1. Executive Summary

Evidence underlining the usefulness of internships in students’ educational experience is compelling. Internships provide an opportunity for students to gain competencies and develop valuable cross-functional skills and soft skills, including traits, behaviors, and knowledge that help to bridge and support their smooth transition from education to the workforce. Internships also enable students to receive hands-on experiences to apply the principles and techniques theoretically learned in the classroom to problem solving real-life situations. Moreover, internships have the potential to prepare students to become transformative leaders, practically-oriented and work ready to compete in the dynamic labor market of knowledge-driven economies of the world.

Internships play a central role in The MasterCard Foundation Scholars Program. All tertiary-level Scholars will be supported to complete a minimum of one internship during the course of their studies. At the secondary school level, internships are available to some, though not all, Scholars.

The purpose of this report is to provide the Foundation and its partners with a brief overview of the ‘landscape’ of internships, including debates, models, actors, and resources working in this space. This report will also highlight several trends in the internship component of the Scholars Program across the North American, African, AUB, EARTH, and secondary education partners, as well as the internship actors in the countries where there is a special focus for the Scholars Program (i.e., Ethiopia, Ghana, Rwanda, South Africa, and Uganda). Additionally, it features sectors of the economy with high absorption capacity that may serve as entry points for young leaders, particularly those who graduate from secondary school without transitioning on to further education. The report is intended as a resource for stakeholders working on the internship component of the Scholars Program, and may be particularly useful for the Foundation and African university partners (namely University of Pretoria, University of Cape Town, Kwame Nkrumah University of Science and Technology, and Makerere University) whose Scholars are not serviced through the Africa Careers Network (ACN) of African Leadership Academy (ALA).

This report draws largely on documentation and sources in the field of internships at the tertiary level due to ample practice-based evidence on the subject of internships, and to some extent data available on undergraduate student internship experiences. While bridge programs at the secondary-school level have long been known to influence young people’s holistic development, learning, and success writ large, documentation on how internships can affect young people’s transition to higher education and/or their gainful employment is less widespread. In sum, there are limitations created by a lack of publically available data on secondary-level internships, especially in regards to the African context. The methodology used to compile data for this report includes: select interviews with experts in the fields of international education and internships; analyses of related articles, documents, and websites on internships; a review of the Scholars Program partner proposals; and resources from and meetings with key partners of the Foundation who are working on the topic of internships, such as Mathematica Policy Research.
Actionable Recommendations

**Facilitate a working group within the partnership that focuses on the internship and work readiness components of the Scholars Program.** Much expertise, knowledge, and experience exists among the partnership, especially with regard to ideas for how to best facilitate experiential learning opportunities that connect the Scholars’ program(s) of study with hands-on practical work experience through locally-based internships and internships in the Scholars’ countries of origin. So as to spark creativity and synergy on the topic, it is suggested that this workgroup bring together partners that reflect a diversity of internship models: African Leadership Academy, EARTH University, The University of California, Berkeley, McGill University, and the American University of Beirut, Lebanon.

**Organize a roundtable to explore the current capacity and resources for internships across the African partners in the Scholars Program, including opportunities to collaborate with country-specific actors in the internship field.** The total number of African-based actors that offer internships, career services, and career guidance to secondary- and tertiary-level students on the African continent is presently unknown. This report identifies a starting list of such actors in each of the special focus countries of the Scholars Program. It would be prudent to understand how well-resourced the African partners are for supporting the internship component of the Scholars Program since they will be servicing the majority of the total number of Scholars in the Program. A roundtable discussion may surface issues and challenges that these partners are currently facing in the internship realm, as well as provide a collective space to brainstorm ways to support large cohorts of Scholars requiring internships in the future. Plausibly, these discussions may elicit the names of other country-specific internship actors and generate creative ideas on how to build capacity and infrastructures for supporting internships on the continent, writ large.

**Cultivate relationships with key actors in the internship field to build networks and opportunities to showcase the Scholars Program, and to generate the cross-pollination of ideas with these actors.** By pursuing opportunities to showcase the Scholars Program outside of the partnership, the Foundation seeks to benefit by forging new relationships with key actors in the internship field while contributing to the same field by sharing unique components of the Scholars Program (i.e., the partnership model, the wider goals of the Scholars Program’s Theory of Change, the student demographic of the Program, and examples from the Africa Careers Network, EARTH University, and BRAC to name a few). The Foundation may choose to explore relationships with several key actors in the internship space, including the Academic Internship Council that hosts the Global Internship Conference annually.

**Disseminate this report widely across the stakeholders working on the internship component of the Scholars Program.** This report may be useful for the Foundation’s management and staff working with the Scholars Program, and for secondary- and tertiary-level partners, including those in Akwanya. African Leadership Academy and Mathematica Policy Research may also benefit from the resources in this report.
Internships and The MasterCard Foundation Scholars Program

Internships play a central role in the Scholars Program, as they help expose Scholars to the workplace, build key professional skills, keep them connected to their countries of origin, and develop valuable networks through the forging of linkages with local employers which could potentially help them to secure jobs on the African continent after graduation.

Tertiary-level Scholars have a variety of pathways through which to seek internships, including but not limited to: reaching out to career and education abroad centers at their respective universities, tapping faculty connections and/or linkages already in existence between their academic college and employers, applying through third party providers such as ACN, and/or self-generating opportunities. The pathway through which to seek internships is less concrete for Scholars at the secondary-school level since internships are available to some, though not all, Scholars.

According to a learning brief written by ALA and Mathematica Policy Research in 2014, “the market for internships in Africa is virtually nonexistent and few companies and non-governmental organizations (NGOs) offer internships or short-term employment and, if they do, these positions are generally unpaid” (p. 2). They suggest that some industries or sectors of the economy are more likely to lend themselves easily to internships, such as agriculture and community and rural development, while business and information technology is least likely to be internship-friendly.

The Africa Careers Network (ACN) established in partnership with The MasterCard Foundation was initiated so that they could develop and cultivate relationships with employers to facilitate the creation of new internship opportunities. Among other things, they have developed a web portal which connects outstanding young people from the African Leadership Academy and the Scholars Program to career and internship opportunities in Africa.

Through ACN, these young people have access to ongoing career guidance via an Online Learning Center, which includes modules in CV and cover letter writing, interview skills, dress and personal appearance, and many more.

To date, ACN’s has over 200 internship partners, ranging from large corporations through medium-sized African organizations down to small entrepreneurial and social ventures on the continent. Going forward, they hope to bring more diverse sectors and countries, and scalable organizations, such as partnerships with a pan-African footprint or wide reach.

Many universities, especially in North America, Europe, and Australia, have a long-standing history of education abroad, service learning, cooperative education, and/or internships. The North American partners in the Scholars Program are no exception. However, there is considerable variability in how these partners conduct internships (as per their proposals, see Appendix A).
The following are themes and patterns that emerged from an analysis and review of the North American partners' proposals:

- The University of California, Berkeley's program plan includes an opportunity for the Scholars to study one of their eight semesters at a prestigious Sub-Saharan African university in their home country or region. The proposal suggests that "this type of 'sandwich' program, in which a student has faculty mentors and strong institutional connections both at UC Berkeley and in an African university, will be especially appropriate for the Scholars intending to pursue academic careers" (p. 26). Seemingly, this sandwich program may allow for Scholars to pursue an Africa-based internship simultaneously with or after coursework, without having to leave the continent.

- A little less than half of the North American university partners have identified sector foci (i.e., potential program(s) of study that highly align with the Program's emphasis on community service and repatriation to Africa, leading to long-term economic wellbeing of the Scholars and their communities, and in subject fields with foreseen employability in Africa). This includes: Arizona State University, Michigan State University, and The University of California, Berkeley in the United States; and the University of Toronto and the University of British Columbia in Canada. Other North American partners did not indicate an explicit emphasis on specific program areas in their proposals.

- With regard to the duration of the internship, most of the partners provided general guidelines (e.g., summer) while the following partners were more explicit: University of Toronto (10-week Toronto-based, and 1 summer Africa-based), University of British Columbia (Scholars may choose one term, a summer, or 10 hours per week for their local internship, and two experiential learning visits for Africa-based internships), and Wellesley (3 weeks Wintersession and Africa-based summer session).

- There were differences in the type of internship (i.e., for-credit internships embedded into the curriculum for all students, a discipline-based requirement for graduation often in the STEM fields, or a not-for-credit programmatic/experiential learning opportunity).

- Most of the partners have proposed that internships should occur during the Scholar's third year of study, and/or between the first and second year for master's students. There are differences across the partner institutions on the number of internships that Scholars should complete – minimally one but up to three internships, such is the case at the University of British Columbia.
Similar to their North American counterparts, there was variability across the African partners, AUB, and EARTH in regards to the duration, timing, type, and number of internships. One similarity, with exception to the University of Pretoria who has no limitations associated with the Scholars' program of study choice, is that almost all of the African university partners have identified sector foci for their Scholars. Not surprisingly, Scholars at the American University of Beirut, Faculty of Health Sciences pursue degrees in the disciplines of allied health or public health. They did not propose an internship plan, per se. However, their requirements for field training or clinical rotation programs may be a viable discipline-specific alternative to an internship, despite that it would likely not be based in Africa.

FAWE did not integrate an internship component for their tertiary-level Scholars; instead, they plan to have an annual Career Exposition Day, during which the Scholars will have an opportunity to market themselves to various organizations and bodies from both the private and public sector and to solicit for internships at the expo. Similarly, Camfed tertiary education Scholars do not do internships, per se; rather they are granted bursaries to conduct community service projects.

Secondary Education Partners

A review of their proposals reveals that BRAC, Camfed, and FAWE expose secondary-level Scholars to various mentorship and career guidance activities, such as enrichment camps or conferences aimed at providing Scholars with numerous opportunities to interact with prospective employers, learn about future career opportunities, and receive career advice. At the secondary level, BRAC was the only partner with a compulsory internship for Scholars: a learning internship in which graduating Scholars shadow a BRAC staff member to gain an understanding of how an office operates in a real-life professional environment.

Overall

In general, internship plans were often described at the theoretical vs. implementation level; some exceptions are EARTH's, McGill's, UC-Berkeley's, and University of Cape Town's internship plans which include key services associated with supporting and in some cases funding the Scholar's Africa-based internship. Many of the universities identified that their Career Centers work to develop internships with companies, non-profits, and government agencies; actively engage companies to recruit at the university; and help students identify, apply, and prepare for those opportunities. The extents to which these career services are tailored to support Africa-based internships or to support Scholars on their return to Africa so that they may navigate the internship landscape in ways that are culturally informed and appropriate, is unclear.

For the results of a recent study and lessons learned in helping place the first group of tertiary Scholars in internships in Africa, please see the Issue Brief

Internships and The MasterCard Foundation Scholars Program: Lessons Learned and Actionable Recommendations

(Harford, Surianarain, & Cosentino, 2014).
Countries of Focus

The Scholars Program has a special focus in several countries in Africa, due to its partnership with universities and NGOs providing secondary education support. These countries include: Ethiopia, Ghana, Rwanda, South Africa, and Uganda. Table 1 presents data from the 2014 pipeline analysis of the Scholars Program, which suggests that given current commitments:

- 84% of the Scholars will come from three countries: Ghana, Uganda, and Rwanda.
- 82% will attend one of the African partner institutions, namely Ashesi, KNUST, Camfed, BRAC, Makerere, FAWE, University of Pretoria, and/or the University of Cape Town.

Table 1: Country of Origin Projections – All Scholarships

<table>
<thead>
<tr>
<th>Country</th>
<th>#</th>
<th>%</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ghana</td>
<td>6,700</td>
<td>38%</td>
<td>Scholars at Ashesi, KNUST, Camfed</td>
</tr>
<tr>
<td>Uganda</td>
<td>5,900</td>
<td>34%</td>
<td>Scholars at BRAC, Makerere</td>
</tr>
<tr>
<td>Rwanda</td>
<td>2,040</td>
<td>12%</td>
<td>FAWE Scholars</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>830</td>
<td>5%</td>
<td>FAWE Scholars</td>
</tr>
<tr>
<td>Undetermined</td>
<td>166</td>
<td>1%</td>
<td>Scholars from Uganda, Ghana, Rwanda, Ethiopia, &amp; Kenya with reserved spots at African universities</td>
</tr>
<tr>
<td>South Africa</td>
<td>95</td>
<td>1%</td>
<td>Includes Scholars at U Pretoria and U Cape Town</td>
</tr>
<tr>
<td>Lebanon/Palestine</td>
<td>60</td>
<td>0.3%</td>
<td>AUB</td>
</tr>
<tr>
<td>Latin America</td>
<td>131</td>
<td>1%</td>
<td>EARTH</td>
</tr>
<tr>
<td>'Other Africa'</td>
<td>1,618</td>
<td>9%</td>
<td>Scholars at North American institutions, 'internationals' at African institutions, Akwanya, and EARTH</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17,540</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Given that the majority of the Scholars are likely to be Ghanaian, Ugandan, and Rwandan, and to a lesser extent Ethiopian and South African, it is prudent to understand the key actors working in the internships space within these disparate nations, as well as the sectors of the economy with high absorption capacity that may serve as entry points for young leaders who are out-of-school.
3. Growth Sectors & Internship Actors in Ethiopia, Ghana, Rwanda, South Africa, and Uganda

Understanding the macro-level context and the African internship landscape may be useful for the Foundation as it thinks creatively about the infrastructures for supporting internships in Africa. There is much less documentation of the internship landscape in Africa, and there appears to be less architecture regarding internships, in general. Further, the total number of African-based actors that offer internships, career services, and career guidance to secondary- and tertiary-level students on the African continent is presently unknown. Africa Careers Network of the African Leadership Academy seems to be one-of-a-kind, pioneering in the African internship arena.

Appendix B also includes information on the sectors of the economy with high absorption capacity that may serve as entry points for young leaders, particularly those who graduate from secondary school without transitioning on to further education. This information was drawn from the data available in a selected few, internal documents (i.e., Dalberg Labor Market Demand Research, July, 2013; EOY Country Selection and Strategic Direction – Core Compendium of Materials, November, 2013; and select articles listed in the reference section of this report). Portions of this data are summarized in table 2, mainly the sectors that are common across these five countries: Agriculture, Construction, and Retail/Hospitality. Youth Sports in Ethiopia, Engineering in Ghana, and Sales and Services in Rwanda also are sectors with seemingly high absorption capacities in their respective nations.

Table 2: Growth Sectors of the Economy in Select African Countries

<table>
<thead>
<tr>
<th>Sectors</th>
<th>Ethiopia</th>
<th>Ghana</th>
<th>Rwanda</th>
<th>South Africa</th>
<th>Uganda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
</tr>
<tr>
<td>Construction</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retail/Hospitality</td>
<td>×</td>
<td></td>
<td>×</td>
<td>×</td>
<td>×</td>
</tr>
<tr>
<td>Business Process Outsourcing</td>
<td>×</td>
<td></td>
<td></td>
<td>×</td>
<td></td>
</tr>
<tr>
<td>Information Communication Technology</td>
<td>×</td>
<td></td>
<td>×</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Banking and Financial Services</td>
<td>×</td>
<td></td>
<td>×</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth Sports</td>
<td>×</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>×</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales and Services</td>
<td></td>
<td>×</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tourism</td>
<td>×</td>
<td></td>
<td></td>
<td>×</td>
<td>×</td>
</tr>
</tbody>
</table>

Sources: Dalberg Labor Market Demand Research (July, 2013); EOY Country Selection and Strategic Direction – Core Compendium of Materials (Nov., 2013); and select articles as documented in the reference section of this report.
Appendix B is a starting list of the organizations in the internship landscape in the African countries where there is a special focus for the Scholars Program. It includes a brief description of the services that these organizations offer as well as their contact details. Noteworthy, these organizations are potential leads for further investigation and have not been assessed or evaluated for their impact. Ghana, Rwanda, and South Africa seem to have a handful of key actors working in the internship space while Ethiopia and Uganda seemingly have a minimal number of these same actors.

4. Current Debates in the Field of Internships

The topic of internships has long been debated across the public and private sectors, and among secondary education professionals, faculty, university administrators, education abroad professionals, internships providers such as third-party organizations, employers, NGOs, policy makers, and others. There are numerous related resources and useful learning and network opportunities, such as conferences, discussion platforms, articles, online resources and portals, as well as internship-related organizations (see Appendix C).

This section will briefly review three current debates in the field of internships: whether or not internships should be paid versus unpaid, credit-bearing or non-credit-bearing, and the optimal duration and timing of internships. It is helpful for the Scholars Program to be aware of these current debates in light of their role in supporting and serving as a resource for its partner institutions.

Paid Versus Unpaid Internships

A central debate in the field of internships is whether to pay or not to pay an intern, a debate that has relevance to secondary- and tertiary-level learners. Intern pay often times is dictated by the countries, culture(s), and context(s) in which the intern is employed. For example, according to the U.S. Department of Labor, employers are not required to pay interns who qualify as learners/trainees. However, recent decisions backing compensation for U.S. college students have reignited the debate over the fairness of this long-embedded employment practice. In fact, critiques and lessons learned from unpaid internships are plentiful on Google searches, and litigation on unpaid internships has become commonplace in the past decade in the North American context.

Likewise, in Africa, there is no consensus regarding intern pay. In fact, many cultural customs may prohibit paying student interns, the discussion of which is beyond the scope of this report. It is paramount to be aware of the rules and regulations that govern intern pay, and the cultural customs surrounding paying student interns. It is important for the Scholars Program and its partners to understand this particular debate about intern pay so as to better support and guide the Scholars who are seeking internships in their respective African countries of origin.
Credit Versus Not For Credit Bearing Internships

Another debate, which is only relevant to undergraduate and graduate students, is if internships should be for credit or not for credit-bearing, experiential learning opportunities. The Forum on Education Abroad’s (2014) Guidelines for Credit and Non-Credit Volunteer, Internship Experience and Work Programs suggests that when internships are credit-bearing, the university and the sponsoring program should be responsible for their respective roles in ensuring that the internships:

- Are integrated into the student’s overall academic degree plan, meet the student’s learning goals and intended outcomes, and connect the experiential and academic components to their program(s) of study.
- Have clear criteria for the awarding of academic credit, including how many work hours are required, how hours will be verified, and how they will transfer to the home university.
- Ensure that there is a syllabus or internship plan, including the criteria for how the student will be evaluated.
- Distinguish explicitly between academic and co-curricular internships, if applicable.
- Provide students with opportunities for reflection and debriefing of the internship experience.

Internships can also be non-credit-bearing, in which the student fulfills their co-curricular learning objectives and in some cases, practicums while enhancing their cross-functional skills and competencies in a given industry, sector, or subject matter related to their program(s) of study. Both for credit and not for credit internships should also aid the student in developing soft skills, such as traits, behaviors, and knowledge that help to bridge and support their smooth transition from education to the workforce. Globally, there is no consensus on this debate, although the field of internships in the North American context slightly sways towards internships as embedded into for-credit components of the academic degree plan.

Duration and Timing of Internships

Perhaps the most contested debate is around this question: what is the optimal and desired duration for a student internship and for whom - the employer, the university, or the student? When framed from the perspective of the student or from the perspective of universities or other organizations that are facilitating the internship, an important question to consider is: at what point(s) during the student’s course of study is it most beneficial and/or impactful to participate in an internship? These questions are often debated with little to no consensus by the parties who are mutually invested in student success.

The duration of an internship is typically three to six months, but may be shorter if it is highly structured or longer based on the context(s) and content of the internship experience. The duration of the internship is sometimes determined by whether the internship is for-credit or not for credit.

There is somewhat of a consensus that internships for tertiary level students should occur at some point during the third year of the student’s degree plan, and for master’s students
between their first and second years. There are limited guidelines around the best timing for internships at the secondary level, although some have argued that depending on the students’ career aspirations and goals, the last two years of high school (or prior to Matric in some countries) is an optimal time for internships.

5. Bridge Programs & Internship Models

A. At the Secondary Level

According to a recent evaluation of several models of management of the transition to university by students from disadvantaged backgrounds, African Leadership Academy found that “the last decade has seen the advent of programs, like QuestBridge and the Posse Foundation, that enables university enrollment and completion for promising students from at-risk populations” (as cited in ALA Proposal, p. 3). The African Leadership Academy suggests that “there is substantial potential to adapt these programmatic models for at-risk students from disadvantaged circumstances in Africa, and to add to the successes of these programs by enabling the transition to careers in Africa after university” (p. 3).

BRAC is another example of a program that provides a bridge program for disadvantaged learners in Africa. It offers a three-week internship model for all Scholars. A small group of Scholars will undertake 6-month internships as well.

B. At the Tertiary Level

Co-operative education combines academic studies with work experience where students can gain up to two years of relevant work experience as they alternate between academic terms and work terms, forming study/work sequences. It is a unique model, with a long standing history in Canada – the University of Waterloo and Dalhousie University are particularly well-known for co-operative education, and the University of Victoria has extensive resources that may be worth exploring. The co-op model may be a viable option for the Scholars Program as they think creatively about the infrastructures for supporting internships in Africa. By way of example, 17,300 co-op students enrolled over three semesters in 140 programs at the University of Waterloo, and 5,200 employers presently hire Waterloo co-op students. According to the country of origin pipeline analyses of the Scholars Program (2014), there will be 15,701 Scholars at African partner institutions, some of whom are at the tertiary-school level. Since tertiary Scholars must complete a minimum of one internship during the course of their studies, it is imperative to find a model that can support and sustain internship placements for large cohorts of tertiary Scholars.
EARTH UNIVERSITY in Costa Rica has a comprehensive internship guide for its students, which they also use for the Scholars Program. The internship runs for 15 weeks and delivers 16 credits. The internship options are carefully analyzed by the Internship Coordinator and a committee of professors. Only those institutions or enterprises capable of providing close student supervision are selected as internship sites. The intern is required to undertake a community study and a project to benefit the community during their internship, and when possible, the host may suggest the topic for this community service component of the internship. Another interesting feature of the EARTH internship is that the students must participate in a seminar-style course during the trimester subsequent to the internship to share experiences with peers and to present and analyze the community development component. All students completing the internship are required to enroll in the course. EARTH University’s internship model has numerous best practices related to the before, during, and after components of internship experiences; they are likely to be a valuable resource for peer partner universities in the Scholars Program, especially the partners that are interested in adopting more formal internship guidelines.

Berkeley Global Internships gives students the opportunity to earn academic course credit while gaining practical internship experience in their field of interest. Their website hosts blogs from returned students, as well as photo and video competitions. An interesting component of the Berkeley model is that all students who take part in a Global Internships program are required to participate in a 10-week, online internship course. This course is a cross-cultural, interdisciplinary, instructor-moderated, asynchronous online interface for Berkeley interns to reflect on their internship experiences (while they are on-site), and interact with other Berkeley interns from around the world based on moderated prompts from the instructor. Richard Russo, Dean of Summer Sessions, Study Abroad, and Lifelong Learning indicated that he would be open to exploring collaboration opportunities with the Scholars Program (at UC-Berkeley) to provide access to this course. Dr. Joel Clark of Capital Education in Washington, DC may also be a resource to the Foundation and its partners, as he designed the online course with the support of professionals in the intercultural education field. A similar course could be created for all Scholars.

Another interesting component of the Berkeley model is that they offer externships, which differ from internships in that they are typically local opportunities for the student to learn how to apply their academic major through discussion with a professional who has a similar background, and to observe the day-to-day activities of an organization. The externship model and the following Berkeley resources may be useful for partners, if adapted to their respective institutional contexts: Jobs and Internships Guide; videos Qualities Employers Look For and The Value of Internships.

American University of Beirut, in Lebanon has designed its program in such a way that each cohort of Scholars engages in a community project during approximately 30 days in the summer. They use a cohort-based approach, in that they send approximately 15 Scholars each year to gain work experience at an NGO in a neighboring village. The objectives of the project are to: (1) build capacities of the Scholars and to equip them with the skills and tools needed to mobilize and communicate with communities, and (2) implement a community intervention project in one of the selected regions in Lebanon. The implementation plan consists of three phases and includes preparing and training the Scholar (8 days), coaching
Scholars on how to carry out the community intervention (20 days), and helping Scholars to process, assess, and find closure after the completion of the intervention (2 days). Elements of AUB’s community intervention project may be an alternative internship-type model for African universities, such as University of Pretoria that do not have long “summer” breaks during which students can pursue traditional, three-month internships.

**Group-based internships** are not common in the internship arena; however, they are an approach that is used on occasion in some career and technical education fields and/or in some professional disciplines. The African partners in the Scholars Program whose Scholars are not serviced through ACN of ALA face the impending challenge of placing large cohorts of Scholars into individual internships. This challenge may be compounded by certain countries’ lack of capacity and infrastructure to absorb large numbers of Scholars, especially in disciplines and fields that are specialized. As an alternative to the individual internship model, it is suggested that the Scholars Program consider highly-structured group internships. **Andrew Barfield**, Professor at Chuo University in Japan, led a not-for-pay, on-site stay, two-week group internship for undergraduate student interns in Legal Studies that included an extensive pre-internship mentoring process. He is available to serve as a resource for the Scholars Program and its stakeholders.

**Case Example:**

Suppose that a retail company in an African partner’s local region were experiencing problems in marketing a new product effectively (note: the assumption is that there are previously established linkages between the partner and this particular retailer). The partner could coordinate a multidisciplinary team of 5 to 7 Scholars, who would serve as a collective intern team that works with the company on developing an innovative solution. The team could conduct market analyses and informational interviews with key members of the company, subsequently presenting their proposed solutions to the organization at the end of the internship period.

The group internship model would need to be managed, supervised, and evaluated by a facilitator that works closely with the Scholars throughout the internship. Guided reflection and peer-to-peer debriefing would be central tenets of the internship.

This type of group-based internship model offers the Scholars with opportunities to practice team-building skills, apply critical thinking, harness practical, hands-on experiences to problem solving an industry-related issue, interact with peers across disciplines, and network. On the other hand, it would require coordination, effort on behalf of the facilitator, and pre-established networks with sector actors, to name a few. Nevertheless, this model may be an optimal choice in the long run for managing large cohorts of Scholars, providing them with an invaluable internship opportunity that may otherwise be unavailable.

6. **The Internship Cycle & Promising Practices in the Field of Internships**

Figure 1 depicts the four phases of an internship cycle. These phases overlap with one another, and are dynamic and non-linear. This section will briefly describe the phases and a
few of the selected elements in each phase, as well as highlight some promising practices related to these elements. The figure denotes which of these elements relate to the educational institution (secondary or tertiary level) facilitating the internship*, the employer hosting the intern*, and the elements that are within the intern’s purview. It is not intended to be comprehensive or account for the complexities or nuances across the variety of internship models worldwide. Rather, it provides a glimpse of the internship actors and the kinds of elements associated with the internship cycle, in general.

Figure 1: The Internship Cycle

The first phase of the internship cycle occurs “before” the internship commences and includes three distinctive elements: ethical principles that should undergird the internship; preparatory activities for the host employer and for the educational institution in relation to coaching and advising the student; as well as preparatory and pre-departure activities and tasks for the student. The activities that are common to most internships are learning

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objectives, observation, reflection, evaluation, and assessment. Internships should promote academic, career, and personal development, and efforts should be made to establish a reasonable balance between the intern’s learning goals and the specific work an organization needs completed.

All internships should be guided by a set of ethical principles to assure the delivery of a high-quality experience. The host employer and the educational institution should seek to uphold the highest standards of ethics, integrity, and professionalism while aiming to create relationships of reciprocity and mutual benefit between the organization, community, and the intern. The intern should also abide by a set of ethical principles and be well-versed in principles of academic and professional integrity. The work environment and facilities should be adequate and appropriate to the scope and nature of the work at hand. The host employer should afford the intern with social protection, such as a safe workplace with protections against discrimination, harassment, and intimidation/exploitation. Transparency about and clear information on any potential health, safety, and security risk(s) to the intern in the context in which he or she will be working should be made available. The intern must be insured for health and accidents in and out of the workplace by the employing organization, and for personal liability and medical repatriation in accordance with national law. If no national insurance plan covers the student, individual insurance will be necessary and must be arranged (see also Model Guidelines for Good Practice in International Work Placements).

With regards to preparation, the educational institution, the host employer, and the intern have varying roles and responsibilities. By way of example, the educational institution should advise and coach their students on how to develop internship goals and learning objectives, select an internship site that aligns with their program(s) of study, negotiate intern pay, and identify resources available to them such as financial support. They should also offer student training and workshops on topics related to health and safety, personal responsibility, working with vulnerable populations (if applicable), to name a few. The educational institution should make available opportunities for the student to hear from and engage with past student interns and members of the company’s executive ranks to showcase an organization to the intern. Handbooks, websites, orientation sessions, and in-house work-skills training are also valuable resources for students. Typically the educational institution provides the student intern with a checklist prior to their departure to the internship site (for example checklists, see UC-Berkeley or Michigan State University; for pre-departure models, see the University of Illinois, Chicago’s Global Learning Certificate).

The second phase of the internship cycle is “during” the student’s on-site experience. The following elements in this phase contribute to a well-rounded, holistic, internship: (a) the intern conducts appropriate work assignments and participates in opportunities so as to, ideally, gain cross-functional skills, soft skills, and competencies related to their program(s) of study, and to grow and develop personally and professionally; (b) the intern builds collegial networks in the work environment and in the local communities being served so as to build a foundation of networks and connections even after the internship is formally complete; and (c) the student observes and interacts with the work contexts in ways that are meaningful to them, and in ways that contribute to their learning about a particular work sector or job function. A critical component of the internship experience is supervision of
the intern, which is oftentimes mutually shared by the educational institution who sends the student to the internship, the employer hosting the student, and in some cases a third party that may be monitoring the internship placement. Reflection is another critical component of this phase. There are numerous ways to encourage student self-reflection during the internship process, including peer-to-peer sharing, debriefing with colleagues and supervisors, the participation in a guided courses, and journaling (see also Saas, 2013, *International Service Learning Reflection Journal*).

The second and third phases incorporate an evaluative component of the internship, which generally means that there are established processes in place for evaluating the intern at the mid- and end points of the internship, and the student evaluating their experience during these same points, and the organization evaluating the value of interns in the workplace. “After” the completion of the internship, student self-reflection and their continued professional development are paramount. In terms of assessment, the educational institution and, if applicable, the third-party organization should assess the internship program through focus groups and surveys with students, employers, and the organizational entities facilitating the internship (see the *National Association of Colleges and Employers Best Practices for Internship Programs* for further detail). These interviews may be in the form of a required exit interview in real time, face-to-face, or via Skype.

Often, it is considered the cornerstone of the “after” phase of the internship cycle, namely programming for returned interns, which provides the intern with a platform or venue to celebrate and showcase their work. Yet, even with the best intentions, students often have difficulty critically reflecting, unpacking, and articulating how their internship influenced their learning in ways that have meaning for their employers, and in ways that informed their overall career decision-making (Tillman, 2005; Gardner, Gross, & Steglitz, 2008). This suggests that educational institutions have an important role in preparing their graduates for success by advising, coaching, and mentoring interns about how to articulate the learning, skills, and competencies gained from their internship. A few examples of successful re-entry programming models include: Michigan State University’s *Unpacking Series* and *Learning Abroad Conference*, University of Pittsburgh’s *model*, and Saginaw Valley State University’s *Study Abroad and Career Development Framework*.

The fourth and final phase of the internship cycle encompasses the “what’s next” as the student continues to harness their networks and plan for how they aspire to integrate their internship experience, learning, and skills into their careers and desired professions. During this phase, as well as during all phases of the internship cycle, personal branding and marketing is critical. This includes how the student markets themselves to employers to the artifacts they collect during the internship to be later used to develop their “internship
stories” from how educational institutions and students capture student stories for their own marketing purposes for future generation of interns. International Studies Abroad in partnership with GlobaLinks Learning Abroad has a particularly useful set of tools to help students market their international internship experience, as does Elon University’s Marketing Your International Experience publication. It is said that oftentimes, the value of an internship experience is unbeknownst to the student until several years into their career, which suggests that educational institutions should also consider including alumni in their assessment efforts.

Acknowledgments

A sincere thank-you to Shona Bezanson for providing direction and helpful feedback on this report. Thank you also to Hajra Zahid, Kim Kerr, and Rolf Dietrich who provided suggestions to the first iteration of this report, and Kevin Egan who offered helpful insight about the broader ACN context. I am also grateful to the following individuals who shared their expertise and experiences during meetings and interviews: Matt Sloan and Clemencia Cosentino from Mathematica Policy Research; Martin Tillman, President of Global Career Compass, International Career Development Consultant & Writer on Global Workforce Development Issues; Brett Berquist, Executive Director, Office of Study Abroad at Michigan State University; Dr. Kate Moore, Executive Director, Academic Internship Council & Program Co-Chair for the Global Internship Conference; Rebecca Zeigler-Mano, Board Chairperson at Chiedza Childcare Center & EducationUSA Advisor at US Embassy-Harare; Dr. Andrew Barfield, Professor, Faculty of Law, Chuo University, Tokyo, Japan; John Medendorp, Project Manager, Institute of International Agriculture, Michigan State University; Richard Russo, Dean of Summer Sessions, Study Abroad, & Lifelong Learning at the University of California, Berkeley; and Jean-Marc Hachey, Founder of MyWorldAbroad.com, and author of The BIG Guide to Living and Working Overseas.
## Appendix A: Compendium of Relevant Sections on Internships in Partner Proposals

<table>
<thead>
<tr>
<th>Partner Institution/Organization</th>
<th>The Partner’s Proposed Internship Plan</th>
<th>Sector Foci for Scholars’ Program(s) of Study</th>
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<tr>
<td>African Leadership Academy</td>
<td>Each Scholar will receive a funded ticket to the African continent to participate in an internship that supports their career progression, and their placement in this internship will be facilitated by the Careers team at ALA. Scholars will be carefully tracked by the team and will be counselled to make appropriate internship decisions that support their long-term career in Africa – understanding that this may include powerful, career-building internships outside the continent.</td>
<td>ACN will provide information about job openings by sector and function across the continent. As the Careers Network grows to scale, these openings for tertiary graduates will be an indicator of the skills that tertiary students across the continent will need to develop as the continent’s economy evolves.</td>
</tr>
<tr>
<td>American University of Beirut, Faculty of Health Sciences, Lebanon</td>
<td>There were no specific plans outlined for internships. Rather, both the Environmental Health (EH) and Medical Laboratory Sciences programs include a field training or clinical rotation program where students acquire hands-on experience. The summer field training for the EH students (between the junior and senior years) includes activities that are educational for them and useful for the communities they are serving or visiting. These include household surveys, survey of water sources, cleaning campaigns, and awareness sessions. The Scholars are expected to participate actively in community-based activities and to invest 10 hours a week in a “give back” activity. The give-back/community involvement requirement will be waived if participation in these activities is deemed to compromise academic performance.</td>
<td>Scholars will pursue degrees in the disciplines of allied health or public health so that they may contribute to the wellbeing of individuals or communities through hospitals, health care centers, community-based organizations, governmental organizations and ministries, or schools, etc.</td>
</tr>
</tbody>
</table>
Partner Institution/Organization

The Partner's Proposed Internship Plan

Sector Foci for Scholars' Program(s) of Study

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Ashesi University College, Ghana

[A total of 200 Scholars throughout the grant cycle]

Internships are a core component of the curriculum. No specific plans are outlined for Scholars' internships in the proposal. The proposal states: "every Ashesi graduate has found a job or entered a program for an advanced degree within six months of graduation," "Due to our internship program, which helps our students realize the career opportunities available in the local market, 97% have chosen to stay in Africa to launch their careers," and "Students are placed at top companies in Ghana to learn about local career opportunities, resulting in a very high local employment rate after graduation."

Scholars will be enrolled in one of the three degrees offered at the university: business administration, management information systems, and/or computer science. The curriculum places a great emphasis on applied learning, ethics, and entrepreneurship.

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Arizona State University, USA

[A total of 120 Scholars throughout the grant cycle]

All students in the School of Sustainability are encouraged to pursue a minimum of one internship during their academic career. Students choosing to participate in an internship enroll in an associated course to gain real-world skills in problem-solving, workplace inquiry, and professional communication.

ASU's general Career Services Center will provide Scholars in STEM disciplines with career events that include job and internship fairs and mixers, employer panels and information sessions, etiquette dinners, and career fashion shows. The Ira A. Fulton Schools of Engineering Career Center assists engineering students with career development, internships, and full-time job search. CareerLink will provide enhanced features for students to include ePortfolios, resume building templates, skills assessments, resume webpages, and virtual mock interviews. The center also provides early career coaching and job preparation, and programs like job shadowing, mentoring, internships, co-ops, site visits, and research projects.

Specificities for supporting Scholars in disciplines outside of Sustainability and STEM, which includes Engineering, were not provided.

Program staff will be provided with the following list of top majors that ASU recommends as highly aligned with The MasterCard Foundation Scholars Program's emphasis on post-graduation community service and impact.

While the Scholars will, of course, be free to choose degree programs that best fit their needs, desires, and talents, recommended programs include: Global Agribusiness, Civil Engineering, Economics, Education, Global Health, Management, Non-profit Leadership and Management, Nutrition and Health Science, Sustainability, Technological Entrepreneurship and Management, and the Pre-Health Program.
Policy and Organizational Responsibilities

The Partner’s Proposed Internship Plan

Sector Foci for Scholars’ Program(s) of Study

BRAC, Uganda

[A total of 3,500 Scholars throughout the grant cycle]

Virtual learning content will be made available to Scholars in secondary education, including an offline career planning portal which offers interactive content/videos outlining the job definition, education, interests, knowledge, skills, wages, etc. There will also be skill-building virtual content - examples include (a) how to write a business plan; (b) writing your first resume; (c) how to conduct online searches/information literacy; (d) navigating a job interview; (e) communicating in the real world; and (f) critical and creative thinking.

Each graduating class of Scholars, in their final year of the program, will be provided an opportunity to participate in a five-day learning internship at a BRAC branch office. During the learning internship, Scholars will shadow a staff member, depending on their area of interest. This will be a compulsory opportunity for the graduating Scholars to gain an understanding of how an office operates and a sense of a real-life professional environment.

A small group of Scholars will undertake 6-month internships as well. Not applicable to secondary-level students.

Campaign for Female Education, Ghana

[A total of 5,930 Scholars throughout the grant cycle]

Enrichment between years 1 and 2 will expose secondary school Scholars to achieving, role models, and deepen their understanding of future careers, enriching their critical thinking, and exposing them to opportunities furthering their interests. In years 2 and 3, Scholars will participate in a project and present their results at a forum, during which they will be exposed to career advice and opportunities to meet with policy makers.

At the tertiary level, Scholars will have the opportunity to apply for community service bursaries, to undertake relevant experiential work in their communities. Not applicable to secondary-level students.
The Partner’s Proposed Internship Plan

Duke University, USA

[A total of 35 Scholars throughout the grant cycle]

The Duke Career Center works to develop internships with companies, non-profits, and government agencies; actively engage companies to recruit at Duke; and help students identify and apply for those opportunities, and prepare for interviews. The Center also offers numerous programs and events throughout the year and encourages students to get involved with the Center early in their college career so that they are aware of what they need to do to be successful. Internships and intensive research experiences are built into the Pratt School of Engineering.

Earth University, Costa Rica

[A total of 120 Scholars throughout the grant cycle]

EARTH proposes to support internships for 40 African students and 15 Latin American students.

Every course at EARTH incorporates the principles of experiential learning. The Work Experience, Internship (conducted in the 3rd year), Entrepreneurial Projects, Professional Experience, and Graduation Project courses are self-directed learning opportunities for the student.

EARTH proposes to support the cost ($5,000) per internship, which includes round trip airfare to Africa, plus additional funds to cover room and board and a small living stipend if necessary. In general EARTH students are encouraged to negotiate with their internship hosts to include a stipend and/or room and board with the internship.

EARTH also proposes that 15 internships, or 5 per year, be available for non-African students who wish to do their internships in Africa. Similarly, if there are African students who would prefer to do their internships in Latin America they will be given the opportunity to do so. This will be an opportunity to promote cross-pollination of ideas and networking between Latin America and Africa, now and for the future, which is one of the underlying basic objectives of this project.

Please see details for EARTH’s model on page 12 of this report.

Scholars, along with other university students, pursue multidisciplinary and systematic approaches to learning agriculture and environmental sciences (the university is not organized by traditional disciplines).
The Forum for African Women Educationalists, Ethiopia and Rwanda

The scholarship packages that each Scholar will receive will include financial provisions to support interventions such as tutorials and life-skills and leadership training, mentorship, career expositions, etc. In addition, from the first year of senior secondary schools, Scholars will be provided with career guidance and counselling by FAWE/MCF alumni speakers at least once a term during their bi-monthly mentoring sessions. When the cohorts move to second year of senior secondary, the program intends to host Regional Career Expositions for each senior secondary cohort – Grade 11 for Ethiopia and S5 for Rwanda. For university-level second year cohorts, an annual Career Exposition Day will be organized. Various organizations and bodies from both the private and public sector will be invited to exhibit their work and explain to Scholars what qualifications are required in their sectors. They will also have an opportunity to market themselves and solicit for internships at the expo. Strategies will be put in place to ensure that the different institutions on an annual basis commit to taking on a specific number of students for internships and further put in place measures to offer jobs to those that perform well.

In Ethiopia, the program will target 8 secondary schools: 1 public, 1 privately owned or faith-based school in each region.

In Rwanda, 10 public secondary schools – two in each region will work with five selected public universities across the country – one per region to award full cycle scholarships.

Kwame Nkrumah University of Science and Technology, Ghana

The MCF Scholars will be offered opportunities for internship training with various corporations and enterprises during the long vacation holidays. Also in between internships, while they are in school they will be purposefully housed and given training skewed toward employment success, career counselling, etc. With the many signed partnership and collaborative arrangements for internships with industrial and multinational companies, MCF scholars who worked as interns in these companies will easily be reabsorbed. Most of the MCF graduates will be offered the opportunity to do their compulsory one-year national service on campus as Teaching/Research Assistants. Following the national service, some Scholars will be recruited as Graduate Assistants to undertake postgraduate training either in KNUST or offered a scholarship outside of Africa.

MCF Scholars will be placed in the more competitive and job-oriented programs on offer at the university: Engineering, Medicine, Pharmacy, Dentistry, Optometry, Nursing, Law, Business Administration and Architecture, as these programs have high labor market value.
The Partner’s Proposed Internship Plan

**Sector Foci for Scholars’ Program(s) of Study**

- Agriculture
- Veterinary Medicine
- Information, Communications, and Technology
- Health Sciences
- Technology and Engineering
- Law
- Human Rights

**Partner Institution/Organization**

**Makerere University, Uganda**

[A total of 1,000 Scholars throughout the grant cycle]

The Project Internship and Entrepreneurship Coordinator will support the Project Manager in the coordination of Scholars internship and entrepreneurship development strategy, ensure that all Scholars receive the requisite internship and entrepreneurship training, and are giving back to the community. At the end of every year, students are attached to institutions as interns for field work experience, a key component of their academic assessment. During internships, students are supervised and assessed by staff of their respective organizations. The university has entered into partnership with organizations to provide internship opportunities for students. Priority shall be given to enroll Scholars in the following critical disciplines: Agriculture, Veterinary Medicine, Information, Communications, and Technology, Health Sciences, Technology and Engineering, Law, and Human Rights as these disciplines are more likely to contribute to the economic prosperity of Uganda and Africa at large.

**Michigan State University, USA**

[A total of 185 Scholars throughout the grant cycle]

Scholars will spend a term in Africa to work on an internship relevant to their field of study. MSU has an established program of internships in South Africa, but may also leverage its network of universities, companies, and alumni in Africa to arrange appropriate placements; universities in Africa help them organize learning opportunities and provide academic content and supervision. The Office of Career Services and faculty work with organizations to coordinate assignments, establish parameters, and monitor the student experience. In some cases academic credit is awarded for these opportunities; in some cases the student is paid for their work experience; and in many situations students are paid and also receive academic credit. This is dictated by college curriculum and industry standards.

Fields of study to be emphasized for Scholars include: African History and African studies; Agricultural Economics, and Value Chain Management; Agriculture, Horticulture, Crop and Soil Science; Creative Arts; Criminal Justice; Cultural Heritage Management; Engineering; Entrepreneurship; Environmental Sciences and Sustainability; Food Safety and Security; Health Services; International Relations and Public Policy; Journalism; Marketing and Supply Chain Management; and Teacher Education.
Two internships have been included in the program – in years two and three – to further develop students' skills. These will also help students to maintain connections with their communities in Africa and to establish career links in the region post-graduation. Participation in McGill's Canadian Field Studies in Africa program is presented as an alternative to one of the internships. Up to four scholars will be encouraged to join the class of McGill students in Africa for the full CFSIA semester of coursework.

In addition, students have access to internship opportunities on campus, including within Residences and Student Housing (RSH), where internships focused on service learning and community service are a particular focus of our Hall Councils and student life staff. Also, Faculty Career Service Offices (housed at some faculties) provide advising and specific internship and job placement opportunities designed for their specific faculties.

Key services for internships will include: (a) an annual information session, publicizing internship and fellowship opportunities and explaining the application process, (b) a comprehensive database of international internship and fellowship opportunities, (c) online and printed materials covering such topics as goals and expectations, networking, preparing CVs and cover letters, organizing finances, and planning a budget and timeline, (d) pre-departure sessions for new interns, (e) mandatory cross-cultural training workshops featuring expert consultants on cultural sensitivity, (f) opportunities for students to meet with faculty and former interns who have visited the region in which they will work, (g) regular communication with students while abroad, (h) post-return debriefing program that allows students to share experiences and concerns, and (i) ongoing support for students who wish to continue projects.

Specific programs of study have not been prescribed for the Scholars. It is anticipated that Scholars would likely gravitate to degrees in Engineering, or pursue a Bachelor of Science and/or a Bachelor of Commerce.
<table>
<thead>
<tr>
<th>Partner Institution/Organization</th>
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<tbody>
<tr>
<td>Stanford University, USA</td>
<td>The Haas Center helps students find internship, work-study, research, and service opportunities with community-based organizations. Both our Career Development Center and the Bechtel International Center are experienced with the steps required to enable employment off campus for international students. Their location in Silicon Valley, USA makes internship opportunities a natural fit for students in STEM fields. Programs such as Archaeology and Geology include substantial field studies as a degree requirement; Human Biology, Urban Studies, Earth Systems, and Comparative Studies in Race and Ethnicity require their majors to complete internships. Scholars will be free to choose among any of our majors. All programs provide a strong liberal arts education and prepare students for leadership roles. By following their passions, students will be more engaged in the learning process.</td>
</tr>
<tr>
<td>The University of British Columbia, Canada</td>
<td>Internship opportunities are co-created with UBC's community and industry partners at both the Vancouver and Okanagan campuses. These internships, for one term, the summer, or for 10 hours per week, are often built through the relationships established as a result of the more than 3,000 annual work terms through its co-operative education degree programs in the Faculties of Forestry, Applied Science, Arts, Science, Kinesiology, Management, and UBC's Sauder School of Business. Specific opportunities will be developed to connect the Scholars with internships or service-learning related projects relevant to African development needs, including entrepreneurship/business development, agribusiness and the sustainable management of natural resources. Some examples of programming that will reduce the risk of students not returning to Africa and further embed the give-back ethos are the inclusion of two experiential learning return visits to Africa in years two and three to undertake internships with organizations and industry groups that may one day be future employers. The key disciplines that UBC will focus on for undergraduate Scholars include: Economics and Business, Sustainability and Environmental Sciences, and Computer Science and Engineering. The university offers three master's degree programs that will be particularly relevant to students from Africa, including an MBA program, a professional master's programs in International Forestry and Food and Resource Economics, and research master's in Forestry/Agricultural Economics.</td>
</tr>
</tbody>
</table>
Partner Institution/Organization

The Partner's Proposed Internship Plan

Sector Foci for Scholars' Program(s) of Study

The University of California, Berkeley, USA

[A total of 113 Scholars throughout the grant cycle]

Berkeley's International Office will work with both the Scholars Program and the Advisory Committee to place Scholars in appropriate summer internships, service-learning programs, and UC Berkeley applied research projects. The Advisory Committee in particular will assist with mentoring, interning, career advising, post-graduate transition to African-based opportunities, promotion, and fundraising. UC Berkeley faculty is working collaboratively with Sub-Saharan African (SSA) partners across many sectors. Joining these experiential learning research teams will provide an exciting opportunity for The MasterCard Foundation Scholars to stay connected with their home countries, gain practical experience applying new skills, and begin to "give back" during their education. Another set of internship and experiential learning opportunities will arise from the Alumni Network of environmental and sustainable development leaders. The university is well suited to support STEM student internships. The Bay Area including Silicon Valley provides students with opportunities in the technology industry as well as in the bio-engineering fields. Students secure internships through the collaborative relationships faculty have developed with local companies.

UC Berkeley offers a number of unique Master of Arts and Sciences programs that prepare students to be leaders in key growth industries within the US and globally, and would be particularly well suited to the Scholars Program. These include: M.S. in Energy and Resources; Masters of Development Practice; Masters of Information Management and Systems; Masters in City and Regional Planning; and M.S. in Civil and Environmental Engineering. Other excellent master's programs offered at UC Berkeley that may also be of interest to Scholars include: Business Administration, Public Policy, Public Health, Environmental Health Sciences, Electrical Engineering & Computer Science, Mechanical Engineering, Bioengineering, Landscape Architecture, and Urban Design.

University of Pretoria, South Africa

[A total of 347 Scholars throughout the grant cycle]

The Scholar is expected to do an internship during one of the summer breaks. It is envisaged that the undergraduate Scholars will complete their internship in the summer break after their third year of study. Where Scholars are enrolled in a four-year degree, they would be expected to complete their internship in South Africa. In a limited number of cases where the students complete their degrees in three years, the internship will follow after the completion of their study and before the graduation ceremony which is in April of the following year. It is suggested that as these students would return to their home country at this point, the internship will be done in their home country. It is suggested that the postgraduate Scholars complete their internship in the summer break after their first year of study. Internships would ideally relate to the research experience gained in the postgraduate program. Presently there are no limitations associated with the Scholars' program of study choice. The University is particularly known for its high quality undergraduate professional degrees in Engineering, Health Sciences, Veterinary Sciences, Financial Accounting, Law, Social Work, among others, as well as STEM disciplines.
Partner Institution/Organization

The Partner's Proposed Internship Plan

Sector Foci for Scholars' Program(s) of Study

University of Cape Town, South Africa

[A total of 300 Scholars throughout the grant cycle]

Undergraduate students will perform this internship after their second year of study, and postgraduate students will perform this after their first year of study. After graduation, it is hoped that MCF Scholars would continue with the institutions at which they did their internship, or use the networks they have developed during their internship to join a service organization, or to start their own initiative. An MCF Scholars Recruitment and Internship Officer will oversee applicant support and, with the support of the university's Careers Office, will secure internship opportunities for MCF Scholars in the countries of origin and in South Africa. The task of the Officer will be to elicit internship offers from NGOs, businesses, and partner universities that will employ the Scholar for a 5 to 6 week period. The Officer will facilitate these internships on behalf of MCF Scholars and will monitor engagement by asking for both a student report and a report from the institution that offers the internship. Furthermore, the Officer will liaise with the university's Career Service Office for updated information on African employers and by listing useful links and company profiles on the MCF website.

The University of Cape Town has identified a number of degree programs which support the overall goals for the MCF Scholars program, leading to long-term economic wellbeing of the Scholars and their communities, and in subject fields with foreseen employability. For specific degree programs, please see UCT's proposal; in general, these degree programs are in the Faculties of Humanities, Commerce, Engineering and the Built Environment, Law, Science, and Health Science.

University of Toronto, Canada

[A total of 67 Scholars throughout the grant cycle]

Two unpaid internships are planned. The first will take place in the Toronto area for three months, ideally during Scholars' second summer to provide local practical work experience and skills. This will be a 10-week service-learning internship with local community agencies. These internships will reflect students' area of interest by working with diverse groups that include new immigrants, vulnerable populations, and many others. The second internship will take place in Africa ideally after third year as the second structured return trip to Africa. The Centre for International Experience will organize internships in Africa for the Scholars in a sector related to their studies such as non-governmental organizations, industry, or government, etc. Students will be placed, ideally in their home country, in internships with areas of focus that might include microfinance or food security, as just two examples.

Four-year Arts and Science or Applied Science and Engineering degrees at the undergraduate level.
Wellesley College, USA

[The Partner’s Proposed Internship Plan]

Each Scholar will be encouraged to apply for participation in at least one three-week Wintersession experiential learning trip and one Africa-based internship, preferably in her home country in a summer session. The Africa-based internships will be coordinated by each scholar with support from Wellesley’s Center for Work and Service (CWS).

The College has a number of relationships with organizations in Africa that provide internship opportunities to our students, including those in Cameroon, Ethiopia, Morocco, and Uganda. Students may also identify internship opportunities with other organizations, and each Scholar’s faculty mentor will help to identify appropriate opportunities that will support their individual goals.

Scholars will be guided in their choice of major by their faculty mentor, with careful consideration given to the contributions they can make to meeting the specific needs of their home countries and to the continent of Africa as a whole. Through her chosen course of study, each Scholar will be given the foundation for tackling problems with an interdisciplinary lens and the specialization required to contribute to the economic growth and social development of her home country.
Sectors of the Economy with High Absorption Capacity

**Agriculture:** Strong sector and increasing private sector engagement

**Youth and Sports:** Robust youth employment agendas with active Ministry and NGO engagement increasing.

**Construction:** Ethiopia is currently undertaking a national land certification process that will employ 10-15,000 para-surveyors. This is also resulting in a real estate boom and a construction boom. The latter more than the former employs youth.

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**African Union Commission Internship Program**

The objective of Internship Program is to offer a small group of outstanding graduate-level and final year students the opportunity to acquire direct exposure to real work experience. They are designed to complement development-oriented studies with practical experience in various aspects of multilateral technical cooperation, but also complement other international studies, including law. It will help the young interns working through advocacy, training and research in the areas of Governance, Human Rights, Peace & Security, Environment, Gender, Social & Economic Development.

The organization may or may no longer be in service.

**Contact Details**

Directorate, AU Commission
P.O. Box 3243
Addis Ababa, Ethiopia.

[Internship@africa-union.org](mailto:Internship@africa-union.org)
Sectors of the Economy with High Absorption Capacity

**Agriculture:** Relatively robust sector with exports of commodity products such as coffee and cocoa.

**Construction:** Currently experiencing strong growth and expected to be a relatively hot sector going forward.

**Informal Retail/Hospitality:** Growing ~400K jobs are anticipated.

Opportunities are also available in banking and financial services, business processing, ICT, engineering, and petro-chemical/oil and gas.

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### Organization

**Student & Youth Travel Organization**

SYTO in Ghana is a non-profit, non-governmental and African organization established in 1994. Over the years, SYTO has adopted its philosophy and framework in other African countries: Benin, Cote d’Ivoire, Nigeria, Senegal, Togo and Burkina Faso. It has five branches spread across the ten regions of Ghana, making sure all areas are covered nationwide. SYTO offers a volunteer internship program, which allows participants to gain some work experience by volunteering their time to community projects. Some of these are in education, health, social developments, wildlife and conservation, small-scale industries, public institutions or non-governmental organizations in Ghana. The duration of the program varies from 2 weeks to 1 year.

**African Youth Exchange**

AYE is a non-profit, non-governmental educational and cultural exchange development organization based in Accra – Ghana, established to aid and foster progressive and responsive interactions between African youth and young people across cultures. The organization seeks to create opportunities essential to developing young people to become meaningful contributors to national development. They offer a series of leadership conferences to empower young people, especially tertiary students on how to play active part in steering their lives to a better future and building capacity to manage and sustain progressive and positive lives.

**Corporate Life**

Corporate Life was contracted by Camfed to support senior high school students with career and education guidance. Their program offers a range of post-secondary education opportunities and information about the academic qualifications required for each.

**Ghana Center for Entrepreneurship, Employment, and Innovation**

GCEEI prides itself on being a one-stop shop for Ghanaian Youth Entrepreneurs by providing them with total solutions for sustainable job creation. They provide a platform where the unemployed youth can connect with experienced entrepreneurs, business financiers, recruitment agencies, skills training experts and policy makers, so they can either be employed or receive the requisite training, advice and funding to actualize their business ideas. The Center hosts an updated database of job vacancies, business opportunities, and funding prospects.

**The Human Development Group**

The HuD Group is a dynamic, international, Christian, not-for profit organization focused on the development of holistic emerging Leaders. Based in Ghana, they provide career guidance to secondary and tertiary students, with an emphasis on public leadership.

**Mentoring Walk**

Mentoring Walk is a Ghanaian organization, founded in 2008 that links younger mentees, usually tertiary students, with older mentors, in their area of interest and professional development. The mentoring http://about.me/armahjohnprogram focuses on establishing a connection between accomplished women and young, aspiring women leaders. The approach to this mentorship is three-pronged: professional, social and emotional. Undertaken over a 10-day mentorship period, the program also gives the mentee the opportunity to spend a number of working days understanding their mentors at work. A growing number of social enterprises are now operating in this sphere and include Leading Ladies Network and the Savvy Madam.

**Sponsors for Educational Opportunity Africa**

SEO Africa is a nonprofit organization building its initial presence in Ghana. It was created to select, train, mentor and provide corporate access to university students with the highest potential, and in the process develop a network of future leaders across Africa. University students in Ghana are provided with a world-class training programme, mentorship from top professionals and a paid internship at a top local company.

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### Contact Details

**SYTO ACCRA**

Ring Road East  
P.O. Box 9732 K.I.A.  
+233 (0) 302 769157  
+233-20 202 2883/2880

The web domain seems to be for sale, but you can contact Derek Sewornu, the Executive Director in the interim.

**SYTO ACCRA**

Ring Road East  
P.O. Box 9732 K.I.A.  
+233 (0) 302 769157  
+233-20 202 2883/2880

No online presence is known; contact Camfed.

**John Armah,** Entrepreneur and Consultant for his firm GCEEI is ranked as the 27th Most Influential Ghanaian by ETV Ghana (2012).

**Hayford Averakwa Mensah** is the core leader for the group.

**mentoringwalk@vitalvoices.org**

**Michael Osheowitz**  
(see Shona Bezanson for details)
## Sectors of the Economy with High Absorption Capacity

**Agriculture:** As the backbone of the economy, this sector currently comprises the majority of employment but slow growth is expected. Rwanda’s national development plan, Vision 2020, calls for a transition from subsistence agriculture to commercial agriculture. Nationally, there are over 1,000 undergraduates enrolled in agribusiness, and the investments in this sector are going to grow through the coming decade.

**Construction:** There is significant activity especially in Kigali, but the longevity of jobs are uncertain.

**Sales and Services:** These are likely to see new jobs, mostly due to turnover.

**Industry:** International firms entering the market is said to increase opportunities for employment.

**Information Technology:** The sector is growing quickly and employs many, although wages are not good.

**Tourism:** This sector also continues to grow and employs many youth.

### Organization

**Bridges to Prosperity**

- The organization provides isolated communities with access to essential health care, education and economic opportunities by building footbridges over impassable rivers. The B2P Rwanda Training Program is an internship type program and focuses on training and leadership development for young Rwandan engineers. Over the past year, two design and construction workshops have instructed 53 Rwandan students on the basics of suspended bridge design and construction, with 10 of those students getting involved with actual bridge builds. The organization also offers a university program.

**Carnegie Mellon University in Rwanda**

- Carnegie Mellon University in Rwanda’s Center of Excellence in Information and Communication Technology serves as a regional ICT hub for East Africa, while at the same time helping the Rwandan government to create an innovation incubator to nurture students’ entrepreneurial skills. The Master of Science in Information Technology provides students with critical skills, focusing on practical applications in areas such as cyber security, mobile applications, wireless networking and strategic business planning. On the other hand, the Master of Science in Electrical and Computer Engineering has a more technically focused curriculum, equipping students with skills in energy systems, mobile computing and telecommunications. The program provides a three-month paid internship and practicums for students to get the opportunity to develop real-world ICT solutions with international companies, such as IBM, Microsoft, Marriott, Citrix, MTN, Visa and more, enabling the students to become familiar with opportunities in Africa and to build a network of contacts. The university is currently working on developing new scholarships to complement the 50% tuition scholarship that has been offered by the Rwandan government to applicants from countries within East Africa.

**Generation Rwanda**

- Generation Rwanda is working to build a model that could transform higher education across the developing world. The organization finds Rwanda’s brightest students that can’t afford university, funds their education, and trains them to become leaders in Africa’s emerging information economy. By opening a path to university for brilliant students from vulnerable backgrounds, the organization believes that their work has the potential to revolutionize an entire society—making it smarter, more agile, and truly meritocratic. All Generation Rwanda students receive much more than tuition payments. They get a supplemental education from their academic team that far exceeds the typical university experience in Rwanda. In addition to their university classes, they receive help to catch up to their more affluent peers in English, training to apply for internships and how to market themselves in a competitive economy, and how to build leadership and entrepreneurial skills. Generation Rwanda is a participating member of Aid for Africa, a unique partnership of nonprofit organizations serving families and communities throughout Africa. They have headquarters in Brooklyn and Kigali, Rwanda.

**Rwanda Development Board**

- The Rwanda Development Board has a Youth Internship Program, which provides opportunities for students to gain valuable work experience and eases the transition between school and the workforce. It also contributes significantly to improving employability skills whilst at the same time helping address the human resource constraints. The Program is open to all unemployed Rwandan young graduates however priority is given to Sciences and Technology graduates; graduate who are eligible must have: a degree and CV in PDF format, national ID or Rwandan passport, and be below 35 years old (Youth). The internship placements are in public and private institutions related to the student’s area of study for a period not exceeding 6 months. The overall objectives of these internships are skills development and practical experience.
Sectors of the Economy with High Absorption Capacity

Retail, Hospitality, Banking, Business Process Outsourcing (~166K target entry level jobs as of 2013.

Many of the opportunities will be in the provinces of Gauteng, Western Cape, and KwaZulu-Natal, which collectively represent over 75% of the total market entry job opportunities across these priority sectors.

The top five employers in each of these sectors collectively represent 27% of total forecasted entry level jobs (~40K jobs).

Tourism: This sector also continues to grow and employs many youth.

Organization | A Description of the Internship/Career Services Offered | Contact Details
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Connect 123 Internship and Volunteer Programs | This is a US/UK based third-party provider that offers internships in Cape Town, South Africa (and in countries outside of Africa) to undergraduate students. The student submits an online enquiry along with their resume/CV. The organization calls the student by telephone to discuss the students’ objectives for the experience, concerns and doubts, etc., the paperwork process ensues, including two letter of recommendations that must be submitted. A payment of $300 program fee deposit (which is 100% refundable up until two weeks after the first internship offer is sent) is also due at the time of actual application. The process is purportedly collaborative between the student and provider. The internship period is typically 8 to 15 weeks. | US: +1 800 731 6406<br>UK: +44 207 096 1201<br>info@connect-123.com

Harambee | This is a free service that helps young South Africans overcome many of the difficulties they face in finding and keeping their first job. They help young people with a matric and/or university degrees or other tertiary qualifications who haven’t been able to find a job, find their jobs through a social network – school or university, friends, family or previous work experience. They provide resources such as tips on how to look for a job, write a CV, apply and prepare for jobs, and interview etiquette. | See website

Pace Career Center | SACDA is a non-profit organization, established in 2009 to grow and develop the professional status of career guidance in South Africa. It was founded by the same individual, Avron Herr who founded the Pace Career Center in 1991, which as become recognised, both locally and internationally, as a leader in the field of career guidance on the African sub-continent. PACE has a very strong social benefit ethos and through its free services, helps well over 2,000,000 youth and young adults each year with their subject and career choices. The organizations work spans numerous sectors: (1) There are over 2,500 high schools nationally that makes use of the PACE software for career guidance. There is no charge for this software which is sent out to schools each year. This project was launched in 2006; (2) One of PACE’s career guidance infrastructure development programmes is to train and resource NPO’s to offer career guidance to the communities which they serve; (3) PACE has trained a significant number of university student recruiters and marketers to offer career guidance, as these university representatives are very often the first contact that school learners ever have with career guidance and advice. The contact person is Avron Herr for both organizations. | SACDA<br>4 Hawston Rd<br>Milnerton<br>7441<br>Western Cape<br>(021) 555-3928<br>info@sacda.org.za<br>PACE Career Centre<br>4 Hawston Rd, Milnerton<br>Cape Town<br>7441<br>021 555 3928<br>info@pace.za.com

4Exchange South Africa | There are main organizations that help international students find internship, or volunteer work during or after successful completion of a tertiary degree. They provide a wide variety of possible placements in various sectors, and in some cases have searchable databases with internship postings. The organizations listed here are headquartered in South Africa and offer mostly internships in Cape Town, and sometimes in Port Elizabeth. | See respective websites

Kunjani Student Placement Agency
**Sectors of the Economy with High Absorption Capacity**

**Agriculture:** Opportunities in value chain; largest amount of growth expected in rural agribusiness at ~1.1M jobs and ~96K from agri-processing.

**UGANDA**

**Formal Urban Retail/Hospitality:** job creation expected to occur on the order of ~170K jobs. ~450K jobs in informal other manufacturing and retail/hospitality microenterprises; however, double land locked orientation stifling manufacturing activity and resulting in low level of market diversity.

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**Organization** | **A Description of the Internship/Career Services Offered** | **Contact Details**
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**Restless Development Uganda** | Restless Development is a registered charity with operations internationally, including Uganda, Tanzania, South Africa, and Sierra Leone. RD-Uganda and the International Youth Foundation recently hosted the launch of the YouthMap Internship programme in Kampala in 2013. The program offers 100 young graduates the opportunity to gain essential skills and experience in the agricultural, finance, media and ICT, hospitality, and NGO sectors. Each intern undergoes a rigorous training course delivered by Restless Development, before a six month placement with one of 50 host employers across the private and public sectors. The programme responds to high levels of graduate unemployment in Uganda and has mobilized employers, government and NGO stakeholders around the youth employment agenda. It is funded by USAID as part of the broader YouthMap programme exploring solutions to youth unemployment across sub-Saharan Africa. | Plot 6 Acacia Road<br>P.O.Box 1208, Jinja<br>+256 332 276 185<br><a>infouganda@restlessdevelopment.org</a>

**Hope for Youth Uganda** | HFYU is a Christian-based organization whose mission is to improve the quality of life for the under-privilege children and youth in our communities by empowering them through functional education skills and access to health services, while restoring hope in them. They have several youth program, including the Development School for Youth, a new leadership skills training program for High school and University graduates who have the desire to become leaders. We try to partner with Corporate Professionals and Organizations in Uganda to provide training experiences and internship placements for these young people. | P.O. Box 33226, Kampala, Mukono, Central Region, Uganda<br>+256 782 727 059<br><a>hope4youthuganda@gmail.com</a>
Appendix C

Key Internship-Related Learning and Networking Opportunities

International Education-Related Conferences

1. **Global Internship Conference** is the premiere forum dedicated to advancing the knowledge of academic work placement and experiential education. The scope of the conference includes, but is not limited to, professionals and researchers who work in the field or seek to learn more about internships, academic work placement, co-operative education, teaching, and volunteering. As a platform for dialogue, and vehicle for action, the Global Internship Conference brings together colleagues to discuss and advance best practices as well as develop and examine a research agenda for global internships. Conference attendees are from all over the world and typically include university administrators, practitioners, policy makers, third-party providers, and government and NGO representatives from around the globe, as well as internationally-based employers in large to small sectors, and returned student interns. The conference welcomes increased participation from colleagues in Africa, and invites organizations that are providing internship services in Africa to discuss their best practices on this important emerging market in the experiential education and internship field. The 2015 conference will be held in Dublin, Ireland from June 9 – 12, and the theme is particularly relevant to the Scholars Program, “Internships and Employability: Building a Global Portfolio.”

The **Academic Internship Council** (AIC) who hosts the conference was established in 1984, and is a global organization, incorporated as a non-profit in the United States, that has local operations with offices and dedicated team in seven cities, including Toronto. It provides academic institutions with internship programs that help their students achieve personal and professional growth and competitive advantage in the global workforce. AIC is presently considering a Pan-African Strategy to provide a personalized and thematic matching service for students pursuing internships in Africa. To discuss further details about this strategy, please contact Dr. Kate Moore.

2. The inaugural **Career Integration Conference** was held in July 2014 in Minneapolis, Minnesota, USA and brought together international educators, career service and employer relations professionals, student service professionals, recruiters, and industry leaders to share best-practices and innovations within the fields of education abroad and career services. The conference is primarily for the North American audience; however, it is a collegial space to discuss issues and best practices. Career Integration builds upon the University of Minnesota’s proven methodologies for integrating experience abroad into student career and life planning. For more information visit: [http://umabroad.umn.edu/professionals/career-int/](http://umabroad.umn.edu/professionals/career-int/). The conference is in the process of developing 2014 Proceedings that may be useful for the Scholars Program management.
3. **NAFSA: Association of International Educators** is a non-profit professional organization for professionals in all areas of international education including education abroad advising and administration, international student advising, campus internationalization, admissions, outreach, overseas advising, and English as a Second Language administration. As of 2010, it served approximately 10,000 educators worldwide, representing nearly 3,000 higher education institutions globally. It’s International Students and Scholars Knowledge Community has a breadth of online resource for universities working with international students and scholars, including best practice resources on cultural, social, and academic adjustment and preparation; health, safety, and crisis management; and regulatory updates.

4. **Comparative and International Education Society** was founded in 1956 to foster cross-cultural understanding, scholarship, academic achievement and societal development through the international study of educational ideas, systems, and practices. The Society's members include nearly 2,500 academics, practitioners, and students from around the world. The annual conference to be held on March 8-13, 2015 in Washington, D.C. and may be particularly relevant to the work of the Foundation. The theme for the conference is *Ubuntu! Imagining a Humanist Education Globally.*

**Online Platforms for Internships**

1. **Africa Careers Network** established in partnership with The MasterCard Foundation is a web portal which connects outstanding young people from the African Leadership Academy and the Scholar's Program to career and internship opportunities in Africa, enabling these talented young Africans to access career and internship opportunities in Africa and to thereby contribute to Africa’s development.

2. **Opportunities for Africans** is an online information portal that seeks to connect Africans to the latest life changing opportunities. The portal hosts scholarships, fellowships, internships, conferences, jobs, competitions, volunteering, and other opportunities for Africans. Their partners include World Summit Youth Awards and eLearning Africa, as well as the Global Education Conference, and African Summit (both of these latter domains are no longer active).

3. **AfricaCareers** is an initiative of the Global Career Company, which has been at the heart of international recruitment for over 10 years, working with companies across Africa, Asia, and MENA to recruit internationally-based graduates and professionals back into jobs within their home countries. Their mission is to connect businesses active in the Emerging Markets with the brightest talents, whether they are already in the area, or working or studying overseas. They report working across a range of sectors and industries to help their clients manage change, create competitive advantage and position themselves as employers of choice in their region. The website has a job portal for opportunities in Africa, as well as announcements related
to upcoming recruitment conferences and youth summits. They may be a possible resource and connection for ACN and the Scholars Program. Contacted them at contactus@global.cc.net, or via their Global Career Company South Africa branch at (+27)105003769 or their Africa Career Network in the UK at (+44)2088340300.

4. **Global Apprenticeship Network** is a business-driven alliance with the overarching goal of encouraging and linking business initiatives on skills and employment opportunities for youth, notably apprenticeship. The GAN is a network where private sector companies, business federations and associations come together to share best practices, to advocate and to commit to action around youth employability and skills development. The initiative is driven by business leaders who will use this global platform to promote apprenticeship and internship programmes worldwide.

5. **InternMatch** is a California-based company that developed an online ecosystem committed entirely to internships. The company has built an evolving library of resources and tools dedicated to helping students and employers maximize the benefits of internships. Students can access tools for resume creation, internship preparation, and more. Employers can access resources that help with intern management, program development and advice on compensation. The organization has also developed a powerful support structure for connecting students with socially responsible positions – especially at nonprofit organizations. To what extent this organization supports internships in Africa are unknown. However, they may be a good resource for the Africa Careers Network.

6. Internship Net ListServe is an active online discussion platform about internships, although its global reach is unknown in terms of subscribers. Nonetheless, it can be accessed by emailing Michael True who founded and operates the listserve. The *Starting and Maintaining A Quality Internship Program* booklet, which was developed by True and is available through a free subscription to the listserv, provides a working definition of “internships” as formulated by subscribers of the Internship-Net Listserv and adapted from the National Society for Experiential Education. It includes a statement of the principles regarding release and indemnity agreements, approved by the Board of the Cooperative Education and Internship Association that may be applicable to the Foundation’s work. This resource may be particularly useful for African universities that are establishing internship programs, as it provides practical tips and suggestions for supporting, orienting, supervising, training, and evaluating the intern, common intern concerns, and guides for helping the student to develop measurable learning objectives and work activities. Although some of these characteristics are US centric, there may be some transferability and applicability to African institutions.

**Reputable International Internship Providers (Working In Africa)**

1. **Projects Abroad** is an international organization that provides volunteer and internship opportunities for youth, high school and college students, and young professionals. They have a wide range of opportunities across numerous fields and
disciplines in Ghana, Senegal, Morocco, Tanzania, and South Africa. By way of example, in South Africa high school students can pursue work opportunities in building, human rights, and conservation while college students can pursue opportunities in teaching, law and human rights, conservation and the environment, international development, construction, journalism, business, veterinary medicine, and creative arts.

2. **Global Crossroads** is one of the world's fastest growing international volunteer vacation organizations. Their internship abroad program offers 2-12 weeks of customized internship opportunities for students, researchers, and explorers in countries such as Costa Rica, Ghana, Kenya, Tanzania, and Uganda. Most past participants have joined internships in health care, journalism, women's issues, culture, sustainable development, and business. However, Global Crossroad can craft an internship projects in nearly any area.

**Internship-Related Organizations with Global Reach**

1. **National Career Development Association** inspires and empowers the achievement of career and life goals by providing professional development, resources, standards, scientific research, and advocacy. They often have resources related to Africa, such as the following article written by Timmey & Chapman (2012), titled “Career Counseling First-Generation Students at a South African University: Reflections on Challenges and Successes” that may be particularly relevant to the South African partners in the Scholars Program.

2. **Cooperative Education & Internship Association** is the leader in work-integrated learning, provides a supportive member-driven learning community for participating programs, students, educators and employers; influences policy makers and leaders of thought; and forges partnerships with like-minded groups. They have an extensive list of resources, including access to the Journal of Cooperative Education and Internships.

3. Around 2006, a set of documents intended as **Model Guidelines for Good Practice in International Work Placements** were developed by Stage, Work Placement and Internship Group, which is a Professional Section of the European Association for International Education. These documents may be used by any institution of post-secondary education (including the use by universities such as those in Africa pending adaptation to context specific issues) intending to send students abroad for a work placement in conjunction with studies at the home institution.

4. **The Forum on Education Abroad** is a non-profit association recognized by the Department of Justice and the Federal Trade Commission as the Standards Development Organization for the field of education abroad. The organization developed **Guidelines for Credit and Non-Credit Volunteer, Internship Experience and Work (View) Programs Abroad**.
Key Internship-Related Scholarly Articles


References


