



**HUMBER**

International Development Institute

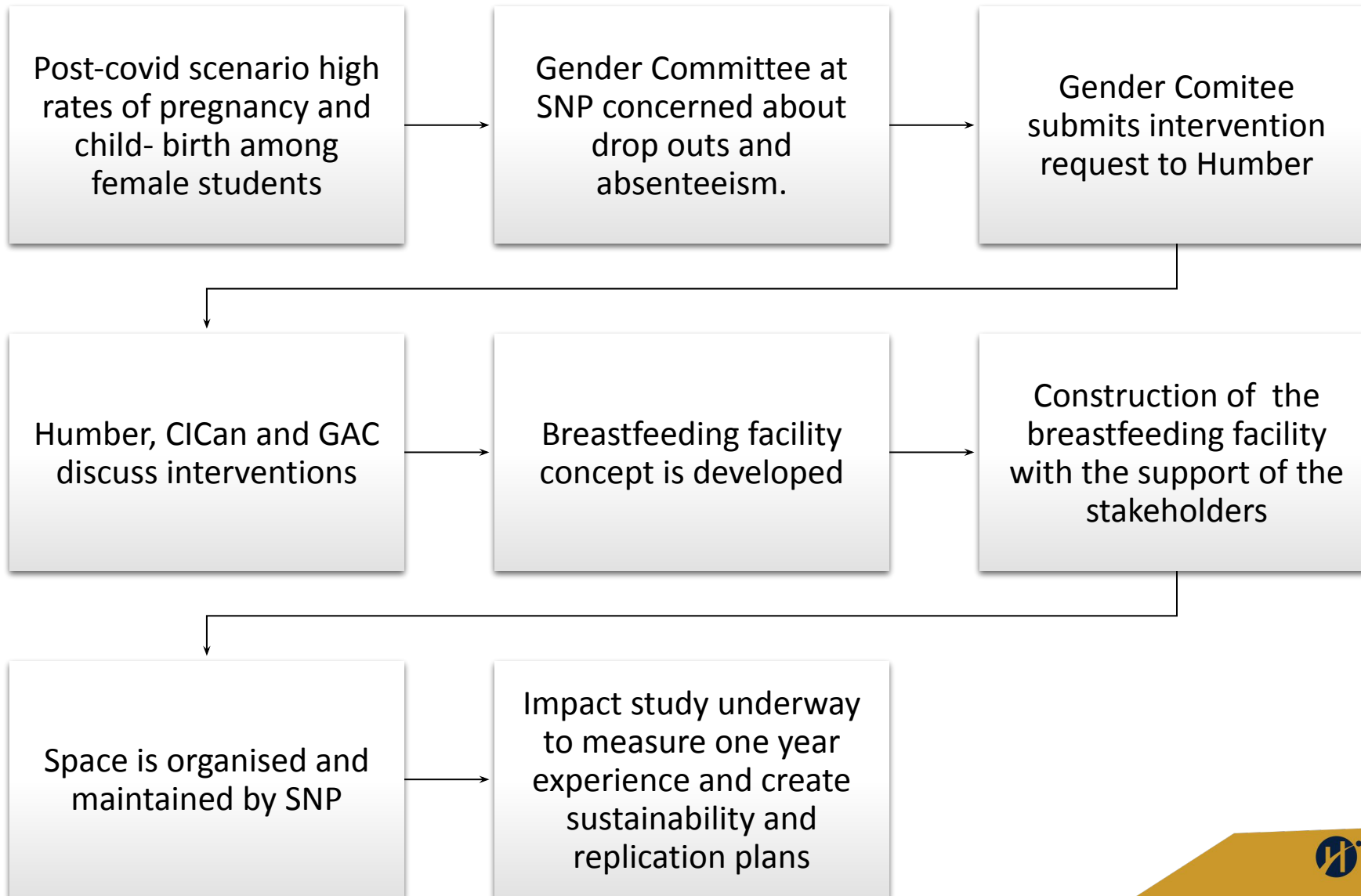
# **Case Study: On-campus breastfeeding and child-care facility as a platform to foster gender equality in TVET access in Kenya**

**September 20th, 2023**

# Barriers to access post-secondary education

Internal Challenges	External challenges
<ul style="list-style-type: none"><li>• Class timings</li><li>• Program structures</li><li>• Access to SRHR and services</li><li>• Gender-responsive infrastructure</li><li>• Child - care facilities</li><li>• Breastfeeding facilities</li><li>• Access to institutions</li><li>• Comprehensive sexuality education</li></ul>	<ul style="list-style-type: none"><li>• Socio-cultural expectations</li><li>• Affordable child-care</li><li>• Economic disadvantages</li><li>• Access to SRHR and services</li><li>• Laws and policies</li><li>• Post- education and transition to employment</li></ul>

# An intervention that addresses both internal and external challenges: The Breastfeeding facility at Sigalagala National Polytechnic



# Multi stakeholder approach



Global Affairs Canada: Donor



COLLEGES &  
INSTITUTES  
CANADA

COLLÈGES &  
INSTITUTS  
CANADA

CICAN: Funder and strategic guidance



Sigalagala National  
Polytechnic: space, technical  
experts, local coordination



Humber College: project  
manager



Students: experiential  
learning, input, feedback

# Objectives

To create a functional breastfeeding station and a safe space for Sigalagala National Polytechnic (SNP) female students to take care of their newborns

- 1 Create a functional space for SNP female students to safely breastfeed their newborns.
- 2 Lower barriers to TVET education for female students who are expecting or have newborns.
- 3 Ensure dedicated and sustainable space for safe breastfeeding for SNP female students
- 4 Build confidence in SNP female students to complete their TVET education
- 5 Decrease the number of classes missed by breastfeeding individuals
- 6 Increase female student retention rates

**FRONT ELEVATION**

**WEST ELEVATION**

**REAR ELEVATION**

**EAST ELEVATION**

**SECTION S-01**

**PLAN, ELEVATIONS AND SECTION SCALE 1:100**

**SCALE 1:500**

**NOTES**

- WALLS TO BE CLEANED AND UNIVERSAL UNDERCOAT PAINT APPLIED BEFORE VINYL EMULSION PAINT.
- PROPOSED PAINT- GREEN NURSERY, BLUE NURSERY, BROWN NURSERY, PURPLE NURSERY OR GRAY.
- PROPOSED TILES- WHITE OR LIGHT YELLOW

**PROPOSED RENOVATION / CHANGE OF USE**

**LACTATING AT SIGALAGALA NATIONAL POLYTECHNIC.**

**DRAWN BY:**

**EDITED BY N.BARASA**



# Old building



# Renovated infrastructure



Breastfeeding facility at SNP

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Kakamega, Kenya



## Sigalagala National Polytechnic

*The first operational breastfeeding facility in the TVET institutions in Kenya*



### ABOUT THE BREASTFEEDING FACILITY

Sigalagala National Polytechnic (SNP) has developed the first operational breastfeeding facility in the TVET institutions in Kenya. The functional breastfeeding station is a safe space for SNP female students to take care of their newborns. It lowers barriers for female students to access and complete their TVET education while pregnant or already with child.

**Breastfeeding facility is open Monday to Friday from 8:00 am - 5:00 pm EAT**

#### BENEFITS

- Reduce class absenteeism of young mother trainees
  - Lead to better performance and gaining intended skills
- Reclaim one's self-esteem
- Reduce medical costs for mother and child
  - Fewer visits to health centers due to preventable illnesses
- Contribute to psychological peace (young mother is assured of baby's safety)
- Healthy babies are raised through the nutritional benefits of mother's milk.
- Reduce emotional and physical distress for young mothers

#### FEATURES

- Infant sleeping areas
- Nursing cubicles
- Bathrooms
- Shower
- Lounge area
- Kitchen
- Counselling sessions

*The facility will attract charges of Kshs 50, which is about half a dollar daily from students. Though with a provision of special consideration to confirmed needy cases.*

#### HOW TO REGISTER

The facility will only be used by Sigalagala National Polytechnic's bonafide students and staff. All breastfeeding trainees will have to register in the facility before using it.

During registration, trainees will provide the following details:

- Personal information
- Next of kin information
- Baby's information
- Names of people who may bring/collect the baby in the mother's absence




**SKILLS TO TRANSFORM LIVELIHOODS**



# Impact Research on Breastfeeding facility

## Applied Research

Impact of Breastfeeding Facility

## Location

Sigalagala National Polytechnic,  
Kakamega, Kenya

## Objectives

To determine the effectiveness and impact of the breastfeeding facility and its contribution to the users' empowerment, and capabilities as well as closing the gap in gender equality.

## Funders

Global Affairs Canada &  
Colleges and institutes of Canada

## Partners

Humber College & Sigalagala National  
Polytechnic



# The research project

## Research Questions

- What is the **level of usability** of the breastfeeding facility by female students with babies at SNP?
- To what extent has the breastfeeding facility contributed to **expanding the capabilities of female students** who had recently delivered their children or have children in lactating phase at Sigalagala National Polytechnic?
- **How effective** has been the breastfeeding facility to serve the purpose for which it was created?

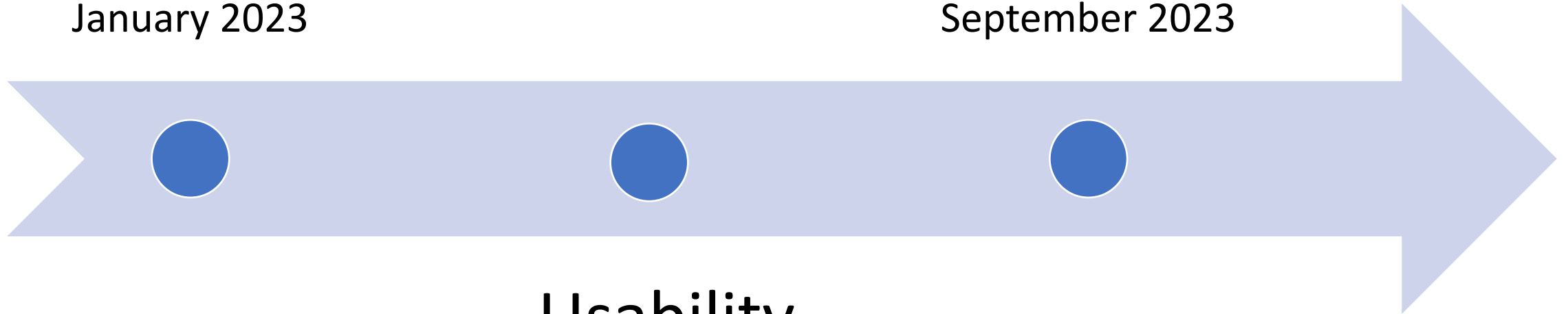
# The research project

## Baseline

Phase 1  
January 2023

## Capabilities

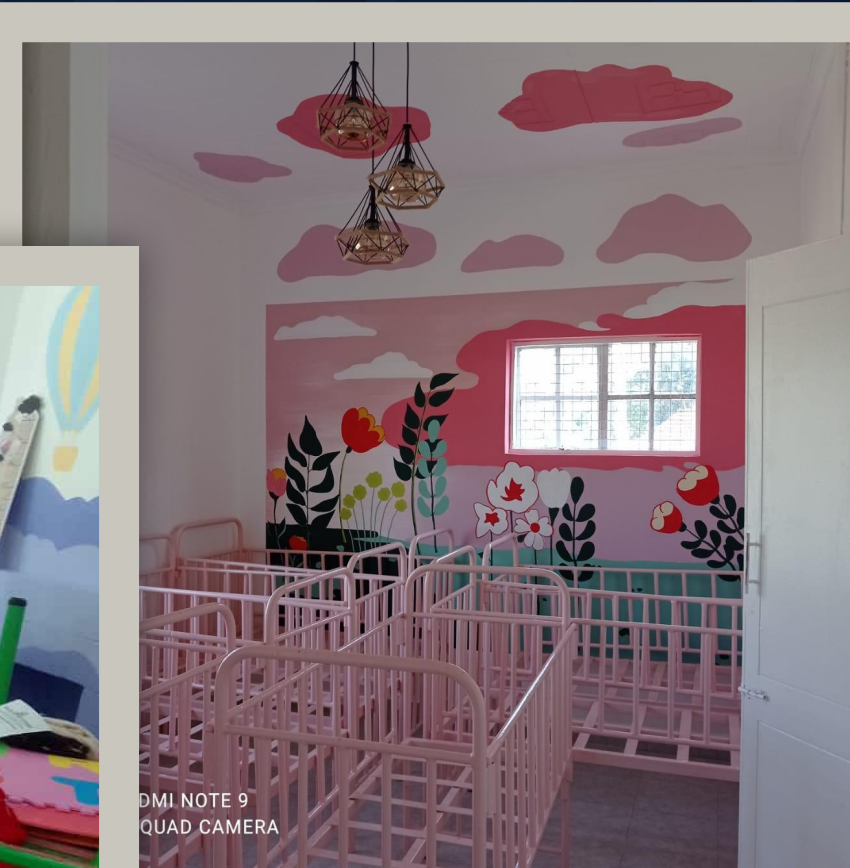
Phase 3  
September 2023



## Usability

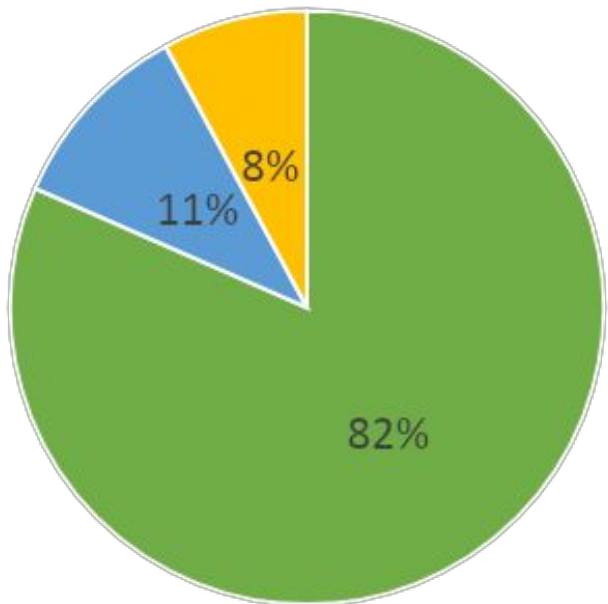
Phase 2  
June 2023

# Inside the Facility (Demographics and findings)



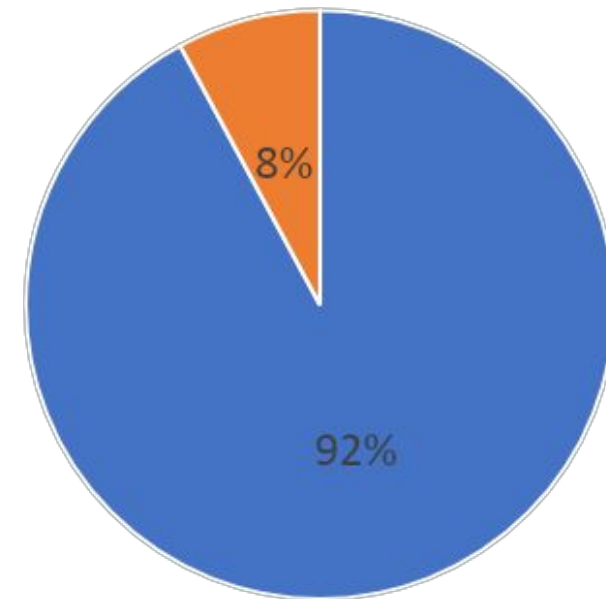
# Demographics - participants

Participants in the first data collection  
Total: 76 participants



■ Trainees ■ Leadership, staff and trainers SNP ■ Stakeholders

Gender distribution  
Total: 76 participants

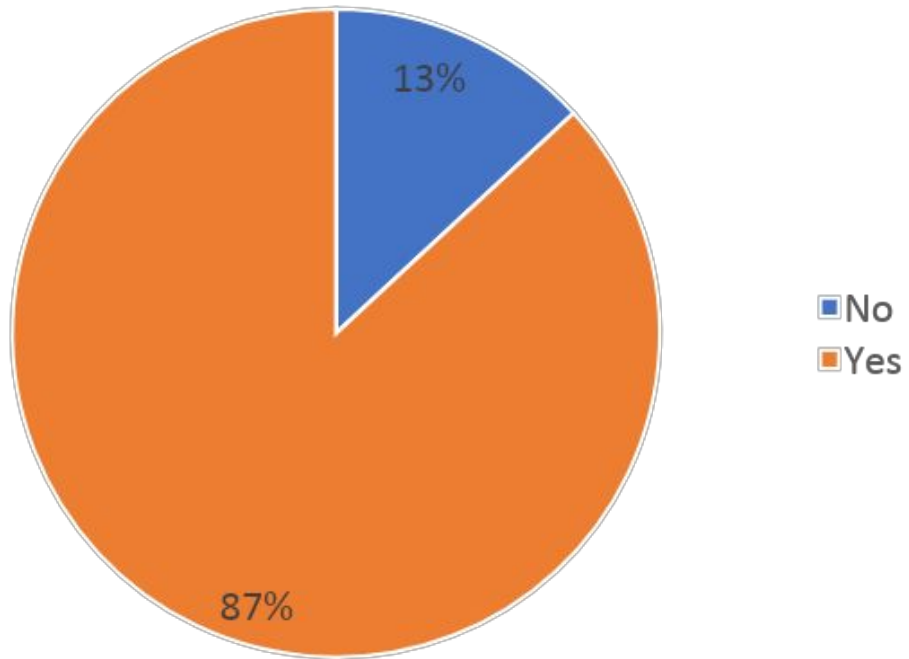


■ Females ■ Males

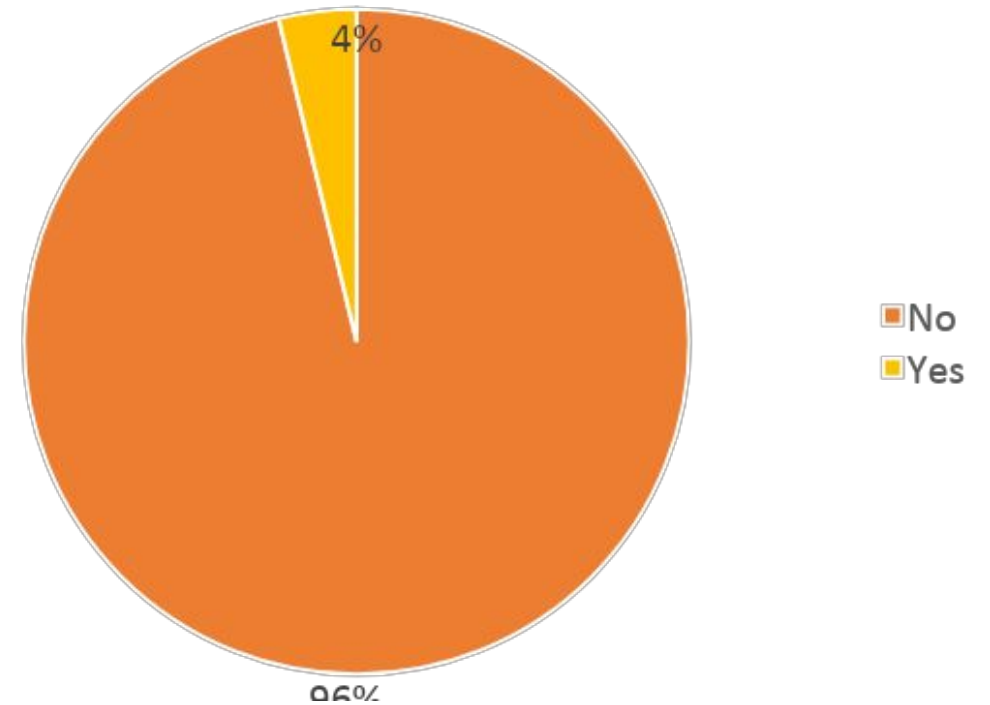


# Findings

Other caregiving responsibilities

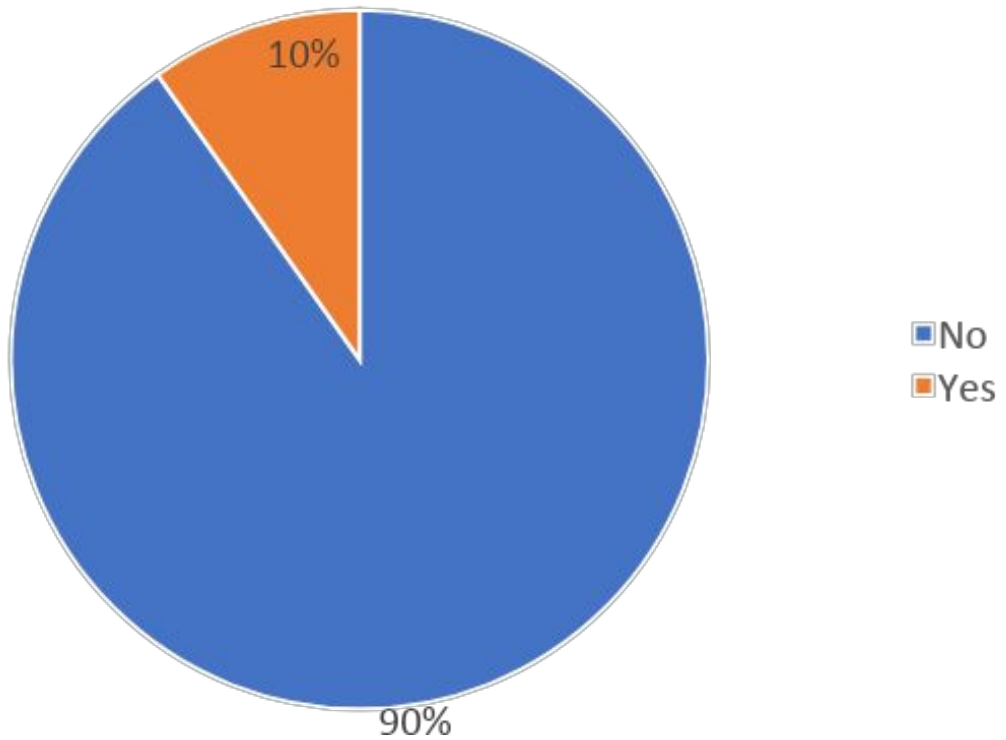


Receive compensation for caregiving responsibilities

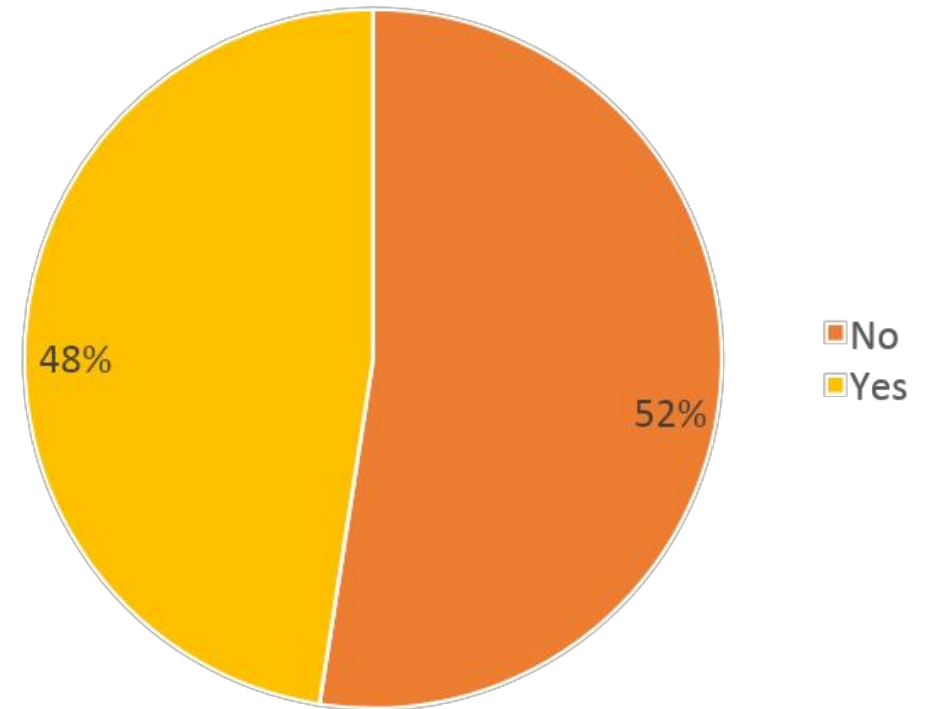


# Findings

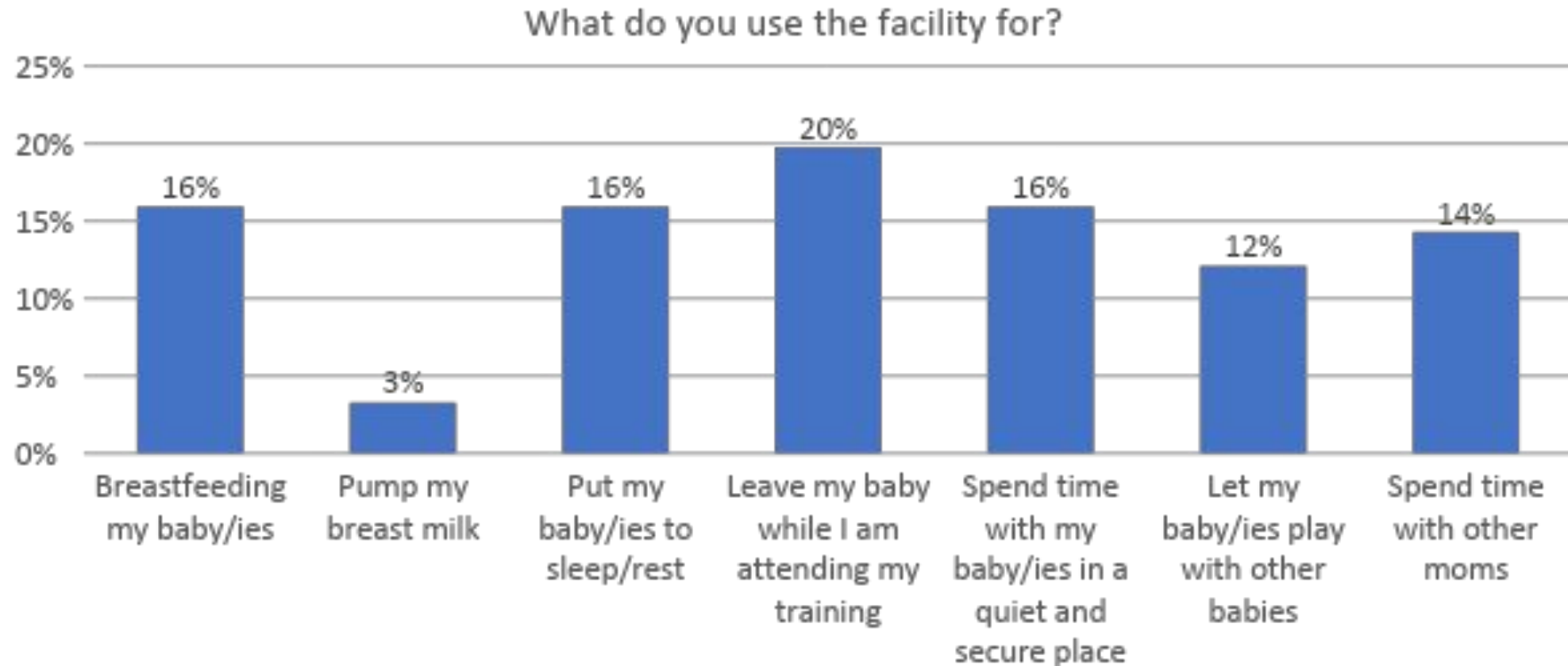
Missed lessons for care work at home



Missed lessons due to taking care of children



# Findings



# Findings

## **Why do you use the facility?**

“For my child to be taken care of while I was in class”

“The baby is safe at the facility, the facility is clean and well decorated”

“The facility is safe and I have a place where I can have my baby taken care of as I attend my lessons”

“It is a good place for the baby to cope, toys for the babies and many babies available to play together”

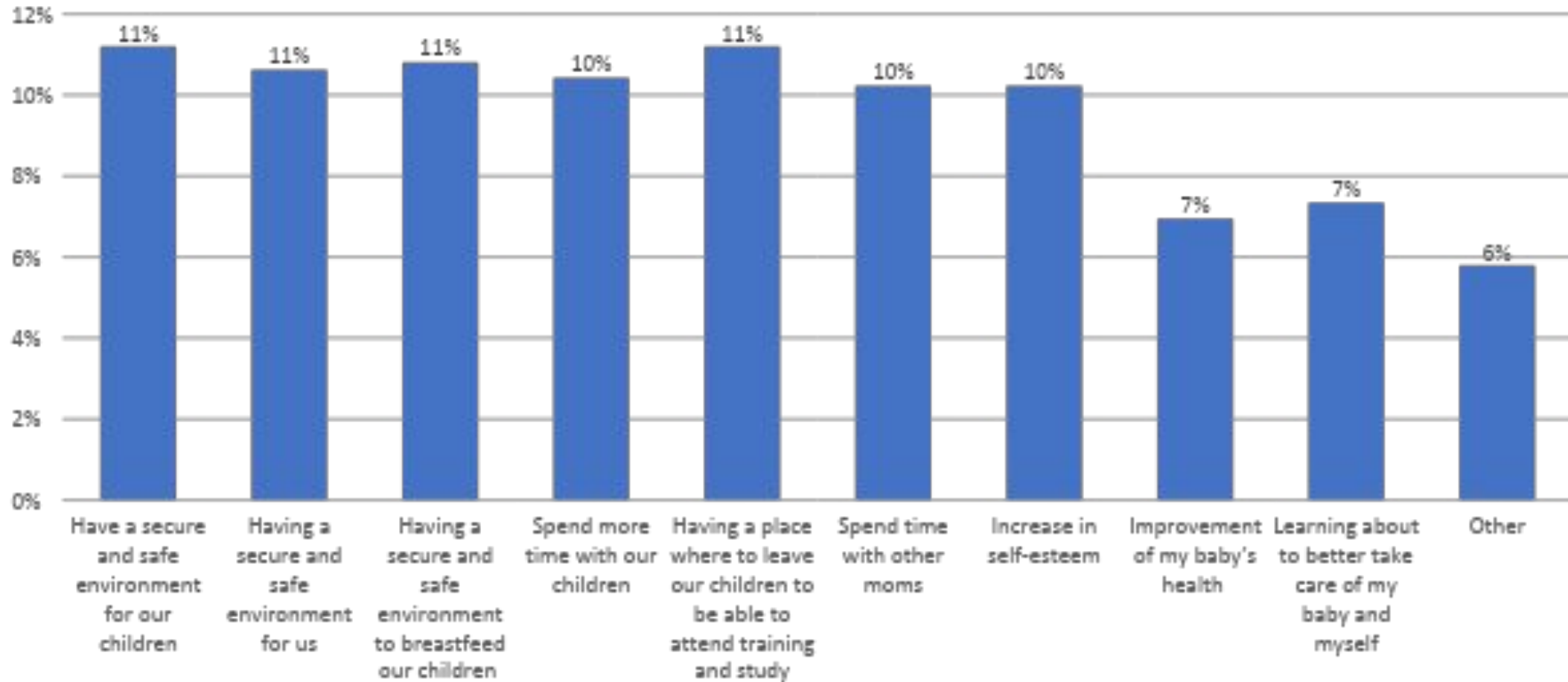
“It helps take care of the baby as I attend classes, its affordable, its near the school, the services are excellent”

“Enables me to attend lessons ”



# Findings

Benefit of Breastfeeding Facility to female students



# Findings – Gender Norms

- The trainees are acutely aware of **how their gender and now motherhood impacted their daily lives and educational opportunities**. They repeatedly expressed this awareness:

*“There are communities where girls are denied access to education and only boys are educated”- **Participant 1***

*“The first challenge a woman faces is gender-based discrimination, financial constraints and lack of enough money to pay school fees and purchasing basic needs” -**Participant 21***

*“A woman can lack basic needs, school fees, and also face gender-based discrimination where, in some communities, a woman who becomes pregnant, cannot be educated anymore.” – **Participant 2***

# Findings – Gender Norms

- **Dual roles they must fulfill as family members, mothers, and students and competing responsibilities.**

*“It has been quite challenging because I have to serve two masters at the same time. I have my books and my child, and they're both two important things I can choose between.” – **Participant 3***

*“It’s difficult because sometimes you want to study at night, but the baby may cry... You have to attend to her.” -**Participant 5.***

# Findings – Childcare role

- What would it be like if there was no facility?

*“In my case, I would have struggled a lot because before I knew there was a breastfeeding facility at school, I did not attend classes because I was at home taking care of my child. “Now, I can attend my classes comfortably because I leave the child at the facility and go to the class, and I can check on her anytime.” —Participant 11*

*“That can be very difficult, because even I myself, I'd not be able to come to school as I will be required to take care of the child. In that case, it will be very difficult. I don't imagine I could think of joining the institution”- Participant 10*

*“For real, being a mum and a student at the same time was very hard because sometimes I could be late for classes. In those times, I could not use the facility like daycare and I used to come with my baby and then I would request my fellow trainees to take care of the baby until I finished my lessons and that was very tiresome for me” – Participant 10*



# Findings – Childcare role

- In the past, without the facility, some trainees described having to either take their babies into class with them, which was disruptive to their ability to pay attention, or find someone to take care of their baby outside the classroom.
- Trainees said that female students would typically either drop out of school or defer their education to stay home and care for their child

*“That breastfeeding facility gives everyone an opportunity because it'll help you study comfortably. Since you are sure that your baby is in safe hands, you have nothing to worry about” – Participant 4*

# Findings – Impact of TVET education

- Means to improve their own lives and those of their families and children
- Education could positively impact their families and communities than on them as individuals.
- The trainees discussed how they were role models for their younger siblings and others

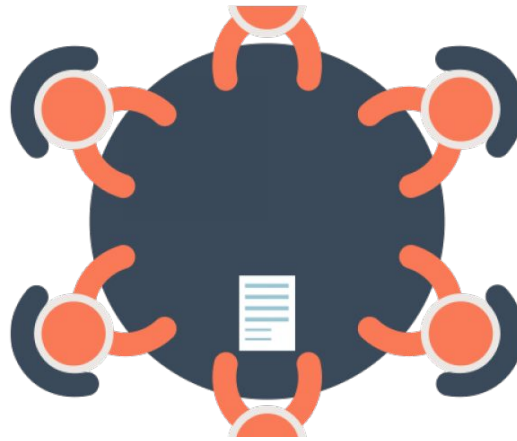
*“Well, to my community being a female TVET student is like an empowerment, when someone sees me in a TVET institution being a female, I can inspire someone who is younger than me”*

*“It’s like an inspiration to other females like me.”- Participant 3-*

# Data collection- usability



29 interviews



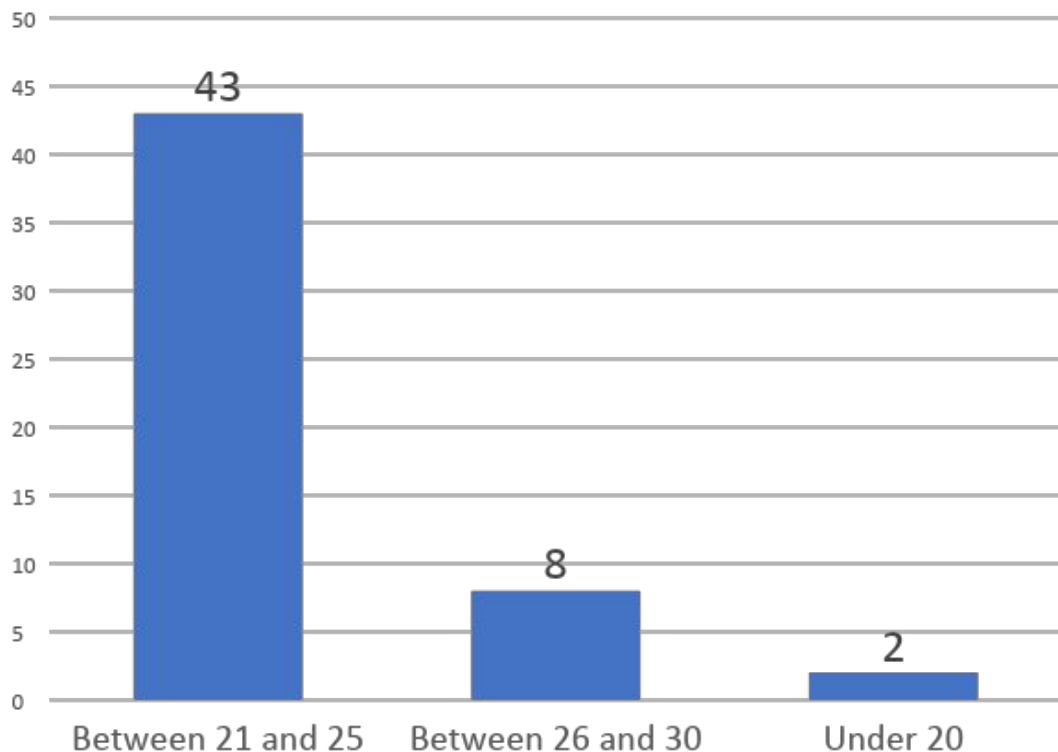
3 Focus  
group  
discussions



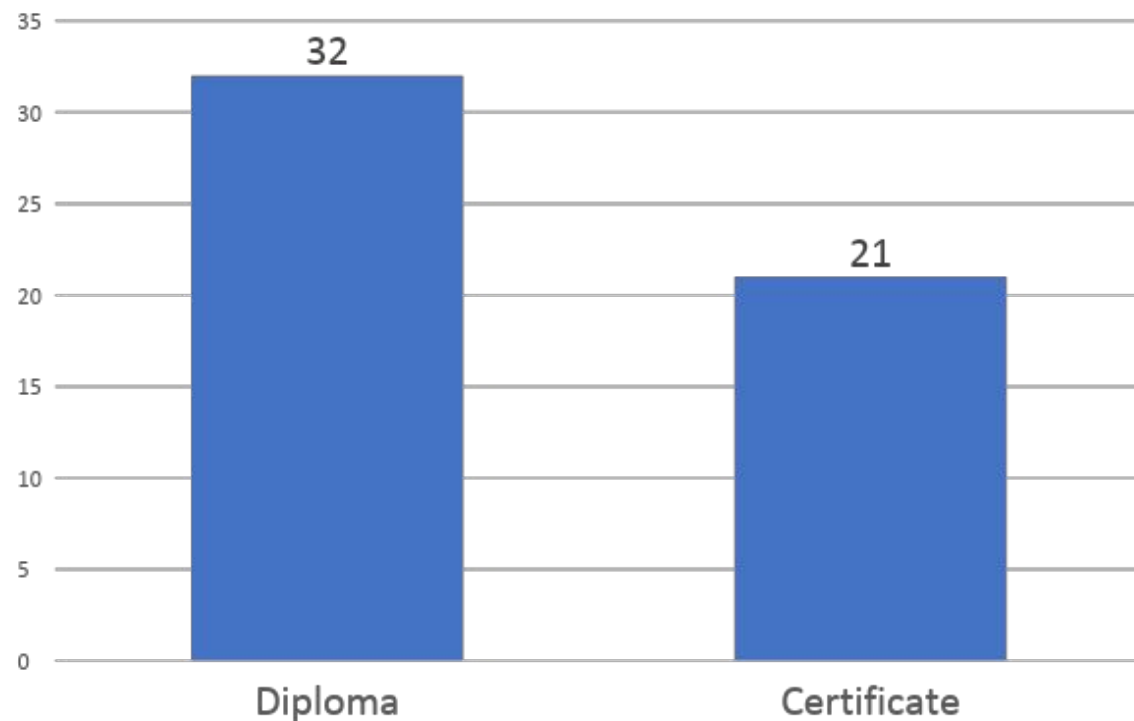
53 surveys

# Preliminary data

Respondents' age

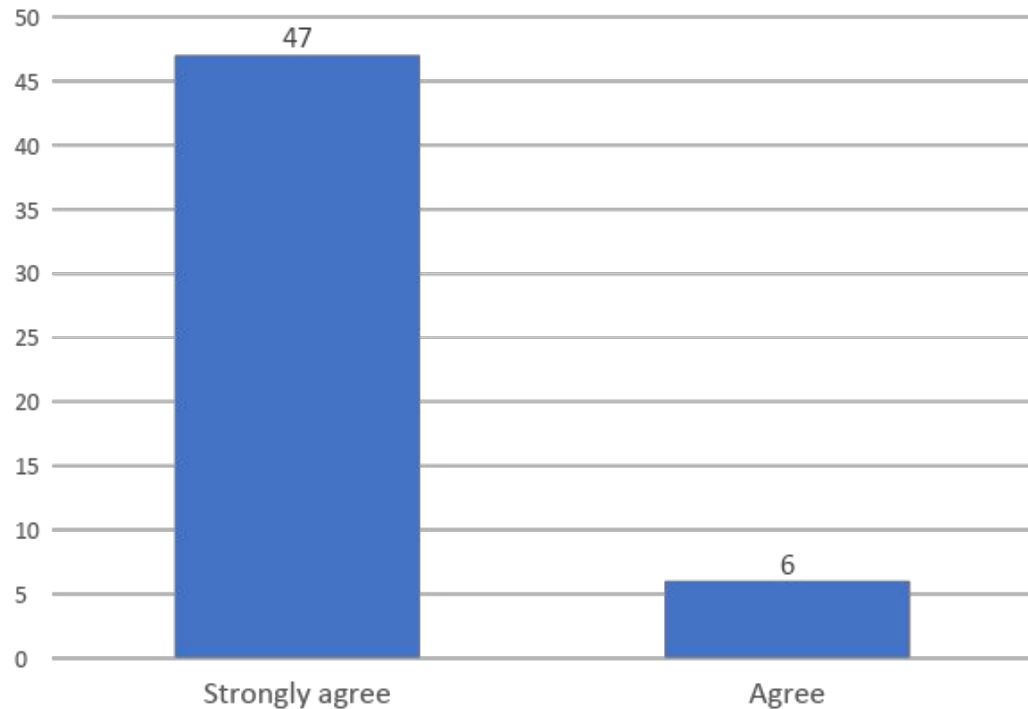


Respondents' program

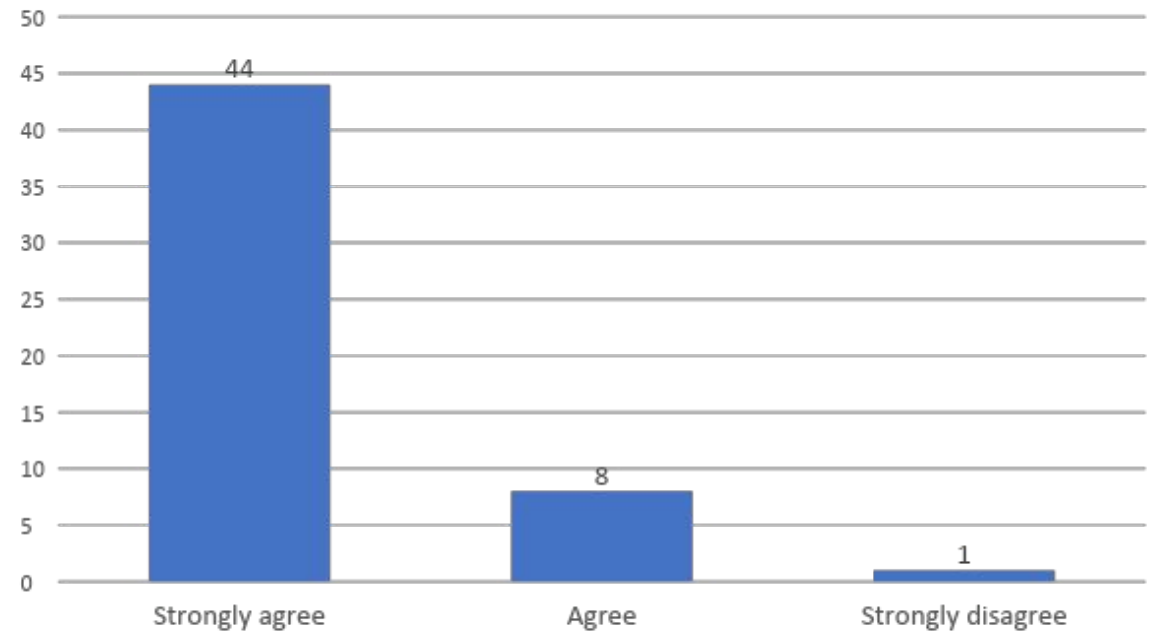


# Preliminary data

Is it important to have a breastfeeding facility on campus?



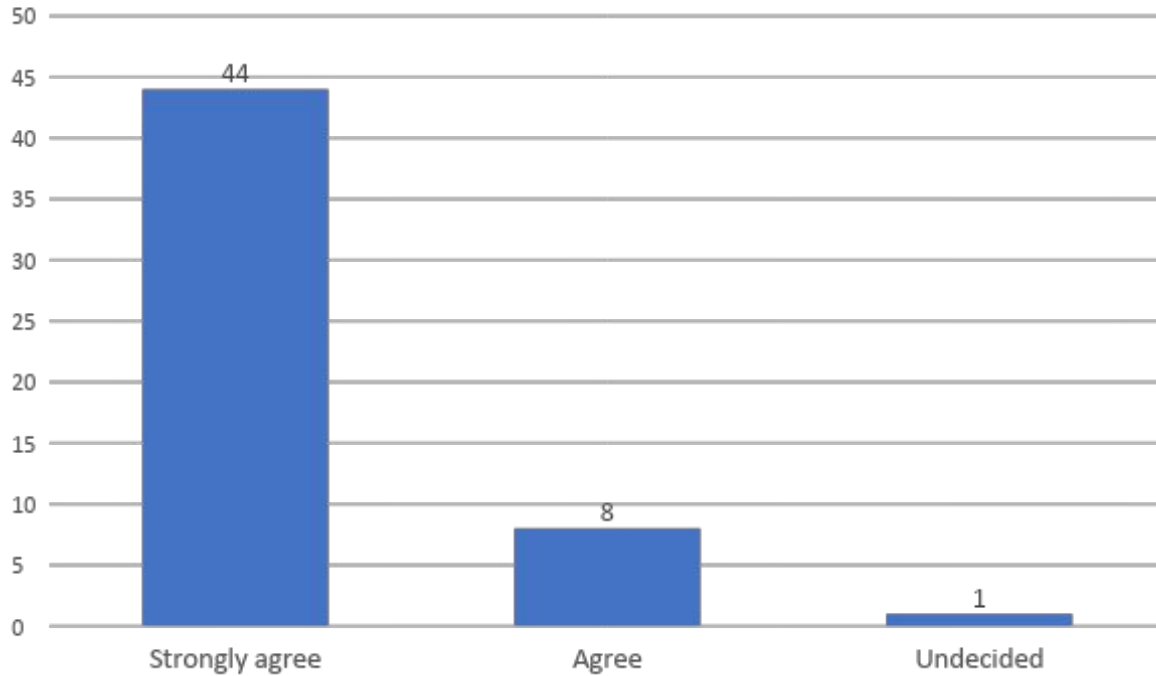
Having a breastfeeding facility on campus helps me to balance my responsibilities as a mother and as a student and continue with my training



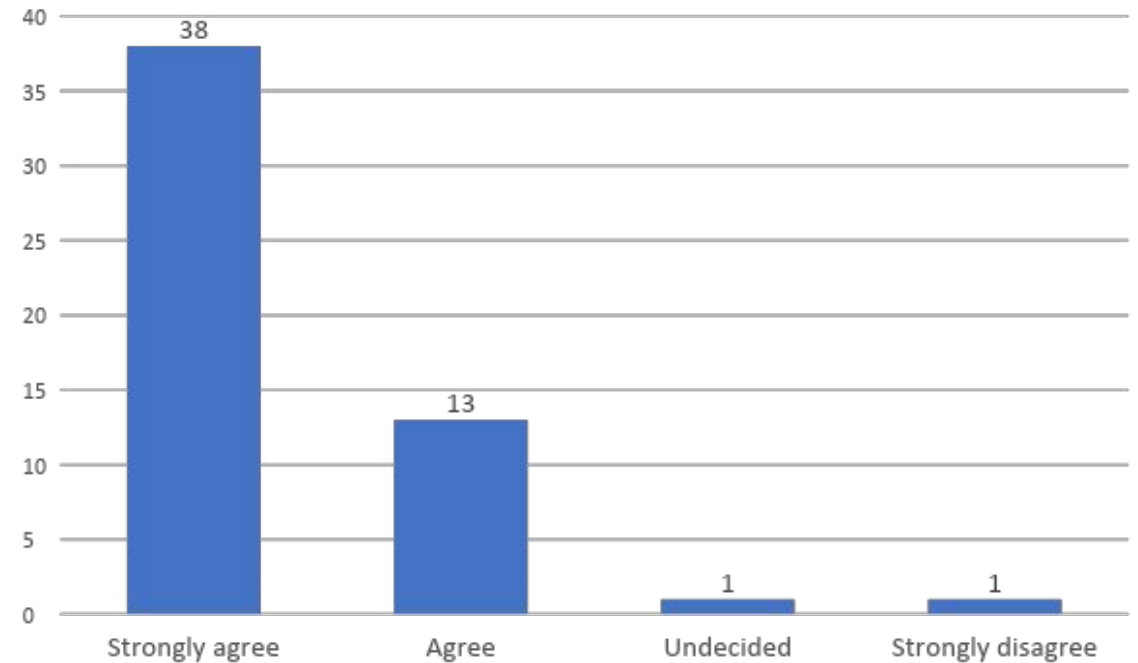


# Preliminary data

The facility is a place where I feel safe and free to breastfeed and take care of my baby

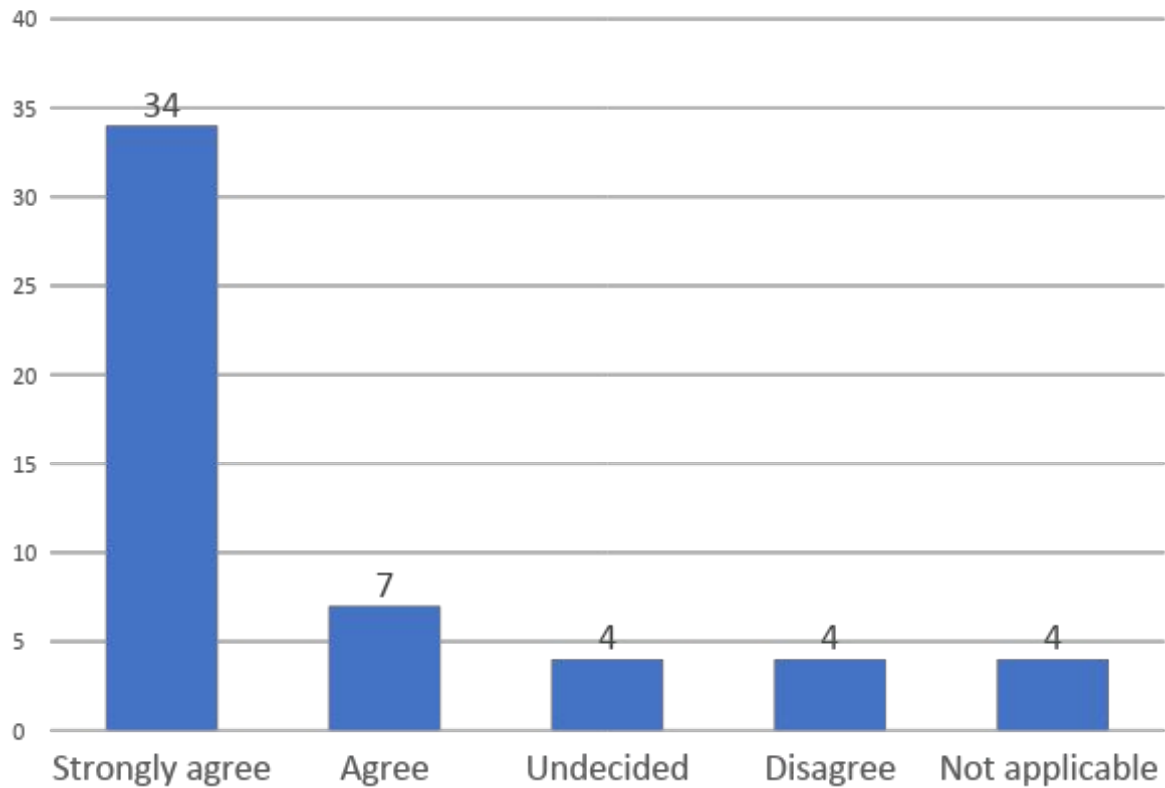


Having a breastfeeding facility helps me to keep my baby healthy

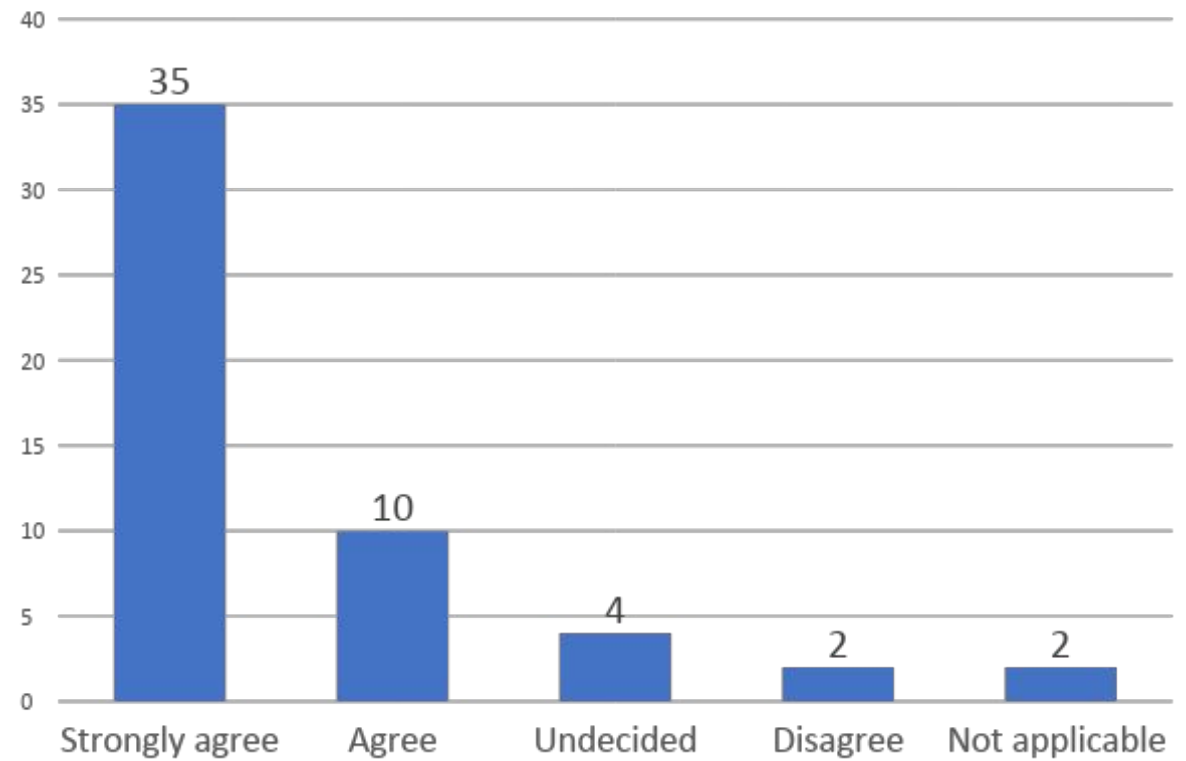


# Preliminary data

If there was not a facility on campus I could not have enrolled at the institution



If there was not a facility on campus, I could not complete my training



# Capabilities

- **Choose their future**
  - Be able to make choices and pursue a personal or professional path according to their interest, goals, and life project.
- **Access economic opportunities in the labour market**
  - Be employed or self-employed to cover their basic needs and have the resources for their personal development.
- **Live without gender-based discrimination**
  - Live their lives without suffering any kind of exclusion, segregation, or mistreatment for being a woman, especially for having a baby or being pregnant.
- **Being a role model for other women**
  - Through their accomplishments and achievements, inspire other women to pursue their own goals.

# Capabilities

- **Equal opportunities**
  - Be able to access the same opportunities that men and other women without babies have access to, including access to education and the opportunities to complete their training.
- **Support their families and communities**
  - Have the means and resources to support their families and communities and create opportunities for them.
- **Access to a safe and healthy environment for their children**
  - Allow their children to grow in a safe and healthy environment while they prepare themselves and work on the achievement of the goals set in their life project.

# Findings – Challenges with the centre

- Capacity of the breastfeeding facility and increasing demand
  - Number of care givers
- Opening hours
  - Some classes start before the breastfeeding facility opens
- Affordability
  - Affording the user fee



## **Why don't you use the facility?**

“When I delivered my babies I wasn't aware of the existence of the daycare at school so I took the babies to my parents”

“Because I have a nanny” | “I have someone to take care of my baby, my sister”

“I went to the facility and was told that the child is underage and cannot be accomodated”

“Daily payments are expensive and walking with the child all the way to school is very tiresome”

# Knowledge sharing

- Addressing internal and external challenges/barriers is important for women's access to education.
- Local solutions lead to local ownership and agency
- Encouraging knowledge sharing and south-south exchange is important and more effective
- Challenges with design standards, expectations and sustainability can be overcome through open dialogue, partnership and continuous engagement.

# Questions?

