



**WORLD LEARNING
EGYPT SHORT-TERM TRAINING PROGRAM**

**FINAL REPORT
MAY 2010 – MAY 2011**

**CONTRACT #: RAN-I-00-05-00026-00
USAID PROJECT OFFICE: USAID/EGYPT**

Publication Date: 3/18/13

World Learning produced these publications for review by the United States Agency for International Development. The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

Egypt Short Term Training Program
1015 15th Street NW, 7th Floor
Washington, DC 20005

Tel: 202-408-5420
Fax: 202-408 5397

www.worldlearning.org/fcastregcc.cfm

**WORLD LEARNING
EGYPT: SHORT TERM TRAINING PROGRAM
FINAL REPORT
JULY 1, 2011**



Mohamed El Zarkani meets with SCI President and CEO, Paul Jennings, to discuss his projects and involvement with the "Lost Egypt" exhibition.



Sally El Baz in interview with WGN Radio, Chicago, IL.

I. WORLD LEARNING PROGRAM OVERVIEW

DEMOCRACY AND GOVERNANCE INTERNSHIPS

**CONTRACT #:
RAN-I-01-05-00026-00
USAID PROJECT OFFICE:
USAID/EGYPT**

Issuance Date: July 1, 2011

Eric Corens of World Learning produced this publication for submission to the United States Agency for International Development. The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

RECRUITMENT AND TRAINING

In summary World Learning successfully coordinated the placement, monitoring, and evaluation of 21 internships for Egyptian NGO professionals from March 31 – April 30, 2011. **World Learning's subcontractor**, IIE, conducted a one-day workshop for each group of interns in December 2010 and January 2011, and a two-day training seminar for all interns January 25-26, 2011, and a re-entry evaluation event on May 3, 2011 in Cairo,

Recruitment was implemented in three stages with the intent for there to be three groups of interns arriving in the U.S. beginning in February. The demonstrations in Egypt and the subsequent change in government caused all the groups to eventually arrive and complete their internships at the same time during the month of April.

The first internship announcement with application was distributed in August 2010 and focused on a select group of Egyptian and international NGOs including organizations already receiving support from USAID through the APS grantee mechanism. This first round of recruitment produced 21 applications from 15 organizations. The second announcement was sent on October 20, 2011 to 132 Egyptian NGOs. Per USAID, international NGOs were no longer eligible to submit intern nominations and the focus was placed solely on local Egyptian NGOs. To support our reaching the broadest possible group of Egyptian NGOs, a number of key international NGOs shared the announcement with their local networks. The second round of recruitment produced 23 applications representing 31 organizations. Following a third round of recruitment, WL and IIE received 23 applications from 17 organizations.

Through the three rounds of recruitment, WL/IIE received 67 applications from 63 NGOs. USAID approved 32 candidates for this internship program. Of these 32 finalists, 11 candidates either voluntarily withdrew from the program, were disqualified due to medical conditions, or had low English language test scores. The final group of participants is listed in the table below.

In total, the internship announcement was directly distributed to **188** local and International NGOs over the course of the 3 announcements. This does not account for the NGOs that received the announcement via other networks or international NGOs. USAID directed WL/IIE not to include candidates from international NGOs in the 2nd and 3rd rounds of recruitment. The strategies used to reach out and build the base of applicants included:

- Mailing the announcement through mass emails to all local and international NGOs.
- Follow-up phone calls to local NGOs promoting the internship program and explaining the objectives and requirements of the program.
- Follow-up phone calls to international NGOs explaining the need for their assistance in sharing the announcement with their local network and sending us a list of the NGOs they worked with.
- Hiring a consultant who has great expertise in the NGO field to identify new local NGOs and subsequently spread the word.
- Posting the announcement on the Career Advising and Placement Services (CAPS) office at AUC.
- Contacting The Egyptian Civil Society Project at Adham Center in AUC to post on Mogtamana website since this website publishes all announcements and news related to Local NGOs in Egypt.

During the preparatory stage, IIE organized a one-day workshop for each round of interns to help them establish clear objectives for the internship, complete their SMART Goals and SWOT analysis, and begin the action planning process. The workshop provided extensive background about the program and helped the participants more clearly identify and communicate their goals and objectives. Each intern was also asked to complete a list of secondary clarifying questions so that WL/IIE could better understand their organizations, their roles in those organizations, and their goals and objectives they saw as being key for this program. The workshop was very successful and witnessed excellent participation.

The workshop was followed by a two-day training session in late January which, in addition to preparing interns for participation in the program, focussed on capacity building through the examination and articulation of leadership, management, organizational vision, values and being agents for and managers of change. The primary areas of focus were: expectations and hopes; leadership, values, and vision; teamwork; risk analysis and planning; sustainability; scaling up; and, acculturation.

In combination, the workshop and two day training session were very valuable because they transferred important program details and requirements in a cogent way, produced information from each intern that became the outline of their internship programs in the U.S., and engaged the interns in an in-depth conversation and interactive dialogue to explore individual and organizational capacity building. These trainings directly impacted the success of the internship program.

U.S. PLACEMENTS AND INTERNSHIPS

In August 2010 World Learning distributed its Short-Term Training Pre-Solicitation to 60 local training provider organizations throughout the U.S. These organizations had previous experience and potential interest in the education training and democracy and governance internships. Through this competitive procurement process each offeror had to demonstrate their experience, organizational skills, capabilities, expertise, and resources for the Education and/or Democracy and Governance programming sectors. This solicitation process produced 21 pre-approved programming organizations eligible to participate in this task order.

As World Learning received each USAID approved group of interns World Learning provided all the pre-approved Internship Placement Organizations (IPOs) with summaries and applications of each intern for review. Each interested IPO subsequently submitted to World Learning their list of preferred applicants based on their best local internship placement for those interns. World Learning evaluated each matching recommendation and suggestion and placed the interns with the IPOs that provided the strongest intern placement options. Initially IPOs were allowed to place interns in up to 2 organizations but based on a request from USAID all interns were subsequently matched with one internship host.

The final list of interns, their IPOs and their internship placement(s) is below:

Intern	Organization	U.S. IPO	Primary Internship Placement
Manal Mekhael	Media- Arts for Development (MADEV)	WorldChicago	Street-Level Youth Media
Ayman Hussein	Semat Production & Distribution	WorldChicago	Facets Multi-Media
Yousry Elkomy	Association of Advancement of Education	WordlChicago	Chicago Public Schools: Office of Service Learning

Nevine L. Karass	Media Arts for Development (MADEV)	WorldChicago	Community Media Workshop Alternatives, Inc.
Kholoud Saber Barakat	Association for Freedom of Thought and Expression	IVC Philadelphia	American Civil Liberties Union
Mirahan Zedan	El-Namaa Association for Human Development	CIP Columbus	The Columbus Foundation Columbus State Community College
Ahmed Salama Hussein	El-Gora Community Development Association	International Center Worcester	East Side Community Development Corporation
Kareem Elborai	United Group – Att.-at-Law, Legal Adv & HR Adv.	International Center Worcester	American Civil Liberties Union
Fairouz Mohamed	Qalb Kabeer Association	International Center Worcester	Worcester Public Schools
Mohanad Diab	General Egyptian Society for Talented Welfare (GESTW)	Heartland International	Free Spirit Media
Baher Fahmy	Live Vision for Development	Heartland International	Chicago Youth Initiating Change
Sherif Attia	Egyptian Association for Community Participation Enhancement	Heartland International	Citizen Advocacy Center
Sally El Baz	Al Sadat Association for Social Development & Welfare	Heartland International	Kurth Lampe
Noura Mohamed	El-Noor Organization for Society Development	International House	Communities in Schools
Ayman EITantawy	Kayan Society for Children and Disabilities	International House	Allegro Foundation
Heba Al Batreeq	Al Nahda Association for Local Development	CIP Chicago	Northwestern University: Children and Family Justice Center
Ahmed Mohamed / Aly	Kian	CIP Chicago	Free Street Theater
Dareen Fawzy	Al Nakib Center for Training and Democracy Support	Valbin’s Center for International Programs	Human Rights First
Yousra Hamrouch	Resalet Nour Ala Nour	World Affairs Council Cincinnati	BRIDGES for a Just Community
Mohammad Mansour	Rabaa El Adawia Association	World Affairs Council Cincinnati	Cincinnati Children’s Hospital Medical Center
Mohamed El Zarkani	Nahdet El Mahrousa	IRIS (Des Moines, IA)	Science Center of Iowa

In preparing each IPO for their interns World Learning and IIE collected the following information provided it to each IPO: application summaries, SMART Goals and SWOT analysis, first draft of action plans, statements of purpose, and a questionnaire administered by IIE. These documents provided important background information about the interns and to a lesser degree about their organizations. Accessing quality and clear information about the organizations was difficult, however when taken together, all these other documents provided the IPOs and the internship hosts with good quality information about the needs of the individual interns. In addition, the IPOs and the interns were actively encouraged to

communicate by email to discuss the developments in their internships and to assist the IPOs in better understanding the needs of the interns and for the interns to express their goals and objectives as the placement process moved forward.

The IPOs did an excellent job and performed as expected in pairing interns with local organizations to focus on the broad skills as outlined by USAID in its *Short Term Training Program: Civil Society Preliminary Needs Assessment* as well as the specific goals and objectives provided by each intern candidate through their applications, SMART Goals and SWOT analysis, initial drafts of action plans and their statements of purpose. To provide a baseline of objectives for each internship World Learning had each internship focus on at **least one of USAID's broad objectives:**

- Strategic Management
- Program Management
- Information Management
- External Relations Management (e.g. media relations, networking, outreach and advocacy, constituency-building)
- Financial Management (e.g. accounting, fiscal sustainability, revenue generation)
- Internal Governance (e.g. human resources, volunteers, transparency)

These objectives became the program's guideposts throughout the internship development and implementation process. The ongoing effectiveness of each internship was measured against these objectives which helped to ensure that the transfer of skills and knowledge were rooted in concrete objectives.

A clear example of this related to several interns whose primary personal objectives related to mastering new technical skills which were outside the profile of this program. World Learning worked with the IPOs, the internship hosts, and the individual interns to ensure that their programs maintained primary alliance to objectives such as **program management and implementation, or communications, or strategy development, etc.** World Learning's key objective was to bring greater focus to the strategies behind the use of technologies, not just enhancement of specific technical skills.

Prior to the start of the internships in the U.S. World Learning linked the interns with their IPOs so that individual goals and objectives could be communicated as the internship placements were being planned and organized. In many cases the interns candidates took advantage of this opportunity, although not all. For the interns who did not utilize this opportunity to the fullest, even after much encouragement, we found that it was only their unfamiliarity with such a program that kept them from sharing more detailed information. Once the interns did arrive in the U.S., they developed strong bonds with their IPOs and internship hosts.

Once the interns arrived in the U.S. World Learning maintained communication with them on a very regular basis, sometimes several times a week. For each intern World Learning conducted an arrival orientation call, a scheduled monitoring call during the program, and an end-of-program evaluation call. World Learning utilized these scheduled and ad-hoc communications between us and the interns to help ensure that each internship remained focused and allowed us to work with the IPOs and internship hosts in making program adjustments in real time. In a number of cases, World Learning communicated regularly with the internship hosts as needed and learned directly from these organizations how the programs were unfolding.

Michael Greer of World Learning conducted very beneficial site visits to Chicago and Philadelphia meeting with all the interns in each city and when possible with the internship hosts themselves. Site visit reports are attached.

Since the conclusion of this program World Learning has remained in contact with all of the interns and has been copied on many emails between interns and their internship hosts. In addition, nine of the ten interns who were in Chicago have approached World Learning with a grassroots community civic engagement concept that they would like to test in a neighborhood in Cairo of 12,000 families with the objective of expanding it into smaller communities around the country. This effort is being led by Heba Al Batreeq. The group is working on a concept paper to present to World Learning and has asked us for initial seed monies to support the project. World Learning believes that supporting its program alumni is an integral part of our mission and we will continue to work with our alumni to determine how best for them to build their program ideas and provide the support we can. The nexus of this idea grew from the community programs they all participated in or saw for themselves being implemented around Chicago.

FEEDBACK FROM THE INTERNS

Manal Mekhael

Thank you for investing time, effort, money & passion to make this happen. It might seem like a one month program **that needed a six months tough preparations, but for me, it's a** transforming station in my life and I believe that one day it will have its ripple effect! I found my dream become more clear in front of my eyes; to create a media club that gather the youth –just like Tahrir Square-to express their rights through media & arts. Through this internship, I found myself running with this dream that was big enough to break my silence and helped me partially to overcome my fear to speak up with the passion in my heart for **my country & the vision of my organization "MADEV", as well it opened for me networks** with more than 21 professional NGO(s) & Companies and had lots of learning experience through meeting with senior managements, volunteered fundraiser, women circles, high school student and technical staff. I also realized the power of cultural diversity which is **something to respect rather than issuing blind judgments. Now, I'm eager to go back to my** country to apply in my career, community and among my family the rich experience I gained from this unique internship as well from each one of you personally.

Yousry Elkomy

Of course I have gained new skills and information through my visits to more than 12 schools and 12 NGOs which also work on civics education. These skills and information were about the role of civics education in health care issues with students and also environmental issues and lessen of the crime. So I am planning to organize number of meetings with number of students and teachers after I return back.

Ahmed Salama Hussein

What I learned most from this internship is how to do strategic planning because it is the first step for maintaining an effective system for monitoring and evaluation. Another very important thing is the tools used in the states for evaluating the impact of their programs. I also learned about the important of interns in helping the NGOs here in the states and I would like to apply this expertise in my region once I'm back home.

Dareen Fawzy

It has been a great chance to develop and expand an effective international network of human rights and democracy promotion, with the added value of creating synergies and international cooperation in the field of human rights and democracy promotion.

It granted me a deeper level learning approach in the field of human rights and democracy promotion, provided me with a global perspective and enabled me to a better understanding to different working mechanisms, it offered me a first-hand insight into the organization, and enabled me expand networks and help in building relationships and produce synergies in the field of human right and democracy.

Mohamed Zarkani

What I learned most from this internship is that non-profit organizations in the U.S. and Egypt are quite similar from a variety of aspects. It was very interesting to see how challenges were identified and similar mechanisms used to overcome them.

I've learned two excellent new methods in fundraising that I'm very excited to apply to my organization. The first method is how to organize committees of volunteers led by a high profile community figure to lead your fundraising campaign. The second method is how to have corporate memberships to your organization. This method is basically when you establish a partnership with a corporation and subsequently part of the income tax of each employee automatically gets donated to your organization.

Nevine Karass

I learn the most about how the NGOs work with the young people and also the whole community and specifically with the use of digital film making and the new media and Internet illiteracy. Also I have learned a lot of how these organizations work as inspiration and support to these young people to find their identity and to express them selves. I have had a great a chance to collect a lot of information that will help me to build my new media (web0.2) curriculum and implement it in my coming new media projects in my NGO.

MEDIA AND MEDIA LINKS

The interns were actively engaged in their communities and below are a couple of examples of the exposure they received and the content of their message with the media.

<http://www.telegram.com/article/20110414/NEWS/104149352>

<http://www.wccatv.com/video/civil-liberties/civilliberties27>

OBSERVATIONS AND LESSONS LEARNED

- There was almost unanimous consensus among the interns and the internship host organizations that identifying these participants as **"interns" did not provide a full** description of them as professionals. A number of organizations recommended calling the participants NGO Management Fellows, or NGO Management Exchange participants, or simply using a term other than intern. Strangely, even though all the internship host sites were provided full and complete backgrounds on each candidate, there was a percentage of them that had a difficult time **seeing beyond the term "intern" until the** interns walked into their office and they saw firsthand how accomplished and professionally astute they were.
 - **Recommendation:** Unfortunately the connotation of intern in the U.S. is of someone just out of college with little to no professional background who is looking to gain their first in depth professional experience. That did not describe this group and this point was mentioned by nearly all the internship hosts and interns. NGO Management Training Program might better capture the high level of skills represented in this wonderful group of Egyptian NGO representatives.

- For this program World Learning worked diligently connecting the interns with their IPOs, although not directly with their internship host organizations. Experience instructed us that such direct communication between the candidates and their host sites caused much confusion since neither side knew what to expect of the other. However, a second round of this program would have alumni and this could make a significant difference in the usefulness and practicality of this direct communication.
 - **Recommendation:** With the involvement of alumni in a future program the new interns can more clearly and much earlier in the process better understand their role and the possibilities this program can offer. Advice from alumni and the implementing organization could provide the assistance both sides needed to maximize this opportunity for communication. This direct communication could in turn help the internship hosts and the interns, to better prepare their training plan.
- Although unavoidable, the English language requirement was a major concern expressed by many NGOs in nominating their staff. It is not possible to conduct an embedded program like this in the U.S. without the participants having good English speaking and reading skills.
- The cost of the English language test was a concern for some applicants. For the third and final round of recruitment the program offered to cover some the cost of the English language testing. The hope was that by removing this potential cost barrier that more individuals would apply.
 - **Recommendation:** In the future the program could offer to cover the costs of English language testing for all finalists. This could be a helpful economic incentive for individuals to apply.
- While every intern commented on the length of the program there was no majority consensus. It would be the view of World Learning that any program shorter than a month would not be able to deliver the depth of experience and learning that this type of program seeks to achieve.
- Limiting the selection process to local Egyptian NGOs to the exclusion of international NGOs and internationally affiliated NGOs significantly limited the pool of eligible organizations. Although, as the final group of selected candidates showed, this program involved some key and active NGOs in the Egyptian NGO community. Ultimately there are other mechanisms that could be put in place that could help ensure that a program like this can reach out to the expanse of successful and aspiring Egyptian NGOs.
- None of the candidates had participated in a longer term program like this. All of them had attended numerous 1-3 day trainings, or even some had participated in IVLP type programs, but none of them had been embedded in one organization, required to complete action plans, or asked to focus and define key objectives as part of any program. This made it difficult for them to truly comprehend what to expect. They did not have a reference point. Now future candidates have examples to learn from. So, how could the Pre-Departure process benefit now that this program has been completed?
 - **Recommendation:** Should this program be repeated, World Learning recommends having alumni involved in the one on one interviews with candidates, not for purposes of selecting candidates, but to give candidates

clear perspectives on what they were applying for and to clearly state, from an **alumni's perspective**, what is to be expected of them should they be chosen. In addition, World Learning would have multiple alumni involved in all pre-departure trainings or seminars incorporated to prepare these future candidates.

- **Recommendation:** Future selection would be conducted through one on one interviews including for candidates outside of Cairo. A remote interview process could easily be implemented if needed through Skype or other remote interviewing mechanisms. Face to face interviews could increase the number of future candidates, help a program access the strongest candidates since not all candidates can always best express themselves in written English as they can verbally and the interview committees could better assess candidates and their appropriateness for this program more efficiently and with greater accuracy.
- **Recommendation:** For a future program World Learning would recommend a social media communication system whereby past and future candidates could meet, where participants remained engaged with each other throughout the program and help build on future exchanges of ideas and successes upon returning to their home NGOs.
- The interns were split over whether single or multiple internship placements were preferred. However, there was broad agreement that each program should continue to incorporate one day a week for meetings, sessions, or job shadowing with other like organizations. There was unanimous feedback that these meeting days were valuable and provided them with important comparisons and contrasts to their internship hosts. It should also be mentioned that the internship host organizations themselves supported having their interns visit and experience the work and cultures of other organizations as well.
 - **Recommendation:** Based on conversations with all the interns and with internship hosts World Learning would recommend that a future program establish that single placements were preferred, with exceptions based on the needs of the individual participant.

EDUCATION

Microeconomics of Competitiveness Faculty Workshop **Institute for Strategy and Competitiveness, Harvard Business School**

World Learning and IIE coordinated the logistics, processing and participation of Dr. Naglaa el Ehwany and Dr. Lobna Abdel Latif in the *Microeconomics of Competitiveness Faculty Workshop* at the Institute for Strategy and Competitiveness, Harvard Business School, December 11 – 15, 2011. Attending this workshop in December enabled the professors to receive intensive instruction in how to teach the Microeconomics of Competitiveness course, how to structure and manage student teams, and how to prepare case studies for their use in the course.

Upon returning to Egypt, the objective is for the professors to introduce the Microeconomics of Competitiveness course in the Faculty of Economics and Political Science (FEPS) graduate program, at Cairo University and to help the Department of Economics in extracting part of the course for the undergraduate program in the subject of "Contemporary Economic

Challenges". The course is not only an educational vehicle but also a tool to enable the university to influence and support economic development in its country and region.

Teacher Training and OST Programs

Ultimately the teacher training and OST programs of this Task Order were not implemented due to the unforeseen circumstances in Egypt beginning on January 25, 2011. While this part of the program was not implemented World Learning had put in place all the necessary aspects of the program needed for these trainings to be conducted in the U.S. World Learning and IIE worked closely with USAID to establish the training and recruitment plans for both programs. All the U.S. based local organizations were identified and prepared to submit training plans for each group.

The final plans for these programs were put into place following meetings between Mary Ishak and Dr. Hala ElSerafy of USAID, Dr. Reda Abou Serie of the Ministry of Education and Eric Corens of World Learning at the end of January. World Learning, IIE and USAID followed up this meeting to put in place a detailed recruitment and processing plan for up to 50 teachers and Advisory Group of 10 or so representatives. The final plans agreed to included the following:

STM Training cohort

- Participants would include supervisors, principles, and STM teachers with the exact breakdown to be determined.
- Program would be reduced to 3 weeks from 4 weeks. The group would be divided into two groups. Each group would remain in one city/region for the duration of the program. They would no longer switch cities as was earlier conceived.
- The objective would be for the participants to have a good working level of English although no baseline score was established to qualify or disqualify a participant.
- Two interpreters would be used with the goal of utilizing simultaneous interpretation.
- Goal would be to complete selection by mid-February with a travel date in early April.
- Program would focus on STM for gifted students although STM programs for high achieving students could also be included in the observational parts of the program.
- Each group could have a technical advisor although no definitive decisions were made on whether they would travel from Egypt or be based in the U.S. WL and USAID agreed to review the options at a later point.

OST cohort

- The intent is for this group to possibly be a high level group. WL should consider this to be an Advisory Group or Project Think Tank who would be the driving force and the experts to see concepts implemented.
- The group would likely follow after STM Training cohort departed, so mid-April.

The following items were reviewed and understandings reached:

- The training cohort could increase to around 26 because of savings in the budget.
- This would be an open competition of teachers, supervisors and principles conducted by USAID.
- The governorates would include Asyut, Alexandria and Cairo.
- Target date for identifying participants would be February 9th.
- The best case for technical escorts would be Egyptians with knowledge of both STEM in the states and the Egypt system of education. This was to be discussed further. Also, project needed to examine cost estimates for the available options.

Should this part of the program ever be reconstituted, World Learning could quickly implement a STM Training program either as designed above or in any other desired configuration. The resources at our disposal could quickly be reorganized and a program implemented.

IV. ATTACHMENTS

World Learning Site Visit Report – Chicago
World Learning Site Visit Report - Philadelphia
Final Program Schedules
Alumni Evaluation Surveys
Alumni Action Plans
Internship Management Guidelines for IPOs
NGOs Contacted Through Solicitation Process
Intern Statement of Purpose template