yet the environment around the classroom has changed. Innovations are critical in solving existing education challenges and catering to the diverse range of learners’ needs from gifted children to children with special needs, from pastoralist communities to children in poor, marginalised communities. These children need flexible, tailored schooling solutions to empower them and better prepare them for life. Ms. Phillips encouraged participants to make the leap from pockets of innovation and use the forum to push forward and consider how innovation can revolutionise education in Kenya and worldwide.

“...we need education systems that pull them in and not push them out” Lisa Phillips. Head of Office, DFID Kenya

Ms. Donika Dimovska, CEI Global Director, Results for Development, placed EdSEF in the perspective of CEI. Her overview of CEI demonstrated the role that CEI is playing in improving access to quality education for low income communities. She highlighted CEI activities that can be a tool for stakeholders of education social enterprise:

• Scale-up identification: Pro-actively isolating promising models worthy of further investment and alignment with existing programme priorities.
• Deep-dive evaluations into specific education innovation models that need more independent impact evaluation.
• Scale-up incubation support: With a network of partners, providing hands-on mentoring advice and technical assistance to selected innovators for successful expansion.
• Marriage-making: Introducing implementers and funders (e.g. Challenge funds), creating new hybrid best-of-breed models, forming coalitions, including with government.

Opening Speeches
Objective: Setting the scene for education social enterprises by considering global trends, local success examples and lessons learned. In particular answering the questions: Can social enterprises be viable solutions to improve education outcomes? How can government and donors support social enterprises to flourish?

Moderator: Caroline Sikasa, Senior Programs Manager, Housing Finance Foundation.

Panellists: Hon. Lewa Tendai Mtana, Executive Secretary Education and Children at the Mombasa County | John Wali, Executive Director Junior Achievement | Samantha Williams, Africa Director Growth Strategy and Development at Teach for All and | Jane Onoka, Program Manager, Manufacturing, Agribusiness and Social Services Department at IFC.

Key Themes:
- A vast majority of governments in Africa are spending about 6-7% of their GDPs on Education. Unfortunately, the need outstrips the available resources leaving a massive gap in education, particularly around quality. Innovative education social enterprises have a role to play in the ecosystem as support to government but notably not as supplant.
- Examples of successful global models which have been locally contextualised include Junior Achievement and Teach for All. The importance of a successful international model is designing and grounding it in the community that it serves. Examples of successful local education social enterprises in Kenya include Bridge International Academies, Eneza, and Elimu. Hybrid models were celebrated as social enterprise solutions, which draw on knowledge and learnings from the developed market with local understanding of educational needs.
- There are various local solutions coming from young innovators in the education social enterprise space. Many models are scalable but what is lacking is local financing opportunities and understanding and connections in the local finance ecosystem.
- Hon. Tendai articulated the important role of social enterprises in enabling access to quality education especially through collaboration with government using Mombasa County as a microcosm. Mombasa County is seeking partners to help alleviate the education challenges they experience. To that end, the county government believes strongly that social enterprises provide strong partners. Already, the county is partnering with Educate Africa, a consortium of social enterprises in Mombasa. This was reinforced at national level by the MoEST who now provide an open door policy that cuts through the bureaucracy that has hither to hindered government and non-state actor engagement.
- A critical issue recognised in Kenya and globally is the gap between classroom knowledge and employability of the youth. Notably there is great need for edupreneurs to bring solutions to this conundrum. For example Mr. John Wali highlighted that Junior Achievement is a model integrated into public schools, which ensures that high school graduates are well rounded and equipped with 21st skills through upskilling with entrepreneurship skills and opening them up to innovative thinking.
Recommendations:

• The government is providing quality assurance and monitoring for the different NSA educational ventures to ensure that there is standardisation and upholding of quality in service provision, however it is imperative that this framework is robust and doesn’t allow poor quality providers to deliver education to some of the most vulnerable children.

• Education social enterprises should achieve a balance between focus on their mission and sustainability in order to add long-term value to education outcomes. This is critical for the underserved communities that education social enterprise interventions often target as it cannot be accepted that the education service for the neediest is interrupted or cut due to unsustainable programming.

• There is a need for government to be more flexible and accept non-traditional methodologies in the provision of quality education services. For example Ms. Samantha Williams of Teach for All implored MoEST as well county governments in Kenya to accept Teach for Kenya teachers whom unlike their Teachers Service Commission (TSC) endorsed counterparts are certified in a different way but still offer much needed teaching services to the most vulnerable areas. Ms. Williams cited the success of the same model in 35 countries across the globe and the immense benefit that the program has been to populations in need in these countries.

• There is need for increased connectivity and informal networking between funders and edupreneurs, especially local edupreneurs. Forums like EdSEF can provide this.

• Funders should consider supporting local models for funding as they are likely to have a more fundamental appreciation of existing problems. Global models should be encouraged to collaborate with local programs to maximise impact.

• Mombasa, as a regional commercial hub, needs a skilled labour force to drive its economy, social enterprises and investors should take this opportunity to invest in programs that will help upskill the youth to take up available opportunities. There is also need for the corporate sector to invest more in programs that mould employment ready youth in the different sectors that they operate.

• To achieve systemic change many education social enterprises may aspire to eventually hand over their programs to government because this is the institution with the capacity to help the programs scale up and impact learners nationwide.

For me a social entrepreneur is one who sees a problem in society and seeks to solve it through business. So when we look at social entrepreneurs in education and given the background of challenges that African governments are facing, we see their role being very central in helping to solve those problems. Look at innovators like Bridge Academies, if they were not social entrepreneurs and interested in solving those problems, then what would happen to those hundreds and thousands of children that they are currently supporting.

Jane Onoka, IFC

What we can do is provide space for all these social entrepreneurs that are actually thinking innovatively, thinking creatively to provide solutions to that mother in Mwakirunge.

Hon. Lewa Tendai Mtana, Mombasa County Government
Track 1: Roadmap to a successful social enterprise

Objective: Ashoka, the world’s largest community of social entrepreneurs, will deliver an interactive workshop on building a successful social enterprise. The session will focus on the Impact Logic for impact driven social enterprises. Ashoka will introduce the Impact Logic, its key concepts and application to strategy, funding and reporting before participants work in groups to apply the framework on selected existing or ideas for education social enterprises. The session will culminate with a Q&A on the Ashoka Fellow Selection Criteria and Process. (This workshop was previously delivered to the Mandela Washington Fellows).

Facilitator: Agostine Ndung’u, Venture Program Manager, Ashoka East Africa

Key themes:
- In order to achieve success as a social enterprise, a series of best practices can be drawn from examples around the world, which can be shared, contextualized and implemented.
- The ultimate level of social impact is asking how you are going to transform the system, i.e. how does your model achieve systemic change? Theory of change is the business tool and framework on how to achieve this through a social enterprise.
- It is sometimes difficult to communicate the purpose when developing a social enterprise model as edupreneurs must first convince the world that there is a social problem to be solved and then be clear on how their intervention solves that problem and ultimately changes the wider ecosystem because of it.
- Funders and investors are also recognising the importance of systemic change and may begin to ask players to demonstrate system change before offering funding in a move to have a standardized format to report social change.
- What is the description of a school according to the policy in Kenya? The lack of a description can make it difficult for the education social entrepreneur. Schools are classified either as private or public leaving little room for the former to attract investors and government funding for the latter.

Key recommendations:
- Great social entrepreneurs talk of the systemic change they are going to create and its social impact. The foundation of how great leaders inspire action is not ‘how’, ‘where’ or ‘what’ you are doing, it is why.
- Systemic change can be achieved through five ways;
  1. Changing market dynamics and value chains; e.g. linking producers with buyers directly
  2. Change in public policy, industry norms and standards; initiating reviews to enable changes
  3. Bringing full inclusion to a disadvantaged group; e.g. providing marginalized communities with access to education
  4. Achieving business – social congruence; e.g. creating an enterprise that can be given back to the community
  5. Enabling a global culture that values change making and social enterprise
- Ashoka Impact Logic can be utilized to ask social entrepreneurs how their enterprises positively change society and make a difference in the world, whilst still providing a worthwhile return on investment.
- When considering education innovations and solutions begin by identifying problems that apply at a systemic level
- By having a broader vision and collaborating, a social enterprise is able to consider a number of options on how to address the problem and achieve sustainability through partnership.

**Moderator:** Dr. Gordon Carver, Projects Director, GEMS Education Solutions.

**Panellists:** Claire Korir, M-Pesa Foundation | David McGinty, Team Leader, Human Development Innovation Fund | Sabina Morley, International Education Manager, ARK International | Allison Rohner, Executive Director, IDP Rising Schools Programme.

**Key Themes**
- There is a lack of distinction between incubation and scale up. Many innovators ask for funds from donors to scale whilst in reality they are still at incubation stage and require mentoring, capacity building and structural support.
- The reality is most institutional funders avail funds only for established programs that have consistently proven to be successful. They have shown time and again to prefer investing in tried and tested models but very reluctant to fund start-ups.
- For edupreneurs to be successful they need to nurture their ideas, invest in human capital and invest in the organisation. Notably investing in the organisation has financial demands which funders often deter from with preference to invest in the idea and social impact.
- It’s important to interrogate the assumption that there is a dearth of viable entrepreneurial ideas in education. Some investors question the innovativeness of solutions posed, for example assuming any solution using technology must be innovative. This is because many ideas posed lack the ability to fundamentally change how the education system operates and therefore are ultimately limited in the value they can add. By the same token stakeholders need to question the funding mechanisms required to nurture the next generation of social enterprises.
- Financing is shaped by the environment; therefore, the structures for funding differ from one region to another. There is evident need for edupreneurs to better understand their financing landscape.

**Recommendations:**
- Investors and other types of funders could achieve greater social impact from their investment if they also focused on incubation, mentorship and capacity building for start-up edupreneurs.
- Incubation has been recognized as an important stage for social entrepreneurs, investors are therefore urged to be flexible enough to give room to learning. Allowing for fast failure can propel innovation.
- It is important for funders and edupreneurs to recognise that social enterprises need organisational and other infrastructure support if their programs are to grow and become scalable.
- It is important that edupreneurs create links and partnerships with school networks and government in order to create opportunities for piloting and testing new innovations.
- Social entrepreneurs should present ideas that are well thought out to funders. For instance, they should properly articulate their implementation strategy including their plans for scale up but also lucidly outlining the gaps that they are attempting to fill. This will make the ideas more attractive to funders. The strategy should be to always cultivate ideas before seeking funding.
- Another astute way social entrepreneurs can attract funding for their ideas is to cultivate partnerships and value added collaborations with other implementers. This consortium building around social ideas is appealing as it is a quick way of scaling up programs.

**I think anybody funding education opportunities should allow for fast failure. There is opportunity to fail, to rethink and re-strategize around solutions that entrepreneurs have**

*Clare Korir, M-Pesa Foundation*
Track 3 | Scaling Education: Managing Quality as you Grow

Objective: Organizations in the social enterprise space are exploring how to grow and reach more beneficiaries than they are currently reaching. Scaling is an important question for organizations to answer; how to scale, when to scale, where to scale and so on. Since education has typically been a high touch endeavour, scaling or growth has always been complex to tackle. During this panel discussion, leaders in implementation, entrepreneurship, investing and policy will explore ideas, concepts, and methodologies around scaling while still providing quality education.

Moderator: Peter Fella, Operations Manager, The Amani Institute

Panellists: Dr Adetunji Adegbesan, Founder & Strategy Mentor, Gidi Mobile Ltd | Christine Kapkusum, Portfolio Manager, Acumen East Africa | Shannon May, Co-Founder, Chief Strategy & Development Officer Bridge International Academies

Key themes:
- Scaling ensures increased revenue and reduced cost for an enterprise as it creates economies of scale, spreads the risk, generates profit and therefore becomes a good return on investment to both the edupreneur and the investor.
- Alongside reviewing the innovation or solution model, funders review and make decisions considering human capital, organisational capacity, level of risk and return on investment.
- Decision to scale can bring a trade-off between depth and breadth. As educationalists we often seek to impact with the deepest solution to everyone. In African communities with such high numbers of youth in the population and marginalised children looking to benefit from solutions, it puts high demand on the innovator to maintain quality. What is saleable with quality is not always the intervention that impacts 100% of the population.

Key recommendations:
- Alongside innovative ideas and models, edupreneurs require a viable business plan providing a clear strategy to demonstrate a financial return, even if that is in 7 or 10 years.
- Planning for scale and implementing in line with these plans from the outset can develop a successful and sustainable education social enterprise and enables entrepreneurs to deliver high quality education at a low cost.
- The mission of the edupreneur is to provide an education service that is affordable to the beneficiary and remains a high quality service. In low-income communities economies of scale are needed from the outset to produce a model that caters to this. When education provision is affordable, the social impact can trickle into other realms. For example, parents are able to send both boys and girls to school improving gender parity.
- Implementation in the start-up phase should be directed by activities and systems that would be achievable when the product or service reaches scale. For example, in start-up phase it may be easy to include a hands-on approach from management or deliver 1-1 user feedback or to increase features but if this won’t be achievable at scale then it should not be implemented in the early stages. Social entrepreneurs must proactively precipitate growth with continuous testing and modification.
- Over the last decade, opportunity for funding of innovative models in education has increased, for example Acumen introduced an education portfolio in Kenya. Funders with a local team on the ground can improve investment in education solutions as it offers critical local contextual knowledge when reviewing proposals.
- There is need to consider leaner school models that don’t rely upon infrastructure and buildings, which take decades to return the investment. Instead, entrepreneurs can focus on delivery and innovating within the existing learning environment and available resources.
- Perseverance, passion and collaboration can help drive a model to scale, however on the road to securing investment for scale resilience is needed as even the most successful enterprises today failed to win funding on their first, second, hundredth pitch.

That we can charge an average of $6 per month is by having planned from the very beginning... to make a world class education system affordable to the poor we would need to be educating hundreds of thousands of children

Shannon May, Co-Founder, Chief Strategy & Development Officer Bridge International Academies
Objective: The international post-2015 education agenda will set the bar for educational achievement over the next decades; this will include a role played by private actors to compliment government in delivering new commitments. This session will provide a platform for education leaders to share their top priorities for education over the next fifteen years. It will explore how private actors can leverage their technical and financial resources to support governments in driving these reforms.

Moderator: Dr. Alex Awiti, Director, East African Institute of The Aga Khan University

Panellists: John Mugo, Country Co-ordinator, Uwezo Kenya | Nivi Mukherjee, CEO eLimu | David Njengere, Senior Assistant Director, KICD

Key themes:

- To consider the post-2015 education development agenda we need to shift the paradigms on learning outcomes, education delivery and sector reform.
- In the past there has been disjointed investment and a lack of cohesiveness in the approach to investing in the education sector. Investment often focuses on specific learning fields, e.g. primary education, to the detriment of others; instead it needs to look at the entire leaning journey.
- There is a now a move beyond ‘schooling’ and enrolment and a global commitment to achieving quality and in-depth consideration of what we are education for. With this brings greater emphasis upon competencies, skills and global citizenship, which need to be integrated into the curriculum.
- Weak foundations in learning mean pupils are engaging in a curriculum that is too far ahead of their ability and so teachers are only teaching 30% of the classroom who understand. The question in Kenya remains, how to deliver, measure and set up a system so children do not pass through the system without demonstrating learning and accomplishment of competencies.
- Curriculum must begin to respond to the needs of children; to inspire children to learn and nurture their naturally curious and creative minds. There is need for a system which identifies every child’s talent, interest and potential and appropriately channels these skills post primary level.

Key recommendations:

- A personalised education provision will nurture, develop and assess students as individuals, enabling them to reach their own potential in academic, arts or vocational routes. This will enable teachers, programs and the system to measure individual progress and determine how much learning is actually happening.
- By developing a curriculum that gives room for thought, that alone can be sufficient to create a critical mind that innovates and questions. The curriculum needs to start measuring problem solving, analytical reasoning and critical thinking as well as literacy and numeracy. The long term impact being professionals able to challenge the status quo and embrace innovation from colleagues in each field that they work.
- Success stories from mentors demonstrate what works. It is time to think beyond schooling and think of education as a holistic package in preparation for life-long learning.
- There is need to move away from the dichotomy of ‘government’ and ‘non-state’. Instead the two should fuse. A platform for collaborative engagement between all actors should be created for inclusive sector reform. By its nature a government operates on a philosophy of social enterprise, in order to thrive therefore, government should open space to incentivize social entrepreneurship and spur national innovation.
- When considering education reform the beneficiaries’ voices must be heard. Often discussion circulates around an elite group of educationalists, policymakers or program leaders. A participatory approach must include the community members they seek to serve.
Dr. Gordon Carver, Projects Director, GEMS Education Solutions brought the forum to a close with a few key reflections.

- MoEST and local government shared their education agenda areas which are ripe for opportunity for social enterprises. By working within the existing system and proactively approaching the government, edupreneurs can achieve scale and greater impact.
- Investors – it is evident that money is not the hindering factor, investors are ready to invest in education but need to see beyond an idea. There is a lifecycle to social enterprise and to investing and greater input is needed in the early stages. Can investors look at more creative ways to support edupreneurs earlier, not just with financing but mentoring, networks, technical advice, and quality assurance?
- To social enterprises - don’t be scared to prototype, investors want to see the impact, not just a good idea. Edupreneurs should pilot their ideas with schools or larger organisations.
- To all stakeholders – participatory planning and solution design is pivotal. For example, government can meet their objectives when engaging collaboratively with non-state actors, furthermore all actors must set out to plan, design and review collaboratively with the community the solution seeks to serve.

Dr. Carver proposed a convening in one year’s time and challenged the community to set targets that are realistically scalable over that year and to then share successes at the next EdSEF.

To achieve this endeavour and strengthen the education ecosystem in Kenya, CEI propose the following activities over the coming year, which address recommendations produced at EdSEF.

- **Landscape mapping**: Continuing to map innovative education programs across the region providing standardized data and analysing trends. Supporting implementers with a mapping of the investor landscape.
- **Sharing lessons learned and best practice**: Supporting the creation of hybrid models, home grown models which are informed by the best of what we see from education models across the CEI hubs.
- **Marriage-making**: Facilitating introductions between edupreneurs, implementers, funders and policymakers, hosting networking opportunities and forming coalitions, including with government.
- **Deep-dive evaluations**: Into specific education innovation models that need more independent impact evaluation.
- **Scale-up incubation support**: Pro-actively isolating promising models worthy of further investment and facilitating hands-on mentoring advice and technical assistance to selected innovators for successful expansion.
“On behalf of United Way, we would like to thank you for inviting us to participate in the CEI Education Social Enterprise Forum. You enriched our knowledge and we appreciate you taking the time to organize the forum. We certainly look forward to staying in touch and future partnership”.

_Hawa Said, United Way, Kenya_

“The forum, in my opinion, is innovative in itself in that what it provides especially for us as county government is an opportunity to discover, discuss and validate some of the solutions that many organisations participating here are offering.”

_Hon. Lewa Tendai Mtana, Executive Secretary Education & Children, Mombasa County Government_

“I’m really looking forward to CEI’s next stage where they’re talking about having a bigger focus on bringing the funders and implementers together. As a foundation looking at innovative ideas that we can fund CEI can play a really big role in identifying what solutions would work best in our target areas”.

_Allison Rohner, IDP Foundation_