UNIVERSITY OF NAIROBI

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"ROLE OF INTERNSHIP IN DEVELOPING EMPLOYMENT READY DESIGN GRADUATES IN KENYA"

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Declaration

Student declaration:

This research report is my original work and has not been presented for a degree award in any other university.

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<u>Dedication</u>

This work is dedicated to all design students at various levels. Just bear it in mind that, "It is not easy, it can be done, it has been done, why not you?" (Osanjo, 2022).

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<u>Abstract</u>

The study sought to investigate the roles of internships in developing employment-ready graduates. An internship is "Any official or formal programs that provide experience for beginners in an occupation or the profession", Galbraith, D., & Mondal, S. (2020). It involves interns' students undergoing through various internship process Internship are believed to be beneficial to interns, HLI & industries. Interns gains experience, exposure, skills, networks, competencies, HLI benefits with; feedback, funding, networks & policy development while industry gains, skills, labour and reputation. Despite the benefits, the programs face several obstacles in its full realization; limited time, funding, exposure & curriculum coverage are examples. To assess role of internship in developing employment ready design graduates in Kenya, researcher utilized qualitative approach in form of case studies conducted at 3 select HLI (UON, BIFA & TUK). Semi-structured interviews, FGD, voice recording and archival reports were used. 40 design students drawn from the three institutions, 7 senior design lectures including department chairs, 2 external interns placed at UON, 7 professional design practitioners, 3 executive members of professional design associations 6 former internship placement site supervisors and 10 other design students were recruited using key informants' and snow-balling techniques. Data was analyzed using grounded theory, cross-tabulation & descriptive analysis to explain existence of patterns by highlighting recurring flows in the collected data. The study concluded that design internship programs play crucial part in development of employment ready design graduates in Kenya. The programs facilitate deep understanding and practice of professional skills needed for recruitment and/or professional development is design promotion, innovations and entrepreneurship.

CHAPTER ONE

1 INTRODUCTION

1.1 Background Information

Students enroll for higher education with an aim of increasing their career potential in their specific study fields with expectations to exit learning institutions having gained necessary knowledge and skills required to venture in the job market with an ease. Unfortunately, this is not the case. Potential employers are on record lamenting on the lack of integration of education offered and field of work expectations and needs,(Kute, 2015). "They are ill-prepared to. face work-place challenges or basically lack desire to venture into self-employment as an alternative, (Kirui & Sang, 2019a) Empirical research has hailed internship programs as the key tool to help integrate classroom education with work-place experiences to address graduate preparedness towards employability, (Beard & Morton, 1998)

The Kenyan government in efforts to enhance graduate skills development and employability has developed various policies and initiatives. Past policies formulated mainly focused on equipping young people with education and skills through formal training to transform their behavior to align them with societal norms and values. The Technical and Vocational Training Education and Training Act (2007) (TVET) formulated basic foundations for productive satisfying trainings and careers by through special preparation for initial employment by employing the graduate internships programs as link between technical skills, entrepreneurial skills, job market needs and employable skills. The Kenya Youth Empowerment Project (KYEP)Coined in 2010 through credit from world bank to facilitate government efforts in enhancing youth unemployment with two objectives of offering labour intensive employment opportunities to young people as well as transferring viable skills to increase youth chances of securing employment. It also initiated Kazi Kwa Vijana initiative in 2009 to offer labour intensive employment chances to youths in rural and urban areas via public works projects. In the year 2020/2021 budget allocation, government set aside 10 billion shillings to unemployed youths in rural and urban areas to cushion them from harsh economic conditions rendered by covid 19 pandemic via Kazi Mtaani initiative. However, despite much efforts by the government to cushion youth unemployment, skills transfer and development among youths still remain a thorny issue as the initiatives this umbrella are not academic skills-oriented thus fails to address adequately professional skills developments. Currently as opposed to the past, the Government is now committed to providing

opportunities to youths that have completed their courses to enable them acquire workplace experiences to enhance their employability, (GoK 2016). In 2018, aiming to address the thorny issue of graduate unemployment GoK introduced compulsory internship programs for all college and university graduates to enhance their skills and "employment preparedness" to curb the unemployment crisis among the youth, (Elima, E. K. (2015).

Internship is described as, "Period of work experience offered by an organization for a limited period of time" (Wikipedia.Org 2022), Edu ventures, 2006; Ferrel, 2006), Dictionary.com. (As cited in (Galbraith, D., & Mondal, S. (2020)) defines internship as, "any official or formal program to provide experience for beginners in an occupation or profession." Basic internship practices date back to early period of medieval Europe, "With early version taking form of apprenticeships that ranged from five to seven years of study where apprentices lived with masters to gain experience where at the end become members of guild or journey men",(Hindman, 2009). Apprenticeships were replaced with vocational training in 18th and 19th century that equipped workers with skills needed for factory work. Today, college and university students have opportunities to participate in internship in-line with curriculum.(Jackel, 2011) , (as cited in (Spradlin, 2009)), states that, "In the late nineteen seventies and nineteen eighties, majority of college faculty members established internship programs after hearing about them from collages and other institutions". Learning institutions have since then improved internship to make them more appealing and productive by integrating conceptual knowledge and training to enhance student's capture and implementation of concepts at work places. Modern internship involves exposing students to real employment world to gain hands on experience that incorporates; supervision, practical exposure, education curriculum, (Https://Www.Taylorresearchgroup.Com). Interns get chance to bridge practical skills gap by engaging themselves in supervised and scheduled works to improve personal skills as well as professional growth to enhance their employability, (Anjum, 2020).

Designers are categorized as experts and novices, where novices (graduating designers in this case) normally posses' relevant basic knowledge but with inadequate teaching, "Production and experience necessary for efficient and effective design problem solving skills for design task executions", (Ertmer et al., 2008); (Ruggiero & Boehm, 2016). For a designer to be regarded as an expert,(Perez & Emery, 1995) argue that, novice designers needs like ten years of consistent hands-on experience to obtain necessary expertise. Therefore, there is need to expose graduating designers to practical internship placements in education or

industry sector to ensure they are graduating with some field experience, (Ruggiero & Boehm, 2016). Internship forms an important component to graduating designers as they serve to; build connection between students and future employers, engage them with real-world designs, interaction with diverse design perceptiveness, actual participation with professional realities and simultaneously learn design content and concept as they develop professional design soft skills, (Ruggiero & Boehm, 2016). Design internships are usually site-based where participating students are required to be located near or at an approved internship site. With technology advancement, virtual or teleworks have emerged where design interns utilize virtual internships to gain valid professional skills and competencies' "Currently, over 8 million people work virtually across United States." (Columbia Virtual Internet Program (2014).

The study aimed at assessing the role of internship in developing employment ready design graduates in Kenya. The study employed qualitative approach in the form of a case study. Cases were drawn from 3 leading higher education institution offering design curriculum study and internship (UON, TUK & BIFA). Samples included; top design leadership in the three institutions, 25 design students drawing 8 students from each institution representing various design discipline namely; graphics design, Fashion & Textile design, product design, interior design and illustration design.

Data was solicited using semi-structured interviews with respective respondents to explore internship practices, experiences, benefits, and potential strategies for improvements. The research was supplemented with secondary data that included; published and unpublished documents, desktop reports, registers, scholarly articles and journals, international reports and reviews.

1.2   The Problem Statement

Great concern have been raised by prospective design graduate employers that majority of Kenyan graduates are not employable as they are ill-prepared to face work-place challenges or lack desire to venture into self-employment as an alternative(Kirui & Sang, 2019b). They are unable to integrate conceptual knowledge and trainings received at classroom into productive concept at work places.

Graduates have failed to meet employer's expectations of leaving learning institutions having acquired necessary orientation to perfectly fit available employments opportunities in the industry or venture into self-employment to earn their living.

This concern of graduates failing to secure employment formal or self-employment after graduation calls for urgent intervention. Internship programs have been hailed as the avenue to integrate classroom education with practical experience to help address development of employment-ready graduates, (Beard & Morton, 1998)

Numerous researches have been conducted focusing on aspects of internships; job satisfaction, intern hires, salaries, skill development among others, (Barnwell, 2016); (Kirui & Sang, 2019). Limited research has been conducted on roles of internship in developing employment-ready graduates focusing on graduates, learning institutions, employers and employment developers.

The study sought to use findings to inform relevant stakeholders in formulating design academic training programs and pedagogical approaches influencing internship practices and acquisition to facilitate development of employment-ready design graduates.

1.3   Objectives of the Study

The main objective of the study was to profile industry and institutions offering design courses and internship to deeply understand internship process and benefits to graduates.

Specific Objectives:

1. To investigate current practices involving design internship programs
2. To establish challenges facing design internship programs
3. To establish benefits of design internships to interns.
4. To propose a model for appropriate design internship administration

1.4 The Research Questions

The main question the research sought to answer was:

How do we understand the current design internship practices better for improvement to enhance development of employment ready design graduates?

Specific questions:

1. What is the current internship practices involving design internship programs?
2. What are the benefits of an effective internship program to design students?
3. What are the challenges hindering effective design administration and acquisition by interns, employers and learning institutions?
4. Which is the appropriate model for adoption by policy stakeholders to improve design internship programs to reap maximum gains to enhance design graduate employability?

1.5 Significance of the Study

1. Suggest model/framework to improve and enhance internship administration
2. To inform for policy development by government and learning institutions-curriculum and pedagogical approaches
3. Add literature to existing pool on design internship programs and graduate employment.
4. Offer additional information for basis of future researches

1.6 Scope

Researcher conducted the research in Nairobi as a result of its proximity to researcher and it boasting as a "Bedroom" of early establishments of formal design schools in Kenya which are by now rich in design related data and have produced active industrial design gurus compared to other upcoming or recently established institutions (Maina, 2021)

Research concentrated on 3 purposively selected institutions (UON, TUK & BIFA) to collect data from design departmental heads, design students, and industrial practitioners. Data was collected using case studies, focus groups and semi-structured interview guide and analyzed to establish role of internship in developing employment-ready design graduates in Kenya and global

CHAPTER TWO

2   LITERATURE REVIEW

 2.1   Overview

Internship program can is described as "An educational strategy integrating classroom studies with work-based learning related to the student's academic curriculum and/or career goals. It is based upon a working relationship between the college, employing organization and student. At the work site students engage in a series of assignments, documented in a learning agreement, that are subsequently evaluated", (Design_an_internship.Pdf,). This chapter explores the various internship processes across Kenya, South Africa and India. Roles played by various government bodies, departments and ministries in enhancing internship programs across the three countries. Literature was systematically analyzed and summarized around research objectives to help research gaps and offer framework or basis for future research.

 2.2   Internship Process

Internship is described as "A planned and structured program that provides work experience for a specific period of time, directed at young people who have completed their collage/university studies and are unemployed" (GOK, 2016). The oxford dictionary describes internship as, "The position of a student or trainee who works in an organization, sometimes without pay, in order to gain work experience or satisfy requirements for a qualification." (Wikipedia.Org/Wiki/Internship 2022) defines internship as "A period of work experience offered by organization for a limited period of time …Typically undertaken by students and graduates looking to gain relevant skills and experience in a particular field." Various diverse internships are adopted by various sectors, organizations, institutions and countries across the world. The process is similar between various countries with minimal variations in stages, stakeholders' roles and implementation stages. Most of the processes are applied for both under-graduate and post-graduate internship program

2.2.1 Successful Internship Process

Various distinct scholars have brought forward various criteria and suggestion that entails a successful internship process. (Maaravi et al., 2021) argue that ideal graduate internship program should entail four criteria as follows; have specified work hours, involve paid or unpaid work, involve award of credits and involve oversight offered by faculty coordinator or university representative in conjunction with a university counterpart. Harrison and Kennedy, (1996) (through research by (Anjum, 2020) argued that for an internship program to be effective and successful in attaining set objectives for students, the program has to involve; "proper recognition of internship plans and industrial participants, having motivated interns, program evaluation, monitoring and feedback." National Association of Corrosion Engineers International (NACE) (Pennsylvania, USA) established seven-mark criteria as a litmus paper for uniformity and standardization of internship programs to be rendered impactful, (Galbraith, D., & Mondal, S. (2020) . (I) Internship must be a classroom-learning extension, (ii) Enable knowledge and skills transfer in employment settings, (iii) Defined start & end date with job descriptions and qualifications, (iv) Defined objectives chained to professional goals and students' academic coursework, (v) Involve professional supervision with expertise and professional background, (vi) Routine feedback by experienced supervisor, (vii) Host firm to avail necessary resources, equipment's, facilities and infrastructure to facilitate attainment of objectives. By having a well-motivated and competent internship stakeholder, effectiveness of internship programs can be achieved, (Phoebe, 2010). She goes further to suggest eight predictors of an effective internship program where four are personal academic preparedness, positive attitude self-initiative while the other four are organizational factors; (challenge-job, autonomy, supervision effectiveness, task/role clarity and compensation).

2.2.1.1 Declaration Application & Selection

The NITA Aayog (National Institution for Transforming India) of India which is a policy think tank of government of India established in 2015, initiated an internship scheme to Engage students pursuing undergraduate, post-graduate or research scholars enrolled in recognized universities and institutions within India and abroad, (Http://Www.Niti.Gov.in/). The scheme offers internship opportunities throughout the year based on the needs where eligible candidates who; are undergraduate student who have completed second year or in

fourth year of bachelor's degree, graduate students in second year of post-graduate program or graduates awaiting admission to higher studies applies online on their website between first and tenth day of every month. Application can be made six months prior to commencement and not later than two months before desired month of internship where application is only valid for the desired month and done once in a financial year. Concerned heads screens and scrutinizes applicants and notifies successful candidates by uploading list of successful candidates on NITI Aygo's website. Students are asked to submit a soft copy of (No Objection Certificate) NOC signed form from institutions department head indicating that they won't be registered for any other course requiring his/her attendance during internship period.

 The Education, Training and Development Practice Sector Education and Training Authority (ETDP SETA) is the link of various South African SETAs established in 1998, upon promulgation of Skills Development Act for envisions promotion, facilitation of development and improvement of skills profile of education, training and development sector to benefit employers, employees and full range of workers, (G.O.S.A, 2022). The ETDP SETA mandates to promote facilitate and developed education, training and development in whole. The ETDP SETA is comprised of 21 sector-SETAs. The Mer SETA, one of the 21 sector education and training authority (SETAs) established in 1998 amended to encompass manufacturing, engineering and related services plays vital role to ensure National Skills Development Strategy (NSDS) is fulfilled. National Youth Development Agency (NYDA) was established by parliament act no 54 of 2008 as a single, unitary structure to address youth development issues at National, Provincial and Local government levels. These three institutions partnering with employing organizations conducts informed advertisements of internship opportunities as they arise via websites, word of mouth, campus advertisements and on internet. After successful application, free and fair standard recruitment process is conducted to screen candidates further. Shortlisted candidates are invited for interviews with an aim of aligning candidate's skills with needs/objectives of a distinct organization, department and candidate's needs and interests.

Internship opportunities in the public service of Kenya are declared to the PSC which publishes them in the public domain & its website details of the opportunities for the public to access within two weeks of the commencement of a financial year. Kenyan graduate from training institution that have completed courses but with no prior exposure to work

experience in area of study or Graduates of degree or diploma programs whom internship is a requirement for registration by respective professional bodies are eligible for application through writing letter, filling application form or utilizing avenues outlined by the commission. Selection of interns is purely based on qualification merits, fairness and inclusivity where successful candidates are notified of successful selection through emails, text messages, phone calls, daily papers publishing among other means stipulated by the commission. Interns sign an internship acceptance contract form in readiness for deployment. The internship period lapses between three (3) and (12) twelve months. Role of posting interns in specific departments, institutions is conducted by ministries, departments and agencies in consultations with heads of human resource management and development. Placement is implemented in accordance with academic/professional qualifications of interns.

2.2.1.2   Trainings & Job Description

In India, vertical, division, units, department's heads are tasked with deploying and delegating work programs and outputs mutually agreed upon with interns. The heads are responsible with organizing and conducting seminars, workshops and presentations for their interns to supplement their learning experiences. Interns are supposed to acquire minimum of 75% attendance score with daily register marking in and out.

Interns in South Africa are posted in department aligning with career goals and organizational objectives corresponding with their qualifications. Department's heads sets rigorous strategies and policies regarding interns and mentors' description, allocation of performing tasks, M&E plans and their absorption plans after successful completion of internship program. The host firms develop clear internship program objectives tied to industrial needs and organization's growth strategy.

In Kenya, PCS posts interns to various departments, institutions where they are inducted by host management. Institutional managers are tasked with selecting qualified coaches/mentors and developing a structured training program to enhance intern exposure to various distinct functional areas of department. Emphasis is made to ensure programs offers experiential learning activities and hands-on experience that is usually supplemented by exposing interns to seminars and workshops.

2.2.1.3   Monitoring & Evaluation

Routine monitoring of progress and performance of interns is vital in achieving overall objectives of the programs. Hosting supervisors set work goals, assign work tools, and oversee daily progress as well as appraising them with existing performance frameworks assessment criteria set by relevant regulatory body/institution. Collage/university supervisors need to visit interns in the firm regularly to assess intern's progress and offer guidance where possible.

In India, concerned departments/units' heads are tasked with ensuring a satisfactory satisfaction of program's tasks and outputs mutually agreed with interns. Interns are expected to submit periodic reports upon completion of every assignment of their learning experience for evaluation needs. The program also utilizes attendance records and details of work supervision that are maintained by vertical/division/units/supervisors, GOI, (2015).

The Subjecting HE I's to performance reviews by aligning job-readiness programs with job market needs is an approach employed by government of south Africa conducted via peer reviews and conducting research to understand market demands. Government, company-based recruitment agencies as well as students are allowed to provide reviews for assessment. Basic monitoring takes place in work-place monitoring where mentors and supervisors monitor intern's task performance, progress and acquisition of relevant knowledge and skills. Supervisors' monitors signing of attendance lists, periodic reports from interns learning as well as probing for a focused work scope reports and assessments to enhance relevant knowledge and skills acquisition and professional development of interns.

Monitoring is crucial in evaluating extent of objectives achievements, improvements, challenges, remedies, and expected outcomes. The PSC of Kenya is mandated to conduct monitoring and evaluation processes through; "(1) monitoring uptake trends and patterns for prediction and planning purpose, (2) establishing number of interns that successfully complete program, obtain internship letter of completion and secure employment after internship completion and (3) ascertaining level of management of hosting firms are satisfied with value of and internship contributions in their firms, (4) preparation of annual reports on internship programs and (5) conducting review of overall internship programs for purpose of improvements and alignment with national and internship strategic goals." GOK, (2016)

2.2.1.3.1 Framework for M&E Internship Programs

South African internship program M&E frameworks are developed by SETAs, Organizations and Interns. The programs are monitored by government's agencies in terms of enrollment, company-based recruitment agencies, and intern's feedback. At workplace settings, host avail mentors and supervisors to monitor and evaluate intern's task performance, progress and skills acquisition. Interns give their feedback on internship experiences in relation to their competences and employability after internship.

The PSC of Kenya, has designed a way to ensure participatory approach in implementation of the program that focuses on; (1) Defining objectives &targets, (2) Selecting indicators for measuring efficiency and effectiveness of internship activities, (3) Identification of lessons learnt and reapplication at best practices and (4) Involvements of stakeholders in M&E internship programs.

2.2.1.4 Completion

Upon successful completion of internship program in Kenya, interns submit a report of the program to coordinator in the firm and their respective institutions. The hosting firm offers them with a completion/recommendation/testimonial letter to mark successful completion. In some instances, they register interns with relevant professional bodies where applicable. This is similar in many countries as in India, interns are awarded with an experience certificate indicating knowledge and skills one has been exposed to during his entire internship program. For undergraduates, credits/grades are awarded by institution's supervisor guided by review of reports from the students, logbooks, attendance list as well as report from, host supervisor on overall conduct of interns at the entire program duration.

2.3 Design Regulatory Bodies, Societies and Associations

These are design professional bodies and associations tasked with regulating training and conduct of their members. They are mainly formed by practicing designers to help advocate their issues in unison.

2.3.1 Design Regulatory Bodies, Societies and Associations in India

All design bodies and associations are run under the umbrella of India Design Council which is a national strategic body for multi-disciplinary design involved in design promotion to ultimately transform India into a design enabled country. Coined in 2007 after adoption of Indian national design policy leading to development of IDC in 2009 to enable policy implementations. Other design bodies, associations and societies operating at national levels include:

1). Fashion Design Council of India (FDCI) that operate to promote fashion entrepreneurs in India to ensure sustainable growth. Members drawn from fashion and accessory designers, professional and educational institutions and corporates by advising, raise professional standards and practices through training, workshops, seminars and conducting market research.

2). Odisha Design Council (ODC); non-profit organization that conducts research and implements traditional design practices in Odisha state in modern design domain with an aim of spreading awareness and education via extensive research and skills training in the design field.

3). Chartered Designers of India (CDI). It's a design institution mandated with establishing and upholding professional standards of design practices in India. It establishes government policies levels recognition to professional design practice where the institution conducts benchmarking on Indian design profession and qualifies quality and accountability of design professionals. This is achieved though; formal education, offering professional design practice/teaching experience, continuous training and up-grading of skills and ensuring responsible design practice.

4). Association of Industrial Designers of India (AIDI). Established as a representative body for industrial designers of India, but in 2007 AIDI saw need to play greater role of implementing National Design Policy by including other design disciplines in India. Changed name to Association of Indian Design (AID) in 2007 to reflect its new role and charter of promoting design knowledge and skills acquisition and exploitation through sponsoring design events, promotions, seminars, professional meet-ups to share design insights,

internship guidance and placements as well as creating design awareness programs in educational institutions and industry to enhance design value.

2.3.2 Design Regulatory Bodies, Societies and Associations in South Africa

With design being a wide field spanning different industries and disciplines in SA, some sectors are well developed while others are evolving. Exciting design potential is being developed every day and this has seen introduction of design in high school curriculum where learners are facilitated and supported through involvement in industry competitions and expos, Sune' Stassen, (2022).

Evolution of design in SA has seen establishment of various professional associations that are non-profit organizations to; set standards, profession promotion, networking with global counterparts, awarding, shows and expos and running students support programs like internship placement and mentorship, seminars, workshops, among others. Some of the associations and societies include;

1). South African Designers Association (SAFDA). An agency comprising of fashion designers, awards, promotion and marketing, clothing and manufacturing development of industry. Started operation in 1987 to assist designers in pricing, manufacturing techniques, contract negotiations, as well as exposing designers to clothing production management techniques through design seminars, trainings, internship placements and workshops.

2). South African Antique Art & Design Association (SAADA). Founded in 1963 and it's the oldest in S.A. it has evolved to include modern and contemporary Art, Design and jewelry. Its membership comprises of like-minded designers I fields of raging from 20th century design to cape town furniture, fine art and jewelry, silver to contemporary design, art nouveau to coins, among others. The association offers access to exhibiting fairs, second hand goods accreditation and exemptions, website inclusion, social media platforms and membership document publishing.

3). Design Education Forum of South Africa (DEFSA). It's a professional organization of design educators from most design disciplines like industrial, graphic, interior, clothing, ceramic, textile, jewelry and commercially based photographers. Main aim is to promote design education in South Africa region by setting goals & formulating design education objectives, raising general level of design literacy and awareness, maintaining fundamental

links between design education, visual arts and art education to enhance creative essence of designer's formative training DEFSA, (2022)

4). the African Institute of Interior Design Professionals (IID). It is a professional body representing the interior design industry of South Africa operating nationally. It has representation in Gauteng, KwaZulu-Natal and Eastern and Western Cape. IID is dedicated to establishment, promotion and maintain expertise, professionalism, sound business practice and quality practice standards in the industry. The IID is a member of the International Federation of Interior Architects & Designers and a voluntary Association member of SACAP (South African Council for the Architectural Profession). IID, (2022)

5). South African Graphic Design Council (think). It began operation in 2001 aiming to unite and represent graphic designers of South Africa. The council supports an annual student award and bursary program aim to attract black youth the profession, promote excellence and prepare them for professional world penetration.

2.3.3 Design Regulatory Bodies, Societies and Associations in Kenya

Their roles include; developing programs in line with fulfillment of internship objectives, set and review duration of internship programs, develop culture, standards and evaluation criteria for internship programs, accredit internship programs and institutions, register and license professionals after successful internship completion as well as disseminating code of professional conducts.

In the design industry various regulatory bodies in form of associations and societies to offer professional support and guidance in various design professionals. They include;

1. The Interior Designers Association of Kenya (IDAK): This is a professional body of interior designers of Kenya to bring together, promote and maintain professional practices of interior designing in Kenya.
2. The Association of Designers of Kenya (ADKE) professional body advancing professional practices and promote standards in interior design and graphic design professions in Kenya
3. Design Kenya Society (DKS) promotes best practices in the profession of design in Kenya.

4. Association of Fashion Designers Kenya (AFDK) formed to unite fashion designers and fashion related professionals and businesses to grow as industry together.

2.4 Gains/Benefits

Despite potential challenges and limitations influencing application and consumption of internship programs, research have proved that internship is invaluable to all stakeholders involved; students, organizations and universities,(Hall et al., 1995) (as cited by (Maaravi et al., 2021). GoK, (2016) highlighted roles of public service internship processes that accumulated to various benefits to interns. PCS pointed that internship programs pre-exposed under-graduates to real work world, equipped graduates with up-to-date on-hand experience as well as offering a perfect avenue to graduates to bridge training skills-gaps to aid them meet market needs. Internship programs avail unique chance to practice learnt knowledge and skills by direct application at work place, (Wasonga & Murphy, 2006), where they are able to align their prior possessed knowledge and skills with market needs. Graduates fruitfully implement classroom concepts in real-work setting where they learn, upgrade job skills as well as developing personal qualities and working habits that raise their confidence levels, Internships further promotes intern's professional development and career success. A study by (Looksharp, 2016) titled "State of Millennial Hiring Report." (As cited by (Galbraith, D., & Mondal, S. (2020) , revealed strong correlation between having at least one internship and improved job prospects after graduation and securing employment in their respective field of study, concluding internship as a critical aspect in determining career success. Same study established correlation between multiple internship and job placements, where graduates successfully fulfilling internship requirements for 3 or more sites were most likely to receive full-time job offers. Interns are exposed to additional professional know-how and tools above and beyond their academic studies where they are exposed to industrial standards of operation (design), regulations, regulating bodies and their roles, registration among others,(Baldwin & Daugherty, 1997). They boost their CV's, develop their networks (Divine et al., 2007). The networks interns create during internship are useful as they get to interact with corporates and professionals that may turn to a strong network to first job offers, (Anjum, 2020). Completion letter, recommendation/referencing letter and sometimes privilege to be registered with professional bodies while internship boosts graduates' confidence level and employability chances (GoK, 2016) including; job offers by their internship placement firms, (Shoenfelt et al., 2013). For

the firms, they enjoy "a highly motivated and inexpensive (sometimes not even paid) workforce (Galloway et al., 2014) and access to future talents that lowers risk of sub-optimal employee-organization fit (Beard & Morton, 1998).", (Maaravi et al., 2021). A study by (Kute, 2015) on "Contributors of fashion designers' success.", revealed that employers prefer hiring employees they previous trained (through internship) as they are already accustomed to company culture, cheap and save on retraining cost. Interns are much useful at hosting firms as they offer part-time services, creative & innovative ideas as well as exchange of skills and knowledge with firm." Learning institutions also share the benefits of its students engaging in internship programs where internships improve universities' offering quality though combination of practice alongside academic theory as argued by (Raelin, 2009), as a result of increased graduates employability resulting from internships, they are relieved of criticism regarding academic education relevance in the 21st -century job market , (Pfeffer & Fong, 2002)through feedback from employing firms on areas to be addressed and their recommendations, they are able to refine their curriculum by engaging students in market hand-on skills to make theme relevant in future. Through internship, institutions strengthen bond with design professionals and corporates which results in good reputation and sometimes benefits from grants and financial aids.

2.5   Internship in Other Parts of the World (United Kingdom)

Internship begun as work experience in England in 1970's by Jack Pidcock, Principal Career Officer of Manchester Career Service by then. The career service organized a two weeks work experience or year 10 pupils in Manchester Local Education Authority Schools, with special need students included. The program meets huge resistance at first by trade unionists, schools and Local Education Authority. The program was much valued by pupils, teachers, inspectors and employers as it offered a taste of needs and disciplines of work and an insight to vocational choices.

The program ran alongside professional, individual, impartial, face to face career guidance by local career advisors. In 1973, the Conservative Government introduced Education Act on work experience to enable education authorities facilitate all school-leaving age children undertake work experience as part of their education. This was later abolished in 2012 by the Conservative Liberal Coalition Government in England for children's years 10 to 12 for 14-16 years. Currently, there is no work experience offered under national education curriculum

for students in years 10 and 11 in UK, but is available to student in third and fourth year in Scotland, Australia, New Zealand and Ireland.

Student work experience involves students engage in an adult working environment with main emphasis being on learning on work-world related activities. Placements are always influenced by insurance cover, opportunity and security concern of students with little emphasis on eventual career choice by student but to expose them to broad work world experiences. Most Student internship programs are not necessarily paid as it is considered as part of their education. Placement time varies with course and over variables with most working for one or two weeks in a year or one or two days in a week.

At university and collage levels, work experience (internship) programs are usually offered between the second and final years of an undergraduate degree course compulsory in technical fields like science, engineering, computing and art. The program is referred "sandwich courses" where students gain chance to employ knowledge and skills gained in first two years and test their application in solving real-world or work challenges. This equips them with insights in their final year and prepares them for job market upon graduation. The programs can be unpaid or paid where a company may sponsor the student during the period and in their final year of study promising them employment opportunity upon graduation as an incentive to the student to improve their performance during placement. In the case of paid internship, students earn from 12,000 Euros to 20,000 Euros for a full year in the industry. The placement usually lasts between six and twelve months before students returning for their final year of study. Placement depends on course and career interest of students. For standardization purposes, UK rules stipulate work placement not to consume more than a third of their entire degree course. Students are provided with opportunity to apply knowledge learnt and skills gained within professional environment. They gain invaluable insights in company management, increased self-confidence, reflective practicing and development of transferrable skills applicable in their future career.

2.5.1 Rules and Regulations Subject to Work Placement in UK

For one to engage in work placement in UK, there are rules he/she will have to observe. These are rules and regulations governing work placement in the UK by students. The student must;

1. Be undertaking a course at degree level or above (qualification at RQF level 6 or above, SCQF level 9 or above).
2. For foreign students, they must be sponsored by a higher education institution, publicly-funded collage, and independent school, embedded collage offering pathway courses or other similar licensed institutions.
3. Have work permission in UK as an international student.

In addition, if sponsored, the sponsor must;

1. Be recognized as possessing a good track record of offering similar work placements
2. Inform home office in UK of your intention to work as part of your studies
3. Closely monitor intern during placement where they are required to provide letter of work placement provider, with details of contract's terms and conditions and assessment details.

2.6   Conceptual Framework

Figure 2-1: Conceptual Framework
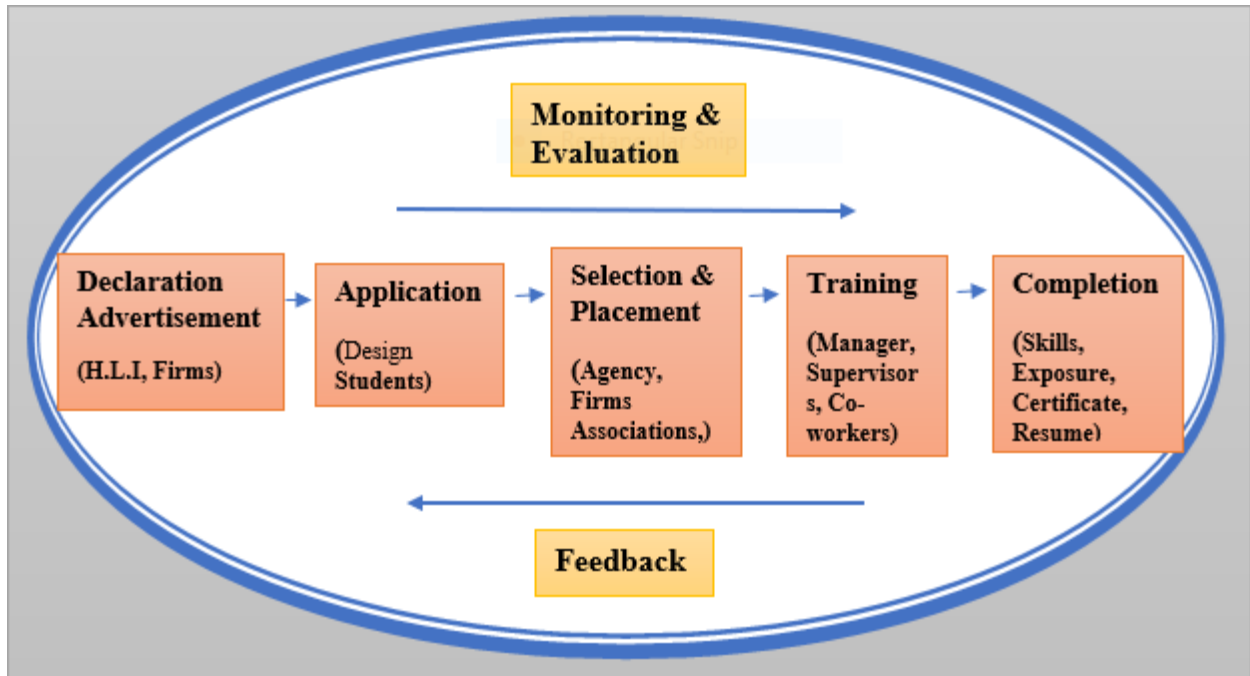
Source: Author, 2022.

Firms and design learning institutions conveys internship information to students. Learning institutions announces when students are supposed to undertake internship, where to seek placement and expectations. Placement firms declare placements posts, eligibility, application process and procedures. Design students are supposed to synthesis information to assist in application for placements at interested placement sites.

Selection and placement of qualified candidates is free and fair carried out by recruiting agency of placement firm directly after considering factors like skills possessed, interest's, opportunity. Learning and training are offered at placement sites that are closely monitored and supervised by site supervisor and from design learning institutions. At completion of the program, it is expected the program to yield various benefits/gains to interns believed to boost their career skills and focus. It is assumed that with other factors being constant, interns to utilize gained benefits to be employment ready in terms of market suitability or recruitment. On market suitability, they can utilize acquired experiences to be design innovators, creators, entrepreneurs or venture in self-employment with an ease while on recruitment basis, by help of experience and gains from internship programs, they are

believed to more-ready by potential recruiters than counterparts who did not go through a successful internship program.

2.7   Conclusion

Upon design students' participation in a successful internship process and have all necessary benefits they prefer invaluable on their career and professional developments and are able to utilize them, they can now be considered employment-ready. They can utilize the gains in the job market where they can become innovators, developers, entrepreneurs, innovators or utilize the gains to venture in self-employment. They can also utilize the gains to boost their resumes for recruitment purposes.

CHAPTER THREE

3 RESEARCH METHODOLOGY

3.1 Overview

This study used UON, TUK and BIFA in Nairobi County Kenya as case study representing institutions of higher education offering design course training. The study involved 55 fourth year design students that had successfully undertaken a design internship program. Expertise opinions and advice were sought from senior design departmental staff members, executive members from professional design associations, external interns placed at the institutions, professional design practitioners that had undertaken internship programs and site supervisors and/or managers from former placements. Data was collected via field notes, interviews, focus groups, audio recording and archival documents reviews. Data was later transcribed and analyzed descriptively.

3.2 Research Design

The research was mainly qualitative utilizing case study design. Quantitative data was employed mainly to support qualitative data and strengthen representations of facts that could not be presented in narratives. Data from the globe, Africa and Kenya on internship practices and processes were collected and analyzed and case studies carried out to explore design internship practices, benefits and challenges to influence development of an appropriate internship model for adoption to influence employment readiness of design students in Kenya and entire world.

Statistical data (Crowder et al., 2017) was used to complement data collected from survey tool used to complement focus group discussions. Data collection tools were pilot tested on 8 design graduates who had undergone through a successful internship program and 7 final year design students from undertaking different design courses. The pilot subjects were design related and had undertaken internship program. Feedback from their responses and observation were shared in a group discussion with 4 of the students to inform the researcher on best professional language selection as well as focusing data collection tools like semi structured interview guides and group discussion guides to have a better response to research objectives.

A research assistant with two years' experience of professional design practice conversant with design internship program having undertaken one before graduating was employed to assist in conducting focused group discussions. Most of data analysis action was carried out by the researcher as a result of research objectives and nature.

Data triangulation (Patton, 1999) was undertaken by conducting data analysis from the various respondents to confirm trends, patterns and consistency of data. The consistency of data collected from different approaches was confirmed from the various respondents categorizing fourth year design students that had undertaken internship programs, chairperson of design departments of the three institutions, professional designers who had undertaken internship programs, design enterprises (supervisors and/or managers) that offer internship placements and executives of professional design associations. Descriptions have been used to represent most data recorded as detailed field notes while statistical data have been presented in tables and graphs.

3.3   Population and Sampling

Population and sampling involved identifying design learning institutions in Nairobi County and selection process to achieve suitable sample. Empirical research revealed that there are over 149 registered tertiary learning institutions operating in Nairobi County ("List of Universities and Colleges in Kenya," 2022). Of these institutions, only few TVETs and colleges offer design training at from craft, certificate & diploma levels while Universities train at degree and post-graduate level, ("TVET," 2022). The common design specializations are; graphics, illustrations (also offered as Drawing & illustration design), product (also offered as industrial design), interior and fashion & textile design, (Department of Art & Design, UON, 2022). However, there are other many disciplines in design offered by different institutions derived from the main design courses, (Maina, 2022).

Based on unpublished report compiled by first year Masters students 2021 of UON titled " Historical Development of Art & Design Institutions in East Africa" researcher purposively selected UON, TUK & BIFA as cases for studies based on their rich and extensive coverage of design curriculum, offering most of the design's major design discipline, boasting a rich pool of talented & successful alumni, staff and students, vast experience posed by their faculty based on long practice periods, high-rating in-design training standards at local and regional markets.

The research opted for a small homogeneous sample size that had similar features; in directly and intensively involved in design training, administering, monitoring and evaluating internships of the major design disciplines. The institutions train design at certificate & diploma levels (BIFA), degree and postgraduate levels (UON & TUK). Purposive Selection of cases offering design training at different level was key to establish impact different education level had on internship placement, task/training, process and learning among different interns with different education levels.

From informal interviews with faculty and students of the three cases, it was estimated that there were more than 300 final year design students from the three institutions at the time of conducting the study. These included certificate, diploma and degree candidates specializing in different major design specializations and undertaken internship program before commencing their final year studies thus qualifying for selection. The 300 final year design students were considered as the initial population for the study since they possessed common observable features to inform research objectives, (Maina, 2012).

Table 3-1: Population Distribution Summary

No.	Design Institution	No. of Design Students
1	UON	177
2	TUK	70
3	BIFA	53
Total		**300**

Source: Author, 2022.

3.4   Sampling

Techniques are methods of selecting or recruiting individual members or population subset for drawing statistical inferences from them and predicting the characteristics of the whole population,(6 Sampling Techniques, 2017).

Purposive non-random sampling techniques were used to identify initial samples that comprised three chairpersons of the department of design from each of the three cases. They were selected to offer a wide perspective of the phenomenon and were used in comparing and grounding findings, (Jones, 2010).

The initial samples were key informants who provided referral links to the researcher to recruit primary sources of information that comprised of final year (Diploma & Degree) design students that had undertaken internship program. Chairpersons directed researcher to final year masters, heads of design students' associations and/or final year representative who then anonymously selected 10 students in final year from various specializations in each institution to form a sample population of 40 students. They offered contact information of the subject for researcher to reach out. Subjects were invited for participation through personal emails, phone calls and text messages to arrange for convenient meeting time and venue.

Design students posed as key-informants in providing links and contacts of their former placement supervisors that were considered in the sample. Six supervisors were purposively considered for professional design practitioners out of the many suggested by the students. Their selection was subject of formal training and whether they undertook an undergraduate internship program to help investigate if it had real impact on their current and future professional design practice.

The students also served as key-informants in identifying organizations and firms they were placed and offered important links and contacts to their former site supervisors considered in the research for their views on student's learning process, task execution, skills gain and utilization and their overall performance in the entire internship period.

The technique was also utilized in identifying external interns placed in the departments. It was observed that only UON had at the time of research. They were 3 in total placed by PSC identified through referral by the chair of department and researcher was able to interview two of them as one had completed and left by the time the research was conducted thus was not eligible.

Research considered other stakeholders to offer in-depth understanding of design internship processes. They included of executive's members of professional design societies and associations, external design interns placed at the institutions by PSC at the time of research, professional design practitioners, and site supervisors from where students had been placed. This was necessary to help validate data and shed light on design internship learning, training, practices and processes that could not be adequately accessed from design students and institutions department's heads.

Table 3-2: Sample Distribution

No.	Description	No. of Respondents	population
1	Design students	40	300
2	Heads of design departments and senior faculty	7	Not known
3	External interns placed at the institutions	2	3
4	Professional design practitioners	7	Not known
5	Professional associations executives' members	3	Unknown
6	Placement site supervisors/managers	6	Unknown
7	Other design students	10	Unknown
	Total	**75**	

Source: Wachira, 2022

Executive members from professional design associations were identified through key-informants technique where design professionals were asked to suggest the design associations they belonged to and provide contacts of possible executive members. Researcher used the contacts to recruit 3 respondents. The three had a vast experience in the societies of over five years thus qualified for selection.

The two external interns placed at the institutions were recruited via referral where chairperson UON referred researcher to the three external interns placed at the department via PSC. Only two were recruited out of the three as the third one had completed program and left by time research was being conducted.

Professional design practitioners interviewed were purposively recruited among the contacts the researcher had with help of friends in different design specialization. This was due to ease of reach and time constraint to establish new links.

Students were asked to provide contacts of their former placement managers/supervisors for interview consideration. Out of several contacts provided researcher was able to contact six representing the different design specializations.

Other design students were recruited from design student's not in final year and yet to undertake internship programs to investigate their perception and expectations of design internship programs before they undertake.

3.5   Data Collection Tools and Techniques.

Design internship program process was investigated to examine application, recruitment, placement, training, benefits and challenges. The opinions, perspectives, feelings and experiences towards the program were investigated through interaction with students and stakeholders. Methods employed for data collection were; Case studies, Interviews, blended questionnaire, Focus groups and Voice recording. Archival Reports and documents inform of published and unpublished & electronic media were considered for secondary data. Detailed field note taking, audio recording, were also used for data collection and recording during focus groups discussions and in-depth interviews.

3.5.1   Case Studies

"An empirical enquiry that investigate a contemporary phenomenon and context that are not Cleary evident; and in which sources of evidence are used", (Yin, 1984), (as cited by (Zainal, 2007.

Cases were drawn from UON, TUK and BIFA investigate design curriculum, design training curriculum, internship process, factors influencing design learning and internship process and evaluate how design curriculum and internships can be effectively used to enhance employability of design graduates. Selection was based on empirical research proving their high-ranking in-design curriculum courses offering in Kenya and E. A region, their impactful involvements in developing local and international design events, workshops and seminars, producing prominent design experts in the industry and their near- reach to researcher's scope as well as time limitation.

3.5.2   Interviews

(Longhurst, 2003) proposed use of interviews to unearth informative data using pre-determined questions that unfolds into conversations manner offering participants chance to explore important issues, regarding phenomena.

Research used Semi-structured interviews to investigate departmental heads and senior faculty members from the cases institutions. Executive member's representatives of professional design associations and societies and/or associations were also subjected to the

semi-structured interviews. Interviews duration was between 15-30 minutes. The interviews using structured interview guides sought to investigate specific focused questions within scope of respondents ability to express themselves fully, (Maina, 2012). Their bio data: design education background, Teaching/practice information, institutions worked in, internship perception, experiences, benefits, challenges, etc., Opinion: on challenges, mitigation strategies, recommendation: on best practices to adopt in internship process and their roles in design internship recruitment, placement and learning and training process were what interviews sought to investigate.

3.5.3 Focus Group Discussions.

Conversational research was used to investigate complex behaviors via contact with participants to get wider information sourcing base, chance for enquiry and clarifications, as well as probing more information from participants.

Initial FGD targeted ten students from each of the three institutions. However, the number increased to fifteen from BIFA, twelve from UON and thirteen from TUK. Three different FGD were staged separately but ensuring to utilize similar guides involving students from each case drawing two respondents from each design specialization making a total of 40 participants. Similar focus group discussion guide was used for the three groups to ensure consistency of data collected. FGD lasted for forty-five minutes to one hour. Subjects were allowed to deviate within the theme where interviewer intervened where necessary to clarify issues or introduce new themes. Key issues arising from FGD were recorded in detailed field notes, transcribed and analyzed immediately to themes to draw conclusions, summaries and recommendations with other solicited data in response to answering research questions. Principal researcher was the main facilitator assisted by an assistant recruited to help coordinate, set venue, record recordings and note non-verbal interaction with respondents. For validity purpose, report covering all necessary information was shared among participants to validate results, thereby enhancing credibility, (Birt et al., 2016).

3.5.4 Audio/ Voice Recording.

Primary means of data collection and analyzing of a natural occurring conversation. The instrument was employed by researcher to record verbal interactions during semi-structured interviews with chair of departments and faculty members and FGD discussions & proceedings of the respondents. Recordings were later typed out and transcribed to detailed field notes for use in data organization and presentation.

3.5.5 Archival Research: Reports and Documents Examination

Useful information previously collected by others, amenable to systematically study, (Jones, 2010) was used by the researcher to supplement primary data. Research examined internship records, register forms, reports, logbooks, documents & reports filed by organizations offering internship, literature review, policy documents, published and unpublished internship research and reports.

3.5.6 Survey

Survey in form of blended questionnaires employing quantitative and qualitative aspects. Open ended and closed ended questions were employed in the research. The questionnaires were administered manually inform of printed documents to despondence as well as online via emails and what's up contacts sought from department.   The questionnaires were administered to a large audience of students available for a wide scope of data to be collected. Response for electronic survey was 26, while for manually fill-out was 14. Responses were analyzed both manually and electronically using Google forms and themes developed to influence conclusions made.

Separate questionnaires were developed and administered electronically to professional design practitioners and site supervisors of former placements sites. Responses were analyzed electronically using software interface and data presented inform of tables, graphs and descriptions.

3.6 Comparison of Instruments

These instruments were carefully selected to yield desired results in the field. Their advantages and disadvantages are summarized in the table 3.3 below.

Table 3-3: Comparison of Research Instruments

Method	Advantages	Disadvantages
Case studies	Can be used to compliment focus group, offer detailed information of participants, allow in-depth exploration of a phenomenon, Enhances and compliments previous results thereby enhancing confidence level, Offer in-depth exploration of social behavior	Hard to generalize from small number of case studies hard to establish cause-effect connection prone to ethical issues-confidentiality Hard to create case study to suit all subjects.
Semi-structured interviews	Fewer participants needed to offer useful and insightful data, allow chance to probe more information, can be conducted in an informal setting, adjustable to get detailed and insightful information on given phenomenon, allow deviation within topic by participants	Time consuming and not generalizable, long and tedious verification process to extract compared information, prone to bias at participants selection stage
Focus groups	Offer detailed information about personal and group, chance to probe for clarification, cost effective on time and cost as opposed to individual interviews, probe complex behavior via contact with participants	Challenging to manage and control, challenging to identify participants, can fail to represent majority view
Archival research	Easily available, Cheap to access, Rich in variable relevant information/data, offer credible data-published sources, offer secondary data to supplement primary data sources	Maybe obsolete with time, Hard to compile-time consuming, Prone to quality inconvenience, Expensive to acquire and install recording devices
Voice/ audio recording	Suitable in recording key-informants to capture all details, Great source of primary data for linguistic	Expensive to conduct-equipment's

	analysis, Compliment field notes, Durable and easily transferrable field-work record, Alternatives to people's retrospective self-report of their behavior and natural social setting, can be used for multi-purpose data source for multiple research questions, "Fertile" data collected, Negron. R., (2012)., Flash memory retrieval	
Survey	Inexpensive, fast results, easily administered online, compatible, administered without supervision, open-ended can probe more information, respondent anonymity, relative validity & reliability.	Unanswered questions, misinterpretation, can't collect feelings and emotions, fatigue, no probing chance, costly printing survey forms

Source: Wachira, 2022

3.7 Ethics Considerations

Since the study involved human subjects, research considered privacy and confidentiality of participants. Subjects were availed adequate details of the study and their required inputs towards realization of the study objectives. They were given freedom of choice to participate or not.

For FGD with design students, the researcher provided enough information to chairperson of design departments for review to fully understand scope of research, data collection, storage, transmission and usage. With approval, researcher proceeded to conduct FGD.

Informed consent forms were provided to all parties and signed by individuals. For FGD, the consent form was read out before commencement and signed by representatives of the groups. Collected data from FGD was shared with respective departmental office management for conformity check.

Assurance was given to all parties that collected data, anonymized and codified was to be used for academic purposes only. Access of data by outsiders for academic purposes like publications, and teaching materials was subject to acquiring explicit permission from researcher.

3.8   Data Quality

Reliability and validity of data was highly considered. To avoid judgmental input of researcher on judgment of facts and data revealed by respondents that could affect findings, analysis and conclusion, special attention was given in data collection. Multiple approaches were used to investigate and record and report data. An insight drawn from data captured on survey with students was put through FGD with respondents for confirmation and verification. Findings from FGD with students were discussed with faculty members and former site supervisors.

For external validity, respondents were carefully recruited to offer maximum insight via non-discriminatory approach to allow generalization of findings. Data triangulation from multiple sources minimized reporting errors.

Internal validity was ensured by creating a causal relationship where features of one phenomenon lead to another phenomenon. Relationships were examined from several sources before acceptance as correct findings.

Construct validity was achieved through thorough discussion of research approach with supervisors who acted as research experts.

For reliability concern, research aspects like formulating and use of data collection can be replicated anywhere to yield similar results. Findings of data collected from survey with students were presented during FGD for confirmation. Similarly, findings from FGD were discussed with faculty members and placement mangers for affirmation.

Research assistant was carefully selected and trained on basis of pre-set criteria of having great understanding of design internship having undertaken one before. Assistant was tasked with assisting researcher take elaborate field notes on non-verbal communications and responses from interviews and FGD. They also assisted take photos and record images for complementing notes.

3.9   Data Analysis and Presentation

Majority of the data is mainly descriptive bundled around emerging issues as guided by research questions. Tables and charts have been employed to present quantitative data analyzed using simple statistical technique of numbers and percentage averages. Photos and visuals have been employed to demonstrate/illustrate distinct issues under investigation. Narrations explaining internship process and experiences have been employed for data analysis to provide insights. Themes developed from narratives were used to understand the internship process, challenges, training, benefits accrued by interns. Narrations relied mostly on speech that was captured through notes, interviews and recordings.

Voice recording: used to capture and store information respectively mainly during face-to-face interviews and focus group discussions. The recordings were retrieved on same day of recording, examined and narrations derived to deduce their relevance to research.

Photography: Photos are used to complement descriptions and illustrate phenomenon. The photos were taken from internship placement site illustrating various tasks conducted by interns.

Tables and graphs and figures: Used to present much of quantitative data obtained from structured interviews. The structure survey employed to collect information and the tabulated data was supplemented with descriptive narratives to illustrate relevance to research.

Notes and Diagrams: Diagrams have been developed for illustration purposes of issues like the conceptual framework, ideal internship process. Various notes, sketches and diagrams developed during focus group discussions are presented in description narratives after analyses was done and concluded.

Semi-structured interviews: For semi-structured, the researcher had written several questions based on respondents to gather data. Responses were recorded as field notes and employed specific questions to guide data collection to ease analysis and presentation. For analysis and presentation purposes, headings were derived from the questions.

Focus group discussions: The discussions made of several questions generated around specific topics. Field notes taken during the discussions and recordings made were

transcribed. Each and every issue emerging had to be subjected to consensus before recording where the recordings were submitted /reported under various themes.

Survey: Survey questionnaires with both open and closed-ended questions were used to gather data from specific respondents' category where responses were analyzed electronically or manually in note form. Wide scope of data was recorded for wide basis of data to develop headings and themes for analyses, presentation and reporting.

3.10 Summary

Qualitative research approach was adopted for the study with some aspects of quantitative approach of data collection. Data collection methods included; survey, photography, interviews, focus groups and note taking. Cases were drawn from UON, TUK & BIFA purposively selected. Primary population consisted of forty final year design students pursuing diploma and degree levels recruited via referral. Stakeholders were recruited via key-informants and snowballing was considered for data affirmation and credibility. Data analysis was done utilizing techniques like grouping under themes, descriptions, and data sorting and cross tabulations. Descriptions and narrations were used in data presentations. Some of imitations experienced in the field were; time constraints, non-responsive and commitment by respondents prompting for replacements

CHAPTER FOUR

4   FINDING AND DISCUSSIONS

4.1   Overview

The chapter discusses the design internship process in respect to main research question. The introduction chapter highlighted the internship process, design course, levels of training and exposure, placement process and sites, internship training, learning and practice, monitoring and evaluation and completion, challenges and benefits. All mentioned factors are interconnected and influence the impact of internship programs in enhancing employment readiness of design graduates upon graduation. Descriptive analysis of collected data and recorded as field notes was sorted out and presented under different themes and headings.

4.2   The Design Learning Institutions.

The cases of study of this research were drawn from three learning institutions identified and purposively selected under criteria discussed in the methodology. The profile of the institutions included their establishment history, design program offered by the institutions and levels they are offered, overall design internship programs administration and placement places.

4.2.1   The University of Nairobi (UON)

The University of Nairobi is the largest public university in Kenya. Its main campus is located in Nairobi, the capital city of Kenya. It has the largest student's population of more than seventy thousand.

4.2.1.1   Establishment

Revealed from archival research, University of Nairobi was established in 1945 as Royal technical college with foundation stone being laid on 25th April 1952 by Sir Philip Mitchell and incorporated on April 24, 1954, by enactment of the east African high commission (Establishment of Royal Technical Collage - Google Search).

Figure 4-1: Her highness princess Margret

First image is Princess Margret addressing congregation after glad opening of the institution, second; is her planting a memorial tree and third is her in one of the laboratories in the school (physics lab)

Source; (Nairobi, 1956).

The Department of Design (DOD) opened its doors to pioneer design students in October 1968 and its objective was to train designers to accelerate progress towards development (Odoch Pido, 2014). In 1986, the College of Architecture and Engineering (CAE) was established as one of the six colleges following a restructuring of the institution to form six colleges. The Faculty of Architecture, Design and Development (FADD) had departments of design among other departments. In the year 2006, School of Arts and Design (StAD) was established. In year 2021, the UON governing Council outlined radical and "Unprecedented governance reforms that included abolishment of offices, merger of functions and creation of new functions", (University of Nairobi, 2021). The Design department was shifted to Faculty of Built Environment and Design.

4.2.1.2   Design Courses Offered in the Department

The design program is offered under Bachelor of Arts in Design at undergraduate, masters and PhD programme. Design course is offered under Bachelors of Arts Design as a four-year program offered on full-time basis. It involves study of basic foundations in design at the first two years. After the second year the students have a chance to specialize in one of the 5 design areas of Graphic, Interior, Product, and Fashion & Textiles and Illustration design in the final two years

4.2.1.3 Internship Program & Placements

The internship program is a course is offered as a course equivalent to 3 months of supervised training at an industrial setting. Design students are exposed to internship inform of attachment before they commence final year of study. They fill attachment log book of daily tasks /assignment completed and any issue regarding the process which is then assessed by supervisor.

On placements, students are responsible for searching preferred placement sites with approval of department. If students fail to secure placements, the institution steps in place to assist inn placement through referral utilizing links with industry practitioners and departments.

4.2.2 The Technical University of Kenya (TUK)

TUK is a public university in Kenya that offers both degree and Technical and Vocational Education and Training programme. It was established following elevation of The Kenya Polytechnic University College to full University status.

4.2.2.1 Establishment

As cited in (East African Design.Docx) Prof. Francis Aduol (2020) states that "TUK was established in 1956, built in the present site in 1960 and given the name Kenya Polytechnic in 1961." The institution was elevated to a university collage status in 2007 as a constituent university of Nairobi and had power to award degrees from university of Nairobi only.

In 2013, the then Kenya polytechnic was granted charter by the late president Mwai Kibaki and renamed as the Technical University of Kenya (TUK). The principle aim of development was to offer technical training especially in architecture, surveying and planning and later expanded in areas of design 7 printing, business, hospitality, hotel management and health sciences.

4.2.2.2 Design Courses Offered in the Department

Design programme (Bachelor of Technology in Design) is offered in the department of design and creative media in the School of Creative Arts and Media (SCAT) in the Faculty of Social Science and Technology (FSST), (Technical University of Kenya, 2022).

Bachelor of Technology in Design is offered as a four-year course program in the department of Design and Creative Media with students being able to specialize in 4 distinct programs namely; Communication Design, Interactive Media and Design, Environmental Design, Product and Industrial Design. It was established that the program is offered on a full-time basis at degree levels.

At diploma levels, the institution offers courses in diploma in technology in design, diploma in technology in printing and diploma in technology (Fashion Design) both on fulltime and part-time basis. Through further probing, it was established that the institution also offers higher diploma training in printing technology.

4.2.2.3 Internship Programs and Placements

Design students undertaking bachelor's degree are exposed for attachment after their third year before commencing fourth year. Those at diploma levels are exposed after second year before commencing third year. Exposure is a must failure to which students cannot graduate as they are offered as a full unit. They are placed at various different sites that includes; design corporates, local design enterprises, community development, ministries departments and private design enterprises.

4.2.3 The Buruburu Institute of Fine Arts (BIFA).

Based along Mumias south Rd, Buruburu, Nairobi, Kenya, The Buruburu Institute of Fine Arts is a community of artist-scholars. The institution offers wide range of art courses preparing students to meaningful creative life by enhancing their intellectual capacity to create, think, perspective and practice art.(BIFA, 2022).

4.2.3.1 Establishment

The institution was begun operations in 1993 under the management of Blessed Sacrament Catholic Church, Buruburu. "The institution was formed as a community of artist and scholars passionate about fine and performing arts drawing most of its staff from former design graduates from university of Nairobi." Muiya, (2022). The institution has grown over years to train students hailing across and outside country like from South Sudan.

4.2.3.2   Design Courses Offered by the Institution.

The institution offers formal training in design in diploma and certificate levels under Kenya National Examination Council (KNEC) umbrella as well as short-term courses, (Muiya, 2022). These short courses are considered as sub-disciplines of art and design practice. They range from; technical drawing, tie & dye, screen printing, graffiti arts, drawings and illustrations to soft-furnishings study & developments. "Some of those who apply for short-course training are mostly people who bumper in a "good deal" and learn the skill like printing to utilize for that specific task," (Muiya, 2022).

Under formal training, the institution offers diploma and certificate courses Art and Design. The courses are offered and examined by KNEC at diploma level but at certificate, they have both KNEC and internal students. Courses offered under Art and Design is; Fabric Decoration, Sculpture, Multi-media crafts, Fashion design, Interior design, Graphic design and Drawing and Paintings.

4.2.3.3   Internship Programs and Placements

Diploma candidates are exposed to internships (industrial attachments) after second year before joining third and final year. It's a course requirement and is Examined institutions supervisors and sometimes supervisors from KNEC make impromptu visitations. For certificate it's not a must but institution encourages and facilitates interested students to undertake one immediately after study completion. The institution has over time complied databases of placements hosts firms that students had been placed in the past useful in evaluating the program as well as a link for students' placements.

4.3   Design Internship Program Process

Internship program comprise of various phases. These phases are sequential from start to completion of the process.

4.3.1   Overview.

Among objectives of the study to investigate current internship practices, investigate challenges and benefits associated with design students undertaking successful internship programs. The chapter focuses on discussing internship program process in declaration,

application, recruitment, placement, training, monitoring & evaluation and all that is involved in entire program. Total of 30 design students 10 from each case were subjected to focused discussions to confirm responses from 40 responses of survey and their insights considered in the findings. Stakeholders' insights were synthesized and presented as well.

4.3.2 Design Specializations

Out of the forty design students considered in the research, twenty-five (62.5%) of them were degree candidates, ten (25%) of diploma and 5 (12%) certificates candidates. The research considered five major design specializations offered under design program.

From the University of Nairobi, Fashion & textile design, Interior design, Product design, Illustration design and Graphic design are offered under Bachelor of Arts degree programme. Design students considered for the research and subjected to focus group discussion were all in their last semester of fourth year undertaking Bachelor of Arts in Design program. They were drawn from the five specializations as tabulated below

Table 4-1 Design Specializations from UON

No.	Study level	No. of respondents	Percentage (%)
1	Interior design	3	25
2	Graphic design	2	16.7
3	Fashion & Textile design	3	25
4	Product design	2	16.7
5	Illustration design	2	16.7
	Total	**12**	**100**

Source: Field data, 2022

The Technical University of Kenya offers Communication Design, Interactive Media and Design, Interior and Environmental Design, Product and Industrial Design under Bachelor of Technology in Design degree program. At diploma levels, Diploma courses in technology in design, technology in printing and technology in Fashion Design are offered both on fulltime and part-time basis. Bachelor of Technology (Fashion Design) course is offered in the school of Hospitality and Human Ecology, Department of Fashion, as a four-year course program. It's also offered at diploma and certificate levels at the department. Design students' respondents recruited for the study and subjected to focus group discussions were final year

degree candidates. There were no diploma or certificate recruited as the candidates were part-time students and were not in session during the time research was being conducted thus limited researcher did to recruit and engage them. Design students' specializations recruited and subjected to focus group discussion are tabulated as follows

Table 4-2 TUK Design students' specializations

No.	Study level	No. of respondents	Percentage (%)
1	Interactive Media & Design	1	7.7
2	Communication Design	2	15.4
3	Fashion Design	3	23.1
4	Industrial/Product Design	4	30.8
5	Interior & Environmental Design	3	23.1
	Total	**13**	**100**

Source: Field data, 2022

Buruburu institute of Fine Arts formal design courses at certificate and diploma courses offered under KNEC (Kenya National Examination Council) guidelines is Diploma and Certificate in Art and Design program with specializations in: Fabric decoration, Sculpture, Multi-media crafts, Fashion design, Interior design, Graphic design and Drawing and Paintings. Short term courses offered by the institution usually ranging from weeks to months are: Technical drawing, Tie & dye, Screen printing, Graffiti arts, Drawings and illustrations and Soft-furnishings study & developments. At diploma and certificate levels, they are offered under KNEC guidelines except for diploma courses options offered by TUK under the institution. At degree and postgraduate studies, program is offered under institutions guidelines in-line with commission of University Education quality guidelines. The research considered views from fifteen final year design students from BIFA. Ten students (66.7%) were diploma candidates while five students (33.3%) were certificate students having just returned from their industrial internship.

Table 4-3 BIFA Design students' specializations

No.	Study level	No. of respondents	Percentage (%)
1	Graphic design	4	26.7
3	Fashion Design	7	46.7
4	Drawing and Painting	2	13.3
5	Interior	2	13.3
	Total	15	100

Source: Field data, 2022

From the findings above on design specializations undertaken by the design students considered for the study, it can be noted that the most common specializations are fashion with thirteen students translating to thirty-two-point five percent (32.5%). Interior design had eight students translating to twenty percent (20%). Graphic and product/industrial design follows with six students each translating to fifteen percent (15%). Interactive media design and communication design are least common with one and two candidates representing two point five (2.5%) and five percentages (5%) are the least common.

4.3.3 Study Levels

Twenty-five (62.5%) of student's respondents were degree candidates from UON and TUK. Ten (25%) were diploma candidates from BIFA and five (12.5%) of certificate. There were no postgraduate design students' respondents in the survey as they were not considered. Degree level lasted for 4 years, diploma 3 years while certificate years for one to graduate.

Table 4-4 Design study levels

| No.	Study level	No. of respondents	Percentage (%)
1	Degree	25	62.5
2	Diploma	10	25
3	Certificate	5	12.5
	Total	40	100

Source: Field data, 2022

4.3.4   Participating in Internship Reasons

Internship participation being a course requirement is the main reason design student's participation in an internship program with 49%. Other reasons established why designs students engage in participation were; recommendations by friends and relatives at 12%, their own choice to gain practical field experience at 24%. Undertaking internship as an alternative for employment was not case among design students but rather with post-graduate design students who had finished first course either in certificate or diploma and undertook one before enrolling to advance their studies. Design department highlighted several reasons for exposing design students to the internship programs. Summary of the reasons are; expose design students to the industry, enable them gain practical work-experience, skills upgrading and skills gap-bridging, equip them with industrial skills, to expose them to a chance of transferring knowledge learnt in class in real life situations, for networking and exposure to employment opportunities upon college completion

Figure 4-2: Reasons for Undertaking Internship Programs.
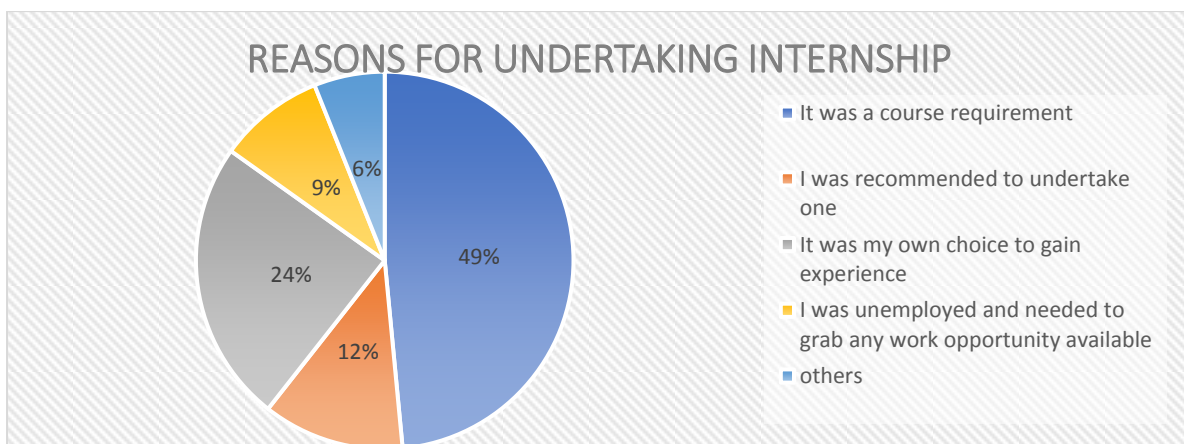
Source: Field data, 2022

4.3.5   Internship Duration

The process typically lasts for three months of supervised works. However, the research revealed that a few students took more than three months on internship taking between six months (5%) and twelve months (5%). These mainly consisted of government placed interns under PSC and student advancing their courses who had undertaken internship after

completing first course level. Other students prolonged internship placement and discontinued with their studies.

Design students lamented over the short span of the program that limited their full understanding of design industry dynamics enabling them to only gain "soft-skills and trainings". If the programs' span could be extended to at least six months, design students would be "happy" to learn and practice most of the industry processes.

Table 4-5: Internship durations.

No.	Internship duration	No. of respondents	Percentage (%)
1	3 months	36	90
2	6 months	2	5
3	12 months	2	5
4	Over 12 months	0	0
	Total	**40**	**100**

Source: Field data, 2022

From the six investigated placement organizations, it was established that firm supervisors and managers prefers internship lasting for one year or more for an intern to be considered "Industry ready ". Firms found it tedious, costly and uneconomical to assign resources and train intern of complex design production processes for three months upon which they leave sometimes without giving back to firm and then repeat same process for another lot. They are trained on "soft-processes" that they can master within the three months' time frame. Most of the firms suggested that the programs span be prolonged to six or twelve months to enable interns be trained on most if not all aspects and be able to practice and perfect under supervision. This would give placement firm "payback" with practice services for their training and they can be able to evaluate their performance for consideration in future recruitments. Chart 4-4 below illustrates preferred internship durations by placement managers of design internship.

Figure 4-3 Preferred internship duration by placement firms.
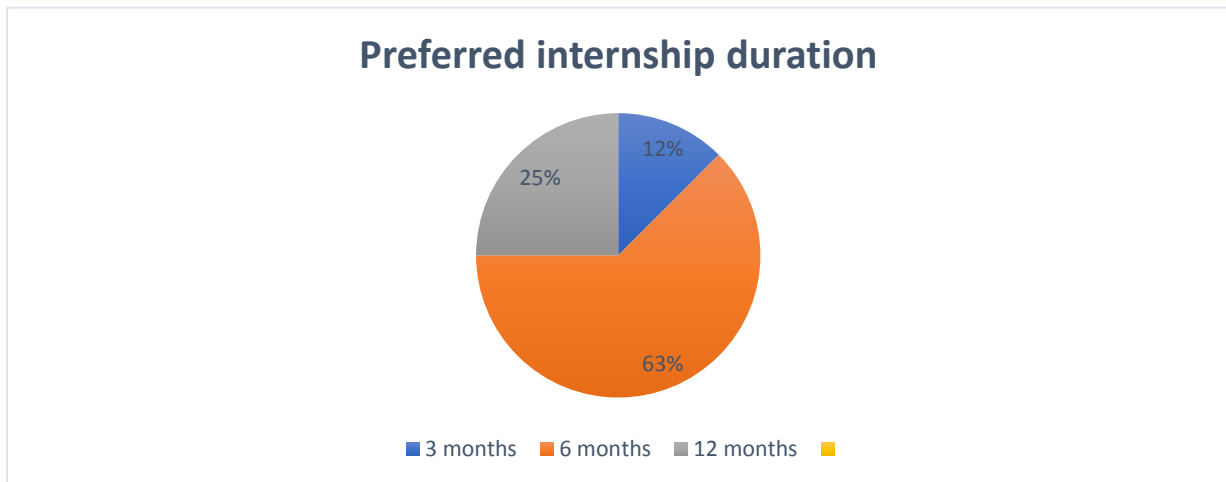
Source: Field data, 2022

Six months is the most preferred with 63%, twelve months with 25 % and three months with 12%. Three months program was considered to be less costly firms, provided short-term solutions to skills and labour shortages and with minimal commitments to firm in terms of training, payments.

4.4 Advertisement and Recruitment

Placement offers are advertised using various channels to convey intended information to all parties. This information is crucial for recruitment process to select most suited candidates for the offer.

4.4.1 Internship Information Sources

Critical information regarding internship programs is conveyed to design students to assist in application for consideration at desired placement firm. Information conveyed includes; application, eligibility, when & how to apply, benefits, placements training, conditions among other details. Figure 4-5 summarizes sources or channels through which internship information is conveyed to design students

Figure 4-4: Preferred internship duration by placement
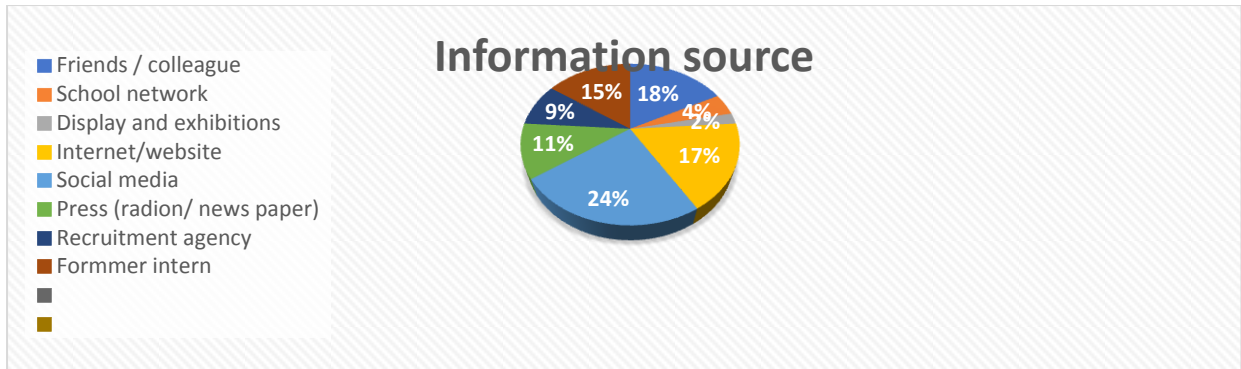
Source: Field data, 2022

Research revealed that information regarding internship participation and placement is commonly conveyed via social media 23% and word of mouth through friends and colleagues 17%. Internet/website search at 16% and recommendations by former interns to the site at 16% follows. Least sources utilized are display and exhibition 2%, school networks 4% and campus notice boards 6%.

Figure 4-5 Common Information Channels among Institutions
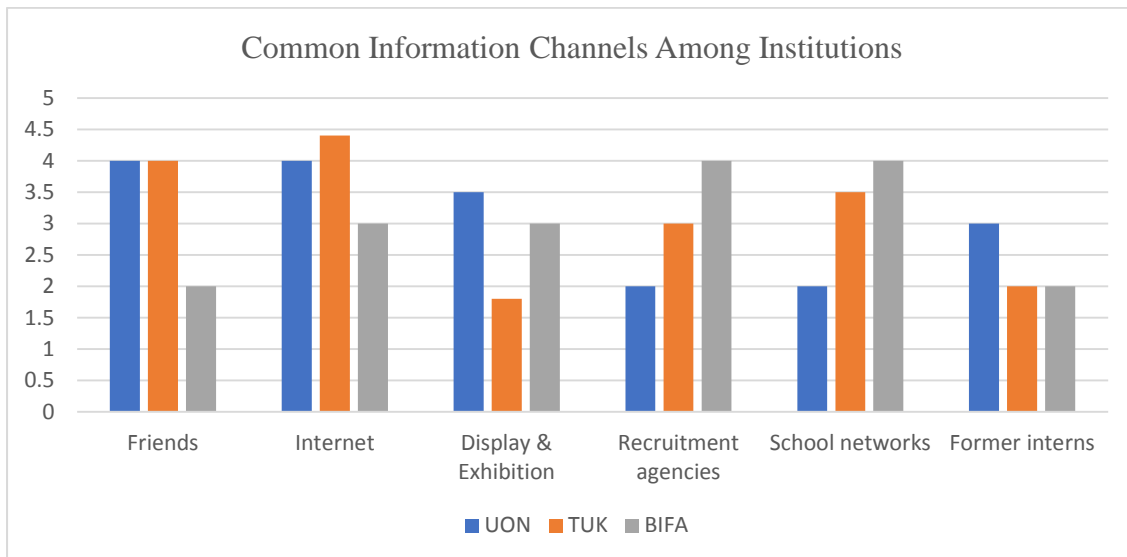
Source: Field data, 2022

From chart above, it can be concluded that UON design students mainly access information from friends, internet, display and exhibition and former interns from placement firms as the four main source of information. Design students from TUK mostly access information from internet, friends, school networks and recruitment agencies for placements while BIFA

students utilize recruitment agencies, school networks, display and exhibition and internet search.

4.4.2 Application

Students apply for placements from multiple sites to increase chances of successful placements. They usually give a grace period of two weeks to get feedback failure to which they considered it unsuccessful at a particular site. On average, they apply at 3 to 5 firms with chances of receiving positive feedback from one firm.

4.4.2.1 Factors Influencing Application

Students consider several factors/conditions before applying for placement at a particular site. Summary of factors that design students consider are; Location, firm activities in relation to their design specializations and interests, conducive environment, incentives (paid or non-paid internships), work-load extent and nature, availability of placement sites, application qualifications as in case of PSC placement, were the main factors that influence application for placement.

Research also established list of factors considered by design department and faculty for consideration by their students while applying for placement from a particular firm. The research made a consensus finding that following factors are dictated by the three institutions to be adhered to by their students while applying for placements. They placement firm should: be within the given geographical location for easy supervision, must prove to offer meaningful learning to interns, provide ample resources and conducive training and learning environment, be of good reputation portraying ideal brand image, offer appropriate design tasks and roles and not overworking or misusing interns. Students are highly advised to adhere to these guidelines while applying for placement.

4.4.2.2   Support Documents for Formal Application

Table 4-6 below summarizes necessary documents students used for formal application that increased their chances of securing placement. These were mostly linked with government and corporate placements like PSC, NITA.

Table 4-6 Summary of Placement Documents

No.	Document	Description
1	**Introductory letter**	Formal letter issued by learning institution signed by head of department. Contains students' details confirming belonging to the institution, course studying and purpose of the program, duration, roles and request to host the student at the institution
2	**Application letter**	Formal letter mainly expressing intentions of a candidate to be considered for placement highlighting their strengths and possible reasons for placement consideration.
3	**Resumes/portfolios**	Personal testimonials highlighting personal attributes and strengths of a candidate to be considered for placement offer.
4	**Insurance contract**	Personal insurance cover required for students requesting placement at practical-labour intensive sites. NITA placement is mandatory to have one to cover entire period you're attached against injuries or accidents that may occur during the attachment period and the candidate are compensated.

Source: Field data, 2022

Placement managers revealed that they consider these documents before offering placement for interns to prove they are indeed students, to help evaluate skills and capabilities to match their needs and assist right placement. Insurance contracts are to relieve firs liabilities in case of an injury occurring caused by an accident in the place of work.

4.4.3   Recruitment

Recruitment is either direct or indirect. Direct recruitment was conducted by host firm/department after direct application in the particular placement firm while indirect involved a "third party" firm or organization linking interns and placement firms by conducting recruitment on behalf of placement firm.

Table 4-7 Type of Recruitments

No.	Recruitment type	No. of respondents	Percentage (%)
1	Direct recruitment	24	60
2	Indirect recruitment	16	40
Total		**40**	**100**

Source: Field data, 2022

Out of the forty students considered in the research, twenty-four (60%) of interns underwent direct recruitment while sixteen (40%) are not aware of such agencies and institutions. It can conclude that students need to be more enlightened of the support agencies like NITA, PSC and professional design associations to help in placement.

4.4.4   Recruitment Agencies Known by Interns

Students were asked to list recruitment agencies or firms they knew of and those they sought placement assistant from. NITA and PCS were the most known and sought after by students. Chart 4-4 below illustrates common agencies that design students were aware of.

Figure 4-6 Recruitment Agencies
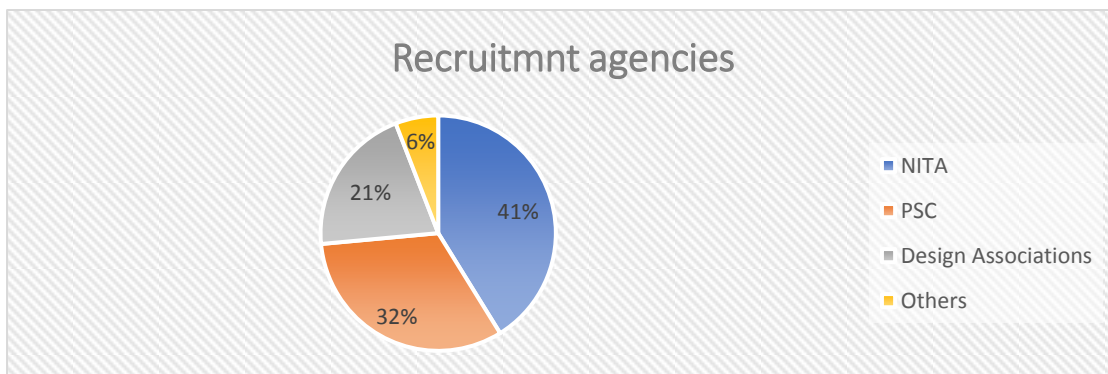
NITA was the most common agency known and utilized by students for recruitment and placement at 41%. Public service commission followed at 32% and design associations by 21%. Other agencies included placement networks developed by learning institutions like alumni networks and forums that assisted in placement.

It was established that students from BIFA and TUK were more aware and sought placement services from NITA as compared from their counter parts from UON. It was attributed to fact that NITA placed interns for more practical oriented placements much preferred by technical oriented institutions (BIFA & TUK). PSC was well known by students but not utilized as the commission mainly recruits post-graduate interns for placement lasting from six months to one year or over one year. Design associations were rarely utilized by students from the 3 institutions as they rarely accessed information of their service offering since few of students are members of the associations. Other agencies involved department links with design industries. Chart 4-8 highlights recruitment agencies utilization by students from the three institutions.

Figure 4-7 Recruitment agency awareness and utilization.
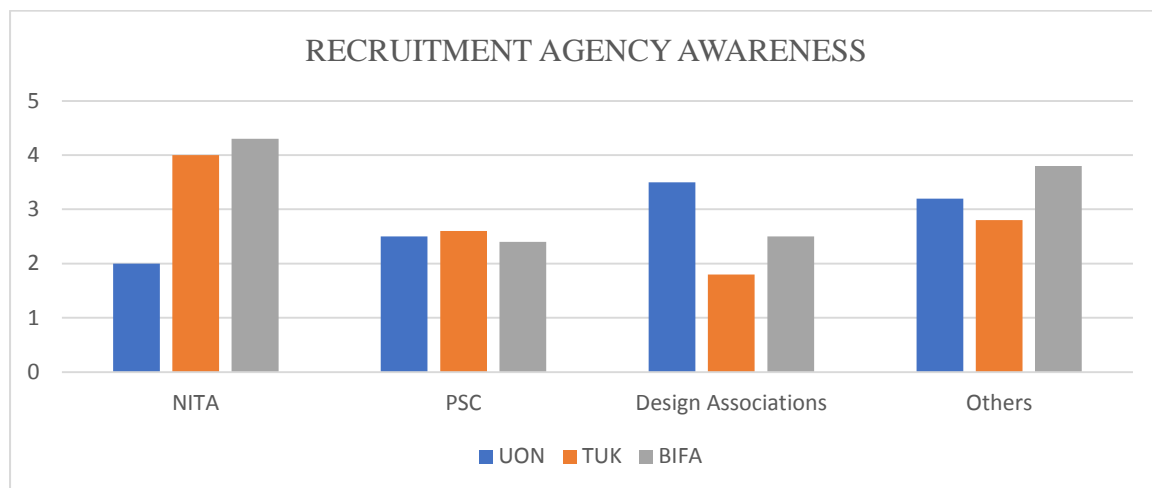
BIFA and TUK students are very conversant with NITA compared to counterparts from UON main reason that NITA is used by students from the two institutions for placement in practical oriented industrial settings. UON students are more aware of Design associations where most of their design lectures are active participants and founding members of major design associations in Kenya like AFDKE, DKS. Other agencies are inclusive but not limited to design alumni networks.

4.4.5   Recruitment Interviews

Interns were subject to either formal or informal interview. More than 80% of interns were interviewed. Since design is technically intensive, interviews were conducted to assess intern's skills, knowledge interests/specialization and capabilities to help best align skills set to firms' and/or internship objectives. Table 4-8 shows interns' subjection to interviews for placement

Table 4-8 Interns' Interview Subjection

No.	Interview subjection	No. of respondents	Percentage (%)
1	Interviewed	30	75
2	Not interviewed	10	25
	Total	**40**	**100**

Source: Field data, 2022

Thirty students (75%) were subjected to either formal or informal interview while ten students (25%) felt they were not subjected to any kind of an interview.

Of the six placement firms considered in the research, four of them (66.7%) revealed they always conducted formal interviews on candidates before recruitment and placement to identify best suited candidate to match requirements and objectives. This involved practical task assignment and evaluation, portfolio, resume. The other two (33.3%) felt no need for subjecting students to interviews but instead opted for simple oral questions and recruitment. One placement manager revealed that they used to ask candidates to provide portfolios but opted out of it after discovering candidates presented outstanding portfolios but failed to reproduce on actual tasks performance once given chance concluding they either borrowed or "cooked" to influence recruitment chances.

4.4.6 Recruitment Challenges.

Host firm managers and supervisors expressed various challenges associated with recruiting interns for placement in their firms. They were asked to list these challenges and their responses summarized in the table below;

Table 4-9 Recruitment Challenges.

No.	Work-place preparation Aspects	No. of Respondents
1	Interns possess diverse talents hard to select from.	3
2	Finding right-fit talented intern	5
3	Poor brand awareness thus non-competitive.	2
4	Failure to highlight career path opportunities.	4
5	Limited technological advancement- less attractive.	3
6	Limited finance for paid internship- less attractive.	4
7	Location- relocation & commuting issues.	3
	Total	**24**

NOTE: the "**n"** is greater than respondents' number (6) as a result of respondents selecting multiple recruitment challenges.

Source: Field data, 2022

Finding right fit interns to match requirements is the greatest challenge by the placement firms followed by finance limitation to facilitate learner ship. Geographical location, brand awareness and technological advancement were the least challenges in placement firms during recruitment. This is attributed to fact that brand awareness is easy and cheap using social media platforms; location is addressed by attracting interns from within locality to minimize relocation stress.

4.5 Placement Sites/Organizations.

Placement sites are organizations, departments, firms and sections and/or stations where actual internship takes place. Should be well facilitated to host and offer meaningful learning.

4.5.1 Typical Placements Organizations.

Design students are attached at various organizations. These organizations have to offer conducive environment to interns for effective training and learning. Table 4-12 summarizes common firms/sites considered for placement by design students.

Table 4-10 Internship Placement Organizations.

No.	Placement sites	No. of respondents	Percentage (%)
1	Government institution	5	12.5
2	Local design enterprises	16	40
3	Community based	8	20
4	Design corporates	5	12.5
5	others	6	15
Total		**40**	**100**

Source: Field data, 2022

Common placement organizations for design students are local design enterprises (40%) that are readily available with minimal formalities for consideration, followed by community-based development organizations (20%) that interns usually have prior connection or awareness for application for placement. Design corporates (12.5%) and government institutions (12.5%) are the least placement sites considered as the have formalities for consideration that students are usually afraid of. Placements sites are always influenced by opportunity, information, location, interests, and incentives among other factors for interns to consider.

Figure 4-8 Internship Placement Organizations.
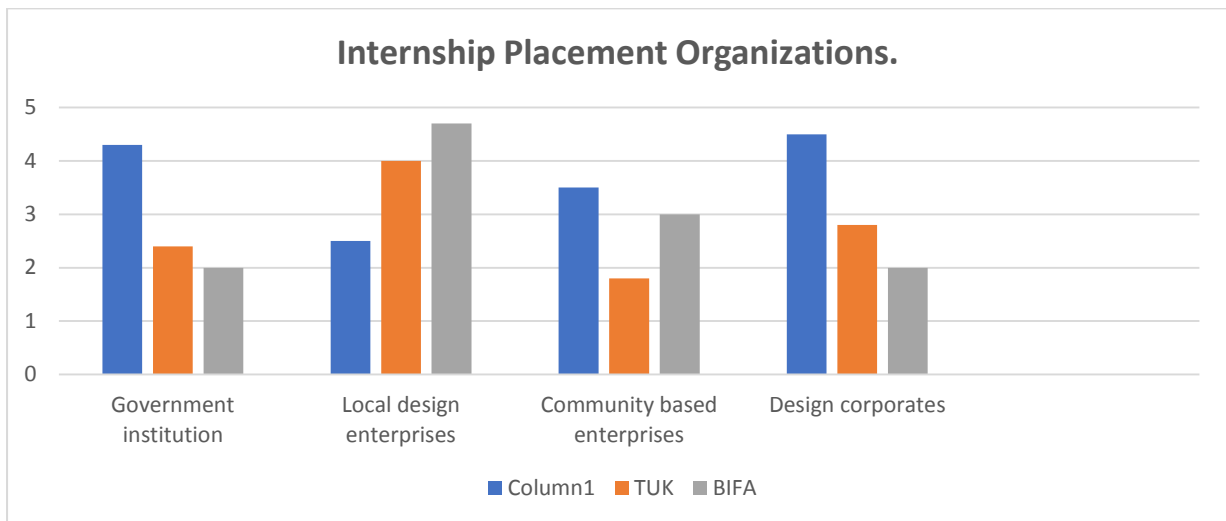
Source: Field data, 2022

Most Students from UON were placed at government institutions, design corporates and community-based enterprises. They were placed at these high-end design placements to perform roles of professional designers. Those of TUK were mostly placed at local design enterprises and design corporates within Nairobi town to perform both designer and technologist services. BIFA students were commonly placed at community-based enterprises and local design enterprises within low-end settings of Nairobi city especially river road and industrial area to perform much of practical and design technologist's roles.

4.5.2 Induction

Involved introducing interns to various functional units, departments, sections, lines, staffs, machines and equipment's they were to interact along the process. The induction varied from hours, days or even weeks at different sites depending on size and activities in the firm. Some interns were lucky to be introduced to all design processes while other were only introduced to dynamics at placed section and introduced themselves to others as the program rolled on. Those under PSC revealed they were introduced to co-workers during department meetings.

Figure 4-9 Organizational Induction
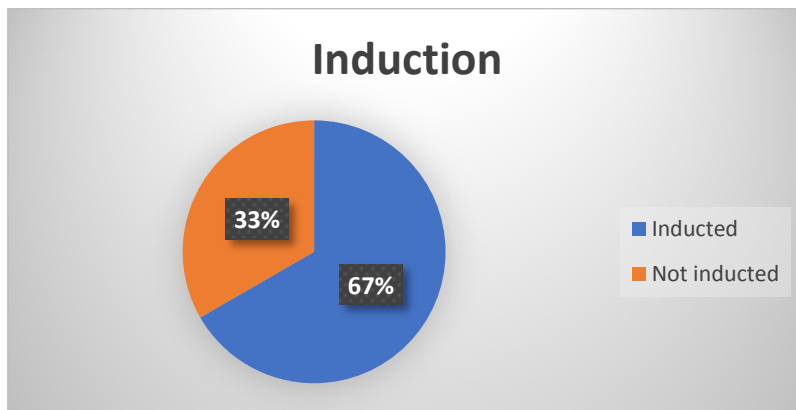
Source: Field data, 2022

Sixty-seven (67%) of interns were inducted at placement site at start of placement while thirty-three (33%) were either not inducted or were inducted at later stage of the program. One student revealed that "Induction was essential as it eased my stay in the firm and provided basis for networking and easier consultations."

4.5.3   Work-place Preparation

This was concerned with preparedness of placement firms to host interns and offer meaningful and impactful internship experience. This was influenced by factors like timely allocation of resources, accommodative and supportive co-workers, mentorship and supervision. Interns felt that majority of their placed firms were well prepared to host and support their learning. Table 4-11 highlights site preparation aspects. The aspects are perceived indicators of the placement to offer meaningful learning & training to interns.

Table 4-11 Work-place Preparedness Factors

No.	Work-place preparation Aspects	No. of Respondents
1	Clear objectives of internship tasks, roles and duties	38
2	Well organized and planned program content and tasks	35
3	Necessary resources, materials and equipment's were availed in time	25
4	Program was well planned to allow interns integrate classroom theory with work-place requirements	40

5	The program offered for design interns to test learnt theory in class and adjust accordingly	32
6	The program offered interns chance to access real-time processes and technology regarding design practice	40
7	Staff were accommodative and supportive	35
8	Effective mentorship offered regularly by qualified mentors	29
9	There was effective supervision by site supervisor.	28
10	Supervisor allocated in time	37
Total		**339**

NOTE: The **n** is greater than respondents' number (40) as a result of respondents selecting multiple site preparedness aspects at their placed sites.

Source: Field data, 2022

Proper planning of the program to integrate theory & practice, offering of access to technology and resources were the main preparedness aspects perceived as successfully meet by placement site. Other aspects adequately addressed were, setting clear objectives and timely supervisor allocation. Timely resource allocation, effective supervision and mentorship effectiveness were aspects that were respondents felt needed to be addressed by placement sites. Example sited is that interns did not effectively differentiate between mentor and supervisor or co-workers assigned to them to help in design process operations. On other occasions, Supervisors only meet interns rarely only when signing logbook.

4.5.4 Materials and Resources Provided

Majority of interns (80%) were satisfied with necessary resources offered by placement firms to facilitate practical training and learning. However, resources provided were not fully sufficient and interns had to devise ways of adapting like working on rotation bases. Industrial designers in furniture industries had to work and practice after staff were done with projects and machineries were not in use like the bench saw while graphic and interior designers had to come with their own resources like laptops installed with necessary CAD (Computer Aided Design) software's to facilitate learning and task execution. Summary of the various materials and resources availed to interns is tabulated in table 4-12 below;

Table 4-12 Summary of Resources Provided

No.	Design Specialization	Resources/ tools and equipment's provided
1	FASHION & TEXTILE	Dust coats, sewing machines, calico fabric for training, weaving looms, cutting benches, finishing and trimming tools like; scissors, clippers & seam reapers, modeling kits, dying and printing accessories, needles, plotting papers, sewing patterns, dummies, pins. Pressers and pressing boards, fabric cutter machine
2	INTERIOR	Furniture, working space, working computer, printer, model making materials, Wi-Fi, CAD software's installations like Revit, ArchiCAD, Autodesk, measuring tapes, color wheel, graph papers, fabric samples for soft furnishes,
3	PRODUCT/INDUSTRIAL	Furniture, drills, circular saw, hammer, routers, dust coat & overall, working space, sketch pads, pencils, CAD software installed computer (auto cad, auto desk, adobe illustrator and Photoshop)
4	GRAPHIC	Working computers, creative software's like Photoshop & illustrator, notebooks, printer, pen and pencils, sketch pads, models, mounting frames,
5	ILLUSTRATION/DRAWING AND PAINTING	Sketches and illustrations for references, art and craft tools, artistic frames, drawing media like canvases, paint brushes, paints; oil and acrylics, art equipment's,

Source: Field data, 2022

4.5.5 Placement Challenges

Study revealed various challenges experienced by interns, department and host firms. These challenges hindered effective training, learning and skills acquisition by interns. Table below summarizes the challenges experienced by interns, leaning institutions and placement firms.

Table 4-13 Summary of Placement Challenges

No.	Category	Challenges
1	Interns	Negative attitudes of industry and/or staff members on interns, Bureaucracy or protocol, non-accommodating co-workers who don't allow interns ask questions, Rigidity to new solutions and ideas, non-design related assignments, Discouragement from co-workers, Perceived as 'threat' by co-workers thus not supportive
2	Design Learning Institution	Little or inadequate funding to facilitate the program, Inadequate available internship opportunities/sites/ready design industry to place them, Inadequate fully developed enterprise to place design interns (in terms of technical and technological advancement), Inadequate accessible industry avenues to place students, Little information of recruitment agencies to assist place design interns, Limited developed networks with industry players to lobby placements for students, Failure of curriculum to match industrial needs making industry players reluctant to recruit design students for internship placements
3	Placement Firms.	Mismatch of skills possessed by interns and work requirements, Inadequate finance to fund program, Inadequate trained staff willing to mentor interns, Negative attitude by interns towards intensive practical works, Inconsistence of interns- in training, Rigidity of interns to learn new processes not taught at school and Lack of industry interest by interns

Source: Field data, 2022

4.6 Learning & Training

Learning and training take place at the placement firm. Interns are assigned supervised roles to perform that forms parts of learning other than observation. Learning and training aids are facilitated by interns, placement firms and design training institutions.

4.6.1 Training and Learning Modes.

Host supervisors and mentors employed various techniques to instill design production process knowledge and skills at work sites. The modes allowed integration of theory and practical learning and training. Training was facilitated by site supervisors, mentors and co-workers. Design students listed following modes as the most used for site learning for training in table 4-14.

Table 4-14 Summary of Learning & Training Media

No.	Learning & Training Media	No. of Respondents
1	Departmental in-training	24
2	Seminar's exposure; internal & external	26
3	In-process and assignment critique	35
4	Job rotations	28
5	Workshops; internal and external	23
6	Participant and non-participant observation	35
7	Illustrations and charts and guide books	38
8	Model making prototyping	36
10	Coaching; mentors, supervisors & co-workers	37
	Total	**282**

NOTE: the **n** is greater than respondents' number (40) as a result of respondents selecting multiple site preparedness aspects at their placed sites.

Source: Field data, 2022

Illustrations, coaching, mentors, supervision and model making and prototyping are the main training and learning media exposed to interns while at the placement sites while departmental training workshops and seminars were the least training and learning media exposed to design interns. It was observed that the learning and training media exposed to interns varied depending on different placements influenced by need, availability, task, understanding and training personnel, mentor or supervisor.

4.6.2 Task performed by Interns

The nature of design task assigned to interns was influenced by their design specialization, skills possessed, interests, nature of firm and work available, and resources availed, time frame and supervision. Consensus Summary of various roles performed by design interns during their internship programs are presented in table 4-15 below. However, it should be noted that the roles include those that were design-related only. Non-design related like receptionists, serving tea, messengering roles was omitted in the report.

Table 4-15 Summary of Internship Roles Performed by Interns.

No.	Design Specialization	Design Tasks/Roles/Duties Assigned
1	FASHION & TEXTILE	Stitching, measurement taking, garment finishes and trimming, cutting, garment fitting and making alterations, garment accessorizing, fashion illustrations, applique and bead-works, photo shoots, assisting I marketing and sales.
2	INTERIOR	Vanishing, furniture designing, fixing and installing furniture's, designing various interior spaces using design software's, incorporating various interior space renderings, designing and installing various soft furnishings inspired by different themes example curtains, interacting with clients, explaining design concepts to clients. Landscaping.
3	PRODUCT/INDUSTRIAL	Assist designers plan industrial products, test design concepts, participate in prototype development, anticipate production issues, offer and implement solutions, working on concepts with product developers.
4	GRAPHIC	Receiving and interpreting client's briefs, design and edit print and digital materials, clients' profiling, manage clients' projects from concept, designing, printing and production, package and delivery, mounting and installation, site visit for measurement

		taking of spaces of designs and mounting.
5	ILLUSTRATION/DRAWING AND PAINTING	Drawing assignments, developing drawing and sketch portfolios, wood work paintings, art commissioning, and executing personal projects, art display and exhibition.

Source: Field data, 2022

These assignments were monitored by supervisors at the place of work. The roles are assigned based on capacity of interns to perform and availability of required resources to facilitate.

4.6.3 Internship Program's Likes and Dislikes

Research revealed aspects and experiences that were appealing to interns that boosted their morale, esteem and attitude towards the whole process. Incentives, prototyping, effective supervision& mentoring were among the aspects the intern's liked most while aspects like, ineffective supervision and mentoring, no incentives offered, overworking were the key aspects with least appealers to interns. The dislikes negatively influenced effective training, learning and skills acquisition by interns.

Table 4-16 Summary of Internship Likes and Dislikes

No.	INSTITUTION	LIKES	DISLIKES
1	UON	Chance to test ideas Incentives offered Positive criticism Accommodative staffs Networking Prototype development & testing. Design process and execution. Branding	Volunteerism Poor training plans Inadequate resources Non-accommodative co-workers Poor mentorship
2	TUK	Consistent mentorship Work-place exposure Networking	Volunteerism Non-design related tasks Poor demonstration of

		Chance to execute personal projects	complex concepts by staff.
		Ability to handle client independently	No chance to practice own
		Positive feedback	interests
		Recognition and awards	Overtime work
		allowances	
3	BIFA	Branding and marketing	Costly: accommodation,
		Finishes and trimmings	fare, lunch
		Positive criticism.	Not able to practice their
		New skills acquisition.	interests.
		Exposure to different media of design.	Poor training plans;
		Prototype development & testing.	switching from one task to
		Design process and execution	another un-coordinated.

Source: Field data, 2022

Aspects appealing to interns were motivating factors to learning and gain skills. Placement firms need to address the dislikes and approach them as action points for enhancing effective program.

4.6.4 Funding

Sixteen (40%) of interns received payment during the internship period in form of stipend. The rate was not standard except For NITA and PSC placements that received one thousand per month for NITA and between fifteen thousand to twenty-five thousand shillings for PSC at time of research was conducted as revealed by interns. The other twenty-four (60%) students did not receive stipend or payment during the internship period. It should be noted that breakfast and sometimes lunch offered to some interns during the program was not considered as part of payment by interns.

Table 4-17 Internship Funding

No.	Internship	No. of respondents	Percentage (%)
1	Paid internship	16	40
2	Un-paid internship	24	60
	Total	**40**	**100**

Source: Field data, 2022

Figure 4-10 Internship Funding (Paid and un-paid internship)
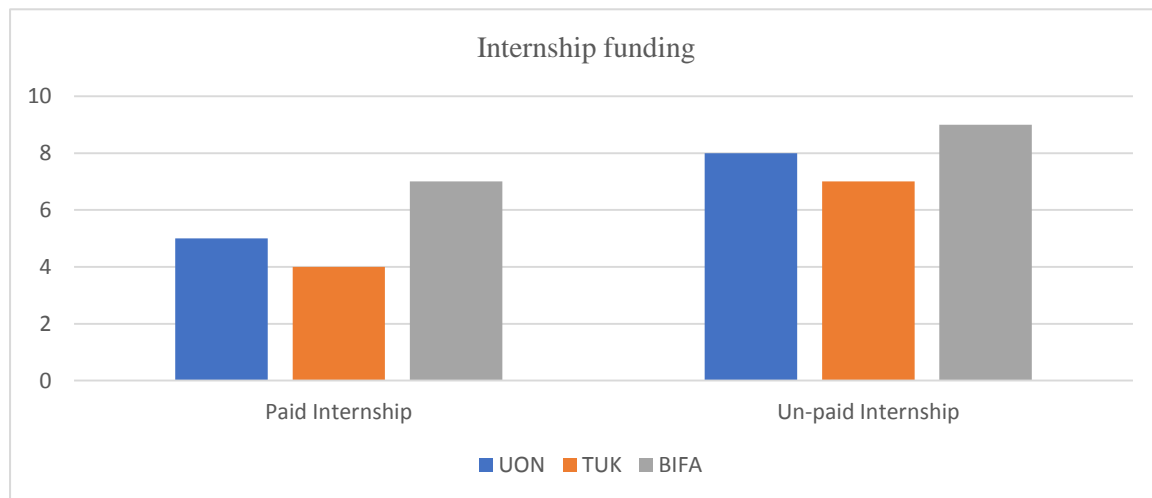
Source: Field data, 2022

Majority of students that undertook paid internship programs were drawn from BIFA and were mostly placed under NITA, followed by those from UON. Few students from TUK were engaged in a paid internship program. For the unpaid program, BIFA students were the majority as a result of engaging in low-end placements with no pay. This was followed by UON students and finally TUK.

4.7   Monitoring & Evaluation

Examination and assessments were conducted at various stages to identify loopholes, areas of weaknesses that need addressing as well as evaluating overall satisfaction to stakeholders. The process of monitoring and evaluation used various mechanisms at various levels. Evaluation was carried out by all internship stakeholders to assess effectiveness and feedback provided for improvements. Portfolio, supervisors, reports, research and log books are among mechanisms utilized.

4.7.1   Monitoring & Evaluation by HLI

Supervision: Design training institution's supervisors of the three studied institutions visited the placements site two to three times in the entire session to monitor and evaluate the

effectiveness of the training on interns work performance and execution. This involved interview placement supervisors and managers to evaluate interns' performances. They also monitor interns as they perform tasks and checkes their logbooks.

Research: Academic researches like this one conducted under institutions' guidance are used to offer insights that form basis for evaluating the internship programs. Institutions, industry and professional design associations regularly conducts research regarding design training and practices involving internship programs.

Peer Reviews: It was a common practice by the three design training institutions to invite stakeholders like professional designers and registered members professional design societies to seminars and workshops to help discuss, develop and improve design training curriculum aspects including industrial practicums to address areas of concerns in training their students for alignments.

Feedback: Feedback from recruitment agencies and hiring organizations that conducts campus advertisements is used to evaluate the graduate's preparedness to venture into employment. Government/institutions may conduct surveys on employability rate of graduates and use date for evaluating areas of adjustments.

Internship Site Assessments Visits: This was common practice among the three institutions where institutions' supervisors from the three institutions conducted minimum of 2 site visits. First visit was for confirmation & familiarizing with placement site which was not mandatory as a call was made from department to site for confirmation. Actual assessment was carried out during second or third visits at middle or towards completion. Supervision form was used to gauge the effectiveness of the program towards interns' acquisition and utilization of knowledge and skills gained. It was noted that at second visits, the supervisor assessed if the site offered adequate chance for meaningful learning. If no meaningful learning was happening, program would be terminated; intern cleared and advised to be placed at another site for remaining period, (Muiya, 2022).

Internship Report: In all the three institutions, students submit a report to site supervisor and to department at end of the program. The report highlights overall program achievements in respect to set objectives, areas that needed adjustments. Similar report was submitted report to college department highlighting   skills gained, activities performed, challenges experienced and recommendations and for marking purpose to award grades to students.

Logbooks; Interns from the three institutions were issued with a logbook for filling daily activities performed in the entire program with site supervisors' guidelines. The logbooks were signed by site supervisor regularly (daily, weekly or monthly). They are also used by visiting institution's supervisor for assessment of student's progress during the entire process.

4.8 Internship Completion

Successful completion of the program was climaxed with placement clearance "students have to obtain clearance form from placement sites to assure department they are not held-up with issues that will hinder smooth learning once they resume studies", (Kinaro, 2022).

**Figure 4-11 Award of Completion Certificate**
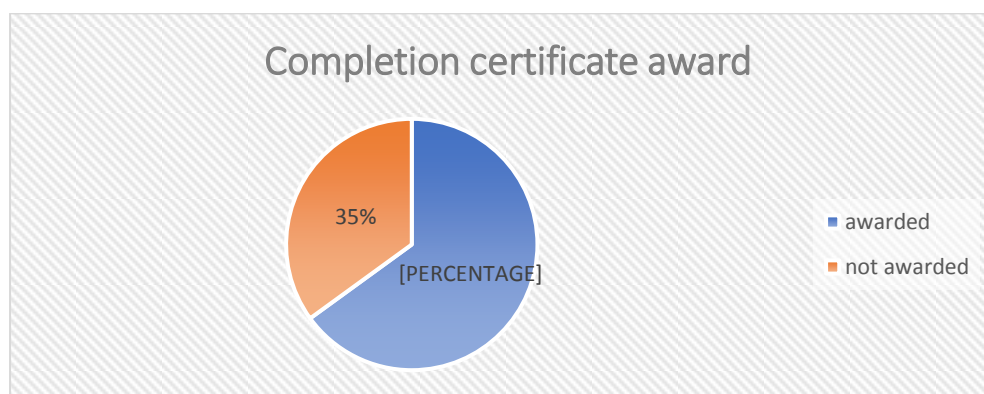
Source: Field data, 2022

Majority of interns 65 % (Twenty-six) were awarded completion certificates highlighting time spent, exposed aspects and skills gained. 35 % (Fourteen) were not awarded completion certificates and were majorly placed on low-end placements like design enterprises located in River Road.

However, in some instances, interns did not complete the expected placement duration by terminating internship contract before expiry date. Terminated was occasioned on the basis of; interns conducting gross violation of internship contract, incapacitation, shifting from one site to another, conduct leading to loss on firm or staff, job offer and discontinue studies. All the students considered from the three institutions successfully finished the program.

Figure 4-12 Certificate award per institution
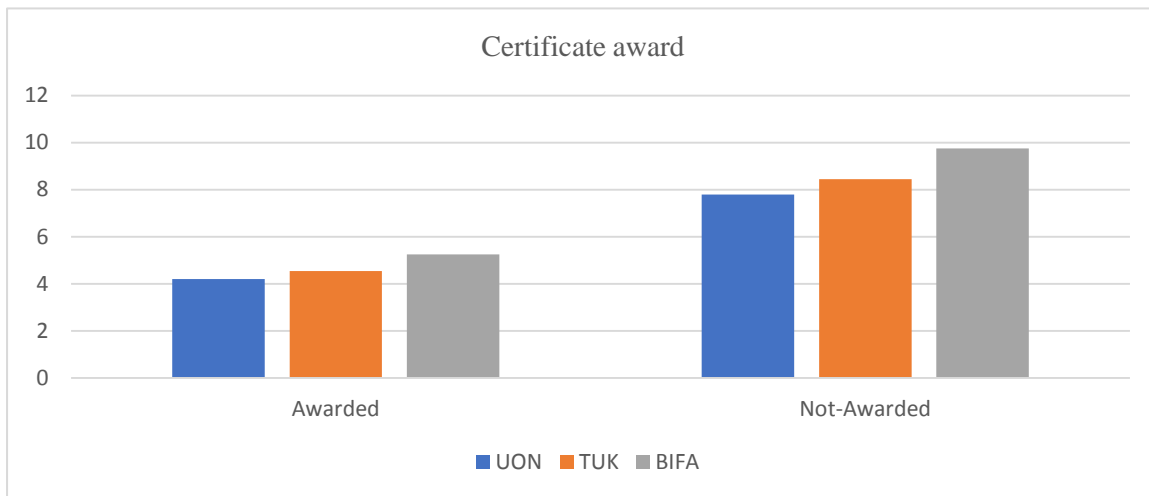
Source: Field data, 2022

More students from (six) were not awarded completion certificate followed by TUK (five) and finally UON with four students. Ten students from BIFA, eight from TUK and BIFA were not awarded with completion certificate, recommendation or testimonial upon successful completion.

4.8.1   Benefits of Design Students Engaging in an Internship Program

Various benefits are associated with interns engaging in a successful program. Among the benefits are; Portfolio development, exposure to practical work-experience and opportunity to apply learnt knowledge and skills in a job-place setting are the most common benefits gained by interns undertaking successful internship program. Table 4-18 summarizes the benefits intern's gains after undertaking successful internship program.

Table 4-18: Perceived internship benefits to interns

No.	Perceived Benefits	No. of Respondents
1	Adapt positively while aligning with their design profession	32
2	Alignment to their career goals	33
3	Exposure to practical work experience	38
4	Skills needed to acquire employment or start one	37
5	Avenue to apply/test classroom knowledge in a work-place setting	28
6	Training/experience certificates	35
7	Portfolio and/or resume development	39
8	Bridging practical training- gaps	35
9	Income in cases of paid internship	16
	Total	**290**

NOTE: "**n**" is greater than respondents' number (40) as a result of respondents selecting multiple benefits gained from internship involvement

Source: Field data, 2022

Portfolio development and exposure to practical field experience were the most perceived benefit perceived by the most students from the three institutions. Practical design skills gain and upgrading was also highly regarded by interns who believed they were useful in tackling different design challenges effectively. Income was the least perceived benefit acquired by interns as not all were entitled to steeped or paid internship. Those in paid internship were also not fully satisfied by the stipend as it catered for some basic needs like transport. Other benefits were portfolio development, bridging training gaps, positively adapting to industry needs and enabling alignment/clear focus to career goals.

4.8.2 Important Skills Gained by Interns to Enhance Their Professional Development.

Interns were asked to select from list design-related skills they felt they gained during the entire program duration. In-depth knowledge of design tools, material equipment's and machineries and their application in design production process, professional networking, design idea/project prototyping, testing & critique and professional design product development, standards, finishes, trims and delivery were the most common skills gained by almost all interns. Table 4-19 summarizes design skills gained by interns during internship duration. It should be noted that some of these skills interns possessed them prior to engagement but they were able to explore further during the process which was useful in their professional practices' development.

Table 4-19 Design Skills Gained by Interns.

No.	Skills Gained	No. of Respondents
1	Enhanced attention to design details, artistic skills and creativity.	34
2	In-depth understanding of industrial-design practice culture and standards	28
3	In-depth knowledge of various design tools, equipment's, materials, machineries and software's and the application/use.	40
4	Enhanced drawing, illustrations and visualization skills	28
5	Professional network and connection development in design	37
6	Exposure to complex design problems skills and solving strategies	35
7	Design project/idea testing and prototyping and critique	38
8	Learnt of various design quality standards of design output/products requirements.	29
9	Real-work world exposure	34
10	Learnt best design product development, finishes & trimmings, delivery	37
	Total	**340**

NOTE: the **n** is greater than respondents' number (40) as a result of respondents selecting multiple skills gained/acquired during internship program.

Source: Field data, 2022

All these skills gained enabled interns get the overall glimpse of what involves successful design production unit, techniques to maneuver within industry, networks incorporated. This was perceived as important as interns felt adequately armored for employment or start own employment once they gradated.

Two professional designers (fashion designer and graphics designer) revealed that they utilized production skills and networks they developed during their internship program to start their own design enterprises. The fashion designer revealed that, "I used to get orders from clients I had served at internship placement to print and make garment for them while still at college before graduating. Through their satisfaction and feedback, I developed confidence I saved and bought a second-hand sewing machine which opened ay for this enterprise you're seeing today. I deferred studies to concentrate with business and never went to college to complete studies."

4.9   Discussions

Discussion of the findings has been grounded on the research objectives. The objectives of the research sought to investigate:

4.9.1   Current practices.

Design internship program participation is a compulsory course requirement for undergraduate study. The program is undertaken before design students commence final year of study. Design students access internship information from various sources including; word of mouth, friends, internet, institution's notice boards, display and exhibition days, press and social media platforms.

Recruitment and placement are done direct or indirect. Indirect recruitment involves recruitment agencies like NITA, PCS, Alumni networks and Professional design associations. However, it was discovered they have limited coverage as only 40% of interviewed design students utilized them as opposed to 60% who applied directly. This was attributed to fact that the agencies have few levy-paying registered professional intuitions membership with many potential micro, small and medium enterprises (MSMEs) being locked out to offer formal placements to design students. Also due to small registered membership of the

agencies, they are limited in design student's internship placement capabilities in terms of number of intern intake.

Direct recruitment and placement which interns considered it informal are common in MSMEs local design enterprises are most considered by interns to meet their interests and desires in specific design specializations. However, there is a concern of them lacking well structuring, qualified skilled mentor issues, and their incapability of all not being able to offer quality internships.

HLI regularly review internship programs for alignment with job market needs. They conduct peer research reviews, scholarly and scientific research to investigate technological, practical design market needs. Professional design bodies, government monitors market demands and advise HLI on the same. Placement sites have site supervisors and mentors to monitor and evaluate performance, progress and necessary skills acquisitions by interns. Supervision involves signing attendance and task performance logbook, basic skills training and demonstrations. Students evaluate internship programs based on task performance

Design students have been found to be well trained and equipped with necessary skills, willing and ready to learn new skills and easily retrained. They are also innovative, creative, flexible and adaptive to technological and work-environments. Bachelors in design candidates were found to be more adaptive and fast learners in comparison to diploma and certificate candidates.

4.9.2 Challenges

Most placements are not paid sixty percent (60%). Placement firms have not yet recognized and embraced student's internship program as a mutual investment contract to both organizations and interns. There is no developed policy framework by government and stakeholders to offer policy guidelines with internship programs being more anchored to students' initiatives in placement and program intake rather than design learning institutions, and placement supervisors that are supposed to be at the center of the program in placement, curriculum, training, monitoring and evaluation processes for it to be successful.

Non-paid internships are perceived as volunteerism by design student's interns who develop an attitude against them thus impending effectiveness and gains. This is attributed to minimal sensitization to students on internship program process. This volunteerism perception is also

a menace to potential placement organizations that 'fear' to engage interns on a 'volunteer basis" with no policy guidelines on intern engagements, fear of negative rating and retention by design students and industry players on perception of being exploitive to interns. Finance constraints have rendered potential placement organizations to porch right-fit talented intern, poor brand -awareness rendering them less competitive.

4.9.3 Benefits.

Placement organizations facilitates learning and training by availing necessary tools, equipment's and resources required to undertake each specific task. In case of limited resources, interns are asked to source at their own expenses. Through continuous supervised and mentored task performance, interns develop design competencies in readiness for future employment and professional development. They develop their portfolio, bridge training practical skills gap, exposure to real-work world environment. Experience certificates and sometimes registration with professional design associations is perceived boosts their chances in future employment recruitment.

Design students' engagement in a successful internship program was established to 'make' them employment ready upon graduation. Fact that they interacted with various design Medias, processes, activities and networks was ideal for self-employment or recruitment. Students gained focused attention to design interest in field of specialization and accumulated as much skills and knowledge necessary in venturing professional design world. Failure of intern students to resume studies after job offer at placements was proof that they were ready for employment. On other occasions placement supervisors hired good students on contract and free-lance basis to assist design production like illustrations, layouts and CAD assignments remotely.

4.9.4   Summary

Design internship process is discussed in the chapter. This includes; learning institutions' profile, design program, internship program; declaration, recruitment, placement, training, M& E, and completion. Stakeholder views of the program from, institutions, professional design association's representatives, placement site supervisors, professional design practitioners and final year design students have been discussed. Design students are exposed to internship before commencing final year of study. They access attachment placement information from word of mouth, college advertisements, press media, school connections and recruitment agencies. Application for placement consideration is direct or indirect via recruitment agency. Interns are placed based on interests, opportunity, and specialization. Placement training and learning is not standardized with interns selecting preferred placement site and being assigned different roles depending to placement.

Critique has been directed to design training program coverage that is theory oriented giving chance for internship program to address the deficit. However, internship programs in design are well advertised, and not offered in-depth to cover all needs. Interns need to have access to adequate placement information, quality/meaningful placement with quality supervision and mentorship. Information on monitoring, evaluation and feedback are considered as the key areas of improvements. Information should be offered on all steps and disseminated to all stakeholders in time for action. The program offers various benefits and skills that are professionally advantageous to aid interns be employment-ready upon graduation.

CHAPTER FIVE

5 CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion

From findings, conclusions have been made in response to design internship programs, process, advertisement and recruitment, placement sites, learning and training, monitoring and evaluation. Internship helps expose and prepare youths (students) to work-world environments in line with PSC requirements. Attention should be focused on improving quality of the programs to effectively meet objectives and align with market needs.

Current internship programs are not appealing to interns. Acquisitions intervention strategies need to be developed by government via HLI support agencies and placement firms. Interventions in advertising, recruitment, selection, placement, induction, training and supervision/mentoring and feedback needs to be devised. Site supervisors to give feedback of quality of skills possessed by interns, new trends, training gaps to institutions for action.

Internship processes is not consistent in all firms. This results to uncoordinated procedures and output in terms of benefits to interns. Interns of same specialization placed in one site can be placed or exposed to different sections/process. They exposure can be purely design related or semi-related. Duration of exposure and learning also varies. Learning therefore depends much of interns' site supervisor and intern determination.

Level of skills possessed by interns is fairly influential on learning and training exposure. Designers (degree candidates) are exposed to complex design tasks like CAD CAM process while technologists (diploma & certificate) interns are exposed to less complex but practical oriented processes like model making.

Monitoring and evaluation is crucial at all stages of the program and feedback given to all stakeholders to efficiently run the process.

Departments believe students are employment ready after successful internship since they interacted with different design Medias, processes and networks necessary for initial work or employment. Students also tended to develop a one-point-focus to one design field within specialization thus sharpened skills to enable venturing once they graduated. "Some students would fail to report back to school after internship as a result of job offer means they are employment ready" (Kinaro, 2022). Some students revealed that they were ere receiving

support and mentorship from placement sites to make them ready for job offer after graduation. "Students continue to receive and execute design orders from clients and placement firms on free-lance basis during free times and weekends" meaning they are employment ready.

Students believed themselves as employment ready as they would handle clients on their own, with minimal supervision, supervisor entrusted them fully with clients' project to deliver and ones able to deliver, are employment ready.

5.2   Recommendations

Drawing insights from conclusions above, research proposes an ideal internship model for adoption to improve design internship programs. Design internship programs a process varies from one placement site to another. The is no specific solution to address placement challenges thus internship program developers and organizers (design learning institutions & placement supervisors) are recommended to develop a standardized internship program model for design interns anticipating getting standardized outputs. The developed model should complement the 'traditional' internship model by PSC. Thorough monitoring evaluation and feedback at very stage for effective administration. The model main focus will be on internship training and capacity building impact evaluation to enhance employability skills among interns as opposed to traditional aspects of internships focus on credits for grading purposes and gain industrial experience with little focus of employability readiness aspects.

Figure 5-1 Ideal Design Internship Model
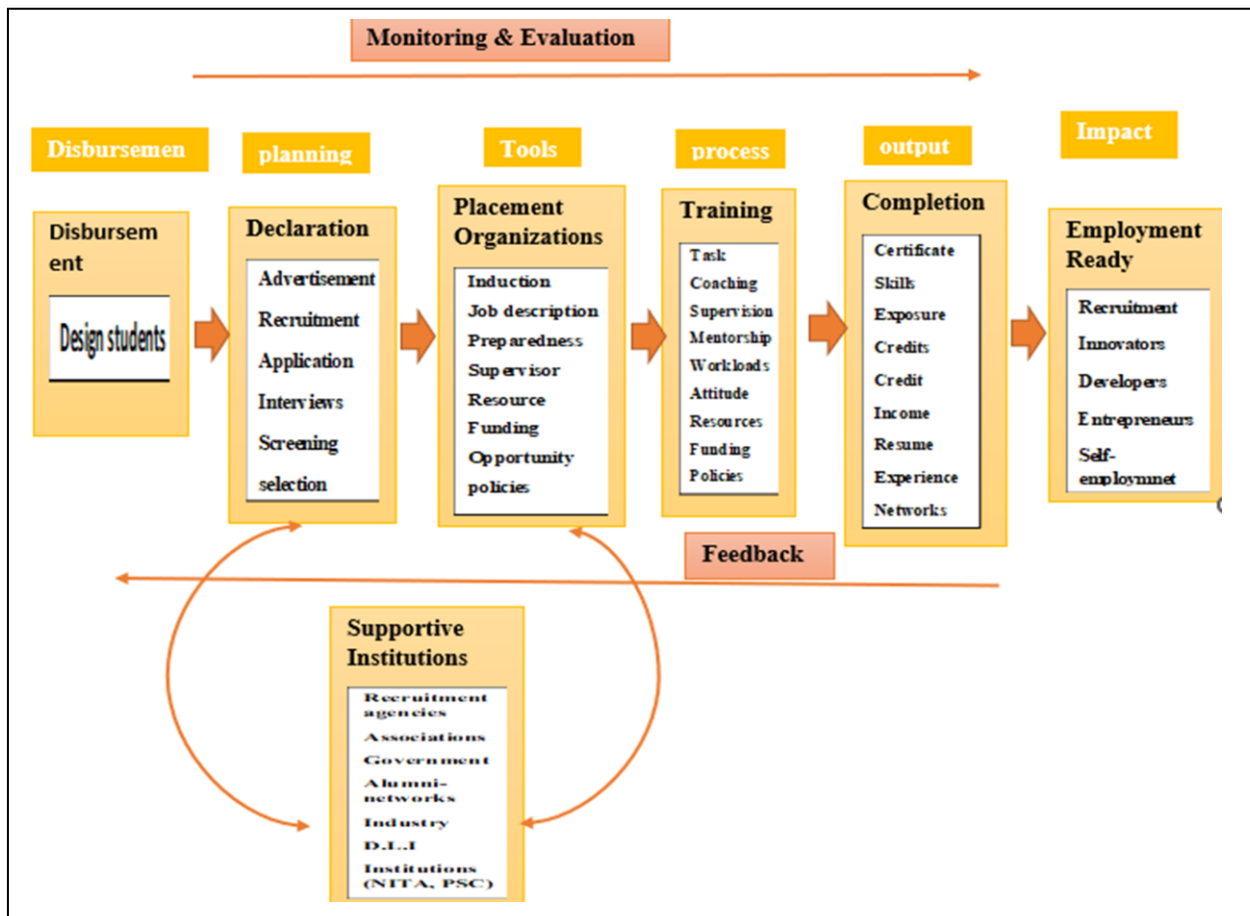
Source: Author, 2022.

Design internship programs equip student's interns with hands-on on-job training experience necessary in enhancing employability upon graduation. The process entails six stages of disbursement, planning, tools, process and output and impact. First phase of disbursement entails release of design students by HLI to industry for placement. They are equipped with information to enhance successful placement and learner ship.

At planning phase, critical information entailing internship is conveyed to all stakeholders. Also referred to as input phase. Declaration and advertisement of information is made tailored to needs and intentions. Emphasis is made on accuracy, timeline, quality, relevance, coverage and accessibility to all stakeholders. Supportive institutions like recruitment

agencies and professional design associations are crucial in deliberating and conveying relevant information.

Tools phase is concerned with placement 'enabling' aspects for successful placement. It's involved with workplace preparedness aspects like resource allocation, supervisors, job description, M& E tools, funding and opportunity for placement. Supportive institutions and stakeholders enhance these enabling aspects like funding initiatives. Professional design associations can provide professional training and crediting to mentors, develop training guides and offer training support.

Process phase which involves actual training and learning of interns at the placed stations. Takes place in form of coaching, mentoring, demonstrations and performance of supervised workloads. Funding is critical at this stage to ease learner ship. Placement firms need capacitation from government and support institutions to effect maximum learner ship. Intern's attitude and readiness to learn is paramount in this stage.

Output phase is where the internship program duration lapses, normally after three to four months. Incorporates benefits acquired by interns engaging in a successful internship program. These benefits include; experience, skills, certificate awarded, incentives, credits, competencies gained from the whole exercise. The gains are believed to enhance practical and industrial skills critical in enhancing design graduate employability readiness critical for impact phase. They are ready for recruitment, product innovators, developers, entrepreneurship roles for self-employment.

Monitoring and evaluation are critical at this stage to influence the whole process and curriculum approaches to meet market demands and expectation falling short from their just concluded program. Peer reviews, scholarly research, program evaluation forms by interns and supervisors, periodic reviews of policies, by government is key in enhancing quality feedback to influence change.

In response to research findings, the model will help address:

1. Enhance awareness creation of recruitment agencies among students. Can be achieved by involving support agencies and inviting their representatives during students' display and exhibitions day where they can have list students fill contacts for future considerations.

2. Placement sites to ensure proper planning & preparedness for maximize program alignment with needs for satisfaction of all stakeholders.

3. Offer systematic induction in all phases; from unit to unit, process to process to enhance integration with co-workers, and holistic learning of site processes.

4. Internship programs re-alignment with specific industrial needs and not generalized for exposure purpose base on evaluation feedback. Set standards and systematic alignment process strategized toward achieving specific market goal like branding, promotional advertising.

5.3   Contribution of Research to Knowledge.

Through blend of qualitative and quantitative research approach, design internship programs, challenges and benefits to interns have been described. The data on this research on employability readiness of design students upon graduation had not been studied before despite the great concern of graduate employability in developing countries like Kenya. Internship programs are key element in solving youth employment crisis towards achievement of 'Big Four Agendas' and achievement of Vision 2030.

The study contributed immensely on information regarding design internship programs, challenges and benefits towards employment readiness. Other areas of contributions include:

- Model proposed for adoption by design teaching institutions and placement sites that resulted from synthesis of data from literature review and research findings. It was established that close monitoring, evaluation and feedback for action at every stage is key for overall success of the process.

- Study offers new information on design internship role in enhancing employment preparedness of students upon graduating not available before. The focus on employability preparedness of designers is a new area of study opportunity that can be carried out anywhere in the world.

5.4   Areas of Further Research

The research has identified several areas of further research among them design internship program processes, training and learning, support institutions, design curriculum and design graduate's employability. Other areas of further research are:

- In-depth research on roles of professional design associations and institutional linkages on design internship programs.
- Research is needed to investigate effectiveness of proposed design internship model comparing to other models for effectiveness and action points.
- Research that addresses research gap of this study. Study focused on 3 designs HLI in Nairobi County. There are over 40 design training institutions in Kenya whose internship programs were not assessed prompting further research.
- Research on follow-up of interns after a period of time to establish their design employment and professional status to establish actual impact of internships programs on their employability status.

Based on large chunk of data provided by research provoking large information for exploration basis, areas of further research have not been exhausted.

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7 APPENDICES

APPENDIX 1: Focus group discussion guide for design students' session (applied in the three cases)

FGD guide questions:

1. Introduction, your design specializations? Year of study?
2. Internship perspective? Reasons for participating? Expectations?
3. Placement: placement places? Placement process? Work place preparation?
4. Learning and training process: which roles and duties you assigned? Resource and material allocated?
5. The funding: paid or unpaid internship? If paid, what were the rates?
6. What were the Monitoring, evaluation and feedback mechanisms involved in the program?
7. Challenges you experienced? Likes and dislikes?
8. How was the placement firm prepared to host design interns in terms of resources availed, Supervision, tasks and assignment performance?
9. What do you think needs to be done to improve the design internship programs by placement institutions to enhance design acquisition and learning experiences by design interns?
10. Would you recommend other design students to apply placement at your former place site? Yes_____, No_____ (give reasons why)
11. Do you believe participating in the program developed you to be employment ready? Yes_____, No _____ (give reasons why you believe so)
12. List any new skills learnt that you believe are necessary in enhancing your design employability?
13. Briefly describe any recommendations to placement firms for improvements on internship program

APPENDIX 2: Guiding questions for interviews: (Design Associations and Societies Executives)

Introductions

1. How long have you been practicing design? How did you come to work with the association? What are your motivations for entering design practice?

2. What is your educational background? Which design course did you major in?

3. How many professions are represented in the society? Qualifications to be a member of the society? Recruitment?

4. Tell us about the operation of the society? The roles? Funding?

5. Do you offer internship programs and support services to design students? Which design internship programs and services do you offer to design students? How do you make contacts with the design students and institutions? Select/recruit? Place? Train? Monitor? Etc.

6. What special design roles for student's professional development are you known for?

7. Do you partner with other design associations? Which ones? Reasons for partnering?

8. What do you think can be done to improve the design internship programs by professional bodies and associations to enhance employability of design student graduating?

Conclusions and closure

APPENDIX 3: Guiding questions for interviews: (External PCS Interns Placed at UON)

Introductions

1. What is your educational background? Which design course did you major in? What is your current study level?

2. Which design course have you majored in? Which institution have you come from? How did you get placed here? What motivated you to undertake internship program?

4. Tell us about the internship program? Work place preparation? The roles and duties? Funding? Resource and material allocation? Monitoring, evaluation and feedback?

5. What did you expect to gain from internship program? What have you accomplished or will accomplish by time you finalize?

6. What design aspects of internship do you like and/or dislike? What new design skills have you learnt?

7. Was the institution ready to host design interns? Resources availed to you? Supervision? Tasks and assignment?

8. Would you recommend other design students to apply placement here? Why? Any internship

9. What do you think needs to be done to improve the design internship programs by design departments and institutions to enhance design acquisition and learning experiences by design student?

10. Which main skills do you hope to gain after successful internship program that will enhance your employability? Do you think you will be employment ready (employment or self-employment) after undertaking successful internship program? Why?

Conclusions and closure

APPENDIX 4: Guiding questions for interviews: (Department of Design Chairperson)

Introduction

1. How long have you been at the design department? How did you come to work with the department? What are your motivations for entering design lecturing? How long have you been practicing design lecturing?

2. What is your educational background? Which design course did you major in?

3. How many undergraduate design students are enrolled in the department? Design courses offered by the department? Various levels of design study offered?

4. Tell us about the student's design internship program at the department? Level of study at which they get exposed? Is it compulsory for design students to undertake internship program as a course requirement? The roles of department in placement? Funding? Placement places? Monitoring, evaluation and feedback?

5. Does the department offer internship opportunities to its design students? If yes, what are the requirements? Application process?

6. Which internship programs and support services do you offer to design students at the department? How do you make contacts to students to apply? Select/recruit? Place? Training, Monitor? Funding Etc.

7. Does the department partner with design associations and/recruitment agencies to help place students? Which ones? Reasons for partnering? Roles of associations and recruitment agencies in students' placements and learning process

8. What do you think needs to be done to improve the design internship programs by design departments and institutions to enhance design acquisition and learning experiences by design student?

APPENDIX 5: Interview guide (Placement site/firm supervisors and/managers.

Interview guide questions.

1. What is your understanding of design internship programs?
2. Briefly describe the internship program you offer: declaration, application and recruitment process.
3. What do you consider while offering design students internship placement?
4. Dou you think design students possess adequate knowledge to venture in internship program? Yes_____ No_____ (give reasons why)
5. Which are the channels you use to convey placement information to potential interns?
6. Do you pay your intern? Yes_____ no_____ (give reasons if no and if yes, give rates)
7. Do you provide interns with resources to facilitate learning and training? Yes_____ No_____ if (yes, list at least five)
8. List reasons why you offer internship placement.
9. Which are the main challenges you face while you offer internship programs to interns and how do you cope?
10. Which do the basic design skills interns possess while venturing placement gained from classroom learning?
11. Which new skills do you believe interns gains or greatly improves as they complete the program?
12. Which areas of design curriculum would you wish to be improved to facilitate internship program?
13. Do you believe interns are ready for employment after successful completion of the program? Yes_____ No_____ (explain why you believe so)

APPENDIX 6: Informed Consent Form

Informed consent form (adopted from Muiya, 2018)

Study title: Role of internship in developing employment ready design graduates in Kenya

Researcher: Samuel Wachira Ndiang'ui

Institution: Department of Arts and Design (UON)

Supervisor: Prof. Lilac Osanjo, (UON)

I, the undersigned, confirm that (please mark in the box as appropriate):

1	I have read and understood the information about the study, as explained by the researcher	
2	I have been given opportunity to ask questions about the study and my participation	
3	I voluntarily agree to participate in the study	
4	I have the right to withdraw at any point without giving reasons and I will not be penalized for withdrawing nor will I be required to give valid reasons for withdrawal	
5	The procedures in respect to confidentiality have been clearly explained like use of persona names, pseudo, anonymization of data among others to me	
6	Use of data in the research, publications, sharing and archiving has been explained to me	
7	I understand other researchers will have access to this data if they agree to preserve confidentiality of the data if they agree to conform to the terms specified in this form.	
8	Select only one option of the following: Select only one option of the following: I permit my name to be used and understand information I have given regarding this study may be used in reports, publications and other research outputs so that whatever I have contributed in this research can be recognized.	

	• I have not permitted my name to be used in this research project.	
9	I, along with the researcher, agree to sign and date this informed consent form.	

Participant/representative:

---   --

Name of participant   Signature

Researcher:

---   --

Name of researcher   signature
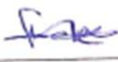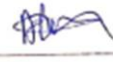
APPENDIX 7: Sample introductory letter

UNIVERSITY OF NAIROBI
FACULTY OF BUILT ENVIRONMENT AND DESIGN
Department of Arts & Design
P.O. Box 30197, GPO 00100 Nairobi, Kenya
Email:stad@uonbi.ac.ke

REF: - B51/38686/2020   DATE 4th April 2022

Technical University of Kenya
P.O. BOX 52428 - 00200
Nairobi

Dear Sir/Madam,

RE: RE: SAMUEL WACHIRA NDIANG'UI - B51/38686/2020

The above named is a second-year student in the Department of Arts and Design, University of Nairobi. He is carrying out research assignment on the **role of internship in developing employment ready design graduates in Kenya.**

As part of the project, students are required to conduct interviews on design department heads and design students towards the attainment of their objective of the study.

The purpose of this letter therefore, is to kindly request you to accord him the necessary opportunity to undertake the exercise and to assure you that this work will be used purely for scholarly purposes.

Thanking you in advance for you co-operation.

Yours Faithfully

Prof. Lilac Osanjo
Chairman
Department of Art & Design

CHAIRMAN
DEPARTMENT OF ART AND DESIGN
FACULTY OF BUILT ENVIRONMENT
AND DESIGN
UNIVERSITY OF NAIROBI

Source, UON, 2022

APPENDIX 8: FGD attendance list 1

PARTICIPANT'S ATTENDANCE LIST

EVENT: FOCUS GROUP DISCUSSION

VENUE: TECHNICAL UNIVERSITY OF KENYA

DATE: 29/04/2022

PARTICIPATNT'S NAME	DESIGN COURSE	STUDY LEVEL	STUDY YEAR	PNONE NO.	EMAIL	SIGNATURE
Felix Attari	Product Degree	Degroo 4	4	—	—	
Abigail	Produd	Dagree	4	—	—	
Reiny	Product	Dogree	4		—	
Abraham	Produd	Dogree	4	—	—	
Sara rsenja	Feshin	Degre	4	—	—	
Kaivu Tracy	Feshin	Degre	4	—	—	
Jamal	Communicatu design	Dejre	4	—	—	
Ochieng Achieng.	Interiar	Jegree	4	—	—	
Oyullo mike	Meda l Design	Dgre	4	—	—	

Source: Field data, 2022.

APPENDIX 9: FGD attendance list 2

PARTICIPANT'S ATTENDANCE LIST

EVENT: FOCUS GROUP DISCUSSION

VENUE: UNIVERSITY OF NAIROBI

DATE: 06/5/2022

NO.	PARTICIPATNT'S NAME	DESIGN COURSE	STUDY LEVEL	STUDY YEAR	PNONE NO.	EMAIL	SIGNATURE
	Leah	Interior	Degree	4	-	-	
	Patience Muya	Interior	Degree	4	-	-	
	Catherine	Interior	Degree	4	-	-	
	Marion	Fashion	Degree	4	-	-	
	Were Dsaru	Interior	Degree	4	-	-	
	Mercy	Fashion	Degree	4	-	-	
	Catherine Njori	Product	Degree	4	-	-	
	Mivie	Interior	Degree	4	-	-	
	Collins	product	Degree	4	-	.	
	Sama	graphics	Degree	4	-	-	

Source: Field data, 2022.

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APPENDIX 10: FGD attendance list 3

PARTICIPANT'S ATTENDANCE LIST
EVENT: FOCUS GROUP DISCUSSION
VENUE: BURUBURU INSTITUTE OF FINE ARTS
DATE: 27/4/2022

PLACEMENT.

NO.	PARTICIPATNT'S NAME	DESIGN COURSE	STUDY LEVEL	STUDY YEAR	PNONE NO.	EMAIL	SIGNATURE
1	Sarah Nyambura	Fashion	Diploma	3			
2	Ruth Wangari	Fashion	Diploma	3			
3.	Dennis Mativo	Graphics	Diploma	3			
4	Ashley Kalekye	Interior	Diploma	3			
5	Tom Sellasie	Graphics	Diploma	3			
6	Ian Mako	Drawing/IP	Diploma	3			
7	MICHELLE REBECCA	FASHION	DIPLOMA	3			
8	Tiffany Nziloni	Fashion	DIPLOMA	3			
9	Faith Nabwire	Fashion	Diploma	2			
10	Margret Wombui	Fashion	Diploma	3			
11	Koziah Atheno	Fashion	Diploma	3.			
12.	Brian Ago	Fashion	Diploma	3.			
13	Amy Rose	Interior	Diploma	3			

Source: Field data, 2022.

APPENDIX 11: Sample internship evaluation form (For HLI's supervisor).

ACADEMIC SUPERVISOR'S INTERNSHIP EVALUATION

In your opinion, how well was the student able to learn and utilize the following skills during the internship?
Grading scale: Excellent=5, Good=4, Average=3, Below Average=2, Poor=1

	5	4	3	2	1
Interpersonal Relations (communication with co-workers and senior staff)					
Judgment (ability to make informed professional decisions)					
Dependability (in relation to completed tasks and working within or beyond the assigned hours/days)					
Learning Ability (how quickly they learned new tasks)					
Quality of Work (projects and tasks completed with attention to details and few errors in work)					
Works independently without supervision					
Professional Presentation (dressing etc)					
Attitude towards work					
Initiative or self motivation					
Conduct and reliability (honesty etc)					
Creativity					
Team-player (ability to work with others on projects)					
Punctuality: Indicate the number of days student was absent..........					
Ability to apply skills acquired in school in the work situation.					
ASSESSMENT GRADE					
TOTAL (out of 70)					

	Total	Award
CONFIRMATION LETTER	5	
ACCURATE MAP TO THE INTERNSHIP LOCATION	5	
ATTACHMENT DURATION (660Hrs.) Mid. Sept to Mid. Dec.	20	
TOTAL (out of 30)		
GRAND TOTAL (100%)		

Source, BIFA, 2022

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APPENDIX 12: Sample internship evaluation form for students (Interns)

STUDENT EVALUATION OF INTERNSHIP EXPERIENCE

The questions below are intended to help us determine if you gained practical experience, knowledge, and/or skills from your recent internship experience and if you would recommend this internship experience to other students.
What resources did you use to find your internship? (Check all that apply)
- Internship Office
- Department Lecturer
- General Internet Sites
- ✔ Family/Friend
- Previous Employer
- Other (specify): _____

Please rate the following questions about your internship using the following scale:
5 = Strongly Agree
4 = Agree
3 = Neutral
2 = Disagree
1 = Strongly Disagree

	5	4	3	2	1
• This experience gave me a realistic preview of my field of interest.	✔				
• As a result of my internship, I have a better understanding of concepts, theories, and skills in my course of study.		✔			
• I was given adequate training during the internship.			✔		
• I had regular meetings with my work supervisor and received constructive, on-going feedback.		✔			
• I was provided levels of responsibility consistent with my ability and was given additional responsibility as my experience increased.					
• My work supervisor was available and accessible when I had questions/concerns	✔	✔			
• The work I performed was challenging and stimulating.		✔			
• I was treated on the same level as other employees.					
• I had a good working relationship with my coworkers.		✔			
		✔			

Through this internship I had the opportunity to use and develop my:

• Interpersonal/human relations skills					
• Oral Communication/presentation skills					
• Creativity					
• Problem Solving abilities					
• Critical thinking skills					
• Computer skills					

Would you recommend this organization to other students? (Tick appropriately)
➤ Highly recommend
➤ Recommend
➤ Recommend with reservations
➤ Would not recommend

Source: BIFA, 2022.

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APPENDIX 13: Sample internship evaluation form (For placement supervisors)

SUPERVISOR EVALUATION OF INTERNSHIP EXPERIENCE

In your opinion, how well was the student able to learn and utilize the following skills during the internship? Grading scale: Excellent=5, Good=4, Average=3, Below Average=2, Poor=1	5	4	3	2	1
Interpersonal Relations (communication with co-workers and senior staff)			✓		
Judgment (ability to make informed professional decisions)		✓			
Dependability (in relation to completed tasks and working within or beyond the assigned hours/days)			✓		
Learning Ability (how quickly they learned new tasks)			✓		
Quality of Work (projects and tasks completed with attention to details and few errors in work)		✓			
Works independently without supervision			✓		
Professional Presentation (dressing etc)		✓			
Attitude towards work			✓		
Initiative or self motivation		✓			
Conduct and reliability (honesty etc)		✓			
Creativity			✓		
Team-player (ability to work with others on projects)			✓		
Punctuality: Indicate the number of days student was absent……….		✓			
Ability to apply skills acquired in school in the work situation.			✓		

OTHER COMMENTS:
…Was responsive towards work and was
punctual but there is room for improvement
in terms of a………

Employer's Signature………… Date: 20/11/20 19

Name: DANIEL GACHAGUA…………… Designation: ART DIRECTOR

OFFICIAL RUBBER STAMP

Source: BIFA, 2022.

APPENDIX 14: Focus group discussion proceedings.

Discussion proceedings design students from BIFA.

Source: Field data, 2022.