Digital Skills for Global Competitiveness

Dr. Chao Mbogho
Program Lead, KamiLimu
Background

- At least 65% of university students do not receive any mentorship outside the classroom.

- Criticism of the university education system in Kenya.
Background

- At most 30% of students in most Computer Science classes at Kenyan universities, are girls.
- At most 30% of qualified academics in Computer Science at Kenyan universities, are women.
Approach

Structured and impactful mentorship
Innovative curriculum
Tracked progress
Measured impact
I will be bold and challenge bias and inequality

#BeBoldForChange
<table>
<thead>
<tr>
<th>Methodologies to improve skills for female mentees</th>
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<td><strong>Research workshops</strong></td>
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<td>Increase participation of women in STEM research and academia</td>
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<td><strong>Scholarships</strong></td>
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<td>Train female students to write award-winning scholarship essays</td>
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<td><strong>Tech Community</strong></td>
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<td>Immerse students in tech events aimed at women in computing</td>
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<td><strong>Peer-mentorship</strong></td>
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<td>Strengthen support for students</td>
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Joy Bii, Internship at Nano Digital

Beth Wangari, Winner of a Lifetime Amazon scholarship

Lynet Kosgey, Outstanding commitment in peer mentorship

- The first female student from Kenya Methodist University received a full scholarship to attend the Grace Hopper Conference.
Main Lessons Learnt

- Structured and progressive mentorship programs upskill students towards global competitiveness.
- 50-50 programs provide a balanced environment where students learn to interact and work with each other.
- Female role models in professional positions are crucial for motivation of girls and women in STEM.
- Mentorship should not be based on digital skills alone but on providing skills that help students to: communicate their Science, work in teams, innovate, and contribute positively to their communities.