

THEME 2.2 TRAINING
IMPACT OF APPRENTICESHIP, INTERNSHIP AND MENTORSHIP PROGRAMMES
ON EMPLOYMENT OF YOUNG WOMEN

26TH AND 27TH JANUARY 2022 VENUE: KU-BSSC: RM 149

Submitted by Dr. Purity Muthima



1.0 Introduction

Kenyatta University, through a research grant from Bill and Melinda Gates Foundation (B&MGF) has established a Hub on Women's Economic Empowerment (WEE). This Hub is building evidence on what works for 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.**

The team has already piloted the tools in Kiambu and Nairobi Counties in preparation to go to the field for the main data collection in Mombasa, Kisumu and Nairobi Counties. As such two days training was conducted on 26TH AND 27TH January 2022

2.0 Objectives

The purpose of the training was to bring together the researchers, research assistants and Kenya National Bureau of statistics staff. The objective of the first day was to train the research assistant on what is expected of them before, during and after data collection. The second day the Kenya National Bureau of statistics staff trained the team on CAPI survey solutions as a safe and secure way of collecting and storing data. This was to enable the research team to acquire the skills of using the tablet, recording and uploading data to the server.

3.0 Lessons learnt and Recommendations

Researchers and research assistants discussed each tool together. Tools were refined and customized to each programme. It was a very fruitful and interactive session and rich input to the tools was added. On the second day the team was taken through the use of tablets, registration, creating account, testers interviewing and uploading the data to the server. This was demonstrated and the team participated. It was also observed that physical meeting was able to provide an opportunity for the team to bond and to be more fruitful compared to online virtual discussions.

4.0 Members Present

4.1 Researchers

1. M/s Mary Mwangi-Kenyatta University
2. Dr. Winifred Mutuku- Kenyatta University
3. Dr. Wilson Muna - Kenyatta University –Field Coordinator
4. Dr. Ruth Ngina – KICD
5. Prof Ruth Wanjau - Kenyatta University
6. Prof Faith Karanja –University of Nairobi –STEM Focal Person
7. Prof Catherine Ndungo - Kenyatta University
8. M/s Ebby Nekesa –Kenyatta University –Student Mentee
9. Dr. Joseph Muniu - Kenyatta University –Co PI
10. Dr. Purity Muthima- Kenyatta University-Principal Investigator

4.2 Research Assistants

1. Jotham Mwongera
2. Sylvester Muthoka
3. Kokure Kimeret
4. John Kinyanjui
5. Regina Nganga
6. Josphine Wanjiru
7. Stanley Kibe
8. Caroline Kimani
9. Alex Waweru
10. Damaris Kariuki
11. Rachel Wanjau

5. 0 First Day Activities

5.1 Preliminaries

The meeting started at 8.31am with a word of prayer from Prof Catherine Ndungo. The first day's programmer was Dr. Purity Muthima. She started by welcoming members and led the introduction section. She also highlighted the day's activities and its objectives. This was followed by highlighting the Project Overview by Dr Joseph Muniu the Co-PI. He was assisted by Damaris Kariuki a rapporteur and a research assistant.

Dr Muniu explained the history of the Apprenticeship, Internship, and Mentorship (AIM) work readiness programme. . He informed the meeting that Kenyatta University received a grant from Bill and Melinda Gates Foundation to establish a Women Economic Empowerment hub. The three thematic areas covered in the hub are: Women roles in public and private sector; Women skilling and mentoring (the study falls under this theme) and Violence, crisis and women's work. There are a total of 12 studies under the 3 themes. The programme utilizes empirical evidence to implement and shape policies, programs, and intervention and advocacy efforts. The programmes outcomes are expected to be achieved by 2025.

The study title is Impact of Apprenticeship, Internship and Mentorship Programmes on Employment of Young Women whose objectives are to: Assess the effect of KYEOP apprenticeship program on employment of young women; Determine the effect of STEM Kenya mentorship program on employment of young women and to evaluate the impact of Public Service Internship Policy (2016) on employment of young women

5.2 Methodology

The study adopts Quantitative approach-(regression methods) and Qualitative approach-(narratives and elaborate explanations). The target population for the study is, 5,459 graduates of Public Service Program, 61,739 KYEOP apprentice and 2010 STEM program mentees from which a sample of about 600 was obtained using the Yamane formula.

The team was informed that data collection tools, ethical clearance (NACOSTI permit) and Pilot study (Kiambu and Nairobi) are already completed. The data collection sites are Nairobi, Mombasa and Kisumu. The team was encouraged to ask towards its successful completion.

5.3 Report on the STEM Kenya Mentorship Program Tool

Prof Faith Karanja the STEM focal person in this study introduced the STEM Kenya Mentorship program tool. She stated that the purpose of the survey is to examine the effectiveness of Science, Technology, Engineering and Mathematics (STEM) Mentorship program in enhancing young women's employment. She added Mentorship is unique from Apprenticeship and internship. She was assisted by Alex Waweru, a rapporteur and research assistant. There were some amendments made concerning the tool by the team. The amendments were as follows:

- Que.2: The age brackets were expanded to; Below 20 20-25 26-35 36 and above
- Que.3: Separated was added as one other answer after much discussion on it.
- Que.4: i) Home County Sub county -the team agreed that this option has a value addition to the study. So, there was need of including it.
 - ii) Current County sub county
- Que.5: Elimination of post-secondary certificate to have Secondary education Certificate Diploma Bachelor's Degree Postgraduate
- Que 6: Put the question as the highest level of education? Secondary education Certificate
- Que 8: State the current education status.
- Que 10 Name the UNESCO mentorship program others specify.
- Que 11: When did you join the STEM program?
- Que 12 How long did you take in the STEM mentorship 1week 2week 3week 4week more than a month
- Que 13: Remove employed [with a salary] bit.
- Que 14: If not employed proceed to question no xxxx.
- Que 16: Is your current job in the STEM sector?
- Que 20: Are you a member of a professional/accreditation organization body?
- Que 23: Use the word informed on behalf of clearer.
- Que 26: In your own opinion, has the STEM program influenced career choices among young women. Please explain.
- Que 27: How do you think the programme can be improved?

5.4 Report on the Public Service Internship Programme Tool

Public Service Internship Programme Tool (PSCIP) was introduced by Prof. Catherine Ndungo who stated the purpose of the survey was to examine the effectiveness of the Kenya Public Service Commission Internship Program in enhancing young women's employment. She was

assisted by Mr Kamaret, a research assistant and rapporteur. The team agreed on the amendments on the first part “About yourself,” from question 1 to 5 whose changes were noted to be the same as for the 3rd tool. The changes that were done in the tool include:

- Que.2: The age brackets were expanded to; Below 20 20-25 26-35 36 and above
- Que.3: Separated was added as one other answer after much discussion on it.
- Que.4: i) Home County Sub county -the team agreed that this option has a value addition to the study. So, there was need of including it.
 - ii) Current County sub county
- Que.5: the options were changed to Diploma Bachelor’s Degree Masters ; since, the criteria of selecting an intern was at least he/she should have a diploma and above.
- Que.9: “If your answer is, yes, was your application successful? Yes No If your answer is No, proceed to Que.14” The part two of this question (quoted part) was plugged out because it has no value to the study.
- The team agreed to include the question on the Number of times one has applied for the Internship program before h/she was successful as Que.9 b).
- Que.10: It had a grammatical error that; *hear* was replaced by *learn*.
- Que.11: Date was removed because large number of people would not be in a position of remembering the exact dates, they joined the program.
- Que.14: in ‘Employed with salary’ option, with salary was plugged out because it was not necessary to be included.
- Que.16: The question was reconstructed to ‘What is your current position?’.
- There was a debate on whether to include the question on the Levels of management i.e., Lower, Middle, and Upper Management (**Dr. Muna noted on this**)
- Que.17: Second part of Part b was plugged out as it had no value addition to the study.
- Que.18: the options were reconstructed for analysis purposes as noted by Dr. Muna.
- Que.19: the options were reconstructed to: spouse siblings colleagues Friends none Others-specify: _____
- Que.27: There was a grammatical error amended.
- Questions 26 and 27 were swiped in order to bring proper flow of the questions. The same was applied to Questions 29 and 30.
- Que.30: If somebody chooses Yes options, the question on ‘in what ways is the program enhancing young women’s economic empowerment?’ was added since it has value addition to the study.

The question below was borrowed from the KYEOP Apprenticeship tool (Que.25) since it has value addition to the internship tool and the Likert scale to gauge the extent of the effect was applied here starting from the weakest extent. (**Dr. Muna noted on this scale**)

It was restructured as ‘The PSCIP program that I joined helped me to: (Please tick what is applicable)

- i) Acquire problem solving skills
 - ii) Improve my decision-making ability
 - iii) Control of resources that I have e.g., Money, land etc.
 - iv) The Program enabled me got a job
 - v) The Program enabled me get increased profit
 - vi) The program enabled me get higher income
- Any other-specify: ____

5.5 Apprenticeship Tool Report

The KYEOP apprenticeship tool was presented by Prof. Ruth Wanjau who started by appreciating everyone for attendance and participation in value addition in the survey tools. She urged all members to continue being passionate about young people the study is addressing and leaving the world better. She was assisted by Regina Nganga who was a rapporteur and research assistant. As far as the tool is concerned, the following amendments were recommended: (At this point, the STEM Tool had been amended and therefore most common questions were borrowed from it)

The amendments were as follows:

- Q1-Q3and Q6-Q8: Borrow from STEM Questionnaire
- Q5: KYEOP is meant for form four leavers and below but from field experience it was noted that some had certificates at different levels and also some who had not attended school at all. The Question was restructured as follows: No schooling; Primary school; Secondary school; Certificate; Diploma and Degree and above
- Q9: From fieldwork, it was noted that most people had applied for the program more than once and KYEOP started in 2015 and so far. The question was reframed as follows:
- How Many times did you apply to join KYEOP Program? Once; Twice; Thrice and More than thrice
- Q11: Delete date: Retain year and month
- Q12: Basically KYEOP takes 6 months but from field experience it was noted that some took shorter and others longer which necessitated reframing of question 12. As follows:
- How long did you take in KYEOP apprenticeship program? 3 months; 6 months; 9 months; 12 months and More than 1 year
- Q13: Borrow from STEM

NOTE: KYEOP offers two programs: training and business support: Members agreed that this study focuses only on those that received training

- Q14: Borrow from STEM tool
- Q16: Remove Q16b (ii)
- Q17: From field experience, it was noted that majority of the beneficiaries earned Kshs. 5,000 -15, 000 and therefore there was need to restructure the scaling that had been used;

- Also for purposes of analysis, the scale had to be harmonized across board that is in all the tools.
- Q18: Change options; Spouse, Siblings, Colleagues, Parents, Friends and None
- Q21: Was omitted and therefore there is need to do renumbering of the questions
- Q22: Question was Reframed and moved below Q13.

In which sector are you working? e.g. hospitality, plumbing, beauty, ETC

NOTE: Due to time constraints, Members were notified that Issues to do with the flow of the questionnaire will be looked at later.

- Q25: Borrow scaling from STEM tool: 1) Not at all; 2) Small extent 3) moderate 4) Great 5) Great extent
- Q26: Reframe by replace the word ‘Clearer’ with ‘Informed’
- Q28: It was noted that this question is related to Q23 and Q29. All members agreed to delete
- Q29. Delete

NOTE: Add the following question below Q13: What trades were you trained in at KYEOP?

5.6 Report on Policy Actors’ Tool

The session was presented by Dr Winifred Mutuku and assisted by Mr Jotham Mwongera .The Session began with a sensitization from the facilitator on the nature of this particular group of target correspondents. It was figured out that these are quite busy people with tight schedules hence an appropriate approach should be adopted in interviewing them. A question was also posed by the session facilitator on whether to send the questionnaire to the Policy Actors or proceed to administer the questionnaire one on one. It was agreed that, the questionnaire would be sent in advance for the correspondents to familiarize with it before proceeding to administer the same.

As part of eliminating the sensitive questions, the participating team agreed to do away with the question on age (Qn. 2) and instead seek to know the sex of the correspondent. The team also agreed to add an extra question (Qn. 4) seeking to know the period for which the correspondent has been involved in Policy Making.

In question four (now question 5), the team sought specification on the capacity at which the correspondent was involved in Policy Making in the case where their choice for the question is “Other.” There was a grammatical editing in Question Eight (8) and Eleven (11).

In Question Thirteen (13), the session participants edited the question so that the correspondent would be needed to explain their answer for either choice. In the second part of the same question, there was a grammatical correction of the word “been” to “being.”

5.7 Report on Implementers Tool

The Implementers tool was introduced by Dr. Ruth Ngina assisted by Ms. Josphine Wanjiru who was a rapporteur and research assistant who stated the purpose of the survey is to examine the effectiveness of the [internship /apprenticeship /Mentorship] program in enhancing young women's employment. There were some amendments made concerning the tool, the amendments were as follows:

Interview Schedule for Policy Implementers

- There was an in-depth discussion of the interview questions on policy implementers
- Changes were done on grammar issues arising
- Question 2 was removed from the paper due its irrelevance in data analysis
- Questions restructured included question 5, 6, 7, 8, 9 and 10
- There were no challenges in the analysis of the interview schedule for policy implementers

5.8 Report on Employers/Supervisors Tool

The employment/supervisors tool was introduced by Dr Winfred Mutuku who stated the purpose of the survey is to examine the effectiveness of Kenya public services internship program, Kenya youth Employment Opportunities Project [KYEOP] apprenticeship program and STEM Kenya Mentorship program in enhancing young women's employment. She was assisted by a research assistant who rapporteur the session, Mr. Mwongera.

There were some amendments made concerning the tool, the amendments were as follows:

- Que 5: To focus on policy on Mentorship.
Part II
- Que 1: There was a change from participant's employability skills to the skills participant's possess i.e. AIM programs participants possess better communication skills to communication skills, AIM programs participants possess better interpersonal skills to interpersonal skills, AIM programs participants possess better leadership skills to leadership skills.
- Que 2: The participant is expected to explain his/her answer not to choose a yes or no.
- Que 5: The question was changed to; suggest recommendations that can enhance work preparedness among young women.

5.9 Report on Field Protocols

The following points were highlighted:

Dr Wilson Muna the field coordinator took the team through the field protocols. The rapporteur was a research assistant was M/s Carol Kimani. He explained that the project is funded by The Bill & Melinda Gates Foundation. The project involves various Institution

including KU and UON. KU has received the largest portion of the funding. A website weehub.ke.ac.ke provides further information on the project.

- Thematic areas that the current study focuses on. They include:
 1. Women's roles in the public and private sector
 2. Women's skilling and mentoring
 3. Violence, Crisis and Women's work
- Some of the Interested Parties include relevant ministries and departments; County governments; Policy leaders; Implementing agencies and donors.
- The study participants would include youth aged between 18 - 35 years.

Briefly he stated that the objectives of the study include to; assess the effect of KYEOP on employment of young women and evaluate the impact of the Public Service Internship Policy (2016)

- Sample size will be 600 respondents drawn from 3 Counties, namely, Nairobi, Kisumu, and Mombasa.
- The population will consist of STEM graduates, Public Service Internship, Apprentices (KYEOP), STEM Program mentees.
- Questionnaires for the various categories of respondents were presented to the group members for further scrutiny and for members to familiarize themselves with the instruments.
- Members were encouraged to have a diary of activities as they engage in the field work.
- Members were also encouraged to work in teams, as they engage in fieldwork.
- Members were further allocated areas of participation, which included KYEOP, Internship, and STEM. Each team would include a team leader and at least one research assistant.
- It was noted that a WhatsApp group for research assistants would be created, to facilitate communication.
- The participants were requested to report on time for the second day of training. It was noted that training would be facilitated by a team from the National Bureau of Statistics, who would also provide participants with tablets, to be used in the study.
- Research assistants who had not provided a copy of their ID were requested to bring them on the second day of training.
- There being no other business, the first day meeting ended with a word of prayer.

DAY TWO- THURSDAY, 27TH JANUARY, 2022

6.0 Preliminaries

The meeting started at 8.45am with a word of prayer from M/s Carol Wanjiru. Dr Purity Muthima gave a recap of the previous day activities and lesson learnt. She also introduced the resource persons as Prof Kisilu, Mr Mwenda and Mr Magara who are staff from Kenya National Bureau of Statistics (KNBS). The following points were highlighted:

6.1 Report on Ethical Issues in Research amidst Covid-19 Pandemic

The session was effectively facilitated by Prof. Kisilu Kombo, Dean –School of Education and the rapporteur was John Kinyanjui. Professor defined research as the systematic search for knowledge while research ethics was defined as making good and informed decisions in regards to research.

Some of the ethical issues that were presented include:

- a) Seek the consent of those you want to interview. This implies that you need to inform them who you are, what the research is all about, its benefits, risks, consequences etc.
- b) Keep the information given to you confidentially, that is, keep it to yourself.
- c) There should be no coercion for the respondents to give you any information.
- d) Avoid causing harm to the respondents. Four types of harms were enumerated. These are:
 - Psychological harm- doesn't create negative emotions to the respondents, avoid bad memories.
 - Social harm- avoid questions that will bring public embarrassments/ stigma
 - Physical harm- avoids fights that may cause injuries.
 - Legal harm-avoid questions that may cause legal battles.
- e) When it comes with people with special needs, if you need to ask them questions, always pick someone else to assist you.
- f) Do not doctor that data. If you do so, it is research misconduct. Put it the way it is.
- g) Always declare conflict of interest.
- h) Maintain scientific integrity and research validity.

Defying ethics will lower the dignity of your research.

Communicate your results with the language that people can understand.

6.2 Tablet Programming-CAPI

Mr Ngugi Mwenda from KNBS introduced the CAPI survey solutions

USING THE TESTER APP

- Log in to the tester
- Select on the questionnaire so as to access the questionnaires
- Select questionnaire to fill in. (There are 6 questionnaires available)

N/B: For the participant to consent we removed the signature part and replaced with

"Yes/No" consent

- Fill in the questionnaire as required

N/B: After completion you need to select "complete" so as to save and move on to the next questionnaire

APPLICATION ON THE TABLET ISSUED

- On the url type-<https://survey6.knbs.or.ke>
- Download the app

N/B: There are different credentials for logging in to the app for group leaders and research assistants

- On the Synchronization end point input <https://survey6.knbs.or.ke>
- On the log in input log in **number issued** (e.g KU_T3-int_1)
- On the password input **Supervisors1**
- You are prompted to change your password to one of your choice.

THE INTERVIEW PROCESS

- The supervisor/group leader assigns an interview to the researcher/research assistant
- The researcher/research assistant synchronizes so as to access the research assigned to him/her
- After conducting the interview, the researcher/research assistant synchronizes so as to send the interview to the group leader/supervisor
- The supervisor/group leaders click on the interview menu to access the completed interview
- The supervisor can either approve the interview or reject the interview.

N/B: To receive and send the interview the researcher/research assistant needs to be online

In case of any issues using the tablet contact:

1. 0726015044-Mr. Ngugi Mwenda
2. 0701540798-Mr. George Maraga

Tablet Programming – CAPI

The group supervisors assigned the researchers and research assistants in their teams the interviews. The interviewees filled in information/ data on the questionnaires and uploaded it back to the supervisor. Once you synchronize all the filled questionnaires are sent to the group leader/ supervisor and there is no information left on the research interviewers' page. The facilitator showed how the group leader can download the data on their side. The data can be downloaded in SPSS, STATA and Excel formats.

We were shown the raw data on Excel, in the SPSS format the data is already coded hence no need for coding of the data same for the STATA. The group leader can choose the format that they want when downloading the data. There is a PDF version of the questionnaire for those

doing the analysis. The trainer urged we try as much as possible to minimize issues in the field; this will make it easier during data analysis and there will be minimal cleaning of data. Mr. Mwenda clarified on the issues of the number of questions not answered. This will depend on what the respondent answered since for example they are not employed, they skip a part of the questions but the interviewer can always go back to the questionnaire and go through to check on the questions not answered. The field coordinator thanked Mr Mwenda and Mr. Magara the KNBS facilitators for the training and requested we can contact them on any issues we may encounter in the field.

Concluding remarks by Dr. Muthima

Dr. Muthima thanked the trainers from KNBS for the training. She thanked the research assistants for coming early and on time hence the training started on time. She also thanked the researchers for attending and mentoring the research assistants. The objectives of the training were met.

Further she addressed following issues;

When shall we go to the field – The researchers will communicate as to when we shall go to the field due to logistics needed mostly for those traveling to other areas like Mombasa and Kisumu. For those traveling, the researchers will communicate on the number of days and the dates to travel.

Tablets: Research assistants were free to carry the tablets or leave them behind and collect when we are going to the field for data collection due to security issues? It was agreed since everyone has already signed for the tablets they can either carry or leave the tablet and collect later when going to the field. Members were all reminded that they are responsible for the tablets. In case the tablets fail to function the plan B during data collection? Mr. Mwenda assured the team that the tablets will not fail but in case they fail phones can be as plan B. The expected number of interviews per day was to be communicated will as the group leaders will assign the interviews. Further, it will depend on the areas research will be conducted. This will depend on how we get the respondents. The training ended with a word of prayer by Mr. Mwenda at 3.35P

