



Rise & Learn

Rise & Learn Global
**STATE OF
INTERNSHIP
IN KENYA**

**RESEARCH
REPORT**



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Introduction

Welcome to the first edition of the State of Student Internship in Kenya, commissioned by Rise & Learn Global and conducted by DIF Group (the mother company of Digiassurance, Alpha Insights and DIF Events). The report arose out of the need to set up a mechanism to enable young people coming out of college to access internship opportunities so as to practice what they study and prepare them for the workplace. Additionally, it aims to help young people get equipped with important life skills through mentorship and on the job training as well as lobby business leaders, owners, entrepreneurs and government to offer space and various forms of support for interns.

This first edition presents enrolment and graduation statistics and trends over the years in the institutions of higher learning in Kenya, including their demographic profiles and compares these trends to Tanzania and South Africa. Secondly, it provides students perspectives on their internship experiences including access, sources of internship, ease of getting internship, support structures and levels of satisfaction. Third, it presents three case studies of structured internship programmes that are being implemented by organizations in Kenya. Fourth, it presents human resource managers' perspectives and experiences in running and implementing internship programmes, key barriers and challenges in implementing the programmes as well as the key success factors for an effective internship programme.

This research report seeks to stimulate new thinking into key issues facing interns and provides fresh perspectives into how to structure internship programmes and support interns in their quest to develop skills and competencies.



Rise & Learn

BACKGROUND



Background

Rise & Learn as an organization seek to set up a mechanism to enable young people coming out of college to access internship opportunities to help them practice what they study and prepare them for the workplace or the business world. The initiative will see young people get equipped with important life skills through mentorship as well as on-job training. The intention is to lobby business leaders and owners to offer space for the interns. The initiative also aims to bring together individuals willing to support by way of donations to provide stipend for the interns. This is a community initiative not a commercial venture.

Objectives

1. Statistics And Key Figures On Graduates

Find out the number of Kenyans that graduate each year including any demographic information available on them such as age, gender etc Assess the relative number of those who are able to find internship opportunities in Kenya

2. Trend Analysis Of Key Graduate Figures

Develop a trend for objective 1 above for the last 5 years

3. Structures Internship Programmes

Currently existing structured internship programs

4. Case Studies

Find and share any 2 case studies of internship programs; with an outstanding quality that has made them successful in this regard

5. Reasons For Low Adoption By Private Sector

Establish reasons why private sector has not fully embraced this responsibility & recommend way to help solve some of these challenges

6. Any Relevant Information On Internship

Scope

The purpose was to understand the state of internship in Kenya.

Primary and secondary research on continuing students taking part in attachment and graduate internship programmes was carried out.

Data from human resource managers (HR) in different organizations was collected to understand their experiences, approaches to structuring internship programmes, and barriers and challenges that they face in the implementation of these programmes.

The study was conducted on graduate and continuing students in Kenya.

Research Methods

The research involved secondary research and document review to collect data about enrolment and graduation numbers in Kenya and regionally.

A survey research design was used to collect data using online questionnaires from 455 continuing and graduate students from private and public universities.

In-depth-interviews were also used to collect data about HR manager experiences using a total of eight HR managers drawn from different industries in Kenya.

Project Methodology And Key Activities



Project Kick off and Desktop Research

- Kick off meeting to align project objectives and deliverables
- Resource allocation and internal project planning
- Desktop research and document review



Primary Field Research

- Designing research tools Relevant questions for the Questionnaires and interview questions
- Shared the questionnaire with more than a thousand graduates and students of which 455 were completed and data used for this project
- In depth interviews with 7 HR professionals



Data Analytics And Report Compilation

- Analysis both the numerical and non numeric feedback from the questionnaires
- Transcriptions and interpreting the HR interviews to depict value from each session
- Report compilation for information collected in phrase 1 and 2



Presentation Of The Findings

- Discussion of Key findings
- Feedback on the project outcomes
- Incorporation of clients feedback into final report
- Submission of final report
- Close of project



WHAT NEXT ?

Use of project findings for impact



KENYAN GRADUATE STATISTICS

Higher Education Institutions

Number of institutions

The higher education sector comprises TVET and Universities. The following table shows the number of these institutions between 2016 and 2020.

		2015	2016	2017	2018	2019
TVET Institutions						
	Public VTC	816	816	1186	1200	1200
	Private VTC		29	47	47	47
	Public T&VC	55	62	91	101	191
	Private T&VC		382	627	628	742
	National Polytechnics	3	11	11	11	11
Total		874	1300	1962	1987	2191
Universities						
	Public	23	30	31	31	31
	Private	30	30	30	32	32
Total		53	60	61	63	63

Table 1: Source: KNBS, Economic Survey

The number of TVET institutions grew by 10.3 per cent to 2,191 in 2019. The growth in TVET institutions is partly attributed to the ongoing construction of technical and vocational colleges across all constituencies. Additionally, growth in the number of universities remains slow from 53 in 2015 to 63 in 2020.

Total Enrolment Statistics

		2015/16	2016/17	2017/18	2018/19	2019/20
Degree		66127	83110	88323	68550	89488
	Public	66127	72126	79961	55894	71977
	Private		10984	17362	12656	17511
Diploma			17599	28261	57484	64539
Certificate					32520	43662
Artisan					4898	7722

The number of students placed by Kenya Universities and Colleges Central Placement Service (KUCCPS) to public and private universities went up by 30.5 per cent from 68,550 in 2018/19 to 89,488 in 2019/20. The number of students placed into public universities rose by 28.8 percent during the same period. In 2019/20.

In the 2019/20 academic year, the number of students placed into TVET institutions to pursue diploma increased by 12.3 per cent to 64,539 in 2019/20, while those students placed to pursue certificate courses went up by 34.3 per cent to 43,662 in 2019/20. During the same year 7,722 students were placed in TVET institutions to pursue artisan courses.

	2016/17	2017/18	2018/19	2019/20
Public	452494	441131	433245	412845
Private	85195	80928	86217	96628
Grand total	537,689	522,059	519,462	509,473

Total university enrolment declined by 1.9 per cent to 509,473 in 2019/20 from 519,462 in 2018/19. Enrolment in public universities is expected to decrease by 4.7 per cent from 433,245 in 2018/19 to 412,845 in 2019/20. The decline in enrolment in public universities may be partly attributed to the dwindling number of candidates joining universities through self-sponsored programmes.

Graduation Statistics (Public Universities)

University graduation rates illustrate a country's capacity to provide future human resources with specialized knowledge and skills. Incentives to obtain a university degree remain strong; from higher salaries to better employment prospects. University education varies widely in structure and scope among countries. Graduation rates seem to be influenced by the ease of access to and flexibility in completing programmes as well as the existing demand for higher skills in the labour market. Expanding access to and linking tertiary education to the demands in the labour market are vital to knowledge-based economies; but these are even more difficult to achieve when budgets are tight.

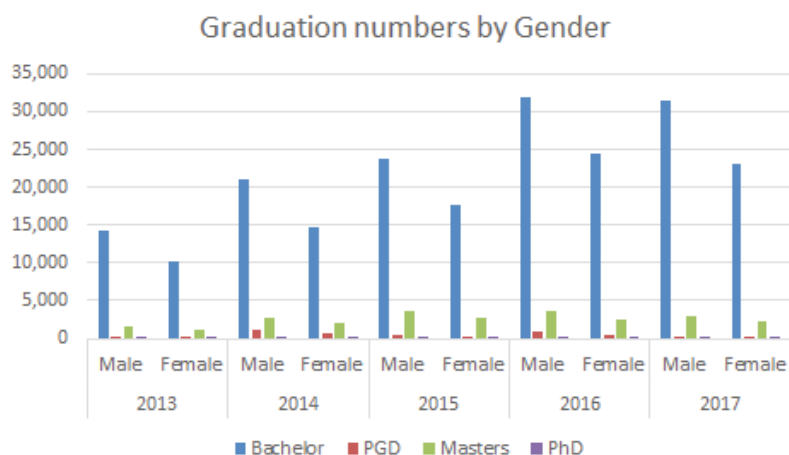
Total Graduation numbers in public universities (2013-2017)

	2013	2014	2015	2016	2017	Total
Bachelor	24,414	35,704	41,363	56,293	54,388	212,162
PGD	499	1,855	862	1,525	66	4,807
Masters	2,672	4,963	6,378	6,151	5,305	25,469
PhD	227	385	417	582	522	2,133
Total	27,812	42,907	49,020	64,551	60,281	244,571

Graduation numbers for bachelor degree students seemed to increase between 2012 and 2017 peaking in 2016 and reducing slightly in 2017. Graduation numbers for Postgraduate students (PGD) on the other hand were intermittent increasing to 1855 in 2014 and reducing to only 66 in 2017. Third, those taking Master's degrees increased from 2672 to a peak of 6378 in 2014 before dropping to 5305. The numbers for PHD students on the other hand have increased though marginally from 227 in 2012 to 522 in 2017.

Graduation Gender

The number of males seem relatively higher for each of the award categories (Bachelor, Masters etc) across the years in comparison to their female counterparts.



Graduation by Grade of Award and Gender

First class honors had the least gap between the genders with 53% male and 47% graduates. Second upper class honors followed with a difference of 10% between the male and female graduates. The proportion of male graduates with Non-graded awards surpassed female graduates by 14% as illustrated below

Gender	Grade of award					Total
	Non graded	First class	Second upper	Second lower	Pass	
Male	4202	1009	16854	12118	615	34798
	57%	53%	55%	62%	69%	58%
Female	3232	890	13625	7462	274	25483
	43%	47%	45%	38%	31%	42%
Total	7434	1899	30479	19580	889	60281
	100%	100%	100%	100%	100%	100%

Graduation Statistics by Award (2012-2015)

Over the period, there was a progressive increase in graduation. In 2012, a total of 23,523 students consisting of 14,159 male and 9,364 female graduated. This increased to 49,020 students consisting of 28,224 male and 20,796 females in 2015. This represented an increase of 108%. Over the four-year period, a total of 143,262 students graduated with 83,736 being male and 59,525 being female students.

Graduation by Domain and Grade of Award (2017)

Second Upper class accounted for majority of awards in 2017 with 51% while Second Lower class were 33%. Non-graded came a distant third at 12%, First Class honors awards were 3% while pass degrees were 1%. Within Second Upper class, Education domain registered the highest number of awards at 29% followed closely by Business, Administration and Law accounting for 27%. Education and Business, Administration & Law accounted for 50% against the rest of the domains. The same trend was witnessed in the rest of the grades as illustrated below.

Domain of Award	Grade of award					Total
	Non graded	First class	Sec- ond upper	Second lower	Pass	
Education	717	317	8765	5020	78	14897
Arts and humanities	1084	150	2775	1285	78	5372
Social sciences, Journalism and information	270	274	1973	1229	51	3797
Business, administration and law	2550	470	8361	4667	157	16205
Natural sciences, mathematics and statistics	440	267	3284	2889	243	7123
Information and Communication Technology	66	40	907	882	44	1939
Engineering, manufacturing and construction	170	165	1414	1656	137	3542
Agriculture, forestry, fisheries and veterinary	339	154	2271	1676	68	4508
Health and welfare	1798	45	519	223	32	2617
Services	0	17	210	53	1	281
Total	7434	1899	30479	19580	889	60281

Graduation Statistics (Private Universities)

Private University Graduation Statistics by Award (2012-2015)

In private universities, a total of 13,324 students consisting of 6,138 male and 7,186 females graduated in 2012. The number increased to 22,323 students consisting of 10,785 male and 11,538 females in 2015. This represented an increase of 67.5%. It is imperative to note that more female than male students graduated in private universities. This is in line with the enrolment trends in private universities that showed an almost near parity for both genders. Over the four-year period, a total of 74,067 students graduated with 35,292 being male and 38,775 being female students.

Private Universities	2012		2013		2014		2015		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Bachelor	5,202	6,223	7,355	8,396	8,031	9,034	9,251	10,247	29,839	33,900	63,739
PGD	72	48	190	122	172	108	303	261	737	539	1,276
Masters	847	909	1,375	1,242	1,192	1,115	1,202	1,011	4,616	4,277	8,893
PhD	17	6	27	15	23	19	33	19	100	59	159
Total	6,138	7,186	8,947	9,775	9,418	10,276	10,789	11,538	35,292	38,775	74,067

Graduations by Grade and Award

There was no major difference in the proportion of the awards earned by male and female graduates in Private Chartered Universities. The highest difference occurred within First Class Honors with the proportion of female exceeding male graduates by 8%. There was a marginal difference of 4% between the number of males and females who scored a Pass while both NonGraded and Second-Class Upper had a difference of 2% each as indicated below.

Gender	Grade of award					Total
	Non graded	First class	Second up- per	Second lower	Pass	
Male	2054	353	4601	3100	204	10312
	51%	46%	49%	50%	52%	50%
Female	2001	410	4702	3139	188	10440
	49%	54%	51%	50%	48%	50%
Total	4055	763	9303	6239	392	20752
	100%	100%	100%	100%	100%	100%

Graduation by Domain and Grade of Award (2017)

Second Upper had the highest awards with 45%, followed by Second Lower (30%) Non-graded (20%), First Class (5%) and Pass 5%. Between domain and grade of awards, Education and Business, Administration Class accounted for 77% of Second Upper Class degrees. Within

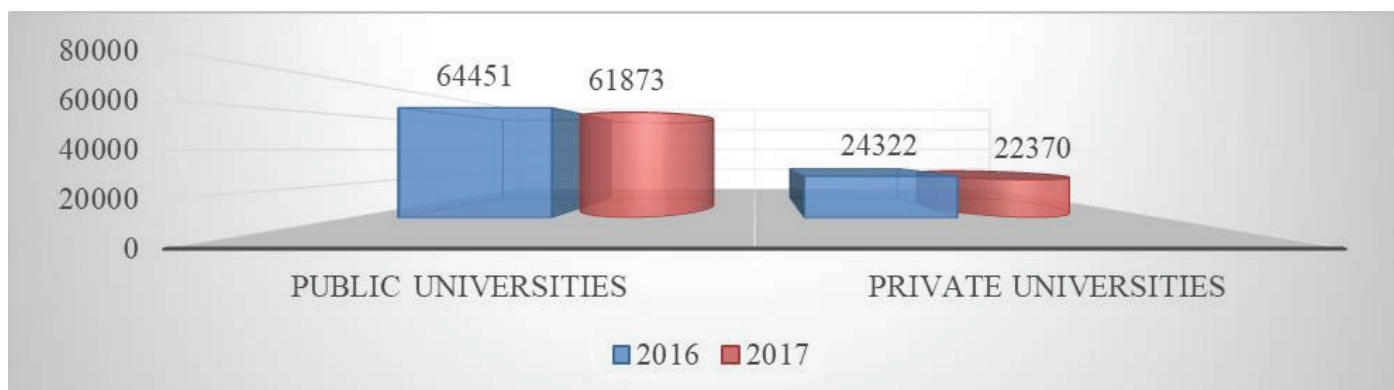
Second Lower, the same scenario was observed with the two domains recording the highest at 68%. For the rest of the awards, Business, Administration and Law had the majority of the graduates. This is shown below

Domain of Award	Grade of award					Total
	Non graded	First class	Second upper	Second lower	Pass	
Education	382	97	3944	1621	39	6083
Arts and humanities	379	77	383	262	16	1117
Social sciences, Journalism and information	291	99	889	899	55	2233
Business, administration and law	1277	365	3219	2605	186	7652
Natural sciences, mathematics and statistics	123	26	94	57	6	306
Information and Communication Technology	122	63	461	525	50	1221
Engineering, manufacturing and construction	0	2	19	21	7	49
Agriculture, forestry, fisheries and veterinary	20	5	38	18	10	91
Health and welfare	1461	21	231	190	21	1924
Services	0	8	25	41	2	76
Total	4055	763	9303	6239	392	20752

Universities Comparisons

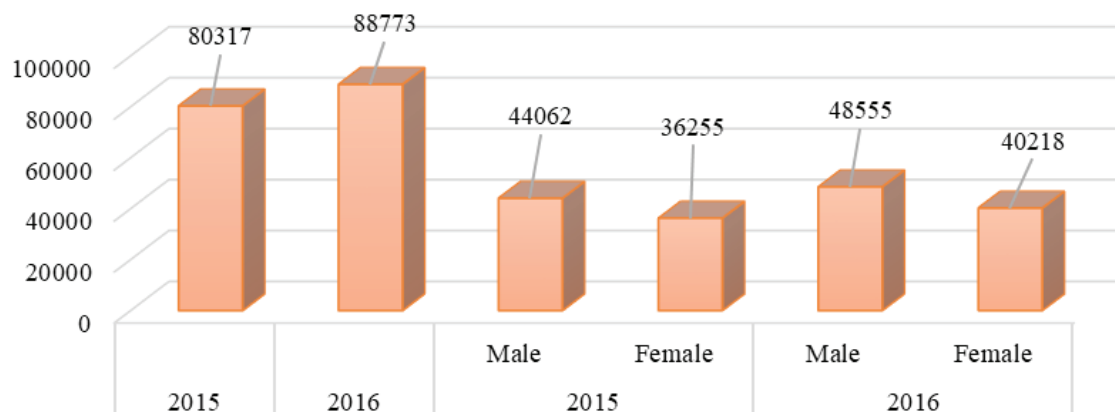
Total Graduations Comparisons (2016-2017)

The total graduations in 2017 for both Public and Private Universities dropped by 4530 (5.1%); from 88773 in 2016 to 84243. Public universities accounted for 73.5% (61873) of the total graduations while Private universities produced 26.5% (22370) respectively. In comparison with 2016, public universities reported a reduction of 4% (2578) while private recorded a decline of 8% (1952).



Total Graduation in All Universities by Gender (2015-2016)

Graduations in all Universities in 2015 and 2016



Graduations grew from 80,317 in the year 2015 to stand at 88,773 in the year 2016 registering a 10% increase. In terms of gender, male graduates were 44,062 in 2015 rising to 48,555 in 2016 registering 10% growth rate while their female counterparts increased to 40,218 in 2016 down from 36,255 accounting for 10% growth rate as well. During year 2016, males represented 54% of the total while female accounted for 46%.

Public Universities	2012		2013		2014		2015		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Bachelor	12,210	8,088	14,182	10,232	20,955	14,749	23,744	17,619	71,091	50,688	121,779
PGD	264	196	317	182	1,110	745	555	307	2,246	1,430	3,676
Masters	1,568	1,023	1,574	1,098	2,830	2,133	3,663	2,715	9,635	6,969	16,604
PhD	117	57	140	87	245	140	262	155	764	439	1,203
Total	14,159	9,364	16,213	11,599	25,140	17,767	28,224	20,796	83,736	59,526	143,262

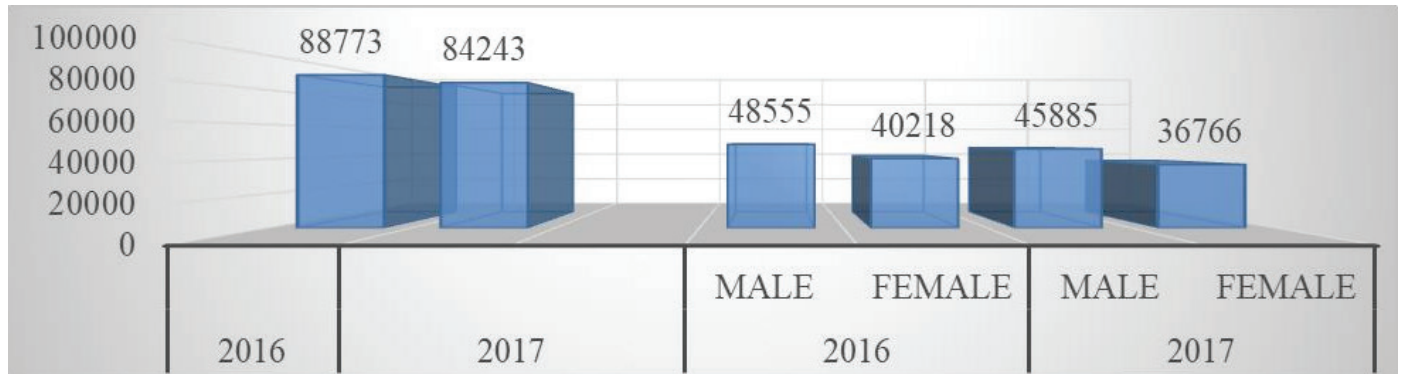
Public University Graduation Statistics 2015-2017, Comparison by Gender & Award

In 2015 graduated males stood at 23,744 against 31,810 in 2016 while females accounted for 17,619 in 2015 as in 2016 the number stood at 24,483. Master's level followed with the majority of the graduation across universities. However, the graduations decreased in 2016 to stand at 3,602 for males against 2,715 registered in 2015. Female numbers also dropped from 2,715 in 2015 to settle at 2,549 in 2016. Other levels registered improvement during the period with PGD having a remarkable increase of males in 2016 to stand at 1,039 up from 555 in 2015. PhD level saw 262 male graduations in 2015 as compared to 355 of 2016. Females stood at 227 in 2016 up from 155 in the preceding year, 2015.

Award	2016			2017		
	Male	Female	Total	Male	Female	Total
Bachelors	31810	24483	56293	31382	23006	54388
PGD	1039	486	1525	39	27	66
Masters	3602	2549	6151	3044	2261	5305
PhD	355	227	582	333	189	522

Private and Public Graduation Statistics Comparisons (2016-2017) by Gender

In terms of gender, there were 45885 male graduates against 36766 females. Male graduates exceeded females by 9119 (24.8%) compared to a difference of 8337 (20.7%) in 2016. In between the 2 years, males graduates reduced by 2670 (5.5%) while females saw a wider gap in reduction of 3452(8.6%).







**REGIONAL AND AFRICA
GRADUATION STATISTICS
COMPARISONS**

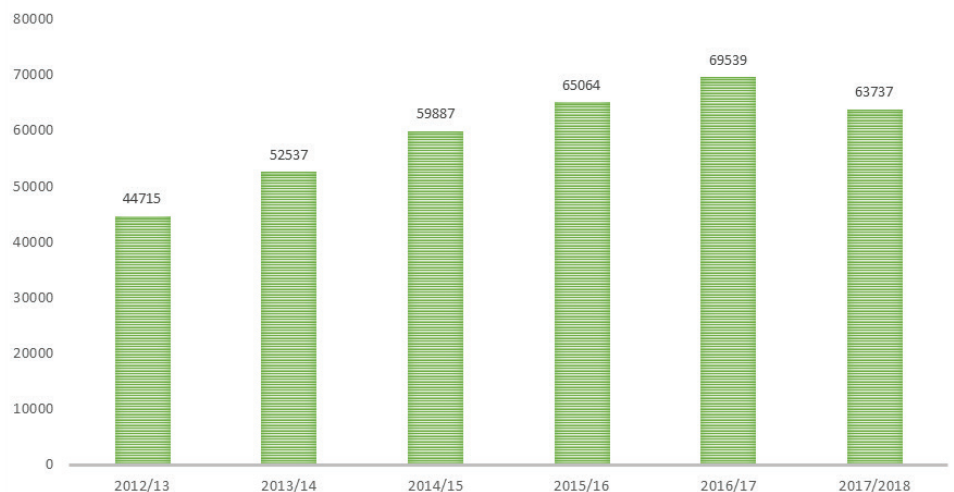
Tanzania

Student Enrolment in Higher Education

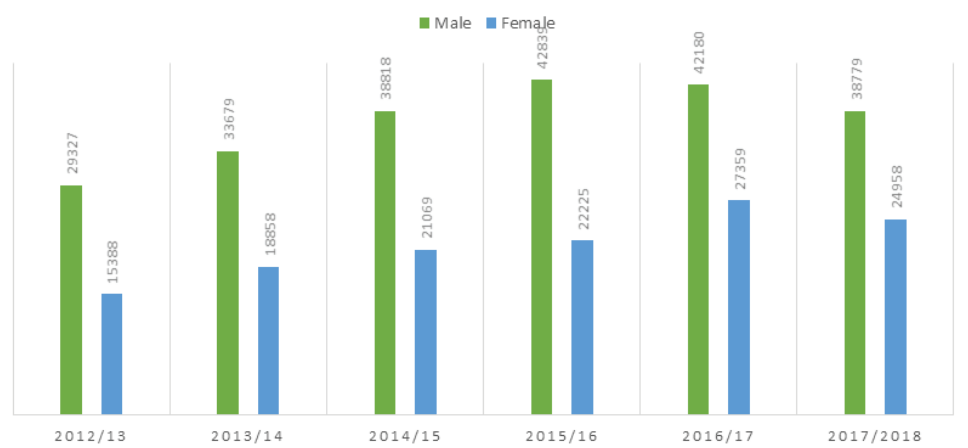
Trends of students by sex into Higher Learning Institutions (HLIs) from 2012-2013 to 2017- 2018 academic years. The available data shows that the number of students admitted into bachelor's degree programmes increased progressively from 44,715 in 2012/13, 52,538 in 2013/14, to 59,887 in 2014/15, then 65,105 in 2015/16 and 69,539 in 2016/17. However, a sudden decrease was recorded in 2017/18 were about 63,737 students were selected to join Bachelor's degrees

There are comparatively more males enrolling for the Bachelor's degree than females from 2012 to 2018. However, the numbers for both genders progressively increase over the years peaking in 2016/17 and declining in 2017/18.

ENROLMENT TRENDS 2012-2018

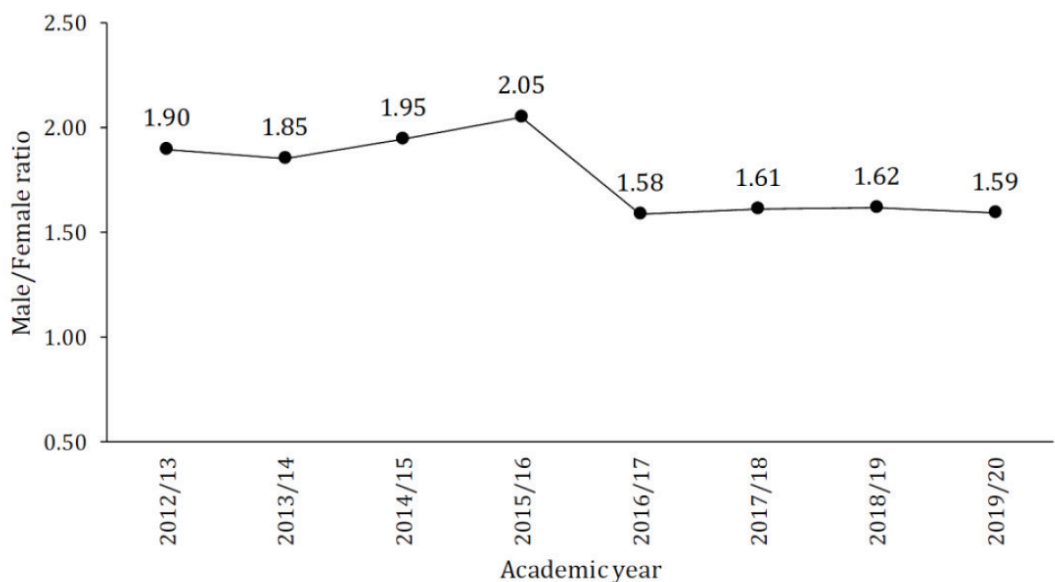


ENROLMENT TRENDS BY GENDER



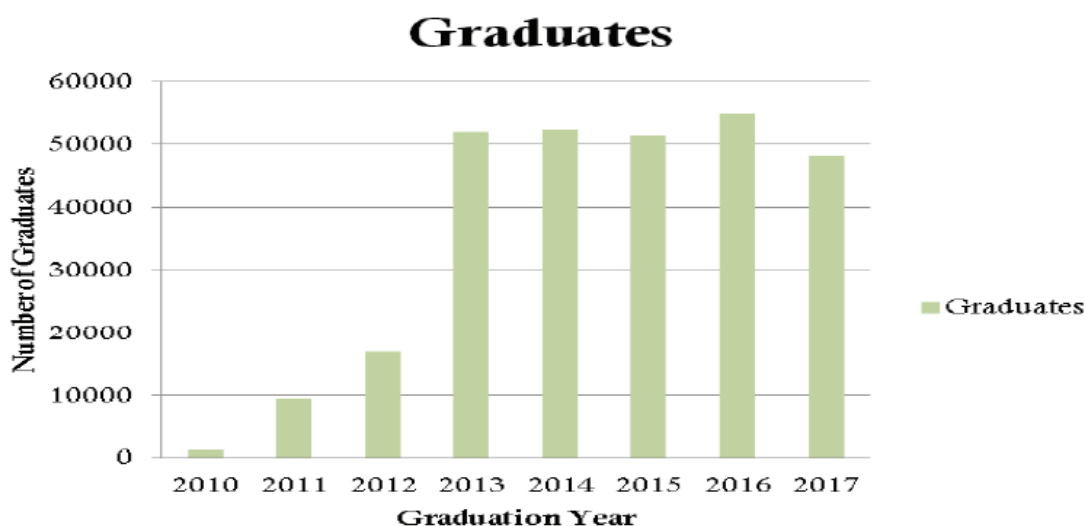
Enrolment Ratio (Male Female- 2012-2019)

Based on the chart above, the ratio seems to increase between 2012 and 2016 only to drop consistently from 2016 to 2020. The ratio is the lowest in the academic year 2019/2020.



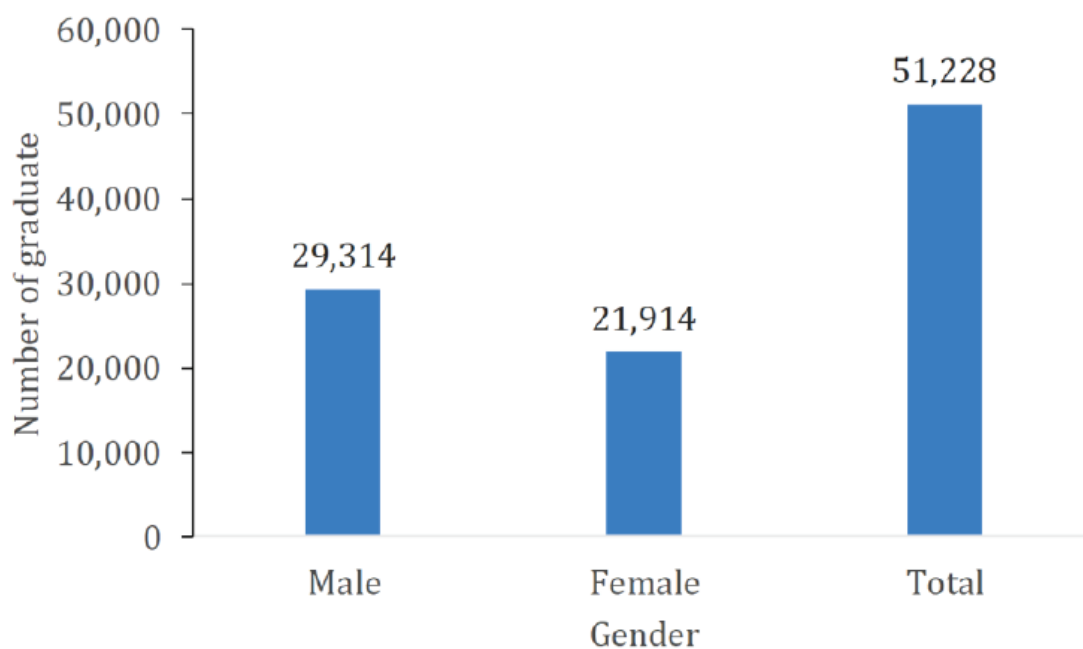
Higher Education Graduation Trends

The chart below presents the graduation statistics from 2009/10 to 2016/17 academic years which were gathered from Higher Learning Institutions (HLIs). However, the amount of data collected for this aspect was close to 98 %. So far, a total of 286,577 students have graduated from HLIs for the past eight years from 2009/10 to 2016/17 academic years.



There were more graduates in 2015/16 (54,998) compared to 2016/ 17 (48,133) which shows a slight decline on the number of graduates.

Graduation Statistics 2018/2019

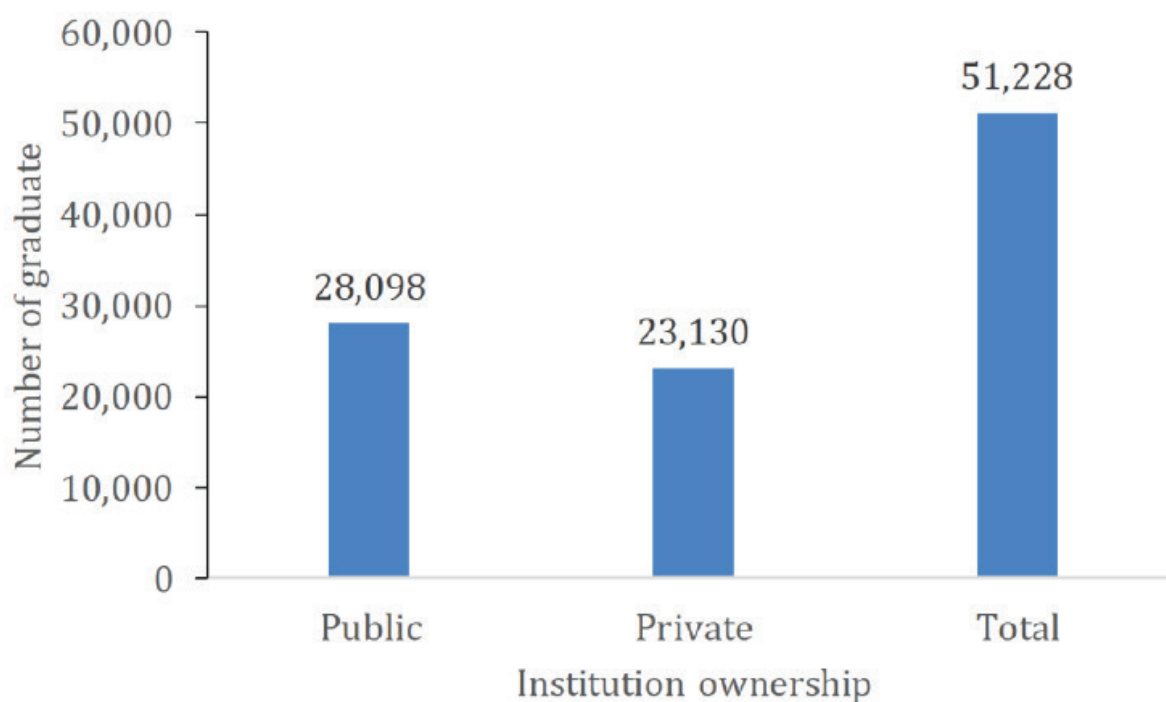


There were more males than females who graduated in 2019/20 academic year. The total number of those who graduated in this period was 51,228 which was slightly more than what was posted in 2018.

Graduation Statistics by Type of Institution

The following statistics show graduation numbers by type of institution in academic year 2018/19.

The number of graduates from Private universities was lower than that of public universities. This can be explained by the different enrolment numbers in both private and public universities.

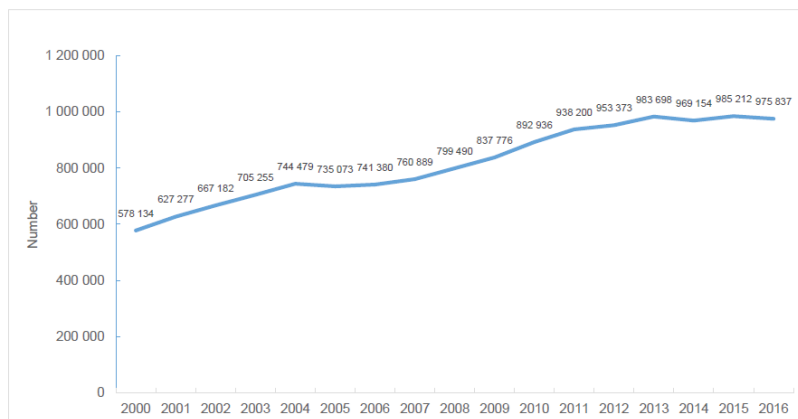


South Africa

Higher Education Statistics

Student Enrolment statistics in Universities and Technical Colleges-Trends

The post school education sector consists of private and public universities and colleges. During the past two decades there has been growth in participation at post-school institutions mainly due to expansion in government funding of the sector. However, the country still struggles to meet the rising educational needs of the youth as well as the market demand for skills.

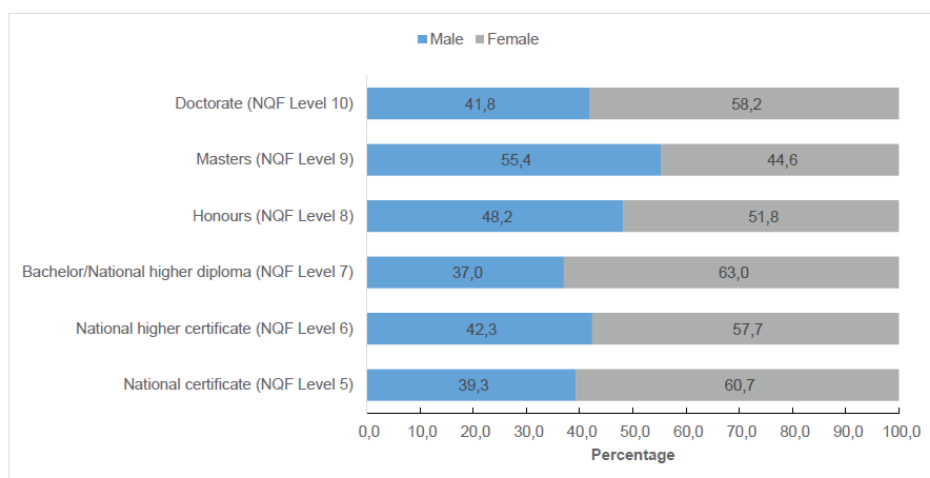


Source: DHET (HEMIS)

Enrolment at universities and technical colleges increased steadily over the past sixteen years. In 2000, there were 578 134 registered students, and by 2016 the number almost doubled. The percentage of enrolled students increased by 38,2% between 2000 and 2008 and by 22,0% between 2008 and 2016

Enrolment by Gender and Award-2016

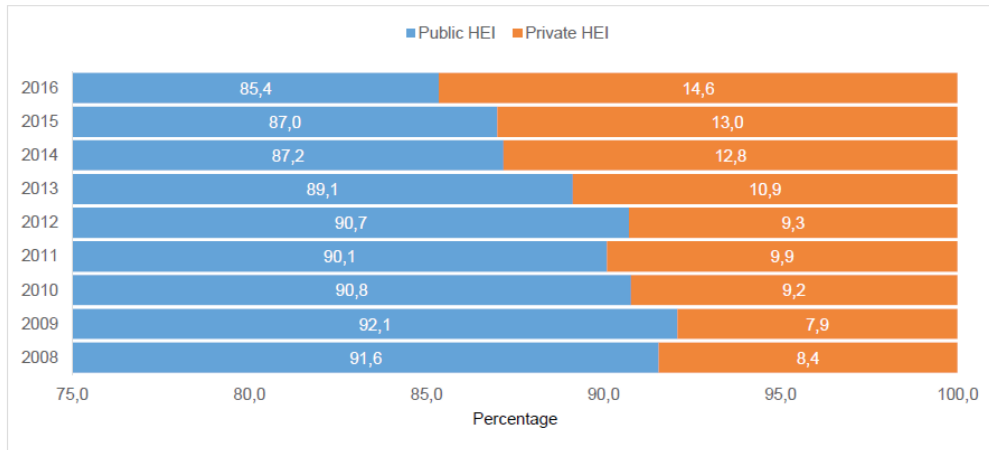
The data for 2016 shows the widening gender gap in enrolment at the lowest educational qualification categories. Males were still more likely than females to pursue advanced educational qualifications that are beyond NQF level 7. Overall, the females perform comparatively better than their males' counterparts across the qualification categories. More females than males were enrolled in National certificate level 5, National higher certificate Level 6, Bachelor, Honours and Doctorate levels.



Source: DHET (HEMIS)

Enrolment by University Category (Public Vs private) 2008-2016

The following chart show the enrolment trends of public and private universities between 2008 and 2016.

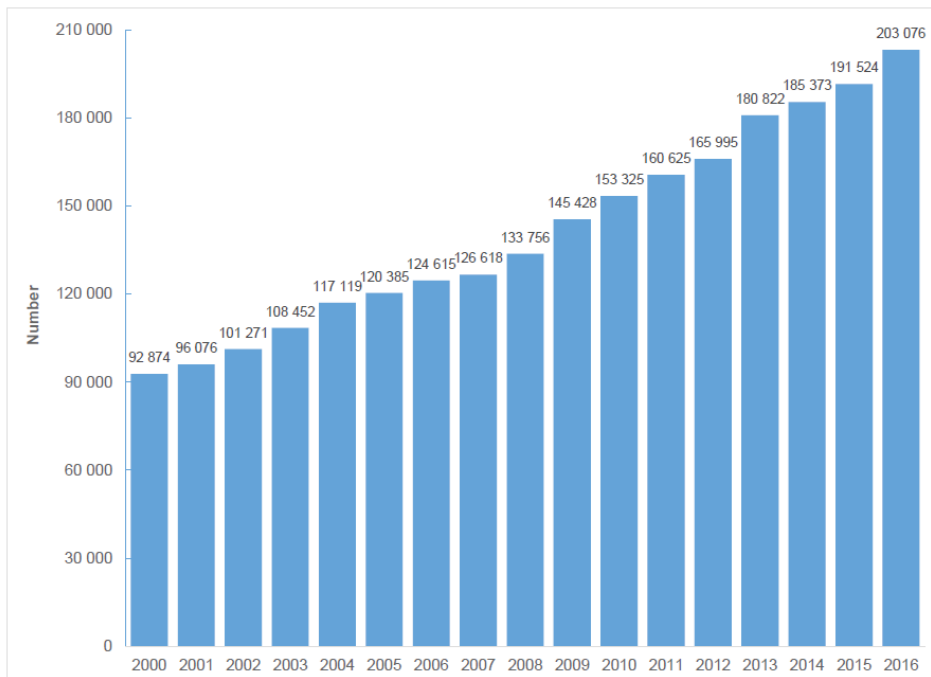


Source: DHET (HEMIS)

The above graph shows uneven growth in enrolment by type of institution. While public higher education institutions (public universities) accounted for the highest proportion of total enrolment (85,4% in 2016), enrolment rates at private higher education institutions (private universities) in 2016 had risen by 6,2 percentage point since 2010.

Graduation Trends in South Africa

Total graduation numbers/ Trends in Universities and technical colleges

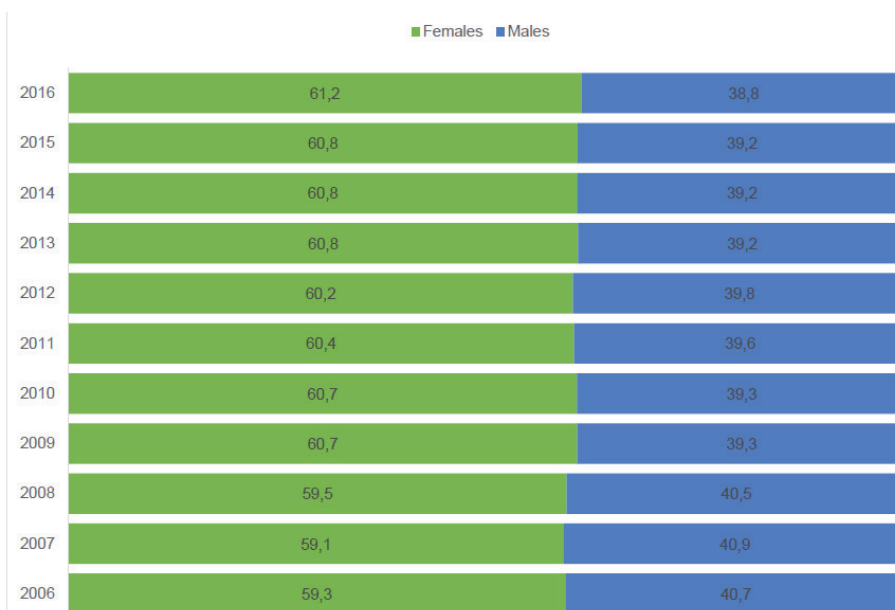


Source: DHET (HEMIS)

The number of public higher university (universities/technical) graduates more than doubled between 2000 and 2016. While the growth in graduates remained steady over the years, 2009, 2013 and 2016 were the years where most growth occurred.

Graduation Trends by Gender

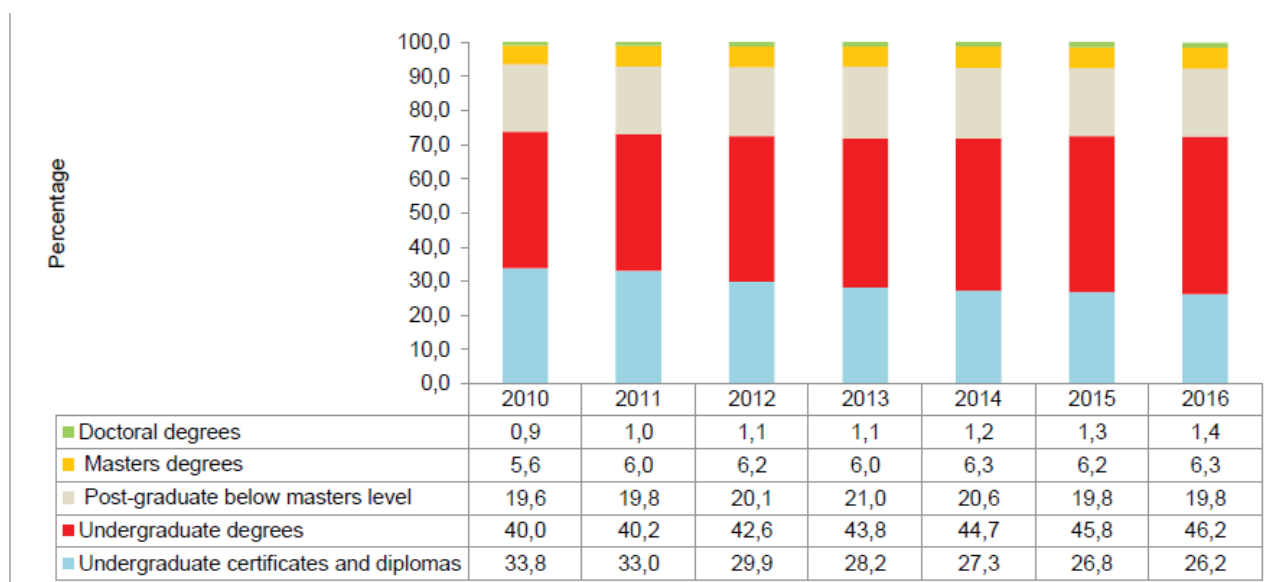
The following graph shows the graduation trends between 2006 and 2016 by Gender.



The highest percentage of graduates were female and their percentage relative to males has been rising since the early 2000's. In 2016, close to six out of ten graduates were female. This shows that despite the significant increase in participation in higher education, less progress has been made in reaching gender equity for enrolment and graduation. It is difficult to obtain up-to-date cohort level data on graduation due to difficulties tracking student completion and dropout; it is especially hard to get a gender breakdown on progression rates.

Graduates from Public Universities between 2009 and 2016

The following graph shows the graduation rates in public universities by award between 2009 and 2016



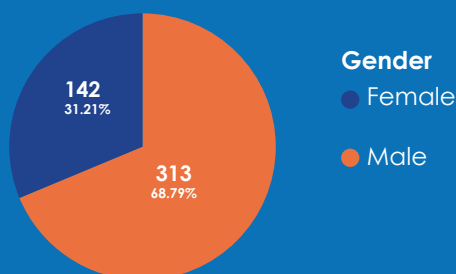
Source: DHET (HEMIS)

Out of the 145 426 of students who graduated in 2009, the majority (39,3%) received bachelor degrees, while close to 36% received undergraduate certificates and diplomas. By contrast, in 2016, the percentage of those who received bachelor's degrees increased to 46,2% while the percentage of those who have received undergraduate certificates and diplomas decreased to 26,2%. Graduates in post-graduate qualifications that are below masters (equivalent to honours degrees) and those who received masters' degrees have remained steady.

STUDENT PERSPECTIVES

Student Characteristics

The following chart shows the gender of participants who took part in the study.



A total of 455 students took part in the online survey. Of those who took part in the study, 31% were females while 69% were males.

The study had more males than females who took part in the study based majorly on willingness to take part in the research.

University/College Category Attended

The table below shows the percentage of students from each university/college category that were surveyed.

College/University Category	%GT Count of College/University Category
Public University	86.78%
Private University	7.71%
Public College	3.74%
Private College	1.76%
Total	100.00%

The findings show that a majority of those who were surveyed were from public universities, comprising 87% of the participants while 8% were from private universities, 4% from public colleges and 2% from private colleges.

University/College Category & Gender

The chart below shows the gender of the participants by university category.

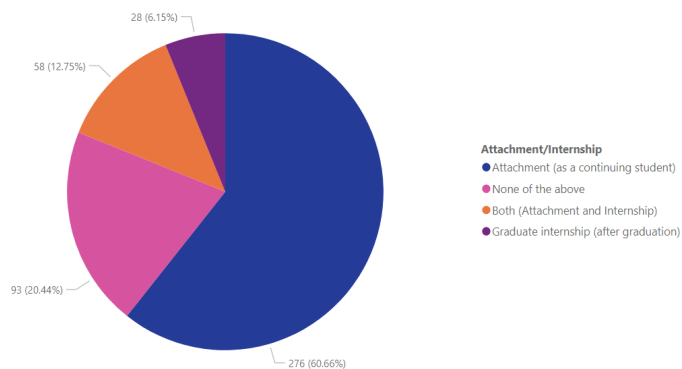
College/University Category	Female	Male	Total
Private College	0.88%	0.88%	1.76%
Private University	3.30%	4.41%	7.71%
Public College	1.32%	2.42%	3.74%
Public University	25.55%	61.23%	86.78%
Total	31.06%	68.94%	100.00%

Overall, participation from public universities was high 87% compared to private ones (8%). The number of males was highest in public universities (61%) compared to private universities (4%). More females from public universities (26%) than private universities took part in the study.

Type of Student Development Programme

The following chart shows whether those surveyed took part in attachment (continuing students) or internship (graduates) or both.

Of all the students that took part in the study, 61% indicated that they had taken part in attachment as continuing students, 13% took part in both



attachment and graduate internship programmes while 6.1% took part in graduate internship programmes. About 20% of all participants said they did not take part in any of the above programmes. Based on this, it is clear that a majority of students often take part in attachment majorly driven by university education policy that demands attachment to be carried out in the 3rd or 4th year of learning.

Programme participation by Institution

The table below shows participation in attachment or internship programme by institution type (Private or public university).

Attachment/Internship	Private University	Public University
Attachment (as a continuing student)	5.36%	56.41%
None of the above	1.86%	18.41%
Both (Attachment and Internship)	0.70%	11.19%
Graduate internship (after graduation)	0.23%	5.83%

The participation of students in attachment and internship seems to be higher in public higher institutions of learning compared to the private ones.

Programme Participation by Gender

The table below shows participation in internship and attachment programmes by Gender.

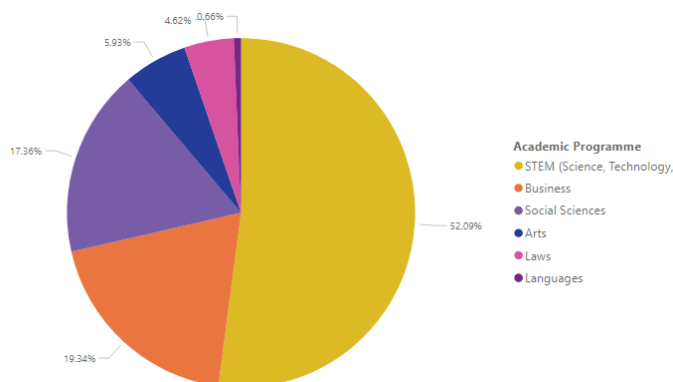
Attachment/Internship	Private University	Public University
Attachment (as a continuing student)	5.36%	56.41%
None of the above	1.86%	18.41%
Both (Attachment and Internship)	0.70%	11.19%
Graduate internship (after graduation)	0.23%	5.83%

It was evident that more males than females took part in either attachment or internship compared to females that took part in the study. Participation was highest for attachment (56%), attachment and internship (11%) and graduate internship at 6%.

Academic Programmes Pursued

There was need to understand which academic programmes the student participants were pursuing at the time of engaging in internship and attachment programmes. The table below shows these findings.

From the findings, it was established that a majority of those who took part in the study (52%) were pursuing STEM (Science, Technology, Engineering and Mathematics) courses, followed by 19% who were taking business courses, 17% social sciences, 6% Arts courses, 5% Law and 1% Languages.

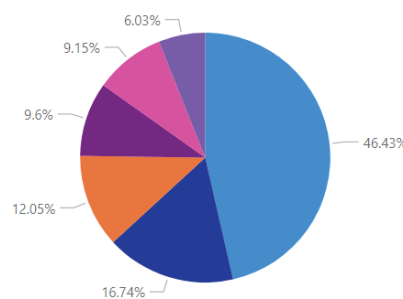


Attachment / Internship Organization or Institution type.

It was necessary to understand the types of organizations where participants took their attachment or internship. This was necessary to understand which types of organizations support student attachment and internships. The findings are as shown below.

Attached Org.	%GT Count of Attached Org.
Government Institution	46.43%
Small Private organization (Less than 50 employees)	16.74%
Large Private organization (More than 100 employees)	12.05%
NGO	9.60%
Medium private organization (50-100 employees)	9.15%
I am not sure	6.03%

It was established that the government is the largest supporter of internships and attachments



with 46% of participants having taken their internships at a government institution, followed by small private organizations at 17%, large private firms at 12%, NGOs at 10% and medium sized private organizations at 9%.

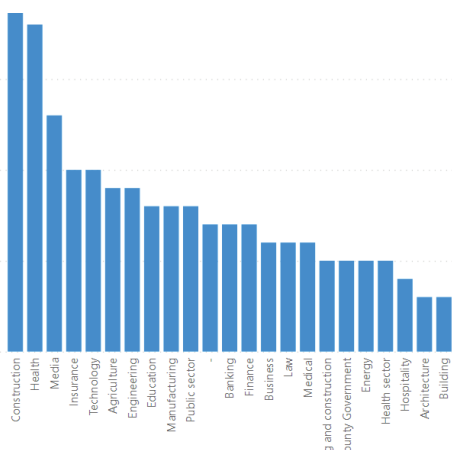
The following table shows that students a majority of the students from Public universities got their attachment and internships in public institutions, similar to those in private universities.

Attached Org.	Public University
Government Institution	47.04%
Small Private organization (Less than 50 employees)	16.97%
Large Private organization (More than 100 employees)	12.60%
NGO	9.00%
Medium private organization (50-100 employees)	8.74%
I am not sure	5.66%

Attached Org.	Private University
Government Institution	50.00%
NGO	17.65%
Small Private organization (Less than 50 employees)	11.76%
I am not sure	8.82%
Medium private organization (50-100 employees)	8.82%
Large Private organization (More than 100 employees)	2.94%

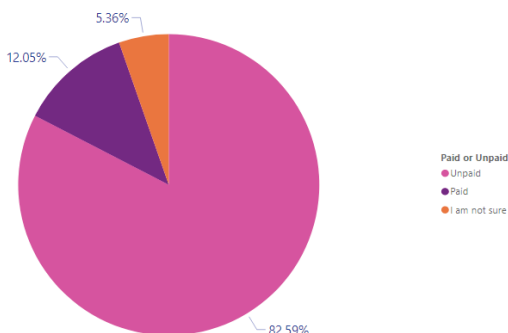
Type of Sector and Internships

The study also looked at sectors that were most prevalent in terms of supporting student development through internships and attachments. The findings are as shown below.



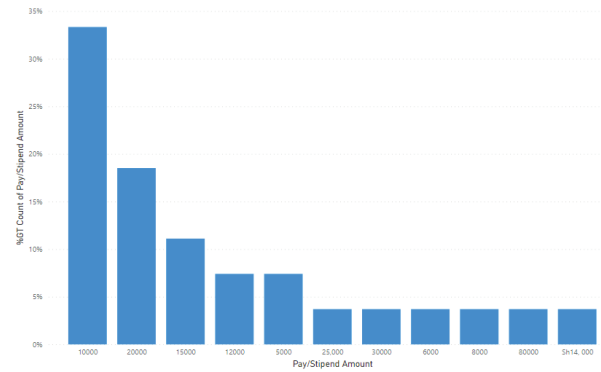
The findings show that most students who took part in attachment and internship were in companies in the construction industry, followed by Health, Media, Insurance, technology and agriculture. However, it is also evident many of the industries and sectors are represented.

It was also important to understand the nature of these internships in terms of whether they were paid or unpaid.



It was established that 83% of these internships and attachment programmes were unpaid, only 12% were paid for. This means that many organizations do not pay a stipend during the attachment/internship experience.

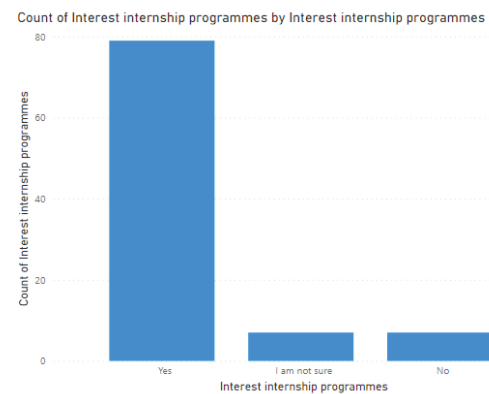
For those who paid, it was also necessary to understand how much was paid on average.



It was found that many of the organizations that paid a stipend had various stipend amounts ranging from as low as 500 per day to 2000 per day. On average, students were paid 10,000 per month as stipend. This was used to cater for their transport costs, lunch among other needs.

Student's interest in Getting Attachment/ Internship

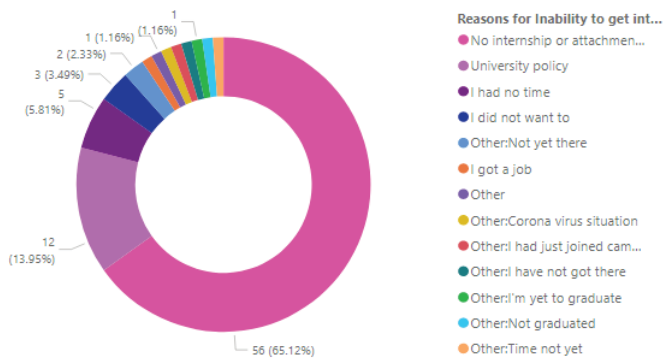
It was important to understand whether students wanted to take part in internship and the reasons this interest or lack of. The findings are indicated below.



It was established that a significant percentage (84.9%) of the students were interested in taking part in internship. Only a small number (7.5%) indicated that they were not interested in taking internship or attachment.

For those who did not want to take part in internship, it was important to understand the reasons for their lack of interest in taking part in internship or attachment.

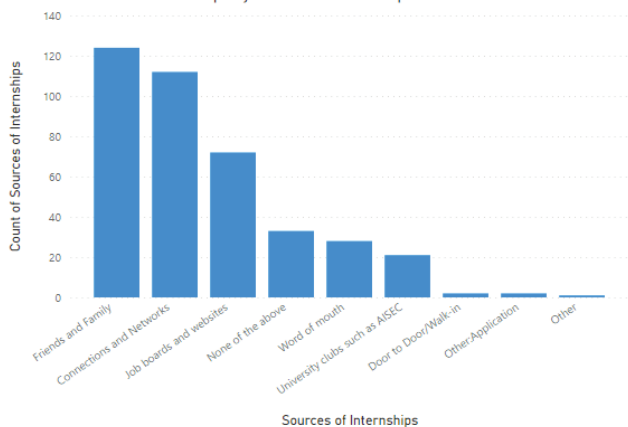
Count of Reasons for Inability to get internship by Reasons for Inability to get internship



It was found that for 65% of the participants, the lack of internship or attachment opportunities was the main reason for their lack of interest or non-participation in attachment or internship and this was followed by university Policy (14%) that hindered or did not allow them to take part, others had no time (6%) and others did not want to (3%). Various other reasons were provided such as having gotten a job, effects of Corona virus pandemic, among others.

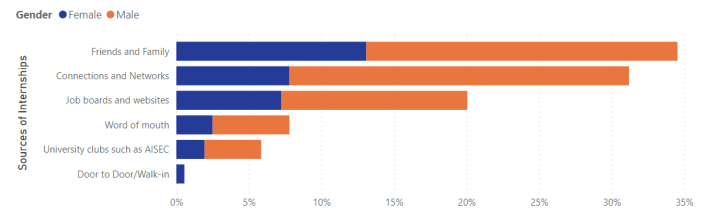
For those who took part in attachment and internship, it is necessary to understand how they go these internship and attachment opportunities. These sources are key in influencing access to internship and attachment opportunities and in supporting students willing to get attached. The findings are shown below.

Count of Sources of Internships by Sources of Internships



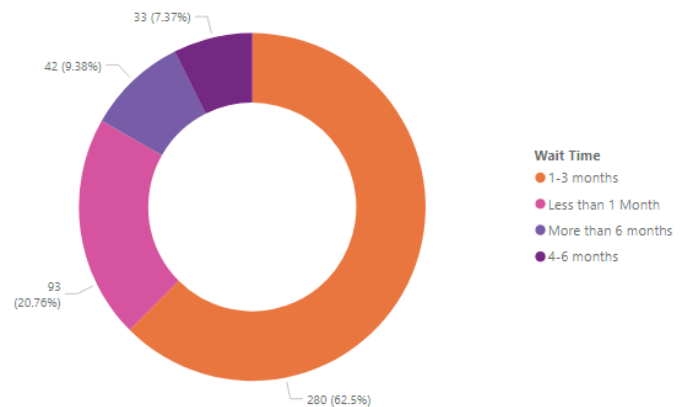
It was found that the main source of internship was friends and family, followed by networks and connections, job boards and websites, word of mouth and university clubs such as AISEC. Hence, from the findings, it seems that university students rely significantly on friends and family and their own networks for attachment and internships.

It was necessary to explore whether the sources of internship differed on the basis of Gender. The findings are indicated below



It was evident that more males than females got their attachment and internships through friends and family (21%), connections and networks (23%) and job boards and websites (13%). Males seemed to prefer using connections and networks to get attachment and internships (23%) compared to other sources. On the other hand, females relied extensively on friends and family (13%) compared to other sources such as connections and networks (8%) and job boards and websites (7%).

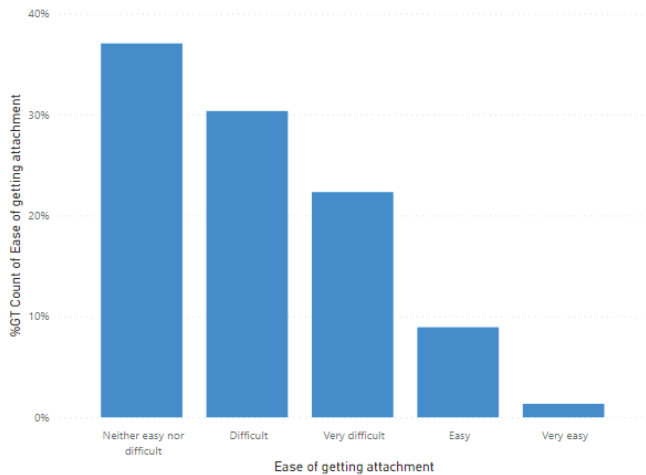
Lastly, it was also important to understand how long students took before they got their attachment/ internship. Longer wait times often result in the inability of some of the students to get internship and for those who get it, there is very little skill development owing to the limited time remaining. Others opt out of these programmes when the wait time is longer and hence, it was necessary to understand how long it took for them to access internship. The findings are indicated below.



It was established that many students were able to get internship and attachment within the first three months (63%), very few received their internship in less than 1 month (21%), 9% took more than 6 months and 7% took between 4 and six months. These findings indicate that some students end up missing on attachment because they have to wait for more than 3 months which goes outside the university or college window for the 3 months attachment period.

Ease of Getting Attachment

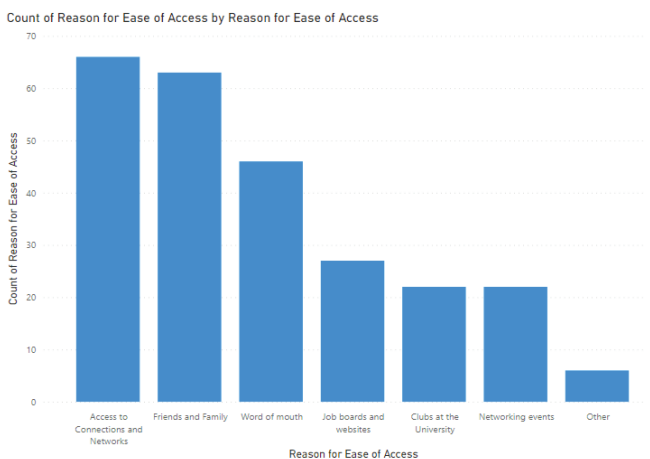
Students were asked to indicate how easy it was for them to get attachment and some of the reasons that influenced this ease of getting attachment. It was important to understand what facilitating conditions exist and whether



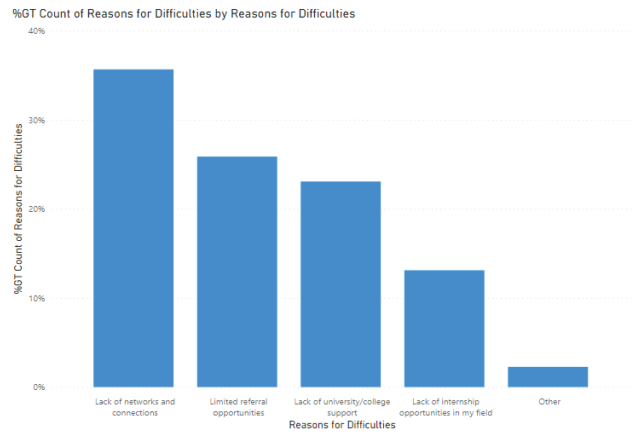
there were barriers to accessing internships and attachment amongst students. These findings are as indicated below.

It was clear that the students felt that it was neither easy nor difficult (37%), difficult (30%), very difficult (22%). Those who said it was Easy 9% and those who said it was very easy were 1%. Clearly, students experienced some difficulty in getting attachment and internship.

For those who said it was easy, the facilitating conditions included majorly access to connections and networks (26%, family and friends (25%) and word of mouth (18%). Others included access to job boards and websites, university clubs and networking events. This is seen below.



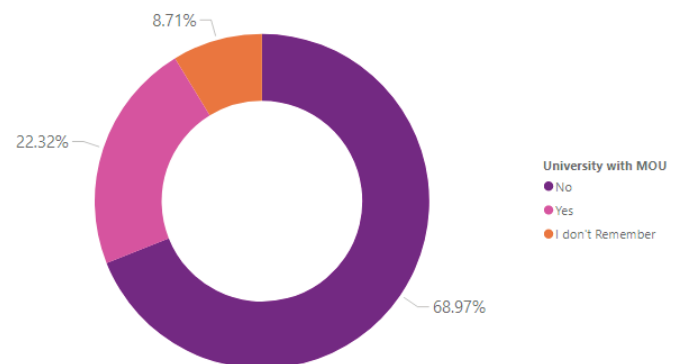
Those who indicated that access to internship and attachment was difficult or very difficult, the impeding conditions include lack of networks and connections (36%), limited referral opportunities (26%), lack of university and college support (23%) and lastly lack of internship opportunities in their field (13%). This is indicated below.



University Support Structures & Approaches

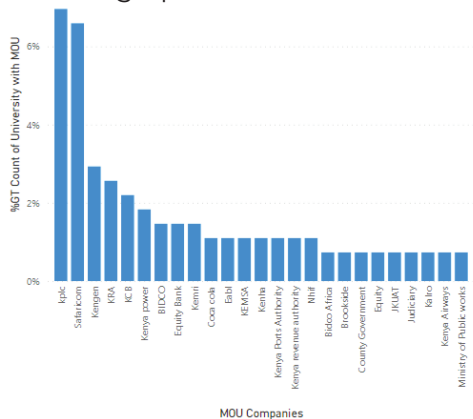
Universities have tried to ensure that students get internships and attachment through various support mechanisms. The study sought to understand what structures and support mechanisms exist amongst universities.

It was found that many of the universities and colleges did not have MOUs with companies both in the public and private sector (68%).



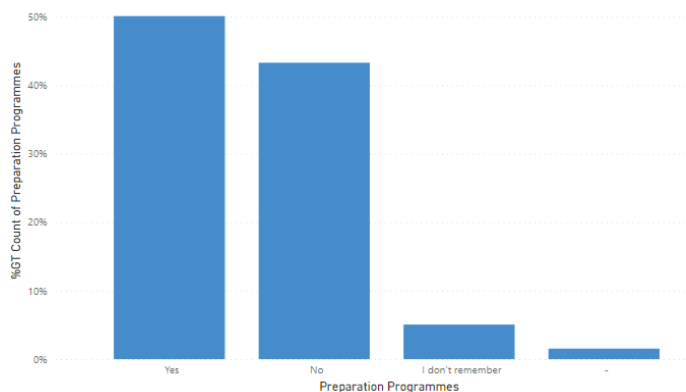
The lack of MOUs means that students have to look for internships and attachments on their own which makes it difficult for them to access them. Those universities that had MOUs with companies were only 23%.

For those Universities that had MOUs some of the companies that they had partnered with can be seen from the graph below.



A majority of the companies with MOUs with universities are found in the public sector. Few of the large private sector organizations such as Safaricom, KCB Bank, BIDCO, Equity Bank, Britam, Coca Cola and Eabl were identified as some of the organizations that universities had partnered with.

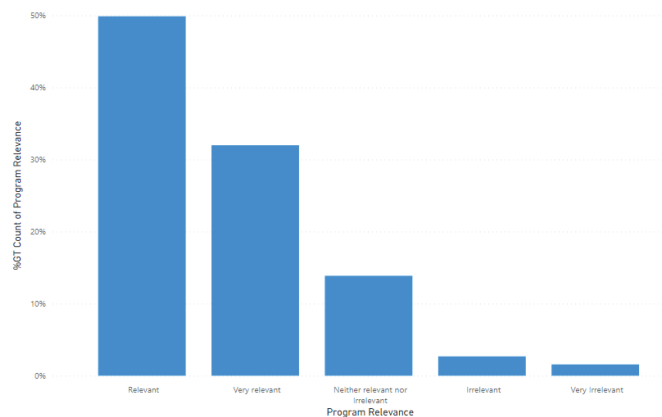
Along with these partnerships, it is expected that universities will have some form of attachment/internship preparation programmes as a means of helping students transition into these programmes. It was found that about 50% of the universities had preparation programmes and 43% did not have such programmes in place.



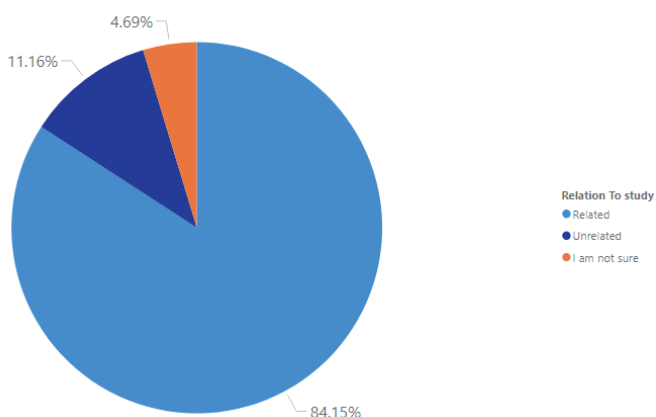
Programme Relevancy, Relation to study area, Conversion Rates and Level of Satisfaction with Attachment and Internship Programmes.

The relevance of internship is a critical determinant of skill development in a particular field or area. It was necessary to evaluate whether the attachment and internship was relevant, its relationship to their study programme, ability to get a job and the level of satisfaction the students had with the programmes.

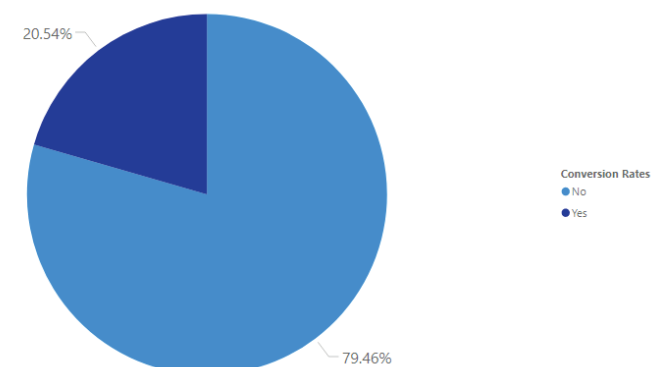
In terms of relevance, a majority of the students felt that it was either relevant (50%) or very relevant (32%). Only a small portion of the students thought that the programme was irrelevant (3%) or very irrelevant (2%). This shows that most of the attachment and internship programmes were relevant to the students' careers and study programmes.



Secondly, in terms of the relationship to their study programmes, 84% said it was related to their study, while 12% indicated that the attachment was not related to their area of study.



Third, conversion rates are important in understanding whether the attachment or internship programmes resulted in jobs for the students. A conversion of 21% was established. A majority of the students (79%) on attachment are not absorbed after these programmes.





Key Findings On Students Perspective

- ◆ 61% of the respondents indicated that they had taken part in attachment as continuing students, 13% took part in both attachment and graduate internship programmes while 6.1% took part in graduate internship programs.
- ◆ From the Research findings, Majority of those who took part in the study (52%) were pursuing STEM (Science, Technology, Engineering and Mathematics) courses, followed by 19% who were taking business courses, 17% social sciences, 6% Arts courses, 5% Law and 1% Languages
- ◆ The government came up as the largest supporter of internships and attachments with 46% of participants in public and private universities having taken their internships at a government institution, followed by small private organizations at 17%, large private firms at 12%, NGOs at 10% and medium sized private organizations at 9%.
- ◆ Most students who took part in attachment and internship were in companies in the construction industry, followed by Health, Media, Financial, technology and agriculture
- ◆ It was established that a significant percentage (84.9%) of the students were interested in taking part in internship. Only a small number (7.5%) indicated that they were not interested in taking internship or attachment
- ◆ It was found that the main source of internship was friends and family, followed by networks and connections, job boards and websites, word of mouth and university clubs such as AISEC
- ◆ It was clear that the students felt that it was neither easy nor difficult (37%), difficult (30%), very difficult (22%). Those who said it was Easy 9% and those who said it was very easy were 1%
- ◆ It was found that there were moderate levels of satisfaction with 59% indicating that they were satisfied and 8% indicating that they were very satisfied. About 21% were ambivalent. Levels of dissatisfaction with attachment and internship programs remain low at 12%.



**STRUCTURED
INTERNSHIP CASE
STUDIES**

UNON Internship Programme

The United Nations Office at Nairobi offers internship to students who are currently enrolled in at least the final year of a first university degree programme or in a graduate school (second university degree or higher) programme at the time of application, or if they have graduated, can commence their internship within a one-year period after graduation. The Internship is for a minimum period of two months and a maximum of six.

2-6
Months
internship Period

Purpose

The purpose of the United Nations internship programme is twofold: (a) to provide a framework by which students from diverse academic backgrounds gain exposure to the United Nations through assignment to offices within the Secretariat in order to enhance their educational experience and gain experience in the work of the United Nations; and (b) to provide United Nations offices with the assistance of qualified students specialized in various professional fields.

The Staff Development and Training Unit (SDTU/HRMS) manages the internship programme on behalf of the following UN Organisations:



Eligibility

For the students to qualify to take part in this programme, they must meet the following eligibility criteria. (a) Be enrolled in a graduate school programme (second university degree or equivalent, or higher); (b) Be enrolled in the final academic year of a first university degree programme (minimum Bachelor's level or equivalent); (c) Have graduated with a university degree (as defined in (a) above) and (b) if selected, must commence the internship within a one-year period of graduation

Application Process

All internship vacancies are posted in the United Nations Careers Portals. Students can view and apply for any of the open internship vacancies by logging onto the United Nations Careers Portal. Once the applications have been received and processed and owing to the large number of applicants, both local and international, only short-listed candidates are then contacted.

United Nations Careers Portal
<https://careers.un.org/lbw/Home.aspx>

The Experience

The students get an opportunity to work at the UN in various departments and UN bodies in line with their careers. Each student is evaluated individually in terms of their skills, competencies, experiences and aspirations and assigned to different departments where their skills are required. Each intern is assigned to a UN staff whom they work with throughout the internship process, and who reports to the staff development and training units on the progress of the student.

During the internship experience, each intern gets to work on and assist in various projects ranging from projects in their field of expertise to general UN projects that are assigned to them from time to time. Interns also get an opportunity to take part in events that are organized by the various UN bodies, through even planning and management, project planning and management, leading project teams and leading research teams from time to time as may be required of them.

Monitoring And Evaluation Of Performance.

Goals are set at the beginning of the internship experience including an audit of the intern skills and competencies. These are continuously monitored to understand the ability of the intern to accomplish tasks, lead, manage, communicate and work in teams. At the end of the internship experience, the interns write reports about their perceived development which is shared to the Staff Development and Training unit as well as the University.



Standard Chartered Internship Programme

Standard Chartered Bank is a leading international bank in Kenya with branches across the globe. The bank offers banking services that help people and companies to succeed, creating wealth and growth across our markets. The bank has 85,000 employees and a presence in 59 markets. Its bank network serves customers in close to 150 markets worldwide.

The Internship Programmes

The standard chartered Internship Programme is the Bank's structured Internship programme. The Internships typically take place during June – August for 10 weeks. All interns will join a Standard Chartered country induction, receiving a welcome to the Bank. The 10-week Internship Programme allows one to work directly on real world problems to hone their skills, create lasting relationships and learn about individual strengths. The programme is intended to create a pipeline to the bank's International Graduate Programme and other full-time roles.

10
weeks
June - August

Eligibility

Standard Chartered has developed a stringent eligibility criterion that students must meet to take part in the programme. To qualify, a student must:



Have the legal right to work on a permanent basis in the country for which you're applying for the full duration of the internship.



If you are applying for an internship priority will be given to nationals of the country in question. However, applications from other nationals are also considered.

2nd year

Interns must be in their penultimate (second to last) year of study.



The bank accepts internship applications from final year students who are required to complete mandatory National service after graduation.

The Experience

The qualifying studies often get an opportunity to work in the following business areas: Commercial Banking, Global Banking, Transaction Banking, Financial Markets, Corporate Finance, Retail Banking, Wealth Management, Risk & Conduct, Financial Crime and Compliance and SC ventures.

During the internship, interns are exposed to the inner workings of our business to provide real work experience. Additionally, Interns are paired up with a 'buddy' from the International Graduate Programme to set them up for success during their internship and provide them with insights into what could be their next role on the bank's International Graduate programme, fondly known as the IG programme. High performing Interns are eligible for placement in the Bank's International Graduate Programme. For Financial Markets and Transaction Banking, there is an opportunity for interns to be considered for other full-time entry-level roles.

Monitoring and Evaluation Of Performance

All Interns participating in the Internship Programme are evaluated during 10th week of employment on skills development, competencies, leadership, communication and career specific skills. Evaluations are then used in final recruitment decisions for the International Graduate Programme and other full-time roles, with an aim to provide an offer before the internship is completed.



AMREF Health Africa Internship/Placement Programme

Background and Policy

As a research and development foundation, Amref Health Africa recognises the dual benefits that can be derived from internship and volunteer attachment programmes. The organisation, therefore, offers local and international internship and volunteer opportunities. While both volunteer attachments and internships may be part of a learning programme, volunteer opportunities are also offered to out-of-school candidates who may be on sabbatical or who want to contribute to community service. Amref Health Africa offers various internship opportunities at its headquarters in Nairobi, and country offices in Africa.

The organization has developed a policy statement that guides these activities. Based on the policy, Internships at Amref Health Africa are defined as structured learning experiences in which interns are exposed to the various aspects of Amref Health Africa's operations and programmes. Secondly, all internship placements are based on clearly identified needs driven by the objectives of Amref Health Africa's Business Plan. Third, Amref Health Africa coordinates internships as supervised programmes of work and study based on clearly-defined terms that are mutually beneficial to the intern and to Amref Health Africa. Lastly, one must apply and be selected in order to join Amref Health Africa's internship programme.

Eligibility and Application

Amref Health Africa accepts internship placements quarterly: January, April, July and October for those applying from Africa; and July and October for applicants from outside of Africa. Available positions are posted on Amref Health Africa's website during the month of October every year.

Quarterly
on
January
April
July
October

Potential candidates must

1

submit an application to undertake internship training at Amref Health Africa. All applications must be submitted to the relevant HR office.

2

The application has to specify why he/she has chosen Amref Health Africa for an internship, the benefits expected from completing the internship (eg how it fits into the applicant's studies or career plans), and how this contributes to Amref Health Africa's objectives.

3

The application should indicate specifically: Field of academic specialisation or area in which practical training is required; Programme of training approved by the candidate's institution, where the applicable duration of the internship (three or six months); number of credits required for validation by the candidate's institution, where applicable; the application for internship shall be accompanied by a supporting letter from his/her learning institution, where relevant.

The Experience

Internships are open to, diploma, degree, post-graduate and doctoral students who wish to acquire knowledge and experience of a real work environment to the mutual benefit of both the organisation and the Intern. Interns are fully involved in the work programme of the unit relevant to their studies under the supervision of a responsible staff member. Secondly, Interns are expected to contribute their skills, knowledge and competencies while acquiring supplemental training in their areas of specialisation but are not full-time employees. They are not substitutes for full-time staff. During the period of Internship, Amref Health Africa does not offer any payment. Internships are normally offered for a period of three but can be extended to a maximum of six months. An intern will work an average of 40 hours per week.



HUMAN RESOURCE MANAGERS' PERSPECTIVES



The NITA (National Industrial Training Authority) Graduate Apprenticeship Scheme

Purpose

The purpose of this Scheme is to provide workplace skills and competencies to bridge performance gaps for university graduates through systematic in-plant training. A graduate apprentice is an employee engaged for the purpose of gaining practical experience in a specified occupation for which the employer is bound to instruct. The rationale of which is to ensure the development of competent, adaptable and skilled workers.

Key Features

- ◆ Obtain the written permission of the Director-General before engaging in the scheme.
- ◆ An employer must enter into a contract of apprenticeship with the graduate apprentice for a period of apprenticeship of six to twelve months and register the contract with the Director-General.
- ◆ A contract of apprenticeship is not be binding unless it has been registered by the Director-General. Within thirty days.
- ◆ An employer of a graduate apprentice must submit a certificate of completion to the Director-General and issue a copy of the certificate to the apprentice upon completion of the programme.
- ◆ The Director-General shall issue a certificate of apprenticeship to the apprentice after the notice.
- ◆ Employer eligible for deduction of a tax rebate must maintain certified copies of the contract of apprenticeship and the apprenticeship certificate for every apprentice certified by the Director General.
- ◆ The employer deducts a tax rebate equal to fifty percent of the amount of salaries and wages paid to at least ten apprentices.
- ◆ No deduction for a tax rebate for an apprentice is allowed after a period of three years from the due date of the employer's last tax return.



Requirements



Students

- The minimum age on enrolment as graduate apprentice shall be 18 years.
- The minimum educational qualifications for entry to graduate apprenticeship shall be a University degree recognized in Kenya.



Employers

- Must first obtain the written permission of the Director General.
- Must indicate during an application;
 - (i) Graduate apprentice vacancies per occupation,
 - (ii) Intended site,
 - (iii) Number and qualification of staff in each occupation,
 - (iv) The degree possessed by the graduate apprentice.
- Must have adequate capacity, resources and measures on quality assurance, occupational health and safety to support the apprentice.

HR Managers' Internship Experiences & Perspectives

Recruitment Approaches & Strategies

It was found that the approach to recruitment of interns varied from one organization to the other and from one industry to the other. Key features of the recruitment strategies and approaches mentioned include the following.

Importance Of Internal Internship Policies



MOUs with Colleges and Universities

Managers in the hotel industry indicated that they have working MOUs with universities and colleges that allow them to select students that would take part in the internship programmes.



Open door recruitment Policy

Managers across industries had an open-door policy where interns were allowed to walk in and submit their applications for internships. This was particularly seen in the manufacturing and NGO sector.



Online applications

HR managers indicated that they supported online applications where students were expected to submit their internship applications online for evaluation and selection.



Public Advertisements

Organizations in the NGO and public sector majorly used public advertisements in major newspapers to announce for internships, allowing students to apply directly for available vacancies.



Quota System

It was found that some of the organizations approached internships by selecting a percentage of students from organizations they have MOUs with and the remaining percentage from the government's National Industrial Training Authority's Database.

It was found that many of the organizations had an internal internship policy that guided the internship process, recruitment and selection of the interns as well as the duration and other elements associated with how the process was expected to work. Organizations that did not have a structured internship programme did not have internal internship policies and only selected students on a need basis or project basis. This was evident in some insurance companies and NGOs. Such organizations were found to lack in terms of structures to manage the internship process, lack of proper skills development processes and limited opportunities to ensure that students properly developed their skills and competencies.

Motivations For Internship Programmes

It was found that there were different motivations for running internship programmes amongst organizations. These motivations were varied but common themes that ran through the interviews include the following key drivers and motivations.

- Internal organizational policies to support student development- It was found that organizations were motivated by the need to develop students, improve skills and competencies among fresh graduates.
- Corporate social responsibility- a number of HR managers indicated that they engaged in CSR as part of their company's CSR programme, helping to contribute to society. This was a key feature and motivation for running internship programmes across organizations that took part in the study.
- Developing a talent Pool and Recruitment funnel- HR managers also indicated that they took part in elaborate or structured internship programmes as a means of developing a talent pool and building their own recruitment funnel that they could tap into. Most organizations in the hotel industry, insurance industry, telecommunications and manufacturing indicated that having a skilled talent pool was critical for them in reducing training costs for new employees.
- The need to support the government's skills development agenda. - HR managers in the public sector and some in the private sector were motivated to run this programme as a means of helping the government in improving skills and competencies amongst young people and achievement of vision 2030.

Government Policies & Tax, Rebates And Exemptions



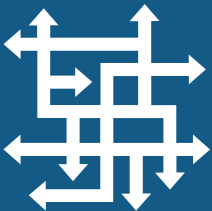
Knowledge and Awareness

It was found that a majority of the HR managers were aware of the government's apprenticeship policy including tax rebates and tax exemptions associated with industrial training and skills development for young people. However, this was not a key motivator the implementation of the internship programmes in their organizations.



Lack of Interest in Reimbursements

Only HR managers in the hotel and hospitality industry indicated that they take advantage of the tax rebates and follow through with the government for tax reimbursements as guided by regulations on the training levy. However, for a majority of the organizations, they were aware but were not interested in following up on tax rebates that come with implementing such programmes.



Complicated process

It was also found that some HR managers did not know how the government's apprenticeship programme and policy works and how they can benefit from the tax rebates. Those who were aware of how the policy works perceived the process as too complicated for them to follow through for reimbursements.

Benefits Associated With Internships

As anticipated, organizations and students alike benefit from internship programmes especially those that are properly structured. Some of the benefits that were identified during the interview are as follows.

Perceived Benefits to Students

- Skills development and competencies development
- Access to networks and future employers

- On the job experience important for marketability
- Developing professional aptitude and strengthen personal character.
- Learning from other professionals and operations in specific industries
- Improve self-awareness by understanding one's strengths and weaknesses.
- Job opportunities and prospects for those who are aggressive.

Perceived Benefits to Employers

- Access to a talent pool that can be tapped into.
- Development of a recruitment funnel to support the company.
- Potential brand ambassadors driven by an understanding of the inner workings of the organization.
- Building the employer brand and reputation as a reputable employer.
- Contributing to the society as corporate social responsibility.
- Building a customer base, a future consumer of the company's products.
- Innovation and new product development by tapping into the minds of young people.
- Tax benefits and reimbursements.

Perceived Barriers And Challenges

HR managers indicated that they faced certain challenges with the implementation of the internship programmes within their organizations. These challenges were associated with the students' themselves as interns and the internship process itself.

Student Related challenges

- Uncooperative students, unwilling to engage in activities assigned to them during the internship experience. Some of the HR managers indicated that some of the students quite midway or were uncooperative and unwilling to learn during the internship period.
- Bad attitude from some of the students taking part in the attachment and internships. Students from some universities perceived certain jobs or activities as below their standards and were unwilling to learn different kinds of skills during the internship process.
- Student demands where some of them demand to be placed in some departments irrespective of whether the department will help them improve their skills or competencies. Some students do not want to work in departments they were selected to work in.
- Documentation problems- Some of the students lack the necessary documents such as insurance cover, NHIF and university letter of recommendation that make it difficult for them to secure internships.

Internship process Related challenges and barriers

- **Capacity issues**- Some organizations indicated that they can only select few interns despite the hundreds of applications they receive. Capacity barriers limit the number of interns that an organization can take.
- **Budget problems and constraints**- most HR managers indicated that they either have no budget or a small budget for such internship programmes and hence limited ability to support the programmes. This makes it impossible to pay interns or increase number of interns on such programmes.
- **Business needs**- it was found that some of the organizations only take interns on project or need basis. Where there is no business need, interns are not recruited for that period of time until when there is a need for interns.
- **Structures and Policies**- it was found that most of the organizations did not have structured internship programmes and policies to support them. Additionally, many organizations had structured graduate internship programmes but no structure was present for attachment programmes to guide the process.

Programme Implementation Success Factors



Structure

There is need to structure the programme to include key objectives, activities, evaluation and feedback to improve learning and development amongst the students. Organizations that had structured programmes got more value compared to those that did not have a proper structure in place.



Alignment

There is need to ensure that the internship and attachment programmes are properly aligned with organizational goals and objectives to facilitate image development of the employer & identification of the right talent.



Involvement

Involve trainees and staff members and help them understand how the programme will benefit them and ask them what they would want to learn during their internship period so as to structure the programme based on their needs and the organization's objectives.



Monitoring Performance and Providing feedback

Actively monitor performance of the students during key projects and activities and provide them with feedback on areas to improve to motivate them. Feedback is also critical in ensuring the organization gets value.



Benchmarking

Benchmark successful organizations to understand how they run their programmes and borrow from them to enhance student development and success in managing the programme.



Top management support

Ensure that top management understands the need for attachment and ensure that they support the programme to ensure proper budgeting and support for the programmes. Lack of top management support limits success of the programme.

Whats Next



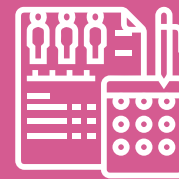
Working with HR professionals in understanding the government policies and rebates on internship programme



Facilitate a way in which companies can learn and benchmark themselves on best practices for internships



Mentorship and managing expectations of students in embracing all forms of internship opportunities



Advance the study to cater for other statistical parameters that couldn't be gotten for Kenya with regards to internship





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All statistical data and figures provided in this report are based on existing public documents from Kenya National Bureau of Statistics (KNBS), Commission for University Education (CUE), Kenya Universities and Colleges Central Placement Service (KUCCPS), respective regional education bodies, and survey and interview responses provided by respondents. The accuracy of these statistics is limited to data provided in the reports by these bodies and responses from participants.

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