

# Gender Equality and Disability Inclusion Plan for *Youth Employment and Vocational Training II* Project /GIZ Kenya



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## ABBREVIATIONS

BMZ	Federal Ministry for Economic Cooperation and Development
CPD	Continuous Professional Development
C-TVET	Cooperative TVET
GIZ	German Gesellschaft für Internationale Zusammenarbeit
HAMK	Häme University of Applied Sciences, Finland
ILO-MoE	Industrial Liaison Office – Ministry of Education
KTTC, KSTVET	Kenya Technical Trainers College, currently Kenya School of TVET
MFA	Ministry for Foreign Affairs of Finland
MoE	Ministry of Education
NEET	Young person not engaged in education, employment or training
NP	National Polytechnic
SDTVET-MoE	State Department of Vocational and Technical Training of the Ministry of Education
PwD	Persons with Disabilities
TTI	Technical Training Institute
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
VTC	Vocational Training Centers

## Preface

Through the initiative of the Quality Assurance Group of the Finnish Foreign Ministry, it has been a great honor for Häme University of Applied Sciences (HAMK) to participate in Kenya's "Youth Employment and Vocational Training Project II" by providing a Gender Equality and Inclusion Plan including a detailed work plan and timeline presented in this report. The stages of the project included a context analysis (desk review) of the existing documents, legislation, and recommendations, field visits (including interviews of key persons and stakeholders) to technical training institutes, companies, NGO's, Kenya School of TVET, Ministry of Education, National Council for Persons with Disabilities, National Gender and Equality Commission, and trainings in the topics related to gender equality and inclusion. As a result of the various activities, a Gender Equality and Inclusion Plan was created to help the project administrator GIZ and all project stakeholders to integrate gender equality and inclusion themes to the different project components in the future.

The approach of HAMK experts followed the principles of a participatory approach in all stages of the project. This meant that HAMK experts worked with the local stakeholders to create the plan *with* them, rather than *for* them. The approach enhanced the capacity of the project employees and stakeholders to understand the concepts related to the themes, their own organizations' current situation and solutions to increase gender equality and inclusion in the practical activities in their respective organizations. Additionally, through the four tailored training sessions (see annexes), the participants were able to identify further development ideas and verbalize their need for additional training.

The end result, the Gender Equality and Inclusion Plan found in this report, aims to list recommendations and provides a practical guide to be used by the GIZ project employees in collaboration with partners in the "Youth Employment and Vocational Training Project II" to reach the project's goals. We also hope that this Plan will inspire more collaboration between Kenyan actors beyond the goals of this project.

We would like to thank all stakeholders who participated in the different stages of the creation of the Gender Equality and Inclusion Plan by providing genuine local views and collaborating open-mindedly with HAMK experts.

In Hämeenlinna, Finland

Maaret Viskari

Director, HAMK Global  
Häme University of Applied Sciences (HAMK)  
School of Professional Teacher Education

## 1. Introduction

“Youth Employment and Vocational Training Project” is a 4-year initiative (2023-2026) financed by the German and Finnish governments with two overall objectives to:

1. Boost youth employment by promoting inclusive and industry-oriented technical and vocational training in close cooperation with the private sector and
2. Increase competitiveness / investability of Kenyan Industries through a highly skilled workforce.

The Kenyan Ministry of Education is the political partner and main implementing partner of the project. In addition, the project cooperates with a wide variety of public and private stakeholders.

Vocational education in Kenya is often too theoretical, not meeting the requirements of the working life. The Youth Employment and Vocational Training Project aims to find solutions to the central challenge of implementing industry-relevant vocational training. It also aims to promote inclusion and gender equality by boosting the participation of young women and persons with disabilities.

The Quality Assurance Group of the Finnish Foreign Ministry suggested conducting a context analysis for the project to find out the factors preventing the participation of persons with disabilities in vocational education in Kenya. The analysis should also pay attention to factors preventing young women from attending vocational training, especially in STEM areas. Based on the context analysis, an action plan should be drafted to promote disability inclusion and gender equality throughout the project lifetime. Key project personnel and stakeholders should be trained to promote disability inclusion and gender equality in their respective fields. These recommendations are the basis for the report at hand.

### An overall picture of the Kenyan TVET landscape

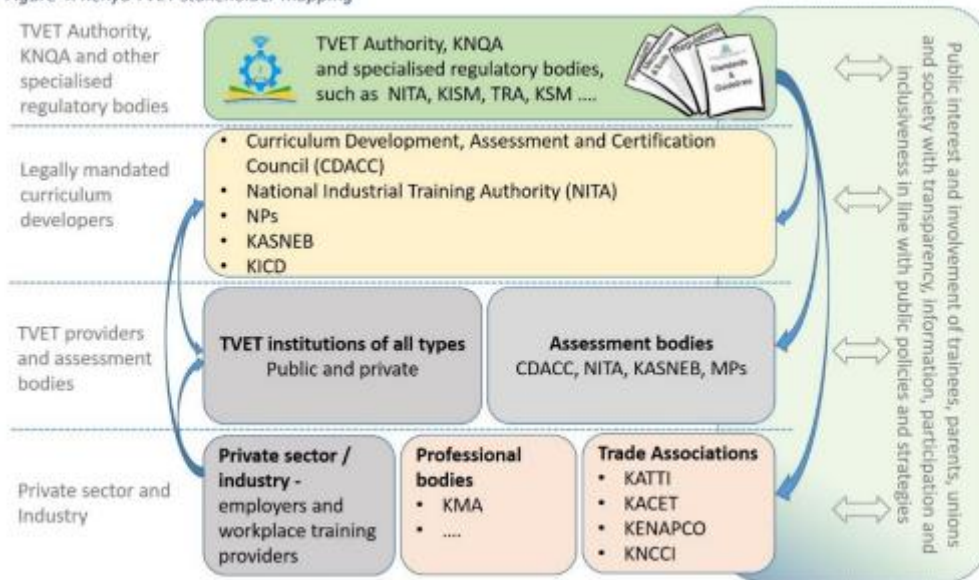
Vocational training in Kenya is offered by three different categories of service providers: Youth Polytechnics (NP), Technical Training Institutions (TTI), and Vocational Training Centers (VTC). The length of the training varies from a few months (VTC) to four years (NP). TVET covers both formal and non-formal learning across all sectors. As per Kenya National Qualifications Authority, courses delivered under TVET offer qualifications ranging from Level 2 and above as defined by the Kenya National Qualification Framework's volume of Learning and Progression Pathways with defined Level Descriptors (Level 1 to 10) for levels and entry requirements. A student in Kenya can begin their TVET career starting with a Primary School Certificate. In year 2013, there were 753 TVET educational institutions in Kenya, in 2020 the number was already 2301 and it keeps growing.

The backbone of the TVET sector is the TVET ACT 2013, which e.g., obligates on-the-job learning and internships as part of vocational studies in all study fields. In 2013, when the law came into force, the Technical and Vocational Training Authority (TVETA) was established. TVETA's mandate is to determine the goals for vocational training, monitor training quality and license, register, and accredit programs, educational institutions, and trainers. The Curriculum Development Assessment and Certificate Council (CDACC) was established in the same year with the responsibility of curriculum development and certification of study programs. In practice, the development of curricula also takes place at the National Polytechnics.

The Kenya Association of Technical Training Institutions (KATTI) provides a common forum for identifying common interests to the institutions and determining strategies for addressing such issues for the purpose of improvement of Technical Education and Training in Kenya.

The following chart illustrates the Kenyan TVET sector stakeholders.

Figure 4: Kenya TVET stakeholder mapping



Picture source: <https://www.tveta.go.ke/wp-content/uploads/2019/06/TVET-Quality-Assurance-Framework.pdf>

Kenya School of TVET (KSTVET, formerly KTTC) is the only authority responsible for TVET teacher training in Kenya. Its mandates have constantly been increased. For example, in-service teacher training, industry partnerships, and disability inclusion matters have recently been added to its responsibilities, but the training of personnel is lacking behind.

## 2. Context analysis

### Desk Review

The project team conducted the desk study based on the documentation provided by GIZ and listed in the references. There are several laws and policies which have also been assessed and many recommendations have been given on the basis of the analysis. The following is a short recap of the previous documentation and does not reflect all aspects in order to avoid the duplication of the information.

The political will in Kenya stands for the equality of the citizens. The Technical and Vocational Education and Training Act (No. 29 of 2013) states in the guiding principles that “there shall be no discrimination on grounds of race, color, gender, religion, national or social origin, political or other opinions, economic status, or any other ground.”<sup>1</sup> The Act promotes gender equality in access to TVET education, gender parity among the students and in governing boards as well as inclusion of disabilities. Also, the Persons with Disabilities Act (No 14 of 2003) prohibits discrimination by employers and promotes the rights to education and apprenticeship. The Act also states that the private employer who engages a person with a disability with the required skills or qualifications either as a regular employee, apprentice, or learner shall be entitled to apply for a deduction from his taxable income. No educational institution can deny admission to a person with a disability to any course of study by reason only of such disability if the person has the ability to acquire substantial learning in that course. Learning institutions must also take into account the special needs of persons with disabilities with respect to the entry requirements, pass marks, curriculum, examinations, auxiliary services, use of school facilities, class schedules, physical education requirements, and other similar considerations.<sup>2</sup>

The legislation is followed by several policies. Gender equality in education has been defined in the Education and Training Sector Gender Policy 2015. The policy stated that although the national gender parity in enrolment at the primary level, the gap widens as one goes higher up the education ladder. The general objective of the Gender Policy is to eliminate all gender disparities and inequalities in education, create a gender responsive learning and work environment and enhance gender sensitive and responsive governance and management in the education sector. According to the background analysis for the policy, the gender disparity is particularly wide in STEM subjects. More men 60.1% than women 39.9% enrolled for TVET courses in 2013. The analysis states that this trend can be associated with the fact that the majority of illiterate adult Kenyans are women. Furthermore, the Kenya Institute of Curriculum Development had made strides in addressing gender issues in the development of curriculum and curriculum support materials. According to the analysis, more effort is required in the education sector to address pedagogy, teaching/learning processes and the entire student-teacher interaction in school that reflect gender biases, stereotypes, and insensitivity.

“These assist in perpetuating gender disparities and inequalities in the sector. A gender-sensitive working and learning environment includes the positive attitudes of key stakeholders in the school/institution, including management, teachers and students. In many instances, facilities in learning institutions do not take into consideration the special needs of teachers and learners with regard to gender, age and (dis)ability. This includes access to buildings, furniture as well as water and sanitation facilities. Gender-based violence (GBV) has emerged in the recent past as a serious threat to participation in education by both boys and girls at all levels.”<sup>3</sup>

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<sup>1</sup> TVET Act 2013.

<sup>2</sup> Persons with Disabilities Act 2003.

<sup>3</sup> Education and Training Sector Gender Policy 2015.



The policy aims specifically to;

- Reduce gender inequalities in access, participation and achievement at all levels of education.
- Support equal participation of women and men as decision-makers in shaping the educational policies and practices for sustainable development.
- Increase participation in education for disadvantaged girls and women, boys and men including Orphans and Vulnerable Children (OVC), people with special needs, people living in Arid and Semi-arid Lands (ASALs), and the rural and urban poor
- Ensure a gender responsive curriculum design, development, and implementation
- Improve participation in research, science, mathematics, and technology (SMT) subjects and science, technology, engineering , and mathematics (STEM) courses through provision of mentoring programmes to all learners in the education sector.
- Ensure a safe and secure learning and work environment that is free of any form of sexual harassment and gender-based violence.

The policy laid on the vision of “a globally competitive gender responsive and transformative education, training, research and innovation system for a secure and sustainable future for all”. The policy also contains an extensive and comprehensive list of strategies to achieve the goals. Many of the strategies cater also the people with disabilities and learners with special needs.<sup>4</sup>

The National Policy on Gender and Development 2019 pointed out the intersectional nature of women’s discrimination. The gender identity intersects with other inequalities amplifying the impact on the woman. Article 27 (4) of the Constitution 2010 lists prohibition of discrimination on the basis of race, sex, pregnancy, marital status, health status, ethnic or social origin, colour, age, disability, religion, conscience, belief, culture, dress, language or birth. Gender is seen intersecting with each of these inequalities creating a ‘matrix of domination’ for women which may be more overwhelming than for men because of women’s limited access to opportunities, agency and capacity to negotiate, topped with working in poorly paid jobs in unregulated informal sector, unpaid domestic labour.<sup>5</sup> It is also worth noting, that article 81 (b) states that “not more than two thirds of the members of elective bodies shall be of the same gender”.

The Policy also addresses the education of girls and women: Enhance and sustain measures to eliminate gender disparities in access to, retention, transition, performance and quality in education for women, men, girls and boys. As a Policy Action the following is stated: Ensure equal participation of qualified women and men in leadership and decision-making positions in the education sector at national and county levels; b) Adopt and strengthen measures to increase access to and retention of girls and boys in public education at all levels; c) intensify civic education programmes on FGM and other harmful cultural practices that inhibit access to education for girls.<sup>6</sup>

Apart from Gender Policies, the Republic of Kenya has also formed a National Disability Mainstreaming Strategy (2018-2022). It states, among other things, that the right of Persons with disabilities (Persons with Disability) to work on an equal basis with others remains mostly unrealized consequently impeding their access to livelihood opportunities. One of the thematic objectives in the strategy is to enhance access to gainful and decent livelihood opportunities for Persons with disabilities. This can be promoted by e.g.

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<sup>4</sup> Education and Training Sector Gender Policy 2015.

<sup>5</sup> National Policy on Gender and Development 2019.

<sup>6</sup> National Policy on Gender and Development 2019.



making adaptation to employers on the necessary modifications and accommodations for Persons with disabilities. Employers are encouraged to provide necessary adaptive equipment and work environment to enable employees with disabilities to do their jobs effectively, carry out non-discriminatory advertising, interviewing, recruitment, volunteerism, internships, training and promotions of Persons with Disability and implement of 5% employment opportunities for Persons with Disability in both public and private sector.<sup>7</sup> In the census 2019, the disabilities were categorized by the six domains of disability (visual, hearing, mobility, cognition, selfcare and communication). The results show that 918,270 people aged 5 years and above had a disability. More females (523,883) than males (394,330) had disabilities. The common types of disability were mobility (385,417) followed by visual (333,520). A total of 9,729 persons had albinism. Out of the Kenya population in 2019 (47,5 M) that makes a 1,9% of the population living with disability. (The global average is about 16% according to WHO<sup>8</sup>.)

As per education, the right to education remains unrealized for many Persons with Disability. Yet education is key to ensuring that Persons with Disabilities can develop their human potential fully get into other rights such as work and employment. In enhancing the access to education, it is recommended e.g. providing appropriate educational support such as personal assistants, psychosocial support, learning material, appliances, financial and other appropriate services to encourage inclusive education, carrying out early identification, educational assessment and appropriate placement of children with disabilities, providing skills upgrading and training opportunities to teachers in all schools to work with children with disabilities, and making adaptations to schools to have accessible environment for learners with disabilities.<sup>9</sup>

The Strategy also urges to increase access to technical, vocational, entrepreneurial and professional training opportunities for Persons with Disabilities with e.g. following measures: sensitize persons with disability on the importance of technical, vocational and entrepreneurial skills, establish adequate numbers of training institutions that are inclusive and responsive to the needs of Persons with Disabilities, provide training for Persons with Disability in specialized, modern and market oriented skills, and provide career counselling and peer mentorship opportunities for Persons with Disabilities.<sup>10</sup>

Furthermore, the National Education Sector Strategic Plan 2018-2022 aims to enhance equity and inclusivity in TVET with a goal to improve parities in TVET. It is noted that despite efforts put in place to ensure gender parity, the inequalities persist. Also, disparities exist for trainees with special needs. Kenya has only four special needs TVET institutions with the capacity in these institutions being low relative to the number of students with special needs and disability in the country. NESSP aims to promote inclusive training in TVET by increasing the enrolment of trainees from disadvantaged regions, trainees with special needs and disability, as well as increasing their participation in STEM subjects. This was planned to be achieved with a number of proposed measures, such as equipping TVET institutions with adapted assistive devices, building capacity of TVET Special Needs Education Stakeholders on emerging SN&D issues, adapting TVET infrastructure to make it disability friendly and safe for trainees, and providing sanitary towels to vulnerable trainees in Special Needs institutions. The NESSP also emphasizes the capacity building of the trainers and instructors.<sup>11</sup>

Several assessments have been conducted to follow up the policy implementation. GIZ conducted the Gender Analysis in Kenya in 2018 coinciding with the publication of several policy and strategy documents.

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<sup>7</sup> National Disability Mainstreaming Strategy 2018.

<sup>8</sup> World Health Organization 2023 <https://www.who.int/news-room/fact-sheets/detail/disability-and-health>

<sup>9</sup> National Disability Mainstreaming Strategy 2018.

<sup>10</sup> National Disability Mainstreaming Strategy 2018.

<sup>11</sup> NESSP 2018-2022.

The analysis indicates that gender disparity in the world of labor persists despite an enabling international and national legal framework. According to the analysis, the main bottleneck causing low participation of women in the labor market include real and perceived conflict between domestic and reproductive responsibilities with economic activity. In education, there is near-gender parity in enrolment, retention, completion and progression rates for both boys and girls at both primary and secondary school levels. There have been several governments interventions behind this achievement. However, despite the reduction of gender disparity at primary and secondary school levels, the number of young women in education reduces after they complete secondary education and enter university and other tertiary institutions. Due to this burden of domestic work, by the time the girls and women get to school they are too tired to concentrate and therefore end up performing badly.<sup>12</sup>

The gender disparities are prominent also in TVET. It is claimed that TVET system conformed gender stereotypes. Occupations are divided according to which are seen as culturally appropriate for women and which for men. Most of the TVET courses prepared the students for careers that were considered unfeminine for example engineering, motor vehicle mechanics, electronics, and the installation of electrical posts. Consequently, TVET facilities were planned without taking into consideration the female gender and their needs thus discouraging them from enrolling in TVET. These factors continued to influence enrolment of female students and their subject choice. For example, a 2014 study found that women comprised 30% of the total enrolment but only 5% of the 30% were in technical areas such as engineering and building construction. The analysis also raised the question of the staff's capacity in gender mainstreaming.<sup>13</sup>

The general recommendations given by the analysis, included, among other issues, gender training for GIZ staff and partner organizations' staff, ensuring that both men and women participate in the project cycle, timing of interventions matching with the reproductive and household roles of the women and childcare facilities, paying attentions to men's role in gender equality, conducting program specific gender analysis, which should feed into program/project design (which was then conducted in 2022), budget lines for gender mainstreaming. On a positive side, it is noted that there are quotas and special trainings for women and youth, gender sensitive curriculum development, and training of trainers in gender sensitive TVET. Nevertheless, the analysis gave recommendations for vocational training projects as well. These count for example placing more emphasis in the enrolment of vulnerable young girls and women in TVET courses, flexibility in the timing of the classes to enable the attendance, providing safe spaces for childcare and breastfeeding facilities, encouraging enrolment of more women in traditionally gender stereotyped courses for example manufacturing and construction.<sup>14</sup>

The GIZ's analysis was followed by "Gender Analysis in Kenia's Technical and Vocational Education and Training Sector" conducted by Kenya Education for Employment Program (KEFEP) in 2019. The KEFEP report highlighted several barriers hindering girls from getting involved with TVET. Those count, for example, attitudinal challenges (the lack of female role models and preference of educate male youth), financial and geographical challenges to reach the TVET institutions safely, lack of family support (related to gender stereotypes), teen pregnancy, illiteracy among women, lack of gender policy and implementation, lack of gender-sensitive programmes, curricula, environments, female-only hostels, washrooms, change rooms, reliable transport, breastfeeding (despite of Breastfeeding Bill 2017), flexible programs, gender policies or sexual harassment policies, female teachers, trainers and management in the TVET institutions and industry, and pressure imposed by domestic duties and responsibilities. To continue, no gender assessment has been done and gender responsive budgeting is not practiced at any of the national polytechnics and in some institutions, sexual harassment and other forms of gender-based violence have

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<sup>12</sup> Gender Analysis Kenya 2018.

<sup>13</sup> Gender Analysis Kenya 2018.

<sup>14</sup> Gender Analysis Kenya 2018.

been normalized because of low levels of awareness and weak reporting structures which make it difficult for action to be taken.<sup>15</sup>

Nevertheless, there has been some progress. The number of female students in TVET institutions has been steadily increasing, although it remains lower than the number of male students. The increase may be a result of the expansion of various TVET institutions and the implementation of the TVET Act 2013, which advocates for equality of access to TVET training regardless of gender and background. In addition, the Government of Kenya directed all TVET institutions to reduce school fees from KES 92,000 to KES 56,420. Still, there are fewer women taking STEM courses or choosing male-dominated careers. This might change as TVET institutions, and most employers require new and appropriate technology that can be easily used by women, which will help to attract them into technical areas.<sup>16</sup>

The KEFEP reports provides the reader with many findings, which are modified here as good practices worth piloting:

- Flexible courses are usually offered to meet the needs of industry, as they are not as expensive as regular courses, and are offered in different modes such as online, weekend, short courses, open distance learning, etc. to suit the needs of the learner. Such flexible courses would be beneficial for female trainees, especially those who must care for family members in addition to attending class.
- The sexual harassment policies and guidelines in institution level, based on the TSC Code of Conduct, should be implemented with clear and confidential reporting mechanism and sensitization and training for all staff (not only focal persons).
- Institutions could have a strategy actively targeting women for training included in their gender policies.<sup>17</sup>

The Kenya Technical Trainers College (KTTC, currently Kenya School of TVET, KSTVET) conducted research scaling up of the KEFEP 2019 investigation and found the following observations in National polytechnics:

- Lack of gender equality policies, implementation plans or resources to actualize
- There is gender inequality in terms of social, cultural and religious norms that affect access to/control of resources, decision making and knowledge.
- There is a capacity gap for trainers and administrators in delivering gender responsive training/programs.
- There is minimal post training for women and graduates.
- Most employers prefer male employees.<sup>18</sup>

The research revealed that only 31% of the total trainers' respondents had received gender responsive pedagogy. As for the gender focal person training in TVET institutions, only 33% had received training on gender. The researchers concluded this to create a big gap in terms of implementing a TVET system that is gendered and accommodative to inclusivity.<sup>19</sup>

To follow up the Persons with Disabilities Act and National Disability mainstreaming strategy implementation, we can count the analysis which the Kenya Institute of Special Education (KISE) conducted on inclusive practices in TVET in 2019. The findings of the study revealed that trainees with disabilities form less than 4 percent of the total student population. Challenges reported by Heads of Special Needs TVET institutions counted Inadequate equipment and devised to support training (45% of respondents),

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<sup>15</sup> KEFEP 2019.

<sup>16</sup> KEFEP 2019.

<sup>17</sup> KEFEP 2019.

<sup>18</sup> KTTC 2022.

<sup>19</sup> KTTC 2022.

communication challenges, and lack of adequate resources. Heads of regular Technical Training Institutions reported the challenges as a lack of trained personnel (44%) and a lack of adequate resources.<sup>20</sup>

The findings demonstrate also, that, special needs training institutions which were established to specifically provide technical education to Persons with Disabilities enroll between 30 % and 76 % of trainees *without* disabilities. The biggest number of trainees with disabilities in technical educations are found at vocational training centers, in fact, there is no national polytechnic for trainees with disabilities in Kenya. Consequently, about 87 % of trainees with disabilities in technical institutions are studying for craft certificate level courses.

Furthermore, it was found that there is a good gender parity in enrolment, 56 % and 44 % female trainees with disabilities. On the positive side, the analysis indicates that even though technical institutions in Kenya are poorly resourced to accommodate trainees with disabilities, about 19 % of these institutions have found ways to make training for students with disabilities feasible. They for example provide physical assistance to especially blind students through a provision of sighted guides while some would provide guidance and counseling.<sup>21</sup>

KISE's report also composes many recommendations, such as

- training of the personnel in inclusive and special needs education practices and disability mainstreaming
- provide facilities and materials required by trainees with disabilities, such as personal assistive devices including but not limited to white canes, wheelchairs, clutches, magnifiers, hearing aids, and laptops/tablets are likely to ease and encourage the participation of TWDs.
- create awareness among trainees to embrace inclusivity in leadership and governance
- encourage trainees with a disability to vie for leadership positions and in governance.<sup>22</sup>

Despite the laws and policies in place and several analyses done for follow-up of them, the year 2023 turns to witness the same state of affairs. The Model Gender Mainstreaming Policy for TVET (With Elements of Inclusion, 2023) identified the following situation in TVET (sample):

- Decision-making in many TVET institutions remains male dominated
- Enabling environment to ensure trainees with disability participate effectively and meaningfully in decision-making is yet to be created
- Gender-Responsive Budgeting (GRB) is yet to be adopted as a model for budgeting.
- Limited access to TVET opportunities especially by Persons with Disabilities and female students from marginalized communities
- Limited retention of trainees with special needs
- Low numbers of females enrolling to STEM
- Gender-based Violence (GBV) and sexual harassment has become a concern in TVET institutions
- Linked to the previous is the lack of safe accommodation/hostel facilities which makes many families reluctant to send their daughters to TVET institutions that do not offer boarding facilities.
- One of the most crippling barriers for female trainees is the resigned attitude, and inherent lack of self-confidence.
- Built environment is inadequate, while some female trainees and trainers hardly access sanitary services within the training workshops.
- Assistive devices and services are not available for students and instructors with disabilities.

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<sup>20</sup> KISE 2019.

<sup>21</sup> KISE 2019.

<sup>22</sup> KISE 2019.

- Curriculum design does not eliminate stereotypes about gender and the inequality of opportunities.
- Gender and inclusion training and refresher courses for staff are insufficient.
- Absence of gender mainstreaming.<sup>23</sup>

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<sup>23</sup> Model Gender Mainstreaming Policy for TVET 2023.

By merging the recommendations from the different analyses and assessments presented this report takes note of the following index of recommendations stated previously.

	Recommendations for TVET authorities	Recommendations for TVET institutions	Recommendations for Industry	Recommendations for Teacher Training
P o l i c i e s	<p>Designing specific special affirmative action programmes for girls, PERSONS WITH DISABILITIES, ASAL regions and slum areas.</p> <p>Establishments of community engagements and sensitization on TVET institutions program.</p> <p>Enforce the implementation of policies and standards by the Ministry of Education (i.e. ICT policy, Gender policy, E-learning standard)</p> <p>Establishment an engagement with financiers, employers, and unions to address biases in financing, employment, and representation in unions.</p>	<p>Review existing gender policies ja revive the gender committee.</p> <p>Review and align institutional budgets to be gender responsive.</p> <p>Carry our regular gender assessments.</p> <p>Establishment of affirmative action for gender biased programs.</p>	<p>Engender internal policies (e.g., human resource policies to ensure women get employed and can progress along the career ladder).</p> <p>Create quotas for women to be employed in substantive positions. Advocate for increased number of females graduates hired from technical courses.</p>	<p>Provide continuous capacity building on gender-responsive pedagogy to trainers and support on the review of the existing curricula for gender-responsiveness.</p>
A w a r e n e s s	<p>Developing practical tools to support programming staff in designing, implementing, reporting on, and evaluating programmes that address equitable access and quality from a gender perspective;</p> <p>Provide training for partner institutions and government entities on gender programming in an effort to ensure that gender is mainstreamed in policy and practice.</p>	<p>Carry out frequent awareness creation sessions for different groups including trainees, trainers, management and support staff on gender and gender equality.</p> <p>Gender responsive capacity training for TVET administrators and trainers.</p>	<p>Create awareness among staff on gender and gender equality. Train staff on gender responsiveness.</p>	<p>Integrating gender awareness components into pre- and in-service teacher training.</p>

F a c i t i e s	<p>Increasing the funds disbursed to schools as part of the free education programme, towards the</p> <p>purchase of sanitary pads so as to shield girls from the effects of menstruation on their school attendance; and</p> <p>(xiii) Establishing bursary funds for bright girls from poor families.</p>	<p>Establish gender friendly structures (e.g. sex disaggregated washrooms, change rooms, breastfeeding areas, and safe and secure environments) and daycare centers.</p>	<p>Review/create gender-friendly working conditions that favor women (e.g. breastfeeding centers, favorable working hours, sex disaggregated washrooms etc.).</p>	
P r a c t i c a l i t i e s		<p>Enforcement of sexual harassment policy and creation of a clear reporting mechanism</p> <p>Support institutions to develop/review their gender and sexual harassment policies</p> <p>with a clear implementation strategy. clear and confidential reporting mechanism established.</p>	<p>Establish a clear and confidential reporting mechanism for sexual harassment and gender-based violence.</p>	
		<p>Review curriculum to make it gender responsive.</p> <p>Introduce flexibility in working hours.</p>		
		<p>Support the establishment of mentorship programs and groups for women in STEM. Develop a structured mentorship/career guidance.</p>		



V i s i b il i t y	Ensuring community mobilization and sensitization in support of the girl child as a basis for influencing socio-cultural and household dynamics to overcome the differential treatment of girls and boys	Identify gender champions among the trainees and staff as advocates of gender equality at the institutions.  Increase visibility of women who are working/studying in “non-traditional” areas.	Increase visibility of women who are working in “non-traditional” areas.	
P r o m o t i o n	Ensuring deliberate action to promote or appoint qualified women to decision-making positions  or position of power and influence in the education sector.	Exemplify gender balance within the governing council, student council, heads of departments among other leadership posts.		

Gender Analysis for GIZ’s project *Youth Employment and Vocational Training II in Kenya* was executed in 2022. The analysis echoed the review above and stated that “while there is a legal and political framework to promote gender equality in the TVET sector, it seems that there is a need to prioritize creating TVET even more accessible and equitable for all”. The conclusions for the project were for example the following:

- liaise with women empowerment organizations
- collaborate with trainers and TVET management in creating a Gender sensitive learning environment e.g., female-only hostels, proper sanitary facilities, and changing rooms
- encourage and attract more female students to enroll in TVET, success stories of female students can be developed and be published
- to learn from the private sector umbrella organization had developed a separate programme to encourage women's participation in the manufacturing sector and advocates for gender parity in the workforce
- to give all members of the staff an equal opportunity for their development irrespective of their gender.
- to give opportunities for building capacity on gender-related issues. <sup>24</sup>

The gender analysis also echoes the status in gender policies and gender committees in the institutions. Although they are in place in almost all institutions, it is observed that there is a lack of capacity and expertise at the individual level of the staff committees due to the minimal training on gender mainstreaming due to limited resources.<sup>25</sup> The gender analysis also echoes the role of the discriminatory

<sup>24</sup> Gender Analysis GIZ 2022.

<sup>25</sup> Gender Analysis GIZ 2022.

practices and the attitudinal problems. The lack of female role models affects the career choices of young girls. Moreover, many TVET institutions are not gender sensitive in many respects.<sup>26</sup>

### Field Visits and Interviews Review

Altogether 61 people were interviewed: 3 TTIs (11 people), 3 special TTIs (9 people), 16 company representatives, 2 NGOs (6 people), KS TVET (6 people), Ministry of Education (3 people), National Council for Persons with Disabilities (2 people), National Gender and Equality Commission (4 people) and students (4 people).

According to the interviews conducted during field visits, training institutions and companies have some awareness and policies regarding gender and inclusion whereas awareness about the rights of the disabled remains very low. In Kenyan culture, persons with disabilities are stigmatized and many people consider them weird. Some even think that disability is caused by a curse. There is also a lack of awareness on the government side. For example, the government denied machinery from the Institute of the Deaf by arguing that deaf people cannot use machines. Also, gender policies are not translated into clear directives, and women in male-dominated fields are not taken seriously. Classroom materials are not gender sensitive: it is still Moses who becomes a doctor and Mary who becomes a nurse.

As biases and lack of awareness are the greatest obstacles to considering women and Persons with Disabilities as full-fledged actors, the most effective attitude change happens by gaining first-hand experience with persons belonging to these categories. According to the interviews, companies in male dominant fields have been very satisfied with female trainees. Similarly, the companies who have had disabled trainees have rated their performance as good or even better than that of the others. Therefore, this project should be pushing attitude change by opening more space for female trainees in male-dominant companies and disabled trainees in general.

The findings from the field visits are categorized under the following six phenomena, which are not in any particular order.

#### **Sexual harassment and gender policies in TVETS and in training companies**

According to the interviews with TVETS and training companies, there have not been many cases of sexual harassment. However, it seems that the definition of sexual harassment is not clear. The wide range of actions that can be categorized as sexual harassment e.g., touching and commenting are not understood as such. This results in both underreporting and undermining of harassment cases. There were also comments indicating that some girls just wanted to hold tight to their training opportunity, and therefore decided to remain silent. Both the TVETs and the companies said that there are existing policies regarding sexual harassment and that students had been informed about the procedures. Nevertheless, it turned out that when needed, students either did not know or remember how to file a report. In many companies, there is no gender focal point, and the policies are implemented poorly if at all.

In one case a student approached GIZ since she did not know where else to contact. She was advised to contact her school, but the reception was not encouraging. She was told that her case was the first one and that they were not sure how to proceed. In another case the reporter was told that her case was too old (just a few months) and lacking evidence. These kinds of responses do not make girls or women trust the system.

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<sup>26</sup> Gender Analysis GIZ 2022.

## **Women in STEM fields**

The number of females in STEM fields is increasing. In some TVETs the number of male and female students is almost equal. There are many reasons behind this recent development. TVETs have targeted their marketing to girls using female success stories. There have been visits to high schools, awareness campaigns and contacts to parents and sponsors encouraging them to send girls to STEM fields. Also the number of female trainers in STEM fields has increased. Government support has helped as well. There is a government policy indicating that 30 % of company employees must be women. Therefore, a female candidate is more likely to get hired for a job in a male dominant field. Women have also shown readiness to work in male dominant fields.

According to the interviews with company representatives, the experience with female workers has been positive. Female trainees have proven to be eager, follow the procedures and instructions carefully, and write better reports than most male trainees. Company representatives do not see many problems with female employees but anticipate some issues with more physical work. Thus, companies welcome female employees although there is hardly any targeted recruitment of women.

## **Young mothers**

Young mothers was a group that was mentioned several times during different interviews. This group is most unlikely to enroll in courses and most likely to drop out. Young mothers either carry their child to the classroom or need breaks to breastfeed when someone brings their child to school. Proper facilities such as breastfeeding rooms would help these mothers to stay in school. One interviewed NGO offers children's daycare and bridge courses for dropout mothers. Mothers can come and study in these courses for a maximum of three months, and then integrate back to their original studies. Company representatives mentioned that they had no experience with pregnant employees or young mothers and were hoping to get some guidance on this.

## **The wide range of disabilities**

Most of the interviewees seemed to understand disabled people as people with *physical* disabilities. This was the case for all companies and most TVETs. Only the specialized TTIs and the one "regular" TTI had a broader understanding of disabilities. Narrow definition leaves out those students who are psychosocially, socially, and mentally disabled. Also, these students should be recognized. The interviewed TVETs reported having only 0,2-0,3 % of the students with disabilities. TVET trainers have not received any training on how to handle students with disabilities.

When referring to disabilities, also companies only pointed out physical qualities that affect working. Company representatives were a bit hesitant to hire trainees with disabilities even when having someone in their staff who had been injured. The interviewees often pointed out the lack of government policies or support for hiring physically impaired people, also saying that they didn't know how to employ them.

## **Registration of people with disabilities**

To get the official status of a disabled person, one must go through a process of screening with the assessment group, and a process to get a specific card of registration. This process is not well known and requires a lot of time and effort. Therefore, not all the people with disabilities have been registered.

TVET trainers mentioned that some Persons with Disability students, especially those with non-visible impairments, tried to hide their disabilities. The reason for hiding is the fear of stigmatization, not getting a place to study or work, and discrimination, even though it is prohibited by law. There is also a wide range of

Persons with Disabilities whom the trainers cannot recognize, due to a narrow understanding of different disabilities. Most trainers also don't know about the registration process and can therefore not advise their students to get registered. Neither the company representatives nor the TVET trainers had received any training on how to deal with people with disabilities.

### **Integration of the students with disabilities in TVETs and companies**

In the beginning, special needs TVETs only had students with disabilities but started integrating other students after noticing that exclusion causes social impairment. Nowadays special needs TVETs have a ratio of approximately 50-50, which has worked well. Students with disabilities get help from students without disabilities. The integration also helps to change attitudes. Modification of learning facilities and student accommodation are needed to promote integration of Persons with Disabilities in TVETs. More government policies were called for in order to create an enabling environment to all school levels.

Several company representatives commented that students with disabilities would not be able to work in their facilities. With this, they were referring to students with physical disabilities. Instead of excluding groups of people, the companies should turn their thinking around, and list the skills that are required to perform a certain job, and then search for people with those skills. This would also allow people with impairments to look for jobs where their disability is not among those listed skills. Currently, disability mainstreaming policies are poorly implemented, and active recruitment of people with disabilities does not happen. Companies are afraid of accidents.

There is also a knowledge and compliance gap regarding government policies and requirements. Some interviewees did talk about legislations requiring 30 % of employees to be female and 5 % people with disabilities. Nevertheless, these numbers are not respected and there are no consequences for non-compliance.

### **Trainings**

Altogether four different trainings were conducted during the mission (see Annex 4). From the training with the industry representatives, we learnt the importance of the role models and benefits of hiring ladies and Persons with Disabilities, defining the job profile suitable for trainees with disabilities and the faint understanding of the workplace accommodations. During the training with GIZ, we concentrated on the concept of disability and elaboration of a practical work plan on how to reach the project goals on gender equality and disability inclusion. See annex four for a detailed programme of the trainings.

The feedback was gathered from two training sessions. The participants of the State Department for TVET in MoE especially liked the participatory methods used, the use of system theory and the development of their work plan. On the improvement side, the participants suggested more and longer trainings. The average of the numerical feedback was 4,9/5.

The participants of the KSTVET appreciated, among other things, diversity in activities, participatory learning, and tools for creating curriculum contents. Suggestions for improvement covered, e.g., bringing along the persons abled differently, providing guidelines on developing the CPD courses, and more time. The average of the numerical feedback was 4,9/5.

### 3. Conclusions and recommendations for the project from the desk review, field visits, and trainings

Observation	Miscellaneous Recommendation for the Project
<b>Definition is understood narrowly</b>	<ul style="list-style-type: none"> <li>● Use the definition in the Persons with Disabilities Act 2003. "disability" means a physical, sensory, mental or other impairment, including any visual, hearing, learning or physical incapability, which impacts adversely on social, economic or environmental participation.</li> </ul>
<b>How to reach 40% of female and 1% of Persons with Disability's</b>	<ul style="list-style-type: none"> <li>● Normal advertising</li> <li>● Through national government administration officers in the communities</li> <li>● through NCPERSONS WITH DISABILITY county offices and database</li> <li>● through visits to high schools and high schools for girls and students with disability</li> <li>● organizing career days in high schools</li> <li>● through NGOs that work with females and Persons with Disability</li> <li>● through parents' associations</li> <li>● advertising for NEETs assessed in KISE</li> </ul>
<b>Lack of knowledge on possibilities in TVET</b>	<ul style="list-style-type: none"> <li>● Awareness campaigns</li> <li>● role models</li> <li>● disability &amp; gender inclusive campaign material</li> <li>● a database of training possibilities</li> <li>● increase ILO &amp; career guidance counseling practices (for transitions and gender-biases career choices/STEM)</li> <li>● job placements</li> <li>● thought shaking gender stereotypes: picturing female plumbers and male hospitality workers, especially in materials exposed to school students who are still pondering which career to choose</li> <li>● visibility also for females in STEM, for example, teachers in TVETs.</li> </ul>
<b>Gender and Inclusion mainstreaming policies are not fully implemented</b>	<ul style="list-style-type: none"> <li>● Operationalization of the policies and reporting mechanisms (checklist or models)</li> <li>● Promoting the visibility and implementation of the existing policy papers on gender, diversity, and disabilities. All too often research papers on these topics remain underutilized.</li> </ul>
<b>Sexual harassment reporting mechanisms are not familiar to the students</b>	<ul style="list-style-type: none"> <li>● Training for students: To create awareness about what is sexual harassment. These trainings should be targeted at all genders.</li> <li>● Training for industry: To create awareness about what is sexual harassment. These trainings should be targeted at all genders.</li> <li>● Training about the practicalities of sexual harassment cases. Advice on how to prevent and how to deal with harassment.</li> <li>● TVETs: Ensuring the practicalities for sexual harassment cases</li> </ul>

	<ul style="list-style-type: none"> <li>• The trainings should also highlight the benefits of equality in the training institutions and workplaces.</li> </ul>
<b>Teacher training</b>	<ul style="list-style-type: none"> <li>• Train teachers (and management) in gender and inclusion, inclusive curricula, teaching materials and pedagogics</li> <li>• Special needs education awareness for TVET teachers. Students with disabilities do not necessarily need to be isolated from the others. Adjustments to learning environments, learning materials (see KISEs recommendations above) and ways of learning might be just enough. Starting small is better than doing nothing!</li> <li>• build the capacity of KSTVET on gender equality and inclusion</li> <li>• Advocate for harmonizing teacher training in inclusion (KISE &amp; KSTVET)</li> </ul>
<b>Teaching and learning material in TVETs</b>	<ul style="list-style-type: none"> <li>• Easy access to learning material on various kinds of disabilities helping to understand the diversity of persons with disabilities. This material should display Persons with Disabilities and different genders in different careers and career stories of people with disabilities from near and far.</li> </ul>
<b>Private sector</b>	<ul style="list-style-type: none"> <li>• Champions, success stories, pointing out the advantages, campaign material, staff meetings for awareness, sharing of good practices, support in implementation, identifying the micro-skills (could be NITA approved)</li> <li>• Training for the industry managers about the benefits of hiring females and Persons with Disabilities</li> <li>• Skills (and abilities?) based job profiles helping to visualize the necessary skills for a certain job. This helps to prevent unwarranted exclusion. Eg. a certain job might be perfectly apt for a person with autism spectrum disorder even if it is not suitable for someone with a hearing impairment. Gender and inclusion training for staff and managers.</li> </ul>
<b>Fragmentation of the actors</b>	<ul style="list-style-type: none"> <li>• Facilitating networking (meetings, seminars, fora)</li> <li>• Promoting joint advocacy, e.g., on the gender and inclusion indicators of performance contract and the realization of the act for a private employer who engages a person with a disability with the required skills or qualifications either as a regular employee, apprentice, or learner shall be entitled to apply for a deduction from his taxable income.</li> </ul>

Out of these miscellaneous recommendations, the match with the project's objectives, and mandates were elaborated collaboratively with GIZ project staff, and the recommendations are merged into the Gender Equality and Disability Inclusion Plan for the project (see next chapter).

**Prioritized recommendations are:**

1. **Job profiles accommodating both genders and Persons with Disabilities and private sector engagement, as the main goal for the project is the employment of youth.**
2. **Teacher training in the topics of gender equality and inclusion, as they are the key actors in ensuring the learning of the youth in TVET.**
3. **Implementation of the policies in the form of institutional-level gender equality and disability inclusion policies, as they form a framework for the practicalities in the TVET institutions.**

- 4. Include gender equality and disability inclusion expertise in all actions in the project (including when tendering).**

## 5. Gender Equality and Inclusion Plan for the *Youth Employment and Vocational Training II* Project

The first draft of the Plan was elaborated in the participatory method on 9<sup>th</sup> of June with GIZ project staff and after the commenting round it was further elaborated with the GIZ project staff on 20<sup>th</sup> of July in Nairobi.

After recognizing the recommendations that arose from the desk study, field interviews, and the trainings, the findings were reflected against the Project goals. Project goals regarding gender equality and inclusion in the project are the following:

### Module Objective Indicator 3

6,000 students have enrolled in a c-TVET training programme, 40 % of them are women, and 1 % young persons with disabilities.

- Base value: 198 total students, 51 women, and 2 persons with disabilities
- Target value: 6,000 total students, 2,400 women. and 60 young persons with disabilities (10/2026)

### Output Indicator 3.1.

At 90 % of the participating 60 TVET schools, gender and inclusion committees have each taken 2 concrete measures, based on recommendations by the National Gender Policy on TVET, to strengthen inclusion in cooperative training programs.

- Base value: 0 TVET schools, 0 measures each (the National Gender Policy on TVET is still in development)

Target value: 54 TVET schools, 2 measures each (12/2026)

### Output indicator 4.2

7 training courses for in-service TVET personnel on c-TVET are offered by KTTC in a continuing education catalog, *1 of them on the topic of inclusion* and 1 on environmental standards.

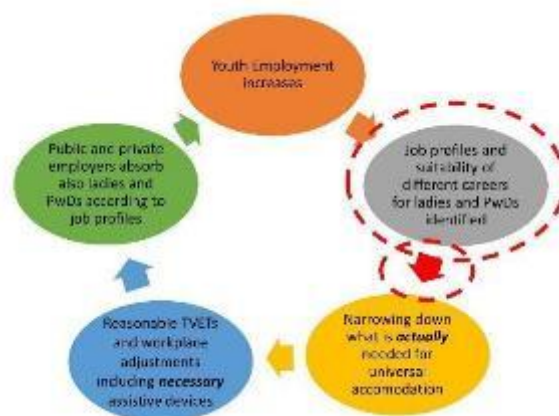
- Base value: 0 training courses on c-TVET (KTTC offers other training courses, but not on c-TVET)
- Target value: 7 training courses on c-TVET, incl. 1 on inclusion and 1 on environmental standards (12/2024)

### Output 4

- Advice on embedding gender and inclusion in training courses of KTTC for c-TVET



Furthermore, the project aims to have a longer-term impact on gender equality and inclusion in TVET and labor market in Kenya, not only to cover the specific outputs of the project. The reflections are visioned to have an impact on the whole society in a wider spectrum as well. The concepts of women as weaker performers and employing Persons with Disabilities as a signal of charity work are aimed to change into equality in the labor market and dignity in perceptions. Both objectives have an impact on more fluent employment paths, decrease unemployment and thus poverty among ladies and Persons with Disabilities, and have a positive and sustainable change in Kenyan society. This aim is to be narrated in the fifth objective of the Plan.



## The Workplan

	Objectives	Activities on how to reach the objectives	Baseline and targets	Timeline	Person(s) responsible in GIZ & with whom
1	40% female trainees F 51->2400 by 10/26	1.1. Find target groups through existing GOK structures (officials in the state department of youth at the county & sub-county levels)	51 2400	Jan 2024	Project Team
		1.2. Organize women's career days in high schools, two per year, combined with career day for Persons with Disabilities.	7 sessions in different regions	Feb and May each year	Project Team, TVET schools, TVET working groups at the county level, MoE
	2.3	1.3. Targeted communication strategies that promote the benefits of equipping women with skills in STEM: role models, developing videos/photos Role models to be part of the career days in high schools Develop together with 2.3.	5 strategies, e.g. videos of role models excelling in TVET, etc.	Develop annually, check bi-annually	Communications
		1.4. Advertise through organizations promoting women/ gender mainstreaming (e.g. WITED, Women in MUF, NIGEE, and	0 advertisements shared	Jan 2024	Project team; Comms, TVET experts, PSE, BMOs

		other women empowerment organizations)	10 organizations reached with advertisements		
		1.5. Include wider options of courses, e.g., hospitality, ICT, hairdressing, etc.	5 new courses identified	Oct 2023	Project team – TVET Experts
		1.6. Sensitization of the private sector to provide training slots and employ female trainees and persuade the companies to have gender-friendly facilities, form TBD	Agreement with BMO and KEPSA, KAM	April and August each year	Private sector team
		1.7. For each May & September intake provide targets to each TVET School on the female number of students for intake and follow up for report back to GIZ (40%)	51 2400	March & July each year	Project Team – TVET Expert/MoE
2	1% of trainees with a disability 2->60 TwD by 10/26	2.1. Mapping disabilities to respective vocations by developing a database/matrix and elaborating job profiles which include which disabilities are not restrictive (positive and inclusive formulation	0 1 Matrix developed 10 Job profiles elaborated	March 2024	NCPWD & TVET team, Consultant working with Private sector team, BMOs
		2.2. Advertise through organizations promoting Persons with Disability, e.g. NVPWD database, national government admin. officers in the communities, through NCPWD county offices, through visits to high schools and high schools for students with disability, through NGOs that work with Persons with Disability (to be identified), NEETs assessed in KISE	0 advertisements shared 10 organizations reached with advertisements  2 Persons with Disabilities 60 Persons with Disabilities	Twice annually for May & September intake	A consultant working with NCPWD, NGOs + TVET team
		2.3. Increase visibility through <ul style="list-style-type: none"> <li>- social media posts</li> <li>- role models' presentations</li> <li>- company presentations (who employ Persons with Disabilities)</li> <li>- disability &amp; gender inclusive campaign material</li> </ul>	0 visibility actions 4 visibility actions per year  2 Persons with Disabilities	Regular (intake days, info days, impact sharing)	Comms, MK, TTIs, companies

		Develop together with 1.3.	60 Persons with Disabilities		
		2.4. Organize sensitization meetings for industries to take in Persons with Disability Champions, success stories, pointing out the advantages, campaign material, staff meetings for awareness, sharing of good practices, support in implementation, identifying the micro-skills	0 meetings  2 meetings annually (May & Sept intakes)	Oct 2023	Private sector & BMO, Communication
		2.5. Define the process of acquiring the disability cards for the trainees	0 process descriptions  1 process description	12/2023	Project Team, NCPWD, TVETs
3	Two concrete measures for gender & Inclusion mainstreaming taken in TVETs by 12/2026	3.1. Participate in the Development of an implementation guideline for model gender policy with the NGEC	0 Implementation guideline  1 Implementation guideline	12/2023	GM, IO, NGEC
		3.2 Follow up that all the 60 TVETs have their own domesticated gender mainstreaming and disability inclusion policy in alignment with the new implementation guideline	X gender policies  60 updated or new gender policies	8/2024	GM, IO, NGEC
		3.3. Each TVET School has picked two measures from their policy, which are relevant in alignment to their conditions/ context to implement during this project phase	0 measures  120 measures (2 per TVET School)	12/2024	GM, IO, NGEC
		3.4 Organize technical and financial support according to the measures they have picked	0 measures  120 measures (2 per TVET School)	12/24  monitored annually, 12/26	GIZ project, TVET institutions, SDTVET, NGEC, NCPWD
4	Gender and Inclusion Embedded in KSTVET Courses	4.1. Develop a course for gender mainstreaming & disability inclusion for TVET Teachers & In-Company Trainers together with KSTVET	0 course  1 course for TVET Teachers	12/23	KSTVET, GIZ, experts (HAMK)

	by 12/26		1 course for In-company trainers		
		4.2 Organize trainings for TVET Teachers and In-company trainers	0  1,800 trained (both teachers & in-company)	8/26	KSTVET, GIZ
5	Sustainability of embedding gender equality and inclusion in TVET (after the project cycle)	5.1. Highlight the positive long-term systemic impact seen due to the project results in the form of a chapter on an Impact analysis and recommendations for the future included in the mid-term report and Final report of the project	0  2 reports (chapters)	12/2026	GIZ Project Team
		5.2. Organize bi-annual fora for stakeholders to facilitate networking between the private sector, TVETs, ministries, KSTVET, KISE, NGEC, NCPWD, etc. with different topics and forms (meetings, project seminars, forum)  5.2.1. Reorganize the project budget/request for budgeting this activity within the project.	0  2 per year  0  1 budget or merge with 2.2./2.4.	12/2026	GIZ project team and Communications

**Two concrete measures for gender & Inclusion mainstreaming taken in TVETs can be, e.g.:** setting up nursing spaces or childcare facilities for students/teachers with small children, removing attitudinal or other barriers for participation of women students/teachers and students/teachers that are persons with disabilities, purchasing learning assistive devices for hearing-impaired people to participate in the classroom, ensuring barrier-free access for physically disabled people, reviewing learning materials for gender-sensitivity and inclusion, building separate washrooms, and washrooms accessible with wheelchairs, build ramps or organize teaching in the first-floor classrooms, easy access to and within training sites and devices, safe transport to and from the TVET institution, safe and accessible boarding houses/female-only hostels, establishing disability support unit/disability committee, establishing career guidance counseling unit for orientation and support the needs of ladies and PwDs, facilitate the personnel's access to further training/CPD, modifying assessment and exam conditions, accept flexible participation and timings, etc.

**Reasonable workplace accommodations can count, e.g.:** informing the whole staff on ladies or trainees with disabilities coming on board, identifying the essential elements/functions of the job and job profiles and separating what is unessential (suitability of work for ladies and PwDs on the skills, talent and ability bases), setting up accessible and separate washrooms, changing rooms, nursing spaces or childcare facilities for trainees with small children, removing attitudinal or other barriers for participation of ladies and trainees with disabilities, ensuring barrier-free access for physically disabled people, and washrooms accessible with wheelchairs, build ramps, access to and within in-company training sites, facilitate the

personnel's access to further training/CPD, accept flexible working hours, working place and tasks, clearance of the job profile definition process and the process for reasonable adjustments, create mechanisms to attract the diverse workforce and creating inclusive company culture, etc. The concepts of reasonability, disproportionate burden, and undue hardship convey the idea that employers can be expected to incur some expense or inconvenience when making accommodations, but that there will be a point at which these become excessive and unreasonable (UNCRDP).

## Timeline

	Timeline	2023				2024				2025				2026			
	Activities	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
1	1.1. Find target groups through existing GOK structures					x											
	1.2. Organize women's career days in high schools, two per year					x	x			x	x			x	x		
	1.3. Targeted communication strategies			x		x		x		x		x		x			
	1.4. Advertise through organizations promoting women/ gender mainstreaming					x											
	1.5. Include wider option of courses, e.g., hospitality, ICT, hairdressing, etc.			x													
	1.6. Sensitization of the private sector		x	x			x	x			x	x			x		
	1.7. Provide targets to each TVET		x	x			x	x			x	x			x		
2	2.1. Mapping disabilities to respective vocations					x											
	2.2. Advertise Bythrough organizations promoting Persons with Disability			x			x	x			x	x			x		
	2.3. Increase visibility			x		x		x		x		x		x			
	2.4. Organize sensitization meetings for industries			x													
	2.5. Define the process of acquiring the disability cards for the trainees				x												
3	3.1. Participate in the Development of an implementation guideline				x												
	3.2 Follow up that all the 60 TVETs have their own domesticated policy							x									
	3.3. Each TVET School has picked two measures from their policy								x								
	3.4 Organize technical and financial support								x								
4	4.1. Develop a course for gender mainstreaming & disability inclusion				x												
	4.2 Organize trainings for TVET Teachers and In-company trainers (KSTVET)															x	
5	5.1. Impact analysis chapter				x				x				x				x
	5.2. Organize bi-annual fora for stakeholders				x		x		x		x		x		x		x

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### Annex 1 References

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<http://yhdenvertaisuus.finlex.fi/en/syrjimattomyystesti/>



<http://yhdenvertaisuus.finlex.fi/en/?print>

## Annex 2 Concepts

- **Gender:** The social roles allocated respectively to women and to men in particular societies and at particular times. Such roles, and the differences between them, are conditioned by a variety of political, economic, ideological, and cultural factors and are characterized in most societies by unequal power relations. Gender is distinguished from sex which is biologically determined.
- **Gender Mainstreaming:** The process of assessing the implications for women and men of any planned action, including legislation, policies, or programs, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of policies and programs in all political, economic, and societal spheres so that women and men benefit equally, and inequality is not perpetuated.
- **Gender Equality:** A situation where women and men have equal conditions for realizing their full human rights and potential; are able to contribute equally to national political, economic, social, and cultural development; and benefit equally from the results. The concept of Gender Equality, as used in this policy framework, takes into account women's existing subordinate positions within social relations and aims at the restructuring of society so as to eradicate male domination. Therefore, equality is understood to include both formal equality and substantive equality; not merely simple equality to men.
- **Gender Equity:** Refers to the fair and just distribution of all means of opportunities and resources between women and men.  
Source: National Policy on Gender and Development 2019
- **Disability** means a physical, sensory, mental, or other impairment, including any visual, hearing, learning, or physical incapability, which impacts adversely social, economic, or environmental participation.  
Source: Disability Act 2003
- **Inclusion** means that people with and without disabilities participate in an activity together and interact on an equal basis. It covers access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public.  
Source: ILO 2013.
- **Universal design** means designing of products, environments, programmes, and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. It does not exclude the need for assistive devices, adaptation, or specialized adjustments based on the particular needs of an individual, consistent use of universal design will reduce the need for these types of adaptations in many cases.  
Source: UNCRPD 2006.
- **Reasonable accommodation** is designing specifically for an individual and what he or she requires in a specific learning, work, or other situation. It means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.  
Source: UNCRPD 2006.

**In a broader definition agreed to follow in this project,** different types of disabilities or impairments or other characteristics of the trainee acquiring special support are, e.g., asthma, autism, ADHD, dyslexia, dysgraphia, and dyscalculia, gastrointestinal disorders, low-vision, dwarfism, dyspraxia, epilepsy, mental illness, intellectual impairment, speech and language disability, color blindness, panic attacks, Tourette's syndrome, tic disorders, bipolar disorder, anxiety, odd, restless legs syndrome, Asperger's, Rett syndrome, childhood disintegration disorder, pervasive development disorder, eating disorders, post-traumatic stress disorder, psycho-social disability, schizophrenia, auditory processing disorder, language processing disorder, nonverbal learning disabilities, etc. **Furthermore, it is worthwhile to notice that many Persons with Disabilities will not require any accommodation.**

## Annex 3 Field visits and interviews



# Promotion of Youth Employment and Vocational Training Project

## Gender & Inclusion Assignment in Kenya

**Dates: 3<sup>rd</sup> May to 18<sup>th</sup> May 2023**

DATE	TIME	ORGANIZATION/ TOPIC	PARTICIPANTS	VENUE
03.05.2023	02:00pm - 04:00pm	GIZ TVET Project <i>Brief overview of DUAL TVET project and clarification of the assignment</i>	GIZ Project team	GIZ TVET Project office - Dunhill Towers on 15 <sup>th</sup> Floor
04.05.2023	09:00am - 12:00am	Nairobi Technical Training Institute <i>DUAL TVET at the School</i>	Nairobi TTI team	Nairobi TTI - Park Rd, Nairobi
	14:00pm - 17:00pm	CMC Motors Group <i>DUAL TVET at the Industry</i>	Technical Training Manager at CMC/ Students on Dual TVET	CMC office, Lusaka Rd, Nairobi
05.05.2023	10:00am - 12:00pm	GIZ SRMO Office <i>Security briefing</i>	GIZ SRMO Team	GIZ SRMO Office -Riverside Square, Nairobi
	02:00pm - 04:00pm	Karen Technical Training Institute for the Blind <i>TVET &amp; Inclusion at the school</i>	Karen TTI team	Karen TTI - Karen Rd, Nairobi
08.05.2023	09:00am - 11:00am	Ministry of Education State Department for Vocational & Technical Training <i>Strategies, Policies &amp; Practices for Inclusive TVET</i>	Vocational & Technical Training Team	Telposta Towers, Nairobi

	02:00pm - 04:00pm	Kenya School of TVET (formerly KTTC) <i>Inclusive TVET for trainers</i>	KSTVET team	United Nations Ave, Nairobi
<b>09.05.2023</b>	08:00am - 03:00pm	Travel to Western Kenya by Road Arrival & check-in to hotel	Delegation from Finland	Kisumu Town
<b>10.05.2023</b>	08:00am - 10:00pm	Travel to Nyamira County	Delegation from Finland and GIZ	Ekerubo Gietai Technical Training Institute (EGTTI)
	10:30am - 12:30pm	Meeting at Ekerubo Gietai TTI <i>DUAL TVET at the School</i>	DTVET Committee	
	02:00pm - 04:00pm	Mogeni Tea factory <i>DUAL TVET at the Industry</i>	Management and trainees	Nyamira
<b>11.05.2023</b>	08:00am - 10:00pm	Travel to Siaya County	Delegation from Finland and GIZ	Bondo, Siaya County
	10:30am - 12:30pm	St Joseph's Technical Training Institute for the Deaf – Nyangoma <i>TVET &amp; Inclusion at the school</i>	St. Joseph's management team	
	02:00pm - 04:00pm	Nyanza Initiative for Girls Education and Empowerment (NIGEE)	NIGEE Team	Kondele, Kisumu County
<b>12.05.2023</b>	08:00am - 03:00pm	Travel back to Nairobi by Road Arrival & check-in to hotel	Delegation from Finland	Nairobi
<b>15.05.2023</b>	08:00am - 11:00pm	Mini workshop with Private Sector representatives <i>Discussion on dual TVET &amp; Inclusion at the industry (use guiding questions)</i>	Business Member Organizations (KAM, KEPSA, FKE, KEMRA) and Four Companies	Breakfast at Hotel (TBC) Nairobi
	02:00pm - 04:00pm	Kiambu Institute of Science and Technology (KIST) <i>DUAL TVET at the school</i>	KIST team	KIST, Kiambu road

<b>16.05.2023</b>	09:00am - 11:00pm	National Gender and Equality Commission (NGEC) <i>Discussion on the new Model Gender Mainstreaming Policy for the TVET Sector</i> <i>(with elements of Inclusion)</i>	NGEC team	NGEC offices, 5 Longonot Rd, Nairobi
	02:00pm - 04:00pm	Kenya Institute of Special Education (KISE) <i>Discussion on Inclusive Education Practices in the TVET Sector</i>	KISE team	Thika Superhighway Exit 8, off Kasarani-Mwiki Rd
<b>17.05.2023</b>	09:00am - 11:00pm	National Council for Persons with Disabilities (NCPERSONS WITH DISABILITY) <i>Discussion on Inclusion for PERSONS WITH DISABILITY in TVET Training &amp; Employment</i>	NCPERSONS WITH DISABILITY team	Kabete Orthopedic Compound, Waiyaki Way, Nairobi
	02:00pm - 04:00pm	Sightsavers Kenya <i>Sharing on their inclusive education programmes</i>	Sightsavers Kenya	George Padmore Road, Nairobi
<b>18.05.2023</b>	09:00am - 11:00pm	Personal Reflection session		
	02:00pm - 04:00pm	Debriefing session with the GIZ TVET Project team	GIZ Project team	GIZ TVET Project office - Dunhill Towers on 15th Floor

#### Annex 4 Trainings

Between 5-16 of June, four gender equality and inclusion training took place in Kempinski Villa Rosa, Nairobi. The target groups and the contents of the trainings were formed based on the desk study and the interviews. All the trainings used participatory methods and aimed to create concrete results. In all trainings, the idea was to teach stakeholders the skills, knowledge, and attitudes to help the project to achieve its goals.

*5<sup>th</sup> of June: Industry representatives, 22 participants.*

Based on the findings it seems that the industry has some experience in hiring women, but no experience in hiring people with disabilities. The training focused on increasing general awareness and the benefits of hiring women and Persons with Disability.

	Monday 7th June Industry Partners
8.30–9.00	Morning Tea & Registration
9.00–10.30	Welcoming, Presenting the participants and the goal of the day. Introduction, Presenting the best practices Workshop 1: “What skills are required for someone working in your industry?”
10.30–11.00	Coffee Break
11.00–13.00	Workshop 1: continues Workshop 2: gender mainstreaming. The team works: ” Gender friendly infrastructure”, Sexual harassment in the workplaces”, “TVET centers and the Industry cooperation”
13.00–14.00	Lunch
14.00–16.00	Workshop 3: “Defining the benefits of hiring more female”, “Defining the benefits of hiring people with disabilities”, “What kind of in-company training would you need to accommodate a) female b) Persons with Disability
16.00	Afternoon Tea & End of the Day



*6-8 of June, Ministry of Education, State Department for TVET Gender Committee, 7 participants.*

Based on background research the idea was to train the committee to be able to support the women and Persons with Disability in TVET sector. However, it turned out that the committee was quite recently nominated, and there was a lack of general knowledge on gender issues and a proper working plan for the committee. There is a separate committee for inclusion. Therefore, the training was modified to help the committee to build themselves a 5-year working plan in coherence with the Terms of Reference of the Committee, which did include also the same themes as the project.

	Tuesday 6th June	Wednesday 7 th June	Thursday 8th June
8.30	Morning Tea & Registration		
9.00–10.30	Welcome & presentations	Recap from Day 1 Deciding on the objectives	Recap from Day 2 Gender mainstreaming in TVET
10.30–11.00	Coffee Break	Coffee Break	Coffee Break
11.00–13.00	The current situation and SDTVET's role in the Gender and Inclusion Mainstreaming	Deciding on the baselines  Systemic approaches	Baseline surveys  Monitoring and evaluation
13.00–14.00	Lunch	Lunch	Lunch
14.00–16.00	Deciding on the Objectives and Building the Implementation Plan	Deciding on the activities & timelines	Feedback & way forward  Group Photo, certificates
16.00	Afternoon Tea & End of the Day		





*9<sup>th</sup> of June, GIZ Project Staff, 6 Participants*

The aim of the GIZ project staff training was to train the staff on the situation with gender and inclusion issues in TVET sectors and to work together to find the actions GIZ would choose in order to reach the project goals regarding gender and inclusion aims. With the participatory methods, the team was able to find and identify the main ideas on how to support the achievement of the objectives of the project and create a timetable for project time.

	Friday 9th June GIZ Project Staff
9.00-10.30	Objectives for the day Feedback from the training for the Industry representatives and SDTVET Gender Committee -> Introduction to the theme and challenges identified  Concepts of disability and gender
10.30-10.50	<b>Coffee Break</b>
11.00-13.00	Planning of the activities related to gender and inclusion mainstreaming in the project  Objectives, activities, timeline, person(s) responsible, monitoring and evaluation  Networks
13.30-14.00	<b>Lunch</b>





12-16 June, KS TVET, 12 participants

The aim of KS TVET training was to create two separate gender equality and inclusion trainings for them to deliver: a CPD training for TVETs gender committees and teachers and short training for company representatives and in-company trainers. For both trainings, the objectives, content, timetable, and resources were created through teamwork.

	Workshop on Gender & Inclusion mainstreaming training in TVET centers			Workshop on in-company trainers training	
	Mon 12th June	Tue 13th June	Wed 14th June	Thu 15th June	Fri 16th June
8.30	Morning Tea & Reg				
9.00-10.30	Welcome, presentations, warming up, and the objectives & methodology of the training  Introduction  The KSTVET's role in the TVET project	Recap from Day 1  Planning of the Sequence of the Training  designing the sessions  choosing the methods	Recap from Day 2  Planning continues  Choosing the evaluation methods	Planning of the In-company trainers training  Setting the aims  Deciding the contents & length  DUAL system & competence based TVET	Recap from Day 1  Planning continues  Choosing the evaluation methods  Creating the material
10.30	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
11.00-13.00	Planning of the training for TVET teachers:  Setting the aims  Deciding the contents & length	Planning the contents & creating the material  (including the inclusive curricula, teaching materials, and pedagogics check-list)	Planning continues  Packaging the training/ practicalities/ timetables	Planning of the Sequence of the Program  designing the sessions  choosing the methods	Planning continues  Packaging the training/ practicalities/ timetables  Presentations
13.00	Lunch	Lunch	Lunch	Lunch	Lunch

14.00-16.00	Planning continues	Group work continues & Presentations	Finalizing the Plan & presentations	Planning the contents Presentations	Feedback & way forward
16.00	Afternoon Tea & End of the Day				

