A Tripartite Partnership
Building Egypt’s Government Leadership Cadres
<table>
<thead>
<tr>
<th>Page 03</th>
<th>Executive Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 04</td>
<td>Introduction</td>
</tr>
<tr>
<td>Page 05</td>
<td>Section 1: The Challenge</td>
</tr>
<tr>
<td>Page 08</td>
<td>Section 2: The Commitment</td>
</tr>
<tr>
<td>Page 13</td>
<td>Section 3: The L&amp;D Initiative</td>
</tr>
<tr>
<td>Page 17</td>
<td>Section 4: The Impact</td>
</tr>
<tr>
<td>Page 22</td>
<td>References</td>
</tr>
<tr>
<td>Page 22</td>
<td>Key to Abbreviations</td>
</tr>
<tr>
<td>Page 23</td>
<td>Appendix</td>
</tr>
</tbody>
</table>
The Egyptian government is on track to implementing its ambitious Vision 2030 agenda that covers social, economic and environmental dimensions.

**The challenge** is having an outdated and rigid workforce that does not meet the demands of the 21st century. The Ministry of Planning and Economic Development (MPED), the planning and monitoring arm of the government, sets out to find the right Learning and Development (L&D) partner that can guide a pragmatic shift in the mindsets of civil servants to reflect in the quality of service offered to citizens. This partner organization must be capable of delivering customized and specialized high-quality education efficiently and effectively.

The MPED reaches out to the American University in Cairo (AUC), through both the School of Business Executive Education (ExecEd) and the School of Global Affairs and Public Policy Executive Education (GAPP ExecEd), regional leaders in offering tailored and expert-driven programs. The training needs analysis carried out by MPED demonstrates the necessity of involving an international partner. This would expose participants to comparative government systems and demonstrate public sector management in the digital age. Such a partner must be a global leader in public policy education. A formidable candidate is King’s College London (KCL).

**The commitment** is affirmed through a tripartite agreement of distinction to bring forth the Leadership for Government Excellence (LGE) program. Since July 2019, through this **L&D Initiative**, 120 government officials have received training in Cairo and London through three intensive modules.

**The impact** of the program has been observed through qualitative and quantitative measurements. 14 projects developed by the learners have either been fully or partially implemented by their respective organizations. Several trainees have gone on to receive promotions and assume high level government positions, leading change in their organizations.
Developed for Egypt’s Ministry of Planning and Economic Development (MPED), Leadership for Government Excellence (LGE) is a future-oriented initiative. The program supports the Egyptian government’s Vision 2030 for economic development through strengthening leadership cadres in organizations of public service. Through personnel training, organizational impact, and system alignment, the program aims at structural transformation. The program has been implemented through collaboration between the American University in Cairo (AUC) and King’s College London (KCL).

The American University in Cairo (AUC)

The AUC is Egypt’s leading English-language American higher education institution founded in 1919. It is a seminal center of excellence in teaching and research across the Middle East and Africa. Since 1977, the AUC School of Business Executive Education (ExecEd) has supported professionals from across the region to stay ahead and relevant; offering a range of solutions for businesses and individuals to develop strategic thinking and management skills. ExecEd provides customized business solutions to corporations, organizations and governments. These comprehensive, diversified and globally-recognized professional development and executive education programs adopt a modern perspective of delivery and incorporate the latest management concepts and techniques.

To deliver this specific L&D request, ExecEd joined forces with the AUC School of Global Affairs and Public Policy Executive Education (GAPP ExecEd), a regional forerunner in reinforcing and reinvigorating leadership capacities within government agencies and public institutions. GAPP ExecEd programs attract civil servants, civil society, media, think tanks, diplomats, parliament members, the judiciary, and government officials. Its main themes cover transforming public service, media and communication, gender and youth, and diplomacy.

King’s College London (KCL)

Established in 1829, KCL is an internationally recognized university that delivers quality education and powerful research. One of the top-ranked universities in the UK, KCL is widely regarded for its public policy and public management programs. Since 1989, KCL’s Business School – established as a faculty in 2017 – attracts students from over 80 countries. Part of the Faculty of Social Science and Public Policy, KCL’s International School for Government is the go-to place for policymakers and civil servants to train for future challenges. The school equips students with the hard and soft skills they need to maneuver volatile political environments through education, research and public engagement.

Ministry of Planning and Economic Development (MPED)

The ministry is responsible for sustainable development and formulating policies that ensure effective planning, monitoring, and evaluation of government performance. It works on the development and implementation of Egypt Vision 2030 in coordination with other ministries, stakeholders and development partners. The National Institute for Governance and Sustainable Development (NIGSD) is the training and technical arm of the MPED. It is a public economic body, overseen by the Minister of Planning, that acts as a consultation, training and research center to disseminate sustainability and good governance practices across all sectors of the state.
Section 1: The Challenge

Honoring the Skills of Civil Servants to Achieve Egypt Vision 2030

In 2016, President Abdel-Fattah Al-Sisi announced the launch of a grand national agenda by the Egyptian government: Egypt Vision 2030. Drafted by the Ministry of Planning and Economic Development under the leadership of Dr. Ashraf El-Araby and implemented with his successor, Dr. Hala Elsaid at the helm, the ambitious program offers a roadmap for the future for Egyptian ministries to achieve inclusive and sustainable development. Aligned with the United Nations Sustainable Development Goals (SDGs) and the Sustainable Development Strategy for Africa 2063, Egypt Vision 2030 consists of three dimensions: social, environmental and economic, with 10 pillars covering all aspects from economic development, energy, to social justice, culture and environment.
The Challenge

To achieve such an impressive vision, various ministries and organizations are tasked to develop their respective areas. The MPED is responsible for formulating and monitoring the implementation of Egypt Vision 2030 in coordination with other stakeholders. Moreover, it ensures compliance of the agenda with the UN SDGs and the Africa 2063 Strategy. As various dimensions of the agenda begin to be implemented and evaluated, the strategy, through reverse feedback, is continuously updated by the Ministry of Planning.

As part of this overall plan, one of the key areas is the development of human capital to ensure that effective leadership is in place within all governmental branches responsible for implementing Egypt Vision 2030.

The ministry launched a development scheme called Rowad 2030 or Leaders of 2030 that aims at developing the skills and knowledge of youth, in general, and the culture of entrepreneurship, in particular. Moreover, one of the sub-objectives of Rowad 2030 is the building of leadership cadres that would steer public service operations in the New Administrative Capital.

The latter is a mega project implemented by the Government of Egypt to move administrative operations outside central Cairo to a state-of-the-art city located 45 kilometers east of the centuries-old capital; halfway in the direction of the coastal city of Suez.
The public sector in Egypt suffers from specific issues hindering its development. These include favoritism, seniority-based promotion systems and socio-cultural attributes that impede improvement.

The latter include the high power distance between leaders and their subordinates, coupled with the collectivist characteristics of Egyptian society that make employees more likely to follow top-down directives without questioning authority.

The immediate implementation of capacity building initiatives for mid and senior-management levels became imperative on the road to Egypt Vision 2030. Customized training programs were needed that were aligned with the government’s strategic development policies.

The preparation, training and retaining of high caliber managers within the public sector would reflect in more efficient government management and, ultimately, a better satisfied public.

In the government’s attempt to revamp infrastructure, operations and human capital, the NIGSD is tasked to prepare mid-career government officials from various ministries to be the implementers of Egypt Vision 2030.

These officials are exceptional mid-career professionals and would be the future leaders operating from the New Administrative Capital. Thus, instead of simply physically moving human resources from one place to another, the vision is to educate, train and develop knowledge and skills.

“The idea is to create a new generation of individuals with new management cultures, qualifications and perspectives” says Dr. Nader NourelDin, Head of Communications and Outreach Unit, NIGSD. Hence, the search is on for the right partners.
Section 2: The Commitment

A Tripartite Collaboration of Public Service Innovation and Excellence

The Need for Development

The MPED began working on exploring the needs of civil servants across ministries and government organizations early in 2018. They were aware that a holistic approach was required that not only changed the mindsets of government employees but also aimed at improving the quality of public services delivered. Better service meant greater citizen satisfaction; a step closer to achieving Egypt Vision 2030.
The Commitment

A training needs analysis was carried out through the MPED to hear from internal stakeholders. This was through organizing round tables, focus groups and meetings with human resources professionals from various ministries as well as experts from the private sector. More than 250 representatives were invited from 33 ministries and government authorities to two workshops to outline their training needs in 2018. Merging together the strategic vision of the government and the specific needs listed by their employees, the MPED outlined five areas that needed development:

1. Aligning the implementation plans of various ministries with the UN SDGs and Egypt Vision 2030
2. Establishing a deeper understanding of good governance, its principles, implications and its practical implementation
3. Supporting digital transformation, financial inclusion and digitization of all government services
4. Instituting development mechanisms for employees in the administrative arm of government to motivate them to excellence, creativity and innovation
5. Gaining a better understanding of the decision-making process in decentralized systems

The Search

In 2019, the NIGSD began its search for an effective L&D partner that would deliver an inclusive program that develops the knowledge and skills of public servants and government officials for Egypt Vision 2030. Due to its solid reputation of offering quality education using advanced instructional methods, the NIGSD approached the AUC School of Business ExecEd, a leader in tailoring programs that bring together various community stakeholders that fit customized requests.

The university is one of the few American-accredited higher education institutions in Egypt. Unlike other universities in the country, the different schools of the AUC are not siloed and often collaborate on various initiatives and projects.
The Commitment

To meet the specific learning requirements demonstrated by the NIGSD, a three-pronged intervention was needed through three entities:

- **A local partner with extensive expertise in public policy and public sector management:** AUC’s GAPP ExecEd had a long history as a regional leader in public policy education that can provide in-depth knowledge of Egypt Vision 2030 and its intricacies.

- **An international partner with a strong public administration program:** KCL was a powerful contender known for its public sector management and policy making programs. KCL offered a customized executive program for the Egyptian government with site visits, technology and media components as well as traditional studies of public policy.

- **Business, communication and leadership skills** provided by the AUC School of Business Executive Education.

The Leadership for Government Excellence Program, a tripartite partnership between the Ministry, AUC and King’s College London, resulted in state-of-the-art training and reskilling of middle and high-level government employees in a range of areas covering both hard and soft skills, aimed at increasing government efficiency.

*Dr. Sherifa Fouad Sherif*, Executive Director of the NIGSD

"The Design Process"
The Commitment

The Leadership for Government Excellence Program (LGE) was molded to take the shape of MPED’s unique needs and objectives. The three partners worked together to develop the structure and contents of the program. Through close collaboration between AUC, KCL and MPED, LGE was designed as an integrated and comprehensive program that is devoid of overlap and redundancy.

The three L&D partners outlined the general objectives of the LGE program over three levels: individual (leadership), organizational and system level.

- **At the system level:**
  - Have a clear understanding of the strategy of the Egyptian government in context
  - Have increased understanding of their role in aligning with the strategy

- **At the organizational level:**
  - Develop an innovative, practical and implementable project for their organization
  - Have increased understanding of the roles of internal and external stakeholders for their ministry
  - Have increased understanding of the complexity of policy and decision-making processes vertically and horizontally in public organizations

- **At the leadership level:**
  - Increase self-awareness of their capabilities
  - Increase mastery of change management and government transformation processes
  - Improve communication and media skills

- Define the challenge of MPED
- Recognize opportunities for collaboration within the university and outside partners
- Delinate the most important goals of LGE
- Define topics that need to be addressed
- Structure the program for maximum results and duplication between partners
- Faculty and experts develop program specifications
- Match to program objectives
- Interactive learning through case studies, site visits and role play activities
The Commitment

The Timeline

The LGE program was ratified through the signing of a Memorandum of Understanding (MOU) between the AUC, KCL and the NIGSD on April 21, 2019. Through this agreement, 120 potential change makers would be trained in four cohorts over three months. The first and last months of training would take place at AUC while the second month would be delivered overseas at KCL.

- The MPED begins drafting Egypt Vision 2030
- Egypt Vision 2030 is launched
- The search begins for the right L&D partners
- NIGSD received the concept note drafted by the AUC
- MOU is signed between the AUC, KCL and NIGSD
- Cohorts 1 and 2 begin classes at AUC

2015 2016 2019 February 2019 April 21, 2019 July 2019

- March 7, 2022
- November 2019
- October 2019
- August 2019

120 participants of the LGE program graduate
Cohorts 3 and 4 complete the program
Cohorts 1 and 2 complete the program
Cohorts 1 and 2 begin classes at KCL
Cohorts 3 and 4 begin classes at AUC
Section 3: The L&D Initiative

The L&D Philosophy

To fulfil the tri-level needs outlined in the previous section, LGE is designed to provide each participant with the relevant contextual knowledge, as well as fuel their creativity and plant the seeds of innovation.
The L&D Initiative

Context
The first five days of the program are designed in close collaboration with the NIGSD. They aim to provide participants with an in-depth understanding of Egypt Vision 2030 and provide a baseline for these future change agents.

Creativity
During the next three months, participants are divided into cross-functional teams to develop projects that could be implemented in the New Administrative Capital. Groups are assigned mentors who provide coaching and advice as they prepare their projects and final presentations to be demonstrated to a panel of representatives from the ministry.

Innovation
Participants are exposed to state-of-the-art ways of running governmental operations and services through site visits of public policy and service institutions from other cultures. Seeing first-hand comparative government systems sparks innovation.

The Selection Process
Selection for the LGE is highly competitive. Nominees must be mid to senior-level managers between the ages of 35-45. Top-notch nominees from various ministries undergo several levels of examinations. They must have a good working knowledge of the English language as demonstrated by high scores in a recent TOEFL or IELTS test. Candidates undergo a psychometric evaluation designed by the NIGSD to assess their leadership capabilities, team-working skills and efficiency. Successful candidates are interviewed by independent representatives from the private sector, banking sector, the AUC as well as ex-ministers and high-ranking past government officials. Out of 600 nominations, only 120 are selected to participate in the first two rounds of the program. They represent the top candidates of their respective ministries.
**The L&D Initiative**

**The Dedication**
Perhaps one of the critical conditions of the LGE initiative was requiring the participating ministries to allow staff members to be completely dedicated to the three-month program. This was not an easy feat as some organizations may have three or four employees participating in one cohort at a time. This requires planning and cross-training other staff members to step in and cover for their colleagues. However, it ensures that participants are fully focused on the program. Each ministry has to cover a small percentage of the training fees for each participant while the majority of the training cost is covered by the MPED.

**The Structure**
The program was modelled so that each cohort receives three months of training: the first at AUC, followed by one month at KCL, and the final month at AUC once more. Designing this complex structure required time and effort as ExecEd, GAPP, and KCL had to review each other’s teaching curricula and material to avoid duplication while integrating the various learning outcomes together to make a comprehensive program.

<table>
<thead>
<tr>
<th>Month 1: AUC</th>
<th>Month 2: KCL</th>
<th>Month 3: AUC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theory:</strong></td>
<td><strong>Theory:</strong></td>
<td><strong>Theory:</strong></td>
</tr>
<tr>
<td>- Orientation to Government of Egypt and Essentials of Public Policy</td>
<td>- Comparative government systems</td>
<td>- Effective Communication</td>
</tr>
<tr>
<td>- Essentials of Public Policy and Stakeholder Engagement</td>
<td>- Government in the Age of Machines</td>
<td>- Leadership and Institutional Reform</td>
</tr>
<tr>
<td>- Strategic Management for Government</td>
<td>- Public Sector Management</td>
<td>- Practice:</td>
</tr>
<tr>
<td><strong>Practice:</strong></td>
<td><strong>Practice:</strong></td>
<td><strong>Practice:</strong></td>
</tr>
<tr>
<td>- Cohorts divided into smaller cross-sectional groups to begin work the idea of their project</td>
<td>- Site visits and reflections on applying to the Egyptian context</td>
<td>- Final project presentations</td>
</tr>
<tr>
<td>- Case studies</td>
<td>- Developing final project proposals using learned concepts</td>
<td>- Case studies and role plays</td>
</tr>
</tbody>
</table>
The L&D Initiative

As soon as they begin the program, participants start conceptualizing innovative projects that could be implemented in their respective ministries. They are divided into smaller groups and asked to develop an idea for a project. AUC assigns mentors to each group from across the Schools of Business, GAPP and Engineering, depending on the focus of each group’s project. Each week these mentors provide guidance and coaching to groups, from ideation, to project management principles, implementation and final project presentations. During the second month at KCL they have the advantage of seeing first-hand how the U.K. government operates. They are encouraged to transform their ideas into more concrete implementation proposals that incorporate aspects from their site visits such as e-government and digitization. Upon their return for the third and last leg of the program, they resume their weekly meeting with mentors to finalize their projects. Final project presentations are held in front of a panel of judges for evaluation, feedback and possible implementation by ministries. Logistical operations are handled by the AUC for the Cairo portion of the program and by KCL for the overseas component. Coordinators from MPED support travel arrangements for learners including hotel and airline reservations and visa applications. This makes the learning experience for participants smooth and stress-free.

Marlyne Rostom, Director of ExecEd’s BSU, remarks that participants who joined the program are exceptionally energetic and engaged across the various stages. Attesting to the rigorous selection process, she says:

“Unlike other programs where participants are nominated, these young participants really wanted to make a change.”
Section 4: The Impact

LGE: A Partnership that Grows

The impact of LGE is assessed through measuring participants’ evaluations and levels of satisfaction. Generally, levels of satisfaction exceed the score of four out of five in program surveys. Moreover, the quality of innovative projects are rated by experts and participants’ respective ministries. Long-term impact is measured through monitoring the implemented projects as well as following the career paths of LGE’s graduates.
The Impact

LGE in Figures

- 120 government officials trained, divided into 2 rounds in 4 cohorts, 40 women and 80 men
- 24 representatives from ministries and government organizations
- 90 training days including 30 days at KCL
- 360 training hours, 240 hours delivered by AUC and 120 hours delivered by KCL
- 18 instructors at BUS, 14 instructors and speakers at GAPP, 40 instructors and speakers at KCL

- 24 value adding projects designed:
  - 3 projects fully implemented by their respective organizations
  - 11 projects partially implemented by their respective organizations
  - Other projects are under study for the future when implementing organizations are well-prepared

- Topics for the final projects covered: e-government operations and services; using technology in human resources management; sustainability in water and energy; and smart traffic solutions

- In the following two years, several trainees assumed leadership positions in their respective organizations such as assistant ministers, media spokespersons and members of parliament
The Impact

Client feedback:

“...This fruitful and productive collaboration resulted in customizing and delivering high quality substantive Executive Programs to more than 200 Civil Servants.”

Dr. Sherifa Fouad Sherif, Executive Director, NIGSD

Due to my position at the NGSID, I have overseen multiple training programs, the edge provided by LGE was in the connections I made with participants from various ministries. We remain in touch and even organize various social activities together. This has improved communication across ministries and enabled us to work more efficiently on joint activities.”

Dr. Nader NourelDin, Head of Communications and Outreach Unit, NIGSD

Participants’ Feedback:

“The program enhanced positive leadership traits contributing to better performance, enthusiasm, and motivation to work. Participants demonstrated development in their presentation skills, creativity in decision-making and self-confidence.”

LGE Outputs against Objectives:

These measurements were carried out through impact evaluation during the program and three months following its completion. Impact was evident on the individual level up to the ministerial level. Through this transformation process, improved skills in communication and teamwork were reported.

• Individual:
Participants indicated high levels of self-awareness and confidence in their leadership skills. They demonstrated high levels of satisfaction with improved knowledge and development in the areas of responsible management, employee engagement, organizational culture, communication, leadership skills, and the application of these to their work.

• Organizational:
Through working on projects with cross-functional teams, participants had the opportunity to apply learned frameworks to their respective ministries. Fourteen out of the 24 projects were cleared for partial or full implementation by their relevant ministries. Furthermore, they gained a better understanding of the various internal and external stakeholders involved in their respective ministries, in addition to the politics and complications of the decision-making process.

• System:
LGE not only created networking opportunities but also fostered a shared experience. Through forging interpersonal relationships and cross-ministerial collaboration, participants were able to build a valuable self-supportive network that would bolster their abilities to lead change. Additionally, they gained a better understanding of the strategic vision of the Egyptian government and the intricacies of Egypt Vision 2030.
The Impact

According to feedback received from participants, learning about the following concepts directly impacted the way they do their job:

- **The Business Model Canvas**: Allowed participants to visualize the planning process prior to the implementation of any project.
- **UN SDGs**: Supported participants as they drafted the strategies of their respective ministries in accordance with Egypt Vision 2030.
- **Environmental Analysis Tools such as SWOT and PESTLE**: Facilitated the analysis of potential threats and opportunities for any project.
- **Site Visits**: Exposed participants to a rich first-hand experience on how the UK government operates and what can be implemented in the Egyptian context.

**LGE Impact on the Ground**

Two out of three of the projects proposed during LGE were implemented by the MPED. The Government Development Excellence Center, a project developed by representatives of the MPED and the Ministry of Petroleum and Mineral Resources has already provided consultations to over 800 employees in the civil services sector. The unit provides career support, advanced training programs and advice on applying to scholarship opportunities. The unit even launched its own Be an Ambassador program that raises awareness of SDGs. The program has reached 2500 participants from civil society, the private sector, youth, media and civil servants.

Another project developed by the MPED and the Ministry of Investment and International Cooperation is the Governance Guidance Book. It is a checklist that gauges the extent of application of governance principles in any organization such as transparency, accountability, consistency with the rule of law, efficiency and effectiveness, and responsiveness. Adopted by the Governance Unit at the NIGSD, the project was implemented at the Egyptian Postal Authority and the Egyptian Engineers Company.
The Impact

Pivoting “In-Flight”

LGE was also a learning experience for the two L&D partners delivering the program. As issues arose, AUC and KCL were able to make changes “in-flight,” as the program was taking place. Some of the changes made in following cohorts, include:

• Adding more site visits to the overseas component of the program while providing a clear link between the weekly learning outcomes and the field trips
• Shifting program timings to start and finish earlier with shorter breaks to maximize efficiency and accommodate Muslim prayer times during the day
• Introducing a gender mainstreaming component delivered in partnership with Egypt’s National Council for Women
• Building a degree of flexibility around the program’s “rules of conduct” to allow for some side activities

Future Directions

In the beginning of March 2023, news media reported the relocation of over nine thousand government employees to their new offices in the New Administrative Capital. This includes graduates of the LGE program. More are to follow. The NGSID is considering bringing these graduates back together for refresher trainings. This will not only keep them up-to-date but also will break down the silos impeding progress. Due to the positive impact of the program, the tripartite partnership is discussing the opportunity of starting new rounds.
References:


AUC Graduates 120 Participants of Leadership for Government Excellence Program | The American University in Cairo. (2022, March 16). The American University in Cairo. https://in.aucegypt.edu/announcements/auc-graduates-120-participants-leadership-government-excellence-program?fbclid=IwAR2RRTy3iEuf9Y7iy4mPzBYH1W-9Mh1dSBkUhrmNAG3b3FXpuynUHx7Q


Executive Education | AUC School of Business. (n.d.). AUC School of Business. https://business.aucegypt.edu/execed

King’s College London. (n.d.). About King’s Business School | King’s Business School | King’s College London. https://www.kcl.ac.uk/business/about

Sout al-Umma (2023, March 4). New Administrative Capital: 20 Buildings Handed and Nine Thousand Government Employees Moved. http://www.soutalumma.com/Article/043377-%D8%A7%D9%84%D8%89%D8%A7%D8%B5%D9%85%D8%A9-%D8%A7%D9%84%D8%A5%D8%A7%D8%B1%D9%8A%D8%A9-%D8%A7%D9%85-%D8%AA%D8%B3%D9%84%D9%8A%D9%85-20-%D9%85%D8%A8%D9%86%D9%89-%D9%88%D9%86%D9%82%D9%84-9-%D8%A2%D9%84%D8%A7%D9%81-%D9%85%D9%88%D8%B8%D9%81


Ministry of Finance. (n.d.). https://mof.gov.eg/en/About/5/fbd28790f6303007f7ce9bbb/5f6e3763a7bfc600007cbce92

Key to Abbreviations

AUC: American University in Cairo
BSU: Business Solutions Unit
KCL: King’s College London
ExecEd: AUC School of Business Executive Education
GAPP: AUC School of Global Affairs and Public Policy
GAPP ExecEd: AUC School of Global Affairs and Public Policy Executive Education
LGE: Leadership for Government Excellence
NIGSD: National Institute for Governance and Sustainable Development
PESTLE: Political, Economic, Social, Technological, Legal and Environmental factors analysis
SDGs: United Nations Sustainable Development Goals
SWOT: Strengths, Weaknesses, Opportunities and Threats Analysis
Appendix A: Rowad 2030

Developed by the Ministry of Planning and Economic Development, in line with Egypt Vision 2030, Rowad 2030 is a multi-pronged project that includes four main pillars. They are:

1. Capacity building and skills development
2. Expanding on the creation of start-up incubators
3. Raising awareness about entrepreneurship and self-employment
4. Developing the knowledge and skills of public sector employees

The latter was implemented through the LGE program.

Appendix B: Detailed Program Structure

<table>
<thead>
<tr>
<th>Time</th>
<th>Place</th>
<th>Components</th>
<th>Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Month</td>
<td>AUC</td>
<td>1. Orientation to Government of Egypt and Essentials of Public Policy</td>
<td>Each cohort is divided into smaller cross-sectional groups to begin work on their project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The Egyptian Constitution</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Egypt’s Sustainable Development Strategy 2030</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sustainable Development Goals, SDGs, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>International Treaties</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Africa 2063 Strategy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• New Capital Vision</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Essentials of Public Policy and Stakeholder Engagement</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Governance and Accountability</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Social Accountability and Citizen Engagement</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Public Policy Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Strategic Management for Government</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Strategic Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Crisis Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Innnovation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Monitoring and Evaluation</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix B: Detailed Program Structure

<table>
<thead>
<tr>
<th>Time</th>
<th>Place</th>
<th>Components</th>
<th>Outline</th>
</tr>
</thead>
</table>
| Second Month | KCL   | 1. Comparative government systems               | • Centralized vs decentralized systems  
• Local Authority management vs other contexts  
• Resource Allocation models  
• Public Policy-Making Processes  
During these intensive four-weeks, participants had weekly site visits to local authorities and government organizations. They had time to reflect on these visits through classroom discussions on how to apply these learnings to the Egyptian context. |
|            |       | 2. Government in the Age of Machines             | • AI and e-government  
• Regtech and innovation in regulatory bodies  
• Big Data and Analytics in different government sectors (e.g. Health, Finance, Foreign Office)  
• Cyber Security  
• The Economics of Public Services  
• Hybridized Management Systems: public-private partnerships and hybridized professional roles  
• Social Entrepreneurship  
• Leadership  
• Decision making and strategic management |
|            |       | 3. Public Sector Management                       |                                                                                                                                 |
|            |       |                                                 |                                                                                                                                 |
| Third Month | AUC   | 1. Effective Communication                        | • Branding Your Message  
• Internal Communication Systems  
• Facing the Media  
• Communicating through Media  
• Crisis Management through Effective Communication  
The projects were presented in front of a panel for evaluation and feedback. |
|            |       | 2. Leadership and Institutional Reform            | • Team Management  
• Change Management  
• Organizational Development  
• Negotiation  
• Emotional Intelligence  
• Organizational Culture and Behavior |
Appendix C: Site Visits
Organized by KCL

- Foreign and Commonwealth Office
- The Royal London Hospital, Barts Health NHS Trust
- Scottish Government
- Competition & Markets Authority
- UK Supreme Court
- Children’s House Nursery & Tower Hamlets Council
- Commonwealth Parliamentary Association
- Anti-Tribalism Movement
- City of London Corporation
- Global Partners Governance
- PuC, Jonathan Holmes, Partner
- The Postal Museum
- Argent
- Singapore High Commission
- Alfanar
- Grant Thornton UK LLP
- Nandos
- Isledon Arts
- East London Mosque & London Muslim Centre
- Useful Simple Trust
- Tata Consultancy Services

Appendix D: Completed Projects

Cohort 1
1- EG Market
2- E-Government
3- Enhancing human resource performance using new technologies at the New Administrative Capital
4- Establishing a command and control center in New Capital
5- Government development excellence center (fully implemented)
6- Integrated governance framework agreement to rationalize public expenditures

Cohort 2
1- Egyptian integrated platform information management (fully implemented)
2- Haakukan “Your Right” (partially implemented)
3- aperless environment (partially implemented)
4- Solar Bus Rapid Transit Project
5- The Egyptian Cryptocurrency-Epound
6- Water Energy Nexus Applications in the New Capital (partially implemented)

Cohort 3
1- Ana Masry
2- Consulate Automation
3- Governance Guidance Book (fully implemented)
4- Integrated school
5- Local Industries Development Agency (LIDA)
6- Smart Solutions for Traffic Problems in Egypt

Cohort 4
1- “Public Health Entity (PHE)”
2- Agricultural services platform “Khedmati” (partially implemented)
3- Citizen participation in decision making “Dare To Participate”
4- EgyTrans
5- Governmental Automated Document Machine (GADM)
6- Panorama Dahshour
H.E. Dr Hala El Said, Minister of Planning, Monitoring and Administrative Reform met with the participants of the Leadership for Government Excellence Program

July 28, 2019