

REPUBLIC OF KENYA



MINISTRY OF EDUCATION

STATE DEPARTMENT FOR EARLY LEARNING AND BASIC EDUCATION

Kenya Global Partnership for Education (GPE) Compact

Improving Learning Outcomes

Supporting development of Kenya's human capital for productivity and growth

November 2021

1. Introduction

In June 2020, the Board of the Global Partnership for Education (GPE) approved the GPE 2025 strategic framework. The objective of the framework is to reinforce country capacity for 'education system transformation'. The framework helps partners identify reforms with potential for impact at all levels. The GPE 2025 framework stresses the importance of developing Partnership Compacts that align all partners with country education system transformation priorities.

The aim of the GPE Compact is to mobilize coordinated action and financing and thereby enable partners to achieve transformational change. The GPE Compact, therefore, is a statement articulating how a GPE country intends to work together with partners around a priority that has the potential to cause and sustain system change. It is also the basis for determining GPE grant resources by partners and mobilizing additional resources.

The Kenya GPE Compact has been developed through a consultative process under the leadership of the Government of Kenya, Ministry of Education (MoE). The process involved consultations within the ministry and with multiple players in the education sector. These included the Education Development Partners Coordination Group (EDPCG), semiautonomous government agencies (SAGAs) under the MoE, the Teachers Service Commission, the Council of Governors (CoG), and non-state actors including civil society organizations (CSOs). The MoE used GPE assessment guidelines to develop drafts for discussion and consultations with the EDPCG members.

The various consultative meetings discussed the sector challenges and priority interventions to improve the sector. The comments at this level added value to the subsequent discussions that focused on GPE guidelines. The MoE and partners used these guidelines to identify the key priorities for the Compact. These were again discussed in several rounds of consultation with the EDPCG and endorsed.

The Compact's initial requirement matrices, which captured the country's priorities, were presented to the GPE Independent Technical Appraisal Panel (ITAP) for review. ITAP provided comments for consideration by the MoE. The MoE and EDPCG reviewed the report. Both agreed with the ITAP analysis and recommendation regarding data and evidence and sector coordination high-priority areas. The ministry and partners also agreed that inequalities, inequities, and problems of inclusion were critical challenges facing the education sector. The problems of teacher quality and deployment, insufficiency of essential school inputs (infrastructure and instructional materials), inadequate support to preprimary and primary teacher training colleges (PPTTCs), and limited provision of preprimary education would make it difficult to transform the education sector. All these would need to be adequately supported for Kenya to realize the education transformation goal of 'improved learning outcomes'.

2. Kenya Compact Priority Goal: Improving Learning Outcomes

2.1 The context

Kenya has a large population of school-age children: about 17.2 million (36.6 percent) out of 47.6 million people are school-age children from preprimary to secondary levels.¹ Kenya spends 5.7 percent of gross domestic product (GDP) and 25 percent of its national budget on education. This compares favorably with accepted international benchmarks of 6 percent of

¹ Republic of Kenya. 2020. *The Kenya Population and Housing Census 2019*. Nairobi: Kenya National Bureau of Statistics.

GDP and 20 percent of national budget. The Government of Kenya has continued to increase expenditure in the education sector. The total recurrent and development expenditure increased from K Sh 325.4 billion in FY2016/2017 to K Sh 464.7 billion in FY2019/2020. This has resulted in an increase in gross enrolment rates (GERs) and net enrolment rates (NERs) at primary and secondary levels. In primary schools, the GER improved from 104 percent in 2017 to 99.6 percent in 2019. In secondary schools, it improved from 68.5 percent in 2017 to 71.2 percent in 2019.

The national Gender Parity Index (GPI) shows that Kenya is about to close the gender gap in primary school enrolment. In 2019, the GPI was 0.97 in primary and 1.0 in secondary school. Indeed, in high-income/richest quintile and non-ASAL² areas, there are more girls enrolled in primary school than boys. Retention and completion rates have improved as well. Close to 80 percent of children who enrolled in Grade 1 during 2013–2018 completed Grade 8 and transitioned to secondary school. The primary pupil completion rate (PCR) increased from 80 percent to 84.2 percent.³ The high completion and transition rates could be attributed to the reentry and 100 percent transition policies introduced by the government. In addition, significant gains in access have been realized in preprimary education with the GER improving from 71.6 percent in 2013 to 78.4 percent by 2018.

Nonetheless, there are disparities based on gender, region, and socioeconomic factors. Evidence from recent household surveys shows that children from high-income households, those from non-ASAL areas, and those from urban areas have higher chances of being in primary school and transitioning to secondary.⁴ Further, the COVID-19 pandemic disrupted learning throughout 2020 and early 2021 and reversed progress made in improving access and general learning outcomes. These disparities are worth noting, considering Kenya's quest to attain upper-middle-income country status by 2030.

2.2 The problem

The Kenya government has made significant progress in expanding access to education and improving learning outcomes. This is attributable to implementation of government policy on Free Primary Education and Free Day Secondary Education in 2003 and 2008, respectively. With improvements on access, the government also implemented bold reforms to achieve better learning outcomes. These include

- (a) Modernized curriculum in early grades,
- (b) Reformed teacher management and development,
- (c) Improvement in school inputs,
- (d) Strengthened school management structures, and
- (e) Increased investments in and implementation of technology education.

The government continues to provide free primary and free day secondary education. In addition, the Kenya Secondary Education Quality Improvement Project (SEQIP) is supporting scholarships, advocacy, and gender sensitization interventions. Similar interventions are also

² ASAL = Arid and semiarid land.

³ The data on the GER and NER are obtained from Ministry of Education Statistical booklets from 2019 and as cited in the Basic Education Sector Analysis Report for Kenya by Japan International Cooperation Agency (JICA) and National Education Sector Strategic Plan (2018–2022).

⁴ For instance, estimates from the KIHBS 2015/16 show that the primary NER varies from 42 percent in Garissa to 96.8 percent in Nyeri. Furthermore, close to 9 out of 10 children in urban areas are likely to be enrolled in Grade 6, compared to 7 out of 10 children in rural areas.

being implemented under the Girl Education Challenge Programme and by CSOs and other government agencies.

Despite these interventions, there are persistent challenges. Regional disparities in access, transition, completion, and learning outcomes are prevalent. The shift from the objective-based curriculum (OBC) and objective-based assessment (OBA) to competency-based curriculum (CBC) and the competency-based assessment (CBA) has created demand for retooling of PPTTCs; continuous capacity building for teachers; school management, parental, and community involvement; community service learning; value-based education; and the provision of key instructional resources to support the implementation of the CBC and CBA.

Realization of gender equality and equity remains a challenge in some regions, with the greatest gaps observed among children with special needs and disabilities. Disparities are also reported in technical capacity to support learning. There are areas such as ASALs, urban slums, and informal settlements as well as refugee camps that are disadvantaged in terms of access to education. These areas continue to lag in all indicators, including school enrolment, availability and adequacy of qualified teachers, participation of girls in education, and learning outcomes.

Data management and utilization for decision-making and policy formulation remains a challenge at the national, county, and school levels. The Kenya National Education Sector Strategic Plan (NESSP) identifies the existence of data overlaps and practices that do not support the use of data in reliable and timely decision-making.

There are governance and management capacity gaps for oversight of education program implementation. There are also structural challenges in intersectoral and multisectoral coordination of education services. Overall, inadequate resources continue to adversely affect the provision of quality education at the preprimary level.⁵ Yet, there is sufficient research evidence to show that if children do not receive support during the foundational stage of learning, then the learning gap only widens in later grades.

Despite increased investment in preschool education by the county governments, recent studies have shown dramatic variations in the quality of infrastructure, learning materials, rigor of quality assurance systems in place, and effectiveness of intersectoral coordination. Further, prolonged closure of schools due to the COVID-19 pandemic deepened inequalities in access and learning with recent surveys showing that 50 percent of learners were not able to engage in online learning due to lack of relevant devices, inadequate access to online content, inadequate capacity to use information and communication technology (ICT) in learning, and inability to afford and access the internet and electricity, among other challenges.⁶

The progress made at the national level masks inequalities in learning outcomes. Learning outcomes are low in higher-order competencies in primary schools and low especially in science in early secondary education.⁷ Low learning outcomes begin at lower grades and persist into higher grades. In 2018, for instance, only 59 percent of learners in Grade 3 met the 50 percent minimum proficiency level in numeracy. In Grade 7, only 29 percent met the 50 percent benchmark in numeracy and another 44 percent of learners met the minimum

⁵ UNICEF. 2019. *Guidelines for the Design and Implementation of Early Learning Programmes*.

⁶ Survey on the use of remote learning resources in basic education, KICD 2021.

⁷ Draws from the 2019 National Assessment System for Monitoring Learner Achievement (NASMLA). The minimum proficiency level was set at 50 percent benchmark.

proficiency level in literacy. There are learning gaps in foundational literacy and numeracy as shown in a recent Monitoring Learners' Progress (MLP) assessment.⁸

There are marked differences in education outcomes by income quintiles and gender. The share of students attaining minimum competency is higher for wealthy households. It is relatively low for poor households because of dropout and low retention. Further, only 6 out of 10 children from the poorest quintile who enroll in Grade 1 are expected to complete Grade 6. But 9 out of 10 children from the richest quintile are expected to complete Grade 6. It is also evident that low acquisition of foundational literacy and numeracy skills persists from lower to higher grades. This calls for focused interventions as foundational learning has a bearing on future attainment of educational outcomes.

2.3 Priority reform: Improving learning outcomes

Kenya will prioritize improving learning outcomes to strengthen the foundation for human capital development. This will be done to improve future productivity to support the quest for a globally competitive education for sustainable development.⁹

Improved learning outcomes will be achieved by enhancing overall performance in national assessments and focusing on increasing competence in higher-order numeracy and literacy skills. This will be possible only if there is effective implementation of policies that promote inclusive and quality education. This will also be possible if there is focused attention on improving quality teaching, learning, and preprimary education. At the same time, there will be a need to reduce gender gaps in school participation. So will be the need to improve access to education.

Data collection, analysis, utilization, and management will play an important role in informing decisions on intervention to contribute to this impact. Further, enhanced coordination of sector players and financing as well as oversight of the sector will enhance achievement of the sector goal and overall impact. Strengthening system capacity for implementation of various reform measures will be an imperative in this regard.

2.4 Theory of change

The overall reform priority is 'improving learning outcomes.' This will be achieved by pursuing the following broad outcomes:

- (a) **Enhancing quality teaching and learning and preprimary education.** This requires enhancing implementation of the CBC, improving literacy and numeracy in early years, increasing teacher proficiency, reforming teacher education, and strengthening school-based teacher support. It will also require development of a responsive and inclusive curriculum (CBC) and CBA. It will involve integrating ICT in teaching, learning, and assessment and promoting remote learning in hard-to-reach areas. It will also involve school-based teacher coaching and mentoring and school-based teacher support—teacher professional development. It will also require mitigating teacher shortage in affected areas. This will also involve reforming teacher

⁸ KNEC. 2019. *Report on the 2019 Monitoring Learners' Progress Grade 3*.

⁹ In line with the spirit of Kenya Compact reform priority, Kenya will benchmark with the right countries and not other low middle-income countries. Kenya will benchmark and seek to improve performance to match countries with high HCI and those with High Adjusted Years of Schooling: Vietnam, Seychelles, Indonesia, Mauritius, and Shanghai in China among others.

training institutions (PPTTCs), harmonizing provision of preprimary education, and enhancing parental involvement in learning.

- (b) **Achieving gender parity in education.** This is a requisite outcome because although Kenya has made tremendous progress in improving gender parity, the COVID-19 pandemic and attendant challenges threaten to reverse some of the gains made. There is a need for an integrated multisectoral and multiagency approach to, among others, support reentry guidelines and enhance health and psychosocial support programs to ensure learners' well-being for continuity of learning. Moreover, the gender disparities continue to deepen owing to limited attention to gender issues across the country.

The unprecedented disruption of education occasioned by the COVID-19 crisis can potentially roll back substantial gains made in gender equality in education in recent decades if left unattended. Enhanced use of gender-responsive pedagogy, effective implementation of policies that address gender inequality, strategies for addressing gender-based violence, and increased involvement of parents and communities will play an important role in addressing these challenges. So is the use of data to provide evidence for decision-making, action, and coordinated approaches to improved gender equality.

- (c) **Enhancing access to education,** Regional and gender disparities at early learning (pre-primary), primary, and secondary school levels constrain access. However, substantial progress has been made in improving access to education in Kenya, enabling the country to achieve near universal basic education. However, despite significant progress, access has been uneven. Yet, access to quality education and learning is essential based on Kenya's commitment to becoming a newly industrialized nation by 2030.

This outcome will also require interventions to address dropout, absenteeism, reentry, and attraction of out-of-school children. The focus under this outcome will aim at increasing transition from primary to secondary school and progression across grades. This specifically involves infrastructure development, coordinated fiduciary systems (strengthening governance and oversight), systems for effective policy implementation, monitoring, and reporting.

- (d) **Enhancing equity and inclusion in education.** Kenya has made progress in removing systemic barriers to access to education, but there is a need for emphasis on reaching the most marginalized to ensure that education is accessible to all. This will be achieved by improvement of infrastructure for provision of quality education in lagging counties, scholarships for needy learners, gender-responsive pedagogies, and redeployment and redistribution of teachers in schools based on data and evidence. There will be a need to support continuity of teaching and learning during emergencies and in areas experiencing insecurity. Children with special needs and disabilities, those in conflict-affected areas, those in hard-to-reach and poor areas of the country, and those in refugee camps will be reached and included at all levels. The project will also address concerns of displaced groups and the refugees within the policy context.

Most significantly, there will be a need to undertake early identification and placement of children with special needs and disabilities. Mechanisms will also be put in place to ensure a learner-friendly environment. Above all, there will be increased transparency and prudence in the use of resources in the sector. These principles will apply to use of resources by the government, development partners, the private sector, and non-

state actors. An effective and efficient financing model will be employed to facilitate transparent and prudent utilization of resources. There will be need-based prioritization.

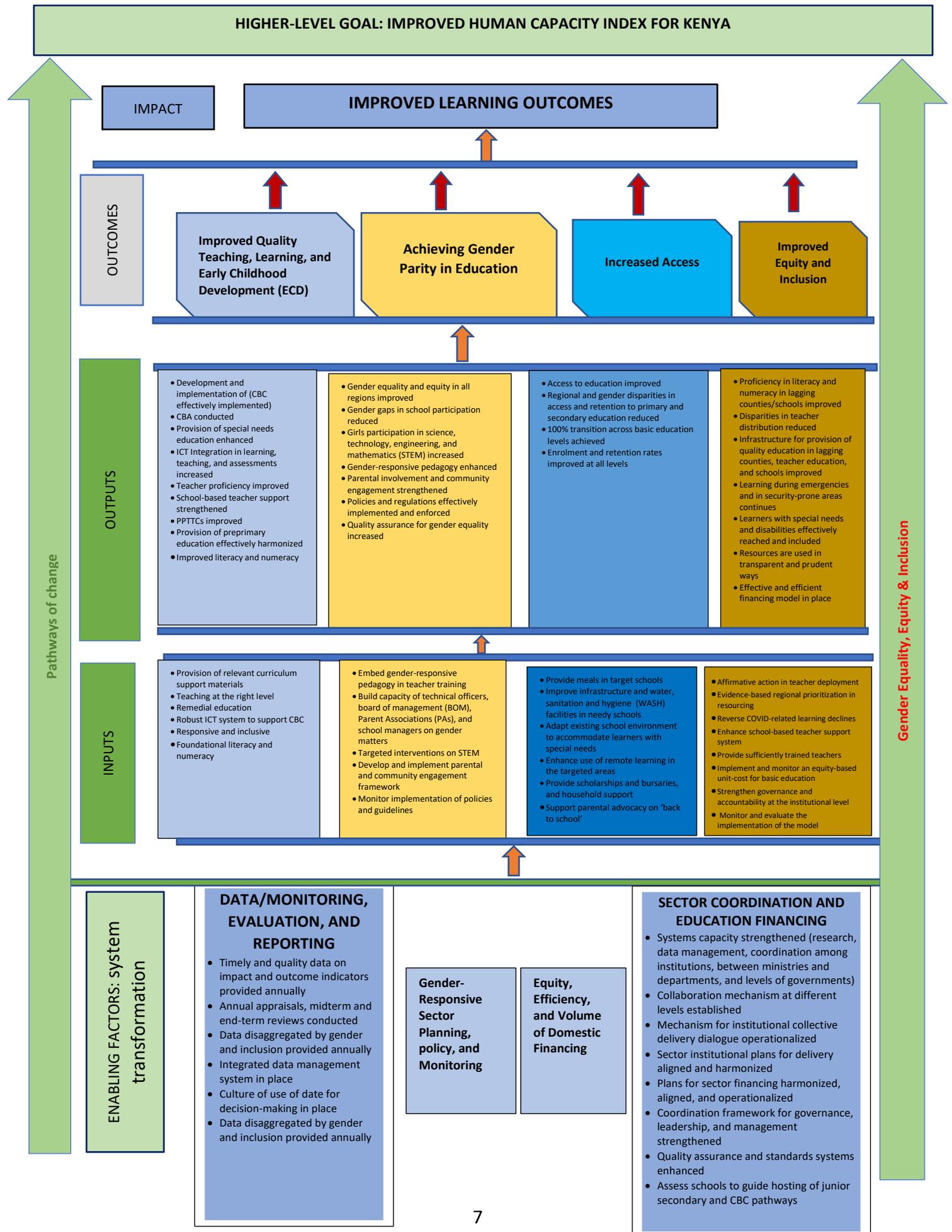
- (e) **Strengthening systems capacity will be required to support the reform interventions.** Accordingly, these outcome areas will be achieved by strengthening several enabling conditions including enhancing system capacity and human resource management to support reforms. In particular, capacity for governance and accountability will be strengthened at the school level (for example, head teachers) and interlinked with interventions to improve quality teaching and learning. The existing legal and policy framework will be reviewed for synergy and to address overlapping mandates. Moreover, quality data and evidence are central for developing targeted interventions and prioritizing decisions for addressing gaps in learning outcomes. Timely, accurate, reliable, and usable data are essential to inform evidence-based policy and planning at all levels of education systems.

Achievement of these outcomes will require improving on data collation, analysis, and utilization as evidence for decision-making. It will require cultivating a culture for use of data in decision-making. It will also require capacity building of human resources to implement the reforms. In addition, effective coordination of various players and coherent synchronization of interventions will ensure that all activities are harmonized and contribute to the impact. Coordinated sector financing will be required to ensure that interventions and finances are well synergized and harmonized. Furthermore, there will be a need to review the capitation financing model to address equity issues and ensure the model addresses the needs of the poor.

There will be a need to develop and implement a robust communication strategy. This will serve the purpose of creating awareness on these interventions and particularly support advocacy by parental and community engagements on reforms such as increasing gender parity in education. The strategy will also educate, inform, and communicate to the public and stakeholders in general. There will be a need to support assessments and strengthen quality assurance mechanisms by leveraging technology.

The Theory of Change builds on the following argument. If data and cogent evidence are provided and used to guide policy making and implementation of decisions in the sector and the sector players are effectively coordinated to deliver as one, then there will be improvements in teaching and learning, access to education, equity and inclusion, and gender parity.

Figure 1: Kenya GPE Compact Theory of Change



It is important that measures are put in place to support the educational reforms that the government is implementing. The improvements at this level will eventually result in improved learning outcomes, which will in turn lay a strong foundation for human capital improvement for Kenya’s future development.

The key assumption here is that both the government and the development partners will fulfil their commitments on time. It is assumed that the macroeconomic situation will remain stable and the impact of COVID-19 pandemic on the economy will not be prolonged.

Risks	Mitigation
Delay in release/disbursement of funds	Internal mechanisms to fill budget deficits
Change of priorities	Ensuring that the priority area in the GPE is aligned to policy documents and framework
Force majeure	Plan for emergencies

3. Enabling Education System Transformation

The Compact has identified enabling factors to facilitate realization of system transformation. These are both a means and an end. Overall, system transformation will be realized through the transformative implementation of the enabling factors by

- (a) Making improvements in use of data and evidence for evidence-based planning in the education sector;
- (b) Moving from plans to improved educational outcomes and monitoring and reporting that is responsive to gender and other issues of equity in the sector;
- (c) Improving on inclusive sector dialogue and coordination processes;
- (d) Improving the efficiency and equity of domestic expenditure on education; and
- (e) Strengthening the link between planning, budgeting, and results-based expenditure monitors.

The foregoing suggests that system transformation will involve innovative approaches to data management and utilization as well as institutionalizing use of data to inform decision-making. Strengthening management of data for producing reliable and timely data to support evidence in decision-making/policy interventions will be critical. There is a need for an integrated data management system to facilitate efficient data sharing and validation for evidence-based policy decisions.

The culture of using data will help in tracking the inputs, outputs, and the contribution to improved learning outcomes. Strategic interventions to strengthen management will include adoption of East Africa Community Education Management Information System (EMIS) norms and standards, capacity development on data processes and utilization, feedback mechanisms that facilitate data utilization at decentralized units, and conducting of joint annual planning, implementation and monitoring of education programs.

Inclusive sector coordination will involve strengthening interdependence between the state departments, SAGAs, development partners, and the non-state actors, among others. Furthermore, it is important that all relevant ministries and departments work together to deliver as one—especially in reaching the out-of-school children and retaining them in school up to completion. This will require improved collaboration between departments involved in

social protection, health, WASH, and the county governments because of their mandate on preprimary education. This will involve improving sector dialogue among the multiple players and ensuring coordinated financing and interventions. The focus will be on coordination to strengthen delivery and ensure that no region or school is left behind because of competing priorities.

Gender-responsive sector planning, policy, and monitoring are important enabling factors that affect the achievement of learning outcomes. Gender disparities persist despite national-level achievements in gender equality. To address gender disparities, interventions will begin at the preprimary education level. There will also be a need to improve equitable resource allocation and establish a framework for joint monitoring of policy implementation from the national to the county level and at the school level.

There have been challenges in equity and efficiency of resource use, including uneven deployment of teachers, which resulted in high grade repetition and dropout rates in some regions. These challenges will be addressed by targeting primary schools in disadvantaged areas and those that perform below the national average in learning outcomes, among others. It will require scaling up school meals programs to ensure that vulnerable children get fortified meals and remain in school. A shift in the financing model for education will be required to achieve the overall impact. Attention will be paid to volume, equity, and efficiency of domestic public expenditure on education.

4. Delivering Education System Transformation

For the education sector to achieve its objectives, the stakeholders are required to adopt a sector-wide approach in planning and budgeting. This calls for the government and its development partners to follow the principle of timeliness in planning, budgeting, and disbursement. The EDPCG members will present their expected financing for alignment with the government budgets and plans. This support will be coordinated through the MoE. SAGAs and independent bodies supporting this education sector system transformation will also be requested to identify the resources critical for improving learning outcomes. Agencies participating in the sector will interlink their budget and plans with the enabling factors: data and evidence, coordination, gender parity, and equity and inclusion.

To ensure sustained focus on gender equality/parity, the budgets and plans will show the specific resources that would improve gender parity. Overall, there will be coordinated financing. The stakeholders and partners will require to align plans with the government financing mechanisms and collectively contribute to financing the system transformation. Table 1 shows commitment by various partners.

Table 1: Partner funds and assets mobilized

Government and development partner support	Resources mobilized/expected amount (grants and other assets)
National government	
County governments	<ul style="list-style-type: none"> • Infrastructure: Preprimary facilities • Preprimary education teachers
World Bank	
United States Agency for International Development (USAID)	

Government and development partner support	Resources mobilized/expected amount (grants and other assets)
LEGO Foundation	Support towards Teacher Professional Development in line with the Competency Based Curriculum.
Education.org (Insights for Education Foundation)	Support towards enhancement of the availability and utilization of high-quality evidence to guide decisions in the education sector.
UK	Technical support improving access to girls' education, improving learning outcomes for the most marginalized boys and girls and support towards the use of data and evidence in decision making.
United Nations Educational, Scientific, and Cultural Organization (UNESCO)	Technical support in system strengthening/gender-responsive sector planning/monitoring/reporting, data and evidence generation, as well as strengthening of teacher capacities in gender-responsive pedagogies
UNICEF	Provisional of technical support in system capacity strengthening, enhancing equity and inclusion in education; and enhancing quality teaching and learning and Pre-Primary Education priorities
UNHCR	Support education service delivery for refugees and host communities aligned with or through the national education system, and additional technical and financial support for transitional planning and coordinated partner support from an alternative system of service delivery for refugees to one that is Government -led and reflects national priorities and regulations and standards.

Given the functions of the National Government in education, the MoE will coordinate implementation of interventions to improve learning outcomes. The National Government will receive funds and other resources in support of this reform priority.

The EDPCG will provide the forum for discussing progress, learning, and technical advice based on international best practices. The government will bring to the attention of partners the gaps that require filling and/or the technical resources required to support the reform. The EDPCG will provide oversight on GPE Compact resources.

5. Monitoring, Evaluation, and Learning

In Kenya, monitoring and evaluation (M&E) is undertaken independently by various departments, directorates, SAGAs, and development partners, whereby each organization implements a program and monitors and evaluates it. This kind of arrangement is perpetuated by lack of an M&E framework that guides M&E of all activities. The sector also experiences

challenges in terms of human resource skills in carrying out M&E as well as having the requisite infrastructure for the purpose. There will be semiannual reporting on financial expenditure.

5.1 Indicators and monitoring

Monitoring of progress in improving learning outcomes will begin at the input-output level. The indicators for data and evidence at this level will include quality of data provided, timeliness in publication of the annual education statistics, and percentage of counties and schools using the data for decision-making on an annual basis. It will also include pupil-to-teacher ratio in disadvantaged schools and areas, pupil-to-textbook ratio, and overall satisfaction in service delivery in the education sector (by both the national and the county governments). It will include improvements in the NER, girls' retention, transition, completion, and percentage of learners achieving set benchmarks in learning outcomes. It will include completion and transition to the next learning grade as well as promoting an equitable and inclusive quality learning environment to equip learners with competencies and skills to succeed and prosper in a dynamic global economy. This on its own will improve Kenya's Human Capital Index.

Sector coordination will be monitored by tracking collaboration mechanisms established at different levels and the nature of institutional dialogue and delivery. It will include tracking the extent to which development partners are coordinating financing and the timeliness of their support to the reform. Indicators for monitoring sector coordination will include the existence of a joint cooperation framework for coordinated efforts, roles and responsibilities clearly defined within the cooperation mechanism, and joint planning and implementation of sector activities in place. It will also include means of verifications, such as joint sector reports, as well as sector quarterly reports.

Indicators for key outcome areas/enabling factors will draw from the NESSP and other national policy documents. At the impact level, the focus will be on improved assessment scores. The MoE, in consultation with the EDPCG, will source other data to validate the progress on impact.

5.2 Evaluation and learning

Evaluations will be embedded throughout the implementation process. In each financial year, there will be a joint review meeting where the MoE and EDPCG members will present their internal evaluation and learning reports. Participants will take a critical look at progress, challenges, and opportunities to guide improvement in implementation. The MoE will present internal evaluation reports based on M&E data and focus on all indicators in line with the pathways of change. At the same time, the EDPCG will establish specialized committees for each outcome area/enabling factor. These committees will be collecting data through the foregoing M&E system and, where possible, use of technical assistance. The committees will use the data to prepare reports alongside the annual meeting with the government joint review meeting.

A midterm and end-term evaluations will be conducted in the middle and at the end of the implementation period. This will be carried out by a team of independent consultants. The terms of reference will be jointly developed by the MoE and the partners and endorsed before beginning of the assignment.

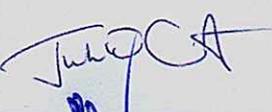
6. Statement of Endorsement By Partners

The Kenya GPE Compact has been developed jointly by the education sector partners under the leadership of the Government of Kenya, MoE. We have agreed to mobilize efforts to

improve learning outcomes to lay a firm foundation for Kenya's human capital development. We shall work together around this priority, mobilize resources, and strengthen interventions to support efforts to contribute to this goal.

Together we shall support efforts to improve quality teaching, learning, and preprimary education; improve achievement of gender parity in education; increase access; and improve equity and inclusion. We shall support efforts to strengthen system capacity, including supporting institutionalization of the use of data to inform decision-making, and strengthening system coordination at all levels. Coordinated sector financing and improved sector governance will drive achievement of this goal.

Accordingly, we, the EDPCG members, gathered in Nairobi, KICD on December 1, 2021, having read and discussed the Kenya GPE Compact (November 2021), the content of which we have contributed to through a consultative and participatory process under the leadership of the Government of Kenya, MoE, hereby fully endorse the Kenya GPE Compact.

S. No.	Name	Organization	Designation	Signature
1.	Julius Court	British High Commission - Kenya.	Deputy High Commissioner and Development Director	
2.	Joseph Bowden Wasikhongo	Elimu Yetu Coalition	Chief Executive Officer	
3.	Mrs Nnenna Nwabuo	African Development Bank (AFDB)	Director General, Regional Business Development and Delivery Office, East Africa	
4.	Maniza Zaman	UNICEF-Kenya	Country Representative	