Education in Kenya 2016

When?
·2016

What?
·Status of concern (ACAPS)
·465,000 children remain out of school
·Low attendance

How?
·Parents fear for children's life
·Parents need children's support in the household
·Children do not have access because of destroyed schools and lack of infrastructure

Who?
·Government of Kenya ·UNICEF
·Recipients/Pupils
·Families/ Communities
·Parents-Teachers-Association
·Private Sector ·Conflict Parties
·Al-Shabaab ·Donors

Where?
·Kenya

Why?
·Drought ·Floods ·Food insecurity
·Lack of safe water
·Insecurity and terrorist threats
·Displacement ·Lack of access ·Cholera outbreak

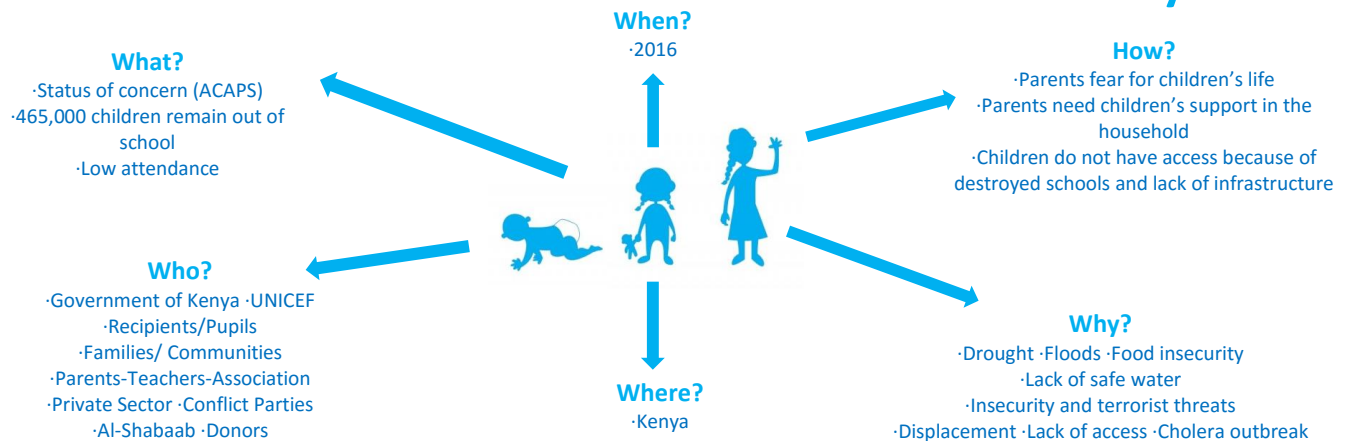|	STRENGTHS	WEAKNESSES
	1. Good partnership with the government 2. Capacities and Image 3. Advocacy 4. Local experience 5. Girls education and protection	1. Over bureaucratization 2. Insufficient funding 3. Low consideration of communities interests in the budgeting 4. Insufficient maintenance of infrastructures and scarce training support 5. Limited monitoring of programs in the long-term 6. Miscalculation of resources available and necessary
OPPORTUNITIES 1. Efforts of the Kenyan Government to support education 2. Increased donor support to education 3. Partnerships with a private sector and private sector investment in education 4. Many students sponsored by a large number of organizations 5. Positive perspectives for employment 6. Strong support from Parents-Teacher Associations to the education system	**S+O (Maxi-Maxi Strategy)** **S1+O1** = Build on the strong partnership with the government to develop an effective program on education **S2+S3+O2+O3+O4** = Thanks to UNICEF's reputation and advocacy skills, private partners and donors will be more confident in the program and likely to increase their support **S4+O3+O5 =** UNICEF's broad network in Kenya is valuable to provide new employment perspectives to educated students	**W+O (Mini-Maxi Strategy)** **W2+O2+O3+O4** = Increased donations and sponsorships help facing the lack of funding **W4+W5+O6** = Making the most of Parents-Teachers Associations commitment to develop continuous monitoring of the program and maintenance of infrastructures **W6+O1** = Build on the government's involvement within education programs to have a better overview of the resources available and necessary
THREATS 1. Continuous droughts or floods 2. Possibility of la Niña occurring 3. Coping mechanisms draw further resources from pupils 4. Escalation of Inter-Communal conflicts 5. Growing terrorist violence	**S+T (Maxi-Mini Strategy)** **S1+T1** = Cooperation with government can be extended to DRR-efforts **S5+T4+T5** = Assure security of children through security mechanisms **S2+S3+T4** = Thanks to the reputation of UNICEF, it can mediate to avoid escalation of conflict **S4+T4+T5** = Local experience can be used to keep accessing problematic areas	**W+T (Mini-Mini Strategy)** **W2+T3** = overcome the lacking attendance, UNICEF can combine its efforts crossing sectors in schools **W4+T1+T2** = allocating resources for training and maintenance strengthens the resilience towards continuous natural hazards and LRRD **W3+T3** = design programme budget according to local social realities

Overview

Children in Kenya face enormous difficulties in getting an education. Sending a child to school means losing his or her contribution to the family's income, and secondary school is still not funded by the government. Moreover, the lack of transport infrastructures and the long distances sometimes separating children and schools are other main obstacles to an effective education system.

After having conducted an analysis of the context and major stakeholders, we have decided to use a SWOT matrix to identify the most effective strategies to apply so as to fulfil our education program in Kenya, and the problems that we might face during the implementation.

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