

# APSEA

# NEWSLETTER

April 20<sup>th</sup> 2023



## The Association of Professional Societies in East Africa



We are a joint Forum and an umbrella body of professional associations established in 1961 comprising of a corporate membership of thirty two (32) professional associations from diverse professional disciplines.

*Celebrating* **60** Years

of Professional Service and innovating to face new realities."



# CHAIRMAN MESSAGE

It is with pleasure and great acknowledgement of you all that I officially introduce the first APSEA Newsletter.

APSEA was established in 1961 as an umbrella body of professional Associations in the then East Africa protectorate. The main aim was to maintain, advance and advocate for the highest professional standards and ethics in the public interest and to promote the interests of the members both regionally and internationally. This is achieved through among other strategies; lobbying to improve conditions for the promotion of professional services export, and policy and legislation formation. APSEA continues to provide the much needed link between the government and professionals especially in cross cutting issues through the Public-Private Sector Partnership Programme.

We hereby brief you on APSEA developments through this newsletter.

The following members are the Editorial Committee;

- CS. Oscar Juma-Professional Business Development Committee
- Maryanne Omondi- Professional Business Development Committee
- Mbeti Michuki- Professional Development and Education Committee
- Jackton Olachi- Professional Development and Education Committee

**Mr.Felix Okatch,EBS**

*Chairman, Association of Professional Societies in East Africa (APSEA).*

*APSEA was established in 1961 as an umbrella body of professional Associations in the then East Africa protectorate.*



**ASSOCIATION OF PROFESSIONAL SOCIETIES IN EAST AFRICA (APSEA)**

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**PRESS STATEMENT  
FOR IMMEDIATE RELEASE**

**24<sup>TH</sup> March 2023**

**THE ASSOCIATION OF PROFESSIONAL SOCIETIES IN EAST AFRICA (APSEA) CALL FOR POSITIVE DIALOGUE BETWEEN GOVERNMENT AND OPPOSITION LEADERS**

The Association of Professional Societies in East Africa (APSEA) is calling upon President Dr. William Ruto, Opposition Leader Rt. Hon. Raila Odinga as well as other key stakeholder to engage in positive dialogue in a bid to save our beloved country.

APSEA is advocating for peace, tranquility and tolerance for the sake of over 50 Million Kenyans even as Azimio la Umoja One Kenya Alliance has declared to hold weekly demonstrations in the country every Monday and Thursday.

As we accord respect to our constitutionally elected leaders we also acknowledge the fact that Kenya has made a significant political, social and economic strides over the years which has remained our strongest pillar for stability since independence.

However, Kenya as other third world nation, has encountered a number of challenges which have led to high poverty rates, social inequality, unprecedented youth unemployment and high cost of living. These socio-economic challenges have made it very difficult for the ordinary mwananchi to put at least two meals on the table each day. With this in mind, we ask our leaders to be cautious about their body language and uncalled for utterances.

APSEA therefore appeals to both the government and oppositions top hierarchy to engage in constructive dialogue and find a lasting solution that will promote peace, stability and economic development in the country.

Even as Article 37 of the Kenya's 2010 Constitutional gives every person a right to peacefully assemble, demonstrate, picket and present petition to public authority, as a country we cannot afford any more mass protest, given that on Monday one Kenyan lost his life, several others were injured and properties were destroyed. It is our estimation that the declared demonstrations will further cost the country over Kshs. 4 billion each week.

We at APSEA appeal to the Government and the opposition alike to work towards uniting the country as the recent explosive political and economic environment trends have resulted to the free fall of the shilling against other major world currencies.

APSEA appeals to all Kenyan to maintain peace as they go about their normal business in order to grow the economy and create employment opportunities and maintain peace which will eventually attract local and foreign investors.

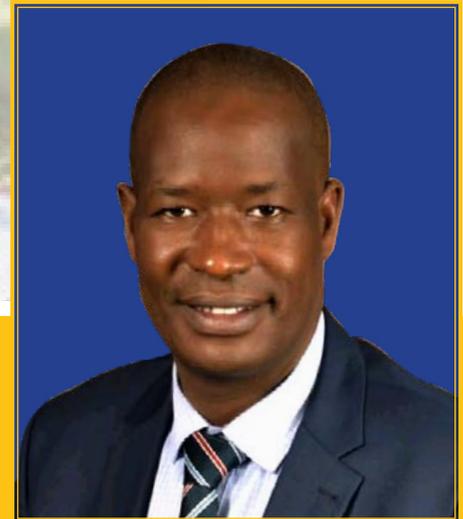
Finally, on behalf of the professional bodies in East Africa, APSEA takes this opportunity to reach out to the government and opposition politicians to moderate their public utterances that can cause discord and disunity in our beloved country.

**Mr Felix Okatch, EBS**

*Chairman, Association of Professional Societies in East Africa*



*Pupils at Mboti Sunrise Primary School work on their competency-based curriculum assignment under a tree in September last year.*



## Are our universities ready for the Competency-Based Curriculum?

Monday, March 27, 2023

By **Nicholas Letting**

When the Competency-based Curriculum (CBC) was designed by the then Kenya Institute of Education (KIE), the precursor to the Kenya Institute of Curriculum Development (KICD) way back 2012-2013 and later launched in 2017, the country's education sector was introduced to a new, revolutionised system that was expected to meet global education standards while creating self-reliant graduates. I had the privilege to serve on the Councils of both KIE and KICD when CBC was formulated and designed by the diligent and dedicated brains at KICD with wider stakeholder engagements.

Indeed, going by the adept planning of the CBC curriculum, many believe that the success of our educational institutions is hinged upon the success of CBC. The question that begs then is, are the universities ready for the future CBC learners post-secondary education.

To understand CBC, let us see how it has been structured: CBC has five levels, namely, pre-primary education (two years) that is pre-primary 1 and pre-primary 2, commonly known as PP1 and PP2, lower primary (Grade 1 to Grade 3) expected to run for three

years, upper primary (Grade 4 to Grade 6) and is expected to run for three years, lower secondary (Grade 7 to Grade 9) and is expected to run for three years and finally senior school (Grade 10 to Grade 12) which is expected to run for three years. The recent decision to retain Grade 7 to 9 in the primary section has been received with mixed reactions by various stakeholders.

### Senior school

After the learners' sail through senior school, it is inevitable that they will join universities. And here is where the real questions begin. Are our universities ready for CBC?

The reforms the government has initiated in basic education institutions will inevitably require fundamental changes in higher education. This is because the first crop of CBC students are expected to enter university in the next five or so years.

They will have unique academic characteristics. Universities need to get ready to receive and train them well to avoid culture shock for both the students and the teaching faculty. Some of the lecturers and professors who will be handling the first cohort of CBC at the University will be graduates of the 7-6-3 and the 8-4-4 systems.

Under the Basic Education Curriculum

Framework, the students get an educational experience that not only develops skills and knowledge but also requires that they apply them to real-life situations. University programmes, therefore, need to have advanced practical solutions to societal issues.

### 8-4-4 system

Universities must reform their education curriculum in readiness to receive CBC students for tertiary education. During the roll-out of the 8-4-4 system, universities were not adequately prepared to receive graduates from the lower levels, and chaos was witnessed when the first cohort of the 8-4-4 system was finally admitted.

It is imperative that we do not repeat the same mistake. All stakeholders — Ministry of Education, Teachers Service Commission, Kenya Institute of Curriculum Development (KICD), universities, teachers, and parents - should be actively involved in ensuring that CBC reaps success all the way to university. To begin with, there is a need to understand what the curriculum is about and what adjustments are needed at the higher education level.

Universities must also come up with a curriculum that can train teachers who can go back to junior schools and teach

learners competently in CBC; they can carry the mantle of CBC completely as teachers of the 21st century.

Practical-oriented CBC improves learning outcomes by allowing learners to advance based on their ability to master a skill or competence at their own pace.

Universities should embrace practical training wholeheartedly with the understanding that the theory of yore is now a bit obsolete under the spotlight of CBC.

It is incontestable that university-trained teachers of the future will need to be well-grounded soft skills, especially in digital technology, ethics, and integrity, have emotional intelligence and exercise collaborative, mentorship and leadership skills.

The universities of the future must be different from those of yesteryears in that they must adopt virtual tools and borderless learning territories.

Suffice it to say that in order to be

well prepared for CBC, the current university lecture room must be student-centric, employ online tools and gadgets should be characterised by active and collaborative learning.

The roles of university lecturers will be expected to change from the past when the tutor was the only source of information.

### Utilise technology

The lecturer will be required to embrace and utilize technology, be flexible to accommodate change, and be a researcher and lifelong learner. Testing and assessment of university students require continuous improvements.

CBC is emerging as a promising model for bridging the gap between graduates' training and employer needs and should be encouraged. By the year 2030 the current CBC Grade 6 candidates will be in the University and on their way to the labour market. Will the skills they will have learned at the University be relevant to the employers

of the day?

For this reason, it is time we encouraged masters and PhD students to research more on CBC and offer solutions to its adoption. It is also expected that the findings and recommendations of such research be implemented.

We must also deal with the question of funding. Universities have faced challenges in terms of funding and the sooner we find a solution to this problem the better. To prepare well for CBC higher education institutions must have enough resources. It is time universities become more innovative in finding new sources of funds as they prepare for CBC.

### Nicholas Letting

*Dr Letting (PhD) is the Secretary and CEO of Kasneb.*



*Celebrating*

*of Professional Service and innovating to face new realities.”*



# Essentials of Life Skills in the dynamic world

By Dr. Nicholas Letting, PhD, EBS,

Most individuals today are experiencing some level of crisis in life. Thousands of people, in many parts of the world, Kenya included life skills in families, schools or society, and for those who have often lack the resources to provide adequate life oriented skills.

At a time when quality education is perhaps more vital to one's life chances than ever before, young citizens as well as adults miss-out on the education needed to live fulfilling lives as grown-ups and to participate in and contribute to the world economy.

While there are a few things that every adult should learn naturally when growing up, it just happens that we all know someone who does not seem to have managed to get to grips with some, if not all of what we would term as essential life skills thereby explaining the need for teaching or offering life skills at all levels of education or cycle or stage of life.

## Important skills in the twenty first century

As we contemplate on this situation, it is important to review just how good should one be at problem solving, critical thinking, communicating effectively, decision-making, creative thinking, interpersonal relationship skills, self-awareness building, empathy, and coping with stress and emotions? Life skills in this regard support personal growth, knowledge, and social capital and in the overall fosters positivity and kindness.

With the internet being such a useful innovation of our times, it would be argued that information on life skills has become much easier, faster and better to attain and would therefore be self-taught. However, that empowerment needs to be nurtured at all stages, whether young or old. A number of religious and training institutions have developed programmes termed as counseling, chaplaincy and mental

health awareness and coaching.

Since information accessed via the internet is unfiltered, it has opened up a complex information age with a wide range of stimuli. It can get young people into an emotional mess; exposing them to misinformation, cyberbullying, and other negative consequences affecting people in the modern age. To that extent, there is no doubt that children, young adults and even senior citizens need empowerment on real-life skills, now more than ever before.

## Critical thinking

According to the World Health Organization, life skills are psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and responsible manner.

While there is no definitive list of life skills, among them would range from Time management, Money management, Housekeeping, Communication, Positive self-image development, Growth mindset and self-improvement and Stress management. With the view that not all these all-encompassing skills should be home setting targeted, it is prudent that young people graduating from school with excellent scores also know about coping with reality.

Imagine what a world we would be living in, if the many student graduating knew not how to communicate effectively or can't handle money issues and are always in debt? While this situation exists, it would be too alarming if it persisted or let to continue. That is why parents and teachers alike should play an active role in preparing kids for the future. Where the school is concerned, that means doing more than merely teaching algebra and biology. While no one can downplay the importance of

good academics, it is just not enough without the necessary life skills.

## Digitalization for relevance

Learning life skills helps young and old people understand who they are and what they want out of life. Moreover, young people grow more aware of their own struggles and those of the people around them. Equipping youth with life skills deliberately exposes them to relevant skills that would also help in addressing systems, which fall short on the same. While looking at the future, these skills must go beyond technological competence, balance digital life with real life and build connections between people.

With the youngest population in the world, Africa now has the chance to transform its future. Considering that, more than 70 percent of the world population is under the age of 30, the promise for transformation through life skills remains untapped, hence the need to start training and nurturing them early. For one, many of these young people are either unemployed or underemployed with few prospects for decent and fulfilling work. Cited as one of the reasons for disconnect is the gap between youth life skills and the marketplace. On the other hand, the balance of 30 percent of the world population above the age of 30 also need to enhance their levels of emotional intelligence in order to remain useful to society through their contributions even at old age.

With the exponential rise in technological advancements, the life skills gap is widening. Technological ability is currently, considered the most important skill required to thrive. The value of technological competence cannot be underestimated. However, today's youth need to cultivate a new set of intelligence and skills to keep up with the lightning-pace of this changing world.

## Lifelong Learning

Life skills are the key to success for today's youth. Although young people around the world are more and more likely to pursue formal education, upon graduation, they often find that they are not adequately prepared for the world of work. For example, they require skills on how to relate with colleagues at workplaces.

In addition, we all can learn some

general life skills and we can learn some high-level skills. General life skills include confidence skills, decision-making skills, stress alleviation skills, adjustment skills in adversity, self-awareness skills, the skill of negative tendency towards wrongdoing, positive behavior and critical thinking.

In conclusion, we can all develop some high-level skills, which include excellent warmth and high mental level towards ourselves and those around

us, learning mental and physical relaxation, goal setting and problem solving, communication skills and social support. It is to be noted that the consequence of inability to learn appropriate life skills and adopt to them positively is rapidly creating the spectre of mental health challenges in the modern society that is full of hustles and bustles.

*DR. NICHOLAS K. LETTING is the Honorary Treasurer at APSEA,*

# 2022 | EVENT REVIEW



1. KIPPRA and Africa Center for Economic Transformation with stakeholder-**30<sup>th</sup> November 2022**



2. APSEA Gala dinner at the Safari Park hotel- **18<sup>th</sup> November, 2022**



3. Senior Vice Chairman-APSEA, Kenneth Kariuki with former President of the Republic of Tanzania- **H.E Jakaya Mrisho Kikwete**



4. NCA Excellence Awards and Gala dinner-**27<sup>th</sup> January 2023**





5. APSEA-KIPPRA MOU signing ceremony-27<sup>th</sup> January 2023



6. Engagement with KRA legal and strategic Affairs departments on interests in partnership with APSEA -15/3/2023



7. APSEA strategic Planning 2017-2022 retreat in Naivasha, November 2016.



## PUBLIC STATEMENT

### MISUSE OF THE TITLE ENGINEER (ENG.) BY INDIVIDUALS AND NON-REGISTERED ENGINEERS

Engineers Board of Kenya (EBK) is a statutory body established under Section 3(1) of the Engineers Act, 2011. The Board has an overall mandate of registration of engineers and Engineering consulting firms, regulation of engineering, professional services, setting standards, development, and general practice of engineering.

The Board has consistently noted the illegal use of the title of "Engineer" or "Eng." before persons' names who are not registered by Engineers Board of Kenya as professional engineers or consulting engineers as provided under section 26 of Engineers Act 2011.

Section 47 of the Engineers Act 2011 prohibits the use of the term "engineer" by unregistered or unlicensed persons. It states that Section 47(2)

- a. *Wilfully and falsely takes or uses in any way the style or form or title of "engineer" or "engineers" in describing his occupation or his business or any other names, styles, title, addition or description implying whether in itself or in the circumstances in which it is used, that such persons or body or persons is an "engineer" or "engineers"*
- b. *Displays any sign, board, card or other device or uses a prescribed stamp representing or implying that he is an engineer, commits an offence.*

This communication, therefore, serves to bring the above breach of the law to the attention of such persons and the public and direct such persons to cease and desist from impersonating as such therefore misleading the public.

The public is informed that a list of the **Registered Engineers** is annually published in the Kenyan gazette and can also be accessible from our website **[www.ebk.go.ke](http://www.ebk.go.ke)**

**Eng. Margaret Ogal, CE**  
**REGISTRAR/CHIEF EXECUTIVE OFFICER**  
**ENGINEERS BOARD OF KENYA**

**DATE: 8th December 2022**

## **NOTE TO THE EDITOR**

APSEA (The Association of Professional Societies in East Africa) is a joint Forum and an umbrella body of Professionals Associations established in 1961, comprising of a corporate membership of thirty (30) Professional Associations from diverse professional disciplines and over 500,000 individual professionals.

APSEA comprises of the following corporate members:

1. Architectural Association of Kenya-AAK
2. Association of Consulting Engineers of Kenya-ACEK
3. Chartered Institute of Arbitrators (Kenya Branch) (CIArb)
4. Environment Institute of Kenya- EIK
5. Geological Society of Kenya-GSK
6. Institute of Certified Investment and Financial Analysts-ICIFA
7. Institute of Certified Public Accountants of Kenya-ICPAK
8. Institute of Certified Public Secretaries of Kenya -ICPSK
9. Institute of Clerks of Works of Kenya-ICWK
10. Institute of Loss Adjusters and Risk Surveyors (IARS)
11. Institute of Quantity Surveyors of Kenya-IQSK
12. Institution of Engineers of Kenya -IEK
13. Institution of Surveyors of Kenya-ISK
14. Institute of Human Resource Management -IHRM
15. Insurance Institute of Kenya-IIK
16. Kenya Association of Radiologists- KAR
17. Kenya Institute of Bankers-KIB
18. Kenya Chemical Society-KCS
19. Kenya Dental Association-KDA
20. Kenya Institute of Food Science and Technology-KIFST
21. Kenya Institute of Management-KIM
22. Kenya Institute of Planners-KIP
23. Kenya Institute of Supplies Management-KISM
24. Kenya Medical Association-KMA
25. Kenya Meteorological Society-KMS
26. Kenya Society of Physiotherapists-KSP
27. Kenya Veterinary Association-KVA
28. Law Society of Kenya-LSK
29. Pharmaceutical Society of Kenya-PSK
30. Society of Radiography in Kenya-SORK



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