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EVALUATION OF THE CAIRO INITIATIVE SCHOLARSHIP PROGRAM

[April 2015]

This publication was produced at the request of the United States Agency for International Development. It was prepared four independent evaluators: Valerie Haugen (CISP Evaluation Team Leader). Mona Zikri (Higher Education Specialist), Nemat Guenana (Social Equity and Institutional Development Specialist) and Reuben Hermoso (Quantitative Research Methods Specialist). Photo credit to Valerie Haugen, CDM staff Feb. 17, 2015

A PERFORMANCE EVALUATION OF THE CAIRO INITIATIVE SCHOLARSHIP PROGRAM (CISP)

FINAL REPORT

April, 2015

[Evaluation Mechanism Number: AID-263-O-15-00009]

DISCLAIMER
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Project Data Table

Program Name	Cairo Initiative Scholarship Program (CISP)	
Region/Country	Middle East/North Africa/ Egypt	
Government of Egypt Counterpart	Ministry of Higher Education	
Funder	United States Agency for International Development (USAID)	
Prime Managing Contractor	Ministry of Higher Education	
Implementation Unit	Central Department of Missions (CDM) – CISP Implementation Unit	
Contracting Mechanism	Government to Government (G2G) Fixed Amount Reimbursement Agreement (FARA)	
FARA Number	No. 1. CI Scholarship (263-286)	
Milestones	Milestone 1: Development of financial and administrative structure to effectively manage the scholarship program Milestone 2: Development of technical structure to effectively manage the scholarship program in accordance with international best practice and USAID Policies and Regulations for U.S. based participant training and academic education. Milestone 3: Developing agreements/MOUs with U.S. Universities or Host Institutions. Universities chosen based on appropriate criteria acceptable to USAID, and agreements/MOUs with universities or host institutions signed. Milestone 4: Completion of the pre-departure paperwork package and preparation of part of the First Cohort of Students with a November start date for travel. Milestone 5: Transparent and cohesive strategy developed for advertising CI scholarship program. Milestone 6: Monitoring and Evaluation improved of Scholarship Program and Completion of the Pre-departure paperwork package and preparation of the second part of the First Cohort of students, with	Milestone 11: Technical structure developed in the First year and Second year endures to effectively manage the scholarship program in accordance with international best practice and USAID Policies and Regulations for U.S. based participant training and academic education. Milestone 12: Completion of the pre-departure paperwork package and Preparation of the Third Cohort of Students for travel. Milestone 13: Adequate Support for effective integration of new ideas and methods that have been obtained by students during their study in the U.S. into their home institutions. Milestone 14: Institutional Strengthening of the internal audit section and continued effective Monitoring and Evaluation of the Scholarship Program. Milestone 15: Measure the effect and success of the CI program. Milestone 16: Enhancing the capacity of the MOHE Central Department of Missions (CDM) to effectively administer the scholarship program. Milestone 17 (was M16 in #2): Systems developed through CI program are institutionalized into CDMs normal processes and

	December start date, for travel. Milestone 7: Technical structure developed in the first year endures to effectively manage the scholarship program in accordance with international best practice and USAID Policies and Regulations for U.S. based participant training and academic education. Milestone 8: Completion of the pre-departure paperwork package and preparation of the Second Cohort of Students for travel. Milestone 9: Transparent and cohesive strategy developed for advertising CI Scholarship Program. Milestone 10: Systematic Monitoring and evaluation of Scholarship Program.	operations, including Monitoring and Evaluation of the Scholarship Program. Milestone 18 (was #17 in #2): Development of a Strategic Plan for CDM to integrate CI and HCID principles and other lessons learned into their worldwide normal business practices and continue to enhance the capacity of the MOHE Central Department of Missions (CDM) to effectively administer the scholarship program. Milestone 19: Successful completion of the Scholarship Program and Strategic Plan developed based on lessons learned.
Project Implementation Letters	IL 04 IL 03 IL 02 IL 01	IL 07 IL 06 IL 05
Key Program Dates	Final Evaluation Mission	Est. March 2017
	Mid-Term Performance Evaluation	February 1 - 27, 2015
	CISP Implementation Period	September, 2011 to March, 2017
Total Contract Value (September, 2011-March, 2017):	US$21,979,011	
Evaluation Provider	DevTech with The QED Group	
	Evaluation Team Members	Nemat Guenena (Social Equity and Institutional Capacity Building Specialist) Valerie Haugen (Team Leader) Mona Zikri (Higher Education Specialist)
Key Participant Interviews	Alexandria University, Cairo University, Zigazig University	

Evaluation Mission Site Visits	Ain Shams University; University of Sadat City – GEBRI; Ministry of Health (Headquarters); Ministry of Scientific Research, Opthamalogy Research Institute,; Academy of Research, Science, and Technology; and Ministry of Higher Education.

ACKNOWLEDGEMENTS

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Last, but most certainly not least, the team would like to heartily thank the administrators and scholars from the CISP institutions who gave so generously of their time and who provided the team with excellent and candid commentary on the processes, experiences and results associated with CISP. All these individuals who were interviewed expressed a genuine interest in ensuring that the benefits derived from CISP are expanded and sustained.

The team would like to thank our USAID/Egypt colleagues, Ms. Pamela Strong (CISP Evaluation Contracting Officer's Representative), Mr. Nader Ayoub (CISP Program Manager), and Ms. Soad Saada (Development Program Specialist) who provided ongoing advice, guidance and assistance. Finally, the team benefitted from ongoing conversations with Mr. Thomas Crehan (Director, Education and Training Office) and Dr. Arturo Acosta (Deputy Director, Education and Training Office) about strategic directions and aspirations.

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ACRONYMS

CISP	Cairo Initiative Scholarship Program
USAID	United States Agency for International Development
CDM	Central Department of Missions
G2G	Government to Government
FARA	Fixed Amount Reimbursement Agreement
MOU	Memorandum of Understanding
MOHE	Ministry of Higher Education
CI	Cairo Initiative
HCID	Human Capacity and Institutional Development
SMART	Specific, Measurable, Attainable/Achievable, Realistic and Time Bound
CDM-CIU	Central Department of Missions CISP Implementation Unit
FTE	Full-Time Equivalent
HICD	Human and Institutional Capacity Development
MBA	Master of Business Administration
PhD	Doctor of Philosophy
PIL	Program Implementation Letters
IL	Implementation Letter
GoE	Government of Egypt
ICT	Information and Communication Technology
HCUI	Home Country Implementing Unit
HC	Host Country
MTE	Mid-Term Evaluation
MIS	Management Information System
MOSRT	Ministry of Science, Research and Technology
EOI	Expression of Interest
GEBRI	Genetic Engineering and Biotechnology Institute
NAQQAE	National Authority for Quality Assurance and Accreditation of Education
OD	Organizational Development
PD	Partnership Development
GMAT	Graduate Management Admission Test
TOEFL	Test Of English as a Foreign Language
CV	Curriculum Vitae
ECEB	Egyptian cultural and Educational Bureau
NCW	National Commission for Women
NGO	Non-Governmental Organization
UN	United Nations

EXECUTIVE SUMMARY

Background

The Cairo Initiative Scholarship Program (CISP) was established and has been operating since November, 2011, despite the challenges of the post revolution transition and the changes in leadership of many public institutions during a time of extreme instability in Egypt. The end of Hosni Mubarak's 30-year period of leadership and two revolutions (the first on January 25, 2011 and the second on June 30, 2013) has brought significant challenges due to ongoing changes in leadership and general uncertainty among staff in many organizations.

This project conforms to the development hypothesis that increased scholarship opportunities will result in an educated workforce that responds to the capacity needs of home institutions as identified in the human capacity and institutional development strategies of those institutions.

Evaluation Purpose and Questions

USAID/Egypt contracted DevTech in partnership with The QED Group, LLC to conduct a mid-term evaluation to answer the following questions:

1. To what extent is the CISP on track to achieving its capacity building objectives?
2. What factors enabled or constrained implementation and its results?
3. How effective is the program in selecting, placing, timing, and transparency? How can these processes be improved?
4. What actions can be taken to improve women's participation in the CISP?
5. Based on the evaluation findings, what conclusions and actionable recommendations should be considered in phase II of the CISP design?

Evaluation Methods

The Team used both qualitative and quantitative research methods to collect and analyze primary and secondary source data. The methods consisted of (i) a literature review (including project documentation and literature derived from Internet searches), (ii) key informant interviews (face-to-face and over the telephone or skype), group discussions, and (iii) an opinion survey. Data were triangulated and the team ensured that primary data took account of a set of variables (e.g., type of organization, type of award, sex, and region). The evaluation team interviewed 97 current and returned scholars from a range of CISP target organizations and stakeholder organizations. The team visited four targeted organizations including two universities (one in Cairo and one in Upper Egypt) and two ministries. In addition, the team invited all alumni and current CISP scholars to respond to an online survey.

Findings and Conclusions

A total of twelve Conclusions were generated to answer the Evaluation Questions. These twelve conclusions are supported by twenty (20) Findings distributed across the Evaluation Questions. Although there are five evaluation questions, due to the nature of the last question (which elicits recommendations) there are neither findings nor conclusions per se but rather the recommendations required for the evaluation. Below a few important Findings/ Conclusions are reflected; the full report has an exhaustive list of the Findings and Conclusions. Based on these Findings/ Conclusions the next section presents the Recommendations (seven in total).

Recommendations

Recommendation I: Redesign the HICD to reflect a more realistic approach (see recommendation section of the report for a step by step guide).

Recommendation II: Appraise the short-term overseas training program for 20 CDM personnel and 100 English Language training program personnel. Include the appraised training program in the CDM's overall development strategy.

Recommendation III: Recruit and hire at least five new CI staff to fill much needed administrative roles and higher level positions, including a ***CI Liaison***. The Liaison should be tasked with solving problems that arise between the US and Cairo.

Recommendation IV: Improve the Scholar Action Plan (see recommendation section of the report for a step by step guide).

Recommendation V: Be highly selective in providing masters degrees for MBA programs, select thirty percent female and only those with the highest marks and language skills. Please see Annex for fleshed out gender recommendations.

Recommendation VI: Use the break between Phase I and Phase II to improve existing processes; specifically do the following: Develop a long term cost plan, and Create Committees (see more detail in Recommendation section).

Recommendation VII: Improve the equitable distribution of opportunity to the scholarships; a few options towards reaching this goal include: a statement in the annual advertisements regarding women to allocating a percentage of awards to organizations in underserved regions.

EVALUATION PURPOSE AND QUESTIONS

Purpose

CISP has been implemented for the past 3.5 years and has 2 years remaining in its project life cycle. Accordingly, USAID/Egypt issued a request for proposals to carry out a mid-term performance evaluation (MTE) of the project. The evaluation contract was awarded to DevTech in partnership with The QED Group, LLC and a four-member team carried out the evaluation between February 1 and February 24, 2015. Team members included one international consultant, Dr. Valerie Haugen (Team Leader) and two Egyptian consultants, Dr. Mona Zikri (Higher Education Specialist) and Ms. Nemat Guenana (Social Equity and Institutional Capacity Building Specialist). The technical team was supported by Ms. Laila Kamal (Logistics Coordinator).

The purpose of the evaluation was to:

- Identify the Cairo Initiative's strengths and weaknesses and make any corrections needed. In addition, the evaluation recommendations and lessons learned will be used to design the next scholarship program under the Higher Education Initiative;
- Review, analyze, and evaluate the USAID-funded Cairo Initiative in terms of achieving program objectives; and
- Provide findings and recommendations to be used by the Government of Egypt and USAID to help in future designs of human capacity-building projects.

Questions

The evaluation team was asked to address five evaluation questions:

- To what extent is the CISP on track to achieving its capacity building objectives?
- What factors enabled or constrained implementation and its results?
- How effective is the program in selecting, placing, timing, and transparency? How can these processes be improved?
- What actions can be taken to improve women's participation in the CISP?
- Based on the evaluation findings, what conclusions and actionable recommendations should be considered in phase II of the CISP design?

Audience

The evaluation report will be used by the USAID/Egypt Mission, specifically the education team, and USAID/Washington. USAID/Egypt will share the report with the Government of Egypt, specifically, the Ministry of Higher Education Central Department of Missions, the Ministry of International Cooperation, and the Ministry of State of Administrative Development. The evaluation report will be accessible to the public via USAID's Development Experience Clearing House (DEC).

PROJECT BACKGROUND

Context

Egypt's population at the 2014 census was approximately 88 million (depending on the source). Over 97% of the country's population is settled in the narrow strip of the Nile Valley and in the Nile Delta, just 5% of Egypt's total land mass. Some 23 million (31.7%) of Egypt's population are under 15 years of age. The youth share of the population has fallen from 40% in 1990. Egypt's gross domestic product (GDP) per capita in 2014 was USD 3154 (United Nations Statistics Division) and there are wide socio-economic disparities across regions. Since the early 1990s, Egypt has been managing a major transition from a state-controlled economy to a model of internationally integrated competitive development. Concurrently, Egypt has advanced steadily in achieving the Millennium Development Goals related to water and sanitation, infant and child mortality, and maternal mortality.

However, Egypt's two recent revolutions that resulted in the removal of President Hosni Mubarak in February 2011, and the removal of President Mohamed Morsi in June 2013, have resulted in political transitions that have taken a heavy toll on the country. Between 2000 and 2010, the absolute number of Egyptian poor increased from 60 million to 63 million. According the UNDP,[1] economic growth does not seem to have benefitted individuals living in rural areas and in Upper Egypt. The probability of being extremely poor in Egypt is nearly four times higher for people living in rural areas than for those in urban areas. About 6.7 percent of the population of Egypt is extremely poor, defined as unable to afford basic necessities -- 2.6 percent for urban areas and 9.6 percent for rural areas.

Egypt currently sits low on various indices that consider countries' innovation capacity. For example, on the 2014 Global Competitiveness Index, Egypt ranked 118 out of 128 countries and 4th out of 48 countries at the same stage of development. In relation to doing business in Egypt, the third most serious problem identified, after access to finance and inefficiency of bureaucracy, was an inadequately educated workforce. Higher education and training, technological readiness and innovation were identified as competitive disadvantages for Egypt. Egypt has 217 public and private universities or other higher education institutions (such as technical colleges). Technical colleges offer two-year programs leading to a diploma. Universities offer programs of at least four years leading to a bachelor's degree, as well as graduate degrees. The three largest public universities are Cairo University, Alexandria University and Ain Shams University. Most students are in governmental universities.

Western aid is small relative to the size of the Egyptian economy and relative to the massive financial flows from the Persian Gulf oil producers. According to a recent Brookings Institution publication, "…western aid needs to be used strategically and be combined with knowledge sharing and technology-transfer to support democratization and help achieve the Egyptian people's dream of 'bread, liberty, social justice and human dignity." [2] As has been shown to be the case following periods of conflict and/or crisis, the subsequent transition period offers opportunities as well as challenges. The Government of Egypt has expressed an interest in moving from its highly centralized structure to a devolved structure that would enable greater decision-making authority beyond the central level and increased decision-making authority within ministries by personnel in middle management positions.

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[1] UNDP. (2010) Egypt Human Development Report – Youth in Egypt: Building Our Future. UNDP: Cairo, Egypt.
[2] Brookings Institution. (2015) Egypt's Difficult Transition: Why the International Community Must Stay Economically Engaged. Washington, DC: Brookings Institution.

Project Description

According to an October 2011 USAID/Egypt publication,[3] "In his June 2009 Cairo speech, President Obama announced a new direction in American engagement with the Muslim world with a vision to strengthen and build human capacity building enhanced exchange, training and scholarship programs, as well as by promotion of science, technology, and entrepreneurship. The resulting Cairo Initiative focuses on the USAID/Egypt partnerships in five critical areas that offer opportunities for the Egyptian people."

Specifically regarding CISP, the publication notes that, "The Ministry of Higher Education and Scientific Research and USAID signed a $22 million agreement to provide…scholarships to the U.S. for Egyptians to obtain Master's, Doctorate, and Post-Doctorate degrees. Scholars are selected based on their ability to fill crucial skill-gaps needed to increase ministry efficiency and facilitate overall economic growth. Upon their return to Egypt, the scholars have committed to serve their ministries in positions pre-identified and defined as needing their newly acquired expertise."

CISP is implemented by the CISP Implementation Unit that sits within the Ministry of Higher Education's (MoHE) Central Department of Missions (CDM) and the Egyptian Cultural Exchange Bureau (ECEB). Program implementation began in September 2011 and will end in March 2017. The CDM-CIU operates out of an office located within the Central Department of Missions headquarters in Cairo.

Currently, the CDM-CIU is managing 247 awards, predominantly for post-doctoral studies and master's degrees. There are three doctoral degree awards. The last batch of scholars under the fourth (and final) cohort will be mobilized by mid-2015. A second phase of CISP is planned and the two governments have signed the agreement for this phase to be implemented under a continuation of the FARA mechanism. The program is implemented under a Fixed Amount Reimbursement Agreement (FARA) between the MoHE and USAID-Egypt. Under the FARA, the MOHE is reimbursed for specific amounts for milestones (activities) accomplished in accordance with previously agreed upon specifications or standards. The amount of reimbursement is fixed in advance based upon reasonable cost estimates approved by USAID.

The mechanism focuses on institutional capacity building of the scholarship unit of the MOHE and also introduced the practice of targeting scholarship programs to improve the human capacity and human resource practices of key Egyptian institutions and ministries. According to USAID documentation, CISP "conforms to the development hypothesis that increased scholarship opportunities will result in an educated workforce that responds to the capacity needs of the home institutions, as identified in the human capacity and institutional development strategies of those institutions."[4]

It is intended that CISP scholarships will:

- Build friendship and understanding between the United States and Egypt[5]
- Provide new opportunities for the Egyptian population in the areas of workforce development and human capacity building

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[3] USAID. (2011) USAID-Egypt Factsheet. USAID: Cairo, Egypt.
[4] USAID. (2014) Request for Proposals. USAID: Cairo, Egypt.
[5] Outcomes one and two appear to have been drawn from the comments made by U.S. President Obama during his 2009 trip to Egypt. Outcome three evolved over time.

EVALUATION METHODS AND LIMITATIONS

Type of Evaluation

The mid-term evaluation (MTE) was a performance evaluation undertaken by an external, independent team. The team made an effort to introduce a semi-collaborative approach in order to enhance the implementing agency's understanding and ownership of the MTE findings and conclusions as well as engender a commitment to implement the proposed recommendations. CISP middle and senior personnel attended some roundtable discussions, although they did not threaten objectivity nor influence the findings nor conclusions.

The MTE utilized a combination of qualitative document review, key informant interviews, and a survey to collect the data used to inform the findings, conclusions, and recommendations presented in this report. These methods were chosen to enhance the quality of the data collected because each method emphasizes a contextual approach. The MTE team emphasized qualitative data collection to ensure that differences across organization types, types of awards and types of scholars and gender were captured. The team also triangulated emerging findings using primary and secondary data from a range of data sources. (see Annexes attached).

Participants

The team visited four of CISP's 34 target organizations, including two universities (Ain Shams and University of Sadat City) and two ministries (Health and Science and Technology), and met with individuals from various faculties and research institutes. The team interviewed 97 individuals during the course of the MTE, including 35 women and 62 men and one individual with a disability. The majority of the MTE scholars and organizations' committee members who were in Egypt and who participated in the evaluation were from target organizations located in or around the Cairo metropolitan area. However, current scholars and two alumni who participated in telephone and face-to-face interviews with the evaluation team represented the range of CISP target organizations. Table 1 below provides a breakdown of the data on MTE participants, a detailed list can be found in the Annexes.

Table 1: Profile of Mid-Term Evaluation Participants

Alumnus /Alumna	Current Scholar	Unsuccessful Candidate	Institution Committee Member	Institution Colleagues	MoHE (non-CISP) or other GoE Ministry	CDM Staff Member	Egyptian Cultural Exchange Bureau Personnel	(USAID?)	US University Personnel	F	M
22	29	4	10	1	1	15	2	12	1	35	62

Data

Primary Source Data Collection and Analysis

Qualitative and quantitative data were collected and analyzed. These data were gathered using a variety of research methods including group discussions using a semi-structured questionnaire and individual participant interviews using a semi-structured questionnaire. A Findings Matrix was developed and populated based on these categories. This Findings Matrix formed the basis of an in-depth pattern analysis to identify the Key Findings included in this report. The MTE collected quantitative data through an

online opinion survey that was distributed to all past and current scholars to gain their perspectives on CISP implementation and human and institutional capacity development dimensions were obtained. The team attempted to collect data on gender and social equity considerations using a Gender and Social Equity questionnaire, however, for various reasons including the lack of available data within organizations and some sensitivities around provided such data to an evaluation team, this instrument was not utilized. All instruments were field-tested and revised accordingly.

Secondary Source Data and Analysis

The MTE team reviewed a wide range of secondary source materials including, but not limited to: those specific to the project (e.g., USAID request for proposals, DevTech/The QED's technical proposal, the Fixed Amount Reimbursement Agreement attachments and Project Implementation Letters, documents specific to each of the 19 milestones under the FARA); studies and documentation produced by other donors and development partners; documents produced by the Government of Egypt (GOE); and international literature on human and institutional capacity development including the performance of Egypt in innovation, science and technology, and entrepreneurship and the gender and social equity dimensions of these areas, adult education, distance/open/blended learning, evaluation and higher education sub-sector and systems development. In addition, the MTE team cleaned and re-interrogated the data derived from TraiNet and provided to the team in two spreadsheets. The MTE team also utilized the Central Department of Missions' analysis of its scholar survey data from 2014. Analyses from other years were not provided.

Validity and Reliability

The MTE team captured data in written and oral forms with strict attention paid to recording the informant's speech exactly. Where the speech or the meaning was not clear, the team sought clarification with non-leading, non-evaluative follow-up questions. Data were triangulated and qualitative data were subjected to an intensive pattern analysis to identify key findings that could form the basis of the conclusions and recommendations presented in this report. The MTE team cleaned (to the extent possible) the quantitative data, then analyzed and represented the data in graphs, charts and tabular form.

Research Ethics

All participants in the MTE were adults and informed consent was obtained verbally from each participant. In some instances, individuals did not want audio recordings to be made of interviews. The evaluation team respected these requests. Care has been taken to protect individuals' privacy as well. No characteristics are included in this report that might enable an individual MTE participant to be identified.

Limitation 1: Access to essential data and documents was constrained. For example, due to political sensitivities, the team was unable to obtain a full view of the CISP databases including complete data sets for scholars, as well as the CDM scholarship operations manual. In addition, various documents were provided late in the evaluation or well after the fieldwork. . The memos to the Mission Director underpinning those letters were mentioned by USAID during the presentation at the end of the evaluation mission. The evaluation team requested copies of the memos, but the memos were not provided. .

Limitation 2: There were ongoing challenges with setting up site visits to the organizations that had been selected based on a set of criteria. In the end, the team did not meet with the number of organizations anticipated and in some cases other organizations that had not been targeted for site visits were used as stand-in organizations. Gaps in data through site visits were compensated for through key participant interviews conducted by telephone and through the data from the online survey.

Limitation 4: The response rate of 51 percent to the online survey did not enable a 90-95 percent confidence level, despite ongoing efforts by the evaluation team to encourage all scholarship recipients to respond to the survey. In approximately 5 cases, the team was faced with incorrect email addresses. The difficulties obtaining correct email addresses also meant that the survey was distributed at different points in time to some scholars so the cut-off point for responding had to keep shifting.

Limitation 5: The evaluation questions do not cover all dimensions of a standard scholarship programming cycle. Consequently, the evaluation team presented a draft report outline that included all dimensions of the cycle (it is included as an Annex). This report outline was agreed to by USAID. On submission of the draft report, the evaluation team was requested to re-organize the report around and to only address the evaluation questions. As a result, dimensions of a scholarship programming cycle that are beyond the scope of the five evaluation questions have not been addressed in the report.

FINDINGS AND CONCLUSIONS

This section presents the Findings and Conclusions by evaluation question.

Question 1: To what extent is the CISP on track to achieving its capacity building objectives?

Finding 1. CDM personnel are proud of the fact that they have provided awards to 247 scholars, 77 awards over the minimum target of 170 awards set at the start of the program. This is positive because it reflects the flexibility in the FARA to make changes based on what is and what is not working. In addition, they have been able to find cost savings and adjust the program as needed. CDM-CIU staff and leadership note that this has been accomplished through elimination of two of the five doctorate awards, and ECEB efforts that include negotiating with colleges and universities for reduced rates in financial requirements – tuition, health insurance, etc., and cost-saving measures such as scaling back on advertising costs. The return rate of the CISP alumni is around 98-99 percent, well above the roughly 80 percent return rate for other CDM scholarships.[6] 91 percent out of 112 survey respondents felt that CISP was critical (42%) or very important (49%) to his/her career and home institution (according to the CDM survey).[7] CDM-CIU personnel are also proud of the savings in effort and the improved efficiency that has come about through using electronic versus paper-based documentation, particularly between CDM-CIU in Cairo and the ECEB in Washington, DC. Other achievements, such as generating interest among a wide range of public sector organizations, have been discussed in earlier sections of the report. Certainly, from the perspective of senior leadership in the CDM, CISP is viewed as a success story and they express full support for and ownership of the program.

> *The coordination between ECEB and CDM has worked very well because there is constant communication regarding scholarship operations – such as applying, negotiating with colleges and universities, placement of scholars, and monitoring. The CISP has the best systems and processes among all the scholarships he has handled in all his years in the ECEB. (ECEB Washington, DC staff member)*

Finding 2. A particular dimension that was emphasized by many individuals who were interviewed concerns the difficult operating environment in Egypt over the past several years. For example, CDM and CDM-CIU leaders and USAID-Egypt leadership and program management staff note that the program was mobilized and has survived through nine changes of Ministry of Higher Education ministers – each of whom became convinced of the value of the program and two of whom are seen as its champions. CDM report that the they have been requested to manage scholarships for other ministries that have little experience or internal channels to utilize scholarships as an HICD instrument (although there are differences in viewpoint regarding the effectiveness of CISP's aspirations in this area).

Looking across the 19 milestones, the CDM-CIU has been able to meet its contractual obligations and

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[6] CDM leadership and CDM-CIU management mentioned the 20 percent figure during interview sessions.
[7] Ministry of Higher Education Central Department for Missions. (2014) CISP Survey Results. Electronic copy provided by the CDM-CIU. Unfortunately, the structure of the question makes it impossible to differentiate between the importance of CISP to the scholar's career and to the scholar's home organization.

has received payment for outputs. Four milestones and the respective outputs associated with these are still in progress with the completion date for the final milestone, number 19, in June 2016. Seven program implementation letters (PILs or ILs) have been issued since CISP inception. These PILs affect the target dates of all but three milestones (6, 9 and 10). Certain PILs, specifically PILs 1, 2 and 3, address changes in the time frame for milestones 1 to 8 with most of the adjustments occurring in 2011 when the program was starting up. Most of the timeline extensions were for one to three months. These milestones had to do with establishing the functional dimensions of CISP internally within the CDM.

Each milestone has been allocated a percentage of the total cost of the program as a disbursement value, based on the percentage of the overall program that was accomplished by that milestone. When the relative percentages for milestones were set, it was assumed that there would be three cohorts of students, with minimum enrollment numbers of 170 scholars. As noted above, the CDM has exceeded this figure. The MOHE financial management functions were deemed capable of effectively implementing the Cairo Initiative Scholarship program through the CDM systems. The assessment provided several recommendations and the CDM has adapted its internal systems to comply with these recommendations. The CDM-CIU conforms to USAID rules and regulations relating to implementation of scholarship and/or participant training programs and ensures that students abide by USAID rules.

Finding 3. CDM-CIU personnel whom the team interviewed appear to know how to carry out their specific administrative functional tasks well. Staff pointed out that the way that the CDM-CIU works is very different from the way the rest of the CDM works. For example, within the CDM-CIU, there is an integrated approach to the two main functional areas of the CDM– the academic and the financial. Within the CDM-CIU, the siloes between these two functional areas are bridged and the fulltime staff is able to undertake tasks in both functional areas. The part-time personnel (who work across the CDM but who have specific time allocated to the CDM-CIU) note that they can work more efficiently and effectively with the CDM-CIU than with the silo-ed structure of the CDM overall.

> *"An important factor for the success of a FARA is good coordination with the HCIU, other donors, and among the USAID team. The time spent in designing a FARA and in clearly defining the role of each of the parties is crucial. It is better to resolve disagreements before starting a FARA program, than having to deal with disputes during implementation." USAID 2010*

Written documents produced under the FARA and provided to the evaluation team show variations in the quality of the presentation and content. Some documents that were available to the evaluation team reveal a level of thoughtfulness and are fairly detailed.

Conclusion 1. The intention in the FARA that modifications to CISP would continue in tandem with the implementation of the program and building the institutional capacity of CDM is an integral part of CISP seems to have been borne out, given the development nature of CISP to date. CISP has managed to produce results that conform to the strategic constructs and the targeting criteria outlined in the section above. The predictable and highly process-driven nature of scholarship programming and the iterations of these processes between 2011 and 2014 have been advantageous to improving program administration. The government-to-government relationship between USAID/Egypt and the Government of Egypt through the MOHE Central Department of Missions and the relationships between individuals from the two organizations both lend themselves to further progress under a FARA. The peculiar nature of a FARA necessitates a delicate balancing act on the part of USAID-Egypt to maintain the government to government relationship, but also to ensure that CISP generates policies,

products and processes that conform to an agreed level of quality (at this point in time, the quality level expected should probably be "good enough"). The lack of a visual and documentation that clearly articulates the relations, roles and responsibilities is problematic and makes understanding difficult for all but a small group of involved individuals.

However, the ambitions for the human and institutional capacity development of the CDM more broadly and the CDM-CIU specifically are not underpinned by a structured approach that is based on and informed by a sound organizational assessment and needs analysis. Ironically, if the MOHE CDM as the CISP implementer is unable to couch its own investment in human resource development in a strategic human resource development plan that feeds into a structured approach to organizational development and change management, it is unrealistic to ask that CISP beneficiary organizations demonstrate their capacity to do so. Personnel within the MOHE more broadly or the CDM more specifically would benefit from participating in an organizational change process – an experience that would deepen their understanding of what USAID and the CDM is asking CISP beneficiary organizations to undertake.

Conclusion 2. The current CISP focus is predominantly centered around a very specific set of largely administrative processes, procedures and products. While the administrative processes, procedures and products that relate mainly to stage one (soliciting and selecting organizations and selecting and placing scholars) are now established, they require further fine-tuning. There are also other requirements that are needed by a program that aspires to contribute to organizational capacity development and to ensure a development impact from scholarships. The CISP focus on these other HICD dimensions needs to be sharpened and needs to become more systematic and systemic. These dimensions cut across all stages in the scholarship programming cycle.

The underlying assumption of some stakeholders is that if enough CDM personnel have their capacity enhanced (English language proficiency, knowledge of US higher education institutions, etc.), this enhanced capacity will translate into positive change within the CDM and potentially even the MOHE more broadly. As the program now stands, it is unlikely that it will build the capacity of the CDM personnel or transform the CDM itself to the extent desired or needed.

Question 2: What factors enabled or constrained implementation and its results?

Finding 4. There is clear evidence that some practices and products developed under CISP have had an effect beyond the small number of CDM-CIU personnel. Stakeholders and CDM personnel feel that a major success story is the development and introduction of the management information system and its associated databases, although there is still work to be undertaken on the MIS. CDM-CIU personnel are hopeful that connectivity issues that have hindered effective and efficient functioning using ICT will be resolved in the next six months. At present, there are two existing management information systems available to the CDM and the ECEB. CDM-CIU personnel interviewed believe that the databases are useful. It does not appear that the MIS or the databases allow for tracking efficiency in tasks or sending out alerts – with the exception of those elements that directly link to or are part of USAID's TraiNet system. ECEB personnel describe these systems in the following way:

"The CDM MIS is for performance monitoring while the ECEB MIS is for case management/operations. To date, 162 CISP scholars (out of 188) are in the system. Each scholar file contains the standard identification information – name, Egypt school and degree, US school and degree, etc. The system is designed to track and record various activities concerning the scholar. Now the personnel use the TraiNet system for their internal management/ operations.

Finding 5. In the CISP FARA mechanism, USAID-funded scholarships have been integrated within the CDM's existing well-established administrative system. Implementation of CISP through Egyptian government systems has required some variations in processes to accommodate a fundamentally different approach and rationale to scholarship award. HICD activities have largely consisted of informal coaching and mentoring of CDM-CIU personnel by several USAID/Egypt personnel, primarily the CISP program manager. This role has required a significant investment of time on the part of USAID personnel. The Egyptian scholarships are typically awarded on the basis of a scholar's rank and years of service.This standard approach has been modified to include a focus on organizations in order to target institutional capacity building through a competitive selection and awards process. Again, this reflects the flexibility of the FARA.

Beyond the mentoring and coaching of CDM-CIU personnel by USAID-Egypt personnel and the learning-by-doing approach that has characterized CDM-CIU capacity development thus far, 100 CDM personnel are participating in English language courses at the American University in Cairo and 30 personnel will spend several weeks at a US university learning about student affairs management. For example, the proposal from the US university that will be providing the specialized training program for the 20 CDM personnel is three pages long and does not provide a detailed training plan in a standard format. This is not a critique but serves to illuminate the case regarding the use of structured plans. At present, there is no structured HICD strategy based on an agreed organizational assessment instrument. Such instruments do exist and have increasingly been taken up by public sector organizations seeking to improve their efficiency and effectiveness (Lean SixSigma, for example).

Finding 6. While the FARA mechanism is intended to build the human and institutional capacity of the MOHE scholarships unit, the CISP itself is intended to be a vehicle for realizing institutional development in CISP target organizations by providing personnel with enhanced capacities. The evidence that institutional development has occurred in any substantive manner that signals institutional transformation is limited. At this point in time, these efforts are not located in a strategic approach to organizational change management and organizational development with specific aims and objectives.
The findings on CISP as an HICD mechanism for Egyptian organizations are found throughout the subsequent sections of the report and will not be addressed in depth here.

Conclusion 3. Now that the CDM-CIU is better versed in USAID system requirements and processes, there should be less need for USAID-Egypt personnel to take on the role of mentor/coach with CDM-CIU personnel. Nonetheless, there are ongoing issues with effectiveness and efficiency – some within CDM-CIU control; some are not. However, there are no available data to use to determine whether the ICT upgrade is cost-effective or whether it might be better designed to ensure built-in safeguards for data quality and design features that enable monitoring of and reporting on efficiency for all CISP administrative processes, not just those associated specifically with USAID's TraiNet, time-use studies and report generation. Despite ongoing issues with effectiveness and efficiency discussed in other sections of the report, if CISP is able to sharpen and monitor the effects of strategic targeting criteria and improve the quality of its current processes (and assuming the optimal level of staff are present), administration of organization selection and scholar selection and management in Phase II should be able to be conducted more smoothly and with greater ease. The CDM-CIU should be able to identify results (beyond the input and output-based indicators).

Question 3: How effective is the program in selecting, placing, timing, and transparency?

Finding 7. In CISP, "selection" has several dimensions – there is the strategic targeting dimension that provides a set of parameters that the Steering Committee and the Selection Sub-Committee use for

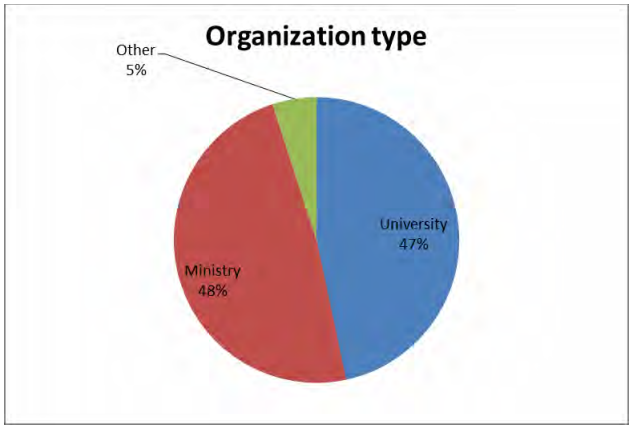
selecting home institutions and for selecting scholars. There are the internal selection parameters that are used by the various home institutions to identify and select candidates to put forward to CISP.

Strategic targeting criteria are not specifically articulated in any documents that were available to the evaluation team. However, information from interviews with CDM and CDM-CIU senior personnel and several USAID-Egypt personnel indicate that there is a set of targeting criteria that currently underpin CISP selection of organizations and individual scholars. These targeting criteria are specific to:

- Beneficiary Organization Targeting - the full spectrum of public and private sector organizations including ministries and private sector companies (for profit and not-for-profit) are intended to be able to benefit from CISP.
- Sector Targeting - scholars can focus their studies on fields that are found within the traditional sectors of education and health and the development streams of economic reform and science and technology. These sectors and development streams are included as focus areas in the Cairo Initiative and the Government of Egypt development plans.
- Degree Targeting – at present, CISP scholarships predominantly target master's degrees and post-doctoral studies. This targeting criterion has shifted over the years of CISP implementation for a range of reasons including the lessons that: 1) ministries are reluctant to release personnel for the several years it takes to complete a doctoral degree; 2) the years it takes to complete a doctoral degree means that the scholar is unable to return to Egypt and help build the capacity of her/his home institution in a timely manner; and 3) females are reluctant to take up long term study, especially if they have family responsibilities.
- Leader Targeting – CISP scholars must show leadership skill and talent.
- Marginalized Groups Targeting – females are currently the only marginalized group targeted.

Finding 8. Traditionally, only public universities that are under the oversight and management of the Ministry of Higher Education have benefitted from scholarships provided by the CDM. CISP aims to open up access to scholarships for less traditional beneficiary organizations including other ministries and private sector organizations including for profit companies and not-for-profit organizations. Based on numbers of alumni and current scholars (up to set A of Cohort 4), CISP has awarded roughly equal numbers of awards to ministries (48%) and universities (47%) and less to other types of organizations (5%).

Figure 1: Organization Type



CISP has awarded scholarships to 15 ministries with line ministries being particularly successful in capturing awards and central ministries being less successful. Since the evaluation team did not have access to analyses of data on organizations that submitted proposals but were rejected, it is not clear whether the success of the line ministries is due to 1) their greater number overall, 2) line ministries submitting proposals with greater frequency and volume than central ministries or 3) some other undiscovered reason. Two line ministries – the Ministry of Health (21 awards) and the Ministry of Scientific Research and Technology (19 awards) - have captured the bulk of the awards. CISP has been less successful in reaching private sector organizations. Several senior level stakeholders at the CDM and USAID-Egypt who were interviewed noted that this limited representation of the private sector is largely due to reluctance on the CDM's part to engage with these types of organizations because of concerns about ensuring accountability (which is less problematic with government organizations).

CISP has awarded scholarships to 13 universities. One university, Al Azhar-Assuit branch, has captured three awards Four public? universities captured the bulk of the awards: Cairo University (30 awards), Ain Shams University (24 awards), University of Sadat City (9 awards) and Alexandria University (8 awards). Three of these universities – Cairo, Ain Shams and Alexandria - are considered to be among Egypt's most renowned tertiary institutions. In the Other Organizations category, the Central Audit Organization under the Office of the President has received 8 awards and two private sector organizations have received one award each.[8]

Finding 9. CISP has been successful in the last 3.5 years in increasing the pool of organizations that have submitted and been selected for awards. CISP has broadened the playing field for a range of public sector organizations that extend beyond the Ministry of Higher Education and the public universities that fall under its' authority; and the Ministry of Scientific Research and Technology and its various research institutes. The potentially well-founded concerns around engaging with private sector organizations needs to be explored and possible solutions found. Other scholarship providers, such as the Deutsche Akademische Austausch Dienst (DAAD/German Academic Exchange Service) and the European Union, have made some attempts in this regard and may have lessons to share. Based on the evidence available to the evaluation team and described in detail in subsequent sections of this report, the use of the FARA mechanism as a vehicle for helping the GOE to build the institutional capacity of the targeted beneficiary organizations has not been particularly successful in real terms.

Conclusion 4. At the grossest level, sector targeting is sensible and CISP data show that there is some clustering of awards around earmarked sectors. The lack of an obvious sector locus for nearly 10 organizations is problematic and runs contrary to the USAID-Egypt emphasis on preferred development assistance sectors. Given the scale of the issues surrounding any possibility for generating observable change in a given sector (for example, in order to contribute to economic growth), a much more targeted and selective approach to sector targeting might result in more significant development gains overall. The approach suggested by the OECD and World Bank that focuses specifically on selected fields within sectors rather than on any field within a given sector provides a worthwhile approach.

Degree Type Targeting
The original target for CISP was 170 scholarships and the total CISP award was calculated on this basis.

- 116 master's degrees (2-year study program)

[8] These figures are based on data provided by the CDM-CIU for Scholar Cohorts 1, 2, 3 and half of Cohort 4.

- 3 doctoral degrees (4-year study program)
- 128 post-doctoral study awards (no time designated).

Over time, CISP has determined that the wisest investment is in post-doctoral studies and master's degrees and now there are roughly equal numbers of master's degree and post-doctoral study awards. Doctoral degrees have not factored into the program's strategy due to cost and length of time needed to complete the degree. Three doctoral degree awards have been made to date and there are no plans to award more. Based on data available to the evaluation team, 48 percent of awards are for master's degree studies and 46 percent of awards are for post-doctoral studies.

Table 2. (below) provides an illustration of the number of awards by the organization type and degree type.

Table 2: Number of Awards by Organization Type by Degree Type

	Degree		
Home organization type	PD	Master's Degrees	Doctoral Degrees
University	28%	19%	0%
Ministry	18%	29%	1%
Other	0%	5%	0%

% of total awards

Decisions around degree types have centered on value for money considerations and perceptions on the part of the CDM and CDM-CIU decision-makers about the length of time ministry personnel are able to invest in overseas study. Consequently, doctorate degrees are no longer included (unless there is an exceptional case). Although CISP decision-makers indicated that ministries find it challenging to have personnel be absent for long periods of time, the data on the degree types show that 29 percent of ministry awards are for master's degrees (two year study period) compared to 19 percent for universities and only 18 percent of post-doctoral study (six month study period) awards went to ministries compared to 28 percent for universities. None of the scholars or organization selection committee members interviewed expressed the view that longer study timeframes were a particular issue for ministry personnel.

The evaluation team made an effort to understand patterns within the types of degrees, particularly master's degrees. Overall, master's degree awards have covered all types of master's degree concentrations: Master of Arts (MA), Master of Science (MS) and Master of Business Administration (MBA). The spreadsheet data provided to the evaluation team show the lack of a consistent system of categorizations for degree types, lack of correspondence between the types of master's degrees (Master of Arts – MA, Master of Science – MS, Master of Business Administration – MBA) and the field of study. For example, the master's degree type might be listed as "MA," however, the field of study/discipline is listed as business administration. In this instance, it is highly likely that the degree is actually an MBA, not an MA). Master's degree scholars who were interviewed noted that their degrees were largely by coursework rather than by a combination of coursework and research. Having higher demand Masters and Post Docs is discussed in the recommendations.

Conclusion 5. Where there are clusters of scholars from a given institution, it appears that there is an underlying strategy or vision for enhancing some part of the home organization. In addition, there is a potentially greater likelihood that a cluster of scholars can start to make a difference, particularly when they are clustered in the same part of the home organization, and/or where there is strong senior level leadership to ensure that the greatest benefits are derived from awards. In those instances where there

is a cluster of award types but no common or thematic orientation, strong senior level leadership is essential for success. In these instances where there is no common technical orientation, it would be sensible to ensure that scholars gain knowledge and skills in managing and marketing their knowledge/products and collaborating with other (private sector) organizations. On their return, they may form a cluster that understands the triple helix[9] and other research, and development and marketing approaches.

Aside from the very basic cost benefit considerations around the three award types and views about the appeal or necessity of a doctoral award for a ministry, there is no evidence of a deep or macro level understanding of the HRD needs within Egypt and a coherent articulated strategy for using degree types to fill these gaps. Currently, the strategizing regarding degree needs is placed in the hands of the target organizations, with some editorial work by the CISP selection committee. Yet, the evidence is not strong that these organizations have the capacity for strategic HRD/HRM. These characteristics of CISP implementation may create challenges for demonstrating short and medium term outcomes as well as longer-term impact.

Conclusion 6. Post-conflict/crisis periods typically result in a window of opportunity for change; however, the windows do not necessarily remain open for extended periods of time. Such openings can be used to accelerate positive change, provided individuals are positioned to contribute in the areas of greatest strategic need. CISP has an opportunity to help ensure that any investment made in individuals actually does result in tangible products that contribute to Egypt's economic development at this particular juncture in time. In addition, the GoE has indicated an interest in moving forward with a devolution agenda (a process that inevitably brings a period of confusion and challenges as the parameters of roles and responsibilities and lines of authority are clarified). The move toward devolution would also bring opportunities for CISP to contribute in a strategic way, provided the program is able to be forward-looking. This opportunity can be realized by investing in individuals who are interested in understanding organizational change management and gaining proficiency in the tools and practices that are used in such change efforts.

Based on the available data, it was not possible to determine what fields/disciplines of study actually correspond to "Development Objective 3 Workforce Response to Labor Market Demands Improved" and the higher order goal to "Tangibly Improve the Lives of Ordinary Egyptians During a Period of Transition."[10] Given the range of disciplines and fields of study being undertaken by scholars and a review of available scoring documents, it appears that there was not an underlying strategy or specific explicit criteria that were used to link the discipline with the sector.

Selecting the Organizations

CISP selection starts with an advertised call for proposals from organizations and ends with the finalization of proposed candidates. CISP has a structure for carrying out the selection of organizations that will be asked to submit a package of proposals and the number of scholarships that will be allocated to a given institution. The program also has a structure for selecting the successful individual applicants

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[9] See, for example, the Stanford Triple Helix Research Group. http://triplehelix.stanford.edu/3helix_concept.

[10] USAID. (No Date) Draft Results Framework. USAID: Cairo, Egypt. USAID. (2010) USAID Economic Assistance Program in Egypt. USAID: Cairo, Egypt.

and their respective proposals. These structures and the specific elements within the structures have evolved over time since 2011 and are described below.

Solicitation of Organization Proposals. CISP advertises the award opportunity for organizations once a year in national newspapers. Senior CDM personnel also make presentations at various organizations about the opportunity and make personal calls to senior personnel in organizations to encourage them to consider responding to the advertisement. Some CDM-CIU senior personnel feel that CISP is now well known and it may not be necessary to advertise through newspapers. The evaluation team did a quick Internet search and found that several universities – for example, Minia University[11] - have a CISP page that includes the CISP advertisement in English on their web site.

Selection of Organizational Proposals. In brief, the selection process occurs as follows from the CDM-CIU perspective:

- CDM receives the annual strategic parameters, compiles and advertises for proposals. (The CDM-CIU follows an administrative call process for CISP that is the same as the CDM's standard process for scholarship administration, with slight modifications.):
- An announcement is made through different media. Universities send in official letters with disciplines and the projected numbers of scholarships they have determined they need to fill their gaps. The dissemination of calls follows an established channel. Less widespread announcements, according to CDM Executive Director, are now undertaken due to the assumption that CISP is well known and also as a way of saving on costs. The CDM-CIU makes an effort to reach out on a personal level to administrators of various organizations, particularly new ministries.
- An informational workshop is held by CDM-CIU for interested organizations in order to introduce the concept of institutional capacity development and the submission process.
- The CI Steering Committee (consisting of representatives from USAID, CDM, Ministry of Administrative Development and Ministry of International Cooperation) undertakes a review and scoring of the organizations' proposals. Organizations are notified informally about their awards.

Within the potential beneficiary organizations, the process is thus:

- Organization faculties, research units, other authorities, single individuals or a group of diverse individuals prepare EOIs according to the CISP (proposal) template. In reality, most scholars interviewed by the evaluation team indicted that they and other potential scholars developed their organization's EOI.
- These EOIs must be framed around a capacity 'gap analysis'.
- Organizations submit the EOIs to the CDM-CIU.
- Beneficiary organizations' potential scholars move ahead on their individual proposals.

Finding 10. Selection criteria seem to be more implicit than explicit. It is not evident why EOIs are accepted or rejected. Some EOIs have parts missing and are rejected, while other EOIs also have parts

[11] http://www.minia.edu.eg/English/Cultural%20Affairs/Scholarships/News/Pages/The-Cairo-Initiative-Program-Scholarships-for-Masters,-Doctoral,-and-Postdoctoral-studies-in-the-United-States.aspx

missing but the submitting organization is asked to address the gaps and to re-submit. Staff members at beneficiary organizations believe there is an underlying scholarship quota distribution process underpinning CISP (that reflects the usual CDM scholarship award process) but they do not understand the criteria for arriving at quota designations. USAID staff explain that the CISP does not have pre-determined quotas.

Organizations' CISP committee members stated that there are telephone or face-to-face discussions with CISP personnel about the overall numbers of awards that will be provided. In several instances, the organization knew the numbers of awards prior to announcement to individual scholars.. One organization's CISP coordinator stated that the institution is asked to propose the number of scholarships they need and the acceptance letter from CISP ultimately tells the organization how many awards they will actually receive, based on their EOI. The coordinator and two other administrators did not know the reasons for allocating a certain number of awards or for not receiving any awards. They speculated that it might have been because there was an issue with one or two scholars. Personnel said they thought it might be because the CDM-CIU was unhappy with the organization. The organization management did not receive any written documentation from the CDM-CIU that indicated the reason(s) no awards were being provided. At GEBRI, the coordinator explicitly stated that the institution asks for a number and the acceptance letter informs them of less. They did not know a reason for this determination other than that they may have had issues with their participants. CISP personnel confirmed this and gave an example of a problematic ministry that may have its award quota reduced or eliminated for a year.

Finding 11. Selection is based on a culling process where organizations' expressions of interest are vetted for conformity to a set of criteria that relate to organizational development features. If an organization meets the criteria to the satisfaction of the CISP Selection Sub-Committee, the organization is "awarded" under CISP, and requested to put forward its package of proposals from individuals or groups That number of individuals is suggested by CISP, based on the EOI. Then, the institutions puts forth specific individuals, targeting the institutional strategic development goals as linked to its EOI. The process has variations among institutions, particularly non-MoHE ones that do not have established channels for responding to scholarship awarding. Moreover, the strategic underpinning for both institutional and individual proposals is not well reflected within the selection process. Finally the CDM carries the burden of the entire pre-departure logistical process that leads to complexities for individuals who are requested to carry out their own in- country and US processes. There is a lack of clarity and accuracy in communication.

In fact, CDM's four permanent staff and director confirmed that even issues confronting scholars and modes of addressing the issues are the same for CISP and non-CISP scholars. CDM is not comfortable dealing with the ministries and is even less comfortable with private sector organizations. Personnel in beneficiary organizations are unclear about how to develop their organization's or unit's strategic goals and how to link these with human resource development and management. At GEBRI, for example, the leadership asked the evaluation team for advice about how best to develop OD strategies that could in turn result in successful EOIs. No personnel interviewed by the team mentioned organizational development or human resource development explicitly and only one organization - the Ministry of Health – had a human resources department. USAID-Egypt personnel noted that the MoH scholars were selected because they were in managerial positions and the awards would enable them to acquire skills they could use on their return.

Conclusion 7. Targeted institutions need more guidance on the institutional capacity development rationale and the competitive mode of award. The organizational EOIs that are developed by individuals are not always institutional or strategic, and there are generally no adequate gap analyses on which these EOIs are based. There are no merit-based and explicit selection criteria that distinguish applicants in

terms of quality. There is often limited institutional commitment to ensuring that the USAID CISP strategic goal will be achieved. Personnel at targeted organizations are not clear about why they were successful and why certain numbers are assigned to them. They surmise that because they had a "fair" share of numbers before, it was time for others to get an opportunity. This clearly shows there are no selection criteria that identify need and intervention. Practices still indicate that distributions are done on simple number allocations. An EOI that is developed by interested individuals but presented as "institutional" will not lead to buy-in or commitment by organizations since there is no internal institutional accountability.

Selecting the Scholars

There are two dimensions to the selection of scholars. First, the organization must identify and select the CISP candidates it will put forward. Second, CISP itself undertakes a type of validation interview aimed at ensuring that the candidate put forward by the organization has a core set of characteristics.

Finding 12. In brief and in theory, the solicitation and selection of individual scholars is as follows. Variations in the assumed approach are discussed.

- Organizations that have been successful in the organization selection process then solicit proposals from individuals or groups. Announcements are made in different ways in different organizations. For example, in universities, the faculties follow their regular information dissemination process where information flows from senior leaders to departments in well-established and well-known formal bureaucratic channels via electronic communication. Informal channels include hand-written notes or letters; face-to-face communication; or by telephone. Despite the formal established communication channels, five of the scholars interviewed noted that they found out late about the CISP opportunity. For example, one current scholar from a university found out by chance four days before the CISP deadline for organizational packages of individual proposals. A ministry team found out from a friend at USAID. A scholar from an authority was informed by his dean. At another university, the dean called scholars he knew would be interested and formed their team.
- Interested individuals are required to self-nominate and write a proposal – an action plan – that specifies how their proposed plan aligns with the human resource development needs of the organization. The candidate also prepares all other required documents and ,must identify US institutions and professors, obtain acceptance letters, and obtain scores for TOEFLand/orGMAT, and.
- Internal interviews are held. Candidates are selected by the organization and proposals endorsed by a senior level administrator.
- An organization package of proposals along with the names of the nominated candidates is provided to the CDM-CIU.
- The candidates are interviewed by a committee convened by the CDM-CIU and successful candidates are directed to CDM-CIU.

The CDM-CIU process to select the final candidates is as follows:

- CDM compiles files and sends to the Steering Committee;
- The Steering Committee screens and ranks proposals. Most proposals are approved, some require modifications, and a few are rejected. The criteria for such selection appear to be more eligibility than merit- and relevance- based.
- Candidates are interviewed and ranked based on discussion of Action Plans and reintegration plans; and examination of English language proficiency, especially for the PD

nominees who are not required to have a TOEFL scores.

- Candidates are selected and again the quality-based selection criteria are not evident. Some are required to add or modify parts of their applications ? as distributed in templates.
- CDM and candidates are informed of selections. CDM takes over the next phase of procedures for departure.

Finding 13. Each potential scholar develops her/his own action plan. In some instances, the organization wanted to establish a critical mass of scholars in particular disciplines (master's of business administration, for example) or a team from the same faculty wanted to progress a project. Regardless of either of these approaches, the scholar applied individually (although nominally was under a project umbrella). In the case of PD scholars, there is an attempt to conform to a department plan. In the case of master's degree scholars, conformity is less structured. A scholar may or may not have received advice from a superior. This situation makes the appropriateness or relevance of the learning experience somewhat hazy. The individual's proposal is approved by her/his supervisor/coordinator and signed off on by a senior administrator (for example, in the case of a university, the relevant dean). In the majority of cases, the process is largely an individual initiative that is not embedded in or guided by a strategic institutional human resource capacity development plan and the proposal is based on individuals' own interests and benefits. Fields/disciplines of study may or may not be strategic to HICD.

Conclusion 8. Organizations have shown that they can submit well-written Expressions of Interest, scholars can provide action plans and organizations can submit reintegration reports that consist of a report by the leadership and individual scholars' reports. CISP has the chance to build on these positive developments. However, it will be some time before public sector organizations and even private sector organizations are at the level of organizational maturity to utilize the scholarship modality as an effective and essential tool in the HICD toolkit. Recognition of this fact will help CISP to adopt an approach that is better aligned with the context and the enabling environment within organizations and more broadly.

PLACING

The original disbursement breakdown of award type by time period is illustrated in the tables (below)

Table 3: Cohort Number by Candidate Number by Award Type – Original Figures

Degree Type	Cohort 1: Fall 2011	Cohort 2: Fall 2012	Cohort 3: Fall 2013	Cohort 4: Fall 2014	TOTALS
Master's Degree	4	27	102	TBD	TBD
Doctoral Degree	0	2	3	TBD	TBD
Post-Doctoral Study	11	18	5	TBD	TBD
Totals	15	47	110	26	188

The actual achievement of CISP in placing scholars is reflected below.

Table 4: Cohort Number by Candidate Number by Award Type – Actual Figures as of March 2015

Degree Type	Cohort 1	Cohort 2	Cohort 3	Cohort 4		TOTALS		
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Mid-2015	F	M	ALL
Post-Doctoral Study	11 (4F/7M)	18 (4F/14M)	30 (6F/24M)	33 (8F/25M)	36 (11F/25M)	33	95	128
Doctorate Degree	0 (0F/0M)	2 (0F/2M)	1 (1F/0M)	0 (0F/0M)	0 (0F/0M)	1	2	3
Master's Degree	4 (1F/3M)	27 (6F/21M)	29 (9F/20M)	38 (12F/26M)	18 (5F/13M)	33	83	116

TOTALS	15 (5F/10M)	47 (10F/37M)	60 (16F/44M)	71 (20F/51M)	54 (16F/38M)	67	180	247

CDM-CIU involvement in placing scholars is limited. The typical process described by scholars who were interviewed is that the master's degree scholar provides an acceptance letter from a US institution and she/he is informed whether she/he can attend the institution. In several cases, scholars said that they provided two or three acceptance letters and the CDM-CIU informed them of which institution they should attend. At least 15 scholars interviewed were unhappy with the institution in which they had been placed and felt that the quality of the institution was not high or the institution was not particularly well known or respected in the scholar's particular field of study. Post-doctoral fellows provide an endorsement letter from a US professor.

The six-month post-doctoral period is considered by nearly all post-doctoral scholars to be inadequate. All but two of the scholars interviewed noted that the six-month period leaves little time to work out how they can be involved most productively, begin to work productively, and complete their research plan or the additional work foci that their professor has assigned to them. Most complete writing up their research in Egypt. Scholars gave numerous examples of the challenges to work continuity and contribution to their US institution and their home institution that have arisen due to the current structure of the post-doctoral approach. For example, an Ain Shams University scholar is collaborating with an international team to advance the practice of evidence-based medicine. This scholar was put in charge of developing a curriculum for a master's degree program at her US university and this curriculum will also be used in a new program at Ain Shams. However, her fellowship ended before the curriculum could be finalized and piloted. She and her US colleagues are now trying to complete the work virtually.

Discussions with post-doctoral scholars show that all but a few of the post-docs have developed collaborative projects between their home institutions and US institutions. This finding from interviews is also borne out by a quick review of reports submitted by organizations and scholars once the scholars have returned to Eqypt. Some post-doctoral scholars would like to include visiting professorships as part of the CISP approach. They felt that this possibility would enable them to gain valuable teaching and curriculum development skills that could be utilized on their return to Egypt (most researchers in Egypt have classroom teaching duties as well as their lab work). All in all, the scholars suggested the CISP provide greater flexibility in the approach to the post-doctoral studies such as the possibility to extend beyond the six-month timeframe (either while still in country or to return at a later point), or split the six-month timeframe into two shorter periods, and so on.

Conclusion 9. CISP has successfully mobilized and placed nearly 200 scholars in US institutions and, for the most part, quantitative data indicate that scholars are satisfied with the institution they attend/ed. The issues around identification of appropriate institutions and professors have affected many scholars and resulted in costs (money, time) and less than ideal placements in US institutions. These issues could have been avoided if a support mechanism existed for scholars to use to obtain high quality, informed guidance on the US higher education landscape in general and their fields in particular.

It is important to note that some issues? are in the control of the CDM-CIU and some are not. Addressing the inefficiencies that are within its control should be paramount for the CDM-CIU over the next two years. Advocating for efficiencies and inclusion- and family-friendly USAID policies - should be paramount for USAID/Egypt, especially since these issues create reputational risks for both USAID/Egypt and the CDM.

TIMING

Finding 14. There is a great deal of variability in the efficiency of the various CISP dimensions and processes. For about half of the scholars interviewed, most of the CISP processes went smoothly; for the other half, there was a range of issues with timing of various CISP dimensions. CDM-CIU management noted that when scholars had all of their documentation and had these documents presented correctly, the overall process went quickly and smoothly – barring obtaining the visa, which was beyond the control of the CDM-CIU. Two key stakeholders noted that there have been concerns expressed by the US government contact in Washington, DC, who ultimately processes the visa applications. These concerns have apparently centered on delays in provision of documents and the quality of documents provided. The evaluation team did not interview any individuals in the consular section of the US embassy in Egypt or in Washington, DC, so their viewpoint is not known. Survey responses[12] regarding scholars' perspectives on the efficiency of the CDM-CIU show the following:

- 37% of 112 survey respondents were very satisfied with the effectiveness of the CDM in providing enough information about the USAID program through the orientation sessions and other means of communication and 63% were somewhat satisfied to extremely dissatisfied
- 41% were very satisfied with the effectiveness of the CDM regarding paperwork (including visas) and 59% were somewhat satisfied to extremely dissatisfied.

Scholars and CISP committee members from organizations all noted a range of issues with timing associated with various dimensions of CISP.

Awareness of CISP annual awards: Some candidates only found out about CISP just before the proposal submission deadline. Letters from US institutions or professors: Many of the scholars and committee members noted that it took a great deal of time to obtain acceptance letters from US institutions or endorsement letters from US professors. All scholars interviewed provided several examples of individuals who did not go to the US at all or who were delayed in going because they lacked these essential documents.

Visas: The applicant completes visa documentation which includes university certificates, letter of nomination, copy of passport, host university approval letter, three reference letters, CV, and CDM language certification. The file is then compiled by the CDM-CIU and sent to the consular section at the US Embassy. The individual applies for a J1 visa. Once the visa is issued, the CDM provides the scholars with a ticket and organizes an orientation meeting to inform them about procedures upon arrival to the US, and their rights and obligations as CISP scholars.

There were issues with the efficiency of the visa process for most of the scholars interviewed. Visas are often delayed and/or issued with the same date as the Regulation 3 (R3) which causes a host of problems for scholars, such as:

- Arriving in the US after the semester has begun or arriving after class registration is closed
- Visa ending before student has finished program
- Scholar signing apartment lease and then required to leave because the visa will expire which means having to pay remaining duration of the lease from their own finances
- Having to delay departure until the following semester and applying for a new visa

[12] CDM 2014 Survey results.

Conclusion 10. The results of the 2014 CDM survey, the online MTE? survey, and the interview findings, are similar – around half of scholars are satisfied with CDM-CIU's efforts and around half are not so satisfied. The issues that individual scholars mentioned are apparently not unique to CISP. However, without specific data available to track the efficiency of all the various processes related to CISP implementation, it will be challenging for the CDM-CIU to make improvements in timing.

TRANSPARENCY

Transparency has two dimensions – the transparency of the CISP strategy, implementation and monitoring and evaluation of the implementation and the results and the transparency of the processes utilized internally by organizations to select and propose candidates. CISP does not provide guidance to or oversight of organizations' internal selection processes.

Finding 15. With regard to transparency, CISP is underpinned by several strategic constructs that have developed over time, however, these constructs are not articulated, documented, or advertised and are held by a few individuals. Based on interviews with several key stakeholders and a review of marketing materials, it is apparent that the CISP concept and strategic elements have developed progressively over time. USAID/Egypt info sheets reveal the evolution.

Survey data show that 91% out of 112 scholars recognized that CISP "…is intended to help the Egyptian USAID candidates to fill crucial skill-gaps needed to increase efficiency and economic growth in Egypt." However, based on qualitative data from interviews with scholars and other stakeholders, aside from a small inner circle of individuals integrally involved in CISP implementation, the strategic constructs and targeting criteria are not well understood. It is intended that CISP scholarships will:

- Build friendship and understanding between the United States and Egypt[13]
- Provide new opportunities for the Egyptian population in the areas of workforce development and human capacity building
- Develop the capacity of selected beneficiary organizations.[14]

All of the CISP committee members interviewed by the evaluation team understand that CISP is intended to develop the capacity of selected beneficiary organizations. No individuals interviewed mentioned building friendship and understanding between the US and Egypt. Currently, there is no clear way to monitor and evaluate the success (and appropriateness) of these strategic constructs and the targeting criteria. For example, the type of analyses undertaken by the evaluation team regarding: fields of study and their linkage to specific sectors: the selection of some organizations over others: and the allocation of numbers of awards to a given organization are not well-understood by the individuals interviewed during the evaluation. Outside of a small inner circle that is immersed in CISP implementation, most stakeholders interviewed are not aware of the targeting criteria for organizations and individual scholars.

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[13] Outcomes one and two appear to have been drawn from the comments made by U.S. President Obama during his 2009 trip to Egypt and referred to in the USAID-Egypt web-based content. Outcome three evolved over time.

[14] These intentions are not stated explicitly in any documentation that was available to the evaluation team. However, these were the intentions expressed by senior individuals within the Central Department of Missions and USAID personnel interviewed.

A review of available CISP documentation shows that there is a solid structure to the processes associated with some of the stages of scholarship programming, specifically administrative processes around scholar processing. All of the individual scholars and organization committee members interviewed understand that there are a series of processes and requirements, however, a common complaint was that the processes and requirements are not explicit, well-publicized and are subject to change without proper notification.

Finding 16. Also with regard to transparency, a review of CISP documentation shows that there are sets of relevant documents for CISP processes, regulations and requirements. Scholars who were interviewed said that they understood the overall requirements of CISP. Scholars noted that the three-hour information session provided by the CDM-CIU focused predominantly on regulations and requirements and they understood the information presented. However, most of these individuals noted that there were issues with the transparency of the details. Issues that kept recurring across interviews and roundtable discussions included: visas (for the scholar and for dependents); the US institution; and, special requests once in the US.

Many of the scholars interviewed noted that there has been a lack of clarity around scholar visas. The two individuals interviewed, whose visa applications were rejected, did not know why the applications were rejected. The dependent visa issue was mentioned by nearly all of the individuals interviewed who were responsible for young families or for other family members. In several cases, scholars were informed after arriving in the US that their dependents would not be issued a visa. Other scholars said they were informed about the restriction on dependent visas during the process of developing their individual proposals, and they knew of individuals who subsequently stopped moving ahead with their applications. They cited instances of other Egyptian students in the US who have their dependents with them. None of the scholars knew whether this was a USAID-Egypt, CISP, or US government regulation.

Conclusion 11. CISP has made clear efforts to promote and implement the program in a transparent manner and to ensure that information about the program is disseminated. The issues around transparency noted above appear to be due to challenges around limited numbers of CDM-CIU personnel, establishing new and unfamiliar policies, processes, and products, and then overseeing the consistent application of these internally,within target organizations, and with individual scholars. Given the evidence of the learning curve of the past 3.5 years, it is anticipated that if the CDM-CIU has additional staff, most of the issues noted can be addressed. The repercussions of a lack of transparent and consistent policies, processes, and products across organizations, and lack of merit-based criteria for selection, can include bias and personal preferences in selection and concerns around CISP credibility as a transparent and fair scholarship mechanism.

Question 4: What actions can be taken to improve women's participation in CISP?

In order to address this evaluation question, it is first necessary to have a firm understanding of the extent to which women participate in universities and ministries in particular and how they participate in CISP. The Government of Egypt and USAID both have policy frameworks that address gender and other social equity concerns such as people with disabilities. Positive measures on the part of the GoE include the following efforts. In all ministries, including the Ministry of Higher Education, there is a Gender and Equal Opportunity Unit with the following mandate:

- To integrate the perspective of women and equal opportunities in the ministerial plans and programs

- To support monitoring and evaluating the progress made in achieving equal opportunities in programs of each ministry
- To train ministry staff on the integration of women and equal opportunities in programs and projects
- To cooperate with the Office of the Ombudsman to discuss and resolve complaints of discrimination against women.

There are several GoE initiatives that aim to provide quantitative data and analyses. The Central Agency for Public Mobilization and Statistics (CAPMAS) periodically publishes a statistical profile on the "Status of Men and Women in Egypt" that includes data on education and employment data. The Ministry of Higher Education Strategic Planning Unit and the Supreme Council of Universities both periodically publish sex-disaggregated statistics on higher education (including data on faculty staff members as well as undergraduate and postgraduate students). The National Council on Women and CAPMAS promote the use of sex disaggregated statistics to measure gender equality and support the efforts undertaken to narrow gender gaps by providing detailed and accurate information on the areas where these gaps exist and on their real dimensions in order to provide sound evidence-based information to policy-makers. This work is undertaken under the auspices of the GEMS project (Gender Equality Measured through Disaggregated Statistics).

Finding 17 (multiple). Despite these positive efforts, numerous challenges exist with respect to gender and science.

- Sex-disaggregated statistics in the field of science are very incomplete and there is no research and development survey
- There is no specific regulation aimed at fostering a gender balance on public committees. There is no official engagement on gender balance in scientific decision-making bodies or committees
- There is no measure in place to implement quotas or targets for females in universities or research institutions
- Universities and research institutions are not required to set up gender equality plans or related gender equality measures, such as gender units or gender observatories. These measures are completely absent in Egypt to the best of our knowledge
- Mentoring is not an institutionalized practice as regards junior scientists of either sex. However, there are a few mentoring programs addressed to women linked to international initiatives[15]

According to the USAID-Egypt website, "Going forward, USAID's programs will increase access to education and training for underserved and disadvantaged groups; improve the relevance and quality of workforce development programs, coursework and in-service training; and apply science and technology research to address developmental challenges and promote economic growth."[16] Females are one of the underserved and disadvantaged groups in Egypt in general and in universities and ministries.

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[15] The Cynthia Nelson Institute for Gender and Women's Studies (IGWS) at the American University in Cairo has a mentoring programme. About 20% of graduate students pursue PhD whilst 80% seek employment in NGOs and UN. Cairo University Centre for the Study of Developing Countries (CSDC) at the Faculty of Economics and Political Sciences recently launched the "Female Mentoring Project", a joint effort with the Association for Women's Total Advancement and Development (AWTAD) and a Deutsche Gesellschaftfür Internationale Zusammenarbeit" (GIZ)-funded regional programme "Economic Integration of Women – MENA" (EconoWin).
[16] USAID. (March 19, 2015) http://www.usaid.gov/egypt/education. Accessed March 19, 2015 at 12pm from Sydney, Australia.

Finding 18. To date, female scholars represent just over one quarter (27%) of all CISP scholars (alumni, current and those who will be mobilized throughout 2015) with some variation in the percentage of female representation between cohorts and within award categories.[17] The doctoral degree category comes in at 33% female representation only because of the very limited number of scholars overall (3) in this award category. The cohort with the greatest percent of females participating (33%) was Cohort One. Cohort Two had the least percent of females participating (21%). The breakdown of female and male scholars by award category and cohort is provided below.

Table 5: Number of Awards per Award Category and Cohort Disaggregated by Sex - Actual Figures as of March 2015

Degree Type	Cohort 1	Cohort 2	Cohort 3	Cohort 4		TOTALS		
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Mid-2015	F	ALL	%F
Post-Doctoral Study	4/11	4/18	6F out of 30	8F out of 33	11F out of 36	33	128	25%
Doctorate Degree	0/0	0F out of 2	1F out of 1	0F out of 0	0F out of 0	1	3	33%
Master's Degree	1/4	6F out of 21	9F out of 29	12F out of 38	5F out of 18	33	116	28%
TOTALS	5/15	10F out of 47	16F out of 60	20F out of 71	16F out of 54	67	247	27%
%F OF COHORT TOTALS	33%	21%	26%	28%	29%			

Based on data from the CDM-CIU on 186 alumni and current scholars, there are roughly equal numbers of females from universities (24) and from ministries and other organizations (25). The bulk of females from universities come from Ain Shams University (13 out of the 24 university females). Despite having captured nine awards, the University of Sadat City has no female scholars. The CISP data on gender reflect the available macro level data. Women at the Grade A level of service (the highest level) and as researchers are under-represented in the hard sciences (natural sciences, engineering, agricultural sciences) and males are underrepresented in the social and medical sciences.[18]

[18] European Union. (2014) SHEMERA (SHE Euro-Mediterranean Research Area) National Report: Egypt. Academy of Scientific Research and Technology: Cairo, Egypt.

Figure 1: Proportion of female Grade A staff by main field of science (2010)

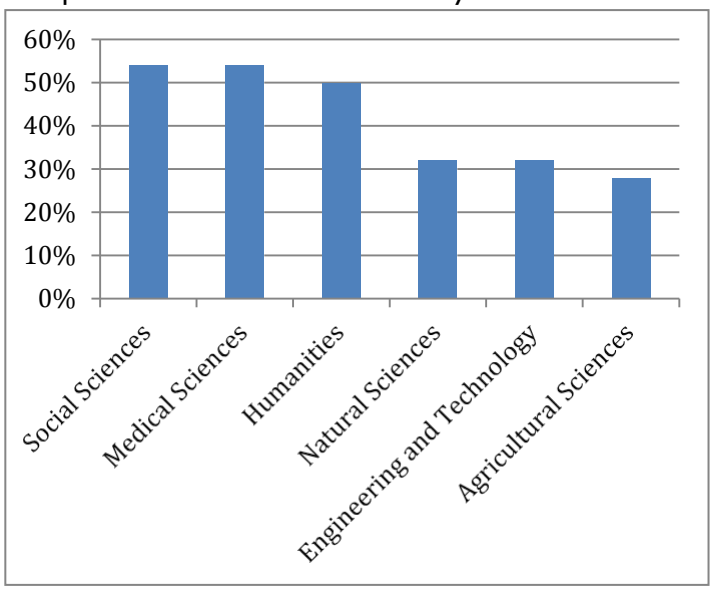
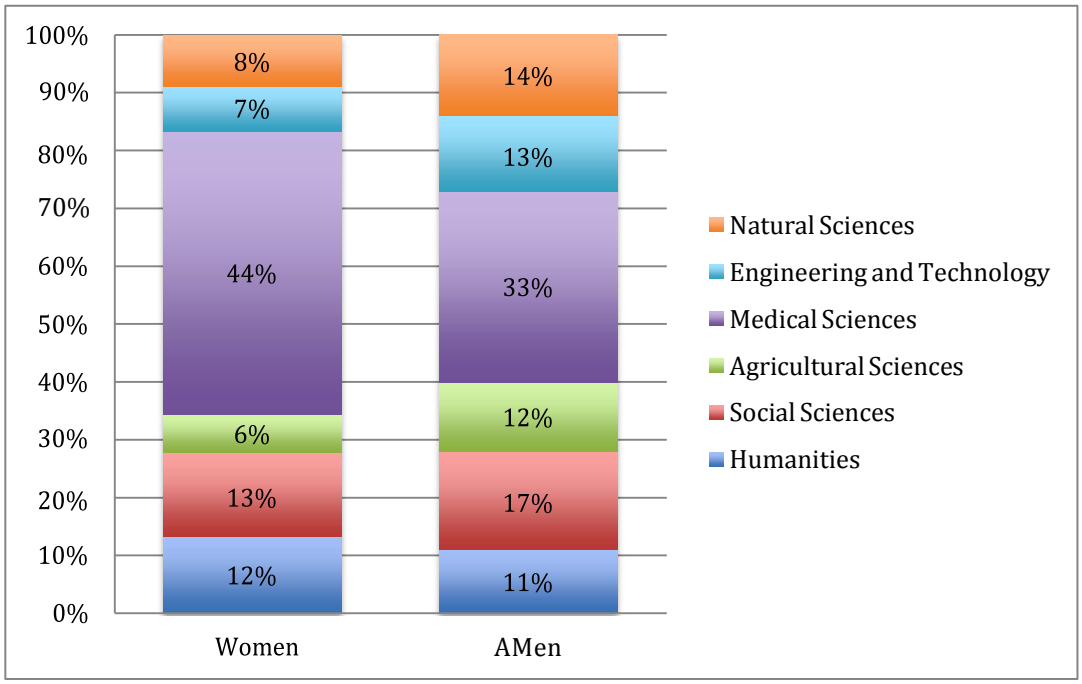


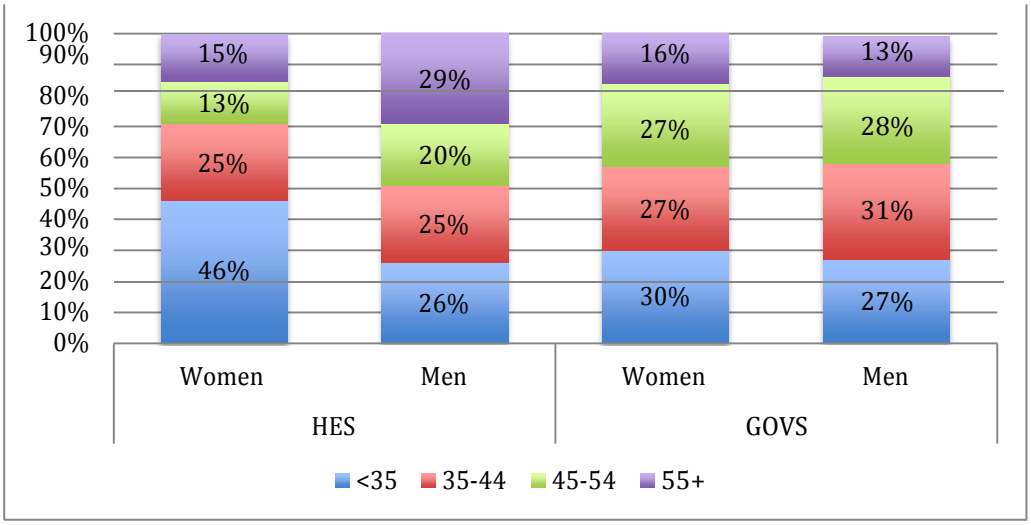
Figure 2: Distribution of researchers in the Higher Education Sector (HES) across fields (2010)



Female scholars are disbursed across the various ministries – there is no one ministry that claims the bulk of female scholars. The Ministry of Finance, however, has sent an equal number of females (3) and males (3). Of the 19 awards for alumni and current scholars captured by the Ministry of Science and Technology, only seven of the awards went to females and four of these seven awards are within the National Research Center (four female scholars and five male scholars). None of the seven awards

captured by the Ministry of Water Resources and Irrigation went to females. Awards to organizations located in frontier and in remote rural governorates are limited. Of the 16 awards captured by universities at least three hours from Cairo, six went to females. Two differences in the profile of researcher from the higher education sector and the government sector stand out: 1) the predominance of young female researchers in the HES compared to the government sector (46% of female researchers under 35 years of age versus 30%) and 2) the predominance of older males in the HES versus the government sector (29% of male researchers 55+years versus 13%).[19]

Figure 3: Distribution of researchers in the Higher Education Sector (HES) and the Government Sector (GOVS) by sex and age groups (2010)



The un- or under-employment problem is particularly acute for young women, who are 3.8 times more likely to be unemployed than young men.[20] The Egyptian public sector has traditionally provided jobs to the large numbers of graduates entering the labor market each year. However, the economic reforms that began in 2005 aimed at curbing government spending and rationalizing the public sector. Consequently, it has become increasingly difficult for young people to find public sector employment. Youth with a secondary education or above represent about 95 percent of unemployed adults in Egypt. Of the young men and women who do find jobs, only 28 percent found work in the formal sector—18 percent in the public sector and 10 percent in the formal private sector. The vast majority -- 72 percent -- end up working in the informal sector, often as unpaid family workers. For those who are paid, many have no labor contract, job security or social benefits. Currently about 850,000 young people enter the labor market annually and 70 percent of them have completed at least secondary education.

[19] European Union. (2014) SHEMERA (SHE Euro-Mediterranean Research Area) National Report: Egypt. Academy of Scientific Research and Technology: Cairo, Egypt.
[20] UNDP. (2010). Egypt Human Development Report -*Youth in Egypt: Building Our Future*. http://www.undp.org.eg/Portals/0/EHDR%202010/NHDR%202010%20english.pdf. Accessed February 20, 2015 from Cairo, Egypt, at 6pm.

Finding 19. The pool of potential female candidates for CISP is more limited than it is for males; qualitative data from interviews and roundtable discussions indicate a range of anecdotal reasons for the limited female participation in CISP. Most scholars (females and males) noted that Egyptian cultural norms are such that women are usually the caretakers of elderly parents/relatives. For example, two unmarried female CISP scholars noted that they faced challenges in leaving Egypt because they were responsible for caring for elderly mothers. Scholars who were interviewed mentioned the disincentives for females and males for joining CISP due to the restrictions around visas for dependents and most scholars were able to identify at least one or two qualified females who either did not pursue or who dropped out of the CISP process due to the dependent visa matter.

Rural-urban and regional inequalities are also serious problems. Gender inequality in higher education is present in terms of male versus female enrollment rates and women's representation by economically advantaged versus disadvantaged regions as well as fields of specialization. The overall enrollment of women is less than 50% and this percentage is significantly lower in governorate provinces, especially in Upper Egypt where the overall higher education enrollment rate in 2006–2007 was only 16%, with the lowest female participation rate (35%) occurring in the governorate of Assuit. Given these statistics combined with poverty rates in particular regions of the country,[21] women comprise a significant proportion of the poor.

Individuals with disabilities are not factored into CISP at this point in time. Overall, there is no evidence of disability sensitivity or disability analysis in the program's implementation. For example, CISP publicity and calls for proposals do not demonstrate sensitivity to people with disabilities and CISP does not report on the number of people with disabilities who apply or are accepted as scholars. To date, there is one self-identified scholar (male) with a disability. During site visits to CISP targeted organizations, the evaluation team saw one female administrator (not a scholar) with a disability and one alumnus noted that he had a hearing impairment but he did not consider this a disability. Scholars who were interviewed were unaware that a caregiver could accompany a scholar with a disability with associated costs covered.

Finding 20. A gender analysis has been undertaken. USAID-Egypt personnel who were interviewed confirm that this is the case. There is also no evidence that implementation or programmatic decisions are gender-sensitive. Although USAID-Egypt undertook a gender assessment of its programs in 2010, it is not clear to what extent that assessment has informed CISP (or Cairo Initiative) gender sensitivity.22 The pre-departure preparation does not provide scholars with a gender-awareness or cross-cultural sensitivity workshop in order to help prepare scholars for the gender and cultural norms that they will encounter in the US. Although CISP disaggregates its scholar data by sex, the evaluation team was unable to obtain sex-disaggregated quantitative data from CISP about all candidates overall, candidates who were not selected, or candidates who dropped out at various points in the CISP processes or after they had been selected.

Projects in this Gender Marker Code category are considered to be at risk for unintentionally nurturing or deepening existing gender inequalities.

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[21] UNDP. (2010) Egypt Human Development Report -Youth in Egypt: Building Our Future. UNDP: Paris.
[22] USAID. (2010) Gender Analysis and Assessment for USAID-Egypt. USAID: Cairo, Egypt.

Conclusion 12. CISP will continue to face challenges in opening up access to women, PwDs and other underserved groups unless there is a focused effort to analyze barriers to and identify opportunities for participation, to experiment with equity strategies and to monitor the effects of these strategies. While some of the barriers to participation are beyond the control of the program -- such as the policy regarding visas for dependents or the limited number of people with disabilities in universities and ministries (and hence a limited pool of potential scholars among this group), other barriers can be addressed through non-traditional approaches to study programming, for example, consecutive periods of study for shorter periods of time in the US for female post-doctoral scholars or male scholars who have a plausible case for utilizing this approach, master's degree programs that have non-traditional schedules. Cost implications of equity strategies will doubtless be a consideration; however, if USAID-Egypt and the CDM are to take gender and other equity considerations seriously, these short-term costs have the potential to provide long-term gains. Across the developing world, factors that enable women to move into leadership positions in public and private sector organizations and in politics include English language proficiency, access to and knowledge of technology, and self-efficacy. CISP has the potential to enhance all three of these factors for selected females.

Question 5: Based on the evaluation findings, what (conclusions and) actionable recommendations should be considered in Phase II of the CISP design?

The CDM-CIU and USAID-Egypt have an opportunity to take advantage of the respite in organization and scholar selection to enhance the quality of existing CISP processes and products before the start of Phase II. It is proposed that USAID-Egypt concentrates attention on three areas of interest:

1) Improvement of CISP policies, processes and products
2) Strengthening the strategic dimensions of CISP programming
3) Supporting achievement of milestones 16-19

See final section on Recommendations.

RECOMMENDATIONS

The recommendations included in this section are based on the findings and conclusions presented in the previous section. It is important to recognize that the administrative processes have been fully established by the CI. Now, it is time to turn to fine-tuning the procedures in order to increase the development impact of the scholarships and the recipients, individually and for their host country institutions. There are eight actionable recommendations in total. In a few cases Recommendations are divided into concrete steps. A more detailed and fleshed out version of the recommendations can be found in Annex XI.

Recommendation I: Redesign the HICD to reflect a more realistic approach. A more realistic approach would specifically include:
Ia. Amend criteria in terms of job-type, institution-type and degree-type ensure the most equitable distribution of opportunity and to ensure that the investment in the CI leads to quality outcomes for individuals and institutions.
Ib. Develop clearly measurable anticipated results from each degree program (i.e. master's degree versus post-doctoral degree) and hold students and their host country institutions accountable to achieving them.
Ic. Include an array of stakeholders in any process of redesign to ensure buy in from the beginning (including current/ past beneficiaries and institutions).

Recommendation II: Appraise the short-term overseas training program for 20 CDM personnel and 100 English Language training program personnel. Include the appraised training program in the CDM's overall development strategy.

Recommendation III: Recruit and hire at least five new CI staff to fill much needed administrative roles and higher level positions, including a ***CI Liaison***. The Liaison should be tasked with solving problems that arise between the US and Cairo.

Recommendation IV: Improve the Scholar Action Plan by doing the following:
Iva. Rebrand by calling the plan the: Scholar Learning and Development Results Plan (reflecting Agency guidance on learning and results).
IVb. Require students to partake in an internship, English language course, and an extra-curricular activity.
IVc. Include the roles and responsibilities of the host country college, university or institution and how they will support in the attainment of the identified results.
IVd. Require post-doctoral and master's thesis submitted to the CDM prior to completion of the scholarship and submission to a professor.
IVe. Monitor the types of elective courses master's degree students take in order to maximize the quality of the courses and in turn experience.

Recommendation V: Be highly selective in providing masters degrees for MBA programs, select fifty percent female and only those with the highest marks and language skills.

Recommendation VI: Use the break between Phase I and Phase II to improve existing processes; specifically do the following:

VIa. Develop a long term cost plan to track the efficiency of the CI; these services are best performed by an outside systems architecture or business consultant.

VIb. Create the following committees with equal representation between USAID and CDM staff:

(1) the Beneficiary Committee- responsible for articulating the HICD principles and practices regarding Human Capital Development,
(2) the Scholar Selection Committee- comprised of Egyptian and US experts on scholarships, and
(3) the Scholar Preparation committee- which will provide insight onto the comprehensive package that is required to be prepared for living and studying in the U.S.

Recommendation VII: Improve the equitable distribution of opportunity to the scholarships; a few options towards reaching this goal include:

Option 1. Include a statement in the annual advertisements regarding CISP's desire to have women, people with disabilities, and individuals from other under-represented groups apply.
Option 2. Include a requirement in the eligibility criteria that the beneficiary organization puts forward at least 30% women in the proposed scholar group.
Option 3. Give extra points for female scholarships undertaking studies in fields traditionally dominated by males.
Option 4. Add extra points to the organization score for including people with disabilities and from other under-represented groups in the proposed scholar group such as ethnic minorities in frontier areas.
Option 5. Allocate a percentage of awards per annum to organizations in underserved regions of the country.

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Annex I- Statement of Differences to CISP Evaluation Report (submitted 07/17/2015)

USAID hereby presents a Statement of Differences regarding the 2015 Cairo Initiative Scholarship Program (CISP) mid-term evaluation conducted by a DevTech evaluation team. This document responds to the final evaluation report submitted by DevTech. Prior to its submission, USAID made significant recommendations for improvement. While the final report is an improvement thereon, there are still shortcomings that need to be highlighted.

Lack of Evidence/Data: The final draft lacks data to back up many of the findings and conclusions, greatly reducing the reliability of the evaluation.[i] In some cases raw data is available but wasn't used[ii], making the evaluators' conclusions appear to be subjective and anecdotal. In other cases, the evaluators ignore data that is not consistent with their findings and conclusions, or they apply filters to the data interpretation[iii]. The evaluation team ("team") also failed to quantify focus group results as planned.[iv] Perhaps most importantly, the team was to rely significantly on a survey of the participants to be conducted by the team per the scope of work (SOW). However, that online survey ended up being flawed and unreliable. First, it was lengthy, with 38 questions, which increased the risk that people wouldn't respond to it. USAID staff recommended shortening it but this was not followed. Second, the length added to the preparation time. As a result, the survey went out late; in at least one case, the survey was sent out on 2/19/15, with an unrealistic request for responses by the morning of 2/21/15 – 3 days. Third, despite USAID staff frequently mentioning the sensitivity of gathering the information from Egyptian citizens, the survey was not distributed anonymously – notices were sent out to scholars in a format where all could see each other's emails, which could obviously deter recipients from responding, and it certainly could compromise privacy. As a result, many scholars didn't respond. Most disturbing, the final report seems to inflate the low response rate. It gives a rate of 51%[v] with no figures to show how this was calculated. USAID data shows that the email survey was sent to 177 scholars and that, per DevTech data, 69 responded, with the highest response rate to any one question (their name) being 68 – i.e. 38% of 177. And the response rate steadily decreases as the questions progress, to as low as 9% (16) near the end. So it's not surprising that the evaluation refers only seldom to the survey and instead relies multiple times on a 2014 survey conducted by the Central Department of Missions (CDM),[vi] the government implementing partner, which compromises the evaluation methodology.

Admittedly, part of the problem with the data collection is that the team received less support from the government implementing partner in collecting data than it had expected. USAID strongly believes that the fault lies with the team - that lacked sensitivity in dealing with government officials and ignored USAID cautions thereon. In particular, the evaluation team seemed to misunderstand the context of a foreign government entity (not a development contractor) as the development partner implementing the CISP. There are significant differences between host governments and contractors in terms of capacity, transparency, comfort level, experience and precautions that need to be considered. Contractors usually come from the same organizational culture as the donor. The government partner does not, and the USAID team repeatedly mentioned issues of negotiation sensitivity to the evaluation team leader. A good example is when the evaluation team asked the partner for sensitive information related to other ministries and government institutions – in Egypt, the partner simply does not have the authority to make such a request of a separate government agency, and it refused to do such. Ultimately, the government implementing partner seems to have had suspicions about the intentions of the team and apparently did not cooperate as the team may have wished.

Lack of Balance. USAID sought an objective evaluation of what worked in the project, what did not, and why. What is presented in the final draft report focuses largely on unsubstantiated

information of what *didn't* work in CISP. The selective use of anecdotes[vii], the lack of context[viii], and in one case a misleading presentation of data[ix] contribute to an overwhelmingly unbalanced and unfair characterization of CISP that only minimally points to positive contributions of the activity - to the frustration of all stakeholders. Disappointedly, positive components of the activity that had been noted by the evaluation team during data gathering, in conversation with USAID staff, and at the USAID out-brief were not included. For example, during the out-briefing the team highlighted several examples of CISP impact through individual stories. The most notable story illustrated the success of a returned scholar working with a high-value plant (jojoba) used in cosmetics. The researcher returned to Egypt, began growing the jojoba plant in the ideal Upper Egyptian climate, and has positively impacted incomes and living conditions in the area. Yet this wasn't even briefly mentioned in the evaluation.

Other examples abound. USAID felt that a more thorough examination of the reintegration plans that scholars submitted might reveal some positives (and negatives) of the program's impact on both the scholars and their institutions, so USAID requested the team to look more deeply into the reintegration plans – but to no avail.[x] This remains puzzling and calls into question whether the team had already reached their main conclusions midway in the process. Another example is the manner in which an unequivocally positive statement is minimized for less impactful data. The report reads, "*Survey data [presumably the 2014 CDM survey and not the evaluation team's] show that 91% out of 112 scholars recognized that CISP…is intended to help the Egyptian USAID candidates to fill crucial skill-gaps needed to increase efficiency and economic growth in Egypt.*"[xi] But the fact that that those scholars did not identify additional objectives, which might be assumed, or considered lower level, such as the intention to "*Build friendship and understanding between the United States and Egypt"*, is considered damning without explaining why and what negative impact, if any, this might have on the program.

Part of the problem regarding the lack of balance and accuracy may be that rather than measure the CISP against a baseline, or several proxies available, the team seems to have measured the CISP against the yardstick of a perfect Human and Institutional Capacity Development (HICD) program, resulting in mostly negative comparisons.

The Document - Logical Flow, Format, and Requested Back-Up Documentation. One recommendation is a mystery – why at least "5" new CI staff? Also, findings and conclusions do not flow logically in the final evaluation report. Several findings are duplicative or exhibit significant overlap, while the link to conclusions is not always apparent. For example, Conclusion 7 and Conclusion 8 are indirectly contradictory:

> *Conclusion 7*. Targeted institutions need more guidance on the institutional capacity development rationale and the competitive mode of award.
>
> *Conclusion 8*. Organizations have shown that they can submit well-written Expressions of Interest, scholars can provide action plans and organizations can submit reintegration reports…

Limitations 1 and 5 complain that various requested documents were provided late and that USAID changed the report format requirement. In fact, the documents were provided timely[xii], and while USAID was open to the more holistic approach discussed (but not outlined) in the out-briefing, the draft report presented in this format was unacceptable and almost undecipherable. For this reason, USAID requested a conventional, standard format (as specified in the SOW) in an effort to bring logical flow, coherence, structure and reduce duplication in the final report.

[1] E.g., tracking data from clusters of scholars might have better grounded Conclusion 5, potentially making it more specific and convincing.

[1] E.g., Conclusion 8 is supported only by a "quick" review of reports submitted by organizations and schools. Why quick? And in Findings 11 and 15, there's mention of CISP documentation but no data or quantifications presented therefrom.
[1] E.g., Finding 14 regarding satisfaction rates.
[1] E.g., Finding 16 from roundtable discussions, etc.
[1] Limitation 4, page 6.
[1] E.g., Findings 14, 15, etc.
[1] E.g., Finding 12, bullet 1, selective use of anecdotal information from 5 scholars of all those interviewed.
[1] In Conclusion 3, the team fails to show appreciation for the limits on USAID 's monitoring role under a Fixed Amount Reimbursement Agreement (FARA). This unique arrangement (for a non-construction project) establishes benchmarks tied to various capacity building requirements. CDM has met those benchmarks, suggesting significant capacity improvements.
[1] Finding 14, "37% very satisfied… and 63% somewhat satisfied to extremely dissatisfied". This is a highly selective way to lump data together; the finding could have just as easily been that 71% of 99 survey respondents were very satisfied or somewhat satisfied while 29% were neutral to dissatisfied. By collapsing the Likert scale and coming up with a 63% number, the team has produced a misleading reading of the CDM survey results.
[1] A deeper look at the reintegration plans would have better grounded Conclusion 1, potentially making it more specific and convincing.
[1] Finding 15.
[1] It is documented that USAID sent the memos by email to Megan, DevTech's backstop for the evaluation, in December 2014, and that she passed them on immediately to the team leader.

Statement of Work - Part (B)

Cairo Initiative (CI) Scholarship Program

Scope of Work

Award Title: Cairo Initiative Scholarship Program

Fixed Amount Reimbursement Agreement: No. 1. CI Scholarship (263-286)

Total Estimated USAID Amount: $22,000,000

Start date: September, 2011

End Date: March, 2017

Program Manager: Nader Ayoub

Evaluation Program Manager: Marie El Soussy

Implementing Partner: Ministry of Higher Education, Central Department of Missions

Governorates of Implementation: Nationwide

Background

In his June 2009 Cairo speech, President Obama announced his vision for a new direction in the United States' engagement with the Arab world, to include support for workforce strengthening and human capacity building through enhanced exchange, training and scholarship programs, as well as through the promotion of science and technology advancements and entrepreneurship.

In pursuit of President Obama's vision, shared by Egypt's leadership, USAID/ Egypt designed cross-sectoral activities under the rubric of the "Cairo Initiative". It focuses on six areas that foster new opportunities for the Egyptian population, and strengthens the ties between the U.S. and Egypt. The workforce development areas include Science and Technology, Private and Public Sector Training Activities, Work Skills Development, Entrepreneurship and Youth Employability.

One of the workforce development target areas are scholarships and higher education opportunities. USAID funds scholarships for Egyptians to attend American universities to obtain their Master's and PHD level degrees, or undertake post-doctoral studies in the areas of economic reform, science and technology, education and health. It is anticipated that graduates will strengthen the workforce within both the Egyptian government and the private sector.

Overview

The Cairo Initiative Scholarship Program is a nationwide program that focuses on cross-sectoral activities designed to provide human capacity and institutional development for various institutions in Egypt. The agreement commenced in September 2011, and the expected completion date is March 2017.

Throughout the life of the scholarship program, funds utilized for the Cairo Initiative will support needed Master's and PhD's for the staff of institutions that have submitted proposals to the Cairo Initiative Steering Committee (CISC).

Following the successful completion of a financial assessment of the Ministry of Higher Education's (MOHE), Central Department of Missions (CDM) and the Egyptian Cultural Exchange Bureau (ECEB), it was determined that the MOHE, through CDM, could effectively implement the Cairo Initiative Scholarship program. CDM has adapted its internal systems to comply with the findings of the assessment. Institutional capacity-building for CDM is an integral part of this scholarship program.

USAID funded, or is funding, a specific number of scholarships for mid-level professionals in targeted fields from the public and private sectors who have demonstrated leadership skill and talent, and for whom the home institution has developed a Human Capacity and Institutional Development (HCID) and reintegration plan. Under the Fixed Amount Reimbursement Agreement (FARA), the MOHE will be reimbursed specific amounts for milestones (activities) accomplished in accordance with previously agreed upon specifications or standards. The amount of reimbursement is fixed in advance based upon reasonable cost estimates approved by USAID.

In March 2013, Secretary of State John Kerry announced a Higher Education Initiative (HEI). Under the U.S. - Egypt HEI, USAID/Egypt will provide further funding to the Ministry of Higher Education to support Master's degrees in the United States using a similar approach as is being used under the current Cairo Initiative program. These scholarships will focus on building the capacity of select institutions across sectors, thereby strengthening these institutions and allowing the recipients to share best practices from U.S. institutions.

The program is anticipated to start in 2015. Approximately 250 scholarships will be awarded for Master's Degree programs in at least three cohorts. This evaluation and lessons learned from the

Cairo Initiative project are intended to assist USAID and the GOE in designing this new scholarship program under the Higher Education Initiative.

Development Hypothesis

This project conforms to the development hypothesis that increased scholarship opportunities will result in an educated workforce that responds to the capacity needs of the home institutions, as identified in the human capacity and institutional development strategies of those institutions.

Project Objectives and Approach

USAID/Egypt designed and implemented a Fixed Amount Reimbursement Agreement (FARA) with the Ministry of Higher Education (MOHE) in 2011. The FARA focused on institutional capacity building of the scholarship unit of the MOHE and introduced the practice of targeting scholarship programs to improve the human capacity and human resource practices of key Egyptian institutions and ministries.

The scholars were chosen to participate in this program based on the Ministry's/Institution's proposal detailing how the newly acquired education will be used to fill crucial skill-gaps needed to increase efficiency and economic growth in their Ministry and Institution and therefore contribute to the development of Egypt.

The following scholarships are being provided:

- 116 Master's Degree students enrolled in a two year programs;
- 3 PhD students enrolled in a four year programs; and,
- 128 Post-Doctoral students enrolled in four cohorts.

There are four cohorts of students with minimum enrollment as follows:

	Cohort One: Fall 2011	Cohort Two: Fall 2012	Cohort Three: Fall 2013	Cohort Four: Fall 2014
Master's	4	27	30	55
PhD	0	2	1	0
Post-Doctorates	11	18	30	69

Gender Considerations

Approximately 44 women and 99 men have been granted scholarships thus far. Nominations and approvals of the Cairo Initiative scholarships are done blindly as the awards are given to requesting institution's need for skills rather to individuals; therefore the person receiving the scholarship is unknown until the final interview.

Sustainability Considerations

Under USAID Forward, Missions are encouraged to work more closely with national government institutions in designing and implementing programs. The intent of this strategy is to make U.S. Government programs more sustainable and foster local capacity.

Results Achieved

More than 140 students have been granted scholarships, with approximately 98 participants currently in the U.S. pursuing their Master's, PhDs or postdoctoral programs. They represent 25 different ministries and institutions such as the Ministry of Health, Ministry of Civil Aviation, the Metrological Authority, the National Research Center, and Faculty of Nursing, and Alexandria University.

To date a total of 45 post-doctoral and 15 masters' students have returned from the U.S. An additional 10 participants are expected to return by the end of September 2014. There will be a placement of more than 100 candidates from the fourth cohort, representing 12 different ministries and Institutions in U.S. universities.

The Central Department of Missions (CDM) continues to work diligently to improve its capacity and meet the milestones specified in the FARA agreement. In less than two and half years CDM has achieved 13 out of 19 milestones in the agreement.

Critical assumptions

- The bilateral relationship between the GOE and the USG remains positive and fully collaborative.
- The GOE cooperates fully with the implementation of the programs and activities agreed to through the Bridge Strategy.
- The U.S. Congress does not rescind resources previously appropriated for Egypt.
- The World economic crisis does not disrupt Egypt's ability to pursue a dynamic development agenda.
- The GOE is able to maintain the positive macroeconomic and business enabling environment reforms that it has adopted in recent years.

Challenges

CDM has faced some challenges during the implementation of the program; the most significant being that many of the potential candidates didn't have the level of English required. CDM has encouraged the candidates to improve their English language skills and provided funding for the

preparation to the English tests.

In addition, the workload for the CDM team has been significantly increased by the additional scholarships. They have been working closely with the Egyptian Cultural Bureau (ECEB) in Washington, D.C. to place more than 100 candidates from the fourth cohort in U.S. universities. However, ECEB does not have sufficient staff to accommodate every placement in a timely manner. As a result, CDM requested a modification of the agreement to include a capacity-building component in the agreement that allows training for CDM staff to be able to perform their new duties in an efficient manner.

Also, CDM is exploring the possibility of overseeing some of the placement from its offices in Cairo. With the ease of communication and switching to electronic applications, much more of this can be done from Egypt.

Summary of overall project's planned outcome

The implementation of this program is determined through the attainment of series of performance milestones to be met on an agreed- upon time schedule, the milestones are linked to specific indicators, verified by reference to objectively-ascertainable measures of verification, as more fully set out in Attachment 3.

Project Management Modifications

There have been at least three modifications to the agreement to include a capacity building component for CDM, reduce the number of and to shift the number of students in each type of degree program (MAs, PhDs and Post-Doctoral), as shown in more details in attachment 4.

Because of transitions within the GOE and many candidates' weak English language skills, CDM was unable to enroll the anticipated number of students of the third cohort identified in the FARA.

A modification of the agreement to include a capacity building component that provides training for CDM staff. CDM also is exploring the possibility of overseeing some of the placement from its offices in Cairo.

Relevant documentation

The evaluation team should consult a broad range of background sources including project and modification documents. USAID and the CDM will provide the evaluation team with a package of documents and materials prior to the team's arrival in Egypt. This package will include:

- FARA Agreement.

- Program Design documents and modifications.
- Documents submitted by CDM to USAID as verification of achieving milestones.
- List of beneficiaries and contact information for key informants.
- Program milestones.

Evaluation Purpose

This is a performance evaluation and its purpose is to :

- Identify the Cairo Initiative's strengths and weaknesses and make any corrections needed. In addition, the evaluation recommendations and lessons learned will be used to design the next scholarship program under the Higher Education Initiative.

- Review, analyze, and evaluate the USAID-funded Cairo Initiative in terms of achieving program objectives.

- Provide findings and recommendations to be used by the Government of Egypt and USAID to help in future designs of human capacity-building projects.

Audience and Intended Users

The audience of the evaluation report will be the USAID/Egypt Mission, specifically the education team, and USAID/Washington. USAID/Egypt will review and share the executive summary, expanded executive summary, final report, and recommendations (see section on deliverables) with the CDM, the Ministry of Higher Education, the Ministry of International Cooperation, and the Ministry of State of Administrative Development. The report should be made accessible to the public via USAID's Development Experience Clearing House (DEC), within three months of report completion.

The results of the evaluation will enable stakeholders to identify ways of improving the program. USAID will integrate the report recommendations for future human and institutional capacity building activities.

The evaluation will answer the following questions:

1. Given its implementation approach, to what extent is the project on track to achieving its capacity-building objectives?
2. Other than the challenges mentioned earlier, what are the factors that enabled or constrained the implementation of the project and its results?
3. How effective are the selection criteria and placement processes, in terms of integrity, timing, and transparency? How can the placement process be improved?

4. What actions can be taken to improve women's participation in the project?
5. Based on evaluation findings, what conclusions and actionable recommendations should be considered in phase 2 of the project and in future designs?

Evaluation Design and Methodology

This is a performance evaluation and is intended to assess the progress of the program thus far. The results will assist in future capacity-building programs.

The evaluation must follow the USAID Evaluation Policy of January 2011 **(http://transition.usaid.gov/evaluation/USAIDEvaluationPolicy.pdf)**

Data Collection Methods

The Evaluation Team should consider a range of possible methods and approaches for collecting and analyzing the information which is required to address the evaluation questions. The evaluation team shall share data collection tools with USAID for review, feedback and/or discussion with sufficient time for USAID's review before they are applied in the field.

The data collection methodology will include a mix of tools appropriate to the evaluation's questions. These tools will include a combination of document review, in-depth structured interviews and focus group discussions with key informants. Surveys and telephone calls will be conducted with some beneficiaries still pursuing their academic degrees in the U.S. The evaluation team will interview a number of beneficiaries who received scholarships, as well as staff in CDM. The methods are expected to be a mixed of qualitative and quantitative approaches.

This is a purposeful sample, where the sample in which selections are made based on criteria determined by the evaluators. So, the selection of beneficiaries to be interviewed will be based on the diversity of different institutions, academic programs, and gender, and not geographic location.

The team will conduct a desk review of all resources sent to them prior to coming to Egypt.

Interviews and Site Visits

The Evaluation Team will conduct in-depth interviews, telephone calls and mini-surveys with selected beneficiaries in the United States still receiving their academic degrees, and focus group discussions, at a minimum, with the following organizations/staff:

- CDM staff.
- Students who received scholarships.
- Supervisors of participants that have returned from the training.
- US university personnel involved with the program.
- Cairo Initiative sub-committee (Selection Committee).
- USAID/AOR

The evaluation team is expected to provide a more detailed explanation of the proposed methodology for the collection of data and analyses method. The Team will stay in Egypt for four weeks, and they will provide a detailed in-country interview schedule prior to the assignment's inception.

A list of interviewees and key stakeholders will be provided by USAID prior to the assignment's inception. USAID will approve the work plan submitted by the evaluators, and will assist in setting up appointments with the CDM , as well as providing the evaluation team with stakeholder contacts information.

Data Quality Standards

The evaluation team shall ensure that the data they will collect clearly and adequately represent responses to the evaluation questions, sufficiently precise to present a fair picture of performance, and at an appropriate level of detail.

The evaluators should consider a range of possible methods and approaches for collecting and analyzing the information required to assess the evaluation objectives. The methodology will be discussed with and approved by USAID/Egypt Agreement Officer's Representative (AOR) and the Evaluation Manager prior to implementation.

The Mission expects the evaluation team to present strong quantitative and qualitative analysis that clearly addresses key issues found in the research questions. The Mission anticipates that the Evaluation Team will provide a more detailed explanation of the proposed methodology for carrying out the work during the team planning meeting.

Deliverables

Team Planning Meeting: A team planning meeting will be held in Egypt at the outset of the evaluation. This meeting will allow USAID/Egypt to discuss the purpose, expectations, and agenda of the assignment with the Evaluation team. In addition, the team will:

- clarify team members' roles and responsibilities

- Review and develop final evaluation questions
- Review and finalize the assignment timeline
- Present and discuss data collection methods, instruments, tools and guidelines
- Review and clarify any logistical and administrative procedures for the assignment

A well written detailed methodology and data analysis plan (evaluation design, data analysis steps and detail, operational work plan) will be prepared by the team and discussed with USAID during the planning meeting.

USAID will provide the Evaluation Team with a stakeholder analysis that includes an initial list of interviewees, from which the Evaluation Team can work to create a more comprehensive list. The evaluation team will construct an interview schedule that includes students, supervisors, and University staff in the United States. The Evaluation Team will continue to share updated lists of interviewees and schedules as meetings/interviews take place and informants are added to/deleted from the schedule. The timeframe for the scheduling the meetings and interviews should not exceed three working days.

After conducting the field visits, the evaluation team will present their findings to USAID/Egypt. The debriefing will include a discussion of achievements and issues as well as recommendations for the future activities designs and implementation. The team will consider USAID/Egypt comments and revise the draft report as appropriate.

Subsequent to the debriefing with the USAID/Egypt, the team will present the findings of the evaluation to USAID partners (as appropriate and as defined by USAID) through a presentation prior to the team's departure from Egypt. The debriefing will include a discussion of achievements and any program deficiencies. The team will consider partners' comments and revise the draft report accordingly.

Prior to departing Egypt, the team will submit a draft report of the findings and recommendations to the USAID Evaluation Manager. The written report should clearly describe findings and conclusions. Recommendations for future programming will be addressed in a separate internal memo. USAID will provide written comments on the draft report within one week of receiving the document.

The final report should not exceed 30 pages in length (not including appendices, lists of contacts, etc.). The format will include an executive summary, table of contents, glossary, methodology, findings, and conclusions. The report will be submitted in English, electronically, and then disseminated within USAID/Egypt.

At the time of submission the final report, the survey instruments, interviews and data sets should be submitted on a flash drive to the evaluation program manager. The team will submit an expanded executive summary to accompany the final report that will include a background

summary on the evaluation purpose and methodology, and an overview of the main data points, findings, and conclusions. The expanded executive summary should be easy to read for wide distribution to local audiences. The expanded executive summary will be submitted in English, in hard copy and electronically. The report will be disseminated within USAID and to stakeholders.

Reporting Guidelines

The final evaluation report will conform to the following Criteria to Ensure the Quality of the Evaluation Report found in Appendix I of the USAID Evaluation Policy:

- The evaluation report should represent a thoughtful, well-researched and well organized effort to objectively evaluate what worked in the project, what did not and why.
- Evaluation reports shall address all evaluation questions included in the scope of work.
- The evaluation report should include the scope of work as an annex. All modifications to the scope of work, whether in technical requirements, evaluation questions, evaluation team composition, methodology, budget, or timeline need to be agreed upon in writing by the AOR.
- Evaluation methodology shall be explained in detail and all tools used in conducting the evaluation such as questionnaires, checklists and discussion guides will be included in an Annex in the final report.
- Limitations to the evaluation shall be disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (selection bias, recall bias, unobservable differences between comparator groups, etc.) and what is being done to mitigate the threats to validity.
- Evaluation findings should be presented as analyzed facts, evidence, and data and not based on anecdotes, hearsay or the compilation of people's opinions. Findings should be specific, concise and supported by strong quantitative or qualitative evidence.
- Sources of information need to be properly identified and listed in an annex.
- Recommendations need to be supported by a specific set of findings.
- Recommendations should be action-oriented – organized according to whether recommendations are short-term or long-term, practical, and specific, with defined responsibility for the action.

The final report will be reviewed using the Checklist for Assessing USAID Evaluation Reports **(http://www.usaid.gov/policy/evalweb/evaluation_resources.html).**

The format for the evaluation report should be as follows:

Executive Summary—concisely state key findings;
Table of Contents;
Introduction—purpose, audience, and summary of task;
Background—brief overview of the CI program in Egypt, USAID program strategy and activities implemented in response to the problem, brief description of CI projects/components, purpose of the evaluation;
Methodology— describe evaluation methods, including threats to validity, constraints and gaps;
Findings/Conclusions—based on the evaluation questions; also include data quality and reporting system that should present verification of spot checks, issues, and outcome;
Challenges—provide a list of key technical and/or administrative, if any;
References (including bibliographical documentation, meetings, interviews and focus group discussions);
Annexes—annexes that document the evaluation methods, schedules, interview lists and tables— should be succinct, pertinent and readable, milestones, modification to the agreement , program description, evaluation scope of work and collection data methods.

Team Composition and roles

Four members: The evaluation team will be composed of a team leader, two team members and a logistics coordinator. All attempts should be made for the evaluation team to be comprised of male and female members. Per USAID Evaluation Policy, team members will be required to provide a written disclosure of conflicts of interest. The Team members' qualifications are as follows:

Team Leader: A senior international consultant with 10 years' experience in conducting evaluations for scholarships and institutional capacity-building activities, s/he should be familiar with higher education and scholarships projects in Middle East countries. S/he should also have a minimum of 5 years in leading evaluation teams, interpersonal relations and writing skills. Moreover, experience in gender and women's empowerment development projects is preferred.

Team Members (2): Senior or mid-level consultants with minimum 5 years' experience in monitoring and evaluating or designing education projects, with strong writing skills,

excellent understanding of the higher education system in Egypt, as well as familiarity with USAID programs. They should also have proven experience in conducting evaluations in Middle Eastern countries, and drafting high quality reports. They will participate in different evaluation activities and may be assigned specific tasks by the Team Leader as appropriate.

Logistics coordinator: Three (3) to five (5) years' experience in handling travel related logistics and providing administrative support.

The Team Leader will:

- Finalize and negotiate with USAID/Egypt the evaluation work plan;
- Establish evaluation team roles, responsibilities, and tasks;
- Facilitate the Team Planning Meeting (TPM)
- Ensure that the logistics arrangements in the field are complete;
- Manage team coordination meetings in-country and ensure that team members are working to schedule;
- Coordinate the process of assembling individual input/findings for the evaluation report and finalizing the evaluation report;
- Lead the preparation and presentation of key evaluation findings and recommendations to USAID/Egypt team prior to departing Egypt.

The Team Members will coordinate in:

- Designing the evaluation plan.
- Developing a data collection plan.
- Conducting field visits, surveys, and interviews.
- Collecting the data.
- Recording and summarizing the data.
- Analyzing the data collected.
- Preparing reports and presentations for discussing the findings.

The Logistics Coordinator will:

- Handle travel related logistics and provides administrative support to evaluation team members.
- Be responsible for setting up meetings with USAID and stakeholders.

Evaluation Management

USAID will provide key documents to the evaluation team and provide introductions to the implementing partners prior to the initiation of field work. The evaluation team is responsible for arranging vehicle rental and drivers as needed for their site visits, as well as scheduling meetings. They will also need to arrange their own hotel arrangements and procure their own work/office space, computers, internet access, printing and photocopying in line with relevant USAID regulations. Evaluation team members will be required to make their own payments. USAID will be available to the team for consultations regarding sources and technical issues, before and during the evaluation process.

The overall work is to be carried out over a period of approximately six weeks, with a six-day work week authorized. The expected start date will be o/a October13th 2014, and the end date will be o/a 30 November, 2014.

Timeline/Deliverables schedule:

1. **Work Plan Discussion and submission:** 2 days after the team's arrival to Egypt.
2. **Evaluation design:** 2 days after the team's arrival to Egypt.
3. **Methodology Plan:** 2 days after the team's arrival to Egypt.
4. **Draft report:** Prior to the team's departure from Cairo.
5. **Evaluation Data:** Prior to the team's departure from Cairo.
6. **Inbreifs with USAID and MOE:** Prior to the team's departure from Cairo.
7. **Final report:** 3 weeks after the USAID provides feedback on draft report.

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Annex III- Methodology

Cairo Initiative Scholarship Program

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The purpose of this document is to provide a description of the evaluation design, the background literature, the data collection and analysis and the implementation work plan. This document was prepared by Valerie Haugen (CISP Team Leader). Mona Zikri (Higher Education Specialist), Nemat Guenana (Social Equity and Institutional Development Specialist), Reuben Hermoso (Quantitative Research Methods Specialist), Laila Kamal (Research and Logistics Coordinator).

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Background

The Cairo Initiative pursues the vision for a new direction in cooperation between USAID and the Government of Egypt. The program focuses on cross-sector activities designed to provide new opportunities for the Egyptian population in the areas of workforce development and human capacity building. The scholarship program, known as CISP (Cairo Initiative Scholarship Program), began in 2009 and is one of the CI's cornerstone activities. The program provides scholarships for students to undertake Master's degrees (including Master's of Business Administration - MBA), Doctorate degrees in the areas of Economic Reform, Science and Technology, Education and Health and Post- Doctoral fellowships in the United States. Over the past six years, CISP has transformed into a tool to provide human capacity and institutional development (HCID) for various institutions in Egypt and is intended to align with and support the organizations' HICD needs. CISP funds will be used to support institutions that have submitted proposals to the Cairo Initiative Steering Committee (CISC) and its Selection Subcommittee.

CISP is implemented by the Ministry of Higher Education's (MoHE) Central Department of Missions (CDM) and the Egyptian Cultural Exchange Bureau (ECEB). Following the completion of a successful Financial Assessment, it was determined that the MoHE, through CDM's systems, could effectively implement the Cairo Initiative Scholarship program. CDM has adapted its internal systems to comply with the findings of the assessment. USAID rules and regulations relating to implementation of scholarship and/or participant training programs will apply, and that in the event of any conflict such rules and regulations will supersede CDM regulations. CDM will ensure that students abide by USAID rules. Modifications will continue in tandem with the implementation of the program and building the institutional capacity of CDM is an integral part of CISP.

Additional details and clarifications include:

- **Gender:** The CISC Selection Subcommittee should take into consideration and pursue equitable gender balance in the award of scholarships.
- **Results based on Cost Estimate:** The scholarship program aims to achieve its purpose through the institutional capacity building of CDM, the stronger link of the CDM program to the institutional capacity building of the home institutions, and the enrollment of at least the number of Master's and doctorate level students outlined below. The total cost of the program is calculated based on the following:

    - 133 Master's students enrolled in a two-year program based on an average annual tuition fees of $30,000 per student
    - 5 PhD students enrolled in a four-year program
    - 34 Post-Doctoral students enrolled in two cohorts
    - Advertisement costs for the Cairo Initiative Scholarship Program over two years
    - Costs related to the establishment of the Website Application detailed in the milestones.

USAID will support up to a specific number fully funded scholarships for mid-level professionals in targeted fields in the public and private sectors to undertake academic studies. The scholarship candidates must demonstrate leadership skill and talent, and the individual's institution must have a HCID and reintegration plan.

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Each milestone has been allocated a percentage of the total cost of the program as a disbursement value, based on the percentage of the overall program that was accomplished by that milestone. As further detailed in the FARA, in no event shall the total percentage disbursed exceed 100%. In determining the relative percentages, it was assumed that there would be three cohorts of students, with minimum enrollment numbers as follows:

Table 1: Cohort number by candidate number by degree type

Degree Type	Cohort 1: Fall 2011	Cohort 2: Fall 2012	Cohort 3: Fall 2013	Cohort 4: Fall 2014	TOTALS
Master's Degree	4	27	102	TBD	TBD
Doctoral Degree	0	2	3	TBD	TBD
Post-Doctoral Study	11	18	5	TBD	TBD
Totals	15	47	110	26	**188**[1]

The MoHE and CDM agree that it will achieve a minimum number of students enrolled for each cohort or bear any cost associated with that milestone, unless and until stakeholders.

Purpose of the Evaluation

CISP has been implemented since 2009. USAID/Egypt contracted DevTech in partnership with The QED Group, LLC to conduct a mid-term evaluation to examine CISP's performance to date, make an assessment of the sustainability and replicability of the project's work, and make recommendations to help guide USAID and CISP to improve performance for the remainder of the project. The mid-term evaluation's findings and recommendations will also provide guidance to the Ministry of Higher Education and other relevant agencies, the donor community, and public and private organizations as they work to enhance human and institutional capacity.

The evaluation team is expected to assess the progress and performance of the CISP by addressing five research questions that include a retrospective and future-looking lens:

- To what extent is the CISP on track to achieving its capacity building objectives?
- What factors enabled or constrained implementation and its results?
- How effective is the program in selecting, placing, timing, and transparency? How can these processes be improved?
- What actions can be taken to improve women's participation in the CISP?
- Based on the evaluation findings, what conclusions and actionable recommendations should be considered in phase II of the CISP design?

Evaluation Approach

The evaluation team consists of five individuals, one of whom is based in Washington, DC. In-country field work and telephone/Skype interviews will be carried out by the four individuals working in Egypt.

[1] The evaluation team is waiting for the breakdown of scholar awards for 2014.

Mixed methods

The evaluation team will use a mixed methods approach to collect and analyze qualitative and quantitative data. The team will review pertinent literature on effective scholarship programs worldwide and background documentation on the CISP. The document review will be ongoing and will continue to inform the evaluation work plan and methodology and the data analysis. The specific methods and possible numbers of human subjects are summarized in the table below. Brief descriptions of the research methods follow.

Table 2. CISP Evaluation Design- Research method, data source, analysis, and target numbers

Research method	Data source	Instruments and analysis	Target Numbers
Literature review	Project documents, USAID documents, Government of Egypt documents, documents collected through Internet searches	No instrument. Content analysis of qualitative data to identify themes and patterns and discrepant cases	NA
Key participant interview	▪ Scholarship recipients – alumni and current degree candidates ▪ Institution Capacity Development Committees – universities and ministries (predominantly) ▪ Institution stakeholders not affiliated directly with CISP ▪ MOHE leadership ▪ Supreme Council of Universities ▪ Ministry of Administration Development ▪ CDM CISP implementers ▪ US HEI administrators ▪ Donor and development partners	KPI protocol Content analysis as above	15 – predominantly current candidates
Round table discussion	As above	Discussion protocol Content analysis as above	4 discussions per institution x 6 institutions 3 discussions with females from institutions
Opinion survey	▪ Scholarship recipients – alumni and current degree candidates ▪ Institution Capacity Development Committees – universities and ministries (predominantly) ▪ Institution stakeholders not affiliated directly with CISP ▪ US HEI administrators	Survey Statistical and descriptive analysis	Distributed to 100% - Alumni and current candidates. Response target 90-95%
Rapid gender and social equity analysis	As above and government and institution data on access and participation rates of women and other marginalized groups	Gender and social equity quantitative questionnaire Simple numeric analysis and content	25 institutions plus MOHE

Table 2. CISP Evaluation Design- Research method, data source, analysis, and target numbers

Research method	Data source	Instruments and analysis	Target Numbers
		analysis	

***Literature and document review*.** The evaluation team will carry out a thorough review of the following documents:

1- Documents provided by USAID
2- CISP quarterly reports
3- CISP program design documents (and modifications)
4- FARA agreement
5- Documents submitted by the CDM to USAID
6- Academic literature on human and institutional capacity enhancement, higher education system development, scholarships, gender and development and social equity (including but not limited to Ginsburg, 2008; Hartman 2008; Loveluck, 2012; Herrera, 2012, and Baradei, 2004).

Stakeholder/Beneficiary Consultation Key stakeholder and beneficiary groups include individuals from the implementing agency, the 25 CISP-affiliated higher education institutions and research centers and ministries, US higher education institution affiliates, and other stakeholders but still relevant to the evaluation:

- Scholarship recipients – alumni and current degree candidates
- Institution Capacity Development Committees – universities and ministries (predominantly)
- Institution stakeholders not affiliated directly with CISP
- MOHE leadership
- CDM CISP implementers
- US HEI administrators
- Donor and development partners

Consultations with these key groups will consist of key participant interviews and round table discussions. These methods are described below.

***Key Participant interviews – face-to-face and by telephone/Skype*.** In-depth semi-structured interviews will be conducted with personnel from the 25 ministries and institutions with whom CDM and the MOHE coordinate for the implementation of the CISP. A protocol will be created to ensure consistency of content and methods across the interviews conducted by various team members. Interviews also will be conducted with personnel in the recipient universities in the US. The interview protocols will be piloted and revised in a small sample of institutions, and presented to USAID for review before data collection. In addition to questions related to the CISP, background data on the ministries and institutions will be collected to inform questions related to the gender gap in scholarship recipients as well as the potential for future CISP investment. Key groups to be interviewed are: CDM staff, scholarship recipients and their supervisors, the Egyptian Embassy in Washington, US university personnel, CISP sub-committee, and the USAID AOR. A detailed list will be developed from the stakeholder analysis that USAID will provide to the team upon arrival, and additional interviews may be included via a snowball technique (with USAID approval.)

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Round table discussions. In-depth semi-structured round table discussions will be conducted with CISP alumni, institution committees, "arms-length" stakeholders at institutions, CDM implementing partners and donor and development partners.

Survey. A survey directed to CISP alumni and degree candidates as well as institution committee members will be administered using Survey Monkey[R]. The survey will capture a range of relevant demographic data and will pose fixed response questions. The questionnaire will be in English, and should take less than 15 minutes to complete. It will be pilot tested and, as time allows, reviewed by CDM and USAID. Follow-up contacts and possibly an incentive will be used to achieve an acceptable response rate.[2]

The minimum sample sizes needed in order to demonstrate significance in findings are provided below. Assuming the population is taken from Table 1 of the document provided by USAID and assuming certain values for confidence levels (keeping the margins of error fixed at 5%), the sample sizes needed to be able to state significant findings are:

Total Scholars to Date	Confidence interval	Confidence level	Sample size needed
188	5%	90%	169[3]
188	5%	95%	176

We will also likely consider a buffer in the sample sizes in case of attrition.

Gender and social equity analysis

The evaluation team will undertake a rapid mixed methods gender analysis to identify barriers and boosters specific to gender equity and equality. Qualitative data will be collected specific to gender and social equity matters at the meso- and micro levels and quantitative data on access and participation of women and other marginalized groups in CISP and in the respective institutions will be collected. The USAID policy on People with Disabilities will be drawn upon to complement the gender analysis, especially in light of the Government of Eqypt's emerging interest in inclusion.

Analytical frameworks and instruments

The evaluation methodology is informed by several established analytic frameworks relevant to investigations of capacity building initiatives. Foremost among these is the Levels of Analysis Framework that encompasses the **Individual – Organizational – Institutional Levels**. This framework enables the team to focus on individual beneficiaries to examine enhanced capacity in knowledge and skills and changes in attitudes and beliefs. To consider capacity enhancement, the team will also look at the changes in behavior and practices. To examine the organizational level, the team will rely on the proposals and action plans of the 25 institutions for ensuring the best use of improved human capacity. The team will seek to validate any movement by HEIs from one ranking on the accreditation framework to the next. Last, to consider institutional changes to which the body of 25 CISP institutional partners may have contributed, the team may use Derrick Brinkerhoff's Enabling Environment Framework and will adapt this framework as required.

[2] NB: The figures provided in the Scope of Work from USAID and the numbers of scholars on spreadsheets from USAID do not match. Our consolidated list of alumni and current scholars shows an overall figure of 188 individuals for whom we have names and some contact details.
[3] Please see Limitation #3 related to response rate.

The constructs from these frameworks have been integrated into the guides and questionnaires for KIIs and RTDs. Thus the practices and outcome measures of the partnerships are at the center of the team's analysis and – together with the data and insights gained through the literature and documentation review, and engagement with CISP participants – will enable the team to address more fully the evaluation questions.

Data collection

Data will be collected using Key Participant interviews (face-to-face and by telephone/Skype), roundtable discussions, and surveys. During the interviews, the evaluation team members will take detailed notes of respondents' answers as close to verbatim as possible and will record any insights and observations that may be pertinent to the evaluation. Each team member will utilize a digital pen that will enable both audio recording and handwritten notes that can be uploaded and shared as electronic files. Handwritten notes can be converted to Microsoft Word files as well.

The audio and written files will be shared daily in order to undertake data cleaning and initial eyeballing and pawing to identify patterns and discrepant cases within KIIs and RTDs. These patterns and discrepant cases will be entered into a spreadsheet and a second and third tier of analysis will be undertaken once the entire evaluation team assembles after the fieldwork. This layered analysis will enable the team to identify key findings.

Data analysis

Qualitative data analysis will consist of "eyeballing" and "pawing"[4] which lend themselves to the rapid data analysis necessary in short-term evaluations. Quantitative data from the survey will be entered via Survey Monkey[R]. All data will be provided to USAID in electronic form. Raw and processed quantitative will be provided in excel and raw qualitative data (field notes) will be provided in word. Survey and interview protocols will be scanned. Data analysis in country will allow preliminary findings to be generated quickly for preparation of the debriefings and the draft report, and allow for feedback from USAID and MOHE and CDM stakeholders.

Ms. Nemat Guenana and Dr. Reuben Hermoso will undertake a data mining exercise using any available CISP and Government of Egypt raw and/or processed quantitative data to determine the rigor and accuracy of CISP analyses and to determine if any of these data could be mined further for the purposes of the evaluation, including the gender and social equity analysis.

Rigor in the research methods and data analysis

The qualitative research methods utilized will conform to rigorous good (ideally, best) practice principles and processes, namely:

- Purposive selection of HEIs and of participants in the MTE process
- Field-testing and refinement of questionnaires

4 "Eyeballing and pawing" are considered by experts in qualitative research to be legitimate forms of manual analysis of qualitative data, especially in situations (such as short-term evaluations) where a rapid response is required.

- Rigorous data collection methods for KIIs, round table discussions and direct observation conforming to international best practice
- Data triangulation
- Pattern analysis using "eye-balling" and "pawing"
- Identification of discrepant cases.

In addition, the team will adhere to standard research ethics related to human subjects and will work according to a Do No Harm framework.

Evaluation team members will conduct meetings using guides and questionnaires. A consistent line of questioning will be followed in order to get at the three levels of change (individual, organizational and institutional); however, additional lines of questions that are unique to a participant's/group's particular standing will also be incorporated. This will enable the team to attempt to derive any commonalities of perspective across individuals with the same position across the various targeted HEIs. For example, it may be that the team can identify commonalities in the perspectives shared by rectors.

In order to ensure maximum value is derived from interviews and discussions, the team will make every attempt to arrange KIIs and RTDs as far in advance as possible and will also contact potential interviewees prior to arriving at each institution through e-mail or text, by phone, and, if needed, through a local logistics expert retained for this purpose by the team. The evaluation team will need to rely on the kind assistance of CDM and USAID to facilitate contact and entry to the selected institutions for site visits and to ensure the distribution and return of the online survey.

Compliance with USAID policy

The evaluation will be conducted in accordance with USAID's policies and procedures for evaluations and will also take the principles underlying USAID's HICD policy into account. The evaluation will also follow the policies specific to evaluations, gender, women, peace and security, people with disabilities and environment. For example, USAID policy states that USAID programs should contribute to gender equality and empowerment of women. Evaluation question #4 focuses on actions to improve women's participation in the CISP. A scholarship program focused on mid-level professionals with demonstrated leadership skills and talent should be an effective mechanism for empowerment. The under-representation of women among the scholarship recipients is an important issue both in terms of USAID policy but more importantly, in terms of workforce and human capacity development in Egypt.

Work Schedule

The work schedule is divided into four stages summarized in Table 2 below. A detailed Work Plan is available on the Google Drive and USAID and evaluation team members have real time access to the document.

The MTE fieldwork (reflecting Dr. Haugen's days of arrival in and departure from Egypt) is scheduled from February 1 through 28, 2015. USAID has authorized a six-day work week in Egypt. Days are allocated for pre-mobilization preparation, including the drafting of this methodology and work plan, initial literature and CSIP document review and other tasks pertinent to the conduct of the evaluation. There are also days assigned to Dr. Haugen from her home base for finalization of the evaluation report based on feedback from USAID.

The evaluation team will meet the USAID/Egypt Program Office and Education Team for an initial briefing at the U.S. Embassy in Cairo on Thursday, Feb 5, at 12pm. A presentation of the findings, conclusions and draft recommendations of the evaluation for US and Egyptian government stakeholders and other interested parties to be determined by USAID and the Government is anticipated to take place at location and date yet to be agreed. The inclusion of a short "no-surprises" meeting with the evaluation team at USAID prior to the presentation will take place on a date agreed with USAID. A draft evaluation report will be submitted on February 28 prior to the departure of Dr. Haugen departure from Egypt. A revised final report will be submitted within ten working days of receipt of comments from USAID/Egypt.

Table 3. Summary of Work Plan

Phase	Main activities	Timeframe	Location
1	Preparation – team meetings, document collection and review, instrument development, USAID in-briefing	Week 1	Cairo
2	Fieldwork, telephone interviews, survey administration, data analysis (ongoing)	Weeks 2 and 3	Cairo and two external sites
3	Data analysis, preparation for presentation, draft report	Weeks 3-4	Cairo
4	Finalize and submit report	Week 6	Home base

Other Key Evaluation Considerations

Interpretation of Data Analysis Results and Development of Recommendations

The key findings will enable the team to derive its conclusions about CISP from a solid evidence base (the primary data collected) and insights from secondary sources tempered by the team members' own experience and knowledge. These conclusions will then form the basis of a set of recommendations to USAID and through USAID to the Government of Egypt.

Protection of Human Subjects

Given the university and national sensitivities that may be implicit in the implementation of scholarship programs, several techniques to improve the anonymity of respondents/interviewees will be employed, such as small group discussions or one-on-one interviews without attribution. The team is cognizant of and adheres to the standard international best practices on the protection of human subjects and is familiar with the requirements and USAID policy and regulations on this topic. In the context of evaluations such as this, in addition to constraints on actual attribution to individuals, we feel that this also relates primarily to disaggregation of data when responses could readily be tracked to particular individuals as a result of the disaggregation and there is a potential that candid responses "could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation." (22 CFR 225.101(b); ADS 200mbe_122606_cd46).

Sensitivity to Gender, Disability, Socio-Economic-Cultural, and Conflict Dimensions

All members of the team have lived or worked in a wide range of international and national locations and are sensitive to matters of diversity. In addition, several members of the team are experts in social equity with respect to inclusion and accommodation of diverse needs and requirements of potential evaluation participants, including females, people with disabilities, and others who may be members of disadvantaged populations. One member of the team has in-depth expertise in conflict sensitivity and Do No Harm dimensions of development assistance and monitoring and evaluation and all team members have experience in gender-sensitive evaluations. The MTE team will adapt its engagement with participants to accommodate diversity and security to the greatest extent possible.

Limitations

Scope

USAID wants a number of aspects to be taken into account in the evaluation including site visits to institutions that represent the spectrum of organizations participating in CISP. The sample of institutions selected for site visits accounts for this diversity and representativeness.

Timing of the Evaluation and Time Available for Site Visits

In order to apply a sound human and institutional capacity development lens, it is necessary for the team to spend an adequate amount of time at the selected institutions. It anticipated that it will take at least half- or a full day at an institution. Given the short duration of the evaluation timeframe, the number of institutions to be visited and the number of scholarship recipients and other stakeholders to be interviewed may be more limited than is desirable.

Response Rate for Online Survey

The evaluation team has received three different documents that have scholar details. Each document has a number of gaps that the team is attempting to fill. The gap that has the most significance for the online survey is the absence of contact details (specifically email addresses) or wrong contact details for at least 9 scholars. The online survey response target is 90-95 percent. This means that at least 169 of the 188 scholars will need to respond to the survey. However, with the gap in contact details for nine individuals, half of the non-respondent allocation is already taken up. If the nine email addresses cannot be located, the team will need to work very hard to ensure that no more than nine individuals do not respond to the survey or possibly will need to adjust the response target downwards.

Testing the CISP Theory of Change

It is not yet clear to the evaluation team what the CISP theory of change and the associated assumptions underpinning the TOC are. Ideally, the team could rely on data and analyses already undertaken by CISP to evaluate the efficacy of the TOC. In circumstances where this may not be possible, it may be difficult to collect and analyze relevant data in the time available for the team in order to validate the TOC and the underlying CSIP design.

Analysis of Qualitative Data

Qualitative data can be analyzed across a spectrum of legitimate approaches from manual “eye-balling” and “pawing” in situations where a rapid analysis on the go is required to intensive coding processes that are linked to software that undertakes the initial analysis including deriving percentages and/or numbers of responses. Out of necessity due to time and human resource constraints, qualitative data will largely be analyzed using the eyeballing and pawing method to identify patterns, themes and discrepant cases. It will not be possible to provide numeric tallies.

Additional limitations

Additional limitations include the fact that there is no baseline data nor were the evaluators able to use a Random Control Trial design. This limits the ability to compare beneficiaries and non-beneficiaries with matching characteristics. Given there was no baseline we had to rely on recall techniques. Unfortunately, we recognize that there were

limitations in our participant's ability to recall, also known as recall bais. We employed a snowball sampling technique, we relied on our client to provide us with the list of beneficiaries and associated stakeholders to interview, inherently there is some bias in this approach. However, during our individual and group interviews we prefaced the interview emphasizing the confidential nature of their information and that no personal identifiable information would be linked to responses.

Work Plan

Day	Date	Organization	Activity	Location & Time
Monday	26-Jan	Home base	Preparation	Home base
Tuesday	27-Jan	Home base	Preparation	Home base
Wednesday	28-Jan	Home base	Preparation	Home base
Thursday	29-Jan	Home base	Preparation	Home bases
Friday	30-Jan	Home base	Preparation	Home bases
Saturday	31-Jan			
Sunday	1-Feb	N/A	Travel	
Monday	2-Feb	Cairo	Arrive Cairo	Marriott Hotel
Tuesday	3-Feb	Cairo	Team Planning Meeting 1	Marriott Hotel 1-5pm
Wednesday	4-Feb	Cairo	Team Planning Meeting 1	Marriott Hotel 9am-5pm
Thursday	5-Feb	Cairo	USAID Meeting	USAID 12-2pm
Friday	6-Feb	Cairo	Methodology Preparation	Marriott Hotel 9am-5pm
Saturday	7-Feb	Cairo	Team Planning Meeting 1	Marriott Hotel 9am-5pm
Sunday	8-Feb	MOHE	CDM	CDM 12-3pm
Monday	9-Feb	Ain Shams University	Key Participant Interviews	Ain Shams University 1-4pm
Tuesday	10-Feb	None	Revise Instruments; Review Data	TBD
Wednesday	11-Feb	Ministry of Scientific Research - National Research Center	Key Participant Interviews	Ministry of Scientific Research - National Research Center 11am-2pm
Thursday	12-Feb	USAID	Key Participant Interviews	USAID 9am-2pm
Friday	13-Feb	N/A	Govt Day Off	N/A
Saturday	14-Feb	N/A	Govt Day Off	N/A
Sunday	15-Feb	Ministry of Health	Key Participant Interviews	Ministry of Health 2-5pm
Monday	16-Feb	Institute of Ophthamology; Academy of Science, Research and Technology	Key Participant Interviews	Institute for Ophthamology Research - Giza Square 11am-2pm; MoHE Academy of Research, Science and Technology 3rd Floor 11:30am-12:30pm
Tuesday	17-Feb	CDM	Key Participant Interviews	CDM Mogamaa El Tahrir Tahrir Square 10am-3pm
Wednesday	18-Feb	University of Sadat City - GEBRI	Key Participant Interviews	University of Sadat City -GEBRI 10am-2:30pm
Thursday	19-Feb	Donors; USAID; LEAD Program	Donor/Development Partners Round Table Discussion; USAID Check-In; LEAD	Marriott Hotel Executive Lounge 10:00 - 11:30; USAID 1-2:30pm; AUC - Campus Center 3-4pm

			Scholarships Program	
Friday	20-Feb	N/A		
Saturday	21-Feb	N/A	Team Meeting for Data Analysis	Marriott Hotel Executive Lounge 9am-5pm
Sunday	22-Feb	N/A	Key Participant Interviews; Data Analysis	N/A
Monday	23-Feb	N/A	Data analysis; Report drafting	Marriott Hotel 9am-5pm
Tuesday	24-Feb	N/A	Data analysis; Report drafting	Marriott Hotel 9am-5pm
Wednesday	25-Feb	N/A	Preparation for USAID Internal Presentation	Marriott Hotel 9am-5pm
Thursday	26-Feb	N/A	USAID Internal Presentation	USAID 12-2pm
Friday	27-Feb	N/A	Submit Skeleton Draft; Travel	
Saturday	28-Feb	N/A	Travel	
Sunday	1-Mar	N/A	Travel	
Monday	2-Mar		Produce final draft	
Tuesday	3-Mar		Produce final draft	
Wednesday	4-Mar		Submit final draft to USAID (still being discussed between DevTech and USAID)	

Annex IV.- Data Collection Instruments

Key Informant Interview/Roundtable Discussion Guidance and Instrument

INTRODUCTORY REMARKS

"My name is _ and this is my colleague _ _. We are carrying out an evaluation of the Cairo Initiative Scholarships Program funded by USAID and implemented by the Ministry of Higher Education Central Department of Missions. We work for organizations called DevTech and QED that are based in the United States. These companies have been contracted by USAID to conduct this evaluation. USAID and the Government of Egypt will use the findings and recommendations from this evaluation to help strengthen CISP implementation over the next three years. We are speaking with a large number of individuals from a wide range of organizations, including your organization. The information you provide will become part of a large amount of data being collected and analyzed and considered by our team.

We would like to ask you a series of questions. We would like to hear about your specific experiences. We are asking about things that you have heard of or seen or know to be happening. The questions we are going to be asking you today are about the ways in you, your colleagues, your organization and the higher education sub-sector more broadly may have changed as a result of the implementation of CISP.

Your participation in the discussion is completely voluntary and you do not have to answer any questions that you do not want to answer. If you feel uncomfortable at any time during this discussion, it is fine to leave. If you are willing to stay, we would ask that you are also willing to share your views and opinions with us.

We will treat everything that you say today with respect and your stories will be kept confidential. We will only share the answers you give as general answers based on those things that are shared with us by all of the people who speak to us. If we share a particular story, we will not present any information that might identify you in anything that we write or record or photograph.

We also ask you to keep the information shared during this discussion confidential. For example, if someone in the group shares a personal story, please respect that person's privacy and do not tell others what was said here today.

_XX_____is taking notes while I lead the discussion. We take notes in order to make sure that we do not miss what you have to say. Is this all right with you? (Make sure everyone in the group shows their agreement clearly.)

I would also like to record this discussion in case we miss something in our notes and need to check to make sure that we understood exactly what was being shared. Is this all right with you? (Make sure everyone in the group shows their agreement clearly.)

We really want to hear what you have to say, and we want you to answer our questions in whatever way you want. There is no wrong answer to any question. We will make sure that everyone who wants to speak has a chance to speak. Sometimes, we may ask someone to let others speak.

We expect our discussion to last for a maximum time of two hours. Does anyone have any questions before we begin?" (Please note down any questions that people ask and your answers to the questions.)
We'd like to know some basic things about you all that will help us understand who you are and also help our team ensure that we are talking to a wide range of individuals from different backgrounds. Would you

please take a moment to fill in this form? You do not have to put your name on the form.

Thank you very much. Now, we would like to ask you some questions related to the HELM Program.

WARM UP

We would like to know a bit about you before we begin. Please tell us: your name, your position, what type of scholarship you received, and for how long and where you studied in the US.

INTERVIEW QUESTIONS

Thank you very much. Now we'd like to begin our conversation with you about CISP. We have three broad areas of exploration that we are calling: the pre-departure period; the on award period; and the post-award period. We will ask you a series of questions that relate to each of these periods. We will also ask you to consider different levels of change that concern you as an individual, your work unit, your institution more broadly and other institutions.

Let's begin. First we'd like to hear how your own knowledge, attitudes, beliefs, behaviors and skills may have changed because of your time in the US. We'd also like to know how you are applying your new skills and knowledge.

I. **Topical Focus: Impact of CISP on Alumni Knowledge, Attitudes, Beliefs, Behaviors, Skills and Application of Knowledge and Skills (KABBSA)**

(Scholars, Internal Committee Members, CDM, Egyptian Cultural Bureau)

Due to study in the United States, to what extent have Alumni changed their attitudes and beliefs about their:

- Own abilities
- Ability to contribute to positive change in their work unit
- Ability to contribute to positive change in their institution more broadly
- Ability to contribute to positive change in Egypt
- Other (please name)

Due to study in the United States, to what extent have Alumni acquired new knowledge about:

- English language proficiency
- Intercultural dimensions - United States as a country, Americans, people from other nationalities
- Individual work habits and processes
- Organizational culture, organizational development and functioning
- Thinking skills (critical thinking, reasoning, other)
- Technical field (presentation skills, theoretical and applied research, analytical frameworks, data processing, other)
- Research dissemination (publishing, conference presentation, other)
- Collaboration in field
- Collaboration between public and private sectors (specifically industry)
- Other (please name)

Due to study in the United States, to what extent have Alumni acquired new skills related to:

- English language proficiency
- Intercultural dimensions - United States as a country, Americans, people from other nationalities
- Individual work habits and processes
- Organizational culture, organizational development and functioning
- Thinking skills (critical thinking, reasoning, other)
- Technical field (presentation skills, theoretical and applied research, analytical frameworks, data processing, other)
- Research dissemination (publishing, conference presentation, other)
- Collaboration in field
- Collaboration between public and private sectors (specifically industry)
- Other (please name)

To what extent have Alumni applied their new knowledge and skills on the job?

- A huge amount
- Somewhat
- Very little
- Not at all

To what extent have Alumni applied their new knowledge and skills outside of work?

- A huge amount
- Somewhat
- Very little
- Not at all

II.**Topical Focus: Impact of Alumni's New Knowledge, Attitudes, Beliefs, Behaviors, Skills and Application of Knowledge and Skills (KABBSA)**

(Scholars, Internal Committee Members, CDM, Egyptian Cultural Bureau)

How have changes in attitudes and beliefs had an effect on Alumni:

- Daily life
- Professional Life
- Working Unit Colleagues
- Organization Colleagues more broadly
- Civic involvement
- Other (please name)

How have changes in Alumna/Alumnus knowledge and skills had an effect on her/his:

- Daily life
- Professional Life
- Working Unit Colleagues
- Organization Colleagues more broadly
- Contribution to Egypt's development
- Civic involvement

- Other (please name)

Are the Alumna/Alumnus new knowledge and skills relevant to the needs of her/his organization? Why/why not?

What specific new skills and knowledge is the Alumna/Alumnus passing on to others in the:

- Workplace
- Community
- Home

What are the boosters that help enable an Alumna/Alumnus apply and also pass on new knowledge and skills? Why?

- Individual boosters
- Working unit boosters
- Organization-wide boosters
- Enabling environment boosters
- Other (please name)

What are the barriers that prevent an Alumna/Alumnus from applying and also passing on new knowledge and skills? Why?

- Individual barriers
- Working unit barriers
- Organization-wide barriers
- Enabling environment barriers
- Other (please name)

What are the observable results/changes that can be attributed to the return of the Alumna/Alumnus:

- Benefits to other individuals
- Changes in policies, practices, processes (work unit, organization, other)
- New products (knowledge products, physical materials/goods, other)
- Changes in perceptions about the work unit or organization (insiders/outsiders)
- Increased interest in collaborating with the work unit or organization (internally/externally)
- Other (please name)

What are the observable results/changes that can be attributed to the CISP for the Alumna/Alumnus:

- Increased visibility and recognition at home institution
- Increased visibility and recognition in Egypt
- Increased visibility and recognition internationally
- Increased requests for Alumna/Alumnus as a guest speaker/presenter
- Expanded network of relevant professionals in Egypt
- Expanded network of relevant professionals from the United States
- Expanded network of relevant professionals from other countries
- Publications in Egyptian professional journals

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- Publications in international refereed journals
- Increased number of patents registered in Egypt
- Increased number of patents registered internationally
- Presentations at Egyptian conferences
- Presentations at regional conferences
- Presentations at national conferences
- Transfer in home organization to more appropriate unit
- Promotion in home organization
- Promotion in other organization
- Pay rise
- Other

What dimension has contributed the most to the changes above?

- Improved English language proficiency
- Higher level of academic qualification
- Status of being a CISP Alumna/Alumnus
- Status of having studied at a US institution
- Increased number of professional products (research papers, conference presentations, patents, etc.)
- Other

What are the reasons for lack of observable results/changes that were expected when the Alumna/Alumnus returned?

- Lack of English language proficiency
- Failure to complete academic qualification
- Lack of status of CISP as a scholarship provider (for example, compared to Cheevening or Fulbright)
- Lack of status of the US institution
- Lack of professional products (research papers, conference presentations, patents, etc.)
- Other

III. **Topical Focus: Perception of CDM as an Implementing Agency**

(Scholars, Internal Committee Members, CDM, Egyptian Cultural Bureau, USAID, Donor and Development Partners)

What part of the scholarship process has CDM done extremely well?

- Advertising and solicitation of proposals (strategic, transparent, appropriate, gender-sensitive, inclusive)
- Screening and selection of organizations (strategic, transparent, appropriate)
- Screening and selection of scholarship recipients (merit-based, inclusive and gender-sensitive)
- Guidance on selection of best placement and course of study
- Pre-departure preparation of scholarship recipients
- Hand-over to the Egyptian Cultural Bureau
- Hand-over from the Egyptian Cultural Bureau
- Ensuring organization's commitment to the scholar's reintegration and results

- Ensuring scholar's commitment to re-integration and results
- Monitoring and evaluation of re-integration results
- Strategic thinking about scholarships as a vehicle for Egypt's development
- Other (please name)

What should be changed about CISP to increase its impact and results?

- Advertising and solicitation of proposals (strategic, transparent, appropriate, gender-sensitive, inclusive)
- Screening and selection of organizations (strategic, transparent, appropriate)
- Screening and selection of scholarship recipients (transparent, merit-based, inclusive and gender-sensitive)
- Guidance on selection of best placement and course of study
- Pre-departure preparation of scholarship recipients
- Hand-over to the Egyptian Cultural Bureau
- Hand-over from the Egyptian Cultural Bureau
- Ensuring organization's commitment to the scholar's reintegration and results
- Ensuring scholar's commitment to re-integration and results
- Monitoring and evaluation of re-integration results
- Strategic thinking about scholarships as a vehicle for Egypt's development
- Other (please name)

What should be kept the same about CISP? Why?

- Advertising and solicitation of proposals (strategic, transparent, appropriate, gender-sensitive, inclusive)
- Screening and selection of organizations (strategic, transparent, appropriate)
- Screening and selection of scholarship recipients (transparent, merit-based, inclusive and gender-sensitive)
- Guidance on selection of best placement and course of study
- Pre-departure preparation of scholarship recipients
- Hand-over to the Egyptian Cultural Bureau
- Hand-over from the Egyptian Cultural Bureau
- Ensuring organization's commitment to the scholar's reintegration and results
- Ensuring scholar's commitment to re-integration and results
- Monitoring and evaluation of re-integration results
- Strategic thinking about scholarships as a vehicle for Egypt's development
- Other (please name)

IV. **Topical Focus: Perception of Egyptian Cultural Bureau**

(Scholars, Internal Committee Members, CDM, Egyptian Cultural Bureau, USAID)

What part of the scholarship process has the Egyptian Cultural Bureau done extremely well?

- Hand-over from the CDM
- Ensuring scholar's success at her/his US institution (personal and professional, gender-sensitive, inclusive)

- Ensuring scholar's commitment to re-integration and results
- Monitoring and evaluation of scholar's progress
- Monitoring and evaluation of US institution's duty of care
- Creating esprit de corps among CI scholars
- Hand-over to CDM
- Other (please name)

What should be changed about CISP to increase its impact and results?

- Hand-over from the CDM
- Ensuring scholar's success at her/his US institution (personal and professional, gender-sensitive, inclusive)
- Ensuring scholar's commitment to re-integration and results
- Monitoring and evaluation of scholar's progress
- Monitoring and evaluation of US institution's duty of care
- Creating esprit de corps among CI scholars
- Hand-over to CDM
- Other (please name)

What should be kept the same about CISP? Why?

- Hand-over from the CDM
- Ensuring scholar's success at her/his US institution (personal and professional, gender-sensitive, inclusive)
- Ensuring scholar's commitment to re-integration and results
- Monitoring and evaluation of scholar's progress
- Monitoring and evaluation of US institution's duty of care
- Creating esprit de corps among CI scholars
- Hand-over to CDM
- Other (please name)

V.**Topical Focus: Perception of Home Institution**

(Scholars, Internal Committee Members, CDM)

What part of the scholarship process has the home institution done extremely well?

- Ensuring top management support for and endorsement of the institution's CISP proposal
- Undertaking an organizational development analysis to identify gaps to be filled by CISP Alumni
- Responding to CDM solicitation for proposals
- Screening and selecting scholarship candidates (transparent, merit-based, inclusive and gender-sensitive)
- Preparing scholarship candidates for CISP interview
- Providing guidance on US institution placement and course of study
- Preparing the reintegration plan – roles and responsibilities of the home organization
- Assisting the scholarship recipient to prepare her/his reintegration plan and linking the plan to professional development targets to be achieved in the US
- Pre-departure preparation of scholarship recipients

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- Hand-over to the CDM
- Ensuring organization's commitment to the scholar's reintegration and results
- Ensuring scholar's commitment to re-integration and results
- Monitoring and evaluation of re-integration processes and results
- Ensuring top management support for and financing of the institution's reintegration strategy
- Strategic thinking about scholarships as a vehicle for Egypt's development
- Other (please name)

What part of the scholarship process has the home institution not done well?

- Ensuring top management support for and endorsement of the institution's CISP proposal
- Undertaking an organizational development analysis to identify gaps to be filled by CISP Alumni
- Responding to CDM solicitation for proposals
- Screening and selecting scholarship candidates (transparent, merit-based, inclusive and gender-sensitive)
- Preparing scholarship candidates for CISP interview
- Providing guidance on US institution placement and course of study
- Preparing the reintegration plan – roles and responsibilities of the home organization
- Assisting the scholarship recipient to prepare her/his reintegration plan and linking the plan to professional development targets to be achieved in the US
- Pre-departure preparation of scholarship recipients
- Hand-over to the CDM
- Ensuring organization's commitment to the scholar's reintegration and results
- Ensuring scholar's commitment to re-integration and results
- Monitoring and evaluation of re-integration processes and results
- Ensuring top management support for and financing of the institution's reintegration strategy
- Strategic thinking about scholarships as a vehicle for Egypt's development
- Other (please name)

What part of the scholarship process should the home institution change? Why?

- Ensuring top management support for and endorsement of the institution's CISP proposal
- Undertaking an organizational development analysis to identify gaps to be filled by CISP Alumni
- Responding to CDM solicitation for proposals
- Screening and selecting scholarship candidates (transparent, merit-based, inclusive and gender-sensitive)
- Preparing scholarship candidates for CISP interview
- Providing guidance on US institution placement and course of study
- Preparing the reintegration plan – roles and responsibilities of the home organization
- Assisting the scholarship recipient to prepare her/his reintegration plan and linking the plan to professional development targets to be achieved in the US
- Pre-departure preparation of scholarship recipients
- Hand-over to the CDM
- Ensuring organization's commitment to the scholar's reintegration and results
- Ensuring scholar's commitment to re-integration and results
- Monitoring and evaluation of re-integration processes and results
- Ensuring top management support for and financing of the institution's reintegration strategy
- Strategic thinking about scholarships as a vehicle for Egypt's development
- Other (please name)

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VI. **Topical Focus: Perception of US Institution**

(Scholars, Internal Committee Members, CDM, Egyptian Cultural Bureau, USAID)

What has the US institution(s) done extremely well?

- Hand-over from Egyptian Cultural Bureau
- Duty of Care (sensitive to gender roles and responsibilities and inclusion)
- Ensuring scholar's academic success at her/his US institution
- Ensuring scholar's exposure to multiple professional growth activities
- Ensuring scholar's commitment to re-integration and results
- Monitoring and evaluation of scholar's progress
- Creating esprit de corps among Egyptian scholars at the institution
- Ensuring the quality of advisers and instructors
- Hand-over to Egyptian Cultural Bureau
- Alumni engagement
- Other (please name)

What has the US institution(s) not done well?

- Hand-over from Egyptian Cultural Bureau
- Duty of Care (sensitive to gender and inclusion)
- Ensuring scholar's academic success at her/his US institution
- Ensuring scholar's exposure to multiple professional growth activities
- Ensuring scholar's commitment to re-integration and results
- Monitoring and evaluation of scholar's progress
- Creating esprit de corps among Egyptian scholars at the institution
- Ensuring the quality of advisers and instructors
- Hand-over to Egyptian Cultural Bureau
- Alumni engagement
- Other (please name)

VII. **Topical Focus: Perception of CISP**

(Scholars, Internal Committee Members, CDM, Egyptian Cultural Bureau, USAID, Donor and Development Partners)

What is the importance of CISP for:

- Individuals in Egypt
- Organizations in Egypt
- Egypt's development more broadly

What should be changed about CISP to increase its impact on:

- Individuals in Egypt

- Organizations in Egypt
- Egypt's development more broadly

What should be kept the same about CISP? Why?

- Individuals in Egypt
- Organizations in Egypt
- Egypt's development more broadly

How does CISP compare to other scholarship schemes? Why?

What should USAID do to enhance the prestige of CIS awards?

CLOSING REMARKS

Thank you, XX, for your willingness to speak with us.

We'd like to know if you have any specific questions of us.

We'd also like to know if you found this process interesting or helpful in any way.

Again, we'd like to say that the information you shared today will be kept confidential. For your part, please do not discuss the information shared in this meeting with others who were not part of the meeting.

The evaluation team will be continuing its work until the end of February when we will present our findings, conclusions and recommendations to USAID/Egypt and the Government of Egypt.

Best wishes for your future endeavors

KII/RTD Interview Processing Instructions for Evaluation Team

Part I YOUR PERSPECTIVE on the Interview Process

Write down your insights into the information below. Doing so will help you remember details and interpret what was said.

- Perspective on how the INTERVIEW was conducted (were you happy with your performance, did anything unusual or notable happen before, during or after the INTERVIEW, etc.)
- Impressions of the setting
- Any changes to the question sequence or questions themselves and any additional interesting questions that you incorporated into the INTERVIEW
- Impressions of the participants, including any observations about indications of wealth, poverty, education, enthusiasm and body language.

Part II PRODUCE Cleaned Interview Notes

Make sure that your INTERVIEW notes are complete and as close to *verbatim* as possible. Listen to the INTERVIEW audio recording to see if you have missed any information and fill in any missing information in the notes.

Produce a set of notes in electronic form and in English (spell-checked; grammar-checked). Use the table below as part of the electronic file.

Table: Summary of Contextual and Biographical Data

Location (City, Governorate, Province)	
Organization Name	
ID Number of Organization	
KII/RDT Date	
Start Time	
End Time	
Duration of KII/RDT (in minutes)	
Number of Participants	
Number of Female Participants	
Number of Male Participants	
Number of Participants with Disabilities	
Age Range of Participants	
Socio-Cultural Aspects of Participants	
Interviewer	

Note Taker	
Quality Assurance Provider	N/A

Part III INTERVIEW Patterns and Themes Summary

Re-read your INTERVIEW notes and use a marking system to identify common patterns and themes and any 'discrepant case' (a discrepant case is something that emerges that is very much outside of the common experience expressed by most of the group –it is good to probe such cases because you often uncover very interesting information).

Identify and write down key findings in the categories on the Findings, Conclusions and Recommendations Matrix on Google Drive.

Remember: Key findings are clusters of findings that reveal a pattern or theme that emerge when a particular issue is being discussed.

Remember: We are trying to demonstrate change (positive or negative) or lack of change that came about as a result of CISP (the before and after picture) and your INTERVIEW Key Findings should make it possible to see the change and the extent of change from participants' perspectives.

Part IV: YOUR EMERGING CONCLUSIONS

Based on your analysis of your key findings from this particular KII/INTERVIEW, write down the conclusions you draw about the following Evaluation Questions. If the particular Evaluation Question is not applicable to this INTERVIEW, simply write, 'NA' for 'Not Applicable'.

Overarching CISP Evaluation Questions

Q1: To what extent is the CISP on track to achieving its capacity building objectives?

Q2: What factors enabled or constrained implementation and its results?

Q3: How effective is the program in selecting, placing, timing and transparency? How can these processes be improved?

Q4: What actions can be taken to improve women's participation in the CISP?

Q5: Based on the evaluation findings, what conclusions and actionable recommendations should be considered in phase II of the CISP design?

Cairo Initiative Scholarship Program Survey, 18 Feb. 2015

Introduction

You have received this email request to complete an online survey because of your participation or involvement in the USAID Cairo Initiative Scholarship Program (CISP). DevTech Systems, Inc. has been commissioned by USAID to do the external evaluation of the CISP and we are conducting this online survey as part of the evaluation tasks.

The survey is estimated to take approximately 30 minutes to complete. You may also save your responses at any point of the survey and continue answering it at a later time if you wish. We would appreciate it if you could complete the survey by March 7.

The survey results will be kept strictly confidential and there will be no disclosure of any individual survey response. The only information that will be used for disclosure to third parties will be aggregates and summaries of the survey results from all participants, and a selection of comments made, without attribution to any individual who made them.

We are grateful for your participation in this survey. The information you provide will contribute significantly to the CISP evaluation.

Thank you very much.

Sincerely,

The DevTech Evaluation Team

Cairo Initiative Scholarship Program Survey, 18 Feb. 2015

Personal Information

1. Please provide the following information

Name

Home Institution

Address

Address 2

City / Town

Country

Email

2. Contact information:

US Number

Egypt Number

Skype

LinkedIn

3. Degree (e.g. MA, MS, Ph.D., etc.)

4. Job position

Position Prior to Departure

Position Immediately on Return

Position 1 Year after Return

Position 1 Yr+ after Return

5. Sex

- ○ Female
- ○ Male

6. Disability

- ○ Yes
- ○ No

7. Age

8. Candidate Status

- ○ Current Scholar
- ○ Finished Studies
- ○ Terminated

9. Further Academic Opportunities because of CISP Award

	Another Master's Degree	Doctorate	Post-Doctoral Study
Full Scholarship	○	○	○
Partial Scholarship	○	○	○

Country (please specify)

10. CISP Year

11. CISP Degree Category

12. Field of Study

13. US State

14. Degrees Attained Prior to CISP and Location

	Bachelor's	Master's	Doctorate	Post-Doctoral
Egypt	○	○	○	○
Overseas	○	○	○	○

If Overseas (please specify)

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Cairo Initiative Scholarship Program Survey, 18 Feb. 2015

I: Topical Focus Area: Your Reflections about Your Overall Experience

15. Before I left Egypt, it was easy to:

	Agree	Disagree	N/A
Identify the most appropriate field or subject discipline to study	○	○	○
Identify the most appropriate US institutions for my field or subject of interest	○	○	○
Communicate with US institutions	○	○	○
Cover the costs of applying to more than one US institution	○	○	○
Identify the most appropriate US advisors	○	○	○
Communicate with potential US advisors	○	○	○
Receive responses from the US advisors	○	○	○
Get a letter of support from a US professor	○	○	○
Develop a comprehensive program for academic and professional experiences in the US	○	○	○
Arrange my US accommodation	○	○	○
Make arrangements for the care of my family remaining in Egypt	○	○	○
Get my visa with little effort	○	○	○
Get my visa on time	○	○	○
Leave Egypt on time with no delays	○	○	○

	Agree	Disagree	N/A
Have enough time to carry out all of the tasks above	○	○	○
Arrange for my family to visit me	○	○	○
Cover costs for pre-departure preparation, application to US institutions, travel to and arrival in the US	○	○	○
Get reimbursed for all scholarship-related costs (pre-departure preparation, applications, travel and arrival in the US)	○	○	○

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Cairo Initiative Scholarship Program Survey, 18 Feb. 2015

I: Topical Focus Area: Your Reflections about Your Overall Experience

16. When I arrived in the US, it was easy to:

	Agree	Disagree	N/A
Get help from the university international student office	○	○	○
Get from the airport to on arrival accommodation (hotel or other)	○	○	○
Arrange my accommodation	○	○	○
Pay the "up-front" accommodation costs (rent in advance, damage deposit, etc.)	○	○	○
Move into my accommodation	○	○	○
Use the transportation system	○	○	○
Find the basics (food, etc.)	○	○	○
Find my way around the university	○	○	○
Register for classes	○	○	○
Find and meet my advisor	○	○	○
Feel safe and comfortable in my accommodation	○	○	○
Feel safe and comfortable on campus	○	○	○

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Cairo Initiative Scholarship Program Survey, 18 Feb. 2015

I: Topical Focus Area: Your Reflections about Your Overall Experience

17. During my time in the US, it was easy to:

	Agree	Disagree	N/A
Make American friends	○	○	○
Experience American culture	○	○	○
Visit homes of Americans	○	○	○
Make friends with Egyptians at my institution or in my city	○	○	○
Attend professional conferences	○	○	○
Attend English language classes	○	○	○
Attend training workshops or courses in "soft skills" such as leadership, time management, communications, coaching, conflict resolution, public speaking, etc.)	○	○	○
Visit other US institutions carrying out work in my field	○	○	○
Use all of the facilities of the university	○	○	○
Conduct research in the laboratory or out in the field	○	○	○
Write my own articles for publication	○	○	○
Co-author articles for publication	○	○	○
Add one more: Learn how to develop a high quality proposal to obtain grants/research funding	○	○	○

	Agree	Disagree	N/A
Learn how to manage a research team or laboratory effectively and efficiently	○	○	○
Gain the knowledge and skills necessary to carry out my action plan on return to Egypt	○	○	○
Learn how to teach my students in Egypt better	○	○	○
Get help from the Egyptian Cultural Bureau	○	○	○
Get help from the university foreign student office	○	○	○
Get help from American students	○	○	○
Get help from Egyptian students	○	○	○
Get help from my advisor	○	○	○
Manage my time	○	○	○
Be relaxed and happy so that I could focus on my studies and learning	○	○	○
Manage my living and study expenses based on the scholarship allowances	○	○	○
Manage any medical issues based on the medication insurance coverage	○	○	○
Receive my pay from my home institution in Egypt	○	○	○
Manage finances for my family back in Egypt	○	○	○
Stay in touch with my family	○	○	○

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Cairo Initiative Scholarship Program Survey, 18 Feb. 2015

I: Topical Focus Area: Your Reflections about Your Overall Experience

18. Now that I am back in Egypt, I wish I had:

	Agree	Disagree	N/A
Made more American friends	○	○	○
Experienced more of American culture	○	○	○
Visited homes of Americans	○	○	○
Expanded my professional network	○	○	○
Made friends with Egyptians at my institution or in my city	○	○	○
Had better information on how to plan my US study program overall	○	○	○
Attended a different university	○	○	○
Learned how to develop a high quality proposal to obtain grants/research funding	○	○	○
Learned how to manage a research team or laboratory effectively and efficiently	○	○	○
Participated in a high quality internship outside the university	○	○	○
Visited other US institutions carrying out work in my field	○	○	○
Attended professional conferences	○	○	○

	Agree	Disagree	N/A
Attended training workshops or courses in "soft skills" such as leadership, time management, communications, conflict resolution, public speaking, etc.	○	○	○
Learned more about linking research and markets and research and the private sector	○	○	○
Learned more about US organizational behavior and practices	○	○	○
Attended English language classes	○	○	○
Used my university's facilities more extensively overall	○	○	○
Conducted more research	○	○	○
Written my own articles for publication	○	○	○
Co-authored articles for publication	○	○	○
Managed my time better	○	○	○
Managed my money better	○	○	○
Had more time in the US for further study	○	○	○

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Cairo Initiative Scholarship Program Survey, 18 Feb. 2015

II. Topical Focus Area: Your Opinion about the Impact of Your US Experience

19. Due my time in the United States, I have improved my:

	Agree	Disagree	N/A
Confidence level	○	○	○
Listening skills in English	○	○	○
Speaking skills in English	○	○	○
Reading skills in English	○	○	○
Writing skills in English	○	○	○
Understanding of Americans	○	○	○
Understanding of people from other nations	○	○	○
Understanding of organizations in the US	○	○	○
Critical thinking skills	○	○	○
Knowledge in my technical field	○	○	○
Ability to plan a research study	○	○	○
Ability to carry out a research study	○	○	○
Ability to analyse my research results	○	○	○
Ability to disseminate my research findings through publishing	○	○	○
Ability to present at a conference	○	○	○
Ability to manage a team	○	○	○
Ability to work as part of a team	○	○	○
Ability to set up collaboration with individuals in other organizations	○	○	○

	Agree	Disagree	N/A
Ability to produce a high quality proposal seeking funding from international sources	○	○	○
Ability to market my products	○	○	○
Ability to engage with the private (or public) sector	○	○	○
Knowledge of new work habits and processes	○	○	○
Use of new work habits and processes	○	○	○

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Cairo Initiative Scholarship Program Survey, 18 Feb. 2015

II. Topical Focus Area: Your Opinion about the Impact of Your US Experience

20. Please rate the following statememts.

	Not at all	Very little	Somewhat	A huge amount	N/A
I have applied my new knowledge and skills on the job:	○	○	○	○	○
I have used my new knowledge and skills outside of my workplace:	○	○	○	○	○

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Cairo Initiative Scholarship Program Survey, 18 Feb. 2015

II. Topical Focus Area: Your Opinion about the Impact of Your US Experience

21. I am moving forward quickly on my action plan because there is:

	Agree	Disagree	N/A
Strong support from my senior managers	○	○	○
Access to necessary equipment and supplies	○	○	○
Adequate help from other personnel	○	○	○
Access to a wide range of current research literature	○	○	○
Sufficient funding to carry forward my action plan	○	○	○
Enough time for me to focus on the action plan	○	○	○
Strong collaboration with other necessary organizations (other universities, institutes, private sector, etc.)	○	○	○
Access to experts if I need guidance	○	○	○

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Cairo Initiative Scholarship Program Survey, 18 Feb. 2015

II. Topical Focus Area: Your Opinion about the Impact of Your US Experience

22. Because of my CI scholarship experience, I have:

	Agree	Disagree	N/A
Increased the capacity of other colleagues	○	○	○
Developed new or improved policies, practices, processes (work unit, organization, other)	○	○	○
hanged perceptions of others about my work unit or institution's capacity	○	○	○
Increased the interest among others in my institution in collaborating with my work unit	○	○	○
Increased interest among Egyptian individuals outside my organization in collaborating with my work unit or with my institution	○	○	○
Increased the interest among international colleagues in collaborating with my work unit or my institution	○	○	○
Increased the interest of others in my institution in participating in CISP	○	○	○
Created new products (knowledge products, physical materials/goods, other)	○	○	○
Created new products that have: generated jobs, increased the health of the population, reduced pollution, increased access to clean water, other (please name)	○	○	○

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Cairo Initiative Scholarship Program Survey, 18 Feb. 2015

II. Topical Focus Area: Your Opinion about the Impact of Your US Experience

23. If necessary, I could put a monetary figure on the benefits coming from my work.

- ○ Yes
- ○ No

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Cairo Initiative Scholarship Program Survey, 18 Feb. 2015

II. Topical Focus Area: Your Opinion about the Impact of Your US Experience

25. If yes, what is the amount?

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Cairo Initiative Scholarship Program Survey, 18 Feb. 2015

II. Topical Focus Area: Your Opinion about the Impact of Your US Experience

26. Because I am a CI scholarship recipient, I now have:

	Agree	Disagree	N/A
More visibility and recognition at my home institution	○	○	○
More visibility and recognition in Egypt	○	○	○
More visibility and recognition internationally	○	○	○
More requests to be a guest speaker	○	○	○
More opportunities to present my work at Egyptian conferences	○	○	○
More opportunities to present my work at regional conferences	○	○	○
More opportunities to present my work at international conferences	○	○	○
A larger network of relevant professionals in Egypt	○	○	○
A larger network of relevant professionals from the United States	○	○	○
A larger network of relevant professionals from other countries	○	○	○
More publications in Egyptian professional journals	○	○	○
More publications in international refereed journals	○	○	○
More patents registered in Egypt	○	○	○
More patents registered internationally	○	○	○

	Agree	Disagree	N/A
More interest from the private sector in my work	○	○	○
A more appropriate position in my home institution	○	○	○
Been promoted in my home institution	○	○	○
A greater chance of being promoted in my home organization	○	○	○
Been sought out and offered a job by another organization	○	○	○
New consulting opportunities	○	○	○
A great chance of a pay rise	○	○	○
Been given a pay rise	○	○	○
More students who are interested in joining my classes	○	○	○
Other	○	○	○

Other (please specify)

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Cairo Initiative Scholarship Program Survey, 18 Feb. 2015

III. Topical Focus Area: Your Opinion about the Central Department for Missions (CDM)

27. The Central Department for Missions (CDM) has done the following parts of the CISP process well:

	Agree	Disagree	N/A
Advertising and soliciting proposals in a strategic, transparent, appropriate, gender-sensitive and inclusive manner	○	○	○
Screening and selecting institutions in a strategic, transparent, appropriate manner	○	○	○
Providing written feedback to institutions about why the institution was not selected or why the number of scholar places was modified	○	○	○
Screening and selecting scholarship recipients in a merit-based, inclusive and gender-sensitive manner	○	○	○
Providing guidance on how to develop a well-informed study plan	○	○	○
Providing guidance to scholars on how the best US institutions, experts and courses of study	○	○	○
Conducting pre-departure orientation sessions forpreparation of scholarship recipients	○	○	○
Processing my paperwork on time	○	○	○
Maintaining my paperwork	○	○	○
Ensuring that scholars' leave Egypt on time	○	○	○
Handing over of my case to the Egyptian Cultural Bureau	○	○	○

	Agree	Disagree	N/A
Picking up on my case at hand-over time from the Egyptian Cultural Bureau	○	○	○
Ensuring that scholars' return	○	○	○
Managing scholars' return process	○	○	○
Monitoring the scholar's re-integration process	○	○	○
Thinking strategically about scholarships as a vehicle for Egypt's development	○	○	○

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Cairo Initiative Scholarship Program Survey, 18 Feb. 2015

IV. Topical Focus Area: Your Opinion about the Egyptian Cultural Bureau (ECB)

28. The Egyptian Cultural Bureau (ECB) has done the following parts of the CISP process well:

	Agree	Disagree	N/A
Providing guidance on US institution placement and courses of study	○	○	○
Hand-over of the scholar from the CDM to the ECB as CISP scholars leave Egypt and enter the US	○	○	○
Ensuring scholar's success at her/his US institution (personal and professional, gender-sensitive, inclusive)	○	○	○
Ensuring CISP scholars' commitment to carrying out their study plans on time	○	○	○
Monitoring and evaluation of CISP scholars' progress	○	○	○
Monitoring and evaluation of themy US institution's assistance to its CISP scholars	○	○	○
Creating a supportive network of CI scholars and of CISP scholars with other non-CISP Egyptian students	○	○	○
Responding on time to requests for changes in or additions to my study program	○	○	○
Resolving scholar requests for assistance in a satisfactory manner	○	○	○
Handing over of the scholar to the CDM at completion of studies	○	○	○

Cairo Initiative Scholarship Program Survey, 18 Feb. 2015

V. Topical Focus Area: Your Opinion about Your Home Institution

29. My home institution has done the following parts of CISP well:

	Agree	Disagree	N/A
Ensuring top management support for and endorsement of the institution's CISP proposal	○	○	○
Undertaking an organizational development analysis to identify gaps to be filled by the CI scholarships	○	○	○
Responding to the CDM request for proposals	○	○	○
Screening and selecting scholarship candidates in a transparent, merit-based, inclusive and gender-sensitive way	○	○	○
Preparing scholarship candidates for the CISP interview	○	○	○
Providing guidance on US institution placement and courses of study	○	○	○
Setting out the roles and responsibilities of the home institution regarding scholars' reintegration	○	○	○
Assisting the scholarship recipient to prepare her/his action plan and link it to professional development targets to be achieved in the US	○	○	○
Pre-departure preparation of scholars	○	○	○
Hand-over to the CDM	○	○	○

	Agree	Disagree	N/A
Ensuring the institution's commitment to scholars' reintegration and results	○	○	○
Ensuring scholars' commitment to re-integration and results	○	○	○
Monitoring and evaluation of scholars' re-integration processes and results	○	○	○
Ensuring top management support for scholars'my action plan follow-through	○	○	○
Ensuring financial support for scholars' action plan follow-through	○	○	○
Ensuring equipment essential for scholars' action plan follow-through is available	○	○	○
Ensuring that tangible results (research, new products, publications, job creation due to new markets, reduction in disease burden, etc.) come from scholars' action plans	○	○	○
Thinking strategically about scholarships as a vehicle for the institution's development	○	○	○
Planning practically for scholarships as a vehicle for the institution's development	○	○	○

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Cairo Initiative Scholarship Program Survey, 18 Feb. 2015

VI. Topical Focus Area: Your Opinion about Your US Institution

30. The International Student Office at my US institution has done the following well:

	Agree	Disagree	N/A
Providing guidance on US institution placement and course of study	○	○	○
Providing on arrival assistance with transportation, housing, etc.	○	○	○
Assisting me to review and revise my study program to link my plan to professional development targets to be achieved in the US	○	○	○
Providing ongoing assistance to me as the need arose	○	○	○
Monitoring my academic success at my US institution	○	○	○
Ensuring my exposure to multiple professional growth activities	○	○	○
Ensuring my commitment to re-integration and results	○	○	○
Creating a network among Egyptian scholars at my US institution	○	○	○
Ensuring the quality of advisers and instructors	○	○	○
Assisting in my preparations for departure to Egypt	○	○	○
Ensuring I understood the benefits of being an alumnus/alumna	○	○	○

	Agree	Disagree	N/A
Ensuring I will continue to have an institution email address, library access (online), etc.	○	○	○
I received the most help from other students	○	○	○
Other (please name)	○	○	○
The International Student Office did not provide help	○	○	○
I received the most help from my professors	○	○	○

Other (please specify)

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Cairo Initiative Scholarship Program Survey, 18 Feb. 2015

VII. Topical Area – Your Advice to CDM and USAID on How to Improve CISP

31. Is there a large demand for a CI scholarship among your work colleagues?

○ Yes

○ No

32. Why or why not?

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Cairo Initiative Scholarship Program Survey, 18 Feb. 2015

VII. Topical Area – Your Advice to CDM and USAID on How to Improve CISP

33. What should the CDM and USAID do to enhance the prestige of CIS awards?

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Cairo Initiative Scholarship Program Survey, 18 Feb. 2015

VII. Topical Area – Your Advice to CDM and USAID on How to Improve CISP

34. Should CISP be changed in any way to increase its impact on:

	Yes	No
Individual scholarship recipients	○	○
Egyptian institutions	○	○
Egypt's development more broadly	○	○

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Cairo Initiative Scholarship Program Survey, 18 Feb. 2015

VII. Topical Area – Your Advice to CDM and USAID on How to Improve CISP

35. If yes, how should CISP be changed?

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Cairo Initiative Scholarship Program Survey, 18 Feb. 2015

VII. Topical Area – Your Advice to CDM and USAID on How to Improve CISP

36. If CISP required that your action plan included a costed budget, would you still have applied?

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Cairo Initiative Scholarship Program Survey, 18 Feb. 2015

VII. Topical Area – Your Advice to CDM and USAID on How to Improve CISP

37. If CISP required that a proposal included collaboration with other Egyptian institutions or the private sector, would you still have applied?

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VII. Topical Area – Your Advice to CDM and USAID on How to Improve CISP

38. Any other comments you would like to share:

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Cairo Initiative Scholarship Program Survey, 18 Feb. 2015

End of survey.

Thank you for your participation.

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Annex V. - Sources of Information

Bibliography

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USAID (2012) Gender Equity Policy

USAID (2012) How To Note- How to conduct evaluations

Amendment 1- attachment 2- CDM Milestones

Ammendment1- technical description

Ammendment2- Fara- 2 CDM Milestones

Ammendment2- Fara- technical description

Ammendment3- Fara-technical description

Amendement 3- attachement 2- CDM Milestones

Ammendment4- Fara-technical description

Amendement 4- attachement 2- CDM Milestones

IL 3

IL 7

FARA- signed

Scholarship Recipients (by unique Code)												
Code	Institution	Sex		Age	Candidate Status	CISP Degree Category			Discipline	Category of Discipline	US Institution Details	
		F	M			Master's	Doctorate	PostDoc			US State	US Institution
	UNIVERSITIES - Attained Degree											
001	Alexandria University (3 hrs by car)		M	24	Achieved	MA			Geological and Earth Sciences/Geosciences			
002	Alexandria University	F			Current Student	MA			Business Administration and Management, General		Delaware	Goldey Beacom College
003	Alexandria University		M		Current Student	MA			Human Development, Family Studies, and Related Services, Other	other	Kentucky	Murray State University
004	Alexandria University		M		Current Student	MA			Human Development and Family Studies, General		Kentucky	Murray State University
005	Alexandria University		M		Current Student	MBA			Hospital and Health Care Facilities Administration/Management			
006	Alexandria University	F			Current Student	MA			Communication and Media Studies, Other	New	Indiana	Indiana University of Pennsylvania
007	Alexandria University	F			Current Student	MA			Pharmacy Administration and Pharmacy Policy and Regulatory Affairs (MS, PhD)			
008	Alexandria University		M		Current Student	MA			Civil Engineering	other	Utah	Utah State University
009	Alexandria University		M		Current Student	MA			Health-Related Knowledge and Skills	Other	California	California State University
010	Al Azhar University (Assiut Branch - 6 hrs by car)		M	36	Achieved			PD	Agriculture, Agriculture Operations, and Related Sciences	Other	New Mexico	New Mexico State University
011	AlAzhar University		M		Current Student			PD	Biotechnology		Texas	Ohio State University
012	AlAzhar University		M		Current Student			PD	Microbiological Sciences and Immunology	Other/new	Michigan	University of Michigan
013	Ain Shams University	F		51	Achieved			PD	Health/Health Care Administration/Management		Maine	Kennesaw State University
014	Ain Shams University	F		39	Achieved			PD	Health Aide			
015	Ain Shams University	F		33	Achieved			PD	Public Health	Other	New York	Albany College of Pharmacy
016	Ain Shams University	F		56	Achieved			PD	Personal Health Improvement and Maintenance		Pennsylvania	Foundation for Advancement of International Medical Education and Research - FAIMER
017	Ain Shams University	F		41	Achieved			PD	Health-Related Knowledge and Skills, Other	Other	Pennsylvania	Foundation for Advancement of International Medical Education and Research - FAIMER
018	Ain Shams University	F		40	Achieved			PD	Agricultural Business and Management, Other	Other	North Carolina	University of North Carolina
019	Ain Shams University	F		35	Achieved			PD	Management Science, General		Texas	University of Houston
020	Ain Shams University	F		38	Achieved			PD	Management Science, General		Texas	University of Houston
021	Ain Shams University		M	33	Achieved			PD	Public Health	Other	New York	Albany College of Pharmacy
022	Ain Shams University		M	42	Achieved			PD	Information Technology		California	University of California-San Diego
023	Ain Shams University		M	54	Achieved			PD	Computer and Information Sciences and Support Services	Other	California	Alliant International University
024	Ain Shams University		M	49	Achieved			PD	Agricultural Business and Management	other	North Carolina	University of North Carolina
025	Ain Shams University		M	35	Achieved			PD	Computer and Information Sciences, General		Florida	University of Florida
026	Ain Shams University		M	33	Achieved			PD	Education, General			
027	Ain Shams University		M	50	Achieved			PD	Health-Related Knowledge and Skills, Other	Other	Pennsylvania	Foundation for Advancement of International Medical Education and Research - FAIMER
028	Ain Shams University	F			Current Student			PD	Microbiology, General (NEW)	New	Ohio	University of Ohio
029	Ain Shams University	F			Current Student	MBA			Health Information/Medical Records Technology/Technician		Ohio	Cleveland
030	Ain Shams University	F			Current Student	MA			Management Science, General		Delaware	Goldey Beacom College
031	Ain Shams University	F			Current Student	MBA			Management Science, General		Kentucky	Murray State University
032	Ain Shams University		M		Current Student	MBA			Business/Commerce, General		Delaware	Goldey Beacom College
033	Ain Shams University		M		Current Student	MA			Taxation		Delaware	Goldey Beacom College
034	Ain Shams University		M		Current Student	MA			Environmental Engineering Technology/Environmental Technology		Texas	Texas A&M University
035	Aswan University		M	42	Achieved			PD	Education, General			
036	Benha University		M	45	Achieved			PD	Education, General			
037	Cairo University	F		54	Achieved			PD	Business/Commerce, General		Georgia	Georgia State University
038	Cairo University	F		28	Achieved				Health-Related Knowledge and Skills	Other	New York	New York University, Steinhardt
039	Cairo University		M	42	Achieved			PD	Health/Health Care Administration/Management		Texas	University of North Texas
040	Cairo University		M	38	Achieved			PD	Materials Engineering		Pennsylvania	Pennsylvania State University
041	Cairo University		M	37	Achieved			PD	Pathology/Pathologist Assistant (NEW)	new	Alabama	University of Alabama at Birmingham
042	Cairo University		M	48	Achieved			PD	Medicine (MD)		Texas	Baylor College of Medicine
043	Cairo University		M	48	Achieved			PD	Health/Medical Physics		Massachusetts	Northeastern University
044	Cairo University		M	49	Achieved			PD	Veterinary Medicine (DVM)		Kentucky	University of Louisville
045	Cairo University		M	60	Achieved			PD	Business Administration, Management and Operations, Other	Other	Georgia	Georgia State University
046	Cairo University	F			Current Student			PD	Poultry Science		Texas	Texas Southern University
047	Cairo University		M		Current Student			PD	Poultry Science		Indiana	Purdue University
048	Cairo University		M		Current Student	MA			Food Technology and Processing	New	Florida	University of Florida
049	Cairo University		M		Current Student	MA			Business Administration and Management, General			
050	Cairo University		M		Current Student			PD	Business Administration, Management and Operations	other	Georgia	Georgia State University
051	Cairo University		M		Current Student			PD	Agriculture, General		Indiana	Purdue University
052	Cairo University		M		Current Student	MBA			Management Science, General		Ohio	University of Akron
053	Cairo University		M		Current Student	MA			Health/Medical Physics		Washington, DC	Georgetown University
054	Cairo University	F			Current Student	MA			Pharmacy Administration and Pharmacy Poli cy and Regulatory Affairs (MS, PhD)			
055	Cairo University		M		Current Student	MA			Pharmacology		Washington, DC	Georgetown University
056	Cairo University		M		Current Student	MA			Pharmacology		Pennsylvania	Temple University
057	El Areesh University		M	38	Achieved			PD	Education, General			
058	Fayoum University (outside Cairo)	F		40	Achieved			PD	Education, General			
059	Fayoum University	F		40	Achieved			PD	Education, General			
060	Fayoum University		M	32	Achieved			PD	Education, General			
061	Helwan University		M	39	Achieved			PD	Education, General			
062	Helwan University		M	35	Achieved			PD	Education, Other	Other	Indiana	Purdue University
063	Helwan University	F			Current Student	MA			Human Resources Management and Services, Other		New York	New York Institute of Technology
064	Helwan University	F			Current Student			MBA	Human Resources Development	New	Connecticut	New Haven Graduate School
065	Helwan University		M		Current Student			MBA	Human Resources Management/Personnel Administration, General		Delaware	Goldey Beacom College
066	Helwan University		M		Current Student	MA			Astrophysics		New York	State University of New York
067	?? Mansoura??	F		34	Achieved			PD	Education, General			
068	Mansoura University		M	41	Achieved			PD	Education, General			

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069	Mansoura University		M	48	Achieved			PD	Education, General			
070	Menoufia University		M	34	Achieved			PD	Veterinary/Animal Health Technology/Technician and Veterinary Assistant		Tennessee	Tuskegee University
071	Menoufia University		M	35	Achieved			PD	Veterinary Biomedical and Clinical Sciences, Other (Cert, MS. PhD)	Other/New	Tennessee	Tuskegee University
072	Menoufia University		M	39	Achieved			PD	Genetic Counseling/Counselor	New	Michigan	University of Michigan
073	Menoufia University		M	54	Achieved			PD	Horticultural Science		Illinois	Purdue University
074	Menoufia University		M	49	Achieved			PD	Engineering, Other	other	Massachusetts	Northeastern University
075	Menoufia University		M	46	Achieved			PD	Biological and Biomedical Sciences,			
076	Menoufia University		M	47	Achieved			PD	Educational Assessment, Testing, and Measurement			
077	Menoufia University		M	52	Achieved			PD	Education, General			
078	Menoufia University		M	53	Achieved			PD	Chemistry	Other		
079	Minia University		M	35	Achieved			PD	Agricultural and Food Products Processing			
080	Minia University		M		Current Student		PhD		Agronomy and Crop Science			
081	Zagazig University	F			Current Student	MA			Health Teacher Education		Texas	University of Texas - Houston
082	Zagazig University		M		Current Student	MA			Health Professions and Related Clinical Sciences	Other	New York	University of Rochester
083	Zagazig University		M		Current Student	MA			Chemical Technology/Technician		Washington, DC	Georgia State University
084	MINISTRIES											
085	Central Agency for Public Mobilization and Statistics (CAPMAS)	F			Current Student	MA			Information Science/Studies		Maryland	University of Maryland
086	Central Agency for Public Mobilization and Statistics (CAPMAS)		M		Current Student	MA			Health/Medical Preparatory Programs, Other	other	New Jersey	University of New Jersey
087	Central Agency for Public Mobilization and Statistics (CAPMAS)		M		Current Student	MA			Education, General		New Mexico	University of New Mexico
088	Central Audit Organization (CAO)	F			Current Student			MBA	Business, Management, Marketing, and Related Support Services	other	Oregon	Willamette University
089	Central Audit Organization (CAO)	F			Current Student			MBA	Business Administration, Management and Operations	Other	Delaware	Goldey Beacom College
090	Central Audit Organization (CAO)		M		Current Student			MBA	Accounting		Delaware	Goldey Beacom College
091	Central Audit Organization (CAO)		M		Current Student			MBA	Management Science, General		Delaware	Goldey Beacom College
092	Central Audit Organization (CAO)		M		Current Student			MBA	Business Administration, Management and Operations	other	Delaware	Goldey-Beacom College
093	Central Audit Organization (CAO)		M		Current Student			MBA	Management Science, General		Delaware	Goldey Beacom College
094	Central Audit Organization (CAO)		M		Current Student			MBA	Accounting		Delaware	Goldey Beacom College
095	Central Audit Organization (CAO)		M		Current Student			MBA	Auditing		Colorado	University of Colorado
096	Ministry of Civil Aviation	F		42	Achieved	MA			Meteorology	New	Tennessee	Tuskegee University
097	Ministry of Civil Aviation	F		29	Achieved	MA			Science Technologies/Technicians	Other	Tennessee	Tuskegee University
098	Ministry of Civil Aviation		M	38	Achieved	MA			Meteorology	New	Tennessee	Tuskegee University
099	Ministry of Communications and Information Technology		M	40	Achieved			PD	Engineering, Other			
100	Ministry of Electricity and Renewable Energy		M	39	Achieved			PD	Engineering Physics			
101	Ministry of Electricity and Renewable Energy		M	55	Achieved			PD	Geological and Earth Sciences/Geosciences,	Other		
102	Ministry of Electricity and Renewable Energy		M		Current Student	MA			Biomedical/Medical Engineering		Connecticut	University of Connecticut
103	Ministry of Electricity and Renewable Energy		M		Current Student		PhD		Civil Engineering, General			
104	Ministry of Finance		M	43	Achieved			PD	Administrative Assistant and Secretarial Science, General		Massachusetts	University of Massachusetts
105	Ministry of Finance	F			Current Student	MA			Adult and Continuing Education and Teaching		Pennsylvania	Indiana University of Pennsylvania
106	Ministry of Finance	F			Current Student	MBA			Business Administration and Management, General		Delaware	Goldey Beacom College
107	Ministry of Finance		M		Current Student	MBA			Management Science, General		Massachusetts	Clark University
108	Ministry of Finance		M		Current Student	MBA			Taxation		Pennsylvania	Widener University
109	Ministry of Health	F		35	Achieved	MBA			Hospital and Health Care Facilities Administration/Management		Oregon	Willamette University
110	Ministry of Health	F		35	Achieved	MA			Medicine (MD)		Oregon	University of Portland
111	Ministry of Health	F		29	Achieved	MBA			Business, Management, Marketing, and Related Support Services	other	Ohio	University of Akron
112	Ministry of Health	F		30	Achieved	MBA			Pharmacy, Pharmaceutical Sciences, and Administration	Other	Oregon	University of Portland
113	Ministry of Health		M	35	Achieved	MA			Health-Related Knowledge and Skills	other		
114	Ministry of Health		M	31	Achieved	MBA			Health/Health Care Administration/Management		Oregon	University of Oregon - Portland
115	Ministry of Health		M	34	Achieved	MBA			Dental Hygiene/Hygienist		Oregon	University of Oregon - Portland
116	Ministry of Health		M	33	Achieved	MBA			Health-Related Knowledge and Skills	Other	Connecticut	University of Connecticut
117	Ministry of Health		M	32	Achieved	MBA			Health and Medical Administrative Services	Other	Connecticut	University of Connecticut
118	Ministry of Health		M	35	Achieved	MBA			Hospital and Health Care Facilities Administration/Management		Connecticut	University of Connecticut
119	Ministry of Health		M	32	Achieved	MBA			Health Information/Medical Records Administration/Administrator		Oregon	University of Oregon - Portland
120	Ministry of Health		M	33	Achieved	MBA			Medicine (MD)		Oregon	Willamette University
121	Ministry of Health		M	43	Achieved	MBA			Management Science, General			
122	Ministry of Health		M	34	Achieved	MBA			Business, Management, Marketing, and Related Support Services	other	Ohio	University of Akron
123	Ministry of Health		M	34	Achieved	MBA			Business, Management, Marketing, and Related Support Services	other	Ohio	University of Akron
124	Ministry of Health		M	38	Achieved	MBA			Business, Management, Marketing, and Related Support Services	other	Ohio	University of Akron
125	Ministry of Health		M	32	Achieved	MBA			Marketing	other	Louisiana	University of Tulane
126	Ministry of Health		M	35	Achieved	MBA			Physical Therapy/Therapist		Oregon	University of Oregon - Portland
127	Ministry of Health	F			Current Student	MBA			Management Science, General	new	Illinois	Loyola University Chicago
128	Ministry of Health	F			Current Student	MA			History, General		Arizona	Arizona University
129	Ministry of Health		M		Current Student	MBA			Biology/Biological Sciences, General		Georgia	Georgia Regent University
130	Ministry of Health		M		Current Student	MBA			Business Administration and Management, General		Georgia	Georgia State University
131	Ministry of Higher Education	F			Current Student	MA			Health/Health Care Administration/Management		New York	University of Rochester
132	Ministry of Higher Education		M		Current Student	MA			Health-Related Knowledge and Skills	other		
133	Ministry of Higher Education		M		Current Student	MBA			Finance and Financial Management Services	other	Delaware	Goldey Beacom College
134	Ministry of Industry and Foreign Trade	F			Current Student	MA			Animal Sciences	other	Virginia	Virginia Tech University
135	Ministry of Industry and Foreign Trade		M		Current Student	MA			Health-Related Knowledge and Skills	Other	Pennsylvania	Indiana University of Pennsylvania
136	Ministry of Industry and Foreign Trade		M		Current Student	MBA			Business Administration and Management, General		Delaware	Goldey Beacom College
137	Ministry of Justice		M	39	Achieved	MA			Meteorology	New	Tennessee	Tuskegee University
138	Ministry of Justice		M		Current Student			PD	Toxicology		Texas	Texas Southern University
139	Ministry of Justice		M		Current Student			PD	Toxicology		Texas	Texas Southern University
140	Ministry of Justice		M		Current Student			PD	Toxicology		Texas	Texas Southern University
141	Ministry of Justice		M		Current Student			PD	Toxicology		Texas	Texas Southern University
142	Ministry of Justice		M		Current Student			PD	Toxicology		Texas	Texas Southern University

143	Ministry of Justice		M		Current Student			PD	Toxicology		Texas	Texas Southern University
144	Ministry of Justice		M		Current Student			PD	Toxicology		Texas	Texas Southern University
145	Ministry of Justice		M		Current Student			PD	Toxicology		Texas	Texas Southern University
146	Ministry of Scientific Research	F		42	Achieved			PD	Education, General			
147	Ministry of Scientific Research	F		41	Achieved			PD	Dentistry (DDS, DMD)		New York	New York University
148	Ministry of Scientific Research		M	43	Achieved			PD	Chemical Engineering			
149	Ministry of Scientific Research		M	44	Achieved			PD	Dentistry (DDS, DMD)			
150	Ministry of Scientific Research		M	46	Achieved			PD	Chemistry,	Other	Connecticut	Yale University
151	Ministry of Scientific Research		M	49	Achieved			PD	Architecture and Related Services	other		GEM Tox Labs
152	Ministry of Scientific Research		M	35	Achieved	MBA			Medicine (MD)			
153	Ministry of Scientific Research	F			Current Student	MA			Health Professions and Related Clinical Sciences	Other	New York	University of Rochester
154	Ministry of Scientific Research	F			Current Student			PD	Human/Medical Genetics		New York	Yeshiva University - Albert Einstein College of Medicine
155	Ministry of Scientific Research		M		Current Student	MA			Accounting			
156	Ministry of Scientific Research	F		54	Achieved			PD	Health/Medical Physics		California	University of California
157	Ministry of Scientific Research	F		52	Achieved			PD	Microbiology, General		Florida	University of Florida
158	Ministry of Scientific Research		M	58	Achieved			PD	Radiation Protection/Health Physics Technician	New	Pennsylvania	University of Pennsylvania
159	Ministry of Scientific Research		M	39	Achieved	MA			Meteorology	New	New York	New York University at Albany
160	Ministry of Scientific Research		M	45	Achieved	MBA			Human Resources Management and Services	Other	Ohio	Akron University
161	Ministry of Scientific Research		M		Current Student	MBA			Management Information Systems and Services	Other	Massachusetts	Clark University
162	Ministry of Scientific Research		M		Current Student	MA			Geological/Geophysical Engineering	New	Texas	Texas A&M University
163	Ministry of Scientific Research		M		Current Student	MBA			Management Science, General		Ohio	University of Akron
164	Ministry of Scientific Research	F		52	Achieved			PD	Education, General			
165	Ministry of Social Affairs	F		56	Achieved			PD	Social Sciences, General			
166	Ministry of Social Affairs		M	39	Achieved			PD	Criminology			
167	Ministry of Social Affairs		M	41	Achieved			PD	Agricultural and Food Products Processing			
168	Ministry of State for Antiquities		M	34	Achieved			PD	History, Other			
169	Ministry of State for Antiquities		M	33	Achieved			PD	History, General		Massachusetts	Harvard University
170	Ministry of State for Antiquities	F			Current Student	MA			General Studies		Washington, DC	George Washington University
171	Ministry of State for Antiquities		M		Current Student	MA			General Studies		Washington, DC	George Washington University
172	Ministry of Antiquities		M		Current Student			PD	Art History, Criticism and Conservation		California	University of California
173	Ministry of Antiquties		M		Current Student	MA			Business, Management, Marketing, and Related Support Services	Other	Delaware	Goldey Beacom College
174	Ministry of Antiquities		M		Current Student	MBA			Management Science, General		Tennessee	University of Memphis
175	Ministry of Trade and Industry		M	48	Achieved			PD	Biochemistry		Indiana	Purdue University
176	Ministry of Water Resources and Irrigation		M	41	Achieved			PD	Agriculture, General		Florida	Florida Agricultural University
177	Ministry of Water Resources and Irrigation		M	39	Achieved			PD	Civil Engineering, General		Illinois	University of Illinois
178	Ministry of Water Resources and Irrigation		M	41	Achieved			PD	Water, Wetlands, and Marine Resources Management	New	Florida	University of South Florida
179	Ministry of Water Resources and Irrigation		M	29	Achieved	MA			Biological and Biomedical Sciences	Other	Minnesota	University of Minnesota
180	Ministry of Water Resources and Irrigation		M		Current Student	MA			Biology/Biological Sciences, General		Kansas	Wichita State University
181	Ministry of Water Resources and Irrigation		M		Current Student	MA			Water Resources Engineering		Colorado	Colorado University
182	Ministry of Water Resources and Irrigation		M		Current Student	MA			Civil Engineering Technology/Technician		North Carolina	North Carolina State University
183	Ministry of Water Resources and Irrigation		M		Current Student	MA			Environmental Engineering Technology/Environmental Technology		Utah	Utah State University
184	OTHER											
185	ON TV Channel	F		25	Achieved	MA			Broadcast Journalism		New York	Columbia Journalism School
186	Texas A&M University		M		Current Student	MA			Theology and Religious Vocations	other	Maryland	Towson University
187	KEMT Chemical Industries		M		Current Student	MBA			Accounting and Business/Management	new	Minnesota	Saint Mary's College

Organization	Individual Name (First Middle Last)	Title	Evaluation Participants- Type of CISP Involvement										Sex		SES Status	Disability Status (Disabled - Yes, No)	Religious Affiliation (M, C, Other)	Position in Organization
			Alumnus/Alumna	Current Scholar	Unsuccessful Candidate	Institution Committee Member	Institution Colleagues	MoHE (non-CISP) or other GoE Ministry	CDM CISP Staff Member	Egyptian Cultural Exchange Bureau Personnel	Donor/Development Partner (Which one - USAID, DAAD, etc.)	US University Personnel	F	M				
USAID	Arturo Acosta	Mr									1			1		N		Deputy Director
USAID	Pamela Strong	Ms.									1		1			N	C	Program Development Officer
USAID	Thomas P. Crehan	Mr.									1			1		N	C	Director Office of Education and Training
USAID	Soad Saada	Ms.									1		1			N	M	Development Program Specialist
USAID	Nader Ayoub	Mr.									1			1		N		Program Management Specalist
USAID	Seba Auda	Ms.									1		1			N	M	Development Program Specialist
USAID	Shadia Attia	Ms.									1		1			N		Senior Monitoring and Evaluation Advisor
USAID	Hanan Abbas	Ms.									1		1			N		Monitoring and Evaluation Specialist
American University in Cairo	Sohair Saad	Ms.									1		1			N	C (?)	Executice Director - Office of Student Financial Affairs and Scholarships
DAAD	Mona Ayoub	Ms.									1		1			N	M	Deputy Director
DAAD	Christian Melchert	Mr.									1			1		N	NK	Coordinator, German Science Centre (DWZ) Cairo
EU	Heba Gaber	Dr.									1		1					Research and Innovation Officer
CDM, MoHE	Hesham Nashat	Mr.							1					1		N		Financial Auditor
CDM, MoHE	Ahmed Sharaf El Din	Mr.							1					1		N	M	Financial Auditor
CDM, MoHE	Somaia Ramadan	Ms.							1				1			N	M	
Ministry of Higher Education - Central Department of Missions	Mohamed Abdel Naby	Mr.							1					1		N	M	
Ministry of Higher Education - Central Department of Missions	Mohamed Safial	Mr.							1					1		N	M	Engineer
Ministry of Higher Education - Central Department of Missions	Mohamed Hasan	Mr.							1					1		N	M	General Director Financial Dept
Ministry of Higher Education - Central Department of Missions	Hesham Ahmed	Mr.							1					1		N	M	Executive Director - Central Department of Missions - CISP Implementation Unit
Ministry of Higher Education - Central Department of Missions	Manal Kamal	Ms.							1				1			N	M	Undersecretary - Ministry of Higher Education Cultural Cooperation
Ministry of Higher Education - Central Department of Missions	Sayed Tag El Din	Professor, Dr.							1					1		N	M	Undersecretary - Ministry of Higher Education Central Department of Missions
Ministry of Higher Education	Tamer Mohamed Ahmed	Mr.							1				1			N	M	
Ministry of Higher Education - Central Department of Missions CISP	Somaya Ramadan Mohamed	Mrs.							1				1			N	M	Finance Officer

Implementing Unit (MOHE CDM-CIU)																		
Ministry of Higher Education - Central Department of Missions CISP Implementing Unit (MOHE CDM-CIU)	Mohamed Safany Ibrahim Abdel Ghany	Mr.							1					1		N	M	Information Technology Administrator
Ministry of Higher Education - Central Department of Missions CISP Implementing Unit (MOHE CDM-CIU)	Marwa Hanafy Mahmoud Abdel Rahman	Mrs.							1				1			N	M	Finance Officer
Ministry of Higher Education - Central Department of Missions CISP Implementing Unit (MOHE CDM-CIU)	Ahmed Mohamed Sharaf El Din	Mr.							1					1		N	M	Financial Auditor
Ministry of Higher Education - Central Department of Missions CISP Implementing Unit (MOHE CDM-CIU)	Mostafa Hamed	Mr.							1					1		N	M	Office Assistant
Egyptian Cultural & Educational Bureau - Embassy of Egypt	Hazem I. Saleh	Dr.								1				M				Director and Cultural Counselor
Egyptian Cultural & Educational Bureau - Embassy of Egypt	Maged Farouk El-Sayed	Dr.								1				M				Deputy Director and Cultural Attaché
Egyptian Cultural & Educational Bureau - Embassy of Egypt	A. El Nabawi	Mr.								1				M				ECEB Coordinator
Goldey Beacom College	Ibrahim Elsaify	Dr.										1		M				Professor, Finance and Economics
Goldey Beacom College	Fatma Abdel-Raouf	Dr.										1		F				Professor, Finance and Economics
Goldey Beacom College	Larry Eby	Mr.										1		M				Director of Admissions
Ain Shams University - Faculty of Commerce	Amr I.A. El Atraby	Professor, Dr.	1											1		N	M	Vice Dean
Ain Shams University - Faculty of Science	Khaled El Baghdady	Associate Prof. Dr.	1											1		N	M	Associate Professor
Ain Shams University - Faculty of Science	Noha Khalifa	Associate Prof.Dr.	1										1	1		N	M	Associate Professor
Ain Shams University - Faculty of Science	Abdel Rahman El Sayed	Dr.	1											1		N	M	Lecturer
Ain Shams University - Faculty of Science	Mohamed A.M. Ali	Dr.	1											1		N	M	Lecturer
Ministry of Scientific Research - National Research Center	Hend Salah Hafez	Dr.	1										1			N	M	Researcher
Ministry of Scientific Research - National Research Center	Ashraf Abdou Tabll	Dr.	1											1		N	M	Professor
Ministry of Scientific Research - National Research Center	Ahmed Tawfik Ahmed	Dr.	1											1		N	M	Associate Professor
Ministry of Scientific Research - National Research Center	Ahmed Mohamed Awad	Dr.	1											1		N	M	Associate Professor
Ministry of Health - Abbasiya Hospital for Mental Health	Sameh Haggag	Dr.	1											1		N	M	Deputy Director
Ministry of Health - Technical Office	Mohamed El Teriaky	Dr.	1											1		N	M	Assistant to the Minister

Ministry of Health - Technical Office	Ghada Mohamed Radwan	Dr.	1									1		N	M	Director - Minster of Health Technical Office
Ministry of Health - Technical Office	Sally Kamel	Dr.	1									1		N	M	
Ministry of Health - Coptic Hospital	Hamed El Askary	Dr.	1									1		N	M	Medical Director
Ministry of Scientific Research - Opthamology Research Institute	Maha Haggag	Dr	1									1		N	M	Researcher
Ministry of Scientific Research - Opthamology Research Institute	Sherif Sedik	Dr	1									1		N		Professor
Ministry of Scientific Research - Opthamology Research Institute	Amira Abdel Meguid	Dr	1									1		N	M	Professor
Ministry of Scientific Research - Opthamology Research Institute	Amr Abdel Bary	Dr	1									1		N	M	Assistant Professor
University of Sadat City - Genetic Engineering & Biotechnology Research Institute (GEBRI)	Adel ElSayed Hegazy	Prof Dr.	1									1		N	M	Department Head
University of Sadat City - Genetic Engineering & Biotechnology Research Institute (GEBRI)	Ibrahim ElSayed Mousa	Dr.	1									1		Y	M	Assistant Professor
University of Sadat City - Genetic Engineering & Biotechnology Research Institute (GEBRI)	Ashraf Farag El Baz	Prof Dr.	1									1		N	M	Vice Dean - Graduate Studies
University of Sadat City - Genetic Engineering & Biotechnology Research Institute (GEBRI)	Yasser Ali	Dr.	1									1		N	M	Lecturer
Ministry of Industry and Foreign Trade	Ramy Hasan	Mr.	1									1		N	M	
Ministry of Justice	Ahmed Saber Yassein	Dr.	1									1		N	M	
Ministry of Electricity and Renewable Energy	Reda El Arafy	Mr	1									1		N	M	
Zagazig University	Waleed Azmy Abdel Latif	Dr.	1									1		N	M	Lecturer
Ministry of Scientific Research - Academy of Scientific Research and Technology	Mohamed Ghaleb	Dr.	1									1		N	M	Research Coordinator
Helwan University	Mostafa Nagy Mohamed Marghany	Mr.	1									1		N	M	TA
Cairo University	Mohamed Abouelmakarem Mohamed Mekky El Ansary	Mr.	1									1		N	M	TA
Ministry of Finance - State Accountability Authority	Mohamed Mahrous	Mr.	1									1		N	M	Auditor
Ministry of State for Antiquities-Egyptian Museum Conservation Center	Ibrahim Abdel Fattah Ibrahim Mohamed	Mr.	1									1		N	M	Conservator
Ministry of Finance-Egyptian Tax Authority	Mona Hassan	Ms.	1									1		N	M	General Manager - Information Technology
Ministry of Finance - Egyptian Tax Authority	Amel Saleh	Ms.	1									1		N	M	Computer Engineer

Ain Shams University	Donya Bayomi	Ms.		1							1		N	M	Administrative Assistant
Ministry of State Antiquities - Grand Museum	Fatma Zaid	Ms.		1							1		N	M	Conservation specialist
Zagazig University - Faculty of Medicine	Waleed Azmy	Dr		1							1		N	M	Assistant Lecturer
	Jahmer M Shedid			1							1				
	Ramy S. Hassan			1							1				
	Amal S. Nour			1							1				
	Assem Elzanny			1							1				
	Ossama Ragab			1							1				
	Ahmed Badey			1							1				
	Sayeol A A Mohamed			1							1				
	Mohamed Ammar			1							1				
	Mohamed EL-Moatter			1							1				
	Khaled A. Mostafa			1							1				
	Samam S. Abdalla			1							1				
	Azza Aboyalam			1							1				
	Ammar El Fiky			1							1				
	Abdel Rahman El Sayed			1							1				
Ministry of Scientific Research - Opthamology Research Institute	Iman Shabrawy	Dr.		1							1		N	M	Assistant Professor
Ministry of Scientific Research - Opthamology Research Institute	Raghda Abdel Salam Nagaty	Dr.		1							1		N	M	Assistant Researcher
Ministry of Scientific Research - Opthamology Research Institute	Azza Khalil	Dr.		1							1		N	M	Department Head
Ministry of Scientific Research - Opthamology Research Institute	Ahmed Mostafa	Mr		1							1		N	M	Researcher/Chemist
Ministry of Scientific Research - Opthamology Research Institute	Salwa El Bassyouni Kanaan	Mrs.		1							1		N	M	Cultural Affairs Manager
University of Sadat City - Genetic Engineering & Biotechnology Research Institute (GEBRI)	Amal Ahmed Abdel Aziz	Prof Dr		1							1		Y	M	Dean
University of Sadat City - Genetic Engineering & Biotechnology Research Institute (GEBRI)	Shaden Muawia Hanafy	Prof Dr.		1							1		N	M	Vice Dean

Ain Shams University - Faculty of Science	Mohamed Samir Hamza	Professor, Dr.				1								1		N	M	Adviser to the President
Ministry of Health - National Training Institute	Mohga Mostafa	Dr				1							1			N	M	Undersecretary - Human Resource Development
Ministry of Scientific Research - National Research Center	Salma M. Naga	Prof. Dr.				1							1			N	M	Professor
Ministry of Scientific Research - National Research Center	Sanaa Haroon	Mrs.				1							1			N	M	CISP Coordinator
University of Sadat City - Genetic Engineering & Biotechnology Research Institute (GEBRI)	Manal Osama El Hamshary	Dr.				1							1			N	M	Assistant Professor
Ministry of Scientific Research - Opthamology Research Institute	Ahmed Hanafi	Mr				1								1		N	M	Manager
University of Sadat City - Genetic Engineering & Biotechnology Research Institute (GEBRI)	Saleh Sayed El Ballal	Dr.				1								1				University President
University of Sadat City - Genetic Engineering & Biotechnology Research Institute (GEBRI)	Mahmoud Nasr	Prof Dr.					1							1		N	M	University Founder
			22	28	4	10	1	1	15	3	12	3	36	57				

Annex VI Data Annex

Figure 1. Respondents by Age

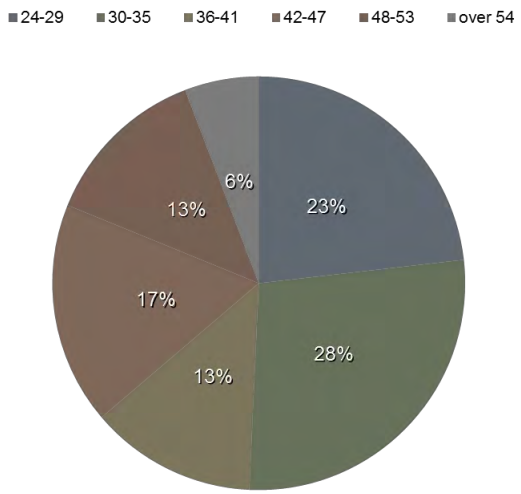


Figure 2. Respondents by CI degree type

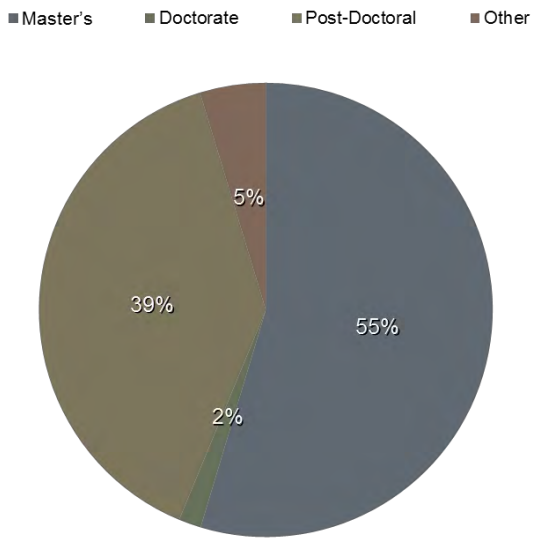


Figure 3. Respondent by field of study

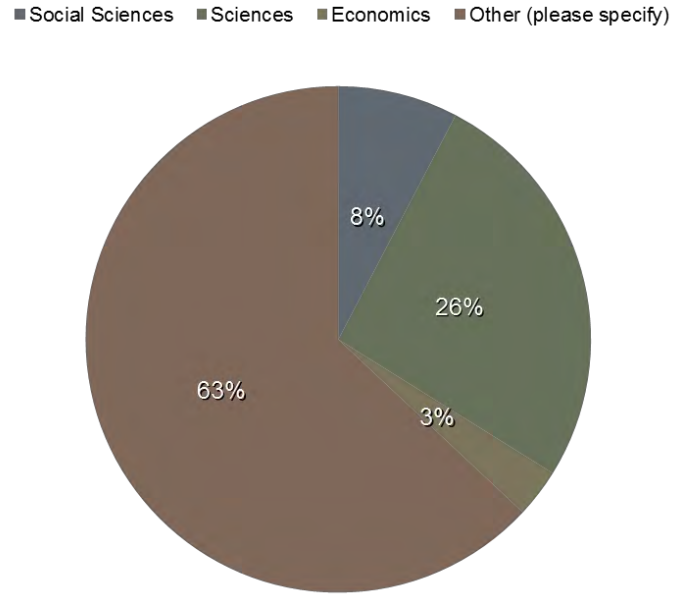


Figure 4. Respondent by institution type

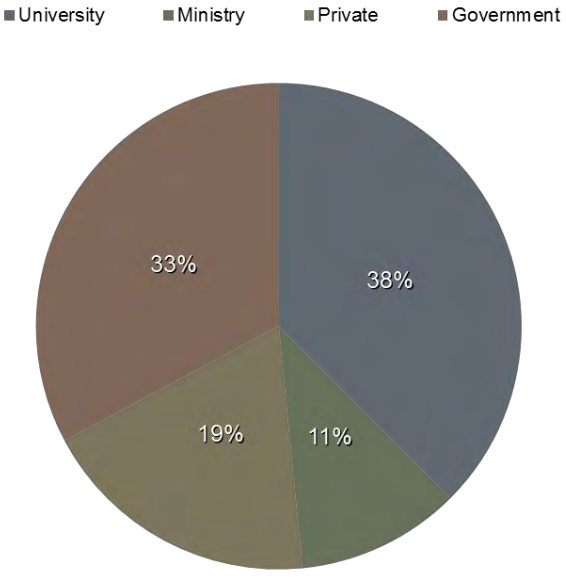
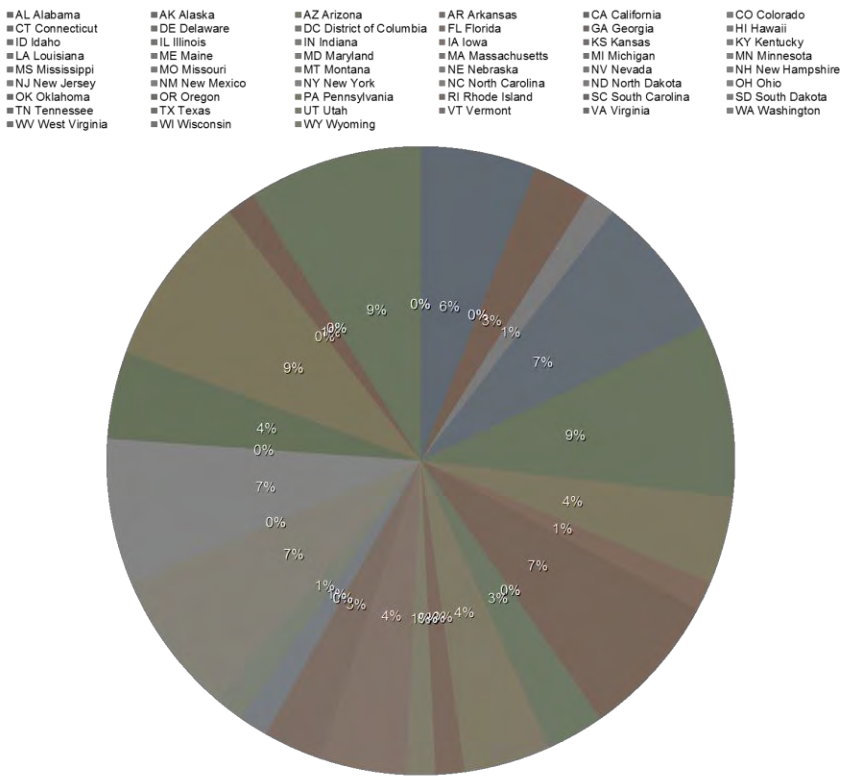


Figure 5. Respondent by location



Annex VII- Dissemination Strategy

Purpose: The main purpose of this dissemination plan is to assist the CDM and USAID in developing effective dissemination strategies to make the evaluation findings, conclusions and recommendations accessible to a wide range of relevant stakeholders.

Dissemination: Effective dissemination of the evaluation will not only contribute to greater accountability but it also allows stakeholders to learn more about the CI. Specifically in this document we provide answers to the following questions:

1. What is the dissemination strategy?
2. Why do we need a dissemination strategy?
3. Who is responsible for the dissemination strategy?
4. When will we disseminate?
5. Is there follow up?

Question 1- What is the dissemination strategy? The table below identifies the steps required for the dissemination strategy; they include: review of deliverables by USAID, presentation of deliverables or portions of deliverables to stakeholders, submission of the deliverable(s) to the DEC.

Question 2- Why do we need a dissemination strategy? We need a disseminations strategy because not only are USAID, DevTech and the CDM interested in the CI but a wider range of parties are interested in the findings, conclusions and results. These stakeholders are in the US, Egypt and possibly worldwide. As part of USAID's evaluation policy and current work in Monitoring and Evaluation- Learning is an important part of our evaluation work. Therefore Learning can happen via this document and its related deliverables- but it must be accessible worldwide.

Question 3- Who is responsible for the dissemination strategy? DevTech is responsible for producing the deliverables as outlined in the SoW. This includes the final evaluation report and the expanded executive summary. In addition USAID and the CDM are responsible for the review of the report. Ultimately DevTech is responsible for submission to the DEC. All are responsible for encouraging other practioners and policy makers to review the report once it is published online.

Question 4- When will the Evaluation Report be disseminated? The report will be disseminated upon approval by USAID.

Question 5- Is there follow-up? Yes, DevTech will verify that the report is available on the DEC. In addition, USAID will verify its availability.

Annex VIII: Additional Possibilities to Consider to Improve Gender Equality in CISP

This annex provides the policy recommendations from the SHEMERA project in Egypt including the main recommendations taken throughout the proceedings of the national workshop held at Alexandria University, Egypt on 22nd January 2014, as well as the other recommendations taken throughout the SHEMERA project's different events, networking activities, focus group discussions with different key stakeholders and policy makers and task force meetings.[5]

CISP could benefit from a review of these recommendations and incorporation of all or most of these recommendations into a gender and social equity strategy that should emerge from a program gender analysis.

1) The necessity of a roadmap that supports the objectives of gender equality in different science fields. It should be built on the Framework Strategy for equality between women and men.

2) The provision of guidelines to improve gender equality mainstreaming in education and science and to reinforce the role of women in the science, both at the academic and nonacademic levels.

3) Greater attention now paid to promoting institutional changes and their impact on gender equality. There is a need to have common changes in the evaluation framework for addressing the challenges for gender policy in science; for example:

(a)) Promoting gender-diversity- oriented teaching and learning. Higher education institutions could target girls' friendly context. Universities can implement a number of activities such as e-learning and training sessions to advance young female academics' skills. More flexible university study programs and more support for female students from poor families. Encouraging female students in applied fields of science through support grants. Promoting flexible work/balance options to support women's educational opportunities and careers, especially for female postgraduates to be interpreted into the higher academic hierarchy.

(b) Integrative gendering and diversity in research. Gender diversity budgeting in research projects; Gender diversity in research teams. Consider gender and intersectional research in research reports. Consider the gender diversity dimension in research content.

4) Understanding the context in which women pursue their careers in higher education. This will actually call for a more organized action taken for data to be collected from women in higher education positions; for example: setting up a 'surveillance system' with specific indicators. This concept can be used to watch how organizations are progressing to become what is called 'women friendly organizations' that take into consideration the dual role of women as mothers and scientists.

[5] European Union. (2014) SHEMERA.

Annex IX. – CISP Milestones

Milestone 1: Development of financial and administrative structure to effectively manage the scholarship program

Milestone 2: Development of technical structure to effectively manage the scholarship program in accordance with international best practice and USAID Policies and Regulations for U.S. based participant training and academic education.

Milestone 3: Developing agreements/MOUs with U.S. Universities or Host Institutions.

Milestone 4: Completion of the pre-departure paperwork package and preparation of part of the First Cohort of Students with a November start date for travel.

Milestone 5: Transparent and cohesive strategy developed for advertising CI scholarship program.

Milestone 6: Monitoring and Evaluation improved of Scholarship Program and Completion of the Pre-departure paperwork package and preparation of the second part of the First Cohort of students, with December start date, for travel.

Milestone 7: Technical structure developed in the first year endures to effectively manage the scholarship program in accordance with international best practice and USAID Policies and Regulations for U.S. based participant training and academic education.

Milestone 8: Completion of the pre-departure paperwork package and preparation of the Second Cohort of Students for travel.

Milestone 9: Transparent and cohesive strategy developed for advertising CI Scholarship Program.

Milestone 10: Systematic Monitoring and evaluation of Scholarship Program.

Milestone 11: Technical structure developed in the First year and Second year endures to effectively manage the scholarship program in accordance with international best practice and USAID Policies and Regulations for U.S. based participant training and academic education.

Milestone 12: Completion of the pre-departure paperwork package and Preparation of the Third Cohort of Students for travel.

Milestone 13: Adequate Support for effective integration of new ideas and methods that have been obtained by students during their study in the U.S. into their home institutions.

Milestone 14: Institutional Strengthening of the internal audit section and continued effective Monitoring and Evaluation of the Scholarship Program.

Milestone 15: Measure the effect and success of the CI program.

Milestone 16: Enhancing the capacity of the MOHE Central Department of Missions (CDM) to effectively administer the scholarship program.

Milestone 17 (was M16 in #2): Systems developed through CI program are institutionalized into CDMs normal processes and operations, including Monitoring and Evaluation of the Scholarship Program.

Milestone 18 (was #17 in #2): Development of a Strategic Plan for CDM to integrate CI and HCID principles and other lessons learned into their worldwide normal business practices and continue to enhance the capacity of the MOHE Central Department of Missions (CDM) to effectively administer the scholarship program.

Milestone 19: Successful completion of the Scholarship Program and Strategic Plan developed based on lessons learned.

Annex X- Detailed Recommendations

RECOMMENDATION 1: Reframe the HICD agenda to reflect a less ambitious and more realistic approach.

These adjustments proposed will help beneficiary organizations begin to think more strategically about how human resources and organizational development mesh and also work more consistently toward development results that are anticipated from the investment in the scholars.

- Review the strategic constructs and the targeting criteria and determine whether they are relevant, appropriate and of sufficient quality to serve as the foundational dimensions of CISP. An important thing to consider is whether CISP could be used more strategically as a cross cutting vehicle for increasing the impact of the other four focal areas under the Cairo Initiative rather than functioning as a stand-alone project. Using CISP in such a way would provide more shape to the at least two of the current strategic constructs and could help ensure that the targeting criteria are met in more appropriate ways that is currently the case.

- Review the data analyses on degree types, sectors and beneficiary organizations and determine whether any redirection needs to occur.

- Clean the data specific to field/disciplines of study using a standard categorization schema and undertake an analysis of these data in order to inform the review of the strategic constructs and targeting criteria proposed in Recommendation 1 above.

- Develop a continuum of anticipated results that runs from the results expected from master's degree scholars to those expected from post-doctoral scholars. In some instances, the results may be of a similar scale and scope; however, for most master's degree scholars, their capacity to contribute to Egypt's development is at the early stages whereas for most of the post-doctoral scholars, the results they produce may have significant development impact. The results for any type of scholar, however, will not be realized without greater strategic thinking around HICD.

RECOMMENDATION 2: Undertake a quality appraisal of the short-term overseas training program for 20 Central Department of Missions personnel and the English language training program for 100 personnel. Any training, particularly training outside of Egypt, should be located within the Department's (and the MOHE's) organizational and human resource capacity development strategy. If this strategy is not available or is of limited quality, the risk that the training investment does not bring about anticipated changes within the Department is high.

RECOMMENDATION 3: Address CISP under-staffing issues as a matter of urgency, including recruitment of a fulltime CISP liaison for the Egyptian Cultural Exchange Bureau Washington, DC office and at least four full time equivalency positions for the CDM-CIU Cairo office.

- The CISP liaison position should be filled by an individual who is very knowledgeable about the US higher education landscape, understands tertiary degree structures and fields of study, is skilled in database management and is a good problem-solver with excellent English language proficiency (spoken and written). The liaison would: provide support to scholars during Stage 1 as they seek to identify appropriate professors, universities and programs, ensure that US universities are exercising appropriate duty of care, ensure that scholars are able to carry out the US part of their Learning and Development Results Plans during Stage 2; and ensure that scholars and home institutions are prepared for achieving development results on the scholars' return in Stage 3.

RECOMMENDATION 4: Alter the scholar action plan in the following ways:

- Call the document the Scholar Learning and Development Results Plan (or something similar).
- Expand the productive learning opportunities available to scholars in the following ways in order to ensure that CISP scholars are as well rounded and have as comprehensive a set of experiences as possible:
- Each scholar should undertake a mandatory set of experiences that cut across every scholarship award – internship in an appropriate institution with a clear internship strategy with skills to be gained (including understanding US organizational culture), etc., English language classes with demonstrated gains in proficiency, attendance (preferably presentation) at least one national conference, visits (at least two) to other acknowledged leading US institutions in the scholar's field, participation in at least two extra-curricular sessions (of the scholar's choice) to develop non-technical skills; American cultural experiences (such as a home-stay, going to a sports event, attending a different religious service, etc.).
- Build in flexibility to the post-doctoral studies approach and exercise this flexibility on a case by case basis where the scholar and her/his supervising professor make a clear business case for the flexibility and where there are mutual benefits on both sides that will advance contributions to the field of study and will contribute (convincingly) to Egypt's development.
- Establish a realistic cut-off score for English language proficiency for post-doctoral scholars and require the scholars to take an English language proficiency test and report the results.
- Ensure that the Plan includes the specific ways in which the beneficiary organization will support the scholar to achieve the development results that will come from the investment in the scholar.
- Introduce greater flexibility in the structure of post-doctoral studies including extending the program to nine months, allowing a staged approach with multiple visits, encourage (this will benefit women with family responsibilities and will also enable CISP to expand the scholar's development impact), incorporating opportunities for scholars to teach at their university.
- Require all master's degree scholars to enroll in programs that consist of coursework plus a master's degree thesis.
- Monitor the types of course master's degree scholars are taking (to ensure scholars are not taking signing up for courses that do not require substantive written work and so forth).

RECOMMENDATION 5: Encourage master's degree candidates to actively seek out opportunities to obtain their doctoral degrees. Although this recommendation goes counter to the CISP intention that scholars will return from their studies and build the capacity of the organizations, realistically speaking, the ability of an individual with a master's degree to significantly influence her/his organization's capacity is unrealistic and unlikely to occur in highly-centralized hierarchical organizational cultures. CISP can actually contribute to Egypt's development more strategically by building in succession planning in this indirect way and helping to create pathways for ongoing academic and professional development for emerging leaders. If this recommendation is taken up, this also places a greater burden on the Scholar Selection Committee to ensure that they select

master's degree candidates with the greatest potential to find additional opportunities and contribute in the longer-term.

RECOMMENDATION 6: Be very selective in providing master's degree awards for generic business administration and management.

RECOMMENDATION 7: Take advantage of the respite in organization and scholar selection during the remaining months of Phase I to enhance the quality of existing CISP processes and products.

This quality review and enhancement will enable CISP Phase II to eliminate or alleviate issues such as those mentioned above. Foremost among these quality improvement efforts should be the following:

1) Hire an external highly qualified consultant with information systems architecture and business processes credentials to appraise the work done to date on the management information system and the databases. The appraisal should include a cost plan for any proposed improvements and ongoing maintenance costs and should consider utilization of the system to track efficiency.
2) Identify a group of pre-qualified individuals (preferably not USAID or CDM staff) who will participate on the following committees to undertake a specific set of tasks for fixed terms:
   - Beneficiary Organization Selection Committee. This committee should no longer involve USAID or CDM personnel. Individuals selected should have a sound understanding of HICD principles and practices and an in-depth understanding of how human resource development and management can realistically contribute to institutional capacity development. These committee members could also potentially be used to help the CDM-CIU monitor the exten to which development results are being realized once the scholars are back at their home institutions. CISP alumni could be involved in this task, provided any conflicts of interest can be avoided.
   - Scholar Selection Committee. This committee should include individuals who have an in-depth understanding of how to make the most out of the scholarship experience and how to ensure successful implementation of the Learning and Development Results Plan and should ideally have a very firm grounding in the US higher education landscape. This committee should not be comprised of USAID or CDM personnel. These individuals should be trained in interview techniques, including those that are sensitive to gender, and other social equity considerations. The selection criteria provide the basis of the interview questions. A Likhert scale with rubrics for scoring the various selection criteria is suggested. CISP alumni could be involved in this task, provided any conflicts of interest can be avoided.
   - Scholar preparation for living and succeeding in the US. An essential element is ensuring that scholars have a solid understanding of the US higher education landscape so that they can make good choices about their US university and study programs. A high quality, comprehensive information package is essential; ideally, the scholars would participate in a pre-departure program through the American University in Cairo or other organization able to simulate a UN university experience. CISP alumni could be involved in this task.

RECOMMENDATION 8: Expand the CISP equitable access and participation strategies in the following ways:

- Include a statement in the annual advertisements regarding CISP's desire to have women, people with disabilities, and individuals from other under-represented groups apply.
- Include a requirement in the eligibility criteria that the beneficiary organization puts forward at least 30% women in the proposed scholar group.
- Give extra points for female scholarships undertaking studies in fields traditionally dominated by males.

- Track the impact of additional qualifications and English language proficiency for enabling female scholars to access positions of authority and leadership (the same can be done for People with Disabilities and from other under-served groups).
- Incorporate joint supervision for degrees (Egyptian and US professors in partnership). This is an existing Egyptian model that can decrease time abroad, create partnerships between US and Egyptian supervisors/institutions, and resolve issues for women and men who cannot be away from family members for extended periods of time.
- Add extra points to the organization score for including people with disabilities and from other under-represented groups in the proposed scholar group such as ethnic minorities in frontier areas.
- Allocate a percentage of awards per annum to organizations in underserved regions of the country.
- Encourage joint proposals between top-rated universities and universities that are middle tier, particularly if certain faculties critical to development results are being established and/or expanded.

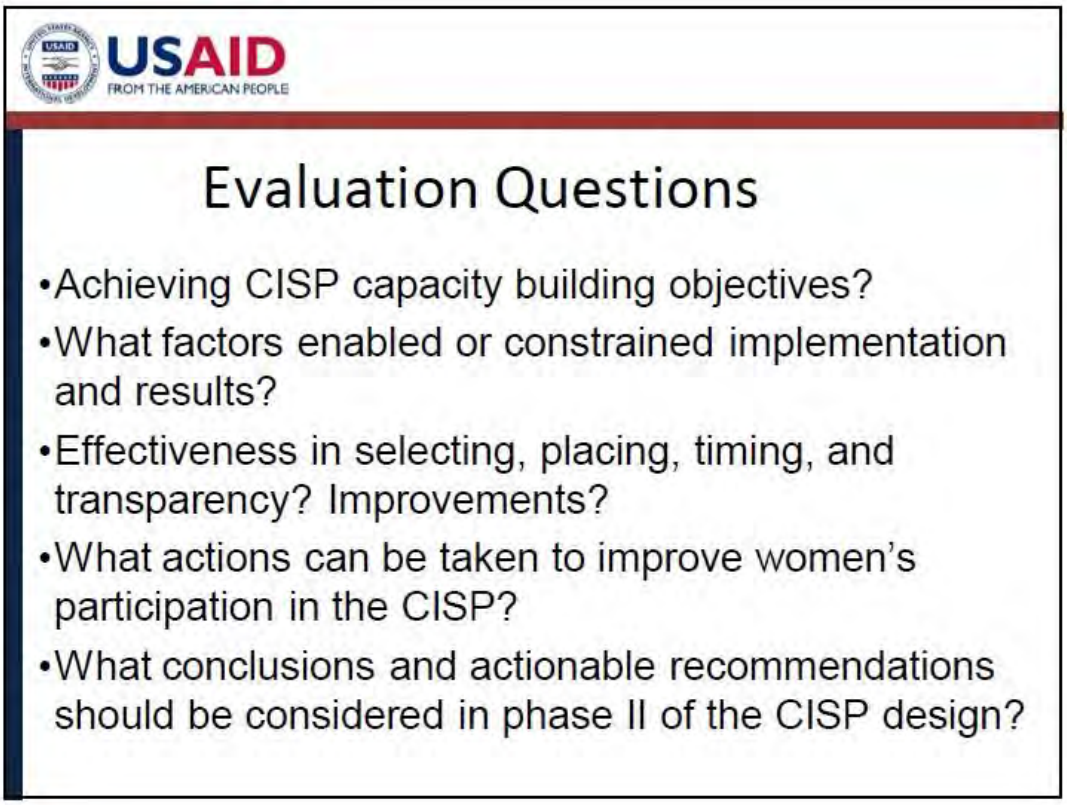
1) Hire an external highly qualified consultant with information systems architecture and business processes credentials to appraise the work done to date on the management information system and the databases. The appraisal should include a cost plan for any proposed improvements and ongoing maintenance costs and should consider utilization of the system to track efficiency.
2) Identify a group of pre-qualified individuals (preferably not USAID or CDM staff) who will participate on the following committees to undertake a specific set of tasks for fixed terms:

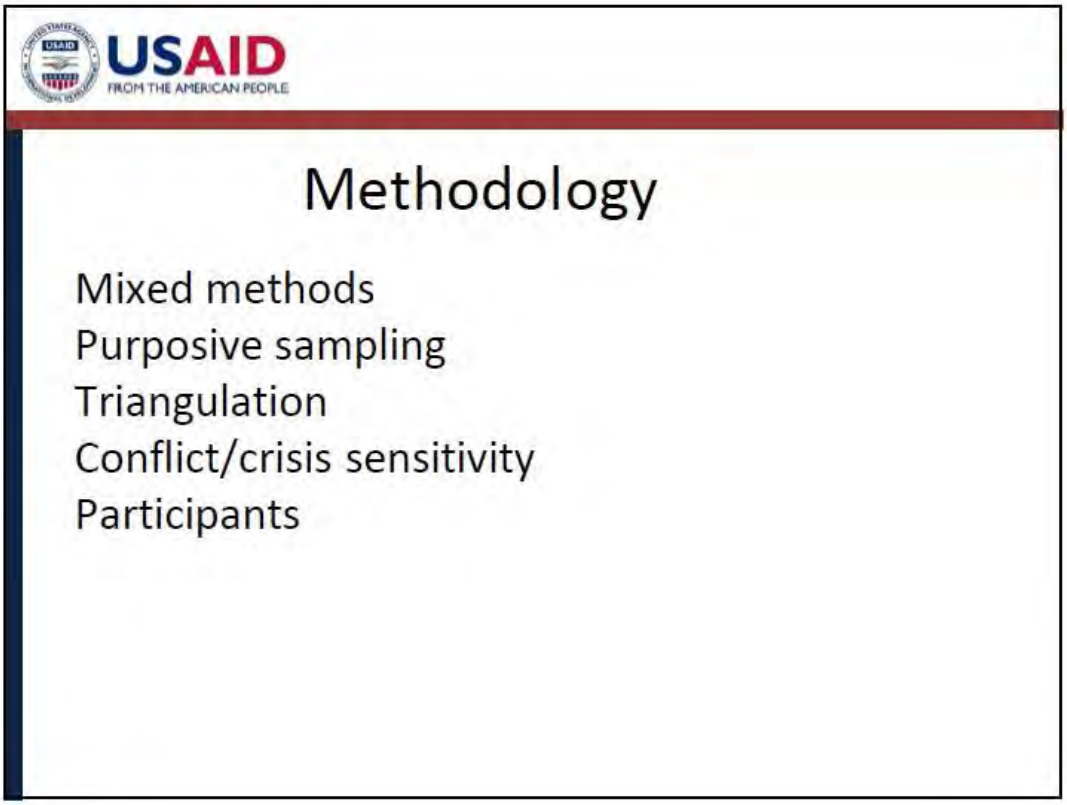
- Scholar Selection Committee. This committee should include individuals who have an in-depth understanding of how to make the most out of the scholarship experience and how to ensure successful implementation of the Learning and Development Results Plan and should ideally have a very firm grounding in the US higher education landscape. This committee should not be comprised of USAID or CDM personnel. These individuals should be trained in interview techniques, including those that are sensitive to gender, and other social equity considerations. The selection criteria provide the basis of the interview questions. A Likhert scale with rubrics for scoring the various selection criteria is suggested. CISP alumni could be involved in this task, provided any conflicts of interest can be avoided.

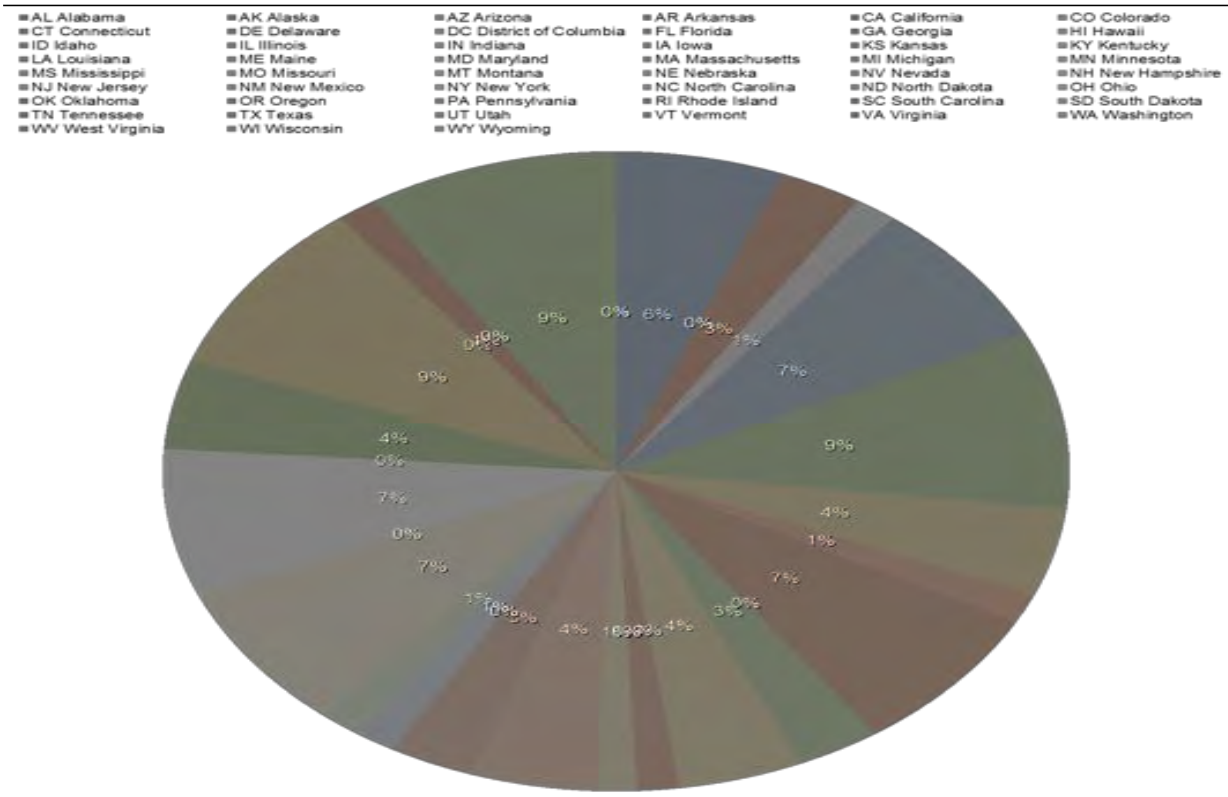
- Scholar preparation for living and succeeding in the US. An essential element is ensuring that scholars have a solid understanding of the US higher education landscape so that they can make good choices about their US university and study programs. A high quality, comprehensive information package is essential; ideally, the scholars would participate in a pre-departure program through the American University in Cairo or other organization able to simulate a UN university experience. CISP alumni could be involved in this task.

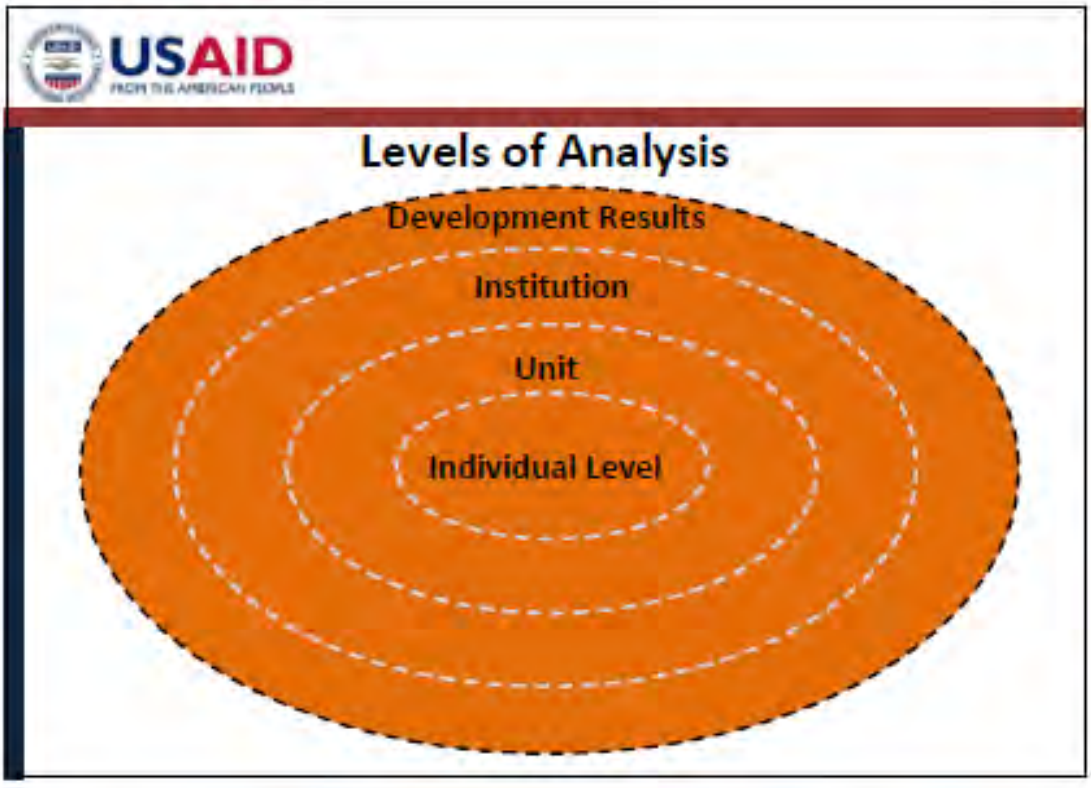
- Beneficiary Organization Selection Committee. This committee should no longer involve USAID or CDM personnel. Individuals selected should have a sound understanding of HICD principles and practices and an in-depth understanding of how human resource development and management can realistically contribute to institutional capacity development. These committee members could also potentially be used to help the CDM-CIU monitor the extent to which development results are being realized once the scholars are back at their home institutions. CISP alumni could be involved in this task, provided any conflicts of interest can be avoided.

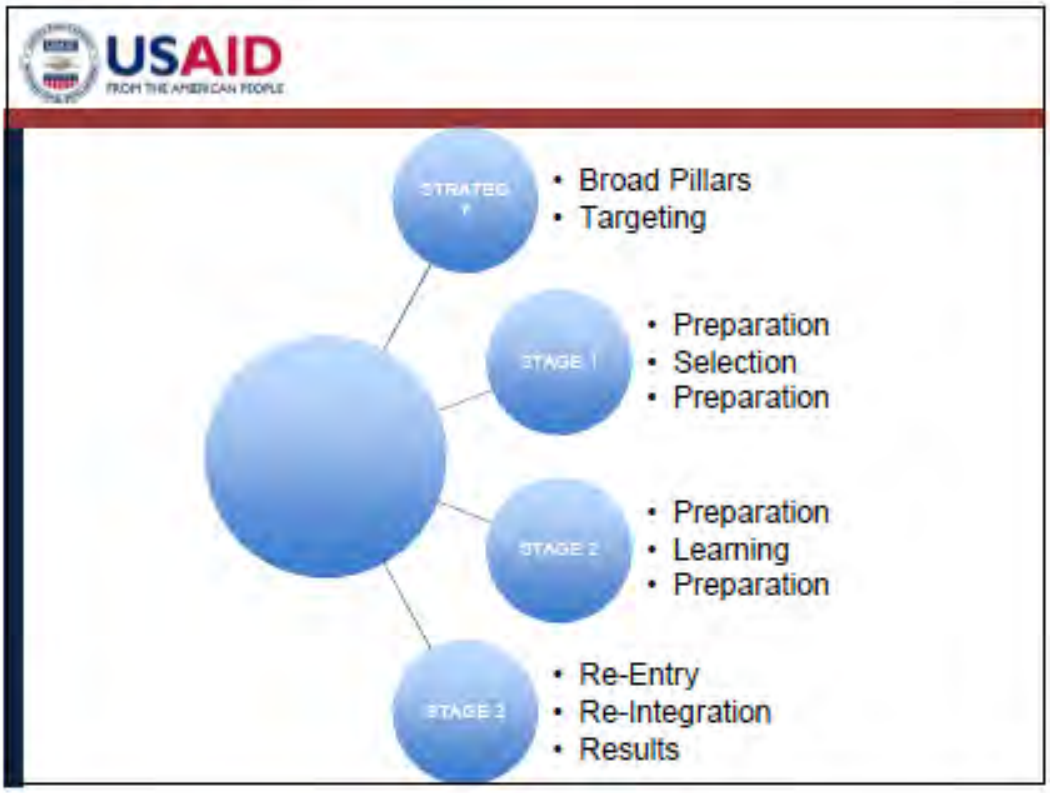
ANNEX XI.- Presentation with cycle


USAID
FROM THE AMERICAN PEOPLE
Evaluation Questions
•Achieving CISP capacity building objectives?
•What factors enabled or constrained implementation and results?
•Effectiveness in selecting, placing, timing, and transparency? Improvements?
•What actions can be taken to improve women's participation in the CISP?
•What conclusions and actionable recommendations should be considered in phase II of the CISP design?


USAID
FROM THE AMERICAN PEOPLE
Methodology
Mixed methods
Purposive sampling
Triangulation
Conflict/crisis sensitivity
Participants


AL Alabama
AK Alaska
AZ Arizona
AR Arkansas
CA California
CO Colorado
CT Connecticut
DE Delaware
DC District of Columbia
FL Florida
GA Georgia
HI Hawaii
ID Idaho
IL Illinois
IN Indiana
IA Iowa
KS Kansas
KY Kentucky
LA Louisiana
ME Maine
MD Maryland
MA Massachusetts
MI Michigan
MN Minnesota
MS Mississippi
MO Missouri
MT Montana
NE Nebraska
NV Nevada
NH New Hampshire
NJ New Jersey
NM New Mexico
NY New York
NC North Carolina
ND North Dakota
OH Ohio
OK Oklahoma
OR Oregon
PA Pennsylvania
RI Rhode Island
SC South Carolina
SD South Dakota
TN Tennessee
TX Texas
UT Utah
VT Vermont
VA Virginia
WA Washington
WV West Virginia
WI Wisconsin
WY Wyoming


USAID
Levels of Analysis
Development Results
Institution
Unit
Individual Level

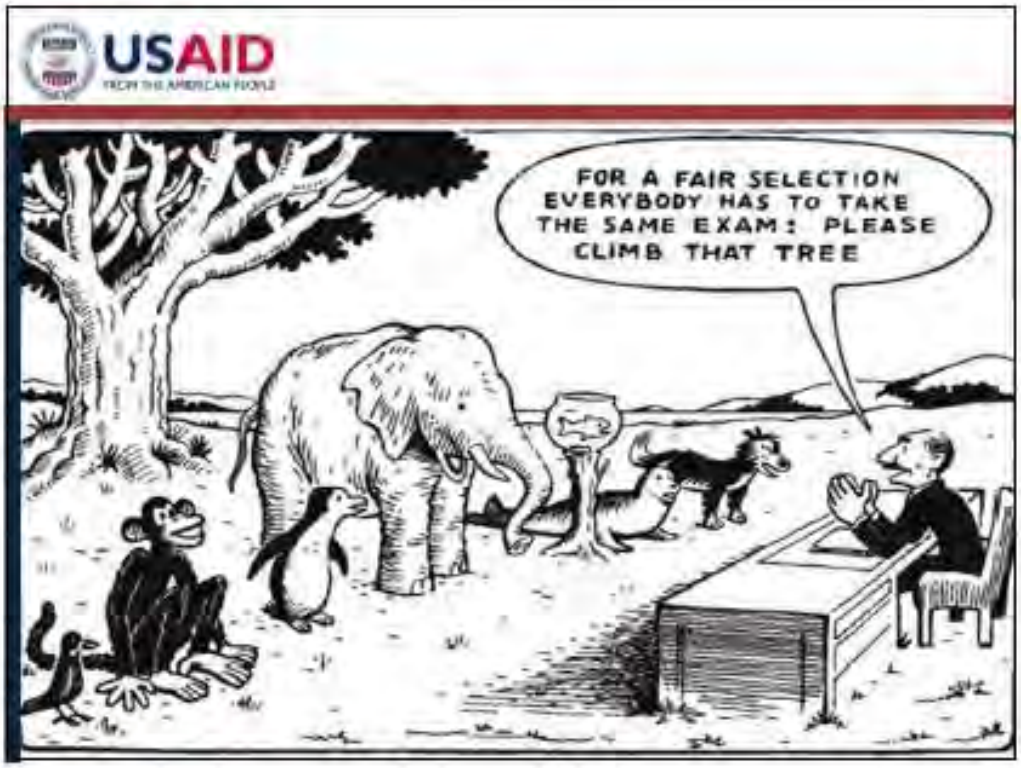

USAID
FROM THE AMERICAN PEOPLE
STRATEGY
• Broad Pillars
• Targeting
STAGE 1
• Preparation
• Selection
• Preparation
STAGE 2
• Preparation
• Learning
• Preparation
STAGE 3
• Re-Entry
• Re-Integration
• Results

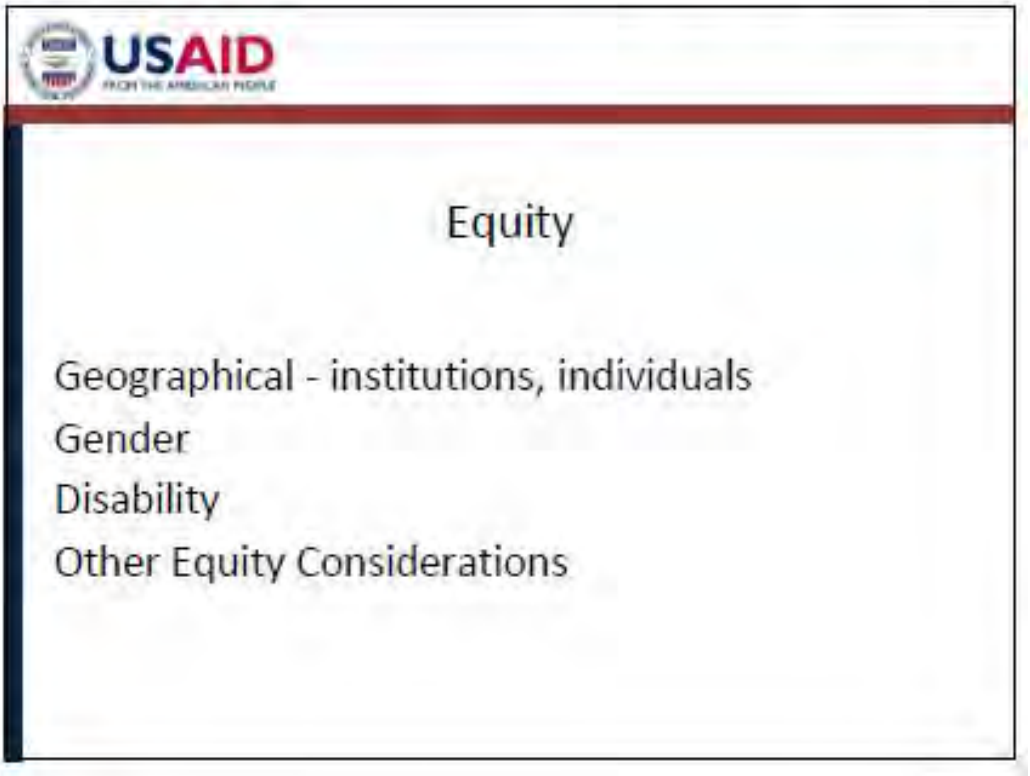
USAID
Achievements to Date
• Milestones
• CDM-CIU
• USAID System Requirements
• Satisfied (mostly) Scholars 188

USAID

Achievements to Date (cont.)

Institutional Development Category	Benefits to Institution
Individual Capacities	*
Group Capacities	(*)
Transformative Leadership Capacities	(*)
Institutionalization Processes	
Sustainability Processes	
Development Results	(*)


USAID
FROM THE AMERICAN PEOPLE
FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE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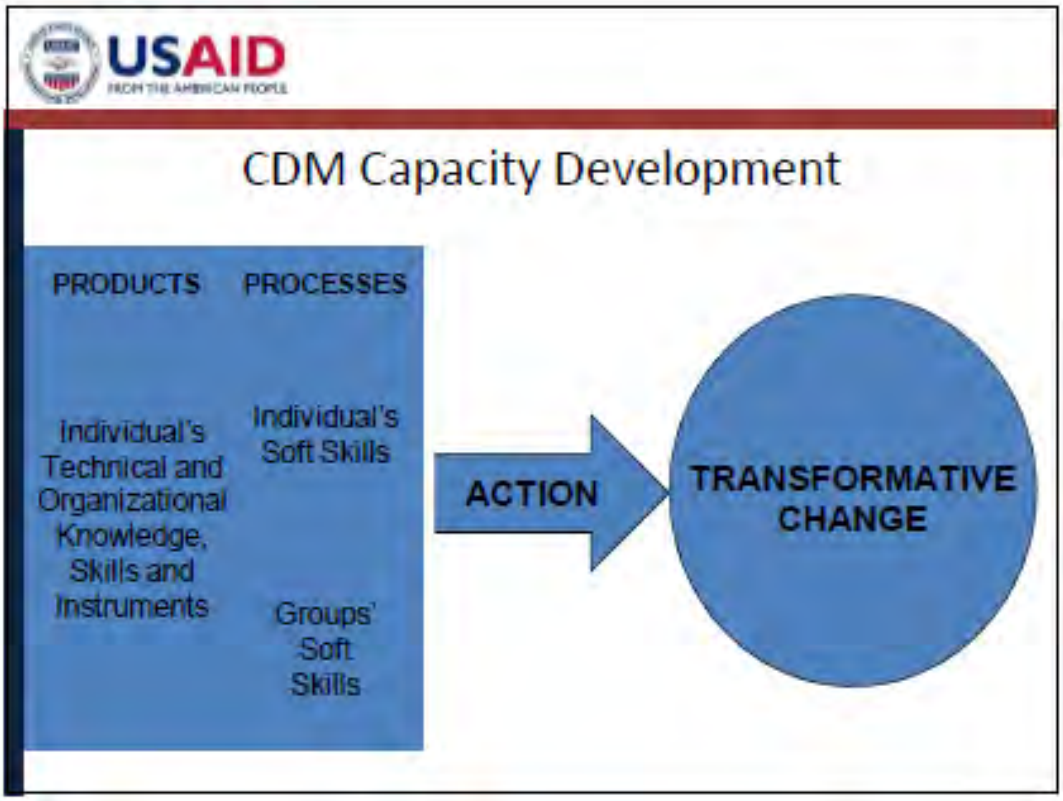
Equity
Geographical - institutions, individuals
Gender
Disability
Other Equity Considerations


USAID
CDM Capacity Development
PRODUCTS
PROCESSES
Individual's Technical and Organizational Knowledge, Skills and Instruments
Individual's Soft Skills
Groups' Soft Skills
ACTION
TRANSFORMATIVE CHANGE

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Risks
Inability to influence or monitor key program dimensions (evaluation; Goldey Beacom; missing dev bang for the buck)
Poor quality = poor USAID reputation
Mismatch between aspirations and on-the-ground realities - limited possibilities to fill the gap
Social sector is not construction, however…

[i] E.g., tracking data from clusters of scholars might have better grounded Conclusion 5, potentially making it more specific and convincing.
[ii] E.g., Conclusion 8 is supported only by a "quick" review of reports submitted by organizations and schools. Why quick? And in Findings 11 and 15, there's mention of CISP documentation but no data or quantifications presented therefrom.
[iii] E.g., Finding 14 regarding satisfaction rates.
[iv] E.g., Finding 16 from roundtable discussions, etc.
[v] Limitation 4, page 6.
[vi] E.g., Findings 14, 15, etc.
[vii] E.g., Finding 12, bullet 1, selective use of anecdotal information from 5 scholars of all those interviewed.
[viii] In Conclusion 3, the team fails to show appreciation for the limits on USAID 's monitoring role under a Fixed Amount Reimbursement Agreement (FARA). This unique arrangement (for a non-construction project) establishes benchmarks tied to various capacity building requirements. CDM has met those benchmarks, suggesting significant capacity improvements.
[ix] Finding 14, "37% very satisfied… and 63% somewhat satisfied to extremely dissatisfied". This is a highly selective way to lump data together; the finding could have just as easily been that 71% of 99 survey respondents were very satisfied or somewhat satisfied while 29% were neutral to dissatisfied. By collapsing the Likert scale and coming up with a 63% number, the team has produced a misleading reading of the CDM survey results.
[x] A deeper look at the reintegration plans would have better grounded Conclusion 1, potentially making it more specific and convincing.
[xi] Finding 15.
[xii] It is documented that USAID sent the memos by email to Megan, DevTech's backstop for the evaluation, in December 2014, and that she passed them on immediately to the team leader.