



KENYATTA UNIVERSITY
WOMEN'S ECONOMIC EMPOWERMENT
HUB



**REPORT OF THE PLANNING AND DISSEMINATION WORKSHOP HELD
FROM 3RD TO 5TH OCTOBER 2022 AT THE KENYA SCHOOL OF
MONETARY STUDIES (KSMS)**

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Preface

Kenyatta University received a grant from the Bill & Melinda Gates Foundation for the creation of the Women's Economic Empowerment (KU-WEE Hub). The KU-overarching WEE's objective is to close the gender gap in economic empowerment. This will be resolved by assessing programs and policies and producing evidence that will help to inform future policy decisions. The evidence will be made available to national policymakers through policy and media briefs, advocacy, and partnerships. To scale up what works for WEE, evidence dissemination will be accomplished for the larger community through advocacy, awareness-raising, and partnerships with county governments, civil society, the media, and community-based organizations. The evidence from studies under different research pillars in KU (and across hubs) will be brought together for dissemination with the help of the BMGF advocacy and communications arm in collaboration with the Institute of Economic Affairs (IEA) Kenya, the KU's advocacy partner.

The KU-WEE Hub, which was established in October 2020, completed its Second year in September 2022. The Hub is now transitioning from a phase of data collection into a phase of dissemination, policy and advocacy as it enters its third year (October 2022 – September 2023). In this phase the research teams within the Hub are expected to disseminate the data that they have gathered from the field using different platforms including journal publications, stakeholder engagements etc. They are also expected to engage in national-level policy dialogues to discuss evidence and constraints, involving policymakers to advocate for evidence-based policy making. In order to plan how this next phase will be carried out, we consider it necessary to hold a dissemination and planning workshop. A 3-day workshop was organized to bring together all researchers and partners to reflect on the initiatives' achievement against targets, chart a way forward, and strengthen teamwork and collaboration. The planning and dissemination workshop took place from 3rd to 5th October 2022 at the Kenya School of Monetary Studies (KSMS).

1. Opening Ceremony



The session was opened by the KU-WEE Hub Leader, Prof. Judith Waudo, who welcomed participants and commended all the researchers for their continuous support of the program, particularly during the time of COVID-19. In her opening remarks, Prof. Waudo provided a summary of the Hub's activities since its founding in 2020, including the creation of sectional reports as well as a landscaping report that provided an analysis of the context, trends, status, and barriers to women's economic empowerment in order to validate the ongoing research being done by KU-WEE Hub. It also identified research gaps that will serve as the foundation for additional hub research and provided pertinent literature for WEE studies in Kenya.

According to Prof. Waudo, the Hub activities during the first year focused on developing and refinement of research concepts as well as survey instruments, conducting pilot studies, and disseminating preliminary findings by the research teams. There were also a number of capacity-building efforts. Prof. Waudo reaffirmed the Hub's commitment to influencing WEE policy through the evidence that has been generated, noting that this objective can only be attained if researchers focus on policy briefs and other policy influencing platforms, as opposed to the normal academic dissemination platforms. She therefore urged each study team to deliberate and formulate a policy and advocacy plan as she concluded her speech.



Dr. Regina Mwatha, the KU-WEE Hub Project Leader, provided an overview of the Hub's activities as she set the mood for the workshop. She observed that many networks and partnerships were established in the first year, but she questioned whether the Hub is using these partnerships to influence policy. She urged the researchers to continuously engage their stakeholders in the new phase so they could use the data produced to achieve the Hubs mandate.



Prof. Vincent Onywera, the Deputy Vice-Chancellor Research Innovation and Outreach (DVC-RIO) opened the workshop on behalf of the university management. He recognized all the partners, researchers and postgraduate students present while appreciating them for their presence at the workshop. Prof. Onywera highlighted the importance of the workshop while emphasizing the importance of research dissemination in sharing best practices, lessons and experiences.

The DVC RIO noted that researchers have failed to acknowledge the importance of disseminating research findings with other researchers, professionals, and the general public in order to increase their value and relevance. Policymakers, industries, and other stakeholders view researchers, particularly those in universities, as not very useful, if not outright irrelevant, and as a result, they do not appreciate our work. This is because research products are very difficult to access, if not completely inaccessible. He observed that many of the research findings produced today are neither used to influence policy or change nor are they used to address issues that arise in daily life. He also mentioned that many researchers in the developing world were conducting a lot of research, but this was not disseminated, ending up in a "*Valley of Death*."

In his remarks, DVC RIO reaffirmed the University's commitment to eliminating the "*Valley of Death*," noting that this would only be possible if the university's seasoned researchers continued to not only disseminate their research findings but also work toward developing products that can be marketed. He urged researchers to use the university's resources, such as the National Phototherapeutic Lab and the Innovation and Incubation Hub, to produce research outputs.

In his concluding remarks, the DVC RIO urged all researchers to support the Hub leadership in carrying out their mandate and, ultimately, the project's goal. He urged study teams to work together and strengthen their bonds within teams, pointing out that "if one team fails, the entire Hub fails".

2. Integrating Quality into Research Dissemination



Prof. Chris Shisanya, Department of Geography made a presentation on integrating quality into research dissemination. He began by defining the term "dissemination" as a planned process that includes taking into account the target audiences and the contexts in which research findings are to be received, as well as, when appropriate, communicating and interacting with wider policy and service audiences in ways that will facilitate the uptake of research in decision-making processes and practice. He continued by defining

diffusion, dissemination, and implementation of knowledge as "letting it happen," "helping it happen," and "making it happen," respectively.

The knowledge dissemination plan, according to Prof. Shisanya, consists of the following steps: i.) Setting the Goal(s), which may involve promoting action and/or raising awareness; ii.) Understanding the Knowledge User Audience; iii.) Developing Strategies for Diffusion, Dissemination, and Application of Research; iv.) Determining Expertise to Help Deliver on Strategies; and v.) Mobilizing Resources Necessary for the Dissemination, such as Human Resources, ICT, etc. Prof. Shisanya continued by defining dissemination as a crucial step in the research process that guarantees the study's benefits are shared with others and that it is put to good use. He discussed the qualitative and quantitative indicators for disseminating research after describing the various platforms that can be used to communicate findings to various audiences. He urged participants to be aware of M&E in research dissemination.

Prof. Shisanya urged all researchers to utilize Open Science, whose goals are to make scientific research, data, and dissemination accessible to everyone. This will influence scientific development and public access ideals, making it easier to publish and disseminate scientific knowledge. Furthermore, disseminating information and ensuring that it is available to everyone is advantageous not only to research but also to the economy and society. He named several platforms for Open Science, including the Public Library of Science, arXiv, F1000Research, bioRxiv, and open science cloud. Prof. Shisanya discussed ethical issues in research dissemination in his concluding remarks, including dishonesty, plagiarism, a lack of objectivity, and integrity, among other things.

3. Research Progress Report



Prof. Nelson Wawire, the Research Coordinator, reported that the KU-WEE Hub had generated the following outputs: 11 research proposals, 11 stakeholder webinar reports, 16 policy briefs, 10 of which are from Tharaka Nithi County, 11 pilot study reports, 1 rapid assessment report, 2 reports on ethics training, a report on training on survey solution, numerous newspaper articles, TV show appearances, media briefs, and numerous social media mentions. The Research Coordinator reported that all teams had submitted a policy brief and a pilot study report, with the exception of one (the COVID-19 study), regarding the status of research studies. Some teams hadn't used their Year 1 funds, so they weren't able to use their Year 2 funds. Therefore, it was necessary to exert pressure on these teams to use the funds in accordance with the established timelines.

The Research Coordinator went on to mention additional challenges facing the delivery of the research outputs, including: i.) Low research fund absorption rate, which meant that research progress was off schedule; ii.) Low morale and commitment among the researchers and Hub staff; and iii.) Delayed start of the RCT due to issues like the COVID pandemic, infrastructure constraints, delayed agreement in a duty allocation among implementing partners, and budgetary limitations. Participants however refuted claims that there was low morale among the researchers citing that activities could have slowed down due to the just concluded electioneering period.

Prof. Wawire also noted that the postgraduate students were making slow progress because the Hub has no control over that aspect of their studies because they have been given a supervisor by the University with whom they are expected to collaborate. He claimed that this was an oversight during program development, but Hub leadership can try to work with Graduate School to address it.

4. Creating a Budget Plan



Mr. James Onditi, Finance and Administration Manager, reported that unlike previously the funder was now requesting to see individual expenditure budgets for each study team. As a result, teams needed to exercise greater caution and make sure that their spending was in line with the grant budget. In addition, he urged participants to account for their expenditures accurately and to be more cautious when using funds on the ground. Accordingly, Mr. Onditi reported that the Hub was undergoing two audits, one internal and one external.

He noticed that some teams were overspending money on fieldwork and then asking for reimbursement. Reimbursements are not allowed by the university because it restricts the spending of any funds without authorization. Therefore, before using any additional funds from those already approved, teams that feel they are under budget must first speak with Hub leadership.

Mr. Onditi also reported that uptake of research funds was low and he urged teams to follow the timelines set forth in the work plans. When teams take their time using funds, it is very challenging to account to the donor and request funds for the following year. He emphasized to the teams that reporting is output-based rather than process-based.

The Finance and Administration Manager received reports from some PIs indicating that some team members had left the project and been replaced. He urged the PIs to follow the proper procedures for replacing team members, which included notifying the Hub in writing and providing justifications before the Vice-Chancellor revoked their appointments and notifying the donor afterwards. No research team member may be fired or replaced without the permission of the PI or the Hub.

Sub awardees are required to utilize and account for research funds in accordance with their own internal policies. However, this procedure was not being followed, and we have discovered some sub awards who are contravening their own internal policies. This is challenging the Hub, especially when it comes to accounting with the University and the donor. Therefore, he reminded the sub awardees that accounting should adhere to established guidelines and that they should allow the Hub enough time between when they account and when the Hub reports to the donor to allow for the accounting documents to be validated.

5. Transition from Field Research to Advocacy and Policy



This session was led by Prof. Grace Ngare, the Advocacy and Policy Engagement Expert who started by reminding participants that the goal of the KU WEE project is to have effective interventions guided by data implemented by the relevant ministries, departments, and County Governments. She outlined the objectives of dissemination which are i.) to effectively communicate research to end users, ii.) to make research useable to multiple end users and iii.) to transmute research into policy.

Prof. Ngare defined the distinctions between research dissemination, research communication, and research uptake as follows: i.) disseminating/sharing information to various audiences within the academic community and beyond in forms that are appropriate to their needs - one-way process; ii.) communicating research findings to a range of intermediate & end users through interactive forums involving a wide range of stakeholders: from planning to implementation to M&E; and iii.) Encourage end users of research to be aware of, access, and apply research knowledge. Establish an enabling environment by enlisting intermediaries and knowledge brokers, respectively.

Prof. Ngare went on to describe an ongoing process of forming alliances that motivates others to work for and alongside you while emphasizing that successful advocacy starts with a vision and a plan that are in line with the priorities of the stakeholders. She noted that it can be challenging and complex to influence public policy change. Effective advocacy, according to her, starts with a vision and strategy that align with the goals of the stakeholders. She emphasized to the PIs the need to understand the objectives of their stakeholders and direct or modify their research in that direction.

The Advocacy and Policy Engagement Expert continued by describing how the advocacy process starts with asking ourselves WHY, noting the necessity of having measurable, time-bound goals in order to successfully complete our mission. Consequently, an advocacy road map should be included in every research study. The WHAT questions are the following, where we must determine whether we have the necessary reliable data, both qualitative and quantitative, to support our position. The HOW question discusses how data is packaged for distribution and the various platforms that the study plans to use to share its data.

The WHO and WHERE questions are related to the HOW because research teams should choose a medium for dissemination after taking their target audience into account to make sure that the information reaches them in a timely manner. In this regard, Prof. Ngare urged the researchers to seize the window of opportunity, particularly at this time when both the federal government and the county governments are transitioning. She urged the teams to be more proactive, particularly with regard to public participation, by keeping an eye on events to learn when they are happening and making sure that they are adequately represented in the forums. In her concluding remarks, she emphasized the value of the Hub having an advocacy committee made up of members from all the research teams, with the goal of ensuring that the advocacy agenda is met.

6. Dissemination Session by the Research Teams

a. Women's Participation in Management and Leadership Positions in the Public Sector: Closing the Gender Gap

In Kenya, the government has ratified a number of international instruments that promote gender equality and further enacted local policies to domesticate these instruments. In addition, there is a legislative framework for gender equality entrenched in the Constitution of Kenya 2010 and several attendant legislative and policy documents that include the National Policy on Gender and Development (NPGD) of 2000, 2011, and the Sessional Paper No. 02 of 2019 which focuses on gender equality and development. These frameworks and legislation aim to leverage and mainstream the needs of women and girls in Kenya. However, despite these efforts women continue to be significantly under-represented in management and

leadership positions in the formal labour markets and in government institutions. Under-representation has led to gender gaps in wages and in other indicators of economic empowerment in the Kenyan population (KNBS, 2019). This project was initiated to contribute to improving the situation. It is recognized that increasing women's participation in management and leadership in the public service is a key enabler of empowering women economically (UN Women 2018). It aims to ensure a sustainable increase of women's representation in the public service in Kenya through increasing the proportion of women in management and leadership in the public service by 30% by 2025. As emphasized by Kabeer (1999), measurement is not only important for assessing, but also for benchmarking projects, understanding context, and policies to evaluate their impact to help with identification of possible opportunities for improvement to enhance productivity and economic development.

The *objectives of the audit trail* are to; i) To carry out a gender audit using a baseline survey for 10 years (2010-2020), ii) To establish factors that contribute to women's under-representation in management and leadership for women's economic empowerment in the public service in Kenya, iii) To examine to what extent the National Policy on Gender and Development (2000) and its subsequent amendments 2011 and 2019 have been implemented and its impacts on women's ascension to employment (in leadership & management in the public service in Kenya, iv) To examine the extent to which women's participation in management and leadership in the public service as evidenced by monitoring and evaluation indicators promotes women's economic empowerment, and v) Suggest how the National policy on Gender and Development (2019) can be made more effective in enabling women's participation in management and leadership in the public service for economic empowerment.

The *key findings of the audit trail* in regard to Demographic Characteristics of the Public Service 2010-2020 by Gender were that; i) Statistics from the Ministry of State for Public Service, (Integrated Pay Roll and Personnel data base-IPPD 2010-2020 indicate that women comprised 57,415.08 (30.02%) while men were 133,832.42 (69.98%), ii) In the year 2020 the statistics further reveal that women comprised 46,804 (24.01%) while men were 148,157 (75.99%). This means that the number of men in public service increased while the number of women decreased, iii) These findings collaborate those of a study carried out by the Public Service Commission in 2013 where the findings concluded that cumulatively, men form the majority of employees in all Ministries Departments and Agencies in Government ministries, where male employees comprised (62%) compared to women (38%) Public Service Commission (2013), and iv) A world report by McKinsey 2016 also indicates that although there has been a slight increase in women's representation at key decision making levels, wide parity still exist

The *key findings of the audit trail* in regard Gender Proportions at Entry Level Management (Job Group (J to L) (2010-2020) are that; i) An analysis of the gender proportions of women at the entry level management

reveals a steady drop in their representation between 2010 and 2020, ii) In 2010 the representation of women was highest at (41.69%) while men's representation stood at 58.31%, iii) In 2014, the lowest representation of women was seen at 29.52 % while there was a steady increase of men to 70.48% in the same year, and iv) By 2020 men comprised 68.66% and women remained at 31.34%.

The *key findings of the audit trail* in regard Representation by Gender in Middle Management Job Group M-P are that; i) The representation of women and men in the middle management between 2010 and 2012 shows that women are less represented at 27% percent and men at 73%, ii) 2013 women at middle level management was at 28% while men slightly dropped to 72%, iii) Percentages of women dropped to 26% while those of men shot up to 74% in 2014, iv) In 2015, a slight rise for women to 27% and to 28% in 2016/17 respectively. Within the same years there was a percentage drop for men and it stood at 73% in 2015 and 72% in 2016/17, and v) 2018-2020 show a remarkable rise in terms of percentages of women in middle level management as percentages stand at 30% to 34% respectively.

Key recommendations of the audit trail include; i) There are good policies and frameworks in place that promote gender equity and equality in the formal labour market in Kenya, ii) However, there is need to translate these into practice through programmes with clear indicators for measurement, monitoring and evaluation to track the progress of women's inclusion in management and leadership, iii) The gender audit report constantly reveals a tendency towards $\frac{1}{3}$ gender principle and not $\frac{2}{3}$ of either gender principle, and iv) There is a need to interrogate the interpretation and meanings of $\frac{2}{3}$ of either gender principle as stated in the constitution and the Sessional Paper No 2 of 2019 in the public service.

The researchers also conducted a *pilot study in Nairobi county and drew the following conclusions*; i) Although Kenya has a legislative framework for gender equality entrenched in the Constitution of Kenya 2010 and attendant legislative and policy documents namely National Policy on Gender and Development of 2000, 2011, 2019 which focus on gender equality and development the implementation is still weak, ii) This can be enhanced by provision of necessary resources and strengthening monitoring and evaluation frameworks, iii) There is a need for continued engagement with the policy implementers in different institutions and continuous national information exchange on how the policy can address and counter women underrepresentation in Kenya. Although Kenya has a legislative framework for gender equality entrenched in the Constitution of Kenya 2010 and attendant legislative and policy documents namely National Policy on Gender and Development of 2000, 2011, 2019 which focus on gender equality and development the implementation is still weak, iv) This can be enhanced by provision of necessary resources and strengthening monitoring and evaluation frameworks, and v) There is a need for continued engagement with the policy implementers in different institutions and continuous national information exchange on how the policy can address and counter women underrepresentation in Kenya.

Key recommendations from the pilot study are that; i) There is need to address sexual harassment in Public Service in terms of reporting mechanisms, and ii) Effective policy shift and cultural change at all levels of government to address gender inequality in career progression. **Observations from the workshop participants:** Participants were curious as to whether the team had been successful in identifying the contributing factors that resulted in the sharp decline in women's participation in leadership roles in 2014. Participants also wanted to know what the team recommended in order to change the perception that women are afraid to apply for promotions out of concern that they will be transferred and will have to be apart from their families.

b. Participation of Women in Corporate Governance

This study sought to evaluate the Community Capacity Empowerment (CCE) project under Women Empowerment Link's (WEL) transformative and leadership project. The WEL is a non-profit, non-partisan, non-governmental women's rights organization that seeks to empower women and girls to realize their full potential, worth and strength politically, socially and economically through advocating for their human and social justice rights. The aim of this research was to evaluate the impact of the '**Strengthening Inclusive Governance**', under Community Capacity Empowerment (CCE) project being implemented by WEL in enhancing Women participation in political, economic and social aspects of leadership and governance in Kenya.

The research team piloted the research instruments at the beginning of 2022, wrote and submitted a report on pilot study findings. Upon submission of findings, the team embarked on the main study in five counties, namely, Kitui, Kirinyaga, Bomet, Nakuru and Mombasa. Data has been analysed and a draft report on findings is ready. Further a copy has been submitted to the Project Leader at the WEE Hub. The assessment of the Community Capacity Enhancement (CCE) of the strengthening Inclusive Leadership Project (SIL) employed a mixed methods design. The mixed methods design utilized both qualitative and quantitative approaches. For data collection structured questionnaire, interview and Focus Group Discussion guides were deployed. The study also used descriptive analysis which described the outcomes of the CCE training. The mixed methods approach was further enhanced by triangulation of data collected from various sources.

The study established the following overall implementation gaps: i.) there are too many gender roles around the family which hindered them from attending project meetings regularly., ii.) Women are still looked down by men as unable to take leadership and decision-making roles., iii.) Illiteracy is among some women hinders the gains made by the project by making the women shy away from participating in project activities., iv.) Poverty makes women unable to attend meetings and trainings as they find themselves spending more time in doing casual jobs for self and family livelihoods., v.) The project activities are mainly

attended by elderly women, yet youth and young women equally need to be economically, socially and politically empowered., and vi.) The project targeting only women made it difficult for the same women to negotiate for space with men who are not part of their gender trainings.

*Policy gaps and recommendations in **Kitui County*** include; i.) There is a Kitui County Gender Policy that is aligned with the National Gender Policy. However, its impact is yet to be felt due to the low level of awareness among women groups who are the key advocates for its implementation. ii.) In addition to the inadequate awareness of the Kitui County Gender Policy, there are no specific funds allocated for the implementation of the gender policy., iii.) There are multiple agencies supporting women economic empowerment initiatives. They range from the County government itself, community-based organisations and non-state actors. There were concerns from the study participants that their efforts are neither co-ordinated nor concerted. Indeed, there are no mechanisms in Kitui County to harmonise the actors to avoid duplications which results in wastage of resources.

*Policy gaps and recommendations in **Bomet County*** include; i.) There is a Bomet County Gender Policy that is aligned with the National Gender Policy., ii.) However, the policy has no specific County Plan of Action for its implementation., iii.) The immediate action for the county is to develop the policy., iv.) The strengthening inclusive leadership programme enhances the participation of women in leadership and governance in Bomet County. The County should continue partnering with women economic empowerment actors such as WEL and assist in scaling up initiatives such as the strengthening inclusive leadership., v.) Training interventions such as the strengthening inclusive leadership programme by WEL enhance the participation of women in leadership and governance processes, promote the agency of women and increase the access of women to productive assets., and vi.) Non-governmental organizations such as WEL should continue implementing women economic empowerment initiatives in Bomet County. In addition, effective strategies such as training of trainers should be scaled up to reach all women in the grassroots.

*Policy gaps and recommendations in **Kirinyaga County*** include; i.) Though there have been efforts to develop a Kirinyaga County Gender Policy, it is yet to be finalised., ii.) The policy development process has stalled due to a lack of political good will., iii.) There is need to lobbying with county government executive and MCAs., iv.) There is need to further train the women with a view of enhancing the implementation of negotiation skills gained by women., and v.) The programme increased the level of women economic empowerment in the county. Therefore, the County government should ensure that non-governmental organizations such as WEL get the necessary support to scale up these initiatives.

*Policy gaps and recommendations in **Nakuru County*** include; i.) There is a Nakuru County Gender and Development Policy that is aligned with the National Gender Policy., ii.) The policy is detailed with priority

areas and an implementation matrix. However, there is low awareness of the Gender policy among the trained women., iii.) In addition, there are no resources allocated for achieving the specific gender priorities outlined in the policy., iv.) The programme implementing agency needs to beef up the content of the training to include leadership and governance above the microfinance approach., and v.) The Nakuru County Government should partner with non-governmental organizations and the other development partners to implement the savings and lending communities initiative at a larger scale in the County.

Policy gaps and recommendations in Mombasa County include; i.) Though there have been efforts from non-state actors to develop a Mombasa County Gender Policy. There is none at the moment., ii.) Continuous sensitization and lobbying with county government is critical to the development of this policy., iii.) The strengthening inclusive leadership programme initiatives such as the community capacity enhancement uniquely provide avenues of including special interest groups such as the LGBTQ community and women in sports., and iv.) The Mombasa County government should ensure that these initiatives are scaled up to reach more special interest groups to enhance their participation in leadership and governance.

Lesson learned during the study include; i.) There is need for more grassroots programs to mobilize women for capacity building for training to enable them aspire for leadership even if it is at the lowest level., ii.) Agitating for Women Economic Empowerment needs to bring men on board so that they can not only support women but also release/create space for them., iii.) It is not enough to seclude training as the major strategy for WEE without addressing the poverty that make them unable to balance their daily chaos or to afford the basic needs for them to attend the meetings., iv.) Any program that endeavors to empower women economically at the grassroots must put special strategies to attract the youth., v.) Training grass root women has an impact on behavioral change in women towards community leadership and governance processes., and vi.) A woman who becomes a community leader is more empowered and motivated to pursue economic opportunities for her family and other women under her leadership than one who is not trained.

Impact of the study on WEE include; i.) Formation of partnerships between KU team and county government officials, MCAs and Gender Champions., ii.) Identification of WEE gaps in the counties under study and submission of proposals/ recommendations to address the gaps., and iii.) WEL, having received the report on the study findings has initiated a conversation with us on how to upscale the women empowerment project.

Observations from workshop participants: The workshop participants observed that the results were good, however there was need to consider a moderating variable to moderate the good results. The participants also noted the importance of following up with the Kitui draft policy brief so that it goes through up to the implementation stage and is not just shelved after quite an extensive effort. Participant

also requested if the team could provide a wealth index that they used during the course of their research which will act as a reference point for the study.

c. Effectiveness of Women-in-Manufacturing Program in Promoting Economic Empowerment for Women entrepreneurs in the Manufacturing Sector

The manufacturing sector in Kenya is dominated by male-owned enterprises and low participation of women (21% in total employment; small share in high value enterprises) Despite the National industrialization policy framework being launched in 2012, the situation has not improved – need to explicitly address gender inequalities in the sector. The policy does not overtly and adequately support and encourage women-owned enterprises as witnessed by low rate of participation by women in this sector. This situation contributes to low levels of women’s economic empowerment in Kenya. While the WIM program is a noble attempt to empower women economically, it is not clear to what extent and how it has translated into an increase the proportion of women in the manufacturing sector. Additionally, there is no evidence to show what can be done in terms of designing policies that can be implemented to increase the scale and profitability of women’s industrial entrepreneurship (women-owned industrial firms. The study uses mixed research design to evaluate the extent to which the WIM program has improved women’s industrial entrepreneurship; business skills; productivity of women-owned enterprises; women’s access to resources; and women’s economic decision-making within households.

The *study findings* include; i.) inadequate sensitization of women on the available opportunities in the manufacturing sector., ii.) Lack of consolidation of legal, regulatory, and compliance requirements in a single place/ office leading to inefficiency and increased cost of doing business., iii.) Lack of targeted tax incentives for women who opt to join the manufacturing sector., iv.) Cross-county taxation affects women enterprises since it limits sales to the county of production only., v.) Women reported limited control over household productive assets and could not make exclusive decisions about business and household incomes. Spousal dominance and control over Women’s personal, resources and business life is a major problem that hinders business development among women., vi.) Most women in the manufacturing businesses do not have knowledge on the existence of a WIM program and therefore are not members., vii.) The women who have gone through the WIM program alluded to the fact that it does not adequately enhance their voice, agency or power to participate in decision making within the household., viii.) The survey revealed that husband’s dominance and control over women’s personal, resources and business life is a major problem that hinders business development among women., ix.) The enterprises are getting frustrated due to heavy taxation, both at the county and at the national levels., x.) Women face challenge in meeting business registration requirements due to multiple stop shops., xi.) Enterprises fail to get necessary assistance from the institutions that are in charge., and xii.) Land ownership is majorly by men and women are viewed as home care takers, which limits their engagement in various production activities

The *study made this recommendation*; i.) sensitize women on the available opportunities for women engaged in the manufacturing sector to encourage growth of micro, small enterprises., ii.) consolidate legal, regulatory, and compliance requirements in a single place to enhance efficiency and reduce the cost of doing business., iii.) introduce tax incentives for women entrepreneurs in the manufacturing sector., iv.) deal with the issue of cross-county taxation in order to create a conducive environment for women-owned enterprises to thrive., v.) advocate for women's control over household productive assets and participating in making of exclusive decisions about business and household incomes in order to avoid spousal dominance and control over women's personal, resources and business life., vi.) enhance help their members join the WIM program., vii.) assess and review the WIM program to target better voice and agency in household decision making., and viii.) Engage a gender specialist to help co-create gender responsive programs using gender transformative approaches.

Observations from workshop participants: Some participants wanted to know if the study had managed to establish what barriers prevent women from going for the capacity building sessions. Participants also wanted to know what empowerment index the study had used. Some participants also requested that a definition of who comprise women in manufacturing and which sectors they had been picked from, this would help those not with an economics or business background to understand.

d. Gender Responsive Budgeting: Tracking the Effect of Budgets and Public Spending on Women's Economic Empowerment Initiatives

The *objectives of this study* are to i) To identify main policies and initiatives designed to improve women's economic empowerment in Kenya., ii) To analyse whether government budget, including the spending pattern, respond to differences in people's needs arising from their gender or gender roles., and iii) To examine if public investment on women economic empowerment initiatives or programs are informed by evidence as to their effectiveness in improving women's wellbeing. The study utilized a 5 methodological approach which entailed; i) Documenting and analysing the situation of women and girls, men and boys, mainly in the public sector; ii) Assessing policies, programmes and projects in terms of their gender responsiveness; iii) Assessing resources and budget adequacy-inputs; iv) Monitoring spending and service delivery-outputs; and v) Assessing changes in WEE outcomes.

Key findings from the field include: i) **Agenda setting-** existing legal and institutional framework provides foundation for GRB- but PFMA and other regulations lack specificity and are gender neutral; ii) **Public perception of GRB-** women empowerment initiatives are seen as synonym to gender responsive budgets/ feminism; iii) **Scope of GRB-** Women empowerment initiatives are limited to specific sectors; iv) **Lack of gender disaggregated data** as a limitation towards assessing the impact of the various women economic empowerment initiatives; and v) **Implicit bias in policy.**

Key findings from the GRB study include: i) Only eight state departments ministries have initiatives that are sensitive to WEEI; ii) The National Gender and Equality Commission, the Department for Social Protection, and State Department for Gender are among the eight state departments that are the most WEE-sensitive ministries, as they have 100% of their budgets dedicated to WEEI related services; iii) For realization of mainstreaming of gender issues at both level of governance, advocacy should go beyond the eight-state department to all government MDAs; v) Implementation focus- general economic policy and law; vi) In order to contribute to addressing the data gaps and improve database in the state department of Youth Affairs, on key youth development indicators, the state department targets to publish the Kenya National Youth Development Index and targets to update the index in subsequent years; vii) The spending in the State Department for Social Protection, Pensions & Senior Citizens Affairs reports overwhelming demand for social protection services which has been worsened by the effect of the pandemic; and vii) In the State Department of Education, the programme on school health, nutrition and meals has specific outputs which are donor funded.

Key recommendations of the study are that; i) Synchronicity of fiscal data across the different budget publications., ii) Improve details of budget information by not only providing disaggregated information on government programmes on women's economic initiatives but explicit gender budget codes to facilitate budget analysis and tracking., iii) Gender mainstreaming across all departments in all ministries at the National level and cascade mainstreaming at the county level., iv) Address bottlenecks affecting absorption of gender sensitive budgets especially in regard to synchronizing work plans with procurement plans which is a major cause of low absorption rates., and v) Progressively scale up investment in gender through adhering to WEEI policy commitment towards realizing targets of SDG and improved gender spending by 2030.

The *challenges and lessons in the course of study* include; i) Field work- KII- timeline kept changing due to unavailability of state actors- WEE Hub support, use of stakeholders and partners and ii) Data gaps- mismatch in reporting framework/ regional/ gender----use of mixed GRB approaches. **Observations from workshop participants** was that IEA Kenya needs to involve the Hub more in their activities.

e. Integration of Transferable Skills into Basic and TVET Levels for Employability of Women in Kenya

Transferable skills are important in enhancing the employability and productivity of young people • They have a huge impact on various labor market outcomes such as employment, self-employment, and earnings especially for women who are underrepresented in quality employment. •Kenya integrating cognitive and non-cognitive transferable skills into their curricula frameworks, CBC &CBET.

Design and delivery of curricula and whether CBC and CBET programs provide tools for women access to employment. The research objectives include; i) What is the nature of transferable skills provided in Kenya? ii) How do transferable skills impact on employability and entrepreneurship of women and girls in Kenya? iii) Are the newly rolled out CBC and CBET programs likely to be effective in enhancing girls' school to the work transition? and iv) What aspects of the programmes and programmes delivery will lead to acquisition of transferable skills to enhance employability in women and girls respectively?

Preliminary findings include; i) The target is youth – age 18-35 years. Gender (50-50); school dropouts, ii) The programme uses Basic Employability Skills Training model (BEST) which works well with youth who didn't sit KCSE and or who never went to school at all, iii) The programme has 3 approaches to training: Training at demonstration centres and Replication centres - using VTCs and national Polytechnics, and Undertaking capacity building for trainers, iv) This component covers 9 training centres in the Coast Region; More than 500 young people have been trained so far. Impact: 70 % -75% of the graduates' (both male and female) transit to formal employment while, 10 % transit to self-employment.

Recommendations from the study include; i) There is need to integrate transferable skills in learning institutions to support youth in job search, ii) Need to formulate dynamic courses to adapt to the changing work environment, and iii) There is also need to encourage women to take up male dominated courses like engineering related courses to raise their chances of quality employment and increased compensation.

f. Improving Young Women's Work Readiness and Employability through Apprenticeship, Internship and Mentorship

i. Public Service Internship Programme

According to PSC (2019), the overall objective of the internship programme is to provide the youth with opportunity to gain experience in the world of work. Specifically, the PSIP aims to: Enhance youth development and employability by creating clear linkages between education, training and work; Provide hands-on experience to build upon skills learned in the classroom; Fulfill the legal requirement for registration by professional bodies; develop a culture of high quality life-long learning, positive work habits and attitudes; and Establish a supply pipeline of skills to the public service.

The *study found* that: i) Participating in Internship programme enhanced the probability of employment for young men and women, ii) The services sector provided most of the employment opportunities for the respondents, iii) Education level was a significant factor that influenced employment status. Those that had achieved a higher level of learning (those with a degree, diploma and better grades had better chances of employment, iv) Those who were members of a professional organization were more likely to get employed than those who were not members of such an organization, and v) Gender and marital status were found not to have significant effects on employment status.

Challenges of the programmes: Since its inception, PSIP continues to absorb a small number of applicants due to financial constraints (Kenya Gazette Notice, 2020, S. 8091). During its inception in 2019, the programme received a high number of applicants but managed to absorb only 13% of them. According to PSC guidelines, interns are not Gender balanced male interns being higher than that of their female counterparts. For example, in cohort 1 and 2, 44% of those that were absorbed into the programme were female compared to 56% of their male counterparts.

Recommendations of the study are that: In its inception, the PSIP programme was allocated one billion Kenya shillings by the national government (Muchira, 2019). The high number of applicants meant that the allocated funds were not enough to cater for the needs of high number of interns. To increase the number of applicants absorbed into the programme, budgetary allocation for the programme should be increased substantially owing to the high number of applicants. The challenge of gender imbalance can be addressed through policy legislation that requires internship positions through the PSIP programme between male and female interns be shared equally.

g. Impact of Internship, Apprenticeship and Mentorship Programmes on Employment of Young Women (Apprenticeship Component)

Work readiness programs are considered as pathways through which individuals enhance their skills and chances of employment. Female participation in the Kenyan job market is 29.5 per cent compared to males at 36 per cent (Owino et al., 2016). Gender disparity is more apparent in STEM related fields. AIM programs are designed to enhance work readiness: However: Low uptake especially by women. Limited empirical evidence on the effectiveness of the programs, hence need to build the evidence on what works for young women.

The *objectives of the study* are to: i) Assess the effect of KYEOP Apprenticeship program on employment of young women; ii) The impact of the Public Service Internship Program (PSIP) on employment of young women; iii) Determine the effect of STEM Kenya mentorship program on employment of young women; and iv) Depending on the evidence, upscale the programmes that works for WEE.

Study conclusions are that i) Young men are likely to be employed/self-employed than young women; ii) Year of graduation was an indicator of employment, with those who graduated earlier having a higher chance of employment; iii) Those with higher academic grades are likely to get employed those with lower; iv) Young men are likely to get higher salaries than young women; and v) Those with degree secretly joined KYEOP due to desperation and frustration.

i. Impact of Internship, Apprenticeship and Mentorship Programmes on Employment of Young Women (Mentorship Component)

The STEM mentorship component leveraged on the UNESCO-GoK STEM Mentorship Program. This program started in 2014 and was hosted by St. Georges Girls High School. The target population were high school girls mainly in form two and three with the aim of encouraging them to take up STEM subjects. Role of AIM Programs: to solve the challenge of non-readiness, unpreparedness for absorption to the labour market. AIM programs: are considered as pathways through which individuals enhance their work readiness and chances of employment.

Objective of the programme is Evaluating the effectiveness of AIM programs in enhancing young women's employment both in the formal and informal sectors. *Study conclusions* include; i) Majority of the respondents who went through the program confirmed that it was an eye opener and it did broaden their scope of career opportunities, ii) The program also enabled them to have more confidence in the STEM fields which are mainly associated and dominated by male, and iii) For those who did not go through the mentorship program felt that it would have enabled them make better and informed career choices.

The study recommends that i) Sensitization of the respondents through a workshop prior to administering the tools would help demystify the noble initiative, thus leading to process ownership, ii) Need for Alumni Database, iii) Policy on Tracer study to maintain a strong network of their alumni at the institution level, and iv) A policy on STEM mentorship would enable implementation of programs in a structured manner thus enhancing positive outcomes.

h. Impact of lifelong learning on performance of women-managed small and medium enterprises: the case of KWFT Bank

There are multiple positive outcomes that materialize because of women's economic empowerment such as: increased productivity, improved economic diversification, household development, relation enhancement and conflict alleviation (Ranganathan et al., 2019). Emerging literature indicates that programs and policy interventions in SMEs such as KWFT Biashara Loan and those under Non-Governmental Organizations seem to focus on providing logistic and financial support to women. However, strategies employed are arguably not adequately geared towards improving their capacities that enable them access work and enhance their economic empowerment (United Nations Women, 2020). Lack of capacity building, technical know-how and lifelong learning condemn women to dead-end jobs and un-innovative career paths (Hunt & Samman, 2016).

The Research Questions include; i) What is the impact of lifelong learning on profitability of women managed small and medium enterprises from KWFT Biashara Loan; ii) What is the effect of lifelong learning on decision making of women managing small and medium enterprises from KWFT Biashara Loan; iii) What is the effect of lifelong learning on access and control of resources by women managing small and medium enterprises from KWFT Biashara Loan; and iv) what is the effect of lifelong learning on income of women

managing small and medium enterprises from KWFT Biashara Loan. The *Expected Primary Outcome will be* Exposure of 20% girls and women to lifelong learning programs enhance their skills for economic self-empowerment by 2025.

The *study concludes* that KWFT Biashara program has provided interventions that are on the positive trajectory towards promoting the business turnover and other non-financial latent benefits being accrued from the KWFT interventions. The women participants were up beat that this program holds the future for their economically empowerment. Nonetheless, there were some critical bottlenecks such as inconsistent training, inadequate training content and method of content delivery in financial management and inadequate life skills training which retarded the desired movement towards economic empowerment.

Policy recommendations from the study are that; i) KWFT to strategize on how knowledge and skills gaps existing in the current Biashara training manual or module can be reviewed and revised to adequately equip women beneficiaries with essential business and life skills through lifelong learning; ii) The KWFT to reinvigorate their mechanisms of delivery of training using customer friendly methodologies; and iii) The Directorate of SME to come up with easier ways of supporting women entrepreneurs by loosening certain policy requirements to make it easier for women in SME to do business.

i. Enhancing Women's Market Participation and Child Development through the Crèche Programme in Tharaka Nithi County

The research study focus was to assess the economic livelihood activities of women in the County using data from a household survey designed to capture micro-data that has a strong bearing on women's wellbeing in all three of the agro-ecological zones of the County, i.e., the upper, middle and lower terrains. In Tharaka Nithi County, women's livelihoods are defined by the three agro-ecological zones. High and mid-altitudes areas are inhabited by Chuka and Maara people who mainly cultivate bananas, coffee, yams, avocados, tea and also keep dairy livestock. The low altitudes terrains are inhabited by the Tharaka and Igambang'ombe communities who plant crops such as green grams, beans, green peas, maize, millet, sorghum and cowpeas. Other sources of livelihoods in the low altitude areas include livestock and poultry farming, basketry, as well as small and micro-enterprises. In all of the three agro-ecological zones, farming is done in small scale due to impediments such as small sizes of land, lack of seeds and credit, and unaffordable farm technology.

The *study sought* to determine the sustainable livelihood activities the women pursue in the County, with a focus on asset ownership, access and control of household assets, gender-based power relations, available income earning opportunities, and the daily challenges women face in pursuit of livelihoods. The study evaluated the psychosocial wellbeing of women in Tharaka Nithi County using straightforward self-assessment questions- the responses to which provide insights as to the emotional, psychological, and

socioeconomic situations of the women residing in the County. The study provides quantitative and quality information on key constraints on women's economic empowerment in Tharaka Nithi County for the very first time. For example, evidence is provided on the role childcare plays in women's engagement in domestic, market activities, schooling, entrepreneurship and leisure time, to name a few.

The *study found* that: i) crop farming is the main livelihood activity in Tharaka Nithi County. It is followed by animal keeping, casual labour and small businesses. Agriculture and casual labour, despite requiring substantial women's time and effort do not yield much income. Small businesses and formal employment give the few women engaging in them relatively good incomes and are less time intensive. Unpaid household chores and childcare take up the bulk of women's time, thereby restricting their engagement in the market economy and in public spheres. Women's human capital in the County is therefore very low: nearly **70%** of adult women have no education or have only primary education but with limited literacy.

As such, policy makers need to explore ways of expanding post-primary education to women, in Tharaka Nithi County and similarly disadvantaged counties, as better education and technical skills to handle everyday tasks are linked to higher incomes. Interventions to increase women's productivity in agriculture and small businesses are urgently needed because most women engaged in these activities practically have no alternative sources of livelihoods. The government needs to provide accessible and affordable childcare services in the County to relieve women of some childcare burden, especially during the day.

The *findings also reveal* that childcare is a barrier to women's economic empowerment in the County. Nearly 34% of women felt overly overburdened by their daily responsibilities. To mitigate this, community health volunteers (CHVs) may be trained to help women cope with stress associated with their daily tasks. A significant number of women (**31%**) in the County are very worried about the future of their livelihoods. More research is needed on how to address this worry.

7. Closing Ceremony

Prof. Judith Waudo, the Hub Leader, gave the closing remarks and thanked everyone for coming and those who helped make the workshop successful. Prof. Waudo stated that the workshop's goals were to disseminate the recent research findings and to share knowledge with one another in order to better understand the work that each team is doing in the field. She stated that the University owns the data being gathered by the teams and that the Hub was in the process of acquiring space on the university server. Therefore, researchers will be required to submit all of the raw data they have gathered for storage on the university server. She added that all teams needed to have a road map for how they intended to carry out this, working with Prof. Ngare, as the program was now entering a phase of advocacy and policy. She asked that any team that believed it might not be able to complete data collection by March 2023 due to

difficulties in the field write to the Hub early enough so that the funder would be informed of this.