



Internship in Kenya

COURSE DETAILS

Course Designator and Number: KNYA XXXX

Number of Credits: 4

Language of Instruction: English

Contact Hours: 35

Instructor: Prof. Mohamud Jama

COURSE DESCRIPTION

This course provides a cross-cultural experience of working with a local development agency. Students are prepared for entering into their community work through discussions on ethics, local internship perspectives, types of development agencies and their regulation by the state, stakeholder and problem analysis, culture specific gender and diversity context, and power and privilege. The course focuses on guiding students to understand their own identity as they integrate theory with reality while participating in local development work. Students are encouraged to enhance necessary work-related skills and develop personal qualities that will be useful in their future career success.

Mentoring continues while students are at their internship placement as they come in contact with social actors, community organizations, and local and national authorities in various regions of Kenya at the urban and rural levels. The students are urged to play an active role in their internships by providing suggestions, solutions, discussing alternatives, and investigating all areas of their internship placement to garner a holistic experience on the realities of development work. Through practical internship experiences as well as readings, discussions, and written assignments, students will deepen their understanding of the host-country cultural context and development work from an international perspective, as well as critically examine their own worldview in order to develop, defend, and challenge their own values and beliefs.

Course Objectives

At the conclusion of this course, it is expected that students would be able to:

1. Apply development theories learned in the classroom to the realities of the work experience at the internship site.
2. Understand ideas, concepts, ethical standards, and theories related to the internship agency and community served by the agency.
3. Function effectively in a Kenyan workplace, gain professional experience, and start to network.
4. Strengthen among others: intercultural skills, flexibility and adaptability, independence, confidence, self-awareness, interpersonal skills, communication, problem solving, language, and tolerance for ambiguity.
5. Critically examine their own worldview by deepening their understanding of Kenya, in order to develop, defend, and challenge their own values and beliefs.

Methodology

Classroom discussions, group exercises, and field excursions will prepare students to engage at their internship site for the following six weeks. While at their placements, students will spend a minimum of 25 hours per week at their internship placement. Check-in meetings throughout the internship experience are an opportunity for students to discuss what they are learning, problems they are facing, and concerns they might have. The final seminar in the last week of the program is focused on reflection, peer-to-peer learning, and discussions of skills gained throughout the internship experience.

Readings/Materials

Required Readings

- Council for the Advancement of Standards in Higher Education: Standards for Internship Programs.
- University of Minnesota: CLA – “CLA Career Readiness Internship Guide,” 2018
- Institute of International Education (IIE), 2017, “Gaining an Employment Edge: The Impact of Study Abroad on 21st Century Skills and Career Prospects in the United States” – 2013-2016.
- The British Council, 2013, “Culture at Work,” A Research Report.
- UoN, IDS – Occasional Paper No. 58, 1989 ‘In Search of NGOs: Towards a Funding Strategy to Create NGO Research Capacity in Eastern and Central Africa.
- UON, IDS and The Aga Khan Development Network 2002 “The Non-Profit Sector in Kenya: What We Know and What We Do Not Know” Popular Version.
- The International NGO Training & Research Centre (INTRAC): Occasional Paper Vol. 1, No. 1 “Multilateral Agencies & NGOs: A Position Paper.”

- The Non-Governmental Organizations Coordination Act No 19 of 1990.
- IDS Working Paper No. 270 2006 "Poverty Unperceived: Traps, Biases and Agenda."
- Development in Practice Vol 9 No 1/2 (1999) "A Day in the Life of A Development Manager."
- County Integrated Development Plan: <https://cog.go.ke/downloads/category/106-county-integrated-development-plans-2018-2022> (for respective district/county).
- EU (2004) Aid Delivery Methods - Project Cycle Management Guidelines Vol 1 – Guidelines pages 61-66.
- EU (2004) Aid Delivery Methods - Project Cycle Management Guidelines Vol 1 – Guidelines pages 67-68.

Grading

Grading Rubric

Letter grade	Score or percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	
B+	87–89	Achievement that is significantly above the level necessary to meet course requirements.
B	83–86	
B-	80–82	Ach
C+	77–79	Achievement that meets the course requirements in every respect.
C	73–76	
C-	70–72	
D+	67–69	Achievement that is worthy of credit even though it fails to meet fully the

		course requirements.
D	60-66	
F	0-59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assignments	Percentage of grade
Attendance and participation	10%
Field observation reports	10%
Personal observation reports	10%
Internship supervisor evaluation	15%
Self-assessment based on student learning contract	10%
Draft of agency report	10%
Presentation in final seminar	10%
Agency analysis report	25%
Overall grade	100%

Assessment Details

Attendance and Participation

To promote learning, improve thinking, and deepen understanding of topics covered in class, students are encouraged to do required readings before class. Questions connected to these readings will be

discussed and all will be expected to contribute. Students will be rewarded for asking questions, sharing their ideas on the topic under discussion, and responding to questions or reactions of others in the class. Use of phones and other electronic gadgets are strictly discouraged.

Observational Reports

Students are encouraged to reflect on learning at the internship sites based on prior readings and class discussions; their personal experiences, development and growth; and write rigorous informal academic papers. This is aimed at helping them personalize the material, determine what is important and put in their own words. The course instructor will provide detailed instructions including due dates.

Students will be expected to write two types of observation reports:

1. **FIELD OBSERVATION REPORTS (FOR)** that focus on any kind of idea, event, or scene connected to the internship agency; development challenges/problems the agency is grappling with; local development policies strategies; successes and failures. Students must connect these to various course themes evaluating how they fit or not fit to theories they have read about or learnt in class. Effort in reflection, incorporation of contrasting views, synthesis and reasoning will be rewarded.

Typically, the learner may explore the agency's core business evaluating linkages between various development challenges the organization is tackling; the learner could also focus on the organization's structure and evaluate external stakeholders, their various interests and how they relate to one another; or the FOR may be about a technical subject for example, foraging and browsing behaviors and preferences of the Rothschild Giraffe; Human Rights Laws and their Effectiveness in Protecting Vulnerable Groups; Micro Venture Capital: Accessibility of Technology Start-Ups in Nyeri; Cultural Beliefs around Postpartum Depression etc.

2. **PERSONAL OBSERVATION REPORTS (POR)** provides a venue for students to articulate changes they are observing in themselves as they work with communities and grassroots development agencies. Students reflect on and document the ethical dilemmas they face as they progress with their learning, the emotional ups and downs they experience, which professional are they allowed to shadow and what are they learning from them? What activities are they allowed to observe? Which ones are they allowed to directly contribute and be involved with? How do these relate to their academic goals? What job skills are they acquiring? How do all these contribute to their personal development and growth? and above all changes in their values, personal development and growth.

Internship Supervisor Evaluation

The internship agency supervisor may periodically review student's progress based on their work performance as well as achievement of learning goals identified in the student's learning agreement. At the end of the internship, the supervisor completes the MSID Internship Supervisor Evaluation Form

covering activities in which the student participated in; learning outcomes related to those activities; level of enthusiasm and commitment; and what the student contributed to the organization.

Self-assessment Based on Student Learning Contract

The course instructor or MSID faculty visiting students at the internship will review the learning contracts they developed together during the classroom phase. The student will report any changes in learning that may have been agreed between the internship supervisor and the student, and report on their progress in achieving pre-agreed academic, skill development, and personal quality goals. At the end of the internship period students turn in (supervisor/ MSID faculty) signed learning contracts detailing achievements/ limitations for inclusion in the student's final course grade

Presentation in Final Seminar

In the final week of the program you will be provided with an opportunity to share your experience with other students, MSID faculty, and staff. The course instructor will provide detailed instructions including due dates

Agency Analysis Report

This is not a project simply to do during your last week at your site. Rather, throughout the period of your internship you should keep thinking about it, discussing it with colleagues in your agency and fellow students (if possible), jotting down ideas, flagging passages you may wish to draw on from papers you have done and gathering relevant printed materials.

The report includes a description of the agency from the organizational, management, and technical perspectives. Critical analysis of various aspects of the organization including vision, mission, policies and procedures will be especially rewarded. A draft will be due usually at the end of the third week of the internship phase. The course instructor will provide detailed instructions including due dates

COURSE CONTENT

Unit 1

Introduction

- Definition of internship.
- Types of internships.
- Opportunities and challenges.
- Readings:
 - Council for the Advancement of Standards in Higher Education: Standards for Internship Programs.
 - University of Minnesota: CLA – "CLA Career Readiness Internship Guide," 2018 (Page 8).

- Institute of International Education (IIE), 2017, "Gaining an Employment Edge: The Impact of Study Abroad on 21st Century Skills and Career Prospects in the United States" – 2013-2016.
- The British Council, 2013, "Culture at Work," A Research Report.
- **Assignment:**
 - Identify three 21st-Century skills that you would like to acquire from your internship experience in Kenya. Why?

Unit 2

The Development Agency

- Perspectives on development management (managing development process, development intervention, empowerment, and enabling).
- Characteristics of development agencies in Kenya (structure, culture, politics).
- Regulation of development agencies in Kenya.
- Readings:
 - UoN, IDS – Occasional Paper No. 58, 1989 'In Search of NGOs: Towards a Funding Strategy to Create NGO Research Capacity in Eastern and Central Africa.
 - UON, IDS and The Aga Khan Development Network 2002 "The Non-Profit Sector in Kenya: What We Know and What We Do Not Know" Popular Version.
 - The International NGO Training & Research Centre (INTRAC): Occasional Paper Vol. 1, No. 1 "Multilateral Agencies & NGOs: A Position Paper."
 - The Non-Governmental Organizations Coordination Act No 19 of 1990.
- **Assignment:**
 - Compare and contrast non-profit organizations in Kenya to those in the US.

Unit 3

The Community

- Impact of culture.
- Community voice.
- Community development policy.
- Thought prompts:
 - Read the Ilunga Harvest article and watch the NTV clip before the class:
 - Peace Corps The Ilunga Harvest
<https://www.peacecorps.gov/educators/resources/ilungas-harvest>.
 - NTV <https://www.nation.co.ke/video/news/4146788-4561038-esseloz>.
 - Draft National Policy on Community Development, 2017.
- **Assignment:**

- Identify two strategies that can guide an organization to advance effectiveness of its community programs.

Unit 4

Learning from the Internship

- Internship learning.
 - Understanding the 5 stages of your internship.
 - Familiarizing with common employer expectations.
 - Setting your internship goals.
 - Documenting experiences and reflection.
 - Telling your internship story effectively.
- Introduction to the Student Learning Agreement.
- Working with your supervisor.
- Tips on successful internship.
- Readings:
 - IDS Working Paper No. 270 2006 "Poverty Unperceived: Traps, Biases and Agenda."
 - Development in Practice Vol 9 No 1/2 (1999) "A Day in the Life of A Development Manager."
 - University of Minnesota: CLA – "CLA Career Readiness Internship Guide" 2018.
- **Assignments:**
 - Students identify Academic Learning Goals, Skill Development Goals, Personal Quality and Growth Goals
 - Then another student reviews and critiques the goals
 - Student reflects on the critique and amends Learning Goals if necessary
 - Faculty reviews and comments

Unit 5

Stakeholder Analysis

- Internal.
- External.
- Power and privilege.
- Illustrating and presenting your stakeholder analysis.
- Readings:
 - County Integrated Development Plan: <https://cog.go.ke/downloads/category/106-county-integrated-development-plans-2018-2022> (for respective district/county).
 - EU (2004)Aid Delivery Methods - Project Cycle Management Guidelines Vol 1 – Guidelines pages 61-66.
- **Assignment:**

- Group presentation: Select an organization you are familiar with and develop a thorough stakeholder analysis of that organization.

Unit 6

Problem Analysis

- Problem analysis
 - Identifying the main problem.
 - Analyzing the problems, and linking various root causes and consequences.
 - Deriving practical solutions for the main problem.
- Illustrating and presenting your problem analysis.
- Readings:
 - EU (2004) Aid Delivery Methods - Project Cycle Management Guidelines Vol 1 – Guidelines pages 67-68.
- **Assignment:**
 - Group presentation: Develop a detailed problem analysis of one development challenge that you have encountered in Kenya.

Unit 7

Preparation for Internship

- Review assignments to be completed during internship.
- Professional/constructive writing: your voice and the intended audience.

Unit 8

Field Work

- Internship.
- Weekly meeting with supervisor.
- **Assignment:**
 - POR 1

Unit 9

Field Work

- Internship.
- Weekly meeting with supervisor.
- Email progress to faculty member.
- **Assignments:**

- POR 2
- FOR 1

Unit 10

Field Work

- Internship.
- Weekly meeting with supervisor.
- **Assignment:**
 - POR 3

Unit 11

Field Work

- Internship.
- Weekly meeting with supervisor.
- Visit from MSID faculty member/email progress to faculty member.
- **Assignments:**
 - POR 4
 - FOR 2

Unit 12

Field Work

- Internship.
- Weekly meeting with supervisor.
- Email progress to faculty member.
- **Assignment:**
 - POR 5

Unit 13

Field Work

- Internship.
- Weekly meeting with supervisor.
- Email progress to faculty member.
- **Assignments:**
 - POR 6

Unit 14

Final Seminar

- Final oral presentation.
- Discussions on skills gained through the experience and how you will use that going forward.
- Discussion of sought-after skills by employers.
- Reflection and debriefing (e.g., comparing theory and practice).

POLICIES

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.