

The Importance of Learning from the Field – Based on the Experience of the Kenya UNICEF Internship



Al Fatah Primary School

Presented by Yuko Hosoya

Contents

1. Introduction

- What is the UNICEF Kenyan African Girls' Education Initiative (KAGEI)?
- What do you know about Garissa district, Kenya?
- Why is cost-effectiveness analysis important?

2. Why should policy makers learn from the field?

- How to identify problems and needs
- How to identify cost and effectiveness
- How to understand data
- How to find solutions

3. What are the current problems?

- Who controls policy formulation?
- Who evaluates the projects?

4. Discussion

- Do you have alternatives?

What is UNICEF Kenyan African Girls' Education Initiative (KAGEI)?

- Term period: 2001-2004.
- Target location: 6 districts in the arid and semi-arid lands (ASAL), which have one of the greatest gender disparities in education.
- Funding: Norway funded US\$600,000. Japan funded US\$500,000.
- Project Goal: To empower girls and women through education so that they may play a greater role in their own survival and development, and in the development of the nation as a whole.
- Objectives of the KAGEI: To improve the access, retention and completion rates of girls in primary school through enhanced community participation, with a special emphasis on nomadic communities.
- Three main strategies of the KAGEI: Capacity building and training; social mobilization and advocacy; and service delivery and monitoring.

What do you know about Garissa district, Kenya?

- Geography: North Eastern Province, semi-arid area
- People: Somali, Muslims
- Education:

Enrollment rate	Average	Girls	Boys
2001	9%	7%	11%
2002	19%	14%	24%
2003	20%	15%	24%

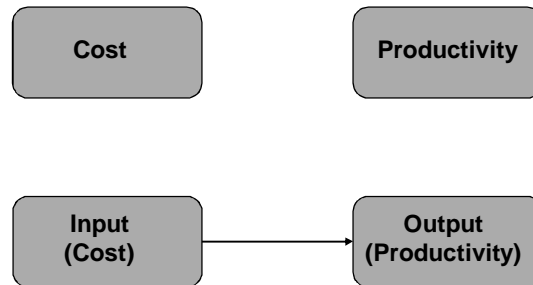


Semi-arid area



Somali people

Why is cost-effectiveness analysis important?



The relationship between cost and productivity is important.

Why should policy makers learn from the field?

How to know obstacles and needs

- Poverty- Families have more children than they can afford
- Child labor– House work
- Cultural discrimination– Gender roles
- Parental illiteracy – Marriage and education
- Early marriage
- FGM
- HIV/AIDS
- Poor school facilities
- Poor school curriculum
- Lack of positive role model
- Lack of advocacy of girls' education
- Obstacles particularly for nomadic students



Taking care of babies



Washing clothes

Many Children in a Family



Their own children



Blended families



Adopted children from their extended families



How to determine costs and effectiveness

Costs

Resources from Where?

1. UNICEF
2. Government, donors, districts, NGOs, schools, parents and communities

For What?

1. Workshops, supplies and materials
2. Tuition, teachers' salaries, school buildings, school meals, school uniforms, textbooks, school supplies, latrines, opportunity cost and volunteer works

How to determine costs and effectiveness

Effects: Indicators should be different depending on the programs, areas, people and cultures.

- The increase of **girls' access to school.**
 - The increase of **girls' performance.**
- among other indicators such as
- Change in teaching approaches in respect to gender.
 - Strengthening of education on HIV/AIDS prevention at the community level.

How to understand data

- Provision of school supplies – Materials have not been distributed to school.
- Test results – Girls perform better than boys but the results are misleading.
- Enrollment – The number changes frequently.
- National Examination – Only some of the students take it.

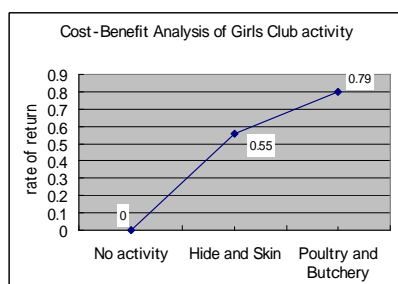
How to find solutions

Girls' Club – for female students

1. Share the problems they have.
2. Propose to build the latrine.
3. Do small business in school.



Jaribu Primary School



Poultry and Butchery in Saka Primary School

How to find solutions

Using mats instead of desks



Who controls policy formulation?

- Donors: policy may be for bureaucrats and tax payers
- Government in the country: policy may be for elites
- These policies increase the poverty gap in the current capitalist society.

Who evaluates the projects?

- Donors tend to protect themselves.
- Consultants hired by donors tend to find useful results.
- University researchers also tend to find practical results.

Conclusion:

**Policy makers should
learn from the field.**

“Do you have Alternatives?”



Al Fatah Primary School