

**INFLUENCE OF MANDELA WASHINGTON FELLOWSHIP PROJECT ON
YOUTH EMPOWERMENT IN KENYA**

**BY
AGUKOH ABDUL ODHIAMBO**

**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF DEGREE OF
MASTER OF ARTS IN PROJECT PLANNING AND MANAGEMENT,
UNIVERSITY OF NAIROBI**

AUGUST 2016

DECLARATION

This Research Project Report is my original work and has not been submitted for academic award in any university/institution.

Signature..... Date

Agukoh Abdul Odhiambo

L50/76173/2014

This Research Project Report has been submitted for examination with our approval as the University supervisors.

Signature Date

Dr. Raphael Nyonje

Senior Lecturer

Department of Extra Mural Studies

University of Nairobi

Signature Date

Dr. Ben Akala

Lecturer

Department of Business Administration,

University of Nairobi.

DEDICATION

This Research project report is dedicated to my beloved wife Zahra Nassoro, my daughter Hanniyah-Malia and my colleagues (Mitra, Rose, Lydia and Esther) for their moral and financial support. I also dedicate this research project to my parents Mr. Agukoh and Mrs. Amina Abdul, and my sisters for their encouragement and moral support.

ACKNOWLEDGEMENT

First and foremost, I express my gratitude to my Supervisors Dr. Raphael Nyonje and Dr. Ben Akala who have struggled with me from the initial stages of coming up with an appropriate title and then working with me through the concept formulation, study design and their technical guidance and support throughout the process of completing this research project. Their objective critique enhanced my struggle to make the research process a success.

I extend my gratitude to my lecturers Professor. Charles Rambo, Professor Ongati, Professor Onkware, Mrs. Janet Odhiambo, Ms. J. Gombe, Dr. Ouru Nyaega, Mr. Odhiambo and Mr. Wilson Nyaoro for their tireless efforts in equipping me with skills in report writing, presentation skills and proposal writing. I would also like to thank the entire staff of Kisumu Extra – Mural Center for providing a conducive learning environment.

My appreciation cannot be complete without the acknowledgement of cooperation from the anonymous beneficiaries of the Mandela Washington Fellowship project who managed to squeeze time from their busy schedule to respond to the research tools.

I appreciate my colleagues at work for giving me an ample time to be out of my workplace during my studies and especially Mitra Khaleghian for your guidance and encouragement and for taking up assignments on my behalf in my absence.

I thank my immediate family members for their understanding and enduring my absence during the weekends throughout my study period and my employer for according me enough time to do my course work.

To my beloved wife Zahra and my daughter Hanniyah-Malia, for bearing the loneliness during my semester periods. Finally, I recognize all the efforts and contributions of those who in one way or another provided assistance in seeing me through the study. Thank you all.

TABLE OF CONTENT

Title	Page
DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
LIST OF TABLES	ix
LIST OF FIGURES	xi
LIST OF ACRONYMS AND ABBREVIATIONS	xii
ABSTRACT.....	xiii
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	2
1.3 Purpose of the Study	3
1.4 Objectives of the Study.....	3
1.5 Research Questions	3
1.6 Significance of the Study	4
1.7 Basic Assumptions of the Study	4
1.8 Limitations of the Study.....	4
1.9 Delimitations of the Study	4
1.10 Definition of Significant Terms as used in the Study.....	5
1.11 Organization of the Study	6
CHAPTER TWO: LITERATURE REVIEW	7
2.1 Introduction.....	7
2.2 Internship and Youth Empowerment	10
2.3 Mentorship and Youth Empowerment.....	13
2.4 Grant provision and Youth Empowerment	17
2.5 Networking and Youth Empowerment	20
2.6 Theoretical Framework.....	22

2.6.1 Empowerment	24
2.6.2 Youth Empowerment	25
2.6.4 Youth Empowerment Models	26
2.6.4.1 Adolescent Empowerment Cycle.....	26
2.6.4.2 Youth Development and Empowerment.....	26
2.6.4.3 Transactional Partnering	27
2.6.4.4 Empowerment Education.....	27
2.7 Conceptual Framework.....	28
2.8 Summary of Literature reviewed	30
CHAPTER THREE: RESEARCH METHODOLOGY	31
3.1 Introduction.....	31
3.2 Research Design.....	31
3.3 Target Population.....	32
3.4 Sampling Method and Sample Size	32
3.4.1 Sample Size.....	32
3.4.2 Sampling Procedure	32
3.5 Data Collection Instruments	32
3.5.1 Pilot Testing.....	33
3.5.2 Validity of the Instrument.....	34
3.5.3 Reliability of the Instrument	34
3.6 Data Collection Procedure	34
3.7 Data Analysis Technique	35
3.8 Ethical Considerations	35
3.9 Operational Definition of Variables.....	35
CHAPTER FOUR: DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION	37
4.1 Introduction.....	37
4.2 Questionnaire return rate.....	37
4.3 Demographic information of respondents	37

4.3.1	Distribution of respondents by gender	38
4.3.2	Distribution of respondents by age	38
4.3.3	Respondents by Level of education	39
4.3.4	Respondents by Leadership track	40
4.4	Internship by MWF.....	40
4.4.1	Undertaken Internship.....	41
4.4.2	Duration of the Internship.....	43
4.4.3	Internship Benefit to Fellows.....	46
4.5	Mentorship by MWF.....	51
4.5.1	Undertaken mentorship.....	51
4.5.2	Duration of the mentorship	55
4.5.3	Mode of the mentorship.....	57
4.5.4	Mentorship Benefit	58
4.6	Networking by MWF.....	61
4.6.1	Participation in Networking.....	62
4.6.2	Mode of the participation in the networking event.....	64
4.7	Grant provision by MWF.....	67
4.7.1	Participation in Grant.....	67
4.7.2	Type of Grant received	68
4.8.	Youth Empowerment by MWF	69

CHAPTER FIVE: SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION

AND RECOMMENDATIONS..... 74

5.1 Introduction..... 74

5.2 Summary of the Findings of the Study

5.3 Conclusions..... 77

5.4 Recommendation for Policy Action..... 78

5.5 Suggestions for further studies..... 79

REFERENCES..... 80

APPENDICES	90
Appendix I: Introduction Letter	90
Appendix II: Questionnaire for MWF Kenya.....	91
Appendix III: Interview Guide for MWF Beneficiary Organizations in Kenya.....	97
Appendix IV: Map of Area Under Study.....	99
Appendix V: Letter of Data Collection.....	100
Appendix VI: Research Authorization Letter	101
Appendix VII: Data Collection Permit	102

LIST OF TABLES

Table 3.1: Operationalization of Variables.....	36
Table 4.1: Distribution of response rate	37
Table 4.2: Distribution of respondents by gender	38
Table 4.3: Distribution of respondents by age.....	38
Table 4.4: Respondents by Level of education.....	39
Table 4.5: Respondents by Leadership track.....	40
Table 4.6: Distribution of respondents in Internship	41
Table 4.7: Distribution of respondents in Internship by Level of Education	42
Table 4.8: Distribution of respondents in Internship by category of Organization	42
Table 4.9: Distribution of respondents on Internship by duration and organization of the Internship.....	43
Table 4.10: Distribution of respondents on whether Internship duration was sufficient. 44	
Table 4.11: Cross-tabulation of respondents on Internship duration and category of Organization.	45
Table 4.12: Distribution of respondents on if they benefited from Internship	46
Table 4.13: Distribution of respondents on the Internship skills developed.....	47
Table 4.14: Distribution of respondents on how the skills enhance their future	48
Table 4.15: Cross-tabulation if respondent participated in an internship and if internship has impacted/shaped future plans.....	49
Table 4.16: Cross-tabulation if having participated in internship, Fellows are empowered	50
Table 4.17: Undertaken Mentorship	51
Table 4.18: Cross-tabulation of respondents participating in mentorship by Gender	52
Table 4.19: Cross-tabulation of respondents participating in mentorship by Age Bracket	53
Table 4.20: Cross-tabulation of Fellows response on mentorship participation by level of education	54
Table 4.21: Distribution of respondents in mentorship by organizations of mentors.....	54
Table 4.22: Cross-tabulation of mentorship duration in months by mentor organization	55
Table 4.23: Distribution of respondents in mentorship by sufficiency of duration of the mentorship.....	56

Table 4.24: Distribution of respondents by mode of mentorship	57
Table 4.25: Cross tabulation of mode of mentorship by mentor organization	58
Table 4.26: Distribution of respondents on the benefits of mentorship.....	59
Table 4.27: Distribution of respondents if mentorship impacted on future plans	60
Table 4.28: Cross-tabulation if empowered having participated in a mentorship	61
Table 4.29: Distribution of respondents on their participation in networking events	62
Table 4.30: Distribution of respondents on the types of networking events attended...	63
Table 4.31: Distribution of respondents on the mode of participation in the networking event	64
Table 4.32: Distribution of respondents on if they were supported to attend network event.	64
Table 4.33: Distribution of respondents if networking impacted on future plans	65
Table 4.34: Cross-tabulation if empowered having participated in a networking event	66
Table 4.35: Distribution of respondents on the application for grant	67
Table 4.36: Distribution of respondents on recipients for grant	67
Table 4.37: Distribution of respondents on recipients for grant	68
Table 4.38: Distribution of respondents if grant provision impacted on future plans.....	68
Table 4.39: Cross-tabulation if empowered having participated in a grant.....	69
Table 4.40: Distribution of respondents on recommendation of the MWF activities	70
Table 4.41: Distribution of respondents on recommendation of the MWF activities	71
Table 4.42: Cross tabulation of respondents who had any professional engagement before MWF project and the nature of engagement.....	72
Table 4.43: Distribution of respondents on engagement status after MWF	72
Table 4.44: Distribution of respondents on change in nature of engagement after MWF.	73
Table 4.45: Distribution of respondents on the nature of change in engagements after MWF	73

LIST OF FIGURES

Title	Page
Figure 2.1: Conceptual Framework	29

LIST OF ACRONYMS AND ABBREVIATIONS

AEC	-	Adolescent Empowerment Cycle
BE	-	Business and Entrepreneurship
CL	-	Civic Leadership
DFID	-	Department for International Development
EE	-	Empowerment Education
ILO	-	International Labour Organization
IRC	-	International Rescue Committee
IREX	-	International Research Exchange Board
KKV	-	Kazi Kwa Vijana
KNBS	-	Kenya National Bureau of Statistics
KEPSA	-	Kenya Private Sector Alliance
KYEP	-	Kenya Youth Empowerment Project
MYSA	-	Ministry of Youth and Sports Affairs
PDE	-	Professional Development Experience
PM	-	Public Management
PYD	-	Positive Youth Development
RC	-	Regional Conference
RLC	-	Regional Leadership Centre
STG	-	Speaker Travel Grant
TP	-	Transactional Partnering
UN	-	United Nations
UNFPA	-	United Nations Population Fund
USAID	-	United States Agency for International Development
WDR	-	World development Report
WEDF	-	Women Enterprise Development Fund
YALI	-	Young African leaders Initiative
YDE	-	Youth Development Empowerment
YEDF	-	Youth Enterprise Development Fund
YYC	-	Yes Youth Can

ABSTRACT

The Young African Leaders Initiative is the flagship program of President Obama that empowers young people. The Fellowship provides selected outstanding young leaders from Sub-Saharan Africa with the opportunity to hone their skills at selected U.S. Universities with support for professional development back in Africa. Through this initiative, it is expected that the young African leaders will be empowered to gain the skills and networks they need to spur economic growth and contribute more robustly to strengthening democratic institutions and enhancing stability and security in Africa. The study closely looked at Mandela Washington Fellowship project which is a 12 months program that includes youth leadership training, mentorship and internship. This study sought to assess the influence of the project on youth empowerment in Kenya. The study objectives were; to determine the extent to which internship by MWF influences youth empowerment in Kenya; to establish extent to which mentorship by MWF influences youth empowerment in Kenya; to assess the level at which grant provision by MWF influences youth empowerment in Kenya; to examine the extent to which networking by MWF influences youth empowerment in Kenya. The study utilized descriptive survey research design. The target population for the study was Mandela Washington Fellows of the first cycle from Kenya; representatives from the project beneficiaries; staff of organizations who participate in Mandela Washington Fellowship activities. Interviews were administered to all the 15 organizations who participated in MWF activities in cycle 1, while questionnaires were used to collect data from all the 46 Kenyan Fellows. To enhance validity in this study, content related validity of the interview guide on schedule was determined by the help of the research supervisor. The supervisors provided guidance to ensure that the instruments were well constructed, so that the research instruments address the information sought by the research. Questionnaires were used as instruments to collect data from the 46 respondents of which there was 89% response rate. The quantitative data obtained was coded appropriately and analyzed using Statistical Package for Social Scientists (SPSS version 21.0). The results were presented in tables using descriptive statistics (frequency counts and cross tabulations). Analysis of content was used to make sense out of the qualitative data collected. The study concluded that indeed MWF activities influenced youth empowerment in Kenya as 40 respondents (97.6%) reported change in their engagement after the completion of the project. All the 41 respondents also recommended the MWF activities to future Fellows as they reported benefiting through increased networks, increased knowledge and grasping of unique skills due to the opportunities of the MWF project. The study recommended that the project financier should adopt a multi-sectorial approach in addressing youth empowerment gaps by liaising with the Kenyan government.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The largest cohort of strong young people ever (1.8 billion) is searching for their rightful place in society. (Beyond 2015, 2013). Majority of these youth are largely living in developing countries: “90% of the world’s population is youth and concentrated in developing or emerging economies” (UNFPA, 2012). Youth unemployment poses a higher risk of future unemployment and a potentially depressed income growth (Arumlamplam, Gregg and Gregory 2001). Unemployment has posed a lot of challenges to many governments of the world thus posing a major economic challenge of recent times.

Globally, the International Labour Organization (ILO) has cautioned of a disenfranchised generation of young people facing a dangerous mix of high unemployment in developed countries, as well as persistently high working poverty in the developing world (ILO, 2013). Youth unemployment and situations in which young people work under poor conditions incur social and economic costs. This is tightly linked to social exclusion, as the inability to find employment creates a sense of unworthiness among the youth. According to the World Bank definition, empowerment is the process of enhancing the capacity of people to decide and act on their decisions into outcomes (The World Bank, 2002). When empowered, young people decide and implement change and positive growth in their own lives and the lives of the wider society.

Empowered youth exercise freedom of choice and action, which leads to concern over their wellbeing, resulting in better health, education and skills, and collective action to solve everyday challenges (Baker et al., 2000; Helmore & Singh, 2001; Narayan, 2002). Moreover, Chinman and Linney (1998) contend that since empowerment is a psychological process, it will help control adolescent problem behavior for they will feel more confident, in control, and have higher self-esteem and self-efficacy. It is widely believed that empowered individuals and communities will be more open to new and

better ways of doing things and will begin to seize opportunities to improve their living standards.

1.2 Statement of the Problem

Youth unemployment is a major socio-economic problem that needs to be addressed urgently. Youth unemployment leads to frustration and discouragement which further results to disempowerment. If the issue of youth unemployment, underemployment, vulnerable employment and working poverty among the youth is not addressed and its skyrocketing curbed, opportunities that would have otherwise been available for poverty eradication as stipulated in the sustainable development goals shall be greatly curtailed. The youth have been presented in a negative, fearful and violent perspective as perpetrators of violent conflict and goons for hire for politicians (Sukarieh and Tannock, 2008).

The Government of Kenya has made numerous efforts to address the problems faced by the youth.i.e. Youth Enterprise Development Fund (YEDF), and Kenya Youth Empowerment Project (KYEP). These initiatives were a losing proposition as they sought to empower the youth and the youth were not able to be provided with sufficient and appropriate education and training facilities. Alternatively, when these youth accessed and acquired education and training, they were not able to find appropriate employment.

USAID in its effort to alleviate youth unemployment and support efforts to improve youth empowerment developed the YALI/MWF. The Fellowship provides a platform for Young African Leaders to be empowered through academic coursework, leadership training, and networking. Two years since its launch, the MWF project has not been evaluated to ascertain if what it set out to achieve has been achieved and what challenges the project has faced towards achieving its goal in the countries it is being implemented. It is on the basis of this, that this study investigated the contribution of Mandela Washington Fellowship project on youth empowerment in Kenya.

1.3 Purpose of the Study

The main purpose of this research was to establish the influence of Mandela Washington Fellowship project on youth empowerment in Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

1. To determine the extent to which internship by MWF influences youth empowerment in Kenya.
2. To establish extent to which mentorship by MWF influences youth empowerment in Kenya
3. To establish how networking by MWF influences youth empowerment in Kenya.
4. To assess the level at which grant provision by MWF influences youth empowerment in Kenya.

1.5 Research Questions

This study was guided by the following research questions

1. To what extent does internship by MWF influence youth empowerment in Kenya?
2. To what extent does mentorship by MWF influence youth empowerment in Kenya?
3. How does networking by MWF influence youth empowerment in Kenya?
4. To what level does grant provision by MWF influence youth empowerment in Kenya?

1.6 Significance of the Study

Since the Mandela Washington Fellowship (MWF) is a project sponsored by USAID and implemented by International Research Exchange Board (IREX), the study findings provide useful information to the parties that will make implementation of the MWF sustainable. It will also help MWF to upscale and improve on their project.

1.7 Basic Assumptions of the Study

USG policies, environmental factors and politics could affect the empowerment perceptions of the Fellows if not controlled. However, the researcher was confident that the factors were fairly the same for all the respondents because they live in Kenya.

Individual attitude and religious beliefs where the respondents came from may have influenced their empowerment perceptions. As a result, the researcher ensured that the research instruments were well structured for ease of understanding by the respondents. It was also assumed that the respondents gave accurate information.

1.8 Limitations of the Study

This study was limited by the research design used that sought to study situations as they occurred in the environment. Respondents could have felt that they were exposing themselves too much. The researcher assured them of their confidentiality which was emphasized by requesting them not to write their names on the questionnaire. Some respondents also demanded to be paid in order to participate in the study even though they were aware that it is purely an academic study.

1.9 Delimitations of the Study

According to the IREX/MWF Year 1 Report (2015), all the Fellows who were enrolled in MWF went through the entire program. Therefore the study was delimited to the 46 Fellows aged between 18-35 years who had successfully completed the Mandela Washington Fellowship Project from Kenya that lasted twelve months.

1.10 Definition of Significant Terms as used in the Study

- Empowerment:** Empowerment refers to increasing the strength of individuals and communities to develop confidence in their own capacities.
- Fellows:** Individuals who have successfully undergone a twelve month Mandela Washington Fellowship empowerment program implemented by IREX and USAID.
- Grants:** Are non-repayable funds often provided to (but not always) a nonprofit entity, educational institution, business or an individual by a donor.
- Internship:** An internship is similar to an apprenticeship, providing opportunities for experience to be gained in a given field.
- Mandela Washington Fellowship:** This is the flagship project of President Obama's Young African Leaders Initiative (YALI) in Africa that covers a comprehensive approach towards improving youth empowerment.
- Mentorship:** Is a developmental relationship in which an expert helps to guide a less knowledgeable person.
- Networking:** Networking is a matter of creating useful linkages, both within and among communities, organizations, and societies, so as to achieve various goals.
- Regional Conference:** Will provide opportunities for Fellows to share their experiences, network, and showcase their work, expertise, and achievements with each other and external stakeholders.
- Skills:** The learned ability to carry out a task with pre-determined results often within a given duration.
- Speaker Travel Grant:** Grant to support and amplify voices of Fellows to continue networking, and showcasing their innovations and achievements at key industry events and conferences across Africa and beyond.
- Youth:** Youth are regarded as those persons between the ages of 18 and 35 years.

Youth Empowerment: Youth empowerment is an attitudinal, structural, and cultural process whereby young people make decisions and implement change in their own lives.

1.11 Organization of the Study

The study was organized into five chapters; Chapter one, introduction constitutes background of the study, statement of the problem, purpose of the study, objectives of the study and research questions, significance of the study, basic assumptions, limitations, delimitations of the study and definition of significant terms as used in the study. Chapter two constitutes literature review. Chapter three describes research methodology and constitutes research design, target population, sample and sampling techniques to be used, research instruments, validity and reliability of the instruments, data collection procedures, data analysis techniques and finally ethical considerations. Chapter four contains data analysis, presentation, interpretation and discussions. Chapter five consists of a summary of findings, conclusions, recommendations of the study, contributions of the study to body of knowledge and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section contains a comprehensive literature review of past studies and arguments related to Youth empowerment around the globe. This study acknowledges the fact that a researcher cannot perform research without first understanding the literature in the field” (Boote & Beile, 2005, p.3).

The developed countries have realized that education is the key to empowerment. As such they put great emphasis on education and knowledge skills. In USA, some educational programs aim at providing children with an enabling environment where all stakeholders participate in successful implementation. This ensures that retention rate of students in school is high and thus completion of their studies (World Vision US programmes, 2014). In Africa, the African Union has come up with strategies to empower the youth. In January 2009 in Addis Ababa, Ethiopia, during the Executive Council meeting, a declaration was made for the Decade on Youth Development in Africa i.e. 2009-2018. The Charter is a reference document for youth empowerment and development amongst member states. The Charter has been signed by at least 37 countries across the continent and it gives priority to youth development on the African Union’s development agenda (African Union Commission, 2010).

It is very clear therefore that the continent has recognized that it must give the youth a chance if it hopes for any meaningful and sustainable economic growth. This comes especially when it is considered that the African Population as per the World Population Prospects (2012) is estimated to be more than a billion people of whom more than half are young people. Youth across the continent have chosen to participate in empowerment projects funded by foreign governments. This increasing phenomenon is facilitated by development partners and the programs they deliver. In recent years according to the IRC 2015 report, there has been a concerted effort to focus on youth empowerment programs with a focus on the role of youth in development, especially in

the African Continent. This has not only been in response to debates about the youth bulge in many developing countries and evidence that a significant proportion of perpetrators of violence are youth, but it is also in recognition of the fact that youth have the energy and potential to make a positive contribution to economic growth, peace building and sustainable development.

The Mandela Washington Fellowship (MWF) for Young African Leaders, begun in 2014, is the flagship program of President Obama's Young African Leaders Initiative (YALI) that empowers young people through academic coursework, leadership training, and networking. The MWF is a program of the U.S. Government and supported in its implementation by IREX. The MWF is a highly competitive project with 500 Fellows in 2014-15 and 1,000 Fellows in 2016 selected to represent the extraordinary promise of an emerging generation of entrepreneurs, activists, and public officials. The Fellows have proven track records of leadership in a public, private, or civic organization; and demonstrate a strong commitment to contributing their skills and talents to building and serving their communities. The first cohort of Fellows represented all 49 countries in sub-Saharan Africa and includes equal numbers of men and women. Despite their youth, more than 75 percent of Fellows already hold a mid-level or executive position, and 48 percent have a graduate degree. Twenty-five percent of Fellows currently work in a non-governmental institution and 39 percent of them operate their own business (<https://www.whitehouse.gov/the-press-office>).

The MWF is conducted as a merit-based open competition. After the deadline, all eligible applications are reviewed by a selection panel. Chosen semifinalists are interviewed by the U.S. embassies or consulates in their home countries. In Kenya, only 46 Fellows were selected from a pool of 3,000 who made the application process in 2014. The Mandela Washington Fellowship includes: Academic and Leadership Institute; A Summit with President Obama in Washington, DC; At the conclusion of the academic and leadership institute; An optional 6-week U.S. Professional Development Experience; Activities in Africa: Fellows will have the opportunity for continued professional development after they return to Africa, including networking opportunities, internships with institutions in

the public, private and non-profit sectors, one-on-one mentoring with industry leaders, travel grants, access to seed funding, and community service activities. Eligible candidates for MWF are youth from Sub-Saharan region aged 18-35 years with a minimum of Bachelor's Degree. The application process entails the completion of an online application form on the International Research Exchange Board (IREX) website. Advertisement is made before the start of every cycle in the local dailies, social media as well as through the US Embassy websites. (<https://yali.state.gov/washington-fellowship/>)

The MWF project has cycles. Each cycle takes a period of one year. The Fellow then chooses one track from Public Management, Civic leadership and Business Entrepreneurship to study. The Mandela Washington Fellowship has got three Regional offices. These are East African office in Nairobi, West African office in Ghana and South African office in Johannesburg. The Fellows are expected to undertake internship and mentorship. The program has so far been implemented for one cycle. The second cycle is currently underway. According to IREX report (2015), 500 Fellows graduated from Sub-Saharan African countries in July 2015; East Africa had 116 Fellows from 14 countries and Kenya had 46 Fellows who successfully graduated from the MWF. The objective of MWF is to improve empowerment of youth through leadership skills training, mentorship and internship. (<https://yali.state.gov/washington-fellowship/>)

Factors that determine empowerment of youth have been looked into as they occur in different countries of the world. These factors are: Internship and youth empowerment; Mentorship and youth empowerment; Grant provision and youth empowerment; Regional Conference networking and youth empowerment. The chapter concludes with a theoretical and conceptual framework which is a diagrammatic representation of the relationship between the independent variables and the dependent variable and then a summary of the chapter.

2.2 Internship and Youth Empowerment

An internship is a short-term experience in which youth receive training and can build skills in a specific field. Interns can be paid stipends and internships vary in hours and length. The striking element in internship is that the intern is willing to learn.

Internships have become prominent feature of most countries' jobs landscape. For many professional careers, graduates are required to intern before starting a full-time paid role. However, the structure of the program varies from institution to another and also within the institution. Thus, understanding which structures of youth internship programs are most effective as an empowerment component of learning is key for the overall success of the internship programs.

The findings of extensive and sophisticated research on the impacts of major training programs for disadvantaged youth since the 1960s in the United States have been particularly influential. Research has shown that experiential-education programs have a positive impact on youth participants. The two factors which indicate personal growth are opportunities to act independently and to develop relationships with adults. "Experiential learning, such as internships, affects the social, psychological and intellectual development of secondary-school students" (Conrad & Hedin, 1981).

Internships help students to explore various career alternatives of interest to them. Internships assist students in developing relationships with experts in fields of strong interest to them. Koehler (1974) suggested that internships motivate students to work hard early in their academic programs and enhance their selection into internships, and result in improved grades upon conclusion of those internships. Students can use internships to try out specific jobs or types of positions. Internships aid students in identifying goals and developing career aspirations. Student internships help female students particularly to explore male dominated career fields. Internships have an impact on the interns' employment prospects and wage. Students in internship get valuable, work-based experiences and relevant workplace skills (Haimson & Bellotti, 2001).

Internships and training were the second component of the Kenya Youth Empowerment project. The internships provided the youth with work experience and skills and related training to improve youth employability. It supported three activities: provision of internships opportunities within the private sector; provision of training relevant to their jobs; and evaluation to analyze findings from the pilot study (Kenya Private Sector Alliance [KEPSA], 2010; World Bank, 2010).

Empirical evidence shows that school-to-work programs have a positive influence especially advantageous for men who would have a less chance to make it to college, as they improve chances for employment and reduce boredom as a result of idleness for men after leaving high school. Women who had Internships and apprenticeships reported positive earnings (Neumark & Rothstein, 2005). Programa Joven in Argentina, targeted poor young people with low levels of school and no work experience, showed positive wage effects for youth. Mubarak-Kohl initiative in Egypt provided a system of internship training utilizing public-private partnerships. Research has also shown that there is a high correlation between the internships the students serve and their professional paths (Kensinger & Muller, 2006). Internships that are challenging and high-quality continue to demonstrate their impact on the lives of those who have chosen to participate in them. Life skills training seem to be impactful to the youth in not only starting a business but also getting a formal job.

Prospective employers have been keen on applicants' competency. Soft skills such as communication, team work and decision making (Dickerson and Green, 2004) are required parts most business jobs. Competency, however, embraces ethical practices/behavior in the workplace (Mondal, 2013). Therefore, it is expected that competent will possess accepted values that cut across such as ethical behavior, honesty, integrity, teamwork, productivity, etc. However, one's culture in which he/she operates influences them (Mondal, 2013). Hence, culture in an organization can have an impact on one's value system. According to Cook et al (2004), internships provide the parties concerned with a variety of benefits. Students benefit the most from internship outcomes. In view of that, to fulfill the prospective employer's requirements, internships has been

used as a means of providing business students in school with practical skills/experiences and thus shaping their careers. Effective internship program should not only enhance students' skills. To face the real-life challenges, students should also possess the necessary personal/business values.

DFID in 2010-2011 developed a Youth Employment Pilot Program in Iraq working on strengthening vocational skills and reducing unemployment among 15-to-30 year-olds in Iraq's Basra region. The Program provided vocational training to the youth for two-months at government colleges, and during training matched them to local businesses for ten-month work placements. The skills taught ranged from welding, construction and car mechanics to carpentry, sewing and computing. The Pilot claims to have resulted in 399 young people completing a year-long training program and 227 securing permanent paid employment as reported by Holden (2013). This is therefore implies that skills development in terms of training have a direct influence on employability of the graduates.

In Colombia, Youth in Action program targeted youth between the ages of 18 and 25 from the two poorest socioeconomic strata of the population by teaching them for three months and On the Job Training recorded success. As Orazio, Kugler, and Meghir (2011) point out, following participation, male and female participants were 5.8 and 6.9 points more likely to be employed respectively. However, the program raised earnings for women only. Women offered training earned 19.6 per cent more than those not offered training, mainly in formal-sector jobs. They noted that employment effects observed could be due to signaling effect of program participation in which workers are seen to have been screened for basic skills and honesty.

It is important to find placements where students can achieve their goals. Their individual qualities can be used as a basis to select them for internships (Hirsch, 1974). Amongst the factors that affects student internships is whether internships are paid, partially paid or unpaid. It is common to get unpaid internships, but internships in which students receive partial pay are stipend-based. Students in colleges often take unpaid internships whereas

non-college-bound students typically take paid internships (Haimson & Bellotti, 2001; Marczely, 1982; Stasz & Brewer, 1998).

2.3 Mentorship and Youth Empowerment

Mentoring is a relationship between a supervisory adult and a junior that fosters the mentee's development (Donaldson, Ensher, & Grant-Vallone, 2000). Research shows that mentoring programs with strong infrastructure can produce positive impacts. (Grossman, 1999) A primary reason is that program infrastructure directly affects the mentor/mentee relationship. Strong mentorship relationships are essential for improving behaviors and performance of the juniors. Mentoring programs help develop and maintain relationships between the parties involved. Career mentoring programs emphasize academic achievement for older youth. In addition to offering support, the goal of these mentor programs is to facilitate a youth's transition from high school to college, career exploration, and work experience. The Hospital Youth Mentoring Program (HYMP) that operates in several states in the United States of America is an example. Each hospital-based program matches hospital staff with youth in schools around. HYMP is designed to help youth to access education and prepare for higher education or employment in urban areas. Some mentoring programs, such as the Across Ages Program, a comprehensive program targeting and recruiting older adults (age55+) to mentor at-risk youth attending middle schools in Philadelphia, Pennsylvania,.

A program evaluation that used random assignment, found that participation in the Across Ages program was impactful on most youth. However, those youth participants in the program reported positive development. Students with mentors exhibited more positive attitudes toward school, the future, older adults and community participation. Mentorship was influenced by the level of mentors since those youth who spent more than half a day per week with their mentors showed significant improvement in school attendance (such as absence from school).

Some organizations that provide mentors do let the mentee select their preferred mentors, by providing them with a platform to engage. Other programs have a mentorship

matching process where individuals are responsible for the mentorship matching while others contract a consultant to pair the mentor and mentee based on their needs. Whichever method you use, it needs to be ensuring that the mentees make the most out of it. “Engagement between mentor and mentee can formally begin after the mentorship matching process by a third party” (Cotton, et al., 2000). Matching is based on the goals of the mentoring program. In one study, a mentor advisory team and the program coordinator paired mentees and tasked the mentors with specific assignments, but the coordinator made the final decision. The coordinator provided support when challenges arose, consulted protégés about their career goals and ensured a harmonious relationship. Personalities need also be considered for mentorship pairings (Williams, 2000).

Most newly recruited staff in organizations according to Filstad (2004) had multiple role models that served different needs during their probation period. Most mentoring research has focused on only one mentor–mentee relationship. Relationship constellations have been observed by Kram (1985) as providing multiple sources of developmental support for protégés. As Levinson observed that if a mentoring relationship is not established then parties involved does not form, youth and mentors may opt out of the match before the mentoring relationship lasts long enough to achieve their goals. Without networks involving such qualities as trust, empathy, authenticity, mutual respect, which mentoring relationships can enhance successful outcomes seem unlikely to unfold (Collins & Miller, 1994).

Mentors can offer youth adult perspectives and advice that would not be presented by a parent (Keller, in 2005a). By serving as a sounding board and guiding effective communication amongst adult, the youth may also be helped to better understand their emotions by their mentors (Pianta, 1999). Research has consistently found mentored individuals to be more satisfied to their professions in comparison to youth who are not mentored (Wanberg, Welsh, & Hezlett, 2003). Furthermore, individuals being mentored often use the skills gained to improve their performance leading to higher evaluations, and earning higher salaries, and faster career progress than non-mentored individuals. Youth, who develop strong networks with their mentors, there is evidence that their

social skills also increase (Rhodes, Grossman, & Resch, 2000). Studies have revealed connections between mentorship and how it improved the mentee's support from relationships with their peers (Rhodes, Haight, & Briggs, 1999) and from significant adults in their social networks (DuBois, Neville, Parra, & Pugh-Lilly, 2002). Volunteer mentoring relationships contributed to improving how adolescents' perceive their parental relationships according to Rhodes and associates (2000). A qualitative study on relationship between adolescents and adults in a volunteer mentorship indicated that several of these mentors positively influenced the youth in development of more effective strategies in their performance at school and in their relationships with their parents (Spencer, 2002).

Rhodes (2002, 2005) has proposed that mentoring affects youth through the below interrelated processes: by enhancing youth's social relationships and emotional well-being; by improving their cognitive skills through instruction and conversation. Mentoring is seen as one component of the "positive youth development" approach.

Mentoring where there is physical interaction between parties is considered traditional while or virtual/e-mentorship where mentor and mentee participate in the process but in different locations. In the traditional model, one mentor is matched with one mentee, usually the matches are deliberate; the mentoring manager pairs two people together based on certain criteria i.e. goals. This model allows for—and even encourages—a strong personal relationship. The in person relationship between mentor and mentee allows the mentee access critical assistance from both the mentor and also the program manager. E-mentoring is distinct from traditional face to face mentoring in the below important respects. First, with e-mentoring the pool of potential mentors is global (An & Lipscomb, 2010; Bierema & Merriam, 2002). Second, e-mentoring reduces the influence that social aspects i.e. age, gender and race (HeadlamWells, Gosland, & Craig, 2005). As a consequence, female mentees can be mentored by men without the negative consequences that inhibit mentorship across gender. Third, e-mentoring provides both mentors and mentees with unlimited access to a pool of mentors or mentees at a time, thereby broadening professional networks. (An & Lipscomb, 2010).

In e-mentoring mentees easily access their mentors but it is unclear if the quality of the mentoring is comparable to in-person mentoring. E-mentoring relationships has been observed to establish in comparison to in-person mentoring as the majority of the communication lacks nonverbal cues as per Purcell's(2004) assertions. Trust, an essential element of mentoring success lacks in e-mentoring (Elliott, Leck, Orser, & Mossop, 2007).Further, participants may also be overwhelmed with the amount of information that can be exchanged, or with the frequency and different means of communications employed (Bierema & Merriam, 2002).

Conversely, Lipscomb (2010) argues that the quality of communication increases with e-mentoring since participants' intentions are obvious and they spend more time collaborating and reflecting. E-mentoring also provides a record of correspondence allowing the parties to refer to them when needed (HeadlamWells, Gosland, & Craig, 2005).Online mentoring has taken off in recent years-often as an adjunct to face-to-face meetings. Many online programs are now in place, some of which are integrated into classrooms or after-school settings. Evidence from related fields provides grounds for cautious optimism about the potential of online mentoring. For example, researchers evaluated an online mutual-help group for stressed people and discovered that interactions were characteristic of face-to-face groups and that group involvement led to improvements in well-being.

Virtual mentoring offers freedom as it affords the parties involved the conventions of geography and time. As for structure, mentoring can involve pairing of one mentor to one mentee or one mentor to multiple mentees (Bird & Didion, 1992). Mentee matched to multiple mentors would find it difficult accessing them as need arises. In terms of timing, multiple mentors could assist the mentee at the same time but in different aspects (Burlew, 1991; Packard, 2003a) or different intervals (Baugh & Scandura, 1999; Nolinke, 1995). In terms of content, multiple mentors could be professionals with the same level of experience in a particular field (Ensher, Thomas, & Murphy, 2001). For example, mentors could converge at a conference to share about their fields in a particular community (Davis, 2001).

Research has proven that the duration of mentorship is important in moderating their outcomes (Rhodes, 2005). Youth whose relationships were terminated within a year derived significantly fewer benefits (Grossman & Rhodes, 2002). Youth in mentorship of short duration responded had declined self-worth. In contrast, youth with longer mentorship matches reported relative gains in perceived social acceptance, scholastic competence, school value and lower levels of both drug and alcohol use. These findings are consistent with an evaluation of mentoring program, which found that mentorships that lasted longer than a year were beneficial to mentees (DuBois, Holloway, Valentine, & Cooper, 2002). Supportive and enduring mentoring relationships facilitated a range of positive changes in developmental outcomes.

2.4 Grant provision and Youth Empowerment

Grants are non-repayable funds disbursed by a donor, often a government department or trust, to a recipient i.e. a nonprofit entity or educational institution. Grants fund a specific project and require some level of compliance. The grant application process involves submission of a solicited or unsolicited proposal.

In order to amplify the voice of Mandela Washington Fellows, support their continued networking, and showcase their innovations and achievements, USAID and IREX offer travel grants to Fellows who are excited to speak at key industry events and conferences across Africa and beyond. Speaker Travel Grants (STGs) are available for Fellows representing MWF in a significant speaking role and high profile events and conferences. USAID and IREX also award Sustainability Grants to encourage MWF initiatives that reach across borders to cultivate opportunities, generate new ideas, and identify solutions to address issues that affect their communities. Fostering a continent-wide dialogue is possible through the Regional Advisory Boards who can champion the work of their regions and share best practices.

Today's dynamic and global economy is driven by innovation and entrepreneurship (Auerswald, Bayrasli and Scruff, 2012). The concept of innovation can be nurtured through entrepreneurship. Education on entrepreneurship contributes towards building positive long-term societal attitudes to entrepreneurship (Galloway and Brown, 2002).

The World Bank studies indicate that most youth are opting for their own enterprises, but they are poorly equipped for it (World Bank, 2006). The success of a business is not just in starting one, but in starting the right business. Business performance is measured in terms of short-term profitability, market share, productivity, employee attitude as well as a balance between short-term objectives and long-term goals (Neely & Austin, 2002). The choice of business must therefore take into consideration the market for the product or service on offer. It must also consider how fast the products translate to profits, as well as the sustainability of the business. For the youth who have had no prior business education or exposure, such an evaluation would be difficult. Among the issues that a criteria checklist addresses include the need for the business; advantages or benefits; originality and adaptation of the idea; short-term gains and long-term benefits as well as customer appeal and the issue of competition, among others for a business or a product.

In the United States of America (U.S.A) youth empowerment programs target the youth especially the poor and underprivileged such as those in foster care, runaway and homeless youth. Others who benefit from these programs are youth whose parents are imprisoned, and parenting teens. The funding is however done by various agencies for various developments e.g. health and human services, education, commerce, and defense. Each state has an elaborate youth development programme. Kuratko & Hodgetts (2004) found that the United States has achieved its highest Gross Domestic Product during the last ten years by providing seed funding to start ups. Within the Framework of potential strategies to provide employment opportunities and job creation for youth, start-ups are increasingly accepted as an alternative for generating income among young people (Ryan, 2000). As Malaysia entered the twenty first century, interest in entrepreneurship heightened among others by the government's budget allocation towards promoting enterprises for small and medium enterprises (Yusof et al, 2007).

The Youth to Youth Fund in West Africa is a real laboratory of ideas that come from youth and promotes local economic development. The Fund is about meaningful youth participation by engaging youth in finding solutions, significant value can be added to the youth employment challenge. Interviews with the beneficiaries have shown that their living conditions improved since their participation in the Youth to Youth Fund in terms of employability, income and acquisition of soft skills and work experience.

The Youth Enterprise Development Fund (YEDF) in Kenya has made tremendous achievements since its establishment including: training of about Two hundred Thousand (200, 000) youth on youth entrepreneurship as well as over Five Hundred (500) officers from the Ministry of Youth Affairs. Over One Thousand five Hundred (1, 500) youth have been facilitated to secure employment in overseas countries particularly in the Middle East. The fund has also managed to organize national trade fairs for hundreds of youth entrepreneurs drawn from across the country to enable them showcase their products and services. This has helped in creating networks for the youth as well as improve marketing and selling of their products and services. It has also facilitated youth entrepreneurs to exhibit in local and international trade fairs thus providing exposure for their products and services in both the local and international markets. (YEDF 2011).

As Chigunta, (2002) pointed out one reason for promoting youth entrepreneurship is creating employment opportunities for youth entrepreneurs as well as the other young people they employ. Entrepreneurship is increasingly accepted as a valuable strategy to create jobs and improve livelihoods and economic independence of young people (Awogbenle & Iwuamadi, 2010).

2.5 Networking and Youth Empowerment

Networking is making connections resulting to mutually beneficial relationships. Networking is a matter of creating linkages which would be useful within and outside one's circle in order to mobilize resources and achieve various goals and an art of building alliances.

Networking occurs at a variety of levels. At the level of communities, it is about reciprocal relationships with other members of society. Among the most important events that professional events managers organize are outreaches i.e. Conferences which have many participants and are often filled with presentations which are followed by discussion. Networking is also an empowerment strategy. As a result of networking, organizations and individuals can politically agitate from the lowest to the highest levels in support of their goals. Networking aids in organizing and mobilization, enhancing capacity of groups, and enables poor and powerless individuals to have an active role in decision-making. Following the academic residency of the Fellowship, the Fellows visit Washington, DC, where they have an audience with President Obama and also discuss on key issues with leaders from the government and private sectors in the USA.

IREX holds an annual East African Regional Conference in June for Mandela Washington Fellows. The Conference has attendance from all the Fellows from East Africa, representatives of both project financier and implementer and partner organizations in the region. This provides the Fellows with networking opportunities which have resulted in increased visibility, credibility and an increased knowledge of global affairs, as described in the MWF 2015 Report. Vega and Connel (2009) notes that conference attendance is a requirement for the career advancement of many professionals in their fields of expertise.

Pavilna (2009) urges every person to try and attend one conference annually so as to get the value of attendance. These include: finding one's tribe; Making good contacts; offering one's service; practicing one's skills; getting the latest on one's field and becoming a speaker. There are different ways to attend conferences. Individuals can

attend physically; there is also remote/virtual conferencing, especially with the technology advancement. Tomaszewski and MacDonald (2009) give examples of discussions relevant to this trend. All these forms of outreach attendances are geared towards:

Collaboration: Collaboration opportunities could be achieved by networking and also by attending thematic events (Tysick, 2002). People meet at outreaches in order to locate colleagues they can partner with. Conference centers offer grounds for professionals of like interest to meet and agree on topics to research on. As stated by Tomaszewski and MacDonald (2009), "conferences provide a platform for striking conversations hence friendships based on common interests"

Networking: Another great benefit of attending outreaches i.e. conferences is to meet with colleagues in the same profession. Networking provides for interactions that lead to output. Olubola (2007) states that "the themes of the conferences and workshops often provide a caucus for participants to exchange ideas, share experiences, learn from each other, and craft long lasting bonds".

Motivation: Motivation is achieved when individuals pay attention and share with experienced colleagues in same field. When the more experienced professionals are presenting papers the less experienced ones listen. The experience of the colleagues helps motivate junior professionals to progress. Tysick (2002) wrote that, "immersing yourself in a discipline that you are passionate about is energizing. Without renewed motivation you may become bored with the discipline you support".

Collection development: Outreaches give Fellows a chance to interact with vendors. According to Tysick (2002), when Libraries send their employees to attend Conferences, the employees appreciate they are valued by being committed to their work.

2.6 Theoretical Framework

The theory that has been adopted for this research study has its origin in theories of social constructionism and narrativism. The strategies followed here are an attempt to explore youth perspectives on their empowerment in Kenya through the MWF. Since perspectives, expressed through narratives and subjective opinion, are a socially constructed phenomenon, the two related frameworks of social constructionism and narrative theory, emerged as the most ideal to inform this study.

According to Hibberbed (2005, p.viii), Social constructionism “is a post-positivist approach that emphasizes the historicity, the context-dependence and the social-linguistically constituted character of all matters involving human activity. Narrative theory, on the other hand, is based on the fact that people are naturally story tellers (Fisher, 1989). Through stories, people share their experiences and reveal their values. A unifying factor is that both theories hold that language, being the basis of all knowledge and bound by history, plays a crucial role in the social construction of reality. Through language, social values are constructed and discussed by Burr (1995, 2003), provided the framework for an analysis of the discourse.

First, social constructionism seeks to encourage individuals to “take a critical stance towards available knowledge and ways of comprehending the world (including ourselves)” (Burr, 1995, p. 3). Hence it is necessary to listen to their language, which would then reveal their identity, values, and expectation as Kenyan youth. In order to provoke and stimulate participants to open up and share their socially constructed responses (narratives) regarding how the MWF project empowers them, open-ended questions will be posed.

Secondly, Burr (2003) notes that social constructs are historically and culturally specific. Although the meaning of the term “youth” in Africa has remained somewhat constant despite a lower life expectancy, societal expectations of young people have undergone significant changes dictated by tradition and culture, colonialism, and cultural infiltration. As they grow up young people continually interpret and evaluate new stories against

older stories that they have acquired through experience. Presumably then, youths' opinions and stories would be similar, but would differ in comparison to the adults' due to differences in age and historical experiences, as well as other social forces. As supported by Fisher's (1989) narrative paradigm, the purpose of this study was to interpret and assess Fellows' stories as representations and interpretations of their MWF experience, which is shaped by history, culture, and character.

Third, social constructionists assume that knowledge is sustained by social processes. Since our modes of description, explanation, and/or other representation are derived from relationships, Burr (1995) insists that no single person can originate meaning or truth because language, and consequently culture, is a shared phenomenon. As a result, adds Gergen (1999), what youth hold to be "true about the world or self is only informed by their peers interactions, which are "influenced by their culture" (p. 48). As youth in Kenya interact in various avenues, they hear and share their needs, frustrations, experiences, and moments leading to the development and sustenance of socially agreed upon and accepted stories. Their reality, which is created and structured by the use of language, stems from their shared knowledge of Kenya's cultural and historical landscape and their experience with MWF.

This does not, however, mean that interactions are not constrained. As Burr (1995) clearly indicated, power, age etc. determines and dictates "people's daily interactions and experiences of communication in force at that time" (p. 4). The narrative paradigm also does not deny that some other factors i.e. power, ideology can be significant features of communicative practices and acknowledges that some stories are more truthful than others (Fisher, 1989; Talib, 2010). Since language, maintains Gergen (1999), "constitutes social life itself"(p. 49), an understanding of youths' social world would demand a critical analysis of their words, their utterances, and their tone of voice when speaking, which would inherently expose their perspective (identity, status, values, and expectations) in the empowerment process.

Given that reality is socially constructed as a result of behavior, knowledge, and social action are in mutual existence. This fourth premise of social constructionism tells us that youths' perception of their situation in Kenya is reproduced by young people acting on their interpretation and knowledge of that reality.

Motivation is an internal state that serves to activate and give direction to our thoughts. According to the African Union Commission's definition of youth empowerment, young people are empowered when they make informed decisions without coercion, and take responsibility for the consequences of those actions. Empowerment encompasses various dimensions, including the economic, social, and political among others (African Union Commission, 2010). Youth who is empowered economically, has got purchasing and spending power, and as a result he will walk around with a sense of confidence. He has self-esteem and earns respect from his peers and the society in general.

2.6.1 Empowerment

One of the commonly applied definitions comes from Zimmerman and Warschausky (1998), who defined empowerment as "product relating to issues of control, critical awareness, and participation" (p.4). Some advocates hold that empowerment entails being in a position of power and being inspirational for the marginalized (Ratna & Rifkin, 2007), yet others believe that there is intentionality in the undertaking (Speer, Jackson & Peterson, 2001), and that it is a process (Holden, Messeri, Evans, Crankshaw & Ben-Davis, 2004; Speer et al., 2001; Zimmerman, 2000; Zimmerman & Warschausky, 1998) in which efforts to exert control are central. Importantly, empowered people are perceived as being central agents in the development process and the main actors in the improvement of their own welfare. The people's basic and secondary needs, according to Mudavadi (2002, p. 26) are both their rights and the basis on which development is formulated.

Empowerment of young people means gaining the authority and confidence to decide and be responsible for the results. In fact, the youth can be considered as empowered when they have made informed decisions without coercion and are

responsible for the consequences of their own actions (Commonwealth Secretariat, 2007). Empowerment according to Pinderhughes (1995), consists of practical approaches and applications, and is thus a multi-level construct. Theorists and researchers have critiqued empowerment and linked it to individual and collective health, well-being, and environments.

2.6.2 Youth Empowerment

Youth empowerment is “process which accelerates the development and productiveness of the youth as they transition into adulthood in their countries” ((UNCHS-Habitat 2005). Youth empowerment is based on the belief that youth are a resource for development of their communities and they are change-agents as innovative problem solvers. For young people to be empowered, certain processes and mechanisms have to be instituted.

According to Narayan (2002), since youths’ lack of power, voice, and subsequent marginalization and exclusion underlies their status, the best strategy in their empowerment process demands a removal of both formal and informal institutional obstacles that void their attempts to solve their everyday challenges. Research on youth empowerment in sub-Saharan Africa, or even Africa as a whole, is limited, making the contributions to be made by this study even more important. Available research focuses on community and gender development, development models for Africa, or on analyzing the various strategies that could be implemented or improved to effectively empower the youth. Literature concerned with empowerment in Kenya has mainly focused on women and community development. The high prevalence of poverty among women, and the dangerous alternatives they seek for survival, has attracted some researchers to focus on gender and empowerment (Barker et al., 2000; Parpart, Rai & Staudt, 2002). These studies advocate empowering women in order to achieve community development. Other studies have focused on traditional African pro-development institutions. Mbithi and Rasmusson (1977), Hill (1991) analyzed how Kenya’s rural poor have successfully harnessed a sociocultural strength referred to as “harambee” to institute community development.

Disillusionment of the youth could be addressed by empowering the youth to actively participate in nation-building and hence bring about wider benefits to any country. Youth empowerment can occur through a number of channels. Youth can politically be active in the Country's governance system through their active involvement in the youth wings of their political parties; they can volunteer in community development projects; as well as economically by being innovators of enterprises. Empowerment requires a focus on processes and relationships.

In the section below, I examine four models, both theoretical and practice-based, that are a framework for empowerment efforts within communities.

2.6.4 Youth Empowerment Models

2.6.4.1 Adolescent Empowerment Cycle

Chinman and Linney (1998) developed the **Adolescent Empowerment Cycle** (AEC). The AEC is based on psychological theories of development of teenagers and defines prevention as a sense of rolelessness. AEC model has been likened to the 1 process of social bonding, leading youth to positively bond. Positive social bonding can prevent youth engagement in societal ills. The model centers on: adolescent participation in communal activities, that provides opportunities for skill development. The authors argued that for adolescents experiencing a turbulent teenage period and formation, community service may contribute to role stability amongst the adolescents.

2.6.4.2 Youth Development and Empowerment

The **Youth Development and Empowerment** (YD&E) was developed to guide youth empowerment initiatives programs within the context of preventing drug abuse (Kim, 1998). The YD&E model although it has striking semblance to the AEC model; it analyzes active participation of youth in community service projects. The model is grounded in social control theory.

Kim et al (1998) described the components of features of YD&E model i.e. processes and structure that support these processes. The model fuses self-empowerment and

community engagement, or community partnership. In YD&E, the youth are resources that should be called upon to participate in community activities. However, the YD&E process needs buy in of caring and supportive adults who require the youth to be responsible citizens.

Within the YD&E model, the role of the adult leader is to nurture the leadership of the youth in the ensuing activities. Positive relationship development with both peers and adults, and innovative solutions for community problems are desired outcomes (Kim et al., 1998).

2.6.4.3 Transactional Partnering

Transactional Partnering (TP) model came about as a result of qualitative analysis of a youth empowerment program in Canada (Cargo 2003). The research project was contextualized at an inner-city community health promotion intervention aimed at engagement of youth with low self-esteem.

Youth empowerment in the TP model is conceptualized as a mutual process of transactional partnering between the youth and senior community members (Cargo et al., 2003). Of importance to this process, is the role of adults in creating an environment that enables empowerment of the youth. The findings from the qualitative research included ensuring youth had the skills and knowledge they needed to participate in community change efforts. Providing youth participants with a roadmap to guide their assessment of quality of life issues, develop action plans, and implement solutions, were a strategy that was utilized.

Another central tenet of the TP model is synergy of individual and society-level empowerment outcomes. Youth are expected to experience individual outcomes systematically as a result of their active engagement in community change efforts.

2.6.4.4 Empowerment Education

The theories of critical social praxis by Freire (1970) were applied in educational programs in Brazil. Liberating and empowering education was the basis of his work. His concepts of conscientization, liberation, praxis, and empowerment education have been

incorporated into initiatives and models. Wallerstein, Sanchez-Merki, and Velarde (2005) linked Freirian concepts and practices with a behavior change theory in their development of a youth program. The resulting **Empowerment Education** (EE) model lays emphasis on the enhancement of skills and knowledge that support youth efforts toward development. The EE process involved listening, and sharing of life experiences. The individual interviews and interactions were followed by participation in structured sessions in group revolving around the personal, social, medical, and the exploration of action strategies to help participants make “healthier choices for themselves and their communities” (p. 220).

The aim of youth participation in these interactions, reflections, and dialogues was praxis, “an ongoing interaction between reflection and the actions that people take to promote individual and community change” (Wallerstein, Sanchez-Merki, & Velarde, 2005, p. 221).

2.7 Conceptual Framework

A conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate this (Guba and Lincoln, 1989). A conceptual framework assists the researcher to organize his or her thoughts and articulate them accordingly for successful completion of the study.

Figure 2.1: Conceptual Framework

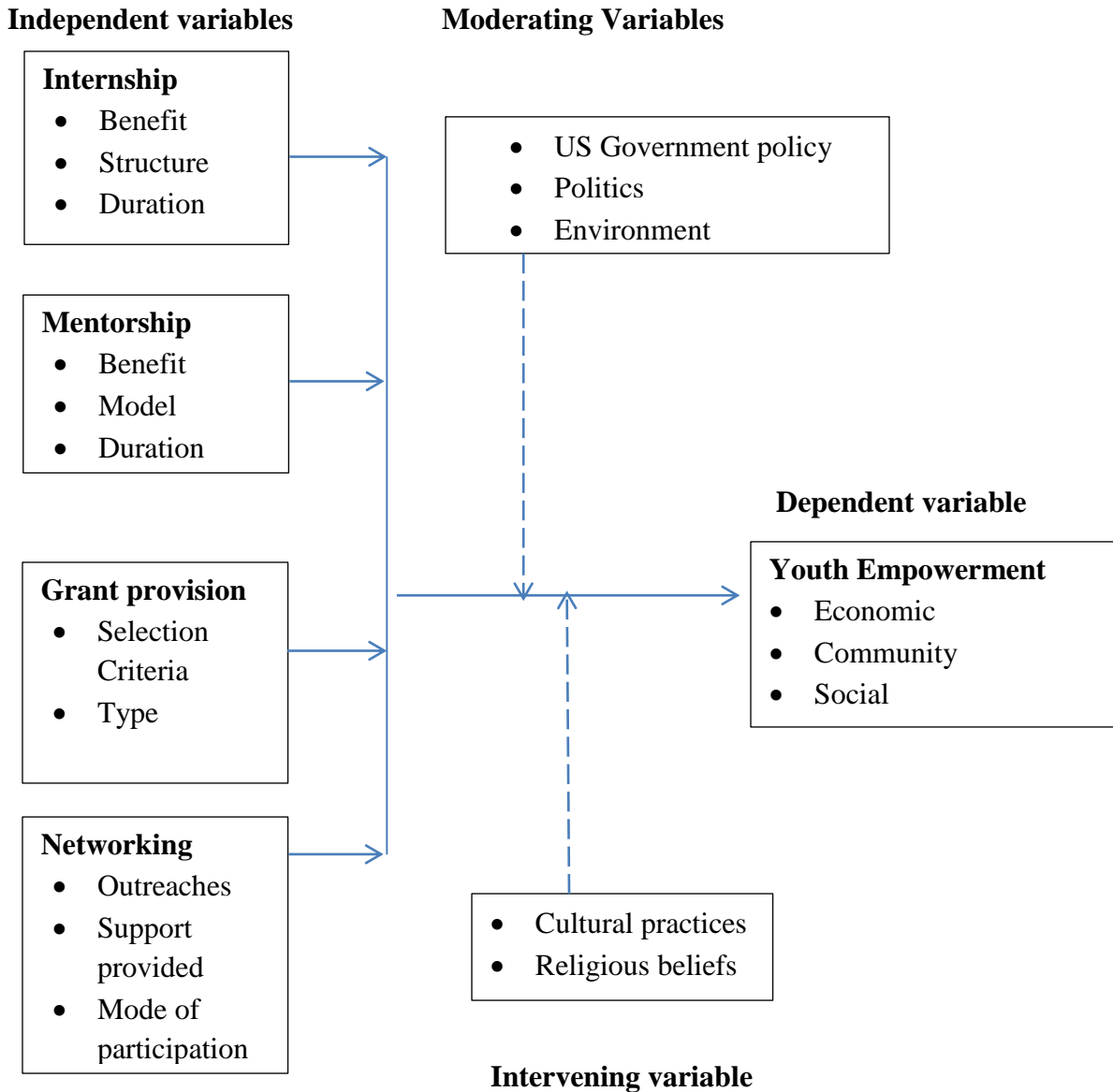


Figure 2.1 presents the conceptual framework for this study. It indicates the independent and dependent variables as well as the moderating and intervening variables. The independent variables have a direct influence on the dependent variables. In other words, the dependent variable is influenced by the independent variables and thus relies on them for its fruition. The independent variables in this study had been identified as; internship, mentorship, grants and conference networking all of which influence youth empowerment.

2.8 Summary of Literature reviewed

The importance of internship, networking and mentorship programs among the youth have been identified as a panacea to tackling youth empowerment and sustainable economic growth of developing Countries GDP. The ILO has rallied organizations to help in reducing youth unemployment by providing internships as they can play an important and valuable role in aiding those who lack skills or experience to improve their chances of entering the job market. Networking outreaches strengthen youth's internal networks, elevate the profile and potential of the youth, and in the process connect them to both regional and international networks of leaders. The National Council of Young Leaders in the USA recommended in 2013 that young people needed caring individual mentors to give them confidence, respect, and support in planning and working toward a productive future. They needed mentors both from a similar background who have overcome familiar obstacles, and mentors from different backgrounds who can open whole new horizons. In view of the review of related literature, the study was relevant as it sought to establish the relationship between Mandela Washington Fellowship activities and youth empowerment in Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the methods applied in carrying out the research. The chapter covers the following sections: Research design; target population; instruments; data collection procedure and data analysis.

3.2 Research Design

The choice of the design was dictated by effectiveness to secure evidence concerning all existing situations or current conditions to compare present conditions in order to determine how to take the next step having determined where we are and where we wish to go. Thus, descriptive survey research design was selected.

According to Mugenda (2008) descriptive survey design is used when researchers need to collect data about peoples' habits. Orodho, (2009) notes that descriptive survey design allows researchers to gather information, summarize, present and interpret for the purpose of clarification. Borg and Gall (1983) ascertain that descriptive survey research is intended to produce data about educational aspects that interest policy makers. The study considered this design as appropriate since it would facilitate towards gathering of reliable and accurate data.

The study adopted a descriptive research design method and collection of data from the population using both closed and open-ended questionnaires and in-depth interviews asking the respondents facts, their opinions and perceptions regarding the influence of youth empowerment in Kenya through MWF.

3.3 Target Population

Target population is the entire group of objects from which a researcher seeks to generalize the findings of his study (Cooper and Schindler, 2008). The target population was all the 46 Kenyan Fellows of 2014 cohort who successfully completed a full cycle of the Mandela Washington Fellowship.

3.4 Sampling Method and Sample Size

This section describes the sample size and sampling procedure.

3.4.1 Sample Size

The unit of analysis for this study was all the 46 Kenyan Fellows who successfully completed a full cycle of the Mandela Washington Fellowship.

3.4.2 Sampling Procedure

Census was used to collect data from both the Fellows and representatives of the partner organizations and qualitative data and thus no sampling procedure was employed on the 46 Kenyan Fellows who were targeted. Census data provides an appropriate database to analyze results of the study conducted. It is a photograph of the community at a particular time and describes their various characteristics.

The main purpose of the study was to find out the influence of the Mandela Washington Fellowship on youth empowerment in Kenya. The researcher conducted semi-structured interviews on 46 Fellows and interviewed them on the same topic will quickly reveal a range of opinions, attitudes and strategies (Michelson, 2005:172).

3.5 Data Collection Instruments

The study used a mixed method approach to collect and analyze data from both primary and secondary sources. The study data was gathered through content analysis of data from MWF project, East African office.

To collect quantitative data in the study, questionnaires were self-administered by the researcher for the 41 respondents to fill. Questionnaire was chosen based on the nature and objectives of the study. It was preferred because of confidentiality upheld and it was time saving. They can be analyzed more scientifically and objectively and its results can be easily and quickly quantified through the use of a software package.

Section A of the questionnaire outlined information regarding demographic characteristics of the respondents. Section B sought to acquire data regarding the respondents' participation in internship. Section C of the questionnaire outlined questions concerning the respondents' participation in mentorship. Section D outlined questions concerning the respondents benefitting from grant provision by MWF. Section E outlined questions regarding participation in networking by MWF and Section F outlined questions regarding empowerment.

The study also collected qualitative data using interview guide to gather information from 15 representatives of project beneficiary organizations. The interviews gathered in-depth data as the researcher prompted for respondents to elaborate on. In many instances, a primary question led a subject to discuss related issues that the interviewer then followed up on with a secondary line of questioning. The interview guide aided the researcher in collecting honest feedback.

3.5.1 Pilot Testing

The research instrument was administered on a reconnaissance basis among few selected sample of youth to help in the pre-testing of the data collection tools instrument. A pilot study was conducted to check validity and reliability of the questionnaire and also to check its appropriateness. The instruments were pilot tested among 10 respondents randomly selected from participants under the YALI-RLC project from Kenya which shares a lot of similarities with MWF. Data collected was analyzed and corrections done on the instrument which allowed fine tuning of the research instruments before the actual study. The responses from pilot study were however not utilized in the data analysis stage.

3.5.2 Validity of the Instrument

Validity according to Kothari (2004) is the degree to which an instrument measures the objective of its purpose. To make meaningful inferences, the researcher applied content-related validity which was ensured by enhancing the appropriateness of the instrument for the purpose of the study and that the instrument measured all the constructs of the variables being measured.

To enhance content related validity of the instrument on schedule, help of experts, such as the research supervisor came in handy. The supervisors provided guidance to ensure that the instruments were well constructed, so that the research instruments addressed the information sought by the research objectives.

3.5.3 Reliability of the Instrument

Reliability, according to Mulwa (2006), is the extent to which same result would be achieved if a measuring device was used again on a different occasion with the same objective of the study.

Reliability of the instruments was ascertained for internal consistency using split half reliability method. The instruments were administered once to the same individuals and then split into two equal parts. The parts were scored and the scores correlated using SPSS program.

3.6 Data Collection Procedure

Data Collection exercise commenced on approval from University of Nairobi to proceed with the research. The researcher sought permission to collect data from Mandela Washington Fellows from the National Council for Science and Technology. The researcher took the letter of authorization to the Director of Youth Development, Kenya who provided consent to conduct the study among the Fellows. Then the researcher briefed him and IREX/MWF officers of the research and scheduled appointments for data collection. Necessary arrangements were made for the identified respondents to fill the questionnaire at venue and time of convenience.

3.7 Data Analysis Technique

The data obtained were coded appropriately and analysis done utilizing Statistical Package for Social Scientists. In designing with the help of SPSS 21.0, the study categorized the influence of Mandela Washington Fellowship project on youth empowerment into dependent and independent variables. The dependent variable of this study was youth empowerment, while independent variables included internship, mentorship, networking and grant provision. The results were presented in tables using descriptive statistics (frequency counts and cross tabulations) to show the influence of the Mandela Washington Fellowship project (MWF) on youth empowerment in Kenya.

Qualitative data was analyzed using content analysis. The responses from the interviews were categorized based on themes and patterns cutting across different interviewees responses. The information was used to make conclusions. Qualitative data analyzed was presented in narrative form.

3.8 Ethical Considerations

The researcher keenly considered and maintained all the ethical issues in research. The major ethical issues considered during this research were informed consent, privacy and confidentiality, anonymity and researcher responsibility. The researcher ensured informed consent by making sure the respondents had been adequately informed on the purpose and procedure of the study. Privacy, confidentiality and anonymity of the respondents were maintained by not recording the identity of the respondent. Patent rights of the author of materials to be used were protected by the researcher by making correct reference to materials used.

3.9 Operational Definition of Variables

This section presents the dependent and independent variables, the associated indicators and how they were measured. The data collection instruments outlined and the scales of measure represented. The techniques used for the analysis of data will also be laid down. Both the independent and dependent variables were operationalized as shown in table 3.1.

Table 3.1: Operationalization of Variables

Research Question	Variable	Indicator	Measurement	Measurement Scale	Analysis
Internship by MWF and its influence on youth empowerment in Kenya.	<u>Independent</u> Internship	Benefit	Self rating in experience gained.	Ordinal	Descriptive statistics
		Infrastructure	System in place.		
		Duration	Number of months.		
Mentorship by MWF and its influence on youth empowerment in Kenya.	<u>Independent</u> Mentorship	Benefit	Self rating in experience gained.	Ordinal	Descriptive Statistics
		Mode	Number of Fellows in either option.		
		Duration	Number of months.		
Grant provision by MWF and its influence on youth empowerment in Kenya.	<u>Independent</u> Grant Provision	Selection Criteria	Absence/presence	Ordinal	Descriptive statistics
		Type	Number of Fellows who received either option.		
		Amount			
Networking by MWF and its influence on youth empowerment in Kenya.	<u>Independent</u> Networking	Outreaches Participation Level	Self rating in participation.	Ordinal	Descriptive Statistics
		Themes discussed	Number of Fellows in either option.		
	<u>Dependent</u> <u>Youth Empowerment</u>		Economic Cultural Psychological	Ordinal	Descriptive statistics

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings and discussions of the study as captured in the analysis of the objectives. The objectives of the study were; to determine the extent to which internship by MWF influences youth empowerment in Kenya; an internship, mentorship, grant provision and networking by MWF and how they influence youth empowerment in Kenya; to establish the extent to which mentorship by MWF influences youth empowerment in Kenya; to assess the level at which grant provision by MWF influences youth empowerment in Kenya; to examine the extent to which networking by MWF influences youth empowerment in Kenya.

4.2 Questionnaire return rate

Table 4.1: Distribution of response rate

Sample category	Target	Respondents	Response rate (%)
Kenyan Fellows	46	41	89
Total	46	41	89%

From the study population of 46 respondents who were approached, the Fellows who filled and returned their questionnaires were 41, constituting 89% response rate. According to Mugenda and Mugenda (2003), a return rate of 50% is considered acceptable, therefore the return rate for this study is deemed adequate.

4.3 Demographic information of respondents

The study sought to determine the demographic information of the respondents by Seeking information on gender, age, education and leadership track, with a view to seeing how these factors are manifested and their influence on the findings.

4.3.1 Distribution of respondents by gender

The study asked respondents to indicate their gender since this information would be vital in analysis of the findings. The findings are in Table 4.2

Table 4.2: Distribution of respondents by gender

Gender	Frequency	Percent
Male	19	46.3
Female	22	53.7
Total	41	100.0

Based on table 4.2, a return rate of 19 Male (46.3%) and 22 Female (53.7%) Fellows were realized, indicating that there were more Female respondents than Male.

The gender of the respondents might have a contribution in terms of empowerment preference. Okojie (2003) notes that young women face additional difficulties in entering and remaining in the job market.(World Bank, 2009;ECA, 2011) reports support this view that the differences in access to education between female and male children play a role in explaining gender gaps among youth in employment and labor force participation.

4.3.2 Distribution of respondents by age

The study asked respondents to indicate their age since this will enable the research to know if there is any influence on the findings and this is indicated in table 4.3

Table 4.3: Distribution of respondents by age

Age in Years	Frequency	Percent
24-29	24	58.5
30-35	17	41.5
Total	41	100.0

From the findings, 24 respondents were between 24 – 29 years at 58.5% and 17 were aged between 30 and 35 years at 41.5%. The majority were between ages 24 – 29 years, the age where they are expected to have gone through institutions of higher learning and have initiated their careers.

The model by (EscuderoV. & Mourelo (2013) pinpoints the age of individuals as one of the main factors determining their status in employment. The study noted that the probability of the odds of being empowered decreases slightly with the age of youth.

4.3.3 Respondents by Level of education

The study sought to know the level of education of the respondents since this information assisted in the analysis of the findings. The results are in table 4.4

Table 4.4: Respondents by Level of education

Qualification	Frequency	Percent
Diploma	2	4.9
Degree	28	68.3
Masters	11	26.8
Total	41	100

Based on table 4.4, 2 respondents (4.9 %;) had Diploma certification, 28 respondents (68.3%) were graduates with Bachelor’s Degree and 11 respondents (26.8 %.) had Master’s Degree. It is, therefore, evident that all the respondents had a Post-secondary school qualification and a majority of the Fellows had a minimum Bachelor’s Degree and could internalize all aspects of the leadership training of the project.

According to a study by EscuderoV. & Mourelo (2013), it was found that education variables strongly influence the probability of youth of being empowered which is in line with the findings that the youth with higher educational level tends to prefer empowerment opportunities as compared to those with lower education levels.

4.3.4 Respondents by Leadership track

The study sought the leadership track of the respondents as a social indicator. The findings are as tabulated in table 4.5

Table 4.5: Respondents by Leadership track

Leadership Track	Frequency	Percent
Business Entrepreneurship	18	43.9
Civic Leadership	17	41.5
Public Management	6	14.6
Total	41	100.0

According to the return rate, 18 of the respondents (43.9%) were in Business and Entrepreneurship (BE), 17 respondents (41.5%) were in Civic Leadership (CL) and 6 respondents (14.6%) were in Public Management (PM).

The representation across the leadership tracks means that the project had more representatives of both BE and CL than PM and hence was unfair in selection. This implies that the project provides most opportunities to Fellows who are entrepreneurial in nature and are ready to bring about change in the governance and leadership of their communities.

4.4 Internship by MWF

The study sought to determine the extent to which Internship by MWF influence youth empowerment in Kenya amongst the respondents. Among the indicators the research wanted to find out if the respondents undertook an internship under MWF, the category of the organization they undertook their internship.

4.4.1 Undertaken Internship

The study aimed at finding if the respondents requested for an internship and if they were granted one.

The findings are in table 4.6.

Table 4.6: Distribution of respondents in Internship

			If participated in an internship as part of Fellowship		Total
			Yes	No	
Gender of Respondent	Male	Count	11	8	19
		% of Total	26.8%	19.5%	46.3%
	Female	Count	12	10	22
		% of Total	29.3%	24.4%	53.7%
Total		Count	23	18	41
		% of Total	56.1%	43.9%	100.0%

The study found out that 23 respondents (56.1%) took part in an internship by MWF while 18 respondents (43.9%) did not partake in an Internship. The findings show that more than half the Fellows participated in an Internship by MWF.

10 key informants mentioned internship as the MWF activity they have participated in by hosting Fellows.

“The Fellows are experts in the field and having them at our organization was like God sent. They assisted us finalize some unfinished projects and also helped in development of our strategic plan” (Beneficiary partner organization 3)

Table 4.7: Distribution of respondents in Internship by Level of Education

			If participated in an internship as part of Fellowship			
			Yes	No	Total	
Highest level of Education	Diploma	Count	1	1	2	
		% of Total	2.4%	2.4%	4.9%	
	Degree	Count	18	10	28	
		% of Total	43.9%	24.4%	68.3%	
		Masters	Count	4	7	11
			% of Total	9.8%	17.1%	26.8%
Total	Count	23	18	41		
	% of Total	56.1%	43.9%	100.0%		

The study found out that of the 22 respondents who had an internship: 1 respondent (2.4%) had a Diploma, 18 respondents (43.9%) had a Bachelor's Degree and 4 respondents (9.8%) had Master's Degree. The findings show that majority of the Fellows who engage in an internship have either Bachelor's Degree or Master's Degree.

Since research has shown that there is a high correlation between the career paths students select and the internships in which they have served (Kensinger & Muller, 2006), majority of the internship participants had a first Degree and took up challenging, high-quality internships so as to gain life skills impacting to the youth both in starting a business or getting a formal job.

Table 4.8: Distribution of respondents in Internship by category of Organization

Category organization	Frequency	Percent
NGO	2	8.7
INGO	5	21.7
Private Company	16	69.6
Total	23	100.0

The study found out that 18 of the 23 respondents (56.1%) who took part in an internship: 2 respondents (8.7%) did their Internship with NGOs, 5 respondents (21.7%) did their Internship with International NGOs while 16 respondents (69.6%) had their Internship with private Companies. Thus more respondents who participated in internships were placed with private companies and very few had their Internship with local NGOs.

According to Dickerson and Green, 2004, prospective employers have been placing an ever increasing level of importance on their applicants' competency. Generic skills such as communication, quantitative analysis, information technology, problem-solving, and ability to work with other people are required parts of most business jobs. The findings support this as more respondents sought internships in private organizations.

4.4.2 Duration of the Internship

In line with the above observations, respondents were asked to indicate the duration of their Internship by MWF and whether they felt the duration sufficient.

Their responses are in table 4.9

Table 4.9: Distribution of respondents on Internship by duration and organization of the Internship

		Internship duration in months			Total	
		2	3	6		
Category of internship organization	NGO	Count	0	1	1	2
		% of	.0%	4.3%	4.3%	8.7%
		Total				
	INGO	Count	2	2	1	5
		% of	8.7%	8.7%	4.3%	21.7%
		Total				
	Private Company	Count	0	15	1	16
		% of	.0%	65.2%	4.3%	69.6%
		Total				
Total		Count	2	18	3	23
		% of Total	8.7%	78.3%	13.0%	100.0%

The study found out that 18 respondents (78.3%) reported participating in an internship for 3 months. Only 2 respondents (8.7%) participated in an internship for 2 months while 3 respondents (13%) reported having an Internship for 6 months. It is thus evident that most Internship is for 3 months.

Also, 15 respondents (65.2%) who reported having a 3-month Internship had their placement with Private Companies while NGO had 1 respondent (4.3%) and INGO with 2(8.7%).All the respondents who had 6-months Internship were equally represented at NGO 1(4.3%), INGO 1(4.3%) and Private Company 1(4.3%).The 2 respondents (8.7%) who reported having a 2- month Internship were placed with International Organizations.

Table 4.10: Distribution of respondents on whether Internship duration was sufficient.

Response	Frequency	Percent
Yes	5	21.7
No	18	78.3
Total	23	100.0

The study found out that 18 respondents (78.3%) reported that the duration of their internships was not sufficient and only 5 respondents (21.7%) reported that their duration was sufficient to meet their objectives. The findings are an indicator that most Fellows would prefer an Internship with much longer duration to achieve the objectives of the placement. In Colombia Youth in Action program which provided three months of in-classroom training and three months of on-the-job training (OJT) to young people between the ages of 18 and 25 in the two lowest socioeconomic strata of the population recorded success and thus as per the findings the duration should be three or more months.

All the respondents in the interview cited the duration of the internship as too short to achieve a tangible outcome for both the Fellow and project/organization.

“We had a Fellow interning with us for three months and before he had accomplished implementing his tasks at the organization, we realized that the internship was over yet we still needed his services” (Beneficiary partner organization 1)

Table 4.11: Cross-tabulation of respondents on Internship duration and category of Organization.

			If internship duration was sufficient		Total
			Yes	No	
Category of internship organization	NGO	Count	1	1	2
		% of Total	4.3%	4.3%	8.7%
	INGO	Count	1	4	5
		% of Total	4.3%	17.4%	21.7%
	Private Company	Count	3	13	16
		% of Total	13.0%	56.5%	69.6%
Total		Count	5	18	23
		% of Total	21.7%	78.3%	100.0%

The study found out that 13 respondents (56.5%) who reported that the Internship duration was not sufficient were placed with Private Companies in comparison to NGO 1(4.3%) and INGO 4(17.4%) who reported the same. The findings show that Fellows in private companies prefer a long term Internship as opposed to both INGOs and NGOs.

4.4.3 Internship Benefit to Fellows

In line with the above observations, respondents were asked to indicate whether they gained from their Internships. Their responses are in table 4.12.

Table 4.12: Distribution of respondents on if they benefited from Internship

Statement	Strongly Agree		Agree	
	Frequency	%	Frequency	%
I believe I benefited from my internship experience	19	82.6	4	17.4
My internship experience helped me improve my skills needed to reach my professional goals	20	87.0	3	13.0
My internship experience helped me obtain new knowledge important to reaching my professional goals	20	87.0	3	13.0
This internship provided skills, either direct or transferrable, that will help to build my career	20	87.0	3	13.0

On the basis of the above, 19 respondents (82.6%) strongly agreed to the fact that the Internship experience was beneficial as compared to 4 respondents(17.4%) who agreed to the statement. On Internship helping them improve their skills, gaining new knowledge and providing transferable skills 20 respondents (87%) strongly agreed in comparison to 3 respondents (13%) who agreed to the same categories. The findings show that Fellows strongly agreed that Internship was beneficial in improving skills, knowledge and reaching professional goals.

According to Haimson & Bellotti, 200, internships aid students in identifying, clarifying, developing career goals and professional aspirations and confirming career-path options and also improve students' job-readiness skills, future job prospects and starting salaries. The findings support this as more than two-thirds of the respondents agreed that they benefited from the internship. To a large extent, the key informants reported that internship was so crucial in the Fellows' grasping the needs of an organization and honing their professional skills.

“The Fellows placed with our organization really integrated well within the organization as they put their skills to practice while at the same time getting more knowledge during their internship stint”(Beneficiary partner organization 2)

Table 4.13: Distribution of respondents on the Internship skills developed

Skill	Frequency	Percent
Emotional intelligence	1	4.5%
Networking skills	13	59.1%
Self-motivation	1	4.5%
Information Technology skills	3	13.6%
Strategic	3	13.6%
Event planning	1	4.5%
Team work	3	13.6%
Budgeting	1	4.5%
Time management	2	9.1%
Project management	5	22.7%
People management	1	4.5%
Curriculum development	2	9.1%
Leadership	7	31.8%
Conflict management	1	4.5%
Marketing	2	9.1%
Communication	6	27.3%
Report writing	1	4.5%
Advocacy	2	9.1%
Interviewing	1	4.5%
Presentation	1	4.5%
Public speaking	1	4.5%
Research skills	1	4.5%
Offsite working	1	4.5%
Problem solving	1	4.5%
Litigation	2	9.1%

On the basis of the above, networking skills was mentioned 13 times (82.6%) and identified as the one they gained during the Internship. Leadership skills was mentioned 7 times (31.8%) and communication skills mentioned 6 times (27.3%) followed by project management skills mentioned 5 times (22.7%). The findings show that Fellows Intern to mostly develop networking skills, leadership skills, communication skills and project management skills to enhance their professional growth. The findings support Haimson & Bellotti, 200, as the respondents gained valuable, first-hand, work-based experiences and relevant workplace skills.

The key informants interviewed reported benefitting from the leadership initiative of Fellows, concise communication, and project management skills.

“The Fellows interning at our organization took initiative as leaders to propose options for solutions, they looked at the bigger picture for all the issues at hand and developed strategies that were cost efficient and cost effective”(Beneficiary partner organization 2)

Table 4.14: Distribution of respondents on how the skills enhance their future

	Frequency	Percent
Right balance and make decisions devoid of emotions	1	5.0%
Reach out to networks during difficulty	12	60.0%
Highly motivated and passionate about work	1	5.0%
Use of IT skills to solve complex issues	3	15.0%
Ability to develop and execute strategy effectively	6	30.0%
Ability to plan for large events	1	5.0%
Inculcation of team work and delegation of duties	2	10.0%
Time conscious and management	2	10.0%
Refined human relations	2	10.0%
Became a consultant in curriculum development	2	10.0%
Ability to influence community members positively	1	5.0%
Ability to manage conflicts	1	5.0%
Ability to develop communication materials	3	15.0%
Ability to critique reports and current development agenda	4	20.0%
Internalization of advocacy stages	1	5.0%
Ability to gather information	1	5.0%
Ability to make presentations	1	5.0%
Improved public speaking	2	10.0%
Nourish talents in the community	3	15.0%
Better equipped leader	1	5.0%

On the basis of the above, networking skills was mentioned 13 times (60%) as being effective in reaching out to networks during difficulty. Developing and executing strategy was mentioned 6 times (30%) while critiquing current development agenda was mentioned 4 times (20%). The findings show that the skills gained are effectively used in the Fellows' future engagements. Empirical evidence shows that internships are especially advantageous for men who would be less likely to go to college, as they boost employment and decrease periods of idleness for men after leaving high school.

According to Neumark & Rothstein, 2005, internships and apprenticeships also lead to positive earnings effects for women. Programa Joven in Argentina showed positive wage effects for young men and adult women (as well as positive employment effects for adult women only) and this supports the equal participation of either gender.

Table 4.15: Cross-tabulation if respondent participated in an internship and if internship has impacted/shaped future plans

			If internship has impacted/shaped future plans		Total
			Yes	No	
If participated in an internship as part of Fellowship	Yes	Count	23	0	23
		% within If participated in an internship as part of Fellowship	100.0%	.0%	100.0%
	No	Count	0	18	18
		% within If participated in an internship as part of Fellowship	.0%	100.0%	100.0%
Total		Count	23	18	41
		% within If participated in an internship as part of Fellowship	56.1%	43.9%	100.0%

All the Fellows who participated in internship reported that the MWF activity impacted on their future plans. This implies that all the Fellows who had internship acknowledged its significance towards their future plans.

Cook et al (2004) pointed out that internships provide students, employers, and universities with a variety of benefits. Students are evidently the most important beneficiary of internship outcomes. In view of that, to fulfill the prospective employer’s requirements, business schools have been using internships as a means of providing their students with practical skills/experiences and preparing them for their future careers. The findings confirm that having participated in internships; the Fellows future careers are prepared.

The key informants interviewed reported that they would be willing to absorb the Fellows when an opportunity arises based on the skills they have shown and how best they fit into the organizational culture.

“The Fellow who interned at our organization has been provided with consultancies on communication and plans are underway to absorb him when a position in the department is created or where we need his services” (Beneficiary partner organization 4)

Table 4.16: Cross-tabulation if having participated in internship, Fellows are empowered

		If empowered having participated in an internship		Total
		Yes	No	
If participated in an internship as part of Fellowship	Yes	Count 23 % within If participated in an internship as part of Fellowship 100.0%	0 .0%	23 100.0%
	No	Count 0 % within If participated in an internship as part of Fellowship .0%	16 100.0%	16 100.0%
Total		Count 23 % within If participated in an internship as part of Fellowship 59.0%	16 41.0%	39 100.0%

All the 23 respondents (100%) who participated in internship acknowledged that they were empowered. This implies that the Fellows gained much from the networking events

as opposed to before attending the events in terms of speakers, panelists, organizations and even networking.

All the 15 key informant interviewed responded having gained a lot from the Fellows who interned at their organizations.

“Hosting a Fellow was a learning platform and as an organization, we will now ensure that we utilize the networks and linkages created by the Fellow moving forward” (Beneficiary partner organization 7)

4.5 Mentorship by MWF

The study sought to determine the extent to which mentorship by MWF influence youth empowerment in Kenya amongst the respondents. Among the indicators the research wanted to find out if the respondents undertook mentorship under MWF, benefit of the mentorship, the model of the mentorship and duration of the mentorship.

4.5.1 Undertaken mentorship

In line with the above observations, respondents were asked to indicate if they took part in mentorship by MWF.

Their responses are in table 4.17

Table 4.17: Undertaken Mentorship

Response	Frequency	Percent
Yes	13	31.7
No	28	68.3
Total	41	100.0

The study found out that 13 respondents (31.7%) took part in mentorship by MWF while 28 respondents (68.3%) did not take part in mentorship. The findings show that more than half the Fellows did not participate in mentorship by MWF and thus Fellows need to be urged to take up mentorship.

Traditionally, mentoring is viewed as a dyadic, face-to-face, long-term relationship between a supervisory adult and a novice student that fosters the mentee’s professional, academic, or personal development (Donaldson, Ensher, & Grant-Vallone, 2000).The findings support that less than half the youths were able to benefit from mentorship relationship. 5 key informant in the reported that they had mentored Fellows to become better leaders in their profession.

“The Fellows we mentored were amazing and the Leadership development Plans helped us achieve the targets set during the initial mentorship meetings” (Beneficiary partner organization 11)

Table 4.18: Cross-tabulation of respondents participating in mentorship by Gender

			If participated in mentorship as part of MWF		Total
			Yes	No	
Gender of Respondent	Male	Count	3	16	19
		% of Total	7.3%	39.0%	46.3%
	Female	Count	10	12	22
		% of Total	24.4%	29.3%	53.7%
Total		Count	13	28	41
		% of Total	31.7%	68.3%	100.0%

The study found out that of the 13 respondents (31.7%) who took part in mentorship: 3 were Males(7.3%) while 10 were Females (24.4%).Respondents who did not participate in the mentorship by MWF were 28(68.3%): 16 were Males(39%) while 12 were Females(29.3%).The findings show that Female Fellows prefer to participate in mentorship.

Table 4.19: Cross-tabulation of respondents participating in mentorship by Age Bracket

			If participated in mentorship as part of MWF		Total
			Yes	No	
Age bracket at Fellowship	24-29	Count	9	15	24
		% of Total	22.0%	36.6%	58.5%
	30-35	Count	4	13	17
		% of Total	9.8%	31.7%	41.5%
Total		Count	13	28	41
		% of Total	31.7%	68.3%	100.0%

From Table 4.19 above, the study found out that of the 13 respondents (31.7%) who took part in mentorship: 9 respondents (22%) were between ages 24-29 while 4 respondents (9.8%) were between ages 30-35 years. The findings show that more than half the Fellows who participated in mentorship were in the age bracket 24-29 implying that the Fellows needed career guidance after achieving their Bachelor’s Degree and getting into the job market.

The findings support an evaluation that found that participation in the Across Ages program had a significant impact on many of the youth participants. However, those youth who had participated in the program and were assigned mentors reported improved effects. Students with mentors exhibited less substance use, better school attendance, and more positive attitudes toward school, the future, older adults and community participation.

Table 4.20: Cross-tabulation of Fellows response on mentorship participation by level of education

			If participated in mentorship as part of MWF		Total
			Yes	No	
Highest level of Education	Diploma	Count	1	1	2
		% of Total	2.4%	2.4%	4.9%
	Degree	Count	10	18	28
		% of Total	24.4%	43.9%	68.3%
	Masters	Count	2	9	11
		% of Total	4.9%	22.0%	26.8%
Total		Count	13	28	41
		% of Total	31.7%	68.3%	100.0%

The study found out that of the 13 respondents (31.7%) who reported having mentorship by MWF: 1 respondent (2.4%) had attained Diploma, 10 respondents (24.4%) had Bachelor’s Degree and 2 respondents (4.9%) had attained Master’s Degree.

The findings show that Fellows with Bachelor’s Degree are more likely to participate in mentorship than those with either Diploma or Master’s Degree.

Table 4.21: Distribution of respondents in mentorship by organizations of mentors

Organization	Frequency	Percent
INGO	3	23.1
Government Agency	1	7.7
Private Company	9	69.2
Total	13	100.0

The study found out that of the 13 respondents (78.3%) who had mentors: 3 mentors (23.1%) hailed from INGO, 1 mentor (7.7%) from the Government agency and 9 mentors from the private companies. This shows that Fellows prefer mentors from the private companies than both Government and INGO.

4.5.2 Duration of the mentorship

In line with the above observations, respondents were asked to indicate the duration of their mentorship by MWF and whether they felt the duration sufficient.

Their responses are in table 4.22

Table 4.22: Cross-tabulation of mentorship duration in months by mentor organization

			Mentorship duration in months				
			4	6	7	9	Total
Mentor organization	INGO	Count	0	1	2	0	3
		% of Total	.0%	7.7%	15.4%	.0%	23.1%
Mentor organization	Government Agency	Count	1	0	0	0	1
		% of Total	7.7%	.0%	.0%	.0%	7.7%
Mentor organization	Private Company	Count	0	5	1	3	9
		% of Total	.0%	38.5%	7.7%	23.1%	69.2%
Total		Count	1	6	3	3	13
		% of Total	7.7%	46.2%	23.1%	23.1%	100.0%

The study found out that of the 13 respondents who participated in mentorship:1 respondent(7.7%) had a 4 month mentorship;6 respondents(46.2%) had a 6 month mentorship; while 3 respondents(23.1%) had a 7 month mentorship and 3 respondents(23.1%) reported having had a 9 month mentorship. Also, from the 13 respondents: mentors from INGO were 3(23.1%), mentor from Government agency was 1(7.7%) and mentors from private companies were 9(69.2%).

The findings dispute Grossman and Rhodes (2002) who reanalyzed data relative to those of control subjects, youth whose relationships terminated within a year derived significantly fewer benefits (Grossman & Rhodes, 2002).Youth in particularly short matches suffered relative declines in self-worth and scholastic competence.

The 5 key informants in the interview also agreed that 6 months was ample time to achieve mentorship goals and to nurture the Fellows into leaders.

“I am of the opinion that the 6 months is adequate as within that duration, I and the Fellow whom I mentored, we were able to achieve the set targets”(Beneficiary partner organization 13)

Table 4.23: Distribution of respondents in mentorship by sufficiency of duration of the mentorship

		If mentorship duration was sufficient		Total
		Yes	No	
Outcome	Learnt and achieved set goals and objectives	Count 5	0	5
		% of Total 50.0%	.0%	50.0%
	Minimal engagement with the mentor hence unable to achieve the objectives	Count 0	2	2
		% of Total .0%	20.0%	20.0%
	Adhered to LDP leadership development skills	Count 3	0	3
		% of Total 30.0%	.0%	30.0%
Total		Count 8	2	10
		% of Total 80.0%	20.0%	100.0%

The study found out that of the 8 respondents (80%) who reported the duration of mentorship being sufficient: 5 respondents (50%) reported learning objectives and set goals while 3 respondents (30%) reported adhering to the Leadership development Plan skills during the duration. It is thus evident that Fellows who participated in mentorship by MWF felt that the 6 month duration is sufficient and achieve the set objectives.

The findings contradict research that indicates that the longevity of mentoring relationships is important in moderating their outcomes (Rhodes, 2005). Youth who were in matches that lasted more than a year reported relative gains in levels of self-worth, perceived social acceptance, scholastic competence, parental relationship quality, and school value, and lower levels of both drug and alcohol use.

4.5.3 Mode of the mentorship

In line with the above observations respondents were asked to indicate the mode of their mentorship by MWF.

Their responses are in table 4.24

Table 4.24: Distribution of respondents by mode of mentorship

Mode	Frequency	Percent
In-person	3	23.1
Virtual	7	53.8
In-person/Virtual	2	15.4
No response	1	7.7
Total	13	100.0

Of the 13 respondents who participated in mentorship: 3 respondents (23.1%) had an in-person mentor, 7 respondents (53.8%) had a virtual mentor, 2 respondents (15.4%) had a combination of in person and virtual while 1 respondent (7.7%) did not respond.

This finding show that more than half of the Fellows preferred virtual mentorship to any other option of mentorship.

The findings support Lipscomb (2010) who argued that the quality of communication increases with e-mentoring in that participants become more intentional in their communications and spend more time collaborating and reflecting rather than merely exchanging information with one another. E-mentoring also provides a record of correspondence allowing both the mentor and mentee to keep track of their interactions and refer to them when needed (HeadlamWells, Gosland, & Craig, 2005).

Table 4.25: Cross tabulation of mode of mentorship by mentor organization

		mode of mentorship					
			In- person	Virtual	In-person/ Virtual	No response	Total
Mentor organization	INGO	Count	0	2	1	0	3
		% of Total	.0%	15.4%	7.7%	.0%	23.1%
	Government Agency	Count	0	1	0	0	1
		% of Total	.0%	7.7%	.0%	.0%	7.7%
	Private Company	Count	3	4	1	1	9
		% of Total	23.1%	30.8%	7.7%	7.7%	69.2%
Total		Count	3	7	2	1	13
		% of Total	23.1%	53.8%	15.4%	7.7%	100.0%

Of the 13 respondents who participated in mentorship: 3 respondents(23.1%) had mentors from NGOs and were mentored virtually and in person;1 respondent (7.7%) had a virtual mentor from a Government agency and 9 respondents(69.2%) had mentors from private companies in all the 3 categories of in--person, virtual and a combination.

The 5 key informants reported having a virtual, in person and combination of both in mentorship depending on the circumstances that favoured both the mentor and Fellow.

4.5.4 Mentorship Benefit

In line with the above observations respondents were asked to indicate whether they gained from their mentorships. Their responses are in table 4.26.

Table 4.26: Distribution of respondents on the benefits of mentorship

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
My mentoring experience helped me improve my skills needed to reach my professional goals	9	69.2	1	7.7	3	23.1		
My mentoring experience helped me obtain new knowledge important to reaching my professional goals	9	69.2	1	7.7	2	15.4	1	7.7
My mentoring experience helped me develop my comprehensive of issues important to my professional field	9	69.2	1	7.7	2	15.4	1	7.7

On the basis of the above, 9 respondents(69.2%) strongly agreed to the fact that the mentorship experience was beneficial to their goals,1 respondent(7.7%) agreed that the mentorship experience helped achieve their goals while 3 respondents(23.1%) disagreed that the mentorship was helpful to their professional goals.9 respondents(69.2%) reported that the mentorship helped them gain new knowledge important to reaching their professional goals in comparison to 1 respondent(7.7%) who agreed,2 respondents(15.4%) who disagreed and 1 respondent(7.7%) who strongly disagreed to the fact that the mentorship experience was beneficial to their goals.9 respondents(69.2%) reported that the mentorship helped them gain new knowledge important to reaching their professional goals in comparison to develop comprehensive issues important in their profession compared to 1 respondent(7.7%) who agreed, 2 respondents (15.4%) who disagreed and 1 respondent (7.7%) who strongly disagreed to the same.

The findings support Rhodes (2002, 2005) proposal that mentoring affects youth through three interrelated processes: by enhancing youth’s social relationships and emotional well-being; by improving their cognitive skills through instruction and conversation, and by promoting positive identity development through serving as role models and

advocates. These processes are likely to act in concert with one another over time. Mentoring is seen as one component of the “positive youth development” approach.

The 5 key informants reported that mentorship was beneficial in achieving skills, knowledge and comprehending issues that are specific to a profession.

“Through the mentorship, I as the mentor established a strong professional and personal relationship with the Fellow and we have even collaborated and had the Fellow as a speaker at a Conference” (Beneficiary partner organization 12)

Table 4.27: Distribution of respondents if mentorship impacted on future plans

		If mentorship has impacted/shaped future plans		Total
		Yes	No	
If participated in mentorship as part of MWF	Yes	Count 11 % within If participated in mentorship as part of MWF 84.6%	2 15.4%	13 100.0%
	No	Count 0 % within If participated in mentorship as part of MWF .0%	28 100.0%	28 100.0%
Total		Count 11 % within If participated in mentorship as part of MWF 26.8%	30 73.2%	41 100.0%

11 respondents (84.6%) who participated in mentorship acknowledged that it shaped their future plans as opposed to 2 respondents (15.4%) who reported that the mentorship did not affect their future plans. This implies that more than three quarters of Fellows who had mentorship acknowledge the benefit of attending networking events and the significance towards their future plans.

The 5 key informants reported being interested in mentoring more Fellows and they would be reaching out to their networks to ensure that they have more colleagues mentoring Fellows.

“The mentorship was beneficial not only to the Fellow but also to me as the mentor and I am now looking forward to future engagements with MWF especially on mentorship” (Beneficiary partner organization 14)

Table 4.28: Cross-tabulation if empowered having participated in a mentorship

			If empowered having participated in mentorship		Total
			Yes	No	
If participated in mentorship as part of MWF	Yes	Count	11	2	13
		% within If participated in mentorship as part of MWF	84.6%	15.4%	100.0%
	No	Count	0	26	26
		% within If participated in mentorship as part of MWF	.0%	100.0%	100.0%
Total		Count	11	28	39
		% within If participated in mentorship as part of MWF	28.2%	71.8%	100.0%

11 respondents (84.6%) who participated in mentorship acknowledged that they were empowered. This implies that the Fellows gained much from the mentorship as opposed to before in terms of skills, knowledge and networks.

All of 5 the key informant interviewed responded having become better people and were appreciative of the leadership acumen of the Fellows that shone through the mentorship.

“Being a mentor brought the best of me as I came to give more and ensured that I guide my protégé in his leadership and career growth” (Beneficiary partner organization 15)

4.6 Networking by MWF

The study sought to determine the extent to which networking by MWF influence youth empowerment in Kenya amongst the respondents. Among the indicators the research wanted to find out was if the respondents took part in a networking event, location of the event, support to attend the events under MWF.

4.6.1 Participation in Networking

The study aimed at finding if the respondents participated in a networking event.

Table 4.29: Distribution of respondents on their participation in networking events

	Yes	
	Frequency	Percent
If participated in networking events	41	100
If supported to attend networking event	41	100
If made any Professional contacts during networking event	41	100

The study found out that all the 41 respondents (100%) took part in networking events. All the 41 respondents (100%) who attended the networking events received support and also made professional contacts. This implies that networking is the most popular activity with the Fellows as all the respondents participated.

The findings support Pavilna (2009) who urges every person to try and attend one conference annually so as to get the value of attendance. All the respondents participated in the East Africa Regional Conference, an annual networking event held by MWF to showcase products and exchange ideas with Fellows.

Most of the partner organizations reported participating in the MWF networking event. Regardless of the sector, the partners agreed to the fact that the networking event i.e. Regional Conference, the plenaries, community of practice and partnership expo were awesome. “In June, 2015, as one of the partners, we attended the Regional Conference whose theme was on Youth sustainability. The event was well organized and we made lots of network for our programming in the region” (Beneficiary partner organization 3)

Table 4.30: Distribution of respondents on the types of networking events attended

Event	Frequency	Percent
Conference	1	2.4%
Presidential summit	41	100.0%
Regional conference	40	97.6%

From the study, all the 41 respondents (100%) took part in the Presidential Summit, 1 respondent (2.4%) attended a Conference and 40 respondents (97.6%) participated in the Regional Conference.

All the respondents attended both the Presidential Summit and Regional Conference implying that there were benefits of attending the networking events. The findings support the fact that Conference goes get value in terms of one's tribe; Making good contacts; offering one's service; practicing one's skills; getting the latest on one's field and becoming a speaker as reported by Pavilna (2009).As stated by Tysick (02) in Tomaszewski and MacDonald (2009), "conferences are a fertile ground for socializing, which in turn leads to building friendships based on common interests.

All the partner organizations responded that the Presidential summit involved logistical costs that they were not in a position to bear and thus they did not attend as it was in the US. They however confirmed having participated at the East African Regional Conference held in Nairobi.

“I received invite to attend the Presidential Summit from IREX but due to costs involved and coupled with the fact that our headquarter is not in the US, it was a hard sell for the organization but we attended the Regional Conference in Nairobi”(Beneficiary organization partner 5)

4.6.2 Mode of the participation in the networking event

In line with the above observations respondents were asked to indicate the mode of participating in the networking event by MWF.

Their responses are in table 4.31

Table 4.31: Distribution of respondents on the mode of participation in the networking event

	Frequency	Percent
In-person	40	97.6
Virtual	1	2.4
Total	41	100.0

Of the 41 respondents who participated in networking events: 40 respondents (97.6%) reported to have attended in-person networking events. Fellows prefer in person networking to make contacts and broaden their networks as opposed to virtual networking as they lose the personal touch since they do not physically access the event.

The findings support Mincemoyer & Thomson, 1998 that physical networking helps develop a relationship of trust and mutuality to become acquainted with each other.

All the key informants reported attending the Regional Conference in Nairobi in person and expressed interest in attending the 2016 Regional Conference.

Table 4.32: Distribution of respondents on if they were supported to attend network event.

			Supporter		Total
			IREX	USAID	
If supported to attend networking event	Yes	Count	41	41	41
		% of Total	100.0%	100.0%	100.0%
Total		Count	41	41	41
		% of Total	100.0%	100.0%	100.0%

All the 41 respondents (100%) who participated in networking events acknowledged receiving support to attend. This implies that the Fellows acknowledge the support

provided to them and the parties behind the support i.e. USAID and IREX and that the organizations are interested in their needs. According to Tysick (2002), "when [faculty and students] learn that the library has thought it important to send a librarian to 'their' conference, they begin to realize the library is genuinely interested in their needs."

Some of the key informant interviewed responded having given the Fellows interning at their organizations time to attend the Regional Conference.

“The Fellows shared with us communication from IREX which stated that the organizers would cater for costs involved for the Fellows to attend the Conference in Nairobi” (Beneficiary partner organization 5)

Table 4.33: Distribution of respondents if networking impacted on future plans

		If networking has impacted/shaped future plans		Total
				Yes
If participated in networking events	Yes	Count		41
		% within If participated in networking events		100.0%
Total		Count		41
		% within If participated in networking events		100.0%

All the 41 respondents (100%) who participated in networking events acknowledged that the networking events shaped their future plans. This implies that the Fellows acknowledge the benefit of attending networking events and the significance towards their future plans. The findings imply that the Fellows are motivated to participate in the future and not become alienated or stagnated as they immerse themselves in a discipline that they have a connection to, either through academic or work-related experience, is energizing as per Tysick (2002).

All of the key informant interviewed responded having been challenged to both organize their own organizational Conferences and also attend future Regional Conferences.

“The Regional Conference was a learning platform and I am looking forward to attending future conferences so as to get more insight, actively participate as a panelist and also learn more from the thematic areas” (Beneficiary partner organization 7)

Table 4.34: Cross-tabulation if empowered having participated in a networking event

		If empowered having participated in networking event		Total
			Yes	
If participated in networking events	Yes	Count	41	41
		% within If participated in networking events	100.0%	100.0%
Total		Count	41	41
		% within If participated in networking events	100.0%	100.0%

All the 41 respondents (100%) who participated in networking events acknowledged that they were empowered having participated in the networking events. This implies that the Fellows gained much from the networking events as opposed to before attending the events in terms of speakers, panelists, organizations and even networking.

All of the key informant interviewed responded having learnt a lot from the Regional Conference and they had lots of take away from the events.

“The Regional Conference was a learning platform and I will now ensure that I utilize the partnership expo in the subsequent Regional Conferences as they provide the best platform for networking within the region and also for like-minded organizations” (Beneficiary partner organization 7)

4.7 Grant provision by MWF

The study sought to assess the level at which grant provision by MWF influences youth empowerment in Kenya. Among the indicators the research wanted to find out was if the respondents received grant by MWF, type of the grant what the selection criteria were and the worth of the grant by MWF.

4.7.1 Participation in Grant

The study aimed at finding if the respondents received grant from MWF.

Table 4.35: Distribution of respondents on the application for grant

	Frequency	Percent
Yes	6	14.6
No	35	85.4
Total	41	100.0

6 respondents (14.6%) applied for grant compared to 35 respondents (85.4%) who did not apply. The findings show that Grant provision is the MWF activity with the least interest from the Fellows and thus they need to be urged to apply for grants by MWF.

Very few key informants interviewed knew about grant provision and this could be due to the fact that the grant is only for Fellows with no participation of partners.

Table 4.36: Distribution of respondents on recipients for grant

	Frequency	Percent
Yes	2	33.3
No	4	66.7
Total	6	100.0

2 respondents (33.3%) were recipients of grant compared to 4 respondents (66.7%) who applied but were not successful. The findings show that grant provision is competitive as few Fellows do receive grants by MWF.

4.7.2 Type of Grant received

The study aimed at finding the type of grant the respondents from MWF.

Table 4.37: Distribution of respondents on recipients for grant

		<u>Type of grant</u>		
			Speaker Travel Grant	Total
If beneficiary of the grant from the project	Yes	Count	2	2
		% of Total	100.0%	100.0%
Total		Count	2	2
		% of Total	100.0%	100.0%

The 2 respondents (100%) reported having received Speaker Travel Grant implying that it is the only applicable grant for Fellows.

Although very few key informants reported knowing of existence of Speaker Travel Grant, the partners had provided support to Fellows in kind to attend.

“We had a Conference and since a Fellow was being mentored by one of the staff, we extended an invite to him to attend the Conference on Peace and Security in Zanzibar in 2015. He applied for the grant and was awarded by IREX” (Beneficiary partner organization 9)

Table 4.38: Distribution of respondents if grant provision impacted on future plans

		<u>If grant provision has impacted/shaped future plans</u>			Total
		Yes	No		
If applied for the grant	Yes	Count	4	2	6
		% within If applied for the grant	66.7%	33.3%	100.0%
	No	Count	0	35	35
		% within If applied for the grant	.0%	100.0%	100.0%
Total		Count	4	37	41
		% within If applied for the grant	9.8%	90.2%	100.0%

There were more Fellows who responded that the grant provision impacted on their futures as compared to those who responded negative. This implies that more than half the Fellows who applied for grant provision acknowledge its significance towards their future plans.

The findings confirm that having received grant, the Fellows become entrepreneurial hence strategically adding value to create jobs and improve livelihoods and economic independence of young people according to Awogbenle & Iwuamadi, 2010.

Table 4.39: Cross-tabulation if empowered having participated in a grant

			If empowered having been provided by a grant		Total
			Yes	No	
If applied for the grant	Yes	Count	3	3	6
		% within If applied for the grant	50.0%	50.0%	100.0%
	No	Count	0	34	34
		% within If applied for the grant	.0%	100.0%	100.0%
Total		Count	3	37	40
		% within If applied for the grant	7.5%	92.5%	100.0%

The response on whether grant provision empowered the Fellows who applied was evenly split. This implies that the 50% of the Fellows who applied agreed that they were empowered while the other 50% did not agree that grant provision empowered them hence the activity is evenly poised on influence/non-influence on empowerment.

4.8. Youth Empowerment by MWF

Empowerment of Fellows was measured by the impact of the MWF activities on respondents future plans, how it was impactful, recommendation of the activity to other Fellows, if the respondents felt empowered having participated in the MWF activities and looking at the employment status before and after the MWF.

Table 4.40: Distribution of respondents on recommendation of the MWF activities

		Activity					Total
		Internship	Mentorship	Networking	Grant Provision		
If would recommend MWF activities to other Fellow	Yes	Count	40	37	40	25	41
		% of Total	97.6%	90.2%	97.6%	61.0%	100.0%
Total		Count	40	37	40	25	41
		% of Total	97.6%	90.2%	97.6%	61.0%	100.0%

40 respondents (97.6%) reported that they would recommend internship to future Fellows. 37 respondents (90.2%) reported that they would recommend mentorship to future Fellows. 40 respondents (97.6%) reported that they would recommend networking events to future Fellows. 25 respondents (61%) reported that they would recommend grant provision to future Fellows.

From the above findings, it is clear that MWF activities are impactful and Fellows are more than willing to recommend to subsequent Fellows having either benefited from them or learnt of their benefits from their colleagues.

Table 4.41: Distribution of respondents on recommendation of the MWF activities

	Frequency	Percent
Knowledgeable and more skilled	6	19.4%
Well networked	9	29.0%
Better empowered leader	12	38.7%
Well mentored to avoid professional pitfalls	1	3.2%
Opened up to international markets	1	3.2%
Enhanced products and an expanded client base	1	3.2%
Good will ambassador for global peace	2	6.5%
Opened up more employment opportunities	1	3.2%
A global view of critical issues facing the society	3	9.7%
Advocacy for development	3	9.7%

Respondents mentioned that they would recommend MWF activities as they provide platforms to empower leaders 12 times(38.7%),they became well networked 9 times (29%) and being skilled and knowledgeable 6 times(19.4%).

From the findings, MWF activities empower the Fellows to become leaders, provide them with more knowledge and skills and increase their pool of network. Empowered youth exercise freedom of choice and action, which leads to concern over their wellbeing, resulting in better health, education and skills, and collective action to solve everyday challenges according to Baker et al., 2000.

Table 4.42: Cross tabulation of respondents who had any professional engagement before MWF project and the nature of engagement

		Nature of engagement					Total
		Full time employment	Part time employment	Volunteer	Unemployed		
If had any professional engagement before MWF project	Yes	Count	18	15	3	5	41
		% of Total	43.9%	36.6%	7.3%	12.2%	100%
Total		Count	18	15	3	5	41
		% of Total	43.9%	36.6%	7.3%	12.2%	100%

18 respondents (43.9%) had a full time employment before joining MWF.

15 respondents (36.6%) had a part time employment before joining MWF.

3 respondents (7.3%) had a volunteer role prior to joining MWF.

5 respondents (12.2%) had no formal employment prior to joining MWF.

From the above findings, majority of the Fellows were engaged in either employment or volunteering before joining MWF meaning they already had economic empowerment.

Table 4.43: Distribution of respondents on engagement status after MWF

	Frequency	Percent
Full time employment	35	85.4
Part time employment	5	12.2
Volunteer	1	2.4
Total	41	100.0

35 respondents (85.4%) reported having full time employment after MWF.

5 respondents (12.2%) reported having part time employment after MWF.

1 respondent (2.4%) reported being volunteers after MWF.

From the findings above, after MWF: there was an additional 17 respondents who gained full time employment; the number of respondents who were in part time employment reduced from 15 to 5; there was a reduction in respondents who were volunteers from 3 to 1 and no respondent was unemployed. This implies that MWF was a catalyst by providing the Fellows with skills and knowledge which helped them become economically, psychologically and socially empowered.

Table 4.44: Distribution of respondents on change in nature of engagement after MWF.

	Frequency	Percent
Yes	30	73.2
No	11	26.8
Total	41	100.0

30 respondents (73.2%) reported having had a change in engagement compared to 11 respondents (26.8%) who reported that there was no significant change in nature of engagement after MWF.

The findings show that about three quarter of the respondents experienced change in engagements after the MWF project and these points to the knowledge, skills and networks gained in the project which provides the Fellows with an edge over other youth who were not part of MWF.

Table 4.45: Distribution of respondents on the nature of change in engagements after MWF

	Frequency	Percent
More responsibilities	19	63.3%
Increased remuneration	11	36.7%
Full time employment	10	33.3%

19 respondents (63.3%) reported that they had more responsibilities after MWF.

11 respondents (36.7%) reported having increased remuneration after MWF.

10 respondents (33.3%) reported gaining full time employment after MWF.

From the above findings, it is evident that MWF empowers youth to assume more responsibilities, gain full time employment and even increases their remuneration at their various work stations. This is attributed to the Leadership coursework, the expansive knowledge gained and skills achieved as a result of the MWF activities.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary of the findings, the discussion of the study findings, the conclusion and the recommendations that were made after data analysis were made.

The chapter also gives suggestions for further research that can be carried out in relation to this research. The purpose of the study was to assess the Influence of Mandela Washington Fellowship Project (MWF) on youth empowerment in Kenya. The study was guided by the following objectives; to determine the extent to which Internship by MWF influences youth empowerment in Kenya; to establish extent to which mentorship by MWF influences youth empowerment in Kenya; to assess the level at which Grant by MWF influences youth empowerment in Kenya; to examine the extent to which Regional Conference (RC) by MWF influences youth empowerment in Kenya.

5.2 Summary of the Findings of the Study

The summary of the findings was made based on the objectives and the research questions which the study sought to address. The study targeted all the 46 Mandela Washington Fellows in Kenya as the study employed a Census. There was 41(89.1%) response rate. 10 (24.4%) respondents were aged between 18- 23 years, 23(56.1%) were aged between 24- 28 years while 8(19.5%) were aged between 29- 35 years. Educational level of the respondents was, 1 (2.4%) of the respondents had Diploma, while 35(84.4%) had Degrees, 5(12.2%) of the respondents had Master's Degree. 23(56.1%) of the respondents were male, while 18(43.9%) were female respondents.

In the first objective, the study sought to determine the extent to which Internship by MWF influence youth empowerment in Kenya. The results indicated that more than half the respondents participated in an internship: 23 respondents (56.1%) took part in an internship by MWF while 18 respondents (43.9%) did not partake in an Internship.

There was a fair gender representation of Fellows who participated in an internship as 11 were Males (26.8%) while 12 were Females (29.3%). The majority of the Fellows who engaged in an internship had either Bachelor's Degree or Master's Degree since 1 respondent (2.4%) had a Diploma, 18 respondents (43.9%) had a Bachelor's Degree and 4 respondents (9.8%) had Master's Degree. The majority of Internships were for 3 months as 18 respondents (78.3%) reported participating in an internship for 3 months. Only 2 respondents (8.7%) participated in an internship for 2 months while 3 respondents (13%) reported having an Internship for 6 months. Fellows preferred an Internship with much longer duration to achieve the objectives of the placement as 18 respondents (78.3%) reported that the duration of their Internships was not sufficient and only 5 respondents (21.7%) reported that their duration was sufficient to meet their objectives. Fellows strongly agreed that internship was beneficial in improving skills, knowledge and reaching professional goals. 19 respondents (82.6%) strongly agreed to the fact that the Internship experience was beneficial as compared to 4 respondents (17.4%) who agreed to the statement. On internship helping them improve their skills, gaining new knowledge and providing transferable skills 20 respondents (87%) strongly agreed in comparison to 3 respondents (13%) who agreed to the same categories. Internship shaped the future plans of Fellows as reported by all the 23 respondents (100%). Internship was recommended to future Fellows by 40 respondents (97.6%) reported that they would recommend the internship to future Fellows. Internship by MWF empowers as reported by the 23 respondents (100%) who participated in them.

The second objective of the study was to establish the extent to which mentorship by MWF influences youth empowerment in Kenya. Female Fellows prefer to participate in mentorship than their male counterparts as of the 13 respondents, 3 were Males (7.3%) while 10 were Females (24.4%). Of the respondents in mentorship, 9 respondents (69.2%) were between ages 24-29 while 4 respondents (30.8%) were between ages 30-35 years. Fellows preferred mentors from the private companies to both Government and INGO as the study found out that of the 13 respondents (78.3%) who had mentors: 3 mentors (23.1%) hailed from INGO, 1 mentor (7.7%) from the Government agency and 9 mentors from the private companies. More than half of the Fellows preferred virtual

mentorship to any other option of mentorship. 3 respondents(23.1%) had an in-person mentor,7 respondents(53.8%) had a virtual mentor,2 respondents(15.4%) had a combination of in-person and virtual while 1 (7.7%) did not respond. More than half the Fellows (69.2%) strongly agree that mentorship experience was beneficial to their goals, provided them with skills and knowledge to grow professionally as compared to the 4(30.8%) who agreed and strongly disagreed to the same. Mentorship was recommended to future Fellows by 37 respondents (90.2%) and 11 respondents (85%) reported that they were empowered as a result of participating in a mentorship by MWF in comparison to 2 respondents (15%) who reported that they were not empowered.

The third objective of the study was to examine the extent to which Networking by MWF influences youth empowerment in Kenya. All the 41 respondents (100%) took part in networking events, attended the networking events, received financial support and also made professional contacts. All the 41 respondents (100%) reported taking part in the Presidential Summit, 1 respondent (2.4%) attended a Conference and 40 respondents (97.6%) participated in the East African Regional Conference. 37 respondents identified IREX and USAID as the organizations who supported their participation in the networking events.40 respondents (97.6%) reported to have attended in-person networking events and 1 respondent (2.4%) reported attending a virtual networking event. All the 41 respondents (100%) who participated in networking events reported that the events shaped their future plans, they were empowered as a result of their participation and 40 respondents (97.6%) reported that they would recommend networking events to future Fellows.

On the final objective, the study sought to assess the level at which Grant by MWF influences youth empowerment in Kenya. Grant provision is competitive as few Fellows received grants by MWF as 2 respondents (33.3%) were recipients of grant compared to 4 respondents (66.7%) who applied but were not successful. Grant provision was recommended to future Fellows by 25 respondents (61%). Half the respondents in grant provision reported that they were empowered as a result of the MWF activity.

5.3 Conclusions

From the findings, this study concluded that indeed the MWF activities influenced Youth empowerment in Kenya as the majority of the respondents reported assuming more responsibilities, gaining full time employment and even increased their remuneration at their various work stations as a result of engaging in the MWF project. As reported by the key informants, majority of the Fellows grasped skills which enhanced their psychological empowerment and they have also been employed full-time or provided with opportunities to provide consultancies after their internship which translates to economic empowerment.

MWF was thus an eye opener which provided an opportunity for Fellows to potentially contribute to their communities' development through creating employment, mentoring and even promoting incubation hubs for Fellows' technology companies. Fellows who were mentored reported gaining specific skills that guided their professional manner and this led to cultural empowerment as now they had to buy into the professional ethos.

All the respondents were aged between 24 and 35 years and this means that the project targets youth who have completed their first Degrees and are into the job market. The competitive nature of selection into the project also meant that there were only two exceptional Fellows with a Diploma into the MWF project.

The respondents recommended the MWF activities to future Fellows due to the benefit they accrued in terms of knowledge, skills, leadership, and network not only in their organizations but also in their communities. The key informants reported that there were few professionals in the specific fields yet the skills would steer the country towards the achievement of achievement of Vision 2030.

Also, the respondents having reported that there was a change in the engagement before and after the MWF project portrays that the Fellows acquired specific skills and knowledge that gave them an edge in the job market and helped improved their

negotiating power. The respondents reported attending in person networking events and they received financial support from both IREX as the implementer and USAID as the financier.

The findings of the study indicated that there was less interest and low absorption rate in grant provision as only 6 Fellows applied and only 2 were successfully funded for a Speaker Travel Grant. Advocacy needs to be enhanced to ensure that Fellows apply and they can benefit from the provision. The findings of the study on gender revealed that the MWF project is gender sensitive as more Female Fellows than Male Fellows responded to the survey instrument.

5.4 Recommendation for Policy Action

From the findings of the study the following recommendations were suggested for policy action and adoption;

It is important for development agencies that implement youth empowerment projects, to harmonize the duration of internship that is beneficial to both host organization and the Fellows. In this context, the project should have referred to other Fellowship projects and benchmarked against them. This would ensure that the Fellows learn more skills from the opportunity while also putting into action their knowledge in the particular fields. The host organizations will also achieve their objectives. From the program document the duration of practicum was flexible between 3-6 months.

Stakeholders ought to nurture and guide the youth so that they can contribute constructively to nation building. Mentors play a very key role in shaping the thoughts and careers of the youth and hence achieving their professional. In this context, the mentorship was beneficial to both the mentors and Fellows were positively influenced both directly through engagement with their mentors and indirectly by mirroring the actions and behaviors of their mentors.

It is clear that multi-sectorial buy in is important in addressing issues that are facing the Country. Stakeholders need to synergize and strive to achieve the common purpose of youth empowerment. The project financier should adopt a multi-sectorial approach in addressing youth empowerment by liaising with the Kenyan government to know what gaps are existent then select Fellows based on the sectorial gaps in these countries as key priority areas.

Entrepreneurship is instrumental in transition within the development continuum. MWF project does not provide grants to initiate enterprises although there is provision for Speaker Travel Grant to Fellows to profile their expertise in the MWF project at different high-level Conferences. The Fellows would contribute further to the development of their communities and the country. The government of Kenya and other Micro-Finance Institution need to provide seed funding to MWF Fellows to build their businesses and ensure that their enterprises thrive and provide economic opportunities to other youth in the Country.

5.5 Suggestions for further studies

This study did not explore certain areas that were equally of great importance. Such areas were left out because the scope of the study warranted. In view of this the study suggests the following areas for further research:

The study recommends future researchers should also carry out a cross-cohort study of 2014, 2015 and 2016.

Future researchers should do a comparative study on the implementation of the project in the East, West, and South African regions.

REFERENCES

- African Union Commission (2011), The African Youth Decade Plan of Action, Addis Ababa, Ethiopia.
- Arumlamplam, W., Gregg, P. and Gregory, M. (2001). —*Unemployment Scarring*”, Economic Journal, Vol 111, No: 475, pp. 577 – 584.
- Auerswald, P., Bayrasli, E. And Shroff, S. (2012). *Creating a Place for the Future: Strategies for Entrepreneurship-led Development in Pakistan*, Innovations Volume 7, No2.
- Awogbenle C.& Iwuamadi C.(2011) Youth unemployment: Entrepreneurship development programme as an intervention mechanism. *African Journal of Business Management Vol. 4(6).Academic 2010 Journals*, Lagos.
- Barker, G., Knaul, F., Cassaniga, N., & Schrader, A. (2000). *Urban girls: Empowerment in especially difficult circumstances*. London: SRP Exter.
- Baugh, S. G., & Scandura, T. A. (1999). The effect of multiple mentors on protégé attitudes toward the work setting. *Journal of Social Behavior and Personality*, 14(4), 503-521.
- Bell, S., & Shank, J. D. (2006). Conferenceing @ your computer: The ins and outs of virtual conferences, *Library Journal*, 131 (4), pp. 50-52.
- Benson, C. A., Morahan, P. S, Richman, R. S., & Sachdeva, A. K. (2002). Effective faculty preceptoring and mentoring during reorganization of an academic medical center. *Medical Teacher*, 24(5), 550-557.
- Bernard, R.H (2006) *Research Methods in Cultural Anthropology*, Oxford: AltaMira
- Beyond 2015 (2013), “Population dynamics: Realizing the future we want for all”, the Post–2015 Development Agenda global thematic consultation, Beyond 2015 campaign: Brussels.
- Bird, S. J., & Didion, C. J. (1992). Retaining women science students: A mentoring project of the association for women in science. *Initiatives*, 55, 3-12.
- Boote, D. N., & Beile, P. (2004, April). The quality of dissertation literature reviews: A missing link in research preparation. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Borg, W.R and Gall, M.E (1983): *Educational Research; An Introduction*. (4th Ed). New York: Longman.

- Burlew, L. D. (1991). Multiple mentor model: A conceptual framework. *Journal of Career Development*, 17(3), 213-221.
- Burr, V. (1995). *An introduction to social constructionism*. New York: Routledge.
- Burr, V. (2003). *Social constructionism* (2nd ed.). New York: Routledge.
- Cakir, A. E. (2002). Virtual communities: A virtual session on virtual conferences. *Behaviour & Information Technology* 21 (5), pp. 157-169.
- Cargo, M., Grams, G.D., Ottoson, J. M., Ward, P., & Green, L.W. (2003). "Empowerment as fostering positive youth development and citizenship." *American Journal of Health Behavior*, 27(Supplement 1), S66-79.
- Carver, C. & Baird, W (1998). The American Dream Revisited. *Psychological Science*, 9,289-292.
- Center for Civic Innovation. *Preventing Crime, Saving Children: Monitoring, Mentoring, & Ministering*. Second Report of The Council of Crime in America, New York City, NY: Manhattan Institute, February 1997.
- Chigunta F. (2002). Youth Entrepreneurship: Meeting the Key Challenges – Final Paper – July, 2002 The Livelihood Pathway series, CYF/ILO/CIDA/IDRC
- Chinman, M. J., & Linney, J. A. (1998). Toward a model of adolescent empowerment: Theoretical and empirical evidence. *The Journal of Primary Prevention*, 18, 393-413.
- Collins, N.L., & Miller, L.C. (1994). Self-disclosure and liking: A meta-analytic review. *Psychological Bulletin*, 116, 457–475.
- Commonwealth Secretariat. (2007). The commonwealth plan of action for youth empowerment: 2007–2015. London: Commonwealth Youth Programme, Commonwealth Secretariat.
- Conrad, D. and Hedin, D. (1981). National assessment of experiential education: Final report. St. Paul, MN: Center for Youth Development and Research, University of Minnesota.
- Cook, Sherry J., Parker, R. Stephen, and Pettijohn, Charles E. (2004). The perceptions of interns: a longitudinal case study. *Journal of Education for Business*, Vol. 79(3), 179.
- Cooper, C. R., & Schindler, P. S. (2008). *Business research methods* (10 ed.). Boston: McGraw-Hill.

- Cotton, J. L., Miller, J. S., & Ragins, B. R. (2000). Marginal mentoring: The effects of type of mentor, quality of relationship, and program design on work and career attitudes. *Academy of Management Journal*, 43(6), 1177-1194.
- Curtis, Thomas and Keoki Hansen-Schwoebel. *Big Brothers Big Sisters School-Based Mentoring: Evaluation Summary of Five Pilot Programs*. Philadelphia, PA: Big Brothers Big Sisters of America, December 1999.
- Curtis, K. (2008). *Empowering Youth: How to Encourage Young Leaders to Do Great Things*. Search Institute Press.
- Damon, William (January 2004). "What Is Positive Youth Development?". *Annals of the American Academy of Political and Social Science*, 591: 13–24.
- Davis, K. S. (2001). "Peripheral and subversive": Women making connections and challenging the boundaries of the science community. *Science Education*, 85, 368-409.
- Dickerson, Andy and Green, Francis (2004). The growth and valuation of computing and other generic skills. *Oxford Economic Papers*, Vol. 56(3), 371.
- Donaldson, S. I., Ensher, E. A., & Grant-Vallone, E. J. (2000). Longitudinal examination of mentoring relationships on organizational commitment and citizenship behavior. *Journal of Career Development*, 26, 233-249.
- DuBois, D.L., Neville, H.A., Parra, G.R., & Pugh-Lilly, A.O. (2002). Testing a new model of mentoring. In J.E. Rhodes (Ed.), *A critical view of youth mentoring* (Vol. 93, pp. 21–57). San Francisco: Jossey-Bass.
- Durham, Deborah, 2000. 'Youth and Social Imagination in Africa: Introduction'. *Anthropological Quarterly* 73(3): 113-20.
- Elliot, A. and Church, M. (1997): A Hierarchical Model of Approach and Avoidance Achievement Motivation. *Journal of Personality and social Psychology*, 72, 218-232.
- Ensher, E. A., Thomas, C., & Murphy, S. E. (2001). Comparison of traditional, step-ahead, and peer mentoring on protégés' support, satisfaction, and perceptions of career success: A social exchange perspective. *Journal of Business and Psychology*, 15, 419-438.
- Escudero V. & Mourelo E. (2013). Understanding the Drivers of the youth Labour Market in Kenya. *ILO Research Paper No. 8*. ILO, Geneva.
- Eysenck, M (2009). *Fundamentals of Psychology*. Psychology Press, New York.

- Farkas, M. G. (2006) A glimpse at the future of online conferences. *American Libraries* 37(6), pp. 28.
- Filstad, C. (2004). How newcomers use role models in organizational socialization. *Journal of Workplace Learning*, 16, 396–409.
- Fisher, W. R. (1989). *Human communication as narration: Toward a philosophy of reason, value and action*. Columbia: University of South Carolina Press.
- Franfort-Chinmas, C., & Nachmias, D. (1996). *Research Methods in the Social Sciences*. (5th. Edition). Reprinted in 2005. London: Arnold.
- Galloway, L. And Brown, W. (2002). *Entrepreneurship Education at University: A Driver in the Creation of High Growth Firms*, *Journal of Education and Training*, 44: 398– 405.
- Garcia, M., & Fares, J. (Eds.). (2008). *Youth in Africa's labor market*. Washington, DC: The World Bank.
- Gergen, K. J. (1999). *An invitation to social constructionism*. Thousand Oaks, CA: Sage Publications.
- GoK, 2006, Kenya National Youth Policy. Nairobi: Government Printer.
- Grossman, Jean Baldwin. “The Practice, Quality and Cost of Mentoring.” In Jean Baldwin Grossman, ed., *Contemporary Issues in Mentoring*, 5-9, Philadelphia, PA: Public/Private Ventures, June 1999.
- Grossman, Jean Baldwin and Amy Johnson. “Assessing the Effectiveness of Mentoring Programs.” In Jean Baldwin Grossman, ed., *Contemporary Issues in Mentoring*, 24-47, Philadelphia, PA: Public/Private Ventures, June 1999.
- Guba, E. G., & Lincoln, Y. S. (1989). *Fourth generation evaluation*. Newbury Park, CA: Sage.
- Haimson, J., & Bellotti, J. (2001). *Schooling in the workplace: Increasing the scale and quality of work-based learning*. Washington, DC: Education Resources Information Center (ERIC Document Reproduction Service No. ED455444).
- Helmore, K., & Singh, N. (2001). *Sustainable livelihoods: Building on the wealth of the poor*. Bloomfield, CT: Kumarian Press Inc.
- Hibbered, F. J. (2005). *Unfolding social constructionism*. New York: Springer.
- Hill, M. J. D. (1991). *The harambee movement in Kenya: Self-help, development and education among the Kamba of Kitui District*. Atlantic Highlands, NJ: Athlone Press.

- Hirsch, S. P. (1974). Starting at the top: Executive high school internships. *Educational Leadership*, 32(2), 112- 115. Retrieved December 16, 2015 from EBSCO Online Database Education Research Complete.
- Holden, D. J., Messeri, P., Evans, D. W., Crankshaw, E., & Ben-Davis, M. (2004). Conceptualizing youth empowerment within tobacco control. *Health Education & Behavior*, 31, 548-563.
- Hunt, Neville; Tyrrell & Sidney (2001) Stratified Sampling. Coventry University (www.nestor.Coventry.ac.uk)
- ILO (1999) World Employment Report, 1998-99. ILO, Geneva.
- ILO (2012). Global Employment Trends for Youth 2012 Geneva.
- ILO (2013). Global Employment Trends 2013: *Recovering from a second Jobs Dip*, Geneva: ILO.
- Keller, T.E. (2005a). A systemic model of the youth mentoring intervention. *Journal of Primary Prevention*, 26(2), 169–188.
- Kensinger, R. S., & Muller, L. D. (2006). Major advances in teaching dairy production. *Journal of Dairy Science*, 89(4), 1155-1162.
- Kenya Private Sector Alliance. (2010). Briefing on the Kenya Youth Empowerment Project: Background/objectives of the Kenya Youth Empowerment Project (KYEP). Retrieved November 22, 2015, from <http://www.kepsa.or.ke/?p=strategic-partners&title=kyempowerment>
- Kensinger, R. S., & Muller, L. D. (2006). Major advances in teaching dairy production. *Journal of Dairy Science*, 89(4), 1155-1162.
- Kim, S., Crutchfield, C., Williams, C., & Hepler, N. (1998). Toward a new paradigm in substance abuse and other problem behavior prevention for youth: Youth development and empowerment approach. *Journal of Drug Education*, 28(1), 1-17.
- Koehler, R. W., “The Effect of Internship Programs on Subsequent College Performance,” *The Accounting Review* (October, 1974), 382-384.
- Kombo, D.K. & Tromp, D.L.A (2006). Project and Thesis Writing: An Introduction. Pauline s Publications Africa.
- Kram, K. E. (1985). *Mentoring at work: Developmental relationships in organizational life*. Glenview, IL: Scott, Foresman & Company.
- Kuratko, D.F. & Hodgetts, R.M. (2004). *Entrepreneurship: Theory, Process. Practice* Mason, OH; South-Western Publishers.

- Levine, J., Resnick, L, & Higgins, E (1993). Social foundations of Cognition. *Annual Review of Psychology*, 44,585-612.
- Levinson, D.J. (1978). *The seasons of a man's life*. New York: Ballantine Books.
- Marczely, B. (1982). Exploring career alternatives. *Educational Leadership*, 39(4), 297. Retrieved December 16, 2015 from EBSCO Online Database Education Research Complete.
- Maslow, A. (1943). *A Theory of Human Motivation*. *Psychological Review*, 50 (4), 370–96. Retrieved from <http://psychclassics.yorku.ca/Maslow/motivation.html>
- Mbithi, P. M., & Rasmusson, R. (1977). *Self-reliance in Kenya: The case of harambee*. Uppsala, Sweden: Bohuslaningens AB.
- Mikkelsen, B (2005) *Methods for Development Work and Research, A New guide for Practitioners* (2nd Edition), New Dehli- India, Sage Publications.
- Mincemoyer, C. C., & Thomson, J. S. (1998). Establishing effective mentoring relationships for individuals and organizational success. *Journal of Extension* [Online], 36(2) Article 2FEA2. Available at: <http://www.joe.org/joe/1998april/a2.php>
- Mondal, Utpalendu April, (2013). Integrity, competency and ethical behaviour. *International Journal of Marketing and Technology*, 3.4, 188-196.
- Mudavadi, M. (2002). *Rethinking development in Africa in the 21st century: The case of Kenya*. Nairobi, Kenya: East African Educational Publishers.
- Mugenda, A.G.(2008). *Social Science Research Theories and Principles*, Kijabi Printing Press, Nairobi.
- Mugenda, O.M. and Mugenda A.G(2003). *Research Methods. Quantitative and Qualitative Approaches*, ACTS Press. Nairobi.
- Mulwa, F, W. (2006). *Participatory Monitoring and Evaluation of Community Projects*. Zapf chancery and Polivex, Nairobi, Kenya.
- Neely, A & Austin, R (2002) *Business Performance Measurement: Theory and Practice*. Cambridge University Press.
- Neumark, D., & Rothstein, D. (2005). *Do school-to-work programs help the 'forgotten half'?* Cambridge, MA: National Bureau of Economic Research.
- Njonjo, K.S. (2010). *Youth fact book: Infinite possibility or definite disaster?* Nairobi: Institute of Economic Affairs – Kenya.

- Nolinske, T. (1995). Multiple mentoring relationships facilitate learning during fieldwork. *The American Journal of Occupational Therapy*, 49(1), 39-43.
- Olubola, F. V. (2007). Information Management Strategies for Nigerian Librarians. *Nigerbiblios*, vol. 18 (1 & 2), pp. 71-78.
- Orazio Attanasio, Adriana Kugler, and Costas Meghir (2011) "Subsidizing Vocational Training for Disadvantaged Youth in Colombia: Evidence from a Randomized Trial." *American Economic Journal: Applied Economics* 3(3).
- Orodho JA (2009). *Elements of Education and Social Science Research Methods*. Maseno: Kanezja Publisher. 2nd edition, ISBN: 978-9966-7350-1-1
- Packard, B. W. (2003a). Student training promotes mentoring awareness and action. *CareerDevelopment Quarterly*, 51, 335-345.
- Parpart, J. L., Rai, S. M., & Staudt, K. (Eds.). (2002). *Rethinking empowerment: Gender and development in a global/local world*. London: Routledge
- Pavlina, E. (2009). The Value of Attending Conferences. Retrieved December 5, 2015 from <http://www.hunter.cuny.edu/genderequity/equityMaterials/gepconference30707.pdf>
- Pianta, R.C. (1999). *Enhancing relationships between children and teachers*. Washington, DC: American Psychological Association.
- Pinderhughes, E. (1995). Empowering diverse populations: Family practices in the 21st century. *Families in Society*, 76(3), 131-140.
- Public/Private Ventures, *Youth Development: Issues, Challenges and Directions*. Collection of Papers, Youth Development Directions Project. (Philadelphia, PA:
- Public/Private Ventures. [2000.]. Richard F. Catalano and others, *Positive Youth Development in the United States: Research Findings on Evaluations of Positive Youth Development Programs*. (Social Development Research Group, University of Washington, School of Social Work, November 1998), available at: <http://aspw.os.dhhs.gov>.
- Rappaport, J. (1984). Studies in empowerment: Introduction to the issue. *Prevention in Human Services*, 3, 1-7.
- Rappaport, J. (1987). Terms of empowerment/exemplars of prevention: Toward a theory for community psychology. *American Journal of Community Psychology*, 15(2), 121-148.

- Ratna, J., & Rifkin, S. B. (2007). Equity, empowerment and choice: From theory to practice in public health. *Journal of Health Psychology, 12*, 517-530.
- Rhodes, J.E., Grossman, J.B., & Resch, N.R. (2000). Agents of change: Pathways through which mentoring relationships influence adolescents' academic adjustment. *Child Development, 71*, 1662–1671.
- Rhodes, J.E., Haight, W.L., & Briggs, E.C. (1999). The influence of mentoring on the peer relationships in relative and nonrelative care. *Journal of Research on Adolescence, 9*, 185–201.
- Rhodes, J.E. (2002). *Stand by me: The risks and rewards of mentoring today's youth*. Cambridge, MA: Harvard University Press.
- Rhodes, J.E. (2005). A model of youth mentoring. In D.L. DuBois & M.J. Karcher (Eds.), *Handbook of youth mentoring* (pp. 30–43). Thousand Oaks, CA: Sage.
- Ruddick, M.E., Sherwood, P.K. & Stevens, R.E. 1983. *The marketing research handbook: A decision-oriented approach*. Englewood Cliffs: Prentice-Hall.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*, 68–78.
- Sherman, Lee, ed. "Often Alone and Afraid, Foster Kids Need Stable Relationships: Children Without Permanent Homes Long for Attachment to a Trusted Adult." *National Mentoring Center Bulletin 3*, Fall 1999.
- Sipe, Cynthia L. *Mentoring: A Synthesis of P/PV's Research: 1988-1995*. Philadelphia, PA: Public/Private Ventures, Fall 1996.
- Sipe, Cynthia. "Mentoring Adolescents: What Have We Learned?" In Jean Baldwin Grossman, ed., *Contemporary Issues in Mentoring*, 10-23, Philadelphia, PA: Public/Private Ventures, June 1999.
- Sorkin, R., Hays, C., & West, R. (2001) Signal-detection analysis of group decision-making. *Psychological review, 108*, 183-203.
- Speer, P. W., Jackson, C. B., & Peterson, N. A. (2001). The relationship between social cohesion and empowerment: Support and new implications for theory. *Health Education & Behavior, 28*, 716-732.
- Spencer, R.A. (2002). *Hanging out and growing strong: A qualitative study of relationships with adults that foster resilience in adolescence*. Unpublished doctoral dissertation, Harvard University.

- Stasz, C., & Brewer, D. J. (1998). Work-based learning: Student perspectives on quality and links to school. *Educational Evaluation & Policy Analysis*, 20(2), 50.
- Sukarieh, M. And Tannock, S. (2008). *In the Best Interests of Youth or Neoliberalism? The World Bank and the New Global Youth Empowerment Project*, Journal of Youth Studies, 11:3, 301 – 312.
- Talib I. S. (2010). Narrative theory: A brief introduction. Retrieved January 14, 2016, from <http://courses.nus.edu.sg/course/ellibst/NarrativeTheory/chapt1.htm>
- Taylor, Bill, Gautam Sinha and Taposh Ghoshal (2006). *Research methodology*, New Delhi: Prentice-Hall of India.
- Tomaszewski, R., & MacDonald, K I (2009). Identifying subject-specific conferences as professional development opportunities for the academic librarian. *University Faculty Publications Paper 40*. Available: http://digitalarchive.gsu.edu/univ_lib_fac_pub/40
- Trochim, W.M (2006) The Research Methods Knowledge Base, 2nd Edition, Version as of October 20th, 2006, Internet www page, Retrieved on 25th November 2015 <http://www.socialresearchmethods.net/kb/>
- Tysick, C. (2002). attending conferences outside of librarianship. *College & Undergraduate Libraries*, 9 (2:). 75-81.
- United Nations Human Settlements Program. (2005). *A Strategy paper on urban youth in Africa: A focus on the most vulnerable groups*. Nairobi, Kenya: UN-HABITAT.
- UNFPA (2012), Adolescents and Youth Demographics: A Brief Overview, UNFPA: New York.
- Vega, R.D., & Connell, R.S. (2009). Librarians' Attitude Towards conferences: A study. *Evidence-Based Library and Information Practice* 4(4): 503-515.
- Wallerstein, N., Sanchez-Merki, V., & Verlade, L. (2005). Freirian praxis in health education and community organizing: A case study of an adolescent prevention program. In M. Minkler (Ed.), *Community Organizing and Community Building for Health, 2nd ed.* New Brunswick, NJ: Rutgers University Press.
- Wanberg, C. R., Welsh, E. T., & Hezlett, S. A. (2003). Mentoring research: A review and dynamic process model. *Research in Personnel and Human Resources Management*, 22, 39–124.
- Williams, J. (2000). Mentoring for law enforcement. *FBI Law Enforcement Bulletin*, 69(3), 19-25.

- World Bank. (2006). *World Development Report: Development and the Next Generation*. Washington D.C., US
- World Bank. (2010). Kenya Youth Empowerment Project. Retrieved November 22, 2015, from <http://web.worldbank.org/external/projects/main?pagePK=64312881&piPK=64302848&theSite PK=40941&Projectid=P111546>
- World Population Prospects (2012) *Estimates of World Population by 2013*. Washington D.C. US.
- YEDF (2011) Annual Status Report: *Kenya Youth Enterprise Fund* Retrieved on November 25th, 2015 from <http://www.youthfund.go.ke/>
- Yusof, M., Ahmad, S. N. B., Tajudin, M. & Ravindran, R. (2008). A study of factors influencing the selection of a higher education institution. *UNITAR e-journal*, 4(2), 27-40.
- Zimmerman, M. A. (1995). Psychological empowerment: Issues and illustrations. *American Journal of Community Psychology*, 23(5), 581-599.
- Zimmerman, M. A., & Warschausky, S. (1998). Empowerment theory for rehabilitation research: Conceptual and methodological issues. *Rehabilitation Psychology*, 43, 3-16.
- Zimmerman, M. A. (2000). Empowerment theory: Psychological, organizational, and community levels of analysis. In J. R. E. Seidman (Ed.), *Handbook of community psychology*. New York: Kluwer Academic/Plenum

APPENDICES

APPENDIX I: INTRODUCTION LETTER

**DIRECTORATE YOUTH AFFAIRS,
MINISTRY OF YOUTH AFFAIRS,
NAIROBI**

Dear Sir/Madam,

**RE: REQUEST TO COLLECT INFORMATION FROM MWF FELLOWS IN
KENYA**

I am a student at the University of Nairobi, pursuing a Master of Arts degree. I am undertaking a study that seeks to investigate the *“Influence of Mandela Washington Fellowship Project (MWF) on youth empowerment in Kenya”*.

The research target population will be all the 46 Fellows in Kenya and 15 organizations who participated in the 2014 cohort of MWF project activities in Kenya.

The purpose of this letter, therefore, is to seek your permission to collect the relevant data within your area of jurisdiction. The information obtained will be treated with utmost confidentiality and will be used only for the intended purpose.

Thanking you in advance.

Yours faithfully,

Abdul Agukoh

Tel: 0721760575

Cc – East Africa Regional Manager, MWF- IREX.

APPENDIX II: QUESTIONNAIRE FOR MWF KENYA

Introduction

The researcher is a student of the University of Nairobi, undertaking Masters of Arts degree in Project Planning and Management. The purpose of this questionnaire is to obtain information that is relevant to my research study; “***The Influence of Mandela Washington Fellowship Project (MWF) on youth empowerment in Kenya***”. Please, note that all your responses will be treated with maximum CONFIDENTIALITY. Be free to give your opinions, which will only be used purely for academic purposes.

SECTION A: BACKGROUND INFORMATION

Kindly tick appropriately

1. Indicate your gender. Male () Female ()
2. Indicate your age bracket as at the time of your Fellowship:
18-23 years ()
24–29 years ()
30-35 years ()
3. Indicate your highest level of education
Diploma ()
Degree ()
Masters ()
PhD ()
4. What was your MWF Leadership track?
Business Entrepreneurship ()
Civic Leadership ()
Public Management ()
5. What religion do you identify with?
Christian ()
Islam ()
Hindu ()
Atheist ()
Not willing to disclose ()

SECTION B – PARTICIPATION IN INTERNSHIP

6. (a) Have you participated in an internship as part of the Fellowship? YES () NO ()
- (b) If yes, with which organization did you partake your internship?
 Organization.....
- (c) In which of these categories does the organization of your internship fall?
 () NGO () INGO () Government Agency () Private Company
- (d) How long was your internship in months?
- (e) In your own assessment, was the internship duration sufficient to meet your learning needs?
 Yes () NO ().
 Explain.....
- (f) Have you continued to explore any longer-term engagements with your host institution?
 Yes () NO ()
 If YES, kindly explain the nature of engagements you have been pursuing

7. Indicate your level of agreement with the following statements (√)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I believe I benefited from my internship experience					
My internship experience helped me improve my skills needed to reach my professional goals					
My internship experience helped me obtain new knowledge important to reaching my professional goals					
This internship provided skills, either direct or transferrable, that will help to build my career					

8. (a) Which skills did you develop from the internship?
- i.
- ii.
- iii.
- iv.
- (b) How has each of the skill described above been useful in helping you in working towards achieving your long-term goals and objectives?
- i.
- ii.

- iii.
- iv.

SECTION C – PARTICIPATION IN MENTORSHIP

9. (a) Have you participated in mentorship as part of Mandela Washington Fellowship?

YES () NO ()

(b) In which of these categories does the organization of your mentor fall?

() NGO () INGO () Government Agency () Private Company

(c) Was the mentorship in-person/virtual or a combination?

(d) How long was your mentorship in months?

(e) In your own assessment, was the mentorship duration sufficient to meet your learning needs?

Yes () NO ().

Explain.....

(f) Have you continued to explore any longer-term engagements with your mentor?

Yes () NO ()

If YES, kindly explain the nature of engagements you have been pursuing

.....

10. Indicate your level of agreement with the following statements (√)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My mentoring experience helped me improve my skills needed to reach my professional goals					
My mentoring experience helped me obtain new knowledge important to reaching my professional					

goals					
My mentoring experience helped me develop my comprehension of issues important to my professional field					

SECTION D – PARTICIPATION IN NETWORKING

11. (a) Did you participate in a networking event? YES () NO ()

(b) If yes, which event was it?

Conference ()

Co-sponsorship activity ()

Presidential Summit ()

Regional Conference ()

(c) In which Country was the event?

12. (a) Did you have support to attend the networking event? YES () NO ()

(b) If yes, who was the supporter and in what form was the support?

13. Was the networking event in-person or virtual?

14. (a) Did you make any professional contacts during the networking event? YES/NO

(b) If Yes, How many?

15. In your opinion, was enough time provided for networking during the event? YES () NO ()

SECTION E – PARTICIPATION IN GRANT PROVISION

16. (a) Did you apply for a grant? YES () NO ()

(b) Were you a beneficiary of a grant from the project? YES () NO ()

(b) If yes, which grant was it?

Seed Funding ()

Speaker Travel Grant ()

- (d) How much was the grant?
- (e) Was there a selection/application criteria for the grant? YES () NO ()
- (d) If yes, what were they?
- 17. (a) Was the grant provision beneficial to you? YES () NO ()
- (b) Explain your response

SECTION F: EMPOWERMENT

18. How have the above selected MWF activities shaped/impacted on your future plans?

19. Would you recommend the above-selected MWF activities to other Fellows? YES ()
NO ()

If YES, why?

20. (a) Do you feel that you are now empowered having participated in the above-selected MWF activities? YES () NO () If YES, how?

(b) Did you have any professional engagement before the MWF project?
YES () NO ()

If YES, what was the nature of this engagement?

Full time employment ()

Part time employment ()

Volunteer ()

Unemployed ()

(c) What is your employment status now that you have finished the MWF project cycle activities?

Full time employment ()

Part time employment ()

Volunteer

Unemployed ()

Has there been any change in the nature of your engagement either in responsibility, remuneration, promotion or otherwise between the period before and after the MWF project activities? YES () NO () If YES, Explain.

THANK YOU VERY MUCH FOR YOUR RESPONSES AND PATIENCE

APPENDIX III: INTERVIEW GUIDE FOR MWF BENEFICIARY ORGANIZATIONS IN KENYA

Personal Introduction and Consent of Respondent

1. Hello [*to potential respondent*]!
2. My name is _____, a student carrying out a research to learn about **“Influence of Mandela Washington Fellowship Project on youth empowerment in Kenya.”**
3. Can we talk with you a little about this? You have been particularly chosen because of your knowledge about this project and your organization having been a beneficiary of this project. [*If the person does not give clear affirmative agreement to participate, the researcher should not continue with the person*]. I also wish to thank you so much for taking time from your busy schedule to respond to my interview.
4. Is it okay to take pictures as we talk? It is only the researchers and the Client, who will use the pictures and we will not mention your name (without your consent) when we write up the study. The pictures will not be made public and will not appear in the final report (unless you give express permission to that effect).
5. If you want to stop at any time, just tell me, you don't need to say why. [*If the person says to stop, the interview is stopped*]. It is okay, you don't have to answer all the questions.
6. Do you have any questions before we start? [*Questions will be answered clearly*].

At the end...

7. Finally, before we close, is there any question that you think I have not asked?
8. How did you find the interview?

Thank you so much for taking your time to participate in this study.

Respondent

Researcher

1. Which MWF activities are you aware of?
2. Which MWF activities have you/your organization participated in?
3. What is your general feeling about the MWF activities you have mentioned above in Kenya?(Probe further)
4. To what extent do you think the MWF activities are impactful? Why?
5. What are some of the challenges/weaknesses you have noted that MWF has faced in implementation of the said activities?
6. What recommendations do you have for MWF to improve on its activities?
7. In your opinion, does Mandela Washington Fellowship has a role on youth empowerment in Kenya? If Yes, how? If not, why?

APPENDIX IV: MAP OF AREA UNDER STUDY



APPENDIX V: LETTER OF DATA COLLECTION



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
KISUMU CAMPUS

The Secretary
National Council for Science and Technology
P.O Box 30623-00100
NAIROBI, KENYA

02nd April, 2016

Dear Sir/Madam,

RE: AGUKOH ABDUL ODHIAMBO - REG NO: L50/76173/2014

This is to inform you that **Agukoh Abdul Odhiambo** named above is a student in the University of Nairobi, College of Education and External Studies, School of Continuing and Distance Education, Kisumu Campus.

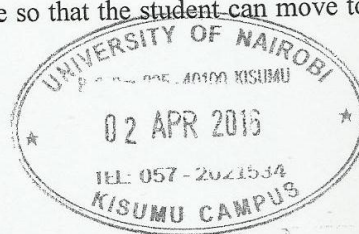
The purpose of this letter is to inform you that **Abdul** has successfully completed his Masters course work and Examinations in the programme, has developed Research Proposal and submitted before the School Board of Examiners which he successfully defended and made corrections as required by the School Board of Examiners.

The research title approved by the School Board of Examiners is: *“Influence of Mandela Woshington Fellowship Project (MWF) on Youth Empowerment in Kenya”*. The Thesis is part of the pre-requisite of the course and therefore, we would appreciate if the student is issued with a research permit to enable him collect data and write a report. Research project reflect integration of practice and demonstrate writing skills and publishing ability. It also demonstrates the learners’ readiness to advance knowledge and practice in the world of business.

We hope to receive positive response so that the student can move to the field to collect data as soon as he gets the permit.

Yours Faithfully

Dr. Raphael O. Nyonje, PhD
SENIOR LECTURER & RESIDENT LECTURER
DEPARTMENT OF EXTRA-MURAL STUDIES
KISUMU CAMPUS



APPENDIX VI: RESEARCH AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

NACOSTI/P/16/24510/10689

21st June, 2016

Abdul Odhiambo Agukoh
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of Mandela Washington Fellowship Project on youth empowerment in Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **all Counties** for the period ending **20th June, 2017.**

You are advised to report to **the County Commissioners and the County Directors of Education, all Counties** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioners
All Counties.

The County Directors of Education
All Counties.

APPENDIX VII: DATA COLLECTION PERMIT

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

RESEARCH CLEARANCE PERMIT

Serial No. A 9700

CONDITIONS: see back page



REPUBLIC OF KENYA

THIS IS TO CERTIFY THAT:

MR. ABDUL ODHIAMBO AGUKOH

of UNIVERSITY OF NAIROBI, 0-400

Nairobi, has been permitted to conduct

research in All Counties

on the topic: INFLUENCE OF MANDELA

WASHINGTON FELLOWSHIP PROJECT ON

YOUTH EMPOWERMENT IN KENYA.

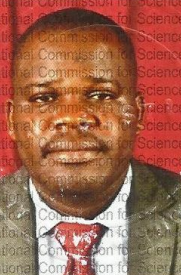
for the period ending:

20th June, 2017

Permit No. : NACOSTI/P/16/24510/10689

Date Of Issue : 21st June, 2016

Fee Received : Ksh 1000



Applicant's Signature

Director General

National Commission for Science, Technology & Innovation