



**KENYATTA UNIVERSITY  
WOMEN'S ECONOMIC EMPOWERMENT HUB**

**REPORT OF A STAKEHOLDERS WEBINAR HELD ON  
FRIDAY 10<sup>TH</sup> SEPTEMBER 2021**

**Integration of Transferrable Skills into Basic and TVET Levels for  
Employability of Women in Kenya**

## **TABLE OF CONTENTS**

1.0	The Study Context .....	3
2.0	Webinar Purpose and Objectives .....	3
2.1	Presentations and Findings.....	5
2.2	Objectives:.....	5
2.3	Mapping of programmes offering transferable skills.....	5
2.4	Programmes to be evaluated .....	5
3.0	Webinar Conclusions .....	6
3.1	Action points/Way forward.....	6
3.2	Appendices.....	6

## 1.0 The Study Context

The KU-WEE Hub project entitled; ‘Initiatives for What Works for Women’s Economic Empowerment in Kenya’ is supported by the Bill & Melinda Gates Foundation and was launched in September 2020. This comprises of thirteen (13) specific five-year projects, that will be engaging and incorporating numerous partners, key among them The County Government of Tharaka Nithi, Kenya National Bureau of Statistics (KNBS) and the Institute of Economic Affairs (IEA Kenya). The project entails an evaluation of existing Women’s Economic Empowerment (WEE) policies and programmes in Kenya through engagement of relevant stakeholders for evidence-based policy uptake.

It is estimated that gaps in skills are impacted by changes in the world of work which demand a workforce with a broader set of skills that include critical thinking, collaborative problem solving, information literacy, and creativity, among others (Foresight Africa, 2017). Brown, Rankin, Picon, & Cameron, (2015) observe that these skills include communication, leadership, perseverance, empathy, and emotional regulation, as well as financial and information technology literacy and entrepreneurship capabilities. Transferable skills have been found to improve employment and livelihood outcomes, as well as increase productivity, particularly among women and the marginalized groups (Nyerere, 2018). The skills present a mix of diverse cognitive and non-cognitive skills, or “21st-century skills’ which enable individuals to adapt to diverse work and life situations (MasterCard Foundation, 2017). Nyerere (2018), notes that these core transferable skills constitute “learning to learn” and thus require a change in teaching methodologies, assessment procedures, school practices as well as reforms in related policies.

Transferable skills are important in enhancing the employability and productivity of young people and therefore, have an immense impact on various labour market outcomes such as employment, self-employment, and earnings especially for women who are underrepresented in quality employment (Brunello & Schlotter, 2011). Further, transferable skills, notably analytical thinking, innovation, reasoning, problem solving, critical thinking and analysis, among others constitute the highly demanded skills in the job market (World Economic Forum, 2018). Kenya has started to focus on integrating a broad range of cognitive and non-cognitive transferable skills into the schools and colleges curricula frameworks, policy systems, and practices in order to prepare young people for the 21st-century workplace that is characterized by globalization, technological innovations, and rapid urbanization (Nyerere, 2018). Transferrable skills form a major component of the recently rolled out Competency-Based Curriculum (CBC) (Republic of Kenya, 2017), and Competence-Based Education and Training (CBET) (Republic of Kenya, 2018) at basic education and Technical, Vocational Education and Training (TVET) levels, respectively. Specifically, CBC focuses on teaching transferable skills, including critical thinking and problem solving, learning to learn, imagination and creativity, digital literacy, communication and collaboration, citizenship, and self -efficacy. CBET, on the other hand, aims at preparing learners for workplace through acquisition of competencies, while taking into account requirements of industry.

This project will use a mixed research method to fill the evidence gap on how to bring training on transferable skills into formal education systems in Kenya, with a focus to enhancing employability of women and girls. The evidence will illustrate various ways of integrating transferable skills into basic and TVET levels of education through institutionalization of the reforms; and enhancement of roles played by various actors to promote women economic empowerment. The study will focus on select case studies that will contribute the evidence and generate lessons for the government, and private sector actor that are seeking to support skilling of women for economic empowerment.

## 2.0 Webinar Purpose and Objectives

The webinar’s objectives were to:

1. Present the Team 2.1 proposal on Integration of Transferrable Skills into Basic and TVET Levels for Employability of Women in Kenya.
2. Highlight the challenges experienced in implementing policies that address in Integration of Transferrable Skills into Basic and TVET Levels for Employability of Women in Kenya.
3. Discuss the transferability skills at Basic and TVET levels.

The 1 hour 30 minutes workshop started with a preliminary session that involved registration and introduction of participants and their organizational portfolios. This was followed by the KU-WEE Hub-Leader’s, Prof. Judith Waudo introductory remarks. In her exposition on the proposed evaluation aimed, Dr. Jackeline Nyerere presented the proposal for Team 2.1 of integrations of transferability skills for women empowerment. In this, she highlighted the primary outcome of the Integration of Transferability Skills concept.

Other workshop speakers followed up with presentations as tabulated below:

<b>Title</b>	<b>Speaker</b>	<b>Organization</b>
Transferable Skills in CBET Curriculum	Prof. Charles Ondieki	Multimedia University, Kenya
Discussion followed by Q & A	Jackeline Onyango	Kenya Institute of Curriculum Development
Closing remarks	Dr. Eldah Onsomu	Kenya Institute of Public Policy Analysis
Vote of Thanks	Dr. Daniel Otieno	Kenyatta University

The presentations were intermittently followed by question-and-answer sessions moderated by Dr. Jackeline Onyango as the summary & way forward was presented by Dr. Eldah Onsomu. The Webinar closed with a vote of thanks by Dr. Daniel Otieno.

## **2.1 Key highlights**

### **2.1.1 Objectives:**

What is the nature of transferable skills provided in Kenya?

- a) How do transferable skills impact on employability and entrepreneurship of women and girls in Kenya?
- b) Are the newly rolled out CBC and CBET programs likely to be effective in enhancing girls' school to the work transition?
- c) What aspects of the programmes and programmes delivery will lead to acquisition of transferable skills to enhance employability in women and girls respectively?

### **2.3 Mapping of programmes offering transferable skills**

To address objective (1) the research team shall map programmes offering transferable skills across the Country. This will include both desk review and primary data collection. The information and data collected shall be analysed and a report produced.

**CBC and CBET Programmes:** The Kenya government has recently reviewed its education curriculum both basic and TVET levels, shifting from knowledge- based to competence-based. The review at the TVET level started earlier, in 2013 and has already been adopted whereas that of basic education was adopted in 2017. The review of the curricula was informed by both direct feedbacks from industry on the graduates' skills mismatch, as well as several studies that have recommended a shift from a knowledge- to competence-based curriculum. One of the studies that was that by the Kenya Institute for Curriculum Development (KICD) (2014) which indicated that Kenyans required curriculum reforms to serve societal needs (93.62%), personal needs (91.83%), economic needs (91.25) and technological needs (90.30%). The study by KICD recommended that specific skills like creativity, organizing, interpersonal relationships, planning, coordinating and decision making be emphasized in the reformed curricula to prepare a well-rounded graduate resulting in the CBC and CBET curricular for basic and TVET levels respectively. The review of the programmes is ongoing and the lessons from the established case study programmes will inform their implementation.

### **2.4 Programmes to be evaluated**

**BOABAB PROJECT:** The program focuses on educating and empowering youths, especially women with skills to start small business enterprises. The program aims at imparting skills among young women at two levels; life skills and entrepreneurship skills, where students learn business start-up skills to assist them successfully plan, implement and manage small businesses in their communities. The project has been implemented in Narok and within Nairobi slums. The program also provides entrepreneurial and education grants to young women through specialized curriculum taught in few public secondary schools. Since 2001, the project has educated over 1000 students and funded over 300 new business ventures. The project is registered in Kenya, and has enabled youths to develop positive attitudes towards life and self-employment as a viable alternative.

**BE THE CHANGE ACADEMY (BTCA) PROJECT:** This program provides free business training for young women, who are taken through a one-on-one business plan clinics and successful graduates are funded through a revolving loan fund to start small business enterprises. It mainly targets young women of ages 15-35 living in informal settlements. The focus is on young women from disadvantaged backgrounds to start small enterprises or seek self-employment. The project seeks to develop a low-cost, scalable model that could be replicated in high schools, transforming the education system to enable economic participation of young women by supporting them to create their own profitable enterprises. The program was developed in India and pilot-tested in Kisumu. It has proved popular amongst young women and has been beneficial to local economies. Since 2013, BTCA has trained over 7000 young women who are now successfully running their own businesses. The organization uses the mutual relationships created during training sessions as collateral for distributing loans. The loans are used as incentives for the best and innovative ideas.

### **3.0 Webinar conclusions**

From the ensuing discussions, it was agreed that women were disadvantaged when seeking employment opportunities because of lack of skills. The participants were in agreement regarding the need to empower women through integration of skills from employability. The programmes to be evaluated are evidence based and suitable show-casing what works for women empowerment. They are focused on transferring skills in young women which improves their employability.

### **3.1 Action points/Way forward**

- The Webinar proceedings informed the revision of the research tools and alignment to the field realities based on the gaps that were highlighted by both the state and non-state actors.
- In each of the initiatives and programmes implemented by the actors represented in the webinar; successes, constraints and lessons are noted.
- The extent to which this evidence is utilized in informing policy and what works in successfully and meaningfully involving state and non-state actors in policy development will be informed by the outcomes of this evaluative research.

### 3.2 Appendices

#### Appendix 1: Research Team

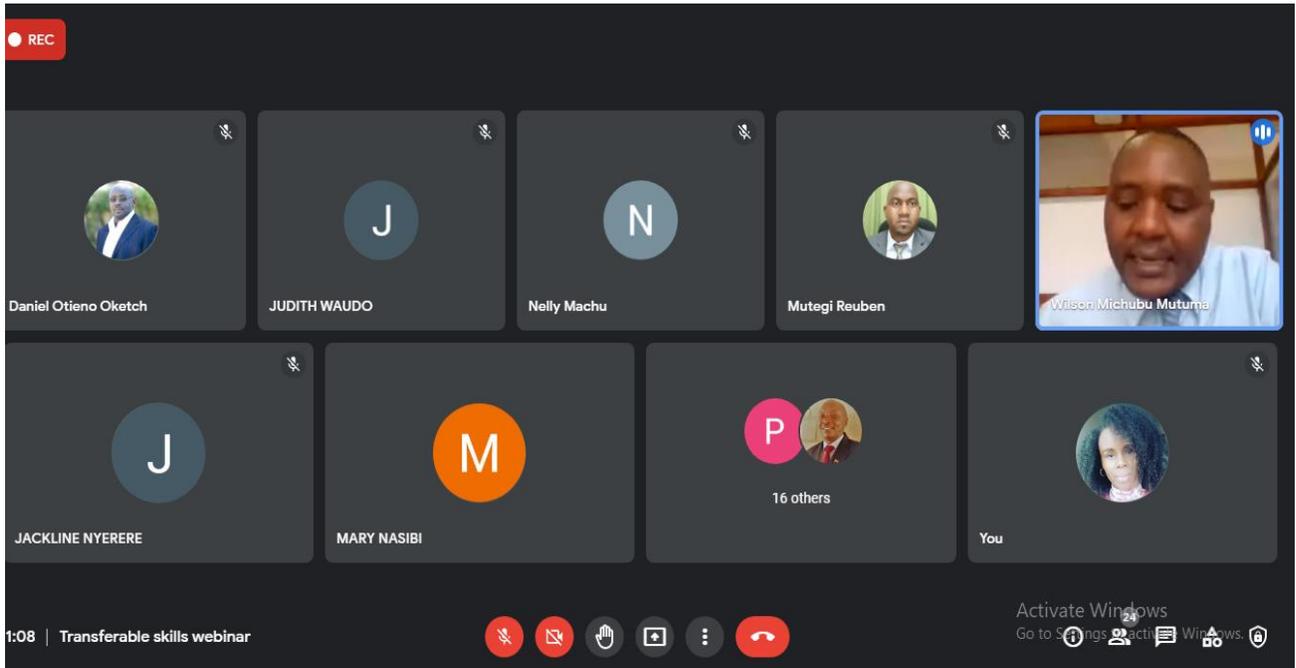
S/No	Name	Position in Research [PI, Researcher, etc]	Designation & Department [Professor, Associate Professor, Senior Lecturer, Lecturer etc]
1	Dr. Jackline Nyerere	PI	Senior Lecturer of Educational Leadership and Policy, Kenyatta University
2	Prof. Chris Shisanya	Researcher	Professor of Agroclimatology, Kenyatta University
3	Dr. Hannah Bula	Researcher	Senior Lecturer of Human resource Management
4	Martha Muhwezi	Researcher	Executive Director, FAWE.
5	Dr. Eldah Onsomu	Co-PI	Principal Policy Analyst and Head of Social Sector Department at KIPPRA
6	Jacqueline Onyango	Researcher	Senior Deputy Director, Directorate of Curriculum Development (KICD)
7	Prof. Charles Ondieki	Researcher	Chairman, TVET - CDACC (Curriculum Development, Assessment and Certification Council)
8	Dr. Wilson Mutuma	Research Associate	Lecturer, Educational Planning and Economics of Education - Kenyatta University
9	Dr. Daniel Otieno	Research Associate	Lecturer, Educational Management, Kenyatta University
10	Eric Nyandimo	Research Associate	Data analyst, Oakar Services
11	Winniejoy Gatwiri	Research Assistant	Completing PhD in Educational Planning
12	Rachel Okinyi	Research Assistant	Registering for PhD in Education

## Appendix 2: Webinar Programme

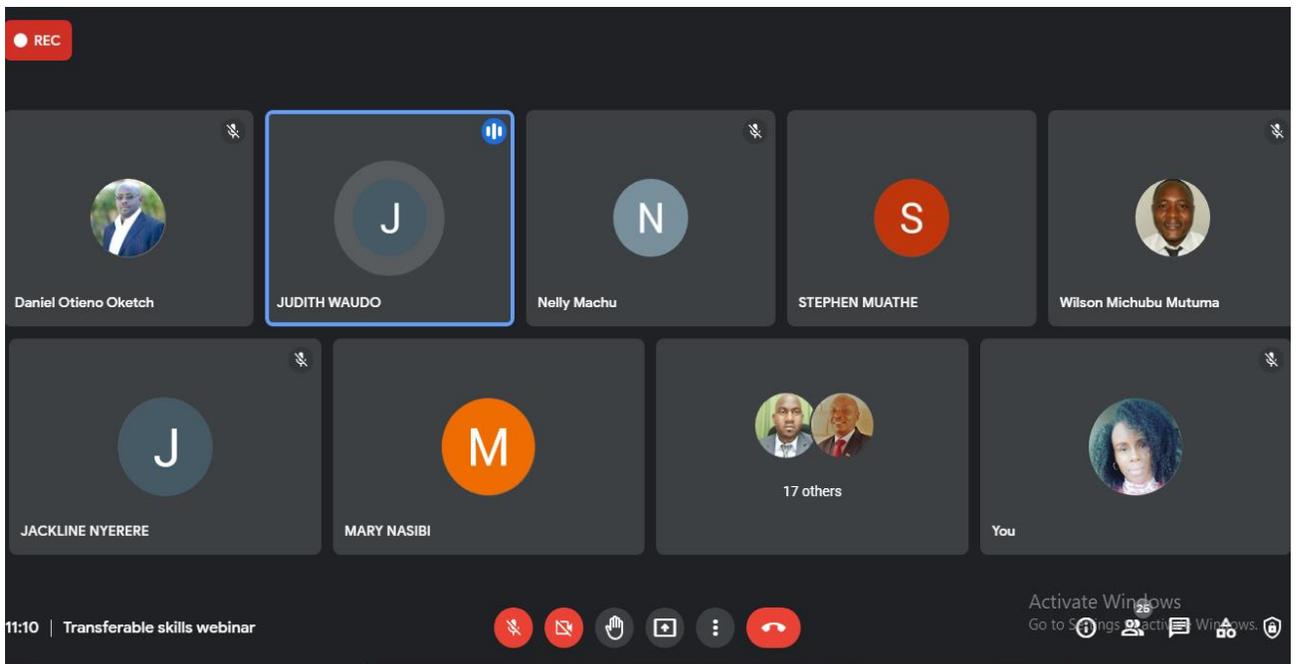
### Integration of Transferrable Skills into Basic and TVET Levels for Employability of Women in Kenya.

<b>WEBINAR: Friday 10<sup>th</sup>, September, 2021: Session Chair: Dr. Wilson Mutuma</b>	
<b>11.00 -11.10 am</b>	<b>Arrival and Registration</b> Winniejoy Gatwiri
<b>11.10 – 11.15</b>	<b>Opening Remarks</b> <i>Prof. Judith Waudu</i>
<b>11.15 – 11.30 am</b>	<b>Proposal Presentation</b> <i>Dr. Jackline Nyerere</i>
<b>11.30 - 11.40</b>	<b>Transferable Skills in CBET Curriculum</b> <i>Prof. Charles Ondieki</i>
<b>11.40 - 11.50</b>	<b>Gender Sensitive Pedagogy</b> <i>Martha Mhuwezi</i>
<b>11.50-12.10</b>	<b>Discussion</b> <i>Jacqueline Onyango</i>
<b>12.10-12.15</b>	<b>Closing Remarks</b> <i>Dr. Eldah Onsomu</i>
<b>12.15-12.20</b>	<b>Votes of Thanks</b> Dr. Daniel Otieno

### Appendix 3: Webinar screen grabs



Session Chair Dr. Wilson Mutuma welcomes participants to the webinar



Hub Leader Prof. Waudo gives introductory remarks