

KIPPRA Young Professionals Tracer Survey 2003-2011

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KIPPRA in Brief

The Kenya Institute for Public Policy Research and Analysis (KIPPRA) is an autonomous institute whose primary mission is to conduct public policy research leading to policy advice. KIPPRA's mission is to produce consistently high-quality analysis of key issues of public policy and to contribute to the achievement of national long-term development objectives by positively influencing the decision-making process. These goals are met through effective dissemination of recommendations resulting from analysis and by training policy analysts in the public sector. KIPPRA therefore produces a body of well-researched and documented information on public policy, and in the process assists in formulating long-term strategic perspectives. KIPPRA serves as a centralized source from which the Government and the private sector may obtain information and advice on public policy issues.

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The KIPPRA Special Reports Series deals with specific issues that are of policy concern. The reports provide in-depth survey results and/or analysis of policy issues. They are meant to help policy analysts in their research work and assist policy makers in evaluating various policy options. Deliberate effort is made to simplify the presentation in the reports so that issues discussed can be easily grasped by a wide audience. KIPPRA appreciates any comments and suggestions arising from this report.

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1. Background

The KIPPRA Young Professionals (YP) Programme was initiated in 2003. On an annual basis, each research division within KIPPRA recruits two interns. In the initial years, all the participants were drawn from the public sector. However, in later years, it was resolved that participants from the private sector and civil society, where applicable, be included. Currently, at least 50 per cent of the successful candidates are drawn from the government. The YP programme competitively recruits candidates with a minimum Masters Degree qualification in a relevant field. The positions are advertised at the end of March each year. The advert specifies the existing research divisions at the Institute, so that applicants can specify the division they would prefer to join. The programme runs from July to June of the following year.

The YP programme runs a comprehensive, practical and relevant quality curricula in policy research and analysis. It covers coursework and on-the-job training, during which interns are required to attend KIPPRA internal seminars and may attend external workshops and conferences as guided by their respective supervisors. The key tasks, training curricula, and milestones for the Young Professionals (YPs) include but are not limited to courses in:

- Public policy process
- Research methods
- Econometrics
- Macroeconomic modelling

The YPs are evaluated against presentation of a concept paper, oral presentation and submission of an internship paper and policy brief for publication, support in drafting the following year's work plans, as well as participation in their respective division's research.

2. The KIPPRA Tracer Study

To evaluate the YP programme, a KIPPRA Tracer Study (KTS) was conducted as part of the continuous undertaking by the Institute to enhance the effectiveness (value addition) and impact of its capacity building initiatives. The purpose of KTS was to determine the usefulness of the programme in assisting participants and the organizations that they return to, to better fulfil their mandate, as well as the contribution of the programme in enhancing participants' marketability in the labour market. The KIPPRA Tracer Survey's specific objectives were to:

- (a) Assess the usefulness of KIPPRA YP Programme as a capacity building initiative of the Institute to the labour market;
- (b) Evaluate the relevance of the curriculum to the job descriptions of policy researchers and their professional development;
- (c) Identify measures to enhance the performance of the programme;
- (d) Lay a basis for building the YP alumni; and
- (e) Make recommendations for future improvement of the programme.

3. Methodology

This section describes the research methodology under the sub-topics: research design, target population, sampling procedure as well as the methods of data collection and analysis.

3.1 Research Design

The design of the survey was implemented to enable an assessment of the ratings of graduates of the YP programme from the eight cohorts (2003-2011). It sought to evaluate the significance of the programme, conducted as part of the continuous undertaking by KIPPRA to enhance value addition and the impact of its capacity building activities, by collecting data from participants and subjecting it to statistical analysis.

A questionnaire was developed by the Institute for the survey. It had both closed and open-ended items to facilitate collection of data on various aspects of the programme. The research instrument was administered through electronic mail to all YPs whose contacts were traced, and feedback was received through the same means. A dedicated researcher email address was created, but provision was made for those who complied by filling hard copies of the instruments.

Based on the feedback received from the YPs who could be contacted, letters of introduction accompanied by a questionnaire were sent out to their employers to collect views on: assessment of the impact of the YP skills, its relevance, and proposals that would help improve the programme.

Table 3.1: Distribution of YPs, 2003-2011 (target population)

Cohort	Frequency	Percentage Share
2003/2004	9	11
2004/2005	14	16
2005/2006	12	14
2006/2007	11	13
2007/2008	11	13
2008/2009	9	11
2009/2010	9	11
2010/2011	10	12
Total	85	100

3.2 Target Population

This study covered a target population of 85 YPs who attended the programme from the year 2003-2011. The YP population was distributed as in Table 3.1.

In the spirit of implementing the government’s directive of employing one third of either gender, KIPPRA has continuously recruited both male and female participants to the YP Programme over the years. The gender distribution of the recruits since the programme’s inception (2003/2004–2010/2011) revealed a 1:1.6 ratio of female to male (Table 3.2).

3.3 Sampling Procedure

This study covered a sample size of 64 YPs, representing 75 per cent of the target population. This was because the rest of the YPs contacts were missing and efforts made to trace them did not yield fruits. Table 3.3 presents the sampling matrix as a proportion of the target population for the study.

Data was collected from a sample of 64 Young Professionals selected by tracing them through the contacts they left at KIPPRA upon their graduation.

3.4 Methods of Data Collection and Analysis

To achieve the objectives of this study, primary data was collected using the questionnaire developed. Primary data comprised views, perceptions and opinions of YPs and their employers concerning various rating aspects of the programme and proposals made for the programme’s long-term improvement.

Table 3.2: Distribution of target population by gender

Cohort	Male	Percentage	Female	Percentage
2003/2004	6	11	3	10
2004/2005	10	19	4	13
2005/2006	9	17	3	10
2006/2007	5	9	6	19
2007/2008	9	17	2	6
2008/2009	5	9	4	13
2009/2010	3	6	6	19
2010/2011	7	13	3	10
Total	54	100	31	100

The study adopted descriptive data analysis. Data was analyzed using the Statistical Package for Social Sciences (SPSS) and Excel, as well as pattern matching approaches. In addition, a review of existing international programmes was undertaken from a number of aspirational¹ bodies and think tanks for international benchmarking programme (Appendix 4).

Table 3.3: Sampling from each YP cohort

Cohort	No. of YP participants	Sample size	Percentage
2003/2004	9	7	78
2004/2005	13	6	46
2005/2006	12	4	33
2006/2007	11	10	91
2007/2008	12	11	92
2008/2009	9	9	100
2009/2010	9	9	100
2010/2011	10	8	80
Total	85	64	75

¹ Aspirational in the sense that, KIPPRA, in pursuit of its vision and mission, desires to benchmark its programme with the good practices from these organizations.

4. A Review of YP Programmes for Aspirational Bodies and Think Tanks

This section presents a discussion of the YP programme being implemented by aspirational bodies, year of implementation, the purpose of programme, eligibility requirements of the programme, duration of the programme, progression within and after the programmes, performance management of the programme and the respective governance structures.

Table 4.1: Purpose of YPP for aspirational bodies and think tanks

Organization	Reasons for YP Programme
World Bank	<ul style="list-style-type: none"> • World Bank career starting point • Create future global leaders highly qualified and motivated with skills in economics, finance, education, public health, social sciences, engineering, urban planning and natural resource management
United Nations	<ul style="list-style-type: none"> • Help the young and high-calibre professionals across the globe to launch into a career
International Monetary Fund	<ul style="list-style-type: none"> • “Point of entry” for talented young professionals seeking an exciting career soon after completion of their graduate studies
Asian Development Bank	<ul style="list-style-type: none"> • To recruit junior entry level professionals with relatively less experience, but with the potential to grow into full-fledged staff contributing to ADB’s Strategy 2020
African Development Bank	<ul style="list-style-type: none"> • On-the-job prepares YP for a successful and rewarding career path upon completion. • Aims to ensure continuity and excellence in the management of its projects and the provision of policy advice to its regional member countries
Inter-American Development Bank	<ul style="list-style-type: none"> • Designed for exceptionally qualified and motivated Young Professionals
The Islamic Development Bank (IDB)	<ul style="list-style-type: none"> • Attract outstanding young graduates who could significantly contribute to the IDB group to carry out its mission and attain its objectives

4.1 Year of Implementation

A review of available literature indicated that there are a variety of YP programmes in many organizations, international and regional. These programmes have been initiated at various times. For instance, the World Bank's programme was initiated in 1965. The African Development Bank's programme formerly known as the Programme for Senior Analysts (PSA), was reintroduced in 2007.

4.2 Purpose of YP Programme

Globally, YP programmes and think tank initiatives have been introduced in different fields within organizations for various reasons. This section outlines the purpose of each of the models studied for an understanding of the internationally acceptable best practices for established YP programmes.

An important point to note about these programmes is that they have been developed as important elements of these organizations over succession planning mechanisms. Mezzalama (2000), in a review of YP programmes in selected organizations, notes that for many of these organizations, the programmes are seen as "golden gate of entry" and starting points for careers², and are marketed as such.

4.3 Comparative Eligibility Requirements of Young Professional Programmes

Each of the organizations has different entry requirements. Table 4.3 illustrates a comparative summary of the eligibility requirements. These requirements revolve around age, educational and language attainments, specialization and work experience. In almost all of these organizations, they specifically indicate that the specializations must be in areas relevant to the organizations operations. Age limits are set at 32 years or below for many of the organizations. There are also requirements for fluency in languages of the organizations' operations, good computer and analytical skills, as well as educational attainments of a minimum of a Masters degree.

² Mezzalama, F. (2000). *Young Professionals in Selected Organizations of the United Nations System: Recruitment, Management and Retention*. Joint Inspection Unit, Geneva. JIU/REP/2000/7

Table 4.2: Eligibility requirements of YP programme for aspirational bodies and think tanks

Organization	Eligibility criteria/ requirements
World Bank	<ul style="list-style-type: none"> • Be 32 years of age or younger • Have a Master's degree or equivalent • Be fluent in English • Full proficiency in one or more of the Bank's working languages: Arabic, Chinese, French, Portuguese, Russian and Spanish is strongly desired • Specialty in a field relevant to the World Bank's operations, such as economics, finance, education, public health, social sciences, engineering, urban planning and natural resource management • Have at least 3 years of relevant experience at the policy level or continued academic study at the doctoral level
United Nations	<ul style="list-style-type: none"> • Hold at least a first-level university degree • 32 years old or younger • Speak either English and/or French fluently • A national of a participating country
International Monetary Fund	<ul style="list-style-type: none"> • Economists • Keen analytical mind • Strong quantitative skills • Good teamwork • Tact and diplomacy
Asian Development Bank (ADB)	<ul style="list-style-type: none"> • Maximum age 32 years • A university degree in economics, finance, business administration, transport management, urban and regional planning, environment, public management, or engineering; preferably at postgraduate level or its equivalent • At least 3 years of relevant professional experience, with international experience working in areas related to ADB operations • A national of one of ADB's members • Excellent oral and written communication skills in English • Able to work with others of different nationalities and cultural backgrounds
African Development Bank	<ul style="list-style-type: none"> • Maximum age 32 years • Motivated and talented young professionals
Inter-American Development Bank	<ul style="list-style-type: none"> • Must be a citizen of one of the Bank's member countries • 32 years of age or younger as of January 1st of the application year • Fluent in English and Spanish, with a working knowledge of a third official Bank language (French or Portuguese) • Have obtained a Masters, Licenciatura or equivalent degree at the time of submitting application • Two years of professional experience in business related to the Bank; and be exempt from any military obligation for the duration of the programme
The Islamic Development Bank	<ul style="list-style-type: none"> • Maximum age is 30 years • A Masters degree • Fluent in two of the Bank's working languages (Arabic, English and French) • Good computer knowledge and skills • Strong analytical skills, maturity, flexibility, excellent communication skills, and leadership potential

Table 4.3: Duration of YP programme for aspirational bodies and think tanks

Organization	Number of YP admitted and Duration
World Bank	24 months
United Nations	24 months
International Monetary Fund	24 months
Asian Development Bank	24 months
African Development Bank	24–36 months
Inter-American Development Bank	24 months
The Islamic Development Bank	18 months

Table 4.4: Progression of YP for aspirational bodies and think tanks

Organization	Progression
World Bank	<ul style="list-style-type: none"> • 2 one-year rotational assignments - on-the-job experience • First rotational assignment (up to 12 months) is a “stretch assignment” to gain skills and experience beneficial from the corporate perspective • Second rotational assignment (up to 12 months) is a “job assignment,” after which the YP is expected to graduate into the same unit • In mentorship programme, YPs are assigned a peer mentor from the previous year’s group, based on their professional interests and cultural background
African Development Bank	<ul style="list-style-type: none"> • Three rotations • First is a “learning” opportunity for new skills • Second rotation is in organizational unit or type of work into which they hope to graduate • In the third rotation, the YP has the possibility to secure a regular staff position • For career progression from the YP programme; YPs who obtain at least “fully satisfactory” during their 3rd year are eligible to compete for vacant positions. YPs that do not succeed in securing a regular staff position by the end of the programme leave the Bank. The situation may be reviewed on a case-by-case basis for extension of the duration of the contract in appropriate cases, subject to a maximum period of six months
Inter-American Development Bank	<ul style="list-style-type: none"> • 2 departmental rotations • First rotation: Decided by Bank based on departmental needs and the candidate’s skills • Second rotation: During the second year, results from mutual agreement on the YP desires for placement and the needs of the receiving department
The Islamic Development Bank	<ul style="list-style-type: none"> • Three rotations of six months each in three different departments and/or affiliate institutions

4.4 Duration of and Progression in the Young Professionals Programmes

As illustrated in Table 4.3, the programmes last between 18 to 36 months. Table 4.4 describes progression within the organizations for the YPs selected.

As seen from Table 4.4, selected YPs go through various rotations within the respective organizations. These rotations primarily are aimed at first inducting the YPs into the organizations; second, imbuing them with the necessary skills; and third, providing them with the necessary experience.

4.5 Performance Management of Young Professionals Programmes

Table 4.5 describes in broad terms how performance in the YPPs is managed. It is instructive that these programmes have dedicated offices, which manage the activities of these programmes.

The performance of the YPs is tracked through the various rotations in the elaborated programmes.

4.6 Governance Structure

Table 4.5: Performance management of YP professionals for aspirational bodies and think tanks

Organization	Performance Management
The World Bank	YP Programme Office: The Office is dedicated to recruiting and helping integrate YP into World Bank led by a Programme Manager (a former Young Professional) who coordinates various activities designed to support Young Professionals, including mentoring, helping formulate career strategies, and representing them with institutional management. The office is a one-stop-shop for Young Professionals looking for support and guidance.
African Development Bank	YPs complete a mandatory minimum of two and maximum of three rotational assignments.

At the African Development Bank Group, a governance structure was set up to monitor the implementation of the YP Programme policy and provide advice and recommendations where necessary. It includes a bank-wide YP Programme steering committee, and a dedicated YP Programmes Coordinator. The mentorship programme is also reinforced.

5. Findings and Discussions

The findings and discussions on the ratings of the eight cohorts (2004-2011) are outlined in the subsequent sections under the subheadings: Profile of YP participants, analysis of feedback from YP graduates; findings and discussions by objectives; employer feedback on YP graduates and the challenges of the study. The results presented in this section are based entirely on the KTS data (2012).

5.1 Profile of YP Participants since Inception

The KIPPRA YP Programme had successfully trained 85 participants by July 2011. The data of the beneficiaries relating to this period was as shown in Figure 5.1. The declining trend in the number of admissions across the years is due to the rationalization by KIPPRA to accommodate just enough within the resource constraints of the Institute, including; finances, sitting space, availability of supervisors, as well as equipment and other facilities.

The trend in admissions by gender for the same period shows a decline in intake of male participants (Figure 5.2). On the converse, the trend in female participants was positive. This reflects KIPPRA compliance with chapter four of the Constitution of Kenya 2010, Section 27 article (8) requiring that organizations implement the principle of one third minimum of either gender as a commitment to eliminate gender disparities. The Institute will continue retaining fidelity to these requirements.

Figure 5.1: Trend in YP admissions

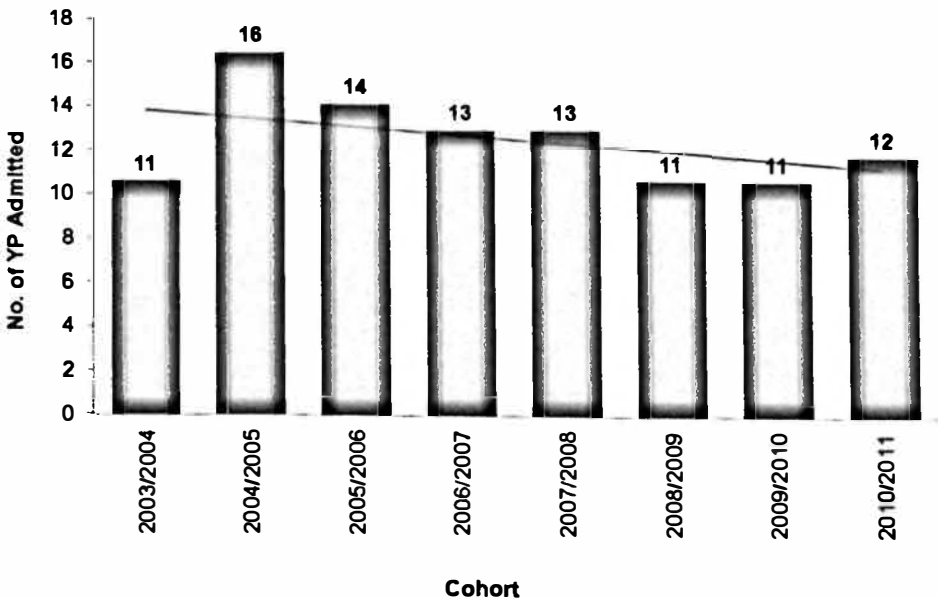
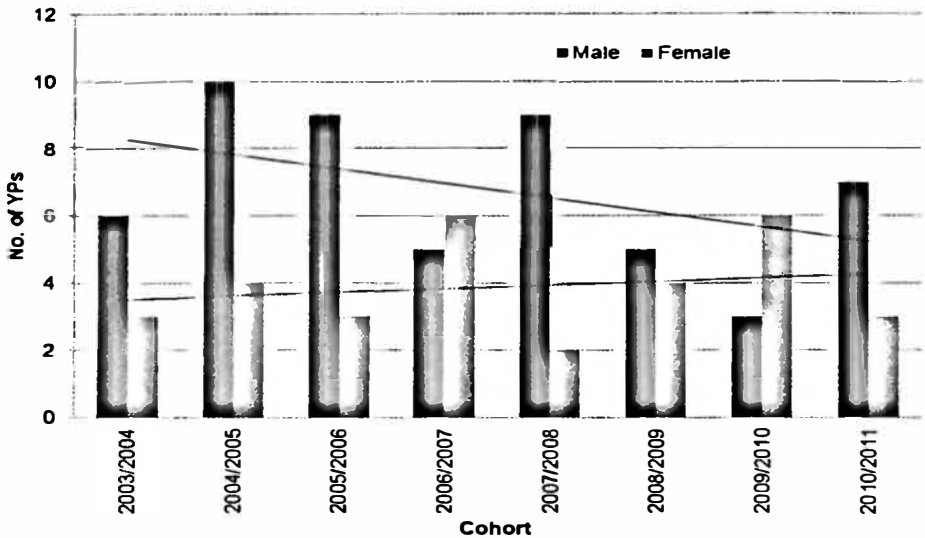


Figure 5.2: Trend in YP admissions by gender



The gender parity in admissions was found to be 36 per cent females to 64 per cent males, depicting a comparatively acceptable ratio of 1:1.5 well within the government policy minimum of one third of either gender to promote gender equity and eliminate discrimination (Figure 5.3).

Figure 5.4 shows a sectoral analysis which revealed that 69 per cent of total YP recruits were from the public sector, while 31 per cent were from the private sector. This agrees with the provisions of the KIPPRA capacity building policy that requires that at least 50 per cent of the successful candidates be drawn from the government.

Figure 5.3: Total YP participants by gender, 2003 - 2011

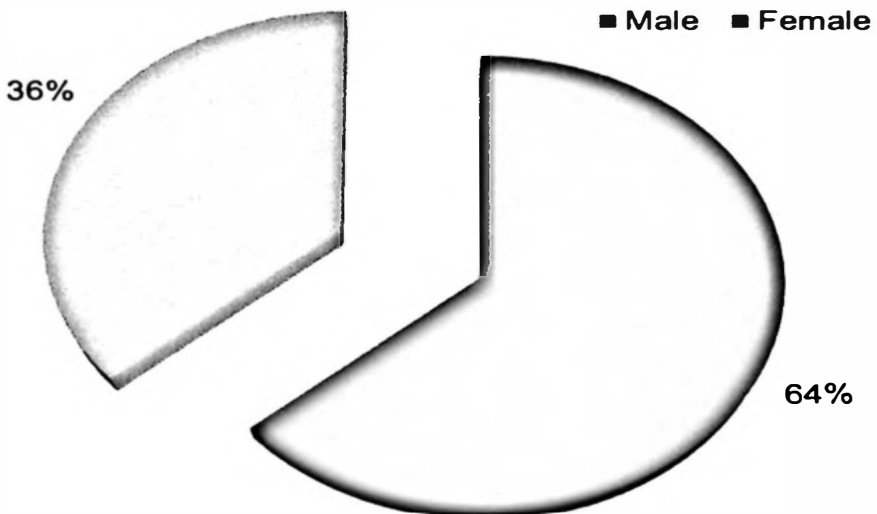
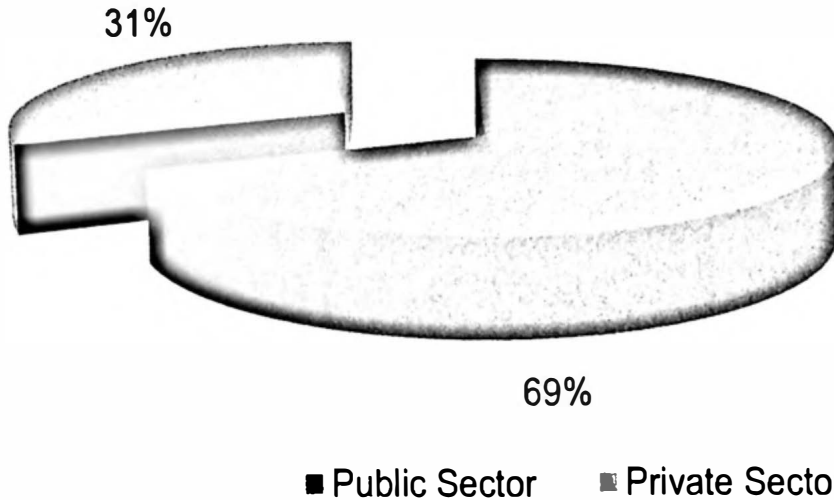


Figure 5.4: Recruitment of YPs by source sector, 2003-2011

A cross tabulation of employment against gender for the YP employment by sector revealed the results shown in Table 5.1. The tabulations revealed that similar gender had near equal ratio across sectors with 64 per cent against 62 per cent for males, and 36 per cent against 38 per cent for public and private sectors, respectively. However, a comparison within sectors revealed a higher percentage of males than females being drawn from both the public and private sectors being 64 per cent against 36 per cent, and 62 per cent against 38 per cent respectively, as in Figure 5.5.

5.2 Analysis of Feedback from Young Professional Graduates

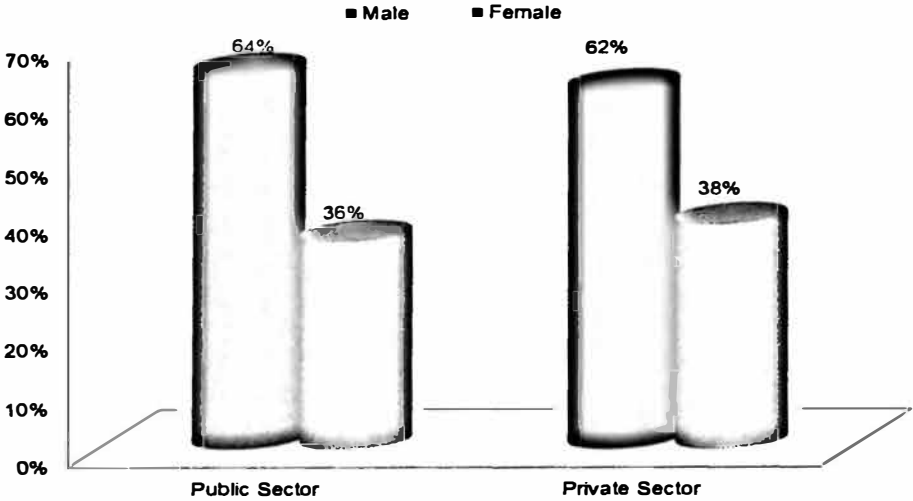
5.2.1 Respondents profile characteristics

The survey realized an 83 per cent response rate based on the number of questionnaires issued. However, the response rate stood at 62 per cent of the total YP participants as in Table 5.2 due to the effect of 25 per cent missing contacts.

Table 5.1: Recruitment of YPs by gender and source sector

Gender	Source Sector				Total	
	Public sector	Percentage	Private sector	Percentage	Population	Percentage
Male	38	64	16	62	54	64
Female	21	36	10	38	31	36
Total	59	100	26	100	85	100

Figure 5.5: Comparison of YP admissions from public and private sectors by gender, 2003 - 2011



The response rates based on gender were found to be 58 per cent males, against 42 per cent females as presented in Table 5.2.

Table 5.2: Distribution of YP respondents by gender

Cohort	No. of YP participants	No. of questionnaires		
		Issued	Returned	Response rate (%)
2003/2004	9	7	7	100
2004/2005	13	6	4	67
2005/2006	12	4	4	100
2006/2007	11	10	6	60
2007/2008	12	11	8	73
2008/2009	9	9	9	100
2009/2010	9	9	8	89
2010/2011	10	8	7	88
Total	85	64	53	
Response rate as % of questionnaires issued				83
Response rate as % of total YP participants				62
Missing contacts	21	Missing contacts as % of total participants		25

5.2.2 Mean age of the KIPPRA Young Professionals

The survey established that the mean age of YP participants was 37 years as shown in Table 5.3. In comparison to the international practice that suggests a 32-34 years maximum age, KIPPRA's mean and median ages were higher. This could be explained by differences in prevailing factors that influence the transition periods between schooling and job acquisition in the local as compared to the global economies. However, the lower modal age of the resultant multiple modes 34 and 35 years for the former YPs falls within the internationally benchmarked age for other Think Tank Initiatives.

5.2.3 Young Professionals return rate to their former employment

Of the 64 YP surveyed (60%) of the participants did not return to the originating institutions after the YP programme (Table 5.4). This may imply that majority sought for employment elsewhere due to their competitiveness and marketability in the labour market based on the new skills gained from the programme. Secondly, based on feedback received, 37 per cent of YP graduates from public sector reported redeployment to new stations immediately after the YP training. This calls for advice to government to retain them, if the intended policy impact is to be realized.

In this regard and considering that the purpose of YP Programme is to build capacity for public sector, it was gratifying to note that majority of the YP recruits (69%), were from the public sector, while 31 per cent were from the private sector.

5.3 Findings and Discussions by Objectives

5.3.1 Usefulness of YP programme as a capacity building initiative to the labour market

The study found that the YPP Programme was useful to the nature of work done by all respondents surveyed. All the respondents reported improved research and analysis skills, analytical knowledge, report writing and innovation skills as

Table 5.3: Age characteristics of YP participants for years 2004-2011

No. of respondents	50
Mean age in years	36.58
Median age in years	36.00
Modal age in years	34(a)

a. Multiple modes exist. The smallest value is shown

Table 5.4: Return to their former employment after YP training

Response	Frequency	Percent
Yes	19	35.8
No	32	60.4
N/A	2	3.8
Total	53	100.0

well as the ability to create useful networks. Overall, 8 per cent reported technical competence, 77 per cent reported improved policy analysis skills, while 13 per cent reported acquisition of econometrics skills as impacts of the programme.

Broadly, these skills impacted positively on participants towards a better understanding of government policies, across sectors and the public policy process. The understanding of the differences between policy research and analysis in relation to academic research, preparation and presentation of economic reports, and relevance to the job market were also reported by two per cent of the respondents.

About 50 per cent respondents reported that YPP was a tool for career development that significantly contributed to their ability to publish research papers, emphasizing on evidence based policy research. KIPPRA should motivate the other 50 per cent of the YPs to write journal articles, by improving YP writing skills through quality supervision and mentorship, and by engaging committed and well skilled supervisors. It should emphasize on quality control to ensure that the YP papers are well developed, professionally analyzed and produced for publication. Publication of YP papers should be fast tracked and aligned to influence policy.

The opportunity for YPs to attend internal and external seminars while interacting with experienced analysts, contributed to improved levels of professionalism, as well as increased reflective and perceptive capacity. The YP also provided opportunities for acquisition of data collection and analysis skills for participants.

5.3.2 Relevance of the YP curriculum to the job descriptions of policy researchers

The relevance of the YP curriculum to the job descriptions of policy researchers and their professional development is presented in Table 5.5. The table shows that 98 per cent of respondents found the YP training relevant to their work. Those who did not find it relevant (2%) provided no explanation as to why they thought so.

Table 5.4: Relevance of the YPP to the work of policy researchers

Response	Frequency	Percent
Yes	52	98.0
No	1	2.0
Total	53	100.0

On a likert scale rating of 1= very high through 3= fair to 5= very poor; technical, methodological, communication and personal development skills gained from YPP were reported to have high relevance to the job descriptions of policy researchers, and their professional development with variations as in Table 5.6. Skills from other non-YP Programme were rated very highly relevant.

The descriptive statistics rating the quality of different aspects of YP Programme are presented in Table 5.7. Respondents found the quality of the overall programme, course content, research training, networking with other YPs and networking with KIPPRA staff to be high on a likert scale rating of 1= very high through 3= fair to 5= very poor. A closer look at this category reveals that networking with YPs was rated best at 1.73, while networking with KIPPRA staff was rated poorest at 2.34. This was largely attributed to the senior staff's lack of availability to supervise YPs due to their busy schedules. This may call for KIPPRA to reduce the number of YPs admitted per year in each research division to one or allocate additional supervisors to ensure a 1:1 ratio of YP to supervisor. The quality of the other aspects of the programme were rated as fair.

Asked whether they had undertaken any other training after YPP or not, the survey established that 85 per cent had attended post YP training, while 15 per cent had not (Table 5.8). Reasons given by those who had not attended additional trainings revealed that they had either been tied down by their current employers to fulfil their contractual obligations, or they lacked finances and opportunity for further training.

Table 5.6: Rating of skills benefits relevant to job descriptions of policy researchers

	Skills benefits	Technical skills	Methodological skills	Communication skills	Personal development skills	Other skills
No. of respondents	Valid	52	53	51	51	5
	Missing	1	0	2	2	48
Mean	1.81	1.79	1.86	1.96	1.40	
Median	2.00	2.00	2.00	2.00	1.00	
Mode	2	2	2	2	1	
Std. Deviation	0.72	0.63	0.78	0.75	0.55	
Minimum	1	1	1	1	1	
Maximum	3	3	3	3	2	

Table 5.7: Quality rating of aspects of the YPP

YP Programme Aspects	N	Minimum	Maximum	Mean	Std. Dev.
Overall YPP	52	1	3	1.90	0.69
Course content	53	1	4	2.08	0.70
Research training	52	1	4	1.90	0.82
Networking with KIPRA staff	53	1	4	2.34	0.83
Networking with YP	52	1	4	1.73	0.87
Other programme aspects	1	3	3	3.00	

The ranking of YP training according to importance in comparison to other training programmes were as in Table 5.9. PhD and Masters training programmes were rated most important by 40 per cent and 94 per cent respondents respectively, on a likert scale of 1= Most important through 3= least important. Similarly, YP and undergraduate training were rated as important, while other forms of trainings were ranked least important.

An analysis of recognition of YP benefits by employers on a likert scale rating of 1= very high through 3= fair to 5= very poor revealed that skills recognition by employer, mobility across different jobs and higher income were rated high, on average (Table 5.10). However, same job progression was found to be fair.

An analysis of response rates in relation to the number of years completed after attending the YP training (considered herein as work experience), revealed the statistics in Table 5.8. It is important to note that Table 5.2 results have been interpreted in the light of those in Table 10 on response rates.

Table 5.8: Status of post Young Professionals training

Post YP Training	Frequency	Percent
Yes	45	84.9
No	8	15.1
Total	53	100.0

Table 5.9: Ranking of different levels of Young Professional training

Level of training	Responses	Percentage of total sample	Minimum	Maximum	Mean	Std. Dev.
Undergraduate	45	85	1	3	1.67	0.79
Masters	50	94	1	3	1.30	0.58
YP training	49	92	1	3	1.47	0.62
PhD	21	40	1	3	1.29	0.64
Other training	24	45	2	4	3.67	0.76

Table 5.10: Recognition of Young Professionals benefits by employers

Benefits	N	Minimum	Maximum	Mean	Std. Dev.
Skills recognition by employer	48	1	4	1.90	0.91
Same job progression	49	1	6	2.73	1.45
Mobility across jobs	45	1	6	2.27	1.10
Higher Income	46	1	6	2.35	1.12

Table 5.11: Working experience after attending YPP

Cohort	Work experience (Years)	Frequency	Percent
2011	1	7	13.2
2010	2	8	15.1
2009	3	8	17.0
2008	4	10	15.1
2007	5	6	11.3
2006	6	4	7.5
2005	7	4	7.5
2004	8	7	13.2
Total		53	100.0

The survey results recorded generally low responses from YPs who had stayed longer after the programme before undertaking the tracer study. This was attributed to possibilities of respondents having changed jobs, thus being unavailable or unwilling to respond to the particular question due to attaching a greater value to other post YPP they had attended after the KIPPRA programme. The willingness to recommend the YPP to others was found to be 98 per cent as shown in Table 5.12.

The respondents who would not recommend their colleagues to the programme gave the following reasons:

“The impact the programme had on my work is mainly on statistical tools, precisely the use of STATA. Much of this I learnt from my colleagues, and not the structured YP Programme”

“The programme was a good experience, especially for those with economics background at masters’ level. However, for those without economics background,

Table 5.12: Willingness to recommend YPP to others

Response	Frequency	Percent
Yes	52	98.0
No	1	2.0
Total	53	100.0

I would hesitate to recommend them, since a lot needs to be done to accommodate and benefit them in the Programme.”

5.3.3 Proposals by YP graduates to improve the programme

The views in this section are entirely based on feedback received through the survey instrument and do not reflect the opinions of the researcher. To enhance performance of the programme, the YP recommendations were summarized in the following categories: -

Supervision/Mentorship

Incorporate a formalized mentoring programme with clear goals and objectives to be met by both parties within the one year of the programme. The current mentoring and coaching of the YP and guidance was found to be insufficient and inadequate, depending on divisions and allocated supervisors. In the spirit of the YP policy, implement the supervision of the YP paper and the mentorship of YPs as one of the performance appraisal indicators for policy analysts in KIPPRA. This will incentivize them to spend more time in the training and supervision of YPs.

Improve YP writing skills through quality supervision. The supervisors should be motivated so that they can dedicate their time to supervision of the YP papers. This may include but not limited to reducing their workload or assigning two supervisors to one YP.

Data collection and analysis

Expose the YP to primary data collection in addition to the conventional desktop reviews. They should be attached to on-going projects to participate in field work as a mandatory exercise to gain necessary field experience.

Quality control

Emphasize quality control mechanisms to ensure that the YP papers are adequate and well developed, professionally analyzed and produced for publication. This is because the technical and analytical quality of some YP papers has been somewhat wanting.

Writing work/publications

Introduce the YP paper immediately the programme starts so that all participants complete and improve their papers to publishable quality. The YP should be tasked to state the areas of research they are interested in before entry into the programme so that if selected, they take minimal time pondering over what to write on. Emphasis on policy research should be done in collaboration with members of staff, while emphasizing on creativity of research ideas.

The quality of assessment of the YP final paper should be communicated to them by the end of the programme (June, 30). They should know whether they have successfully finished the paper and addressed all issues, or whether they have pending matters meaning the paper is incomplete. Dissemination of YP output should also be improved through multi-media options where possible.

The YPs should be facilitated and supported to research and publish their work. There is need to fast track publication of YP papers, while aligning their findings to influence policy. In some instances, writing skills and supervision have been poor to the extent that research papers for YPs who are not really focused end up not being published.

YPs from government should undertake a paper that is inclined to solving the challenges in their respective ministries, whose results should be followed after the YP Programme.

Duration for course and modules

Eighty per cent respondents recommended that the YP Programme should be extended to two years for it to be more meaningful, and allow for comprehensive coverage of the course outline and for more learning as done at World Bank and African Development Bank (AfDB). Year 1 should focus on training and Year II on practical work. Time allocated for the courses is not adequate and, in most cases, it is not possible to complete the courses. In this regard, time allocated for econometrics and macro modelling modules should be increased to at least two weeks (40 hours) each. More time should be allocated for training on good presentation skills, research methods (diversify the various approaches and methodologies to research, data analysis) and public policy analysis.

Training areas/content

The YP Programme is meant to unleash and strengthen skills in the participants and make them future leaders. There should be a systematic way of development to ensure that this is achieved. Therefore, there is need to balance current emphasis on research and analytical skills at the expense of other cognitive and non-cognitive skills. KIPPRA should improve the general content provided during the training courses.

More training in data analysis methodologies, combining both theory and applied scenarios is needed; for example, training on analyzing micro and macro data.

Introduce courses on research ethics and integrity, computer packages of analysis such as PC give, e-views, stata, as well as policy formulation for the participants to appreciate what is involved and the impact of research findings on policy.

Tailor-make relevant short term modelling courses like those administered by Kenya Institute of Administration for those who are unable to secure a one year leave from their employers to join the YP Programme in a full calendar year.

Number of YP attending

Increase the number of YPs attending the programme annually.

Facilitation/training

Invite external facilitators/trainers as practitioners in different fields for the courses offered in addition to the KIPPRA staff to make the programme more practical.

Placement

Accommodate trainees who do not have an economics background in the programme, rather than having cohorts where mentoring is 'economic based'. Majority of KIPPRA staff have economics background, thus trainees with other social sciences background appear not to fit in well. It is more challenging when the supervisors do not give the much required supervision.

YPs should be placed in sectors they have applied for. Those recruited from government should be from relevant departments; for example; there is no point of taking someone from the Ministry of Energy (MoE) to work in the private sector development.

YP allowances

Suggestions were made to increase the allowances given to YPs and that the allowances be paid directly from the funding organization - the Africa Capacity Building Foundation (ACBF) - without being rationalized at KIPPRA.

Partnerships and exchange programmes

KIPPRA should consider potential for collaborative training with other institutions, mainly the World Bank. It should introduce a short term exchange programme with international think tanks such as the Brookings Institute.

KIPPRA should partner with more institutions to improve the programme and particularly development partners in addition to Africa Capacity Building Foundation (ACBF) and Government of Kenya (GoK).

Curriculum development

Develop a detailed curricula and review related materials to contain all the aspects of policy making, implementation and analysis, to be issued to YPs as supplementary reading material during the one year training period.

Library

Improve the library and informatics department to provide relevant literature for YPs and policy makers in general, so as to encourage them to use it effectively.

Talent retention and merit awards

Create a mechanism of retaining the exemplary and highly performing YPs in the Institute for long-term contribution to the public policy process and research. Also, introduce merit awards to ensure that there is recognition for high performance to boost competitiveness, work effort and quality of outputs.

Discrimination

Discriminating/demeaning YPs at the division level is a problem that needs to be addressed. YPs should be recognized and accorded treatment as would be given to normal KIPPRA staff. In addition, the YPs sitting space in the office should be integrated within their respective departments.

KIPPRA alumni

KIPPRA should involve YP graduates continuously by inviting them to attend presentations or future relevant seminars at the institute. They should be able to contribute to the discussions as part of the policy making process.

The alumni platform will be relevant in contributing to policy advice, fundraising and supervision among others at the institute.

Table 5.13: Employer response rates based on cohorts

Employer Cohort	No. of Questionnaires		
	Issued	Returned	Response rate (%)
2003/2004	5	3	60
2004/2005	6	5	83
2005/2006	2	1	50
2006/2007	4	3	75
2007/2008	8	4	50
2008/2009	2	1	50
2009/2010	5	5	100
2010/2011	4	4	100
Total	36	26	72

Tailor-make relevant short term modelling courses like those administered by Kenya Institute of Administration for those who are unable to secure a one year leave from their employers to join the YP Programme in a full calendar year.

Number of YP attending

Increase the number of YPs attending the programme annually.

Facilitation/training

Invite external facilitators/trainers as practitioners in different fields for the courses offered in addition to the KIPPRA staff to make the programme more practical.

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2009/2010	5	5	100
2010/2011	4	4	100
Total	36	26	72

5.4 Employer Feedback on Young Professional Graduates

5.4.1 Respondents summary characteristics

The survey realized varied cohort based response rates from employers with 50 per cent for year 2005/06, 2007/08 and 2008/09 being lowest as presented in Table 5.13.

A by sector analysis of the feedback from YP graduates employers revealed that a significant 76 per cent of the respondents were in the public sector (Government and related institutions), while 24 per cent were in the private sector. This was attributed to the fact that, generally, it was easier to trace movement in the public than in the private sector.

The primary business of a majority of respondents was: capacity building, physical planning, revenue allocation, consultancy services in economics, finance, economic specialists, energy, research as well as technical and economic regulation in electricity.

5.4.2 Employer experience with KIPPR A YP graduates

When asked to rank recognition of benefits from the YP graduates on a Likert scale rating of (1= very high through 3= fair to 5= very poor), the employers reported that the graduates had highly enhanced skills; with only 5 per cent of the employers rating enhanced skills as poor. The aspect of better productivity was also rated high, while other aspects like dedication to work, practical skills, use of software and report writing, as mentioned were rated fair as in Table 5.14.

Table 5.15 shows variation in ratings of technical, analytical and communication skills by the current employers for their employees before participation in the KIPPR A YP Programme. On average, the three aspects were rated as fair on a Likert scale of 1= very high through 3= fair to 5= very poor.

Table 5.14: Employer recognition of benefits from the YP graduates

Aspect of skills	Minimum	Maximum	Mean	Std. Deviation
Enhanced skills	1	3	1.73	.61
Better productivity	1	3	1.81	.56
Other skills (e.g. practical skills, dedication to work)	1	6	2.96	2.18

Table 5.15: Employer experience with employees before attending YP Programme

Levels of skills	Minimum	Maximum	Mean	Std. Deviation
Technical skills before YP Programme (i.e. based on area of specialization)	2	6	3.31	1.43
Analytical skills before YP Programme (e.g. policy analysis, research) skills	2	6	3.27	1.45
Communication skills before YP Programme (e.g. writing, presentation skills)	1	6	2.88	1.63

Table 5.16: Employer recognition of benefits from the YP graduates

Level of skills	Minimum	Maximum	Mean	Std. Deviation
Technical skills before YP Programme (i.e. based on area of specialization)	1	2	1.38	.49
Analytical skills before YP Programme (e.g. policy analysis, research skills)	1	3	1.38	.57
Communication skills before YP Programme (e.g. writing, presentation skills)	1	3	1.65	.56

In comparison, however, after employee participation in the KIPPRA YP Programme, YP technical and analytical skills were rated very high, while communication skills were rated high with variations as in Table 5.16.

5.4.3 Rating on employer recommendation of YP programme to staff

The survey established that 100 per cent of the employer respondents would recommend the YP Programme to their staff (Table 5.17).

Some of the reasons that the YP graduate employers gave for recommending the programme to their staff include: it offers the employees to demonstrate a good grasp of research, improved employee performance, enhanced analytical skills, exposure to policy analysis, hands on/practical experience in public policy, and analysis gained from the experienced policy research staff at KIPPRA. The programme was also evaluated as a good beginning for young professional careers in research, unique and one of the best in training young professionals in research and policy analysis. It was also associated with improved employee

Table 5.17: Rating on employer recommendation of YP Programme to staff

Recommendation of YP Programme	Minimum	Maximum	Mean	Std. Deviation
Yes= 1/ No=2	1	1	1.00	0.00

productivity, quality of work and improved research and networking skills.

5.4.4 Proposals by employers to improve the YP Programme

To enhance the KIPPRA YP Programme, the YP graduate employers' suggested that KIPPRA should:

- Incorporate a component on attachment of YP to policy making institutions, for example Central Bank of Kenya (CBK), Commission of Revenue Allocation (CRA) and Ministry of Finance among others.
- Increase the number of trainees to widen the impact base of the programme across the country.
- Introduce short term modelling courses for those not able to join the programme for a full calendar year.
- Invite former YPs to mentor current groups.
- Partner with more institutions to improve the programme, particularly development partners in addition to the Africa Capacity Building Foundation (ACBF) and Government of Kenya.
- Lower the age limit to 35 years.
- Emphasize on good presentation skills in the YP training.
- Include training modules on management, communication and presentation skills.
- Adhere to the training schedule.
- Form a YP alumni and organize for an annual meeting to discuss work related topical issues and contribute to the capacity building programmes by supervising current YPs.

5.5 Challenges of the Study

This study was carried out against the backdrop of a number of constraints and challenges outlined herein as:

5.5.1 Withholding of relevant data by respondents

KIPPRA Tracer Study (KTS) took slightly longer than expected, thus covered YPs cohorts 2003/2004 to 2010/2012. It was particularly challenging to trace YP sf from earlier groups and most seemed to have lost touch with the programme. Some respondents were a bit concerned of their professional privacy, even though assured by the researcher; it was still a challenge implying that certain aspects of the survey may have been left out as evidenced by the sampled comment below:

“May I politely ask if it is a must that one participates in the survey? What is the sample or population you are looking at? I believe that one participates in a survey willingly and not under coercion. I can do the survey if I don't have to reveal a lot of personal information. Bio-data and some others if that is fine”

The process was equally affected by lack of cooperation from employee's supervisors both externally and internally.

5.5.2 Use of technology

A number of respondents were not able to fill the questionnaires and send feedback via email. Though hard copies were accepted, suggestions on training some computer programmes made by the YP graduates should be taken as a genuine concern.

5.5.3 Missing YP contacts

This made it difficult to reach out to the target population. Considering that 26 per cent contacts were missing, the chances of achieving reasonable/acceptable response rate levels were greatly lowered. Tracing some of the employer's for responses was also challenging due to lack of contacts.

6. Conclusion and Recommendations

6.1 Conclusion

Young Professionals Programme was found relevant to the job descriptions of policy researchers and their professional development. Though the quality of the programme was rated, on average, as high, the current practice of YP submitting only a sole-authored paper violates the spirit of the YP Policy - 2011 that requires them to complete a sole-authored internship paper and a co-authored divisional paper.

The quality of YP training was rated “average” by the YPs largely because they are rushed through concepts by trainers due to the insufficient time allocated for each of the training modules.

The measurement of staff roles in their contribution to YP development and its subsequent incorporation into the performance appraisal system has not been successfully implemented. As revealed by this survey, the regular appraisal of productivity and overall performance of the Heads of Divisions in mentoring YPs, as required by policy, is not being practiced. Additionally, the evaluation of various staff members by the YPs which is meant to count towards the staff bonus awards, promotion prospects, and other performance-based incentives as spelled out in the YP policy, has to a great extent been violated.

6.2 Recommendations

Based on the study findings and the review of other YP Programmes globally, the Board is hereby invited to approve the proposed recommendations:

1. The Young Professionals should complete a sole-authored internship paper and a co-authored divisional paper in the spirit of KIPPRA YP policy (2011).
2. Based on feedback that 37 per cent of YP graduates from public sector reported redeployment to new stations immediately after the YP training, KIPPRA should advise the government to retain the YP in their former ministries after training. This will lead to realization that the intended policy impact in government for the long-term.
3. Implement the regular appraisal of productivity and overall performance of the YPs on the Heads of Divisions and the evaluation of various staff members by the YPs, which shall count towards the staff bonus awards, promotion prospects, and other performance-based incentives as spelled out in the YP policy (2011) to assure quality YP development.

4. Adopt a two year period for the YP Programme, with a mandatory one year period, and the possibility of securing a regular staff position during the second year.
5. In the first year, the Young Professionals shall undergo a “learning” rotation where they will be trained on public policy process and analysis, analytical research methods (covering data collection and analysis), concept paper writing, econometrics and computer applications, macroeconomic modelling and presentation skills. By end of the first year, the YPs should complete a sole-authored internship paper and a co-authored divisional paper in the spirit of YP policy, alongside participating in work assignments in their respective departments. The first rotation should provide exposure outside the YP historical experience, ensuring that the work programmes reflect on-the-job learning that is central to the YP Programme. Candidates who meet the “Distinction” criteria will have the possibility of securing a regular staff position as a Policy Analyst III.
6. The second year rotation shall be divided into two phases; the YP will be attached to the department in which they hope to secure future employment after the programme. In phase I, the YP will alongside participating in departmental assignments, write and submit a well supervised proposal in a policy area relevant to the department in preparation for field work in phase II. Field data collection, analysis and report writing will be done. In phase II year two, the outputs will have a bearing on the promotion of the YP to another job position within the Institute. In the event that the YP is unable to secure a position, his/her contract will come to an end after the second year. However, the capacity building committee will be in a position to advice on any other assignments that the YP can participate in.
7. The maximum qualifying age shall be thirty seven (37) years, with candidates having at least two (2) years of post-qualification experience in an area relevant to KIPPRA’s mandate. In addition, the candidates should demonstrate a commitment to development, showing proven academic success, professional achievement and leadership capability.
8. Create a dedicated position of a Young Professionals Coordinator who will work with the Capacity Building Committee spelled out in the YP policy (2011) to ensure, among other things, that YP deliverables are met at standardized and documented quality levels, implementation of YP strategic and work plans, review YP policy (2011) and conduct tracer surveys programme every two years.

9. Adopt the list of KIPPRA YP Programme participants and supervisor contacts tool, to help capture relevant employer/ supervisor contacts from the YPs to facilitate collection of feedback from employers (Appendix 1).
10. Adopt the skills confidence test filled before and after the YP training to establish the short-term effect of the training among the participants (herein attached as KIPPRA – YP evaluation forms Appendix 1: Part I & II). The test shall be used as a tool to monitor the progress, but not to test knowledge or competence of YPs.
11. Develop and implement a standard curriculum (including complete teaching manuals) that shall be revised after every five (5-10) years to reflect international market trends. The economic options (value addition) for this include but not limited to the sale of the manuals to supplement departmental/institutional revenue, and use as training material for external students (short professional courses, say quarterly).
12. KIPPRA website should be used to collect constant feedback from the YPs and their employers where respondents shall fill KIPPRA tracer survey forms and submit them to a customized PC's office email address (kippratracerurvey@kippra.or.ke). The website clip soliciting for voluntary feedback from all YP (alumni) and their employers is herein attached (Appendix 2).
13. Implement a formal monitoring and evaluation (M&E) plan to assess YP progress and ensure deliverables are met through YP Coordinator's office. The plan should clarify reporting relationships relative to YP Programme, document YP performance results, YP duration, activities, indicators/ targets, how often, when, data sources, who collects and analyzes data, required YP reports and means of verification of performance variables.
14. The YP Coordinator's office should be facilitated to measure the efficiency of the programme to inform future inputs vis a vis programme deliverables. KIPPRA should develop a separate YP strategic/work plan, alongside the existing course, outline to help forecast the YP inputs/outputs to facilitate measurement of programme efficiency to inform future YP performance related decisions.
15. Bring the YP policy to the attention of all KIPPRA staff and lobby for their willing support to implement the policy.
16. Though it may not be desirable, the implication that 60 per cent of the YP participants did not return to their employers after YP programme may call for bonding of YPs to ensure sustainable policy impact on originating organization after completion of the programme.

7. KIPPRA's Young Professionals Programme: A Proposed Way Forward

7.1 Purpose

The purpose of the KIPPRA Young Professionals Programme (YPP) is to run annual quality internship programmes that ensure comprehensiveness, practicality, relevance and reliability in the areas of policy research and analysis.

The internship programme shall cover both course work and on-the-job training, spread in the entire programme period. Each division shall be required to recruit two interns per year, with at least one candidate coming from the government. The internship programme shall be running from July to June of the following year.

7.2 Eligibility Requirements and Selection Criteria

It is proposed that each fully fledged research division shall recruit two interns per year, with at least one candidate coming from the government.

Regarding the entry requirements, it is proposed that the minimum qualifications be a Masters degree in a relevant field to KIPPRA's public policy research analysis mandate including economics, finance, public health, engineering, urban planning, law and natural resource management. In addition, qualifying candidates should have good computer knowledge and skills.

The maximum qualifying age shall be thirty seven (37) years, with candidates having at least two (2) years of post-qualification experience in an area relevant to KIPPRA's mandate.

The candidates selected would be those who demonstrate commitment to development, showing proven academic success, professional achievement, and leadership capability.

7.3 Allowances

The Young Professionals will be entitled to a monthly allowance and per diem rates as will be determined by the Board from time to time. They will also be entitled to a 10 days leave and a medical insurance for themselves only.

Performance will be reviewed and evaluated at the end of years I and II to provide feedback to YPs and inform management on the basis for determining annual salary increase and graduation from the programme.

7.4 Work Assignments and Rotations

YPP will take two years, with a mandatory 1 year period, and the possibility of securing a regular staff position after the second year.

In the first year, the YPs shall undergo a “learning” rotation where they will be taken through a structured and evaluated training and skills development regimen.

At the end of the first year, the YPs should complete a sole-authored internship paper and a co-authored divisional paper, all of publishable quality. The first rotation should provide exposure outside the YP historical experience ensuring that the work programmes reflect the on-the-job learning that is central to the YP Programme. Candidates who meet the “Distinction” criteria will have the possibility of securing a regular staff position at the level of Policy Analyst III.

The second year’s rotation shall be divided into two phases, with the YP attached to the department in which they hope to secure future employment after the programme. In Phase I, the YP will participate in departmental assignments, write and submit a well supervised proposal in a policy area relevant to the department in preparation for field work in Phase II. Field data collection, analysis and report writing will be done in the second phase of year II. The outputs of phase II will have a bearing on the promotion of the YP to other positions within the institute. In the event that the YP is unable to secure a position, his/her contract will come to an end after the second year.

7.5 Training and Development

The interns will be required to undertake their own research work, alongside work allocated by the division heads, who will serve as supervisors (or allocate supervisors) to the interns in their divisions. Such allocated work will provide opportunity for on-the-job learning. Over the entire period of internship, the interns shall devote about 50 per cent of their time to training (attending training courses and working on their own research papers) and the rest of the time shall be for work assigned by the supervisors.

During the first week after recruitment, the candidates shall undergo an orientation programme like all new staff members. However, it should culminate

in a meeting chaired by the Executive Director and attended by all Heads of Divisions. The orientation programme should ensure that all interns or YPs are fully integrated with the rest of the KIPPRA family.

The interns will use the remainder of the first month to settle down to the programme, meet KIPPRA staff, start on assignments allocated by the supervisors, and start preliminary work on their internship papers.

Since the divisions shall be offering tailor-made courses for the broad capacity building programme, interns shall be required to attend these courses, including seminars, workshops and conferences for their respective divisions. However, interns shall attend all KIPPRA weekly lunch time seminars.

The structured training and skills development regimen for Young Professionals shall include the following:

- Public policy process and analysis course: Part I of the course, comprising of teaching for a week, shall be implemented in July of each year. Part II, involving guest speakers such as senior government officials, overseas visiting scholars; and senior researchers (internal and external) will take place throughout the remainder of the internship period. Lectures will be given whenever guest lecturers are available. Part III will involve analysis of a policy in one sector, and this will be done before end of March the following year.
- Analytical research methods: This will comprise at least five sessions of two hours each offered in August every year, with remedial interventions as and when deemed necessary.
- Econometrics and computer applications: This will comprise at least five sessions of two hours each and shall be offered in September of each year.
- Macro and microeconomic modelling
- Report writing
- Presentation skills training: This will also be provided just before the YP present their concept notes for their internship papers.

7.6 Performance Monitoring and Evaluation

In the first year, the YPs will undergo a “learning” rotation where they will be trained in the areas in section 7.5. By end of the first year, the YPs should complete a sole-authored internship paper and a co-authored divisional paper in the spirit of YP policy, alongside participating in work assignments in their respective departments.

For the successful completion of the first year, each intern shall be required to do the following:

- At the end of the first quarter, there shall be an internship seminar where all interns shall present proposals for their research paper. Good proposals shall be used to seek funds from external sources.
- At the end the second quarter, there shall be another internship seminar where all participating interns shall present the drafts of their internship paper.
- During the third quarter, they shall present a divisional paper (working paper or discussion paper). This shall be a joint paper at the respective division.
- In the middle of the fourth quarter, they shall present their completed internship paper. The remainder of this last quarter shall be used for publication and to support other divisional research work.
- At the end of every quarter, all the interns shall be required to submit a one-page report on their work to their respective supervisors. The supervisors shall give their comments and submit the reports to the capacity building committee, as they shall form the basis of their evaluation. Each intern shall be awarded one of either of the two categories of certificates, that is the distinction category; and the satisfactory category

The second year's rotation will be divided into two phases, where the YP will be attached to the Division that they hope to secure employment after the Programme. In Phase I, the YP will alongside participating in departmental assignments, write and submit a well supervised proposal in a policy area relevant to the department in preparation for field work in Phase II. Field data collection, analysis and report writing will be done in the second phase of year II. The outputs of Phase II will have a bearing on the promotion of the YP.

7.7 Graduation from the Programme

By end of the first year, the YPs should complete a sole-authored internship paper and a co-authored divisional paper in the spirit of YP policy, alongside participating in work assignments in their respective departments. Candidates who meet the "Distinction" criteria will have the possibility of securing a regular staff position at the level of Policy Analyst III.

7.8 Career Progression

A YP shall be regularized and absorbed by the human resource at the end of the fixed term contract provided that he/she is promoted at the end of the one-year probation period and the required competencies are met. Subsequent career progression shall be governed by the same rules and regulations set for all staff.

KIPPRA shall build its capacity (sitting space, availability of supervisors, computers and funding sources) to accommodate enough YP at the Institute working on departmental assignments.

The Human Resources shall develop a talent management policy to clearly show/state available provisions for positions.

7.9 Termination

Termination from the internship by a YP will be guided by the following conditions:

- When the YP is rated below the "Distinction" at end of the first 12 months of the programme
- Pass out by end of 24 months of the programme
- When the YP resigns from the programme and leaves the institute
- When the YP fails to comply with the outlined policy requirements

Appendix

Appendix 1: Proposed YP contacts form

KIPPRA YOUNG PROFESSIONAL TRAINING PROGRAMME LIST OF PARTICIPANTS AND SUPERVISOR CONTACTS											
S/ No.	Names	Division	Originating organization	Organization after YP	Telephone	E-mail contact	Name of supervisor	E-mail Contact of supervisor	Telephone of supervisor		
						Work email	Individual email				
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											

Appendix 2: KIPPRA Young Professional Training Programme Competence Test

Dear Participants,

This instrument has been designed to help KIPPRA assess the short-term effect of the YP training among the participants. Given this objective, you are required to undertake a self-assessment of your level of confidence based on specific aspects of the training. However, note that we are not testing your knowledge or competence. You do not have to write your name.

Therefore, kindly answer the following questions, assessing your confidence according to the likertscale that ranks from very confident to very little confident. At the end of the training, we will distribute the same questionnaire again in order to check whether you have gained confidence in what appeared to be your weak areas. The assessment is anonymous, that is we are not comparing individuals before and after the ratings, but the group as a whole. Please feel free to comment on the tool.

The questions start with DO YOU FEEL CONFIDENT?

- 5 - Very confident
- 4 - Confident
- 3 - Halfway confident
- 2 - A bit confident
- 1 - Very little confident

Part I:

Please tick the appropriate column. Do not tick between columns.

	Do you feel confident to: -	5	4	3	2	1
1.	Identify either a policy issue or research problem					
2.	Develop smart objectives in policy research					
3.	Develop data collection instruments					
4.	Collect both primary and secondary data					
5.	Apply different research methods and tools in data analysis					
6.	Use relevant software for policy analysis and research					
7.	Produce research reports and contribute to scientific writing					
8.	Write policy briefs on your own					
9.	Observe and address ethical issues in research					
10.	Disseminate research findings to a wider audience					

11.	Follow up and engage policy makers					
12.	Write a quality proposal for funding					

PART II: YP Programme Monitoring and Evaluation Form

Date (Cohort)

Please take time and answer the following questions. Tick appropriate box.

Content	Yes	Partly	No	
1. The knowledge, skills shared in this training was adequate to your needs				
2. The time spent for the topics is sufficient				
3. The training responded to your expectations				
4. The training is relevant to your work				
5. Training course materials are adequate				
• Public Policy Process				
• Research Methods				
• Econometrics				
• Macroeconomic Modelling				
Methodology	Very good	Good	Fair	Poor
6. The methodology used in this course was appropriate				
Facilitators	Very good	Good	Fair	Poor
7. Knowledge in methodology and content				
8. Attitude towards participants				
9. Ability/ skill to stimulate dialogue				
10. Skills in responding to participants questions				
11. Research supervision				

The most useful session/topic was

The least useful session/topic was

Suggestions for improvements of the programme

1. _____

2. _____

3. _____

4. _____

5. _____

Any other comments...

Appendix 3: Website Clip for Tracer Survey

Dear KIPPRA Ambassadors,

KIPPRA is conducting a Tracer Survey for all its former Young Professionals as part of a continuous effort by the Institute to enhance the usefulness and impact of its capacity building activities.

The Survey focuses on YP graduates with a purpose of determining the usefulness of the Programme in assisting participants and the organizations that they return to better fulfil their mandates. It also aims at determining the usefulness of the Programme to participants in enhancing their marketability in the labour market.

Kindly download the survey instrument attached, complete and submit the attached questionnaire to kippratracersurvey@kippra.or.ke.

We look forward to hearing from you.

i. Survey Instruments for YP

Former YP Graduates

Introduction

The KIPPRA Tracer Study (KTS) 2004 – 2011 is part of the continuous undertaking by the Institute to enhance the usefulness and impact of its capacity building activities. Focusing on the Young Professionals Programme, the purpose of the KTS was to determine the usefulness of the YP Programme in assisting participants and the organizations that they return to better fulfil their mandates. It aims : also determining the usefulness of the Programme to participants in enhancing their marketability in the labour market. KTS' specific objectives include:

1. Assessing the usefulness of the KIPPRA YP Programme as a capacity building initiative of the institute;

2. Evaluating the relevance of the KTS' curriculum to the job descriptions of policy researchers and their professional development;
3. Assessing the areas in the implementation of the programme in achieving national goals;
4. Identifying measures to enhance the performance of the programme; and
5. Laying a basis for building the KIPPRA alumni.

Bio Profile Data

1. Name: _____
2. KIPPRA YP Programme Cohort: _____
3. Gender: _____
4. Date of Birth: _____

Pre-Young Professional Programme Experience

5. Where are you currently employed?

6. Is this the job you returned to after leaving the KIPPRA YP Programme?

7. What is the nature of your work?

The Young Professionals Programme

8. Was the KIPPRA YP Programme of use to you in your work?
1. Yes 2. No
9. If yes, what was the nature of the impact it had on your work?

10. If no, why not?

11. How would you grade the benefits gained by you from participating in the KIPPRA YP Programme?

Benefit	Very high	High	Fair	Poor	Very poor
Technical Skills					
Methodological Skills					

Communication Skills					
Private/Personal Development					
Other (please specify)					

12. Please provide us with your evaluation of the quality of the following aspects of the Programme?

Aspects	Very high	High	Fair	Poor	Very poor
Overall YP Programme					
The Course Content					
Research Training					
Networking with KIPPRA Staff					
Networking with Fellow Young Professionals					
Other (please specify)					

Post Young Professional Programme Experience

13. Have you undertaken any other training programmes after the KIPPRA YP Programme?

1. Yes 2. No

14. If yes, which ones?

15. If no, why?

16. Please rank the following aspects of your training in accordance to their relevance or importance for your work? (1 most important through 3 least important)

Aspect	Ranking
Undergraduate	
Masters	
KIPPRA YP Training	
PhD Training	
Other (please specify)	

17. Recognition of benefits

Aspects	Very high	High	Fair	Poor	Very Poor
Recognition of your enhanced skills by employer					
Higher progression in the same job					
Higher mobility across jobs					
Higher income					
Other (please specify)					

18. (a) Employment after completing the KIPPRA YP Programme

Employer				
Job Title				
From			To	
Type of Position				
Professional				
Manager				
Policy Maker				
Other (please specify)				

(b) Employment after completing the KIPPRA YP Programme

Employer				
Job Title				
From			To	
Type of Position				
Professional				
Manager				
Policy Maker				
Other (please specify)				

(c) Employment after completing the KIPPRA YP Programme

Employer				
Job Title				
From			To	

Type of Position				
Professional				
Manager				
Policy Maker				
Other (please specify)				

Proposals on Measures to Improve the Young Professionals Programme

19. Would you recommend the KIPPRA YP Programme to any of your colleagues?

1. Yes 2. No

20. If yes, why?

21. If no, why not?

22. What suggestions would you make to improve the KIPPRA YP Programme?

ii. Survey Instruments for YP employers

Current Employers

Introduction

The KIPPRA Tracer Study (KTS) 2004–2011, is part of the continuous undertaking by the Institute to enhance the usefulness and impact of its capacity building activities. Focusing on the Young Professionals Programme, the purpose of the KTS was to determine the usefulness of the YP Programme in assisting participants and the organizations that they return to better fulfil their mandates. It aims at also determining the usefulness of the Programme to participants in enhancing their marketability in the labour market. KTS' specific objectives include:

1. Assessing the usefulness of the KIPPRA YP Programme as a capacity building initiative of the institute;
2. Evaluating the relevance of the KTS' curriculum to the job descriptions of policy researchers and their professional development;
3. Assessing the areas in the implementation of the YP Programme in achieving national goals;

4. Identifying measures to enhance the performance of the Programme; and
5. Laying a basis for building the KIPPRA alumni.

Bio Profile Data

1. Name of employer: _____
2. Name of former YP _____
3. Primary area of business: _____

Employer experience with KIPPRA YP graduates

4. Recognition of benefits from the candidate?(Likert scale rating: 1= very high through 3= fair to 5= very poor)

Aspects	Very high	High	Fair	Poor	Very Poor
Enhanced skills					
Better productivity					
Other(please specify)					

5. How would you grade the following skills by your employee before their participation in the KIPPRA YP Programme?(Likert scale rating: 1= very high through 3= fair to 5= very poor)

Benefit	Very high	High	Fair	Poor	Very Poor
Technical skills (i.e. Based on area of specialization)					
Analytical skills (e.g. Policy Analysis, Research)					
Communication skills (e.g. writing, presentation)					

6. How would you grade the following skills of your employee after their participation in the KIPPRA YP Programme? (Likert scale rating: 1= very high through 3= fair to 5= very poor)

Benefit	Very high	High	Fair	Poor	Very Poor
Technical skills (i.e. Based on area of specialization)					
Analytical skills (e.g. Policy Analysis, Research)					
Communication skills (e.g. writing, presentation)					

Proposals on Measures to Improve the Young Professionals Programme

7. Would you recommend the KIPPRA YP Programme to any of your staff?

1. Yes 2. No

8. If yes, why?

9. If no, why not?

10. What suggestions would you make to improve the KIPPRA YP Programme?

Appendix 4: Summary of Selected Young Professionals Programmes Globally

The World Bank Young Professionals Programme

The Young Professionals Programme is a starting point for an exciting career in the World Bank. It is a unique opportunity for young people who have both a passion for international development and the potential to become future global leaders. The Programme is designed for highly qualified and motivated individuals skilled in areas relevant to the World Bank's operations such as economics, finance, education, public health, social sciences, engineering, urban planning, and natural resource management. The Programme considers candidates who demonstrate a commitment to development, proven academic success, professional achievement, and leadership capability.

Since its inception, the YP Programme has hired over 1,500 people who now hold positions ranging from entry-level to vice presidents and managing directors. It is a unique opportunity to experience development and gain exposure to the World Bank's operations and policies. The Young Professionals Programme does not currently recruit individuals with degrees in disciplines such as: computer science, human resource, accounting, marketing, law, and linguistics.

Minimum Requirements

The following are minimum requirements to be eligible for the Young Professionals Programme.

- Be 32 years of age or younger

- Have a Masters degree or equivalent
- Be fluent in English

Full proficiency in one or more of the Bank's working languages: Arabic, Chinese, French, Portuguese, Russian, and Spanish is strongly desired

- Speciality in a field relevant to the World Bank's operations such as economics, finance, education, public health, social sciences, engineering, urban planning, and natural resource management
- Have at least 3 years of relevant experience at the policy level or continued academic study at the doctoral level.

Additional Qualifications

- Display a commitment and passion for international development
- Possess outstanding academic credentials
- Exhibit excellent client engagement and team leadership skills
- Have international development country experience
- Be motivated to relocate and undertake country assignments

Programme Features

Every year, around 30 future leaders are accepted into the Young Professionals Programme. YPs spend 24 months in a structured training Programme, and enjoy a wealth of benefits and opportunities.

Progression

Professional experience

Young Professionals take 2 one-year rotational assignments, where they will gain valuable on-the-job experience. They are members of a team, where they are expected to make significant contributions towards the unit's work programme, while they gain a broad overview of the World Bank's policies and work.

- 1st rotational assignment (up to 12 months) is a "stretch assignment" designed to provide the incoming YP with an opportunity to gain skills and experiences that are beneficial from the corporate perspective.
- 2nd rotational assignment (up to 12 months) is a "job assignment," after which the YP is expected to graduate into the same unit, unless there are compelling business cases or serious performance issues.

Field work

During their assignment, Young Professionals join their colleagues on field assignments in developing countries. These assignments present opportunities for Young Professionals to experience first-hand the challenges of global development, understand a key aspect of World Bank's work, and get to know the World Bank's clients and their issues.

Training

Young Professionals Orientation: Young Professionals participate in a specially designed orientation where they become familiar with the operations of the World Bank so that they can integrate into their work teams smoothly and efficiently.

Individual Training Opportunities: Young Professionals have the opportunity to participate in a multitude of training activities organized within the institution as well as seminars offered outside the World Bank.

Young Professional Roundtables: A series of discussions are organized for Young Professionals around the procedures, policies, and business culture of the World Bank. Topics cover subjects such as "Integrating into World Bank Teams", "The World Bank's Business Directions" and "Performance and Feedback".

Coaching and mentoring

Peer Mentors: Young Professionals are assigned a peer mentor from the previous year's group, based on their professional interests and cultural background. Peer mentors can be valuable in helping new recruits better understand the expectations and challenges of the Programme.

Performance management

Young Professionals Programme Office: The Office is dedicated to recruiting and helping integrate Young Professionals into the World Bank. It is led by a Programme Manager (a former Young Professional) who coordinates various activities designed to support Young Professionals, including mentoring them, helping formulate career strategies, and representing them with institutional management. The office is a one-stop-shop for Young Professionals looking for support and guidance.

Compensation and benefits

Salary: As an entry-level professional in the World Bank, each Young Professional receives an internationally competitive salary based on their education and professional experience.

Health, Life, Accident and Other Insurance Programmes: Young Professionals and their families including domestic partners may choose from three comprehensive medical/dental benefit plans available. The World Bank also provides basic life

and accident insurance to all staff at no cost, and staff can also elect optional life and accident insurance plans. The World Bank also provides disability and Worker's Compensation coverage to staff at no cost.

Application process

Online applications are accepted annually between May 1 and June 30th.(iv)

Source: <http://siteresources.worldbank.org/EXTTHRJOBS/>

Resources/1058432-1304013341703/yp_p_at_a_glance.html on Tuesday, 12 June 2012

The United Nations Young Professionals Programme

The Young Professionals Programme (YPP) is a recruitment initiative that brings new talent to the United Nations through an annual entrance examination for professional careers for international civil servants. For young, high-calibre professionals across the globe, the examination is a platform for launching a career at the United Nations.

Eligibility for young professionals programme examination

- Hold at least a first-level university degree
- 32 years old or younger (by the end of the exam year)
- Speak either English and/or French fluently
- A national of a participating country

The examination is held worldwide and is open to nationals of countries participating in the annual recruitment exercise. The examination is also held for staff members of the United Nations Secretariat who work within the General Service and other related categories and aspire to a career within the Professional and higher categories. The examination tests your substantive knowledge, analytical thinking, drafting abilities, as well as your awareness of international affairs.

Initially, one was appointed for two years and then be reviewed for a continuing appointment. The Organization promotes mobility within and across duty stations and job families. A new recruit is expected to work in at least two different functions and duty stations within their first five years of service where they are offered orientation and mobility training as well as career support. This helps them to adapt and accelerate the learning period leading to productive work and job satisfaction as an international civil servant.

Source: <https://careers.un.org/lbw/home.aspx?viewtype=NCE&lang=en-US> on Tuesday, 12 June 2012

The International Monetary Fund Young Professionals Programme

The IMF Economist Programme (EP) is the “point of entry” for talented young professionals seeking an exciting career soon after completion of their graduate studies. Participants undertake challenging assignments and have the opportunity for specialized training while concurrently contributing to IMF’s work. During the three-year programme, participants are given two assignments, each lasting 18 months. Assignments may be in an area department dealing with country-specific issues; or in a functional department dealing with fiscal, monetary, balance of payments, debt or other issues.

Participants work closely with experienced members of the staff and are given considerable responsibility in carrying out operations-related analysis and research. In conjunction with their duties, participants normally take part in at least two missions (business trips) during each assignment period. In addition, participants normally take training courses on IMF policies and operations, software applications, written and oral communications, and may receive language instruction, all of which enrich their assignment. Participants also have access to in-house economics training seminars and external conferences to enhance their professional skills and support career development.

Towards the end of their third year, successful participants may be offered a permanent (“regular”) staff position, provided that performance during the EP period has been fully satisfactory and contingent upon the availability of staff vacancies.

Eligibility requirements for candidates

- Understand and value the work of policy-oriented institutions;
- Strong in their field of expertise, but must be versatile and flexible in learning other areas;
- Strong analytical skills, a strong understanding of macroeconomics, can work within a clear conceptual framework, is comfortable “navigating” around the different sectors of an economy, and understands the linkages between these sectors;
- Willing and capable of writing relevant high quality policy papers as well as shorter targeted notes to guide the work of the Fund and its member countries;
- Willing and able to work in teams towards a common goal, making a significant contribution to the team’s work, sharing information within the team, and coaching junior staff;
- Must be prepared to travel extensively, and either have foreign language skills

or be willing to learn another language if needed.

Educational requirements and qualifications

In order to be considered for the Economist Programme, a candidate should:

- Have graduate-level training in macroeconomics or relevant field, such as public finance, monetary economics, international economics, poverty issues, political economy, or econometrics. The IMF is particularly interested in recent PhD graduates, or students who will shortly be completing their Programme, whose degree is either in (i) economics with a research focus in international finance, or (ii) finance with a solid understanding of macroeconomics. However, candidates with at least an MA/MBA in economics, finance, quantitative methods, or international relations/public policy with graduate level macroeconomics, and relevant practical experience who are knowledgeable about interest rate strategy, fixed income trading, and/or economics research, may also be considered.
- Be below the age of 34 when he/she joins the staff
- Possess a superior academic record
- Have a good command of English (both written and oral)
- Demonstrate strong quantitative and computer skills
- Show an interest in, and aptitude for, working in an international organization

Recruiting schedule

IMF recruitment representatives travel internationally, visit universities, public sector organizations, and major conferences throughout the year to interview candidates. However, the majority of the interviews for the Economist Programme are conducted during the period of October through November.

Salary and benefits

Economist Programme participants are provided with a salary and benefits that are competitive with similar Programmes in other public sector organizations. The IMF's compensation system seeks to ensure competitiveness in the market sectors in which the Fund competes for staff, and effectiveness in supporting the recruitment and retention of a diverse, multinational staff meeting the highest standards of quality and professionalism. It is also structured and administered in a way that provides effective incentives for high standards of performance and ensures internal equity and consistency.

Two basic principles guide the design and operation of the system: (a) it is comparator-based, with periodic reviews of market comparability to provide

the basis for ensuring that the Fund's salary structure and staff salaries are maintained at competitive levels in relevant markets; and (b) it is rules-based, which requires that compensation reviews be conducted in accordance with an established methodology, within defined parameters, in setting competitive salary levels and ensure consistency.

Positions in the fund are evaluated and grouped into 19 job grades so that positions with broadly similar job content are placed in the same grade, and positions in each successively higher grade have progressively greater duties and responsibilities. The 19 grades are identified as Grades A1-A15 and Grades B1-B5. Grades A1-A8 comprise support staff positions; Grades A9-A15 are professional positions; and Grades B1-B5 cover senior staff positions with managerial responsibilities.

Source: <http://www.imf.org/external/np/adm/rec/job/econpro.htm> on Tuesday, 12 June 2012

The Asian Development Bank Young Professionals Programme

ADB's Young Professionals Programme recruits highly qualified and motivated individuals to ADB. YP Programme provides the foundation for a challenging and rewarding professional career in an international development environment. YP Programme offers a range of opportunities to develop professional skills and understanding of ADB's operations, policies and procedures.

The objective of the Programme is to recruit a limited number of junior entry level professionals with relatively less experience, but with the potential to grow into full-fledged staff contributing to ADB's Strategy 2020.

Programme offerings

Young Professionals (YP) are offered a 2-year fixed-term appointment. During this period, they are expected to demonstrate competencies required for the positions. The work assignments enable them to further develop their expertise and broaden their perspective through exposure to various aspects of ADB work. YPs may participate in missions for activities in fact finding and appraisal, project review and completion, country programming, sector and policy studies, or disbursement.

YP initially set up a developmental plan under the guidance of their supervisors and human resources teams. In this plan, they identify learning Programmes offered in ADB to enable them to improve their technical skills and acquaint them with ADB policies and procedures.

Progression

A YP can be regularized and absorbed by the hiring department/office at the end

of the fixed term contract provided that he/she is promoted at the end of the one-year probationary period and that the required competencies are met by the YP. Subsequent career progression is governed by the same rules and regulations set for all International Staff.

Eligibility

- Not more than 32 years old upon joining ADB
- A university degree in economics, finance, business administration, transport management, urban and regional planning, environment, public management, or engineering; preferably at postgraduate level or its equivalent
- At least 3 years of relevant professional experience, with international experience working in areas related to ADB operations
- A national of one of ADB's members
- Excellent oral and written communication skills in English
- Able to work with others of different nationalities and cultural backgrounds

Entitlements

ADB offers a compensation and benefits package that is internationally competitive and comparable with other multilateral institutions. Salaries are paid in US dollars and are tax-exempt, unless your government determines that it is subject to taxation. YPs are also entitled to housing, children's education subsidy, health care, insurance, home country travel, and retirement benefits.

Source: <http://www.adb.org/site/careers/adb-young-professionals-program> on Tuesday, 12 June 2012

The African Development Bank Young Professionals Programme

The Young Professionals Programme at the African Development Bank (AfDB) Group aims at attracting highly qualified, motivated and talented young professionals (maximum age 32) from its member countries, who have demonstrated outstanding academic and professional achievement, as well as effective team work and leadership potential. They should be committed to making a difference on the African continent and spend between two and three years of their professional career in a multicultural and professionally stimulating environment at the African Development Bank.

Through the YP Programme, the Bank aims to ensure continuity and excellence in both the management of its projects and the provision of policy advice to its regional member countries. Young Professionals have the opportunity to work across the continent and be at the forefront of exciting Bank initiatives that are

helping to shape Africa's future.

The Bank seeks individuals skilled in the areas relevant to its operations, such as infrastructure, regional integration, private sector development, education, governance, health, social development, agriculture, climate change and environment, gender, and finance and risk management.

The Bank hires approximately twenty Young Professionals each year. Upon acceptance of offer and entry, these YPs complete a mandatory minimum of two and maximum of three rotational assignments in different organizational units and sectors within the AfDB.

The YP will undergo on-the-job training that will prepare them for a successful and rewarding career path upon completion of the Programme. It may be noted that completion of the Programme does not guarantee a position within the AfDB.

Source: <http://www.afdb.org/en/careers/young-professionals-program-ypp/overview/> and <http://www.afdb.org/en/careers/young-professionals-program-ypp/on> Tuesday, 12 June 2012

The Inter-American Development Bank Young Professionals Programme

The Young Professionals Programme is a starting point for careers at the Inter-American Development Bank. The Programme is designed for exceptionally qualified and motivated Young Professionals. The IDB seeks candidates with experience in areas which will support our institutional priorities: social policy for equity and productivity, infrastructure and institutions for growth, competitiveness and social welfare, competitive regional and global international integration, food security, environment, climate change and renewable energies.

Programme features

Participants selected for the Programme are offered a two year contract with the Bank and are treated as full-fledged staff members who at any time may be invited to fill a regular staff position. Young Professionals also may be assigned to a Country Office as part of the Programme. The Bank pays transportation costs for finalist candidates travelling from outside the Washington, DC metropolitan area for interviews as well as for employment.

Rotational placements

The 24 months of the YP Programme comprise 2 departmental rotations, unless the YP is invited to fill a regular full time position during the first year. The first rotation is decided by the Bank and is based on departmental needs and the candidate's skills. The YP second rotation, during the second year, results from a

mutual agreement on the YP desires for placement and the needs of the receiving department.

Training and mentoring

Young Professionals are eligible for Bank training activities including Bank orientation sessions and language and technical training. In addition, to facilitate their transition to the IDB, Young Professionals are assigned a mentor (a senior Bank staff member) to help maximize the participant's experience and contribution to the IDB.

Source: <http://www.iadb.org/en/careers/young-professionals-program,1358.html> and <http://www.iadb.org/en/careers/what-do-we-offer,1507.html> on Tuesday, 12 June 2012

The Islamic Development Bank Young Professionals Programme

The Young Professionals Programme is the main point of entry into the professional category of the Islamic Development Bank Group. The Programme is designed to attract outstanding young graduates who could significantly contribute to the Islamic Development Bank Group to carry out its mission and attain its objectives.

The Young Professionals (YP) are recruited through a highly selective and competitive process thereafter facilitating their rapid integration into the business and culture of the Islamic Development Bank. Over a period of 18 months, the Programme enables each Young Professional to receive extensive exposure and thus attain experience of the Islamic Development Bank Group's various activities through job rotations in different departments and affiliate institutions of the Group. Participants spend 3 rotations of 6 months each in 3 different departments and/or affiliate institutions. During the Programme, the participants will also benefit from coaching/mentoring arrangements and a wide range of relevant training and developmental opportunities.

YP profile

- Maximum age is 30 years
- A Masters degree
- Fluent in two of the Bank's working languages (Arabic, English and French)
- Good computer knowledge and skills
- Strong analytical skills, maturity, flexibility, excellent communication skills, and leadership potential.

Source: <http://www.isdb.jobs/careers/isdb/Page.aspx?PageID=2520&YPP=1> and <http://www.isdb.jobs/careers/isdb/Page.aspx?PageID=2521&YPP=10> on Tuesday, 12 June 2012