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EDUCATION

LOTUS 
SCHOLARSHIP PROGRAM

Cooperative Agreement 263-A-00-10-00026-00

Annual Progress Report FY2013

October 1, 2012 - September 30, 2013



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Executive Summary:

This Annual Progress Report covers the period of 10/1/2012 – 9/30/2013 as required in Attachment A/Section A.5/2.C. of Cooperative Agreement 263-A-00-10-00026-00 and consists of this summary document and the annexed M&E Matrix, as well as the four previously-submitted, detailed quarterly reports.

This report documents the activities of Year 3 of the LOTUS Scholarship Program. Key sections highlight the major activities under each objective in the M&E Matrix including accomplishments, implementation issues, and actions taken.

On May 4, 2010, the Institution of International Education (IIE) was awarded the LOTUS Scholarship Program by USAID and was tasked with implementing a program that would impact the lives of 100 young, bright, talented Egyptian youth who exhibit academic excellence and have distinctive attributes and potentials but whose families do not have the financial means to afford the quality education that a private university can offer. In August 2011, USAID awarded IIE funding to offer scholarships to an additional 50 students.

IIE works in collaboration with five Egyptian private universities that are committed to providing quality education for the students who are enrolled in the Program: the British University in Egypt (BUE), October University for Modern Sciences and Art University (MSA), Future University in Egypt (FUE), Al-Ahram Canadian University (ACU) and Pharos University in Alexandria (PUA). The goal of LOTUS Scholarship Program is to support development in Egypt through training a cadre of future leaders corresponding to USAID Egypt's Strategic Objective (SO) 22: Improved Access to Quality Education in Selected Governorates. IIE is committed to achieving this goal by offering scholarship recipients solid academic programs, leadership enrichment activities, career development opportunities, and community-based service learning opportunities. LOTUS Scholarship students are supported by the members of the IIE LOTUS team throughout the period of their scholarships to enable their academic success and to ensure that gain the necessary leadership skills and practical experience that will prepare them for life and careers after graduation.

Since the inception of the LOTUS Scholarship Program in 2010, 150 students have been successfully recruited, selected, and awarded scholarships. As of the end of the reporting year, 147 Cohort students are continuing in the Program. One student left the Program in February 2013 for personal reasons after three semesters and two students had their scholarships terminated in August 2013 as a result of failing to perform well academically over the course of the four semesters that they were in the Program.

On September 4, USAID awarded IIE funding for a third cohort of 50 students who will benefit from a Bridge Year Program (BYP) of courses designed to improve their English language proficiency and their computer literacy and academic study skills designed by BUE prior to entering degree programs at BUE and MSA in academic year 2014/2015.

The LOTUS Scholarship Program has a set of objectives under which all of its activities are organized. The eight objectives are separate yet inter-related and together contribute to the Program goals. These objectives, detailed in the M&E Matrix in results-oriented terms, contribute to USAID Strategic Objective (SO) 22: "Improved Access to Quality Education in Selected Governorates" and Intermediate Results (IR) 22.1: "Access Expanded for Girls and Women".

During FY2013, IIE worked diligently on achieving the objectives. IIE collaborated with partner universities and NGOs to achieve objectives of providing students with the tools and support needed to perform well in their studies along with building their leadership skills and capabilities. This reporting period witnessed a variety of challenges the most significant of which were extended periods of political turmoil and deterioration of security in Egypt, which impacted implement of activities.

During Fiscal year 2013, LOTUS Scholarship Program successfully achieved the following:

- 1) 149 LOTUS students were supported financially and materially to attend university including tuition, fees, housing, and transportation;
- 2) 149 LOTUS students received academic guidance, advising, and monitoring;
- 3) 9 Leadership and Action Enrichment Sessions attended by a total of 212 students (some students attended multiple sessions);
- 4) Nahdet El Mahrousa activities held:
 - a. Namaa Summer School for Sustainable Development attended by 32 students
 - b. E'raf Baladak trip to Fayoum for 40 students
 - c. Module one of Misryati 2-day sessions for the students of the five partner universities
 - d. One Big Picture and Innovation Session for PUA students attended by 19 students
- 5) Two team building retreats attended by 140 students each
- 6) Study in the U.S. Opportunities for a total of 22 students as follows:
 - a. Two students during the fall 2012 semester
 - b. Five students during the spring 2013 semester
 - c. Seven students during the summer 2013 term
 - d. Nine students currently in the U.S. for the fall 2013 semester
- 7) 50 high school students were recruited for Cohort 3 scholarships

The majority of LOTUS students are performing well academically and are engaged in and committed to their studies. While students are completely immersed in their academic courses, English language enhancement programs, study abroad competitive opportunities and leadership enrichment programs, many are active in extracurricular activities, student unions, student clubs, sports and community service activities. During this reporting period, LOTUS Scholarship students devoted 17,942 hours of their time volunteering in charities and participating in development projects. They assumed 120 leadership roles in faculty and university student councils, student clubs, and community organizations.

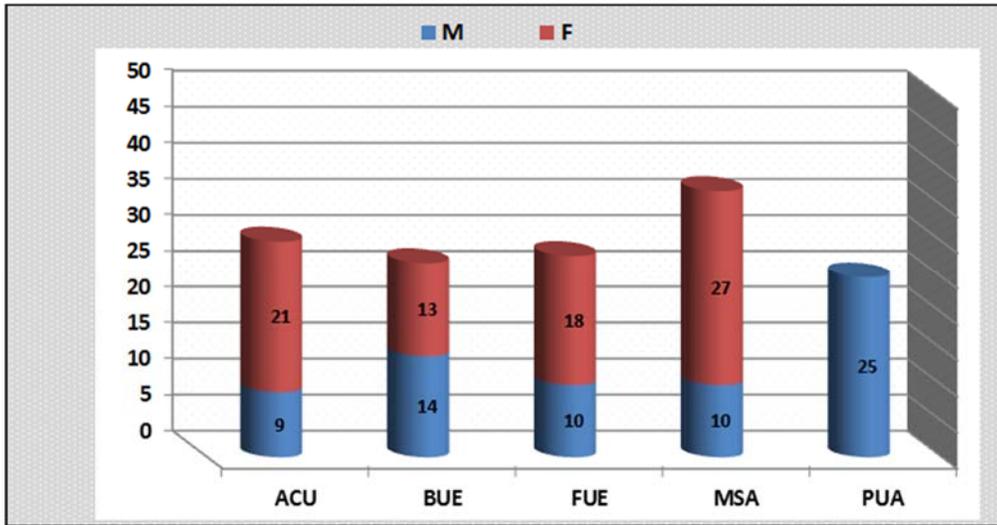
LOTUS Scholarship Program in Numbers

IIE/Egypt was awarded the New Scholarship Program on May 4, 2010. The original award and subsequent modifications awarded in August 2011 providing funding for 150 scholarships. Two competitive, nationwide outreach, recruitment, and selection cycles (summer 2010 and summer 2011) resulted in 150 students being selected and joining LOTUS partner universities.

Objective 1: 150 disadvantaged youth are enrolled in undergraduate degree studies in Egypt by beginning of academic year 2011

COHORT 1, CYCLES 1 & 2 Candidates (gender & governorate)	6th October	Alexandria	Assuit	Aswan	Behira	Beni Sueif	Cairo	Dakahilia	Damietta	Fayoum	Gharbia	Giza	Helwan	Ismailia	K. El Sheikh	Luxor	Matrouh	Menoufiya	Minya	New Valley	N. Sinai	Port Said	Qaliyobia	Qena	Red Sea	Sharkiya	Sohag	South Sinai	Suez	Recruited
Female representation	2	3	1	2	2	4	2	1	2	1	1	4			3	1	2	2	4	1	1	2	1	1	1	2	3	2	1	52
Male representation	1	2	1	2	1	2	4	1	1	1	1	2	1	1	1	2	2	1	4	2	1	2	2	1	3	1	1	2	2	48
COHORT 2 Candidates (gender & governorate)	6th October	Alexandria	Assuit	Aswan	Behira	Beni Sueif	Cairo	Dakahilia	Damietta	Fayoum	Gharbia	Giza	Helwan	Ismailia	K. El Sheikh	Luxor	Matrouh	Menoufiya	Minya	New Valley	N. Sinai	Port Said	Qaliyobia	Qena	Red Sea	Sharkiya	Sohag	S. Sinai	Suez	Totals
Female representation	1	2	1	1		2	3	3		1	1	1				2	1		2	1			1	1	2	0		1	1	28
Male representation			2		1		1		1	1	1		1	1	1	1	1	1	1	1	1	1		1	1	1	1	1	1	21

Objectives 7.1&7.2: At least two youth from the majority of Egypt's governorates are provided access to quality higher education



Objective 8:
At least 75 girls/women are provided with access to higher quality education

The LOTUS students represent all of Egypt’s 27 governorates and two former governorates, gender balance was quite observed. A total of 79 female students are enrolled in four of the five partner universities to provide them with an access to higher quality education and empower them assuming leadership roles in their communities.

Academic Performance

In terms of academic performance, the majority of the LOTUS students thrived during the 2012/2013 academic year. In the 2012 fall semester, nine students earned a GPA of 4.0 and 82 earned GPAs in the 3.00 - 3.99 range. In the 2013 spring semester, eight students earned a GPA of 4.0 and 86 earned GPAs in the 3.00 - 3.99 range. IIE continued to support the students academically in collaboration with the academic coordinators at the five partner universities. Students who achieve GPAs below 2.00 are placed on LOTUS academic probation for the coming

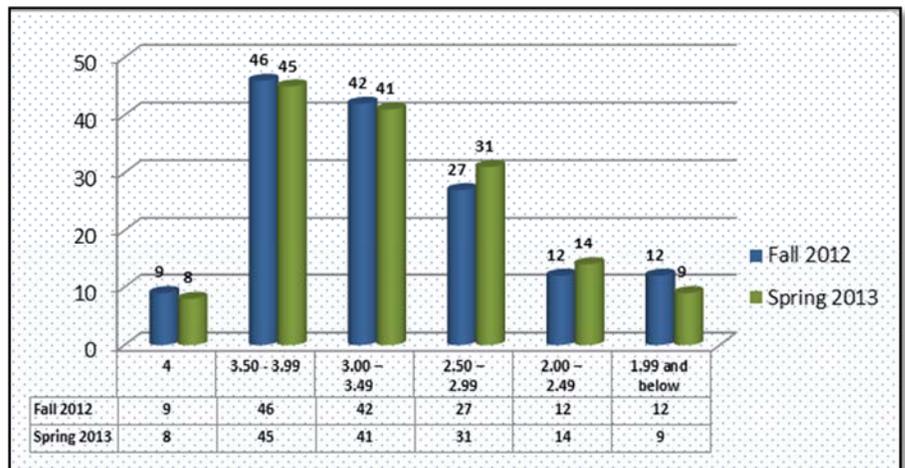


Figure (4) Students GPAs during Fall 2012 and Spring 2013 Semesters

semester and are monitored and supported through regular contact and action planning. A total of 12 students in the fall and 9 students in the spring were placed on academic probation and were required to fill out a questionnaire to identify any challenges or problems they are facing that have impacted their academic performance. IIE conducted 10 meetings with students to advise them academically and identify the reasons for their inability to perform well academically. These meetings were followed by setting a plan of action to improve their grades with the academic support of the university coordinators. Meetings were conducted with the parents of three students whose cases necessitated the presence of a guardian to be involved in this critical stage of the student's academic performance. The parents of the students signed academic probation warning letters to make sure that all parties understand the

seriousness of student's situation and that failure to perform well academically will result in termination of the scholarship. Two students were terminated from the scholarship as a result of being on probation for the fourth time as detailed below.

This reporting period marked the graduation of Yousab Fawzy Michael Abdel Malak a Cohort 1.1 Accounting and Finance student at Pharos University in Alexandria. Yousab is the first LOTUS student to graduate. He was a top student with a cumulative GPA of 3.70. He was honored by PUA for ranking first in his faculty for the class of 2013. Yousab was a dedicated, committed, honest, and responsible LOTUS student who will be missed by his colleagues.

English Language Proficiency

90% of LOTUS graduates being proficient in the English language as determined by achieving scores of 550 or above on the ITP TOEFL exam is an objective that IIE recognized would be challenging after the first group of students entered the Program in 2010. According to USAID's preference and to ensure that students from marginalized backgrounds and governorates did not miss out on opportunities, English language proficiency was not a criterion for selection. As shared in previous reports and discussions, the LOTUS students are all graduates of Egyptian public or Azhari schools and the majority entered the Program with minimal English language proficiency. The students take required English courses at the partner universities with universities such as BUE and MSA requiring more courses than the other three universities. IIE has also afforded Summer English Program opportunities to those students with the weakest proficiency levels and students at PUA have had the opportunity to take multiple levels of English at AMIDEAST. At USAID's request and based on our experience with the original Cohort 1.1 students, IIE included Supplemental English opportunities in the budget and programming for Cohort 2. The devaluation of the Egyptian Pound resulted in savings in both the Cohort 1 and 2 budgets some of which IIE requested be reprogrammed to allow for additional opportunities for students to participate in the Summer English Program. Our hope is that these additional opportunities will result in significant strengthening of students' English language proficiency levels. It is important to note that IIE has included a Bridge Year Program for Cohort 3 students before they begin their degree programs in order to address this challenge. All Cohort 1 and 2 students who have yet to score 500 or above on the ITP TOEFL exam will sit for the exam in FY2014, Q1 as will all incoming Cohort 3 students.

Objective 3.1:

At least 90% of LOTUS graduates are proficient in the English language (Cohort 1)

During FY2013, Cohort 1 and 2 students were enrolled in the following English language opportunities:

Supplemental English Opportunities for Cohort 2 Students

During quarters 2 and 3, supplemental English language courses were conducted for Cohort 2 students with ITP scores below 550. Thirty-one students participated in four 30-hour sessions for a total of 120 instructional hours. The courses were conducted by the American University in Cairo's School of Continuing Education.

Objective 3.2:

At least 90% of LOTUS graduates are proficient in the English language (Cohort 2)

BUE Intensive Summer English Program

The third Intensive Summer English Program was scheduled to take place at BUE in August just after Eid El Fitr. Fifty-seven students were identified to attend. On August 14, the government broke up the pro-Morsy sit-ins, which led to a prolonged period of political instability, deterioration of the security situation, and the suspension of train and bus

transportation. IIE postponed the course for several weeks and then determined that it was not prudent to hold the course and jeopardize the safety of students traveling between governorates and traveling between the BUE dorms in the 10th of Ramadan City and the university. The course will be held in FY2014, Q3/Q4. It is anticipated that the fact that the course had to be postponed will have a negative impact on the improvement rates of ITP scores in fall 2013.

iBT TOEFL Test Preparation Course

Twenty-eight Cohort 1 and 17 Cohort 2 students who were short listed as primary and alternate candidates for spring/summer/fall 2014 study abroad attended a six-day iBT test preparation course offered by the American University in Cairo’s School for Continuing Education during in July and sat for the iBT exam in August and September.

Supplemental English Courses at AMIDEAST

Twenty-three Cohort 1 and 2 students at PUA have reached the highest level of public English courses offered at AMIDEAST in Alexandria. These students requested and obtained IIE’s approval to enroll in an English language conversation course during FY2014, Q1.

English Language Proficiency: Challenges and Actions Taken

Challenges	Action Taken
Cohort 2 students taking Supplemental English expressed difficulties managing their time and giving full attention to the English sessions held during the week due to being in university classes all day long and having homework for both university classes and English.	IIE worked with the students from each of the three universities to determine the best timing for English classes and coordinated with AUC accordingly. Classes were switched to weekends and the periods around mid-terms and finals were avoided. Session four was held as an intensive daily course after final exams.
The political instability and deterioration of security situation in late June through mid-July impacted the implementation of the iBT test preparation course.	IIE determined that the situation was very fluid and decided to postpone the course to ensure the safety of students. AUC was closed for approximately two weeks. Once AUC opened, IIE decided to hold off on starting the class until we felt that the risk was minimal. The class started on July 23. AUC was extremely flexible and accommodating including holding one day of class at the Olympic Village where the students were staying so that the bus would not have to go through demonstrations to get to the AUC New Cairo campus.
The flare-up of violence and the deterioration of the security situation in mid-August impacted the Summer English Program at BUE. The security situation also impacted the timing and scheduling iBT preparation course and test.	The Summer English Program was schedule to start at BUE a few days after the breaking up of the sit-ins in Nasr City and Giza. The security situation deteriorated rapidly and bus and train service were suspended. IIE felt that it was too dangerous to bring students to Cairo for the course. IIE, in collaboration with USAID, took the decision that it would be prudent to postpone the Summer English Program to summer 2014.

Study in the U.S. Opportunities

The Study in the U.S. Opportunities is an essential component in the LOTUS scholarship Program’s mission to develop leaders who are able to think, work and solve problems on a global and intercultural basis. During the reporting year, 11 Cohort 1 and three Cohort 2 students

Objective 4.1:

45 LOTUS
Students are placed in a study abroad semester program in the U.S. (Cohort 1)

Objective 4.2:

20 LOTUS
Students are placed in a study abroad semester program in the U.S. (Cohort 2)

travelled to the U.S. and spent the fall or , spring semester or summer term at an American university. Three pre-departure orientations (PDOs) were conducted for the 14 students. The PDOs focused on orienting students on American cultural diversity, adjustment, and initial culture shock. At the end of the sessions, the students were given a Pre-Departure Orientation (PDO) manual that includes guidelines, questions and answers, different situations and obstacles, measurements and a temperature forecast chart. Two re-entry sessions were conducted – one for the three Cohort 1 students who traveled for the summer 2012 term and one Cohort 1 student who spent the fall 2012 term in the U.S. and the other for five Cohort 1 students who traveled for the spring 2013 semester. The re-entry meetings focused on discussions around the different stages of development and adjustment to life in the U.S. and upon return to Egypt. Students had the opportunity to share with each other and IIE their experiences in the U.S. A third re-entry meeting will be conducted in FY2014, Q1 for the seven students who spent a summer 2013 term at a U.S. university.

Study in the U.S. Opportunities Cycle 3

During FY2013, Q3, IIE launched the third application cycle for 2014 Study in the U.S. opportunities. The number of remaining opportunities available was 20 for Cohort 1 and 11 for Cohort 2. An additional two Cohort 1 slots and three Cohort 2 slots had been filled in the previous selection cycle and deferred to summer 2014. Sixty-three students submitted applications 37 students Cohort 1 students and 26 Cohort 2 students All students who submitted applications were interviewed and sat for an English language proficiency test to gauge how they would score on the iBT TOEFL exam. After the interviews and exam, IIE conducted a selection process that took into account interview scores, academic performance, commitment to Leadership in Action activities, and interaction with peers, IIE staff, and university coordinators. IIE short listed a total of 21 students as primary candidates and 26 students as alternate candidates who then sat for the iBT TOEFL exam. Ten Cohort 1 students and 12 Cohort 2 students obtained scores higher than the minimum required score of 61. Two students declined for personal reasons and did not take the test. Selection for 2014 opportunities was completed in September after the iBT exam results were received. The final selections were as follows:

	Reserved and awarded to students selected in 2012 application cycle	Available for students in 2013 application cycle	Awarded to students selected in 2013 application cycle	Remaining opportunities
Cohort 1	2	20	10	10
Cohort 2	3	11	11	0

It is important to note that 10 opportunities are still available for Cohort 1 students. IIE had hope to fill all of the slots in this application and selection cycle, however, many of the students who are excellent candidates for and could really benefit from the opportunity did not obtain the required minimum iBT score. As shared in other reports and discussions, the students are graduates of Egyptian public schools and entered the program with minimal English language proficiency. While they all have taken English courses at their universities and those with particularly weak English have participated in the Summer English Program, they did not have the opportunity to take the supplemental English courses that were offered to Cohort 2 students. Based on this experience, IIE has proposed a Bridge Year Program to strengthen the English language proficiency of Cohort 3 students before they begin their degree programs. During the coming quarter IIE will develop a plan with ideas for how to make available the remaining ten opportunities to Cohort 1 students taking into consideration results of the ITP exam which all students who have not yet scored 550 or above will take in November and December, student’s fields of study and graduation dates, and feasibility of re-sitting the iBT exam.

The 26 students who have been selected for 2014 opportunities were sent detailed guidance on how to complete the Common Application. Students are required to submit statements of purpose and obtain and submit letters of reference from a professor and their academic coordinator speaking to their academic abilities and character. IIE/NY has developed application plans and has begun submitting applications to U.S. universities on the students' behalf as per below. IIE is seeking placements for 8 Cohort 1 students and six Cohort 2 students spring 2014, three Cohort 1 and four Cohort 2 students for summer 2014, and one Cohort 1 and four Cohort 2 students for fall 2014. It is important to note that IIE anticipates some challenges with placements of students with low iBT scores and those studying Dentistry and Pharmacy, which are graduate level programs in the U.S. IIE will provide specifics on the placement process and outcomes in the FY2014, Q1 report.

University Capacity Building Program

During quarter 2, the fifth session of the first seminar on **Strategic Leadership** was held at FUE and attended by 31 administrators and faculty members. To date, 123 administrators and faculty members have attended this capacity building session. The seminar provided opportunities for participants to explore their individual leadership styles and to discuss aspects of strategic leadership on the institutional level. Particular focus was given to identifying the overriding vision, mission, and values that support the decision making process. The seminar was interactive and attracted participants to attend and learn more about different leadership approaches and frameworks that are used in IIE's professional development programs.

Objective 6:

At least 100 staff and faculty from partner Egyptian universities receive capacity building training

Scheduling challenges, the availability of administrators and faculty members at the partner universities, and the political instability and security issues in the country hindered the implementation of the second seminar at each university this year. The second seminar will be held at the five partner universities during FY2014, Q1 and Q2. IIE is working with Mr. George Marquis on themes for future seminars based on the input received at each university during the first seminar. The following chart lists the progress that has been achieved to date.

University	Session	FY/Q	Date	No. Trained
PUA	Leadership	FY2011, Q3	April 6, 2011	16
MSA	Leadership	FY2011, Q3	June 1, 2011	32
BUE	Leadership	FY2011, Q3	June 7, 2011	23
ACU	Leadership	FY2012, Q1	December 18, 2011	21
FUE	Leadership	FY2013, Q2	February 14, 2013	31
Total				123

Cohort 3 Outreach, Recruitment, Screening, and Selection

In spring 2013, USAID approached IIE/Egypt with a request to submit a proposal for a third cohort of LOTUS students. A pre-award letter was issued that enabled IIE to conduct outreach, recruitment, and screening efforts during the period of May – August 2013. On September 4, 2013, Modification No. 6 was signed providing funding for 50 additional scholarships for **50** promising Egyptian students with high financial need who would not otherwise have access to high quality undergraduate education.

IIE and its partner NGOs – AFS-Egypt and E-ERA - completed the outreach and recruitment phase for Cohort 3 on June 30. A total of 700 applications were received and screened for eligibility, of which 607 were deemed eligible and reviewed by IIE and partner NGO staff and volunteers. Of the 607 eligible applications, 452 were short listed for financial review. IIE and partner NGO staff and volunteers conducted a thorough review of the financial applications including calling applicants and their parents to obtain missing financial information or to clarify information that was provided on the applications. Each application was subsequently reviewed by IIE staff for accuracy. Of the 452 applications that went through financial review, 301 were short listed for home visits, most of which took place in August.) The staff and volunteers of AFS-Egypt and E-ERA staff and volunteers who undertook the home visits during periods of great instability in the governorates were extremely committed and only took a one week break in mid-August when we determined it was too dangerous to travel outside of Cairo.

IIE developed three different scenarios for conducting the selection phase depending on the security situation in Cairo and the governorates, the availability and safety of public transportation between governorates, the status of the curfew in Cairo and other governorates, and the willingness of parents to send their children to Cairo for interviews. After the Modification was signed on September 4, IIE immediately mobilized the selection phase starting with assessing the security situation, which was quite fluid. The continued suspension train travel between governorates continues to be suspended, which was having a tremendous impact on the ability of current students and applicants to move around the country easily. In addition, IIE had decided not to schedule home visits, interviews, or candidate travel to take place on Fridays, which tend to witness major demonstrations with increased potential for additional disruption of transportation and violence. After analysis of the potential number of short listed candidates, IIE developed and implemented the following strategy for the interview camps:

- **A series of four one-day camps in Cairo** (September 18, 19, 22 and 23) for students from Greater Cairo, the Delta, Sinai, Matrouh, and Upper Egypt as far south as Minya.
- **One camp in Luxor** (September 21-22) for students from Upper Egypt from Assiut in the north to Aswan in the south, as well as Red Sea and New Valley.

The above strategy required additional logistical efforts but was far preferable over one large two-day interview camp for the following reasons:

- Took into consideration and abided by the curfew
- Minimized logistical challenges for students coming from the most distant governorates (unsafe transportation options, long bus rides, etc.) and the need for multiple overnights for these students in order to avoid departing or arriving in Cairo/home governorate during curfew
- Avoided a large gathering of students in one camp that would draw more attention
- Enabled us to hold smaller camps that do not require overnights for all students
- Avoided putting students in venues close to typical areas where demonstrations are held

The interview camps consisted of three parts: individual interviews, group activities, and an orientation to the LOTUS Scholarship Program. Each student sat for a 15-20 minute interview that was conducted by a panel of 3-4 IIE and partner NGO staff and volunteers. The students were asked a series of questions designed to allow panelists to learn more about a student's character, interests, experience, leadership, and values. The group activity required students to work in groups to discuss a problem that Egypt is facing such as education, poverty, climate change, etc., brainstorm solutions, and do a group presentation. IIE and partner NGO staff and volunteers evaluated the students during the group work and the presentations. Finally, there was approximately one hour at each camp for a presentation on the LOTUS Program that enabled students to learn more about the scholarships and to ask any questions that they may have. Students were particularly interested in the participating universities and the Bridge Year Program. A total of 143 students attended the five camps.

After the interview camps, IIE conducted a series of final selection meetings during which a thorough review of each finalist candidate's file was conducted and staff discussed each candidate's performance in the interviews, financial need, academic record, and field of study preferences. The outcome of these meetings was the selection of 50 primary and 13 alternate candidates for Cohort 3 the breakdown of which is as follows:

COHORT 3 Primary Candidates	Alexandria	Assiut	Aswan	Beheira	Beni Sueif	Cairo	Dakahlia	Damietta	Fayoum	Gharbia	Giza	Ismailia	K. El Sheikh	Luxor	Matrouh	Menoufiya	Minya	New Valley	N. Sinai	Port Said	Qaliyobia	Qena	Red Sea	Sharkiya	Sohag	S. Sinai	Suez	Totals
Female representation		1	3	2	2	1			2		1	1			1	1	3		2	1		2		1	1	3		28
Male representation		1	1	1	2	2			1		2			2	1		2	1				1		2	1	1	1	22
COHORT 3 Alternate Candidates	Alexandria	Assiut	Aswan	Beheira	Beni Sueif	Cairo	Dakahlia	Damietta	Fayoum	Gharbia	Giza	Ismailia	K. El Sheikh	Luxor	Matrouh	Menoufiya	Minya	New Valley	N. Sinai	Port Said	Qaliyobia	Qena	Red Sea	Sharkiya	Sohag	S. Sinai	Suez	Totals
Female representation	1	1		1	1	2			1		2						1				1				1		12	
Male representation					1																						1	

- During the final selection process, financial need and students' overall excellence were given the priority over gender balance. The female to male student ratio is 28 to 22, whereas the alternate pool is 12 to 1.
- 74% of Cohort 3 students are from under-served governorates where 23 of 28 female students are from under-served governorates and 14 of 22 male students are from under-served governorates. 11 out of the 12 governorates designated as under-served are represented by at least one female and one male student. The only governorate with two female students is North Sinai. The political unrest played a major role in limiting the number of applicants from this governorate, provided that of the four male students, one did not have sufficient financial need and was cut prior to the home visits and two did not obtain the minimum cumulative Thanaweya Amma score of 85% making them ineligible and were cut prior to the interview camps. The final eligible male student from North Sinai attended the interview camp, however we did not selected him, because in comparison to other students, his financial need was very low (family has significant assets and children studying in a private university).
- South Sinai is represented by three female students and one male student, which brings the combined representation of Sinai to six students. It is noteworthy to mention that the average financial need level of the students from Sinai is lower than those of students from Upper Egypt.

Leadership in Action (LIA)

During this reporting year, IIE engaged LOTUS students in a in the Leadership in Action Program through a series of leadership sessions, specialized sessions, and Nahdet El Mahrousa (NM) enrichment sessions, which provided them experiential experience that entailed significant interaction with community leaders through special sessions, trips, and field visits to hands-on projects that serve the community. Nine LIA sessions were conducted at partner universities. The sessions implemented included topics such as an "Introduction to Effective Leadership" and "Communication Styles" where students were able to explore more about the attributes of effective leaders through interactive discussions and activities which necessitated a set of collaborative activities and coordination among the working groups.

Objective 2:

At least 90% of LOTUS graduates are empowered to assume future leadership roles and civic responsibilities

Team Building Retreats and Student Council

During the course of implementation of activities, IIE perceived that there was a need for team building retreats to enhance the LOTUS community's sense of team, community norms, and relationships between IIE staff and students and between the students themselves. This type of activity resulted in a clear manifestation of continuous integration

and adjustment by LOTUS students. Two team building retreats were conducted, one in the fall and one in the spring, each attended by 140 students. The students described the retreats as great opportunities to network and enhance their relations as members of the LOTUS community away from the academic context. One of the outcomes of the first retreat and subsequent student input was the desire to establish a Student Council consisting of representatives from all five universities that would meet once a month with IIE LOTUS staff. The main purposes of the Council is to encourage open lines of communication between LOTUS students and IIE in order to ensure the well-being of the LOTUS community and enhance a positive atmosphere among LOTUS students on the one hand and to build trust and a democratic atmosphere between the LOTUS students and IIE staff. Two meetings were held at the IIE office and were by 10 students, a male and a female representative from each of the five universities. The Student Council is a student initiated and driven activity.

Second Annual Student-led Workshop:

Thirty-nine students were identified in fall 2012 to organize the second Annual Student-led Workshop. The organizing team formed four committees: public relations, media, logistics, and monitoring and evaluation and were tasked with undertaking and implementing the Workshop from inception to implementation. They worked diligently throughout the year on brainstorming themes and activities and planning. IIE held a total of 22 specialized sessions and meeting that were attended by subsets of the organizing committee. Sessions were led or facilitated by IIE LOTUS staff members and by Dr. Amr Osman, a business consultant and strategic management expert brought in to help them with planning and troubleshooting.

The combined participation in the 22 specialized sessions was 313 students. IIE's philosophy is very developmental – students learn by doing. During meetings and sessions, IIE asked questions to get the students thinking rather than providing them with answers and telling them how to organize or implement the workshop. IIE staff provided students with mentoring, guidance, and the tools that they will need to design and implement activities. IIE staff facilitated smaller reflection and problem-solving meetings when the students were facing difficulties. The students attended capacity building sessions on strategic planning conducted by business consultant and strategic management expert Dr. Amr who supported the students in their process of rethinking the structure of the Workshop and as a result they modified their committees to the following five: Financial, Internal Audit and Quality, Program, Logistics, and Public Relations.

The Student-led Workshop had to be postponed twice as a result of the students' inability to communicate and organize themselves and commit to deadlines, as well as the security situation as specified in FY2013, Q3 and Q4 reports.

Nahdet El Mahrousa Enrichment Activities

During FY2013, IIE coordinated Module One of NM's Misriyati program. The Module consisted of two full day sessions that were held at each of the five partner universities. The sessions utilized various tools to support the student self-exploration and encourage them to reflect. Module One included the following four themes: 1) understanding the concept of difference; 2) conceptualizing identity, introspective analysis and analysis of personal dynamics and consequent interaction; 3) the dynamics of differences in Egyptian society; and 4) managing disagreement.

During quarter 3, 19 PUA students attended a Big Picture and Innovation Session on "Egyptian Identity" whereby the speaker presented an initiative which he is undertaking to preserve the heritage of Alexandria and its architectural landscape.

During quarter 4, 32 students attended Namaa Summer School for Sustainable Development and 40 students participated in an E'raf Baladak trip to Fayoum.

The following chart lists the sessions that have been conducted during FY 2013 under the Leadership and Action Program.

Topic of Session	Trainer/Guest Speaker	Date	Students	# of Students	Venue	Type of Session (per M&E Matrix)
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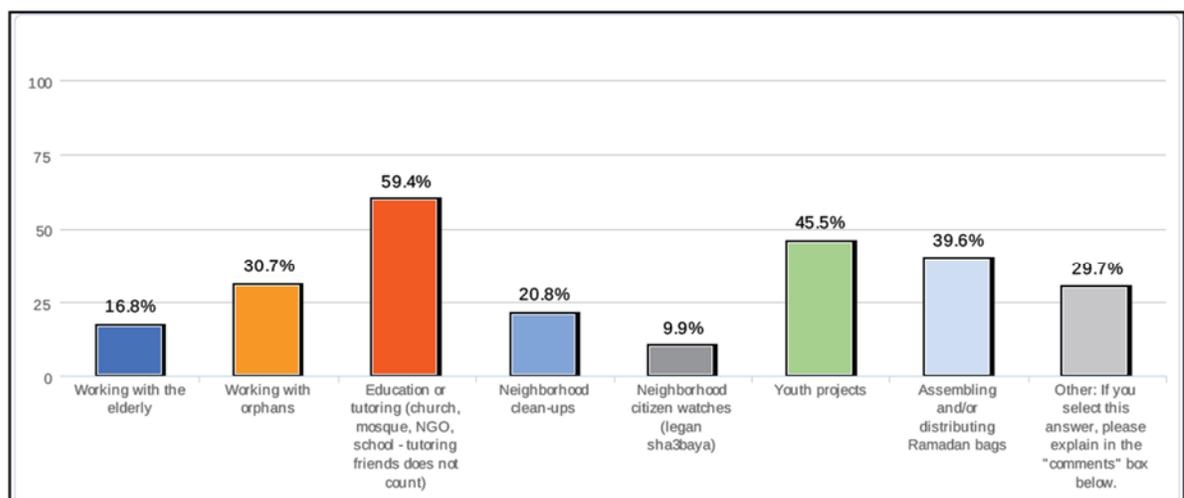
Topic of Session	Trainer/Guest Speaker	Date	Students	# of Students	Venue	Type of Session (per M&E Matrix)
Team Building Retreat	IIE Staff	October 19, 2012	Cohorts 1 and 2	140	BUE	
2013 Workshop Planning Meeting	Workshop Chairs	October 20, 2012	Members of Cohorts 1 and 2	35	IIE	Specialized sessions and meetings for specific purposes
Misriyati Day 1	Misriyati Staff	November 2, 2012	Cohorts 1 and 2 from BUE	22	BUE	NM Enrichment Sessions
Misriyati Day 2	Misriyati Staff	November 9, 2012	Cohorts 1 and 2 from BUE	24	BUE	NM Enrichment Sessions
Introduction to Effective Leadership	IIE Staff	November, 16, 2012	Cohorts 1 and 2 from MSA	35	IIE	NM Enrichment Sessions
Misriyati Day 1	Misriyati Staff	November 23, 2012	Cohorts 1 and 2 from MSA	35	MSA	NM Enrichment Sessions
Misriyati Day 1	Misriyati Staff	November 24, 2012	Cohorts 1 and 2 from FUE	28	FUE	NM Enrichment Sessions
Misriyati Day 2	Misriyati Staff	November 30, 2012	Cohorts 1 and 2 from MSA	25	MSA	NM Enrichment Sessions
Misriyati Day 2	Misriyati Staff	December 1, 2012	Cohorts 1 and 2 from FUE	26	FUE	NM Enrichment Sessions
Introduction to Effective Leadership	IIE Staff	November 30, 2012	Cohorts 1 and 2 from ACU	29	ACU	LIA and Skills
Meeting with students who missed LIA sessions	IIE Staff	December 16, 2013	Cohorts 1 and 2 on 2013 Workshop committee	8	IIE	Specialized Session
Skype Meeting with Workshop Chair people	IIE Staff	December 20, 2012	Cohorts 1 and 2 on 2013 Workshop committee	3	NA	Specialized Session
Workshop Meeting with PR committee	IIE Staff	December 27, 2012	Cohorts 1 and 2 on 2013 Workshop committee	3	IIE	Specialized Session
Workshop Meeting with Chairs and Heads	IIE Staff	January 2, 2013	Cohorts 1 and 2 on 2013 Workshop committee	2	IIE	Specialized Session
Workshop Meeting with Chairs and Heads	IIE Staff	January 10, 2013	Cohorts 1 and 2 on 2013 Workshop committee	5	IIE	Specialized Session
Skype Meeting with Workshop Chairs	IIE Staff	January 20, 2013	Cohorts 1 and 2 on 2013 Workshop committee	2	NA	Specialized Session
Workshop Meeting with chairs	IIE Staff	January 22, 2013	Cohorts 1 and 2 on 2013 Workshop committee	2	IIE	Specialized Session
Feedback Session for Workshop Chairs	IIE Staff	January 23, 2013	Cohorts 1 and 2 on 2013 Workshop committee	3	IIE	Specialized Session

Topic of Session	Trainer/Guest Speaker	Date	Students	# of Students	Venue	Type of Session (per M&E Matrix)
Workshop Meeting with PR/FR Committee	IIE Staff	February 11, 2013	Cohorts 1 and 2 on 2013 Workshop committee		IIE	Specialized Session
Feedback Session for Workshop Chairs	IIE Staff	February 11, 2013	Cohorts 1 and 2 on 2013 Workshop committee		IIE	Specialized Session
Workshop Meeting with PR/FR Committee	IIE Staff	February 14, 2013	Cohorts 1 and 2 on 2013 Workshop committee	2	IIE	Specialized Session
Team Building Retreat	IIE Staff	February 22, 2013	Cohorts 1 and 2	140	Felfela and Dream Park	
Workshop Meeting with all organizers	IIE Staff	February 23, 2013	Cohorts 1 and 2	25	IIE	Specialized Session
Workshop Meeting with all organizers	IIE Staff	March 8, 2013	Cohorts 1 and 2	26	IIE	Specialized Session
Student Council Meeting	IIE Staff	March 8, 2013	Cohorts 1 and 2	10	IIE	Specialized Session
Strategic Planning Meeting with Conference Heads	IIE Staff	March 18, 2013	Cohorts 1 and 2 on 2013 Workshop committee	8	IIE	
Introduction to Effective Leadership	IIE Staff	April 12, 2013	Cohorts 1 and 2 from FUE	21	FUE	LIA and Skills
Workshop Meeting for chairs and heads (Strategic Planning)	IIE Staff	April 18, 2013	Cohorts 1 and 2 on 2013 Workshop committee	8	IIE	Specialized Session
Introduction to Effective Leadership	IIE Staff	April 19, 2013	Cohorts 1 and 2 from BUE	21	BUE	LIA and Skills
Communication Styles	IIE Staff	May 10, 2013	Cohorts 1 and 2 from PUA	24	PUA	LIA and Skills
Misriyati Day 1	Misriyati Staff	May 10, 2012	Cohorts 1 and 2 from ACU	29	ACU	NM Enrichment Sessions
Student Council Meeting	IIE Staff	May 11, 2012	Representatives of all Universities	8	IIE	Specialized Session
Discussion with Dr. Wadeed	Dr. Mohamed Wadeed	May 15, 2013	Cohorts 1 and 2 from ACU	14	ACU	LIA and Skills
Misriyati Day 2	Misriyati Staff	May 17, 2012	Cohorts 1 and 2 from ACU	25	ACU	NM Enrichment Sessions
Communication Styles	IIE Staff	May 21, 2013	Cohorts 1 and 2 from ACU	26	ACU	LIA and Skills
Communication Styles	IIE Staff	May 28, 2013	Cohorts 1 and 2 from BUE	27	BUE	LIA and Skills

Topic of Session	Trainer/Guest Speaker	Date	Students	# of Students	Venue	Type of Session (per M&E Matrix)
Misriyati Day 1	Misriyati Staff	June 16, 2012	Cohorts 1 and 2 from PUA	24	PUA	NM Enrichment Sessions
Misriyati Day 2	Misriyati Staff	June 17, 2012	Cohorts 1 and 2 from PUA	18	PUA	NM Enrichment Sessions
Big Picture & Innovations: Topic 1	NM	June 18, 2012	Cohorts 1 and 2 from PUA	19	PUA	NM Enrichment Sessions
Introduction to Effective Leadership	IIE Staff	June 19, 2012	Cohorts 1 and 2 from PUA	15	PUA	LIA and Skills
Workshop specialized session with all organizers: Day 1	IIE Staff/Amr Osman	June 21, 2013	Cohorts 1 and 2 on 2013 Workshop committee	34	IIE	Specialized Session
Workshop specialized session with all organizers: Day 2	IIE Staff/Amr Osman	June 22, 2013	Cohorts 1 and 2 on 2013 Workshop committee	33	IIE	Specialized Session
Workshop specialized session with all organizers	IIE Staff/Amr Osman	June 28, 2013	Cohorts 1 and 2 on 2013 Workshop committee	28	IIE	Specialized Session
Workshop specialized session with organizer Heads	IIE Staff/Amr Osman	July 23, 2013	Cohorts 1 and 2 on 2013 Workshop committee	10	IIE	Specialized Session
Namaa Summer School	Namaa Staff	Sept 7-Sept 20, 2013	Cohorts 1 and 2 on 2013 Workshop committee	32	IIE	Namaa
E'raf Baladak Trip	Dayma Staff	Sept 17-Sept 20, 2013	Cohorts 1 and 2	40	Zad El Mosafer, Fayoum	NM Trips

Volunteering and Community Service

During FY2013, IIE measured the students' community service involvement through an online survey. Though the students were quite busy with their academic courses, internships and extracurricular activities, collectively they were able to achieve 17,942 of community service hours. The level of community involvement differs from one student to another depending on the passions and interests of each student and how they envision their roles within their communities. Unfortunately, many students confuse student activities for community service which IIE plans. IIE plans to provide enhanced guidance to ensure that students gain a better understanding of the difference between the two. The following chart captures the students' community services activities.



Employability and Career Counseling Activities

Career Counseling Sessions:

During FY2013, Q4, Nahdet El Mahrousa worked on the career self-assessment questionnaire. NM is engaging select staff from the CEDO Office at Cairo University to work on this component. CEDO was closed from June 25 – late August as a result of the political instability and the sit in front of Cairo University thereby hindering progress on this component. During the next quarter NM will work on coordinating the career assessments for the 44 Cohort 1, Cycle 1 students and will hold the first counseling sessions with them.

Objective 5:

At least 90% of LOTUS Students demonstrate enhanced employability

Internships:

During FY2013, Q3 and Q4, Nahdet El Mahrousa worked on matching students with organizations that needed interns during the summer utilizing its network and incubated social enterprises in and outside of Cairo. NM received requests and developed 53 terms of reference for internships and received internship applications from 96 students. Due to the political situation in the country and office closures, the matching process was delayed for two few weeks in July. When the situation improved, NM began the process of matching 35 LOTUS interns with internship opportunities however the flare-up of violence in mid-August delayed the process again. This gave NM and the entities with the internship positions insufficient time to start the placement process again and for students to intern as students were returning to university two weeks later. NM will initiate the internship process in April for summer 2014 internships

During the reporting period, 24 Cohort 1 and 12 Cohort 2 students were able to complete internships that they obtained through their universities or social or professional networks. Students interned for one to twelve weeks in different multinational companies, factories, banks, universities, and organizations.

Career Mentoring:

NM will organize different events, gatherings, and workshops to provide group career mentoring for the LOTUS students starting from FY2014, Q1. NM will classify students' fields of study and interest into categories and students will be divided into relevant groups accordingly. NM will identify practitioners from these who will be invited to host round table discussions. The discussions will aim to introduce the students to the career paths in different industries relevant to their studies and interests and provide answers to questions students may have such as the following:

- What are their career options?
- What kind of work will they actually be doing?
- Salary expectations
- Growing within an organization
- Starting your own organization

NM will also organize a series of workshops on relevant skills such as CV writing, job hunting, and interviewing skills. Priority will be given to students who will be graduating in the coming year followed by those with later graduation dates.

Career Days and Events:

During FY2014, NM will provide the LOTUS students with information about career events and encourage them to participate. NM will track and report on the students' participation of these events. An email list and a Facebook group will be created for the career days and events component where events will be shared with the students. Besides the sharing of the ad hoc opportunities, a monthly or biweekly email containing planned career events will be sent. NM will conduct surveys and conduct phone calls to check their level of involvement in the opportunities

Conclusion:

FY2013 was marked by many significant successes and achievements which culminated in the award, recruitment and selection of a third cohort of 50 students. The majority of LOTUS students are thriving academically and socially and are involved in a variety of student and community initiatives, clubs, and organizations. The political and security situations, which were quite fluid at several points in the year, particularly in quarter 4, posed some significant challenges towards the implementation of many planned activities. IIE worked diligently to find solutions and to achieve as many of its goals and objectives as possible in spite of the difficulties and challenges.

IIE anticipates that FY2014 will be extremely busy with emphasis placed on making up activities that were postponed in FY2013, placements for a large number of students taking part in Study in the U.S. opportunities, and orienting and engaging Cohort 3 students in activities. The Career component activities will be a primary focus especially in light of the anticipated graduation of sixteen students by summer 2014. IIE will also focus on the partner universities to engage the university staff and administrators in the University Capacity Building component seminars.