



**KENYATTA UNIVERSITY**

**WOMEN'S ECONOMIC EMPOWERMENT HUB**

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***IMPACT OF APPRENTICESHIP, INTERNSHIP AND MENTORSHIP (AIM)  
PROGRAMMES ON EMPLOYMENT OF YOUNG WOMEN***

**A REPORT ON THE WEBINAR HELD ON FRIDAY 27<sup>TH</sup> AUGUST 2021**

## 1.0 EXECUTIVE SUMMARY

Kenyatta University, through a research grant from Bill and Melinda Gates Foundation (B&MGF) has recently established a Hub on Women's Economic Empowerment (WEE). This Hub is building evidence on what works for WEE. The numerous projects in the Hub are evaluating either policies or on-going programmes that target WEE.

One team of ten researchers is undertaking a project entitled: ***“Impact of Apprenticeship, Internship and Mentorship (AIM) Programmes on Employment of Young Women”*** under the broad theme that is addressing Skilling and Mentorship. This is an evaluative study that is aimed at improving exposure of young women to work readiness programmes to enhance their employability and acquire valuable technical and professional skills while gaining relevant work experience. The study will evaluate Kenya Youth Employment Opportunities Project (KYEOP), Public Service Internship Program and Policy and STEM Mentorship Program for secondary school Girls in Kenya. The research study's primary expected outcome is to **“Increase Exposure of Young Women to AIM Programmes to 20% by 2025 to enhance their Employability.”**

In this endeavor, the KU-WEE Hub hosted a webinar on **Friday 27<sup>th</sup> August 2021 at 8.30 a.m. to 11.00 a.m.** The webinar was attended by government officers, non –governmental organizations, researchers and post graduate students. The ministries and organizations which were represented in the webinar were the Ministry of ICT, Innovation and Youth Affairs, Ministry of Education, Public Service and Gender, Forum For African Women Educationalists (FAWE) and United Nations Education, Scientific and Cultural Organization (UNESCO) representative. All the invited guests made rich presentations and provided a lot of the needed information.

## 2.0 WEBINAR PURPOSE AND OBJECTIVES

The purpose of the webinar was to bring together policy makers, stakeholders, researchers and advocacy groups. This was to enable the research team to present the study they are undertaking, gather information related to apprenticeship, internship and mentorship on the one hand, while the guest ministries and organizations were to share their experiences regarding the work readiness programs under study on the other hand, as they have been in the field for a longer time.

The objectives of the webinar was to collect information on policy terrain, successes of the programs, challenges and research gaps that can be filled by the current research from different stakeholders and draw a roadmap on how the programmes under investigation can be enhanced so as to produce the desired results of enhancing young women's employability.

## 3.0 WEBINAR CONCLUSIONS AND RECOMMENDATIONS

From the presentations by the various representatives of the invited organizations, it was evident that there exist gaps that need to be filled in the current policies and programs in regard to apprenticeship, internship and mentorship. It further emerged that there is lack of a national policy on STEM and the youths including women lack requisite skills and preparedness for the job market. In addition, it was evident that youth especially young women have paucity of opportunities to practice their professional, technical and entrepreneurial skills .To compound the

problem it emerged that government funding is insufficient to support work readiness programs.

The above notwithstanding, it was recommended that it is prudent for the research team to liaise with the respective ministries and other stakeholders so as to be able to access the relevant information and advice. Further, the research team was assured that the ministries and other stakeholders were ready to work with the research team, and be attending workshops and webinars during the 5 years research period in the process of solving the problems affecting the work readiness programs and policies which are instrumental to enhancing the employability of the youth and especially the young women who are the major focus of the research project.

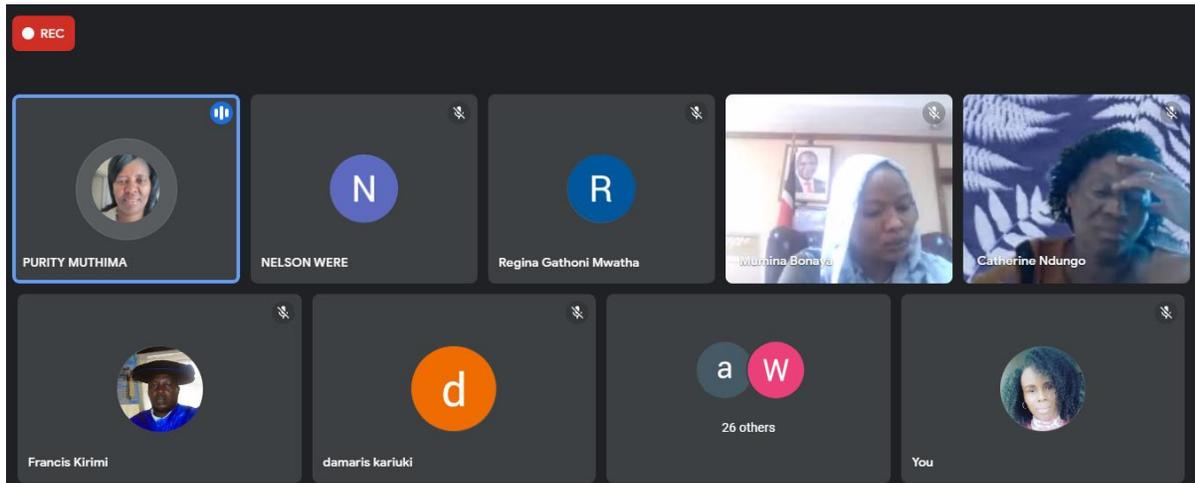
#### **4.0 STUDY CONTEXT**

The study seeks to assess the impact of work readiness programmes, specifically apprenticeship, internship and mentorship (AIM) in increasing women's employment probability or employability. Kenyan employers have raised concerns on work relevance of the skills possessed by young men and women joining the job market. Data in Kenya shows that women are the most affected in this regard. AIM programs have been introduced in Kenya to bridge the gap since they are meant to solve the challenge of non-readiness and unpreparedness for the labour market. Currently, data is lacking to show the impact of AIM programs for women's economic empowerment (WEE). The study therefore, hopes to assess the effectiveness of these work readiness programmes in securing formal and non-formal income generating activities and career progression from a gender perspective. It will also assess the mentorship program designed to encourage female students to pursue STEM fields and to facilitate School to Work Transitions (SWT) for young women. Public Service Internship Policy (2016) will be evaluated to establish its impact on young women's SWT and employment with a view to ensure WEE in Kenya. This study is anchored on the premises that there is hardly any empirical evidence in Kenya to show what works for WEE through AIM programmes and this is what this study envisages to establish. The study will be grounded on Social Relations Framework for Gender Analysis (Adapted from: ILO. 2010) This framework will be used alongside the Theory of Change which focuses on explaining the methods that need to be used for the envisaged project to yield the desired results as conceptualized in this study and to generate knowledge as to whether a program is effective or not. The study will be conducted through a non-experimental approach where both descriptive and inferential statistics will be used to generate, evidence. Both primary and secondary data will be used. Longitudinal research design will be adopted. Data collection instruments will include tracer surveys, administrative, individual and firm level questionnaires, interview schedules and focus group discussions. The study sample will comprise a group of young women and men that were exposed to work readiness programs and another group which was not. Snowballing method will be used. The data collected will be used to establish the impact of the work readiness programmes on women employment and income levels and career progression. Quantitative data analysis will be conducted using STATA while NVIVO software will be used in qualitative data analysis. Finally, to assess the impact of the Public Service Internship Policy 2016 on women's employment in Kenya, the study will use the retrospective survey methodology.

## 5.0 PRESENTATIONS AND FINDINGS

There were 6 presentations made in total. The first one was done by the host researcher, while the other five were done by the 5 invited guests as shown below:

### 1. Impact of Apprenticeship, Internship and Mentorship (AIM) Programmes on Employment of Young Women



*The study Principal Investigator, Dr. Purity Muthima makes her remarks*

The first presentation done was on the Impact of Apprenticeship, Internship and Mentorship (AIM) Programmes on Employment of Young Women, whose primary outcome is to increase exposure of young women to work readiness programmes to 20% by 2025 to enhance their employability. The presentation was meant to inform guests, researchers and students about the proposed research study to be carried out.

From the presentation, it was evident that research has shown that there is a positive relationship between work readiness and employment. In addition, literature reviewed shows that employers have raised concerns on work relevance of the skills imparted, non-readiness and unpreparedness for the labour market. More importantly, data in Kenya shows that women are the most affected due to their unpreparedness for the labour market compared to men. This is as a result of social, cultural and economic factors that have in the past limited exposure of young women to work readiness programs. Hence, women are left behind. Comprehensive research show the link in the phenomena is lacking.

The study is evaluating the impact of three programs namely Kenya Youth Employment Opportunities Project (KYEOP) apprenticeship program, Science, Technology, Engineering and Mathematics (STEM) mentorship program and Public Service Internship Policy (2016) that houses the public service internship programme

The impact study will use a non-experimental research design. Mixed method will be used where quantitative approach like regressions will be estimated. Qualitative analysis approach will apply change approach and human interest stories. Piloting will be done in Kiambu County and data will be collected in Nairobi, Mombasa & Kisumu Counties and targeting a sample of 600 respondents. For qualitative analysis, data models will be utilized. Specifically, regression

methods suitable for longitudinal data will be used. Qualitative analysis will involve Participatory Rural Appraisal (PRA) /Participatory Local Appraisal /PLA tools & techniques such observations and Transect Walks

Research findings will be disseminated through Publications in scientific journals, conference presentation and policy briefs. Success stories from graduates of apprenticeship, internship and mentorship will be documented. Media platforms like KUTV, Nation and Standard media and Community engagement awareness among others will be used for dissemination of project findings. Advocacy will be done by Research team and FAWE .The informed research evidence will influence both national and county policies; i.e Ministry of ICT, Innovation and Youth Affairs, Ministry of Education –Early learning and Basic Education Ministry of Public Service & Gender Affairs & Research team to work with the County Governors.

## **2. The Contribution of Kenya Youth Employment Opportunities Project (KYEOP) Program to the Kenyan Youths.**

It was done by Mr. Augustine Amayabi, the National KYEOP coordinator who represented Mr. Charles T. Sunkuli : PS- State department for Youth Affairs, Ministry of ICT Innovation and Youth Affairs

Kenya Youth Employment and Opportunities Project (KYEOP) is a transformational project that aims to empower and uplift the well-being of the youth in Kenya by equipping them with essential training, internship, and business grant opportunities. It is a Government project funded with a US\$ 150million (≈Ksh15billion) credit from the World Bank.

The youth who benefit from this programme are Kenyans aged between 18-29 years, have form four level of education or below and are currently unemployed and not currently enrolled in school or planning to join in the next 8 months

**KYEOP Implementing Partners are**The Ministry of ICT, Innovation and Youth Affairs (MIIYA),The National Industrial Training Authority (NITA) and Micro and Small Enterprise Authority (MSEA)

**KYEOP Objectives are improving** youth employability and earning opportunities

### **1. Training and Internship**

This component aims at providing targeted youth with training and work experience in the private sector with the goal of improving youth employment outcomes, it is jointly implemented by the Ministry of ICT, Innovation and Youth Affairs (MIIYA) and National Industrial Training Authority (NITA). KYEOP’s areas of focus during training are equipping the learners with Life Skills ,Core Business skills job Specific Skills Training and Training with a Formal Training Provider (FTP):and apprenticeship with a Master Craftsman:

The programme provides Business Support to the learners. Business Start-Up Grants, Business Development Servicesand Catalytic interventions for job creation –

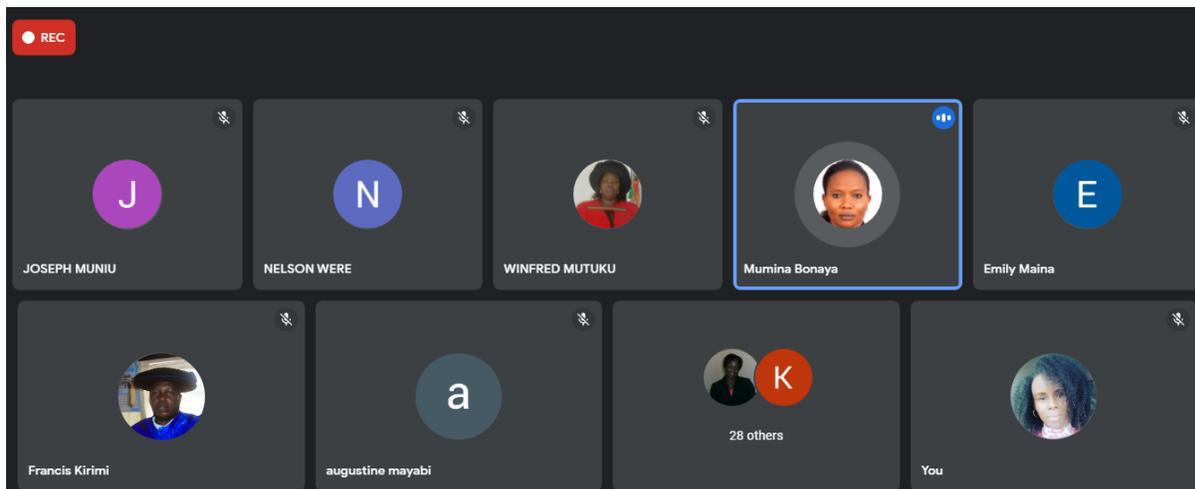
## Impacts of the Programme to Beneficiary Female Youth

The programme has adopted apprenticeship, internship and mentorship as a mode to influence youth empowerment. The following benefits have been accrued through the programme: It has provided an avenue for job specific skills and experience acquisition; through apprenticeship, the youth create contacts and linkages necessary to start up individual ventures; nationally certification is recognized by NITA; develops work-relevant attitudes, self-confidence, and self-awareness and improve personal management and goal setting skills; equips beneficiaries with knowledge and skills in areas relevant to their lives, such as sexual and reproductive health, nutrition, and their rights; mentorship has contributed highly to motivating and inspiring the youth to lead a more focused life that will ensure overall empowerment and poverty eradication of the youth and improves communication skills and teamwork leading to personal empowerment

Further ,it helps marginalized youth become less shy and develop more courage and drive in pursuing employment; financial literacy training harnesses the beneficiary knowledge on how to control and manage their cash and savings ; strengthens the capacity of the youth to set up their own businesses; Equips the beneficiaries with relevant technical skills and business skills that strengths their capacity to set up their own businesses or enter into the formal labor market; Beneficiary organizations through *Future Bora Initiative* have been provided with adequate resources to increase their capacity in supporting the vulnerable and at risk youth.

### 3. STEM Mentorship Programme Policy Landscape

*Ms. Mumina Gallo Bonaya : CAS- State Department for Early Learning & Basic Education and University Education Research, Ministry of Education*



*The Chief Administrative Secretary (CAS) Education, Ms. Mumina Bonaya gives her remarks*

The Chief Administrative Secretary (CAS) in the Ministry of Education Ms Mumina Bonaya presented a paper on Mentorship Programme Policy Landscape. Her presentation focused on

Mentorship policy, dissemination, and interventions for STEM, success stories and gaps. The focus of her paper was The Mentorship Policy for Early Learning and Basic Education 2019. She emphasized that the policy provides direction and coordination framework for effective and efficient delivery of mentorship services to all learners in basic education. The paper outlined achievements, interventions and the success stories in the STEM Programme.

According to the presentation, the major gaps are lack of coordination framework to protect learners from exposure to unchecked influence, unclear content vetting mechanism and unchecked personal growth.

#### **4. The Terrain of the Public Service Internship Policy and Internship Program**

*Presented by Dr Philemon Kiprono who represented the Director – Policy & Service Delivery Transformation-PSC*

The presentation was anchored on the fact that the government is committed to achieving economic social and economic development. It was also noted that for this to be realized, the government has to continue prioritizing the youth in nation building. It was on this basis that the Public Service Internship Policy and Programme were developed. Among the strategic interventions in this endeavour are Vision 2030, Youth and Big Four agenda and Government procurement policy which directs that 30% of all procurements should go to women and youth.

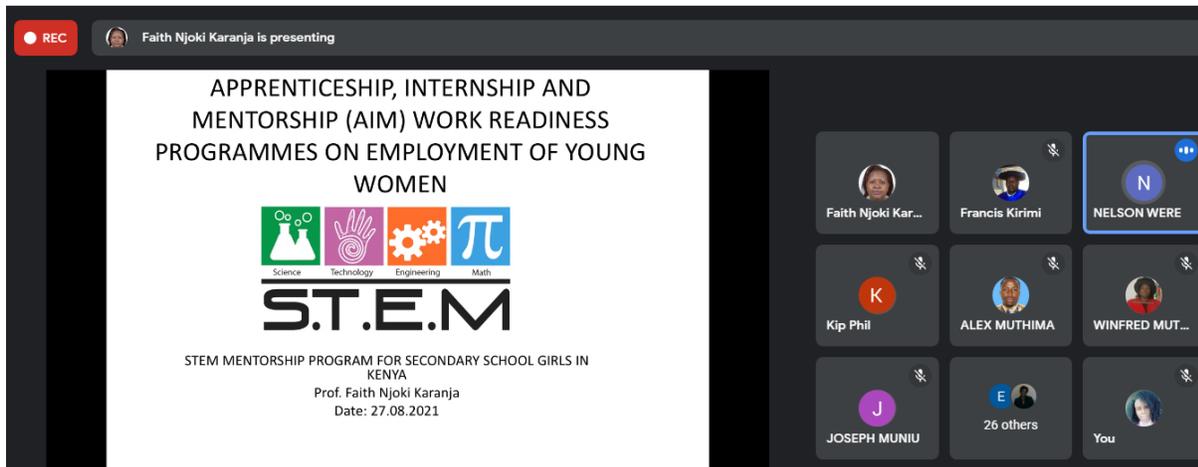
The objectives of the policy are to ensure a well-structured and coordinated internship programme, provide a framework applicable to all interns and ensure effectiveness and efficiency in implementing and management of the internship programme as well as provide a framework for monitoring, evaluation and reporting.

It is anticipated that once the youth go through the programme, they will enhance their employability, gain hands on experience, fulfill legal requirements for registration by professional bodies, develop a culture of long life learning as well as develop positive work habits and attitudes. Furthermore it is anticipated the initiative will establish a supply pipeline of skill to the public

Interns selection is based on merit and discipline, gender, ethnicity, disability and minority and marginalized

The future steps in the programme are to evaluate the impact of the first and the second phase so as to inform future policies. There are also efforts to engage more stakeholders to support the programme financially. It is also envisaged that the programme will become a model for other such future programmes.

#### **5. STEM Mentorship program for secondary school Girls in Kenya -represented UNESCO –STEM programmes ;Prof Faith Njoki Karanja-University of Nairobi, Chairperson-Department of Geospatial and Space Technology**



***Prof. Faith Njoki Karanja makes a presentation***

The presenter introduced the presentation by observing that 65% of the pupils in primary schools will undertake jobs which are not currently available according to World Economic Forum (2020). She also noted with concern that though more girls are attending schools than before, they are still under-represented in STEM subjects. She also noted that girls tend to lose interest in STEM subjects as they reach adolescence. In that case, she felt that there is need to debunk the myth that girls do not like science subjects among other gender stereotypes. She strongly felt that the trends can be reversed through investing in mentoring girls at an early age, enhancing teacher training and embracing gender responsive technology.

She explained that the aim of UNESCO-GOK STEM mentoring programme is to inspire and nurture the girls, provide role modelling and educate girls on the requirements. It also aims at enhancing the learning environment so as to instill the attitude among girls that learning STEM subjects is fun.

The Model of the programme is geared towards equipping learners with knowledge and skills through career talks in STEM so as to enable the girls to be innovative and seek to provide solutions to problems. The Model also exposes the learners to learning environments including applying STEM in industry. This is done through coding and robotics.

STEM also focuses on content coverage focusing on key actors mainly students, teachers, ministry officials, universities and industry so to assess the impact of the programme. Perceptions elicited from the actors are measured and used for policy advice

The assessment is done through concept development, data collection, analysis and interpretation after which conclusions are drawn and recommendations made. This is done in the 47 counties where the STEM programme is undertaken

From the assessment, the students who have transited to tertiary institutions feel that mentorship should be continued and a network of mentees be formed so that they can mentor others. They also suggested that those who transit to tertiary institutions and are pursuing STEM subjects should be offered scholarships. They also feel that the number of mentees in schools should be increased to enable them to reach out to a bigger population. Further, they opined that mentees should

include poor and best performers. In addition the mentees were of the opinion that the programme should reach out to extremely remote and poor areas as well as be cascaded to primary schools. They also suggested that beneficiaries be enlisted in the programme as proof that mentorship works.

For the mentees still in schools, they feel the programme should continue to enable more students to change their attitude. Further, they opined that infrastructure in schools should be enhanced so as to enable the learners to exploit their talents. This can be actualized by encouraging innovations through initiatives such as Science Congress with special focus on career guidance and career choices. Like their counterparts who have exited the programme, the incumbent students feel that both poor and best performers should be enlisted in the programme.

**6. Success Stories in Influencing Study Findings Implementation by the Policy Makers’ by FAWE: Ms Teresa Omondi: represented Deputy Director Rep. Executive Director**



**Ms. Teresa Omondi from FAWE makes her presentation**

The presentation was done by Madam Teresa the deputy director FAWE. The main focus was the FAWE’s scope of work, experiences and interventions and its readiness to support the dissemination of Kenyatta University Commissioned research. It came out that the main areas of focus include: demonstrative Interventions; advocacy and research. It was further expounded that the demonstrative interventions include: Comprehensive Scholarship packages; TVET Youth Empowerment Model; Tuseme Clubs (Swahili for ‘Let’s Speak Out’); STEM; Gender Responsive Pedagogy for Gender Responsive Schools and Mothers' clubs.

As far as FAWE’s Advocacy and policy engagement FAWE is concerned , it aims to; Build public awareness on the social and economic value of girls’ education; Influence MOEs and other policy makers to formulate and implement policies for better participation of girls in education since its competitive advantage is in Gender-responsive educational approaches models and interventions, FAWE Interventions and models known to transform and impact lives of women and girls in Africa – African based solutions to emerging issues in education and FAWE as a thought leader in women and girls’ education in Africa

Some of FAWES past engagements in Africa include : AU Gender Equality Strategy for CESA 2016-2025, Chair of Gender is my Agenda Campaign (GIMAC), Co-chairs of the African Union CESA Women and Girls Cluster and International Conference on Girls Education in Africa among others , while in the East African Community (EAC) it has Co-developed EAC GBV working Group together with EACSOE, MEMPROW and EAC Secretariat and Validation of the EAC Gender Policy. In Kenya FAWES has Partnered with MOE to develop the mentorship policy , school health 2018, School reentry policy guidelines for teenage mothers 2020, education and training gender policy Partnered with KICD on gender perspective of the current CBC curriculum among others .

FAWES promised to support the dissemination of Kenyatta University Commissioned research in packaging findings into policy statements/briefs and disseminate to key education stakeholders. Conduct mainstream media and social media campaigns from the findings of the research, Disseminate the data in key MOE and AU working groups on Education, Disseminate findings at Africa region forums/Platforms (CESA clusters, AU TVET Cluster) and FAWES National Chapters

## **7.0 Research Team**

1. Dr. Purity Muthima –P1;
2. Dr. Joseph Muniu- Co-P1;
3. Mary Mwangi ,
4. Dr. Winifred Mutuku,
5. Dr. Ruth Ngina ,
6. Patrick Muthungu ,
7. Dr. Wilson Muna ,

APPENDICES

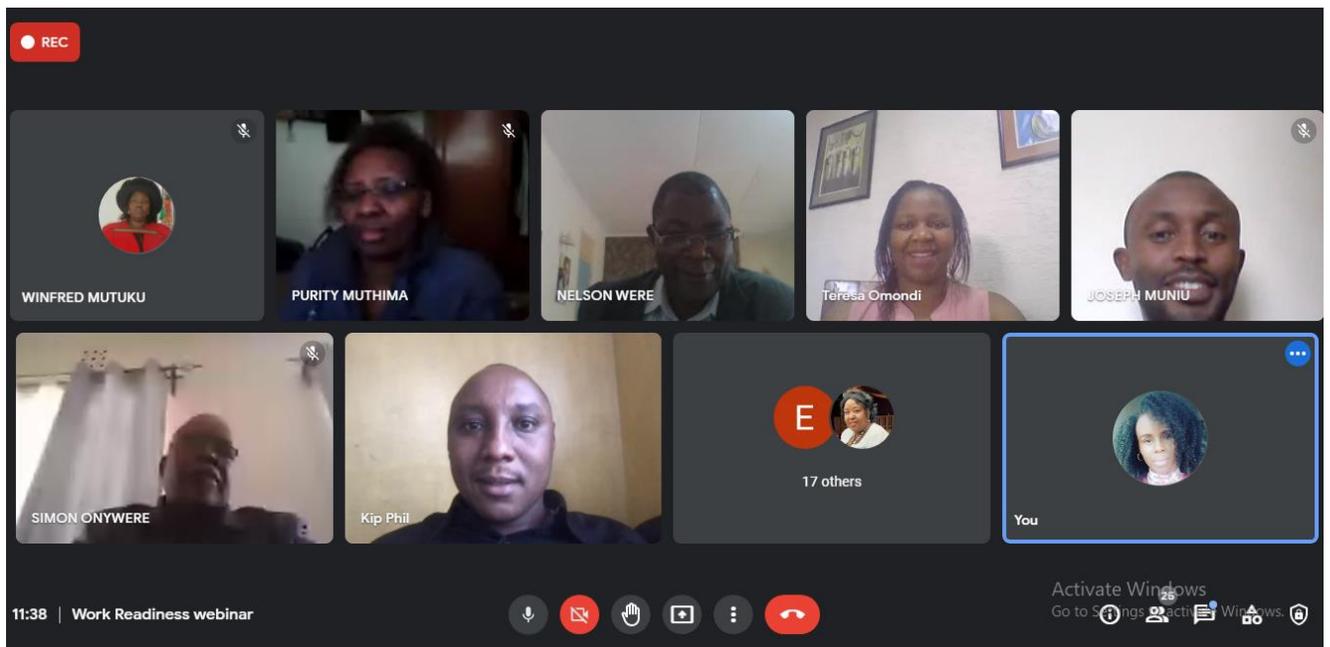
**8.0 APPENDIX 1: PROGRAMME**

**APPRENTICESHIP, INTERNSHIP AND MENTORSHIP (AIM) WORK READINESS PROGRAMMES ON EMPLOYMENT OF YOUNG WOMEN**

<b>Friday 27<sup>th</sup> AUGUST 2021: Session Chair : Professor Nelson Wawire</b>	
<b>8.45-9.00 am</b>	Arrival and Registration –Dr Susan Kiambati
<b>9.00-9.05</b>	Welcome Remarks - Dr Regina Mwatha- Hub Leader
<b>9.05-9.20</b>	Impact of Apprenticeship, Internship and Mentorship (AIM) Programmes on Employment of Young Women  <i>Dr Purity Muthima –PI</i>
<b>9.20- 9.35</b>	The Contribution of Kenya Youth Employment Opportunities Project (KYEOP) Program to the Kenyan Youths  <i>Mr. Charles T. Sunkuli : PS- State department for Youth Affairs, Ministry of ICT Innovation and Youth Affairs</i>
<b>9.35- 10.50</b>	STEM Mentorship Programme Policy Landscape  <i>Ms. Mumina Gallo Bonaya : CAS- State Departments for Early Learning &amp; Basic Education and University Education Research, Ministry of Education</i>
<b>10.50-10.05</b>	The Terrain of the Public Service Internship Policy and Internship Program  <i>Dr Kiprono Represents: Director – Policy &amp; Service Delivery Transformation-PSC</i>
<b>10.05- 10.20</b>	STEM Mentorship program for secondary school Girls in Kenya  <i>Represents UNESCO -Prof Faith Njoki Karanja-University of Nairobi, Chairperson-Department of Geospatial and Space Technology</i>

10.20-10.35	Success Stories in Influencing Study Findings Implementation by the Policy Makers’ <i>FAWE: Ms Teresa Omondi : Deputy Director Rep. Executive Director</i>
10.35-10.45	Q/A
10.45-10.55	Way Forward- <i>Dr Joseph Muniu-CO-PI-</i>
10.55-11.00	Votes of Thanks- <i>Prof Ruth Wanjau –Researcher</i>

## 9. 0 Appendix 2. LIST OF PARTICIPANTS



First name	Last name	Institutions
Edwin		
Ms. Mumina	Bonaya	CAS ,Early learning and Basic Education

Hannah	Bula	
Esther Munyiri	Kagure	
Susan Kiambati	Kalangi	
Faith Njoki	Karanja	Representing UNESCO –Secondary school Girls STEM Program
Damaris	Kariuki	
Margaret Muthoni	Kariuki	
Samson	Kariuki	
Francis	Kirimi	
Emily	Maina	Director, Partnership Youth Affairs
Rubai	Mandela	
Wafula	Maraka	
Augustine	Mayabi	National KYEOP Coordinator, Representing PS ,Youth Affairs
Juliet Magoma	Mesa	
David	Minja	
Martha Rose	Muhwezi	FAWE
Wilson	Muna	
Joseph	Muniu	Co-PI
Janerose	Mutegi Kibaara	
Alex	Muthima	
Purity	Muthima	P1
Dr. Lucy	Muthoni	
Winfred	Mutuku	
Sheila	Mutuma	
Willie	Mutuma	
Raphael	Muya	

Mary	Mwangi	
Regina Gathoni	Mwatha	KU-WEE Project Coordinator Representing – Hub Director
Mary	Nasibi	
Catherine	Ndungo	
Catherine	Ndungo	
David	Ngigi	
Esther	Njue	
Aflonia Mbutia	Nyambura	
Salome	Nyambura	
Dorca	Nyamusi	
Leo	Odongo	
Daniel Otieno	Oketch	
Teresa	Omondi	
James Ombogo	Onditi	
Simon	Onywere	
Mame	Osman	
Kiprono	Philemon	Representing <b>Director – Policy &amp; Service Delivery Transformation</b> (Public Service Commission)
Wainaina	Wambui	
Leah	Wanjama	
Ruth	Wanjau	
Nelson	Were	

