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BEYOND FINANCIAL ASSISTANCE: EXTRACURRICULAR PROGRAMMING IN USAID SCHOLARSHIPS

GOOD PRACTICE PAPER



Higher Education Scholarship Toolkit

OCTOBER 2021

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I. INTRODUCTION

USAID’s higher education scholarship activities do more than just provide funding for students to pursue higher education. They also provide programming interventions that prepare students to be successful in their education, excel in new academic environments, and build connections and networks. This Good Practice Paper focuses on USAID intervention practices that go beyond providing funding for scholarships to focus on extracurricular and soft skills development to achieve activity goals.

Structure

To highlight good practices from across USAID scholarship activities, the intervention components are presented in an order aligned with the six stages of a scholarship activity:

1. Planning the scholarship activity and establishing partnerships;
2. Student recruitment and selection;
3. Orientation and pre-academic training before formal studies begin;
4. Academic experience, including formal studies and other components;
5. Graduation and post-activity transition support; and
6. Alumni engagement.

FIGURE I. Figure I: Stages of a Scholarship Activity



For more information about these six stages, see Stages of a Scholarship Activity: Placing Students at the Center.¹

Following an overview of the intervention components, examples of how USAID scholarship activities implement these interventions are highlighted. While not comprehensive, these specific cases are intended to show the range of practices within USAID scholarship activities.

Methodology

This brief is based on a review of USAID scholarship activities and interviews with USAID staff and implementing partners.

Using this Document

For more information about these practices, consider reading other USAID reports or reaching out to USAID/Washington staff at helearning@usaid.gov for more information about specific activities and contacts.

¹ Campbell, Anne, and Ilham Chelabi. “Stages of implementing a USAID Scholarship Activity: Placing Students at the Center.” United States Agency for International Development (USAID), 2021.

2. BACKGROUND

USAID has provided considerable funding since its founding in 1961 for students to enroll in higher education around the world.² Yet, the true impact of USAID scholarship investments is not just in providing access to high-quality education. It is also having students excel during their education; finish their degrees; and be ready to apply their newfound skills, knowledge, attitudes, and networks to furthering their home country's development.

Excelling and completing a degree program—and being able to apply the degree to international development goals—is not an easy or automatic outcome of offering a scholarship. Additional extracurricular programming, training, and funding can be essential for students to succeed and for USAID to reach activity goals.

Skills prioritized in extracurricular programming

Extracurricular programming is defined as the activities that are pursued outside of a typical course of study, i.e., support beyond tuition. There are several skills that are often highlighted as part of USAID scholarships.

Academic skills

Academic skills are those that are needed at the host institution to successfully enroll in and complete the program of study. Pre-academic skills include technical skills such as language skills (often English), academic writing and research skills, computer or technical literacy, and statistics or other data-related skills. In addition, information that allows students to excel in their host higher education institution (HEI) may also be integrated into pre-academic training such as supervisor-student relations or higher education culture.

Leadership skills

Leadership means providing guidance, inspiration, and authority to an organization or group of individuals. Leadership is also different by context³ and the specific skills needed to lead differ by culture and organization, as well as manifest differently by gender, philosophy, and other factors. Many scholarship activities focus on development skills related to identifying challenges, comfort with complexity, public speaking, teamwork, and management of plans, people, and resources.

Soft skills

The USAID Education Policy defines soft skills as a broad set of skills, behaviors, and personal qualities that enable people to effectively navigate their environment, relate well with others, perform well, and achieve their goals.⁴ HEIs and scholarship programming staff can support scholarship students to develop skills to identify and respond to global challenges, form networks, establish international and

² McMaster, Morgan, Alejandra Guevara, Lacey Roberts, and Samantha Alvis. "USAID Higher Education: A Retrospective 1960-2020." Washington, D.C.: United States Agency for International Development (USAID), 2019.

³ Dant, William P., 2010. "Squaring Their Roots: Leadership Perceptions and Practices of Some US-trained African Professionals in the Public Sector." (Doctoral dissertation).

⁴ USAID. "Social and Emotional Learning and Soft Skills USAID Policy Brief," (2019). <https://www.edu-links.org/resources/social-and-emotional-learning-and-soft-skills-usaid-education-policy-brief>.

intercultural partnerships, gain skills desired by employers, and plan and execute strategies to tackle these challenges.

Job readiness and employment seeking skills

With a degree in hand, scholarship students may face obstacles of finding and acquiring employment in their field, a position that meets the activity goals, or a position that provides adequate salary and autonomy. Scholarship staff can help to address these challenges by supporting scholarship students with additional skills and opportunities, like internships, job counseling, professional workshops, or job placement advising.

Contextualizing extracurricular programming

The programming included as part of USAID scholarship portfolio should be contextualized for “best fit” with scholarship activity aims, host HEI’s demands, and home country context. This means that programming should be selected and designed so it meets the students’ needs and activity goals; not all interventions recommended in this document will be appropriate or needed for all scholarship activities. Similarly, the content of the programming should be adapted to national norms and goals (e.g., national development aims, employment landscape, and local definitions of leadership).

3. GOOD PRACTICE

To build students' academic and other skills mentioned above, the following good practices are summarized below. These are presented as stages of a scholarship activity, in an order in which students would engage in these interventions during their course of study. Each good practice listed is aligned with at least one of the stages of scholarship activity.

Good practices related to Stages 1 and 2: Planning for later stages



During Stage 1: Partnerships and Planning, and Stage 2: Student Recruitment and Selection, scholarship activities should focus on planning for and preparing to implement the extracurricular programming. To carry out these components adequately, scholarship activity designers may need to account for additional staff, funding, partnerships, and time. For example, if scholarships plan for mid-term conferences, comprehensive leadership training, or alumni grants, these components should be considered in the initial design, including in the theory of change, budget, partnerships, and Monitoring, Evaluation, and Learning (MEL) plans.

Additional guidance for designers of scholarship activities can be found in other documents in this Toolkit, including *Seven Important Questions to Ask When Designing a USAID Scholarship Activity*⁵ and *Stages of Implementing a USAID Scholarship Activity: Placing Students at the Center*.⁶

Good practices related to Stage 3: Orientation and pre-academic training



Pre-Academic Training

Pre-Academic Training (PAT) focuses on preparing scholarship semi-finalists or finalists for success during their studies. The focus is on developing the academic skills needed for students to excel in the host HEI. Specific training components may differ by country and student, ranging from short-term lessons on foundational learning

skills (e.g., workshop on note taking or effective interactions with faculty) to long-term interventions (e.g., teaching typing or academic writing in a Western context). PAT can be intensive or part-time, and it can be provided by the implementing partner or contracted to an external entity.

⁵ Campbell, Anne, and Ilham Chelabi. "Seven Important Questions to Ask When Designing a USAID Scholarship Activity." United States Agency for International Development (USAID), 2021.

⁶ Campbell, Anne, and Ilham Chelabi. "Stages of Implementing a USAID Scholarship Activity: Placing Students at the Center." United States Agency for International Development (USAID), 2021.

KEY IDEA: CONSIDER A TECHNOLOGY AUDIT



Technology in higher education changes quickly. There may be a significant divide between the expectations at the host institution and the students' previous experience. There may also be a difference *within* countries: students will come to the scholarship activity with different comfort levels and technology skills. Consider conducting a technology audit to verify that students have access to the right equipment, can use it well, and know how to troubleshoot challenges in the future. In some cases, this may mean providing support for students' equipment (e.g., a laptop), software (e.g., a word-processing program), or access to the internet (e.g., data plan). This consideration is also important for inclusion efforts, as specific hardware or software, or specific training may be needed for students with disabilities, older students, or those from low-technology environments.

English Language Training

English Language Training is an effort to improve finalists' level of language to be prepared for using English for academic study and to meet HEIs' requirements for admission. English language training can be included as part of the Pre-Academic Training or a separate component, and it can be offered by the implementing partner or through an external entity. It may also include English test preparation, such as the TOEFL examination.

Pre-Departure Orientation

Pre-Departure Orientation (PDO) is the common term for programming that provides an overview of the scholarship, the host institution, and the expectations for students. For most scholarship activities, the PDO is approximately 2-3 days. It also allows the participants to meet each other and form connections before beginning their studies. Notably, all students benefit from a PDO even if they are not "departing" for their scholarship. The information about USAID and the scholarship, the connections made, and the opportunity to ask questions is valuable. If students are traveling internationally for their scholarship, they will need specific programming to advise them on culture and cultural adjustments, international travel and visas, arrival information, and other details related to their status as an international student.

Good practices related to Stage 4: Academic experience



Wrap-Around Advising Support

During their scholarship experience, students receive academic advising. This helps them select classes to meet their goals and stay on track for graduation. This is often provided by the host HEI. Wrap-around advising complements academic advising by supporting a student's well-being, community building, mental health, and other challenges faced by scholarship students in demanding academic or overseas environments. It also can help guide students to additional services and psychosocial support, as needed. Wrap-around student advising is also known as high-touch or holistic advising.

Leadership Skills and Mentoring

Leadership skills can be developed through workshops, guest speakers, involvement in student organizations, and in mentoring programs. These various activities help students identify their strengths and areas for improvement and work on a plan to develop leadership, personal, and management skills. They also can introduce concepts and skills that are useful in creating change after the scholarship ends, like systems thinking, teamwork, communications, or proposal writing. In addition, mentors can help scholarship students by providing advice and perspective, and they can share information and opportunities.

Mid-Term or End-Term Conference

Mid-term or end-of-term conferences can bring together students to share their experiences, strengthen their networks, learn from experts, and prepare for their post-scholarship plans. These conferences can open new ideas for scholarship students about their professional future and alumni programming and plans. In addition, short-term skills-based trainings (e.g., fundraising or media training) can be offered as part of these events.

Professional Development and Internships

To supplement the career development services offered at HEIs, USAID scholarship activities have offered various forms of professional development and career planning interventions. These include preparing for job interviews, resume writing, and informational interviewing. In some activities, internships or specific types of professional training (e.g., overseas data collection) are required. USAID offices have assisted with providing approvals and additional financial support for students to accept international or unpaid internships opportunities.

KEY IDEA: CONSIDER INTERNATIONAL TRAINING



For both domestic and international higher education scholarships, consider including an international component focused on professional training or internships. This type of programming provides students with exposure to international work environments and innovations. It also allows them to build cross-cultural skills and cross-border relationships. As part of this process, students may need employment counseling, additional orientation programming, and overseas advising and financial support. Notably, students may also need visas to travel, resulting in considerable planning. Moreover, if students are in the United States for their studies, this may mean filing for Optional Practical Training (OPT),⁷ which may mean another 2-3 years of living in the United States to gain knowledge and skills.

⁷ U.S. Citizenship and Immigration Services. “Optional Practical Training (OPT) for F-1 Students,” 2021.

<https://www.uscis.gov/working-in-the-united-states/students-and-exchange-visitors/optional-practical-training-opt-for-f-1-students>.

Volunteering and Service-Learning

During the scholarship activity, students may complement and coordinate their classroom-based learning with community service or volunteer work. This type of service-based learning provides students with greater knowledge about their home or host communities, social challenges, and ways that citizens address community problems across cultures and populations. Volunteering can also help students develop leadership skills by observing community and organizational leaders and helping to organize volunteering events.

Good practices related to Stage 5: Graduation and post-academic transitions



Career counseling

To supplement career services support provided by the host HEIs, USAID staff and implementing partners may also provide context-specific career advice and support. Career counseling can be either individual guidance or generalized training. Examples include offering skills workshops (e.g., resume writing and interviewing) and networking events and sharing specific job advertisements. In line with the scholarship activity, these interventions should be field-specific and relevant to the home-country context.

Transition support

Returning to a home context can be quite abrupt and challenging for many students. This may mean returning from overseas or moving from a larger city to a smaller one. While studying, scholarships students have likely changed and developed new perspectives, yet their home context may expect them to be the same person. These different perspectives may lead to conflict or difficulties with employment, relationships (with family or peers), finances, or other factors. Providing support for students as they transition out of the scholarship is often overlooked, yet it can help make students' experience more successful and, in turn, provide a better outcome for the scholarship activity. These kinds of efforts can be through welcoming back receptions and continued wrap-around support by the implementing partner or USAID staff.

Good practices related to Stage 6: Alumni engagement



Alumni networking

Networks can be powerful in achieving USAID goals, through undertakings such as helping alumni to find employment or to generate new ideas for development goals. Ongoing and intentional alumni engagement efforts are a good way to build these networks. For more guidance about alumni engagement and networking, see USAID Scholarship Alumni Engagement: Good Practice Paper.⁸

⁸ Campbell, Anne, and Ilham Chelabi. "USAID Scholarship Alumni Engagement: Good Practice Paper." United States Agency for International Development (USAID), 2021.

Alumni grants

Alumni grant programs allow graduates to address community needs through small-scale projects. These activities bring alumni together, help them organize their ideas, and address change in the home country.

Alumni workshops

Alumni workshops aim to extend the learning and sharing among the scholarship participants after the scholarship ends. They can be workshops in which alumni produce the knowledge and share externally, or they can be workshops to train alumni in a special area that meet their professional needs (e.g., establishing a non-governmental organization (NGO)). Workshops can be offered either directly by USAID staff or alumni or in partnership with other similar organizations. This could also be a good area to partner with the U.S Embassy's Public Affairs Section (PAS) for workshop offerings.

Examples from USAID Scholarship Activities

This section highlights five USAID scholarship activities that have implemented several of these good practices. These short examples aim to provide an overview of the ways that Missions have contextualized these good practices into meeting scholarship activity goals. Please note that the good practices highlighted below are not comprehensive of all of the extracurricular interventions included in each scholarship activity.

In addition to the five scholarships highlighted below, please see the USAID Indonesia's Program to Extend Scholarships and Training to Achieve Sustainable Impacts (PRESTASI) Case Study Paper,⁹ in which interventions such as pre-academic training, leadership training, and alumni engagement are discussed.

Burma's Lincoln Scholarship Program

Started in 2020, the Lincoln Scholarship Program will send 100 students over five years to host universities in the United States for Master's degrees. The fields of study offered include those that are not offered in Burma's universities, with the aim of equipping future leaders with skills in environmental science, agricultural economics, public policy and administration, and public health to lead in various fields in government, private sector, and civil society. The activity is implemented by the Institute of International Education (IIE).

Wrap-around Advising Support

As the implementing partner, IIE uses wrap-around advising support for students in the Lincoln Scholarship Program. IIE staff take an active approach to check in with students at least once a month on multiple topics including their academic progress, well-being, adjustment to the United States, and relationships with family and friends at home. In these interactions, they focus on an individual's needs while also keeping the goals of the scholarship in mind, working to support the student's success in the United States and preparedness to return home to Burma at the end of the scholarship. This high-touch advising also helps identify issues or problems before they become emergencies. If additional support is needed or questions remain, the IIE staff work with USAID, the host universities, or other entities to

⁹ Chelabi, Ilham, and Anne Campbell. "USAID/Indonesia's Program to Extend Scholarships and Training to Achieve Sustainable Impacts (PRESTASI): Case Study Paper." United States Agency for International Development (USAID), 2021.

provide that support. As part of this holistic advising, IIE staff hold orientations and information sessions, and they may also visit students on campuses. Approximately 30 students are matched with one advisor.

Leadership Skills and Mentoring

All Lincoln Scholarship students participate in a leadership and conflict resolution course through the George Mason University School of Conflict Analysis and Resolution. The course is organized in different components during the scholarship, with touch points during the on-arrival orientation, at a one-week summer seminar after the first academic year, through online modules throughout the U.S. academic programs, and as a re-entry workshop.¹⁰ Students participate as a cohort, focusing on skills beyond what they are learning in their academic programs such as skills that are specific to the Burmese context and culture. Scholars have also been invited to help design the course. Moreover, national mentors, like Ying Lao of the Salween Institute for Public Policy, share personal and professional experiences as technical support.



Ying Lao, Salween Institute for Public Policy

PHOTO CREDIT: USAID/BURMA

Egypt's Leadership Opportunity Transforming University Student (LOTUS)

The LOTUS activity was designed to competitively award scholarships for undergraduate study to financially disadvantaged Egyptian students who have outstanding academic and extra-curricular credentials and a demonstrated commitment to community service.¹¹ Students pursued degrees in six private Egyptian universities, targeting fields that aligned with Egypt's labor market needs. Two-hundred and fifty students were selected across four cohorts. The program was administered by the Institute of International Education (IIE).

English Language Training

English language training was part of the LOTUS activity, based on the logic that improved English language proficiency would increase graduates' chances in the job market. There were several types of English language training. All four cohorts participated in summer language programs at the British University in Egypt. Supplemental English during the academic year, as well as bridge-year programming with intensive English, were offered to later cohorts.

¹⁰ Simpson, David and Institute of International Education. "USAID/Burma Lincoln Scholarship Program Annual Work Plan, August 28, 2019–August 27, 2020." 2019. https://pdf.usaid.gov/pdf_docs/PA00V9SM.pdf.

¹¹ Lambert, Virginia, Ola Hosny, and Doaa Abdelaal. "Midterm Performance Evaluation of the Leadership Opportunity Transforming University Student Scholarship Program in Egypt." LOTUS Evaluation Team & The QED Group, 2016. https://pdf.usaid.gov/pdf_docs/pa00mckv.pdf.

Leadership Skills and Mentoring

The Leadership in Action (LIA) component was implemented through a comprehensive series of sessions and workshops to enhance students' leadership skills. LIA consisted of a series of training sessions and activities on personal growth and development, academic study skills, leadership concepts and fundamentals, leadership skills development, and service learning project and community interaction opportunities. Over the course of the LOTUS program, over 4,000 leadership and enrichment



LOTUS students discussing how a “ripple effect” occurs.

PHOTO CREDIT: USAID/EGYPT

sessions were held, through partnerships with local organizations and host universities, with students attending multiple streams and programs. Students reported that listening, self-discovery, and comfort zone sessions influenced them the most, and that they benefited from sessions on values, time management, and teamwork.¹² As one student said, “I never imagined that I would be a leader. I just didn’t have those characteristics. But LIA showed me that I can.”

Pakistan’s Merit- and Needs-Based Scholarship Program (MNBSB)

MNBSB was designed to enable academically qualified, yet financially needy, Pakistani students to continue university studies at 30 private and public universities in Pakistan. Academic fields supported are business, agriculture, social sciences, medical, and engineering, with 50 percent of the scholarships made available for women. The Pakistan Higher Education Commission (HEC) implemented the activity.¹³

Professional Development and Internships

As part of the MNBSB, students participated in “talent grooming” in which they engaged in a series of workshops and short training courses in the initial semesters of their scholarships. Pakistani independent trainers, selected by the HEC, led the workshops, with USAID and HEC staff serving on panels to answer students’ questions. These workshops focused on encouraging the students to take advantage of

¹² Lambert, Virginia, Ola Hosny, and Doaa Abdelaal. “Midterm Performance Evaluation of the Leadership Opportunity Transforming University Student Scholarship Program in Egypt.” LOTUS Evaluation Team & The QED Group, 2016. https://pdf.usaid.gov/pdf_docs/pa00mckv.pdf.

¹³ Akhtar, Sajjad, Ghazanfar Hoti, Imran Khan, Ahmad Jameel, and Muhammad Danish. Management Systems International. “Merit- and Needs-Based Scholarship Program (MNBSB) in Pakistan Evaluation Report.” United States Agency for International Development (USAID), 2013.

various opportunities during their studies, set goals for their scholarship, enhance communication and interpersonal skills, and exercise critical thinking and problem-solving skills. The aim of these workshops was to boost the students' confidence, provide them support and encouragement during their higher education, and polish their leadership and interpersonal skills.



MNBSP Training in Peshawar

PHOTO CREDIT: USAID/PAKISTAN

Career Counseling

MNBSP's career counseling workshops prepared students for a competitive job market in Pakistan. They were offered in the students' last semester of studies and were also open to job-seeking alumni. Conducted at the partner universities, these career workshops aimed to improve interview and communication skills, assist with professional goal-setting and decision-making, investigate the employment market locally and nationally, and set a plan to seek employment and set other goals in alignment with personal values. Specific activities included resume writing and editing, mock interview sessions, business plan development, among others. Panels with industry representatives were also offered.

Strengthening Higher Education Access in Malawi Activity (SHEAMA) Scholarships

SHEAMA was designed to increase access to higher education through an Open and Distance Learning (ODL) model for the most vulnerable youth in Malawi's five public universities. SHEAMA's embedded scholarship component has 75 percent provision for females and mainly targets Adolescent Girls and Young Women (AGYW), students with disabilities, and those from disadvantaged households. The scholarships target students graduating from rural Community Day Secondary School and Open Secondary Schools who by virtue of being at such schools are disadvantaged because of the poor conditions and lack of equipment. The students are supported with tuition and stipends as they enroll in four-year degree, diploma or certificate programs, especially through ODL. The activity is implemented by Arizona State University.

Volunteering and Service Learning

All SHEAMA scholarship recipients are required to conduct mentorship sessions with students at the Community Day Secondary Schools in their communities. The mentoring component focuses on senior secondary school students, with relevant topics such as how to apply for college, study skills, gender issues in education, and career guidance. SHEAMA students gain skills in mentoring as part of the SHEAMA orientation. Moreover, throughout the scholarship period, SHEAMA staff periodically travel to



PHOTO CREDIT:

students’ communities, sit in on the mentorship sessions, and provide feedback and support on improving their approach to mentoring.

Professional Development and Internships

Under its workforce development component, SHEAMA works with industry leaders to provide internships for its scholarship recipients. These internships are tailored to each academic program and workforce context, with the length of internship corresponding to the program length and technical subject. As an integral, applied component of the academic program, internships do not garner separate

course credit yet offer SHEAMA students training in job preparedness, mentoring, and coaching by experts in their technical fields.

Lebanon’s University Scholarship Program (USP)

USAID/Lebanon initiated the University Scholarship Program (USP) in 2010. The program started at Lebanese American University (LAU) and Haigazian University (HU), and American University of Beirut (AUB) later joined the activity and serve as an implementing partner. The aim of USP is to provide Lebanese public school students who have significant financial need with the opportunity to attain a quality higher education in order to maximize their potential to support Lebanon’s democratic and economic development.¹⁴

Volunteering and Service Learning

In addition to academic studies, USP emphasizes community and campus involvement and leadership training and experience.¹⁵ As part of their scholarships, students are required to create and implement a community service project. As an example, one student organized a leadership training project to raise students’ awareness about local garbage and started a campaign to highlight the importance of recycling.¹⁶ These experiences help



¹⁴ Miller, Robert, Joanna Khanter, Wassim Katerji, Najwa Andraos, Kamil Wanna, and Harvey Herr. “USAID Lebanon University Scholarship Program Mid-term Evaluation.” (2015). http://pdf.usaid.gov/pdf_docs/pa00ks5t.pdf.

¹⁵ Capacci-Carneal, Christine and Mitch Kirby. “University Scholarship Program: Where Are They Now? Profiles of Lebanon’s USP Scholars.” AMIDEAST Lebanon, 2016. https://pdf.usaid.gov/pdf_docs/PA00T2Q3.pdf.

¹⁶ Capacci-Carneal, Christine and Mitch Kirby. “University Scholarship Program: Where Are They Now? Profiles of Lebanon’s USP Scholars.” AMIDEAST Lebanon, 2016. https://pdf.usaid.gov/pdf_docs/PA00T2Q3.pdf.

students better understand community problems and how local leadership can solve problems.

Professional Development and Internship

HEIs involved with USP organize workshops to prepare students for entry into the labor market. These workshops focus on topics such as job interviews, resume writing, and communicating with potential employers.¹⁷ There is also an opportunity for students to receive one-to-one support with finding jobs and editing their resumes and cover letters.

¹⁷ Miller, Robert, Joanna Khanter, Wassim Katerji, Najwa Andraos, Kamil Wanna, and Harvey Herr. "USAID Lebanon University Scholarship Program Mid-term Evaluation." (2015). http://pdf.usaid.gov/pdf_docs/pa00ks5t.pdf.

4. CONCLUSION

Scholarship programming that strives to achieve development goals go far beyond providing just a financial stipend. Additional extracurricular and soft skills interventions are needed to help students excel in demanding higher education contexts and meet the goals of the scholarship activity after they graduate. The interventions that are most common in scholarships focus on developing academic skills, leadership skills, soft and interpersonal skills, and job readiness and employment skills. They can be optional or required, depending on their goals and desired outcomes.

Most importantly, extracurricular interventions should be determined based on the needs of the local context and environments that students will be returning to. As noted in this report, it is essential to be familiar with the different good practices in programming while also working to contextualize it to meet students' needs, the context, and activity goals. No one size or shape of activity intervention fits all scholarships and all students.

5. ANNEX A: GOOD PRACTICES LIST

STAGE OF SCHOLARSHIP ACTIVITY	GOOD PRACTICES
Orientation and Pre-Academic Training 	Pre-Academic Training English Language Training Pre-Departure Orientation
Academic Experience 	Wrap-Around Advising Support Leadership Skills and Mentoring Mid-Term or End-Term Conference Professional Development and Internships Volunteering and Service-Learning
Graduation and Transition Support 	Career Counseling Transition Support
Alumni Engagement 	Alumni Networking Alumni Grants Alumni Workshops