



USAID
من الشعب الأمريكي

مصر

INSTITUTE OF
INTERNATIONAL
EDUCATION
OPENING MINDS
TO THE WORLD®

LOTUS
SCHOLARSHIP PROGRAM

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

**Quarterly Report
FY 2011, Quarter 4**

Executive Summary:

IIE/Egypt was awarded the New Scholarship Program (renamed LOTUS Scholarship Program) on May 4, 2010. The original award and a subsequent modification awarded in this reporting period provide funding for 150 scholarships. Two competitive, nationwide outreach and recruitment cycles resulted in 150 students being selected and joining LOTUS partner universities.

- Cohort 1, Cycle 1 consists of 44 students representing 21 governorates and two former governorates and entered universities in September 2010.
- Cohort 1, Cycle 2, consists of 56 students representing 24 governorates and one former governorate and entered universities in September 2011.
- Cohort 2 consists of 50 students representing 26 governorates and two former governorates and entered universities in September 2011.
- Overall, the 150 LOTUS students represent all of Egypt's 27 governorates and two former governorates.

The 150 LOTUS students were placed as follows:

- Al Ahram Canadian University – 30 students
- British University in Egypt – 27 students
- Future University in Egypt – 29 students
- Modern Sciences and Arts University – 39 students
- Pharos University – 25 students

The breakdown of students' fields of specialization is as follows:

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|------------------------------------|---|
| • Accounting & Finance - 4 | • Informatics / IT & Computer Science - 18 |
| • Art & Design - 3 | • Languages & Translation – 3 |
| • Biotechnology - 11 | • Legal Studies and International Relations – 1 |
| • Business Administration - 4 | • Marketing - 1 |
| • Dentistry - 15 | • Mass Communications - 9 |
| • Engineering – 38 | • Pharmacy – 27 |
| • Human Resource Management - 4 | • Physical Therapy - 4 |
| • International Trade/Business – 1 | • Political Science – 4 |

The July 1 – September 30 quarter was an extremely busy quarter with the following activities undertaken:

- Application review and short-listing

- Financial application review and short-listing
- Home visits to short listed candidates
- Interview camps during which students were evaluated in group and individual settings
- Selection panels and final review
- Approvals and placements of primary candidates
- Signing of Scholarship Terms and Conditions
- Orientation meetings
- Settling-in and registration of students at partner universities
- Team Building Retreats

Task 0: Program Start-up and Management

	Task	Status as of September 30, 2011
0.1	Finalize SOW and legal service agreements for partner NGOs and universities	AFS/Egypt & E-era service agreements completed Four university coordinator service agreements completed Partner university and NM agreements under review by respective legal counsel
0.2	Staffing of all IIE and partner positions	IIE and university coordinator positions staffed
0.3	Branding Strategy and Marking Plan Developed	BSMP submitted and approved by USAID
0.4	NGO recruitment partner planning meetings and mobilization	Completed
0.5	University partner planning meetings and preparation for fall placements	Completed
0.6	Complete Annual Work Plan for year 1	Completed and submitted. Revised work plan to include period of May – September 2011 also submitted.
0.7	Develop a program logo, website and program description materials	Completed
0.8	Develop cost share guidelines/forms; orient all partners	Completed

Task 1: LOTUS Scholarship Recruitment, Selection & Placement

	Task	Cohort 1, Cycle 1 Status as of September 30, 2011	Cohort 1, Cycle 2 Cohort 2 Status as of September 30, 2011
1.1	Develop common Lotus Scholarship Program materials to be used by LOTUS partner NGOs to recruit and select scholarship recipients	Completed	Completed
1.2	Orientation of the public to the LOTUS Scholarship Program and recruitment of potential LOTUS candidates will include:	Completed	Completed
1.3	<p><u>General Recruitment Procedures</u> to identify LOTUS Student candidates:</p> <ul style="list-style-type: none"> Place two national newspaper advertisements Launch nation-wide governorate-level outreach and recruitment Maintain contact with local governorate offices to enable them to support the outreach and respond to requests Create LOTUS program web-site page with links to PDF program description and applications 	<p>Completed</p> <p>Completed</p> <p>Completed through NGOs</p> <p>Completed</p>	<p>Completed</p> <p>Completed</p> <p>Completed through NGOs</p> <p>Complete</p>

1.4	<p><u>General Selection Procedures</u> to select 100 LOTUS Students will include:</p> <ul style="list-style-type: none"> • Review LOTUS Scholarship Applications and develop a shortlist of the top 300 candidates to be interviewed • Conduct home visits on all eligible candidates to verify personal and financial information • Hold interview camps for short-listed candidates to select as many primary and alternate candidates as possible • Review application, home visit and interview scores and finalize decisions 	<p>Completed - 346 applications received Completed - 254 eligible applications reviewed</p> <p>Completed - 245 home visits conducted</p> <p>Completed - two 2-day interview camps held, 115 candidates interviewed</p> <p>Completed</p>	<p>Completed – 1,281 applications received Completed – 1,124 eligible applications reviewed – 545 financials reviewed Completed – 402 home visits conducted</p> <p>Completed – three 2-day interview camps held, 331 candidates interviewed</p> <p>Completed</p>
1.5	<p><u>General Placement Procedures</u> to place 100 LOTUS Students in partner universities in their chosen fields of study:</p> <ul style="list-style-type: none"> • Submit names to USAID for approval and inform LOTUS Scholar candidates of acceptance. • Work with 5 university coordinators to place the candidates into each university and ensure all academic and financial requirements are met. • Approach alternate candidates as it becomes clear that some candidates do not pass all of their first year university exams and/or decline the scholarship. 	<p>Completed – 47 candidates submitted</p> <p>Completed – 45 students placed / 44 students enrolled</p> <p>Completed</p>	<p>Completed – 106 candidates and alternate roster submitted In-progress 106 students placed / 99 students enrolled (7 pending) Completed</p>

Task 2: LOTUS Scholar Academic and Personal Support

	Task	Cohort 1, Cycle 1 Status as of September 30, 2011	Cohort 1, Cycle 2 Cohort 2 Status as of September 30, 2011
2.1	Develop agreements and procedures with the five universities to host LOTUS Students and pay university coordinators.	Agreements under review with IIE and university legal counsels	Agreements under review with IIE and university legal counsels
2.2	Develop a LOTUS Program terms and conditions agreement for signature by each LOTUS Student and a parent or guardian.	Completed and signed	Completed and signed
2.2	Ensure adequate student housing and personal space needs are in place for each LOTUS Student	Completed	Completed
2.3	Procure laptop computers and software for LOTUS Students, along with other settling-in supplies and school materials to be distributed.	Completed	Planned: FY 2012, Quarter 1
2.4	Develop orientation kits and materials.	Conducted sessions including Q&A	Conducted sessions including Q&A
2.5	Hold orientation sessions and team building workshop for all LOTUS Students in coordination with each partner	Completed in groups	Completed for four groups – fifth group

	university.		planned: FY 2012, Quarter 1
2.6	Conduct occasional meetings with LOTUS Students at the University and program levels	Held multiple formal and informal sessions/meetings at each university	Planned: FY 2012, Quarter 1 and on-going
2.7	Provide supplemental English training and tutoring as needed	Intensive Summer English Program held for 30 students. Supplemental English for PUA students on-going.	Supplemental English for PUA students is on-going. FY 2012, Quarter 1: Assess English and offer supplemental English accordingly and within each cohort budget.
2.8	Provide occasional sessions to encourage and support LOTUS Students to be effective students and adults – on topics such as: - Research skills - Note & exam taking - Time management - Academic writing skills - PowerPoint skills - Academic integrity - Computer Skills - Personal budgeting	On-going	Planned: Start in FY 2012, Quarter 1 on-going
2.9	All LOTUS Students take the TOEFL exam during their first semester to gauge initial English language proficiency and to monitor progress	Completed	Planned: FY 2012, Quarter 1

Task 3: Leadership in Action Program

	Task	Cohort 1, Cycle 1 Status as of September 30, 2011	Cohort 1, Cycle 2 Cohort 2 Status as of September 30, 2011
3.1	Develop Leadership in Action Program design and first year materials and handouts in coordination with partner NGO Nahdet Mahrousa.	In progress	In progress
3.2	Orientation to the Leadership in Action Program conducted for LOTUS Students	Completed	Planned: FY 2012, Quarter 1
3.3	Leadership in Action Program sessions delivered by IIE staff and facilitators.	In Progress: Started Quarter 1 through end of grant	Planned: FY 2012, Quarter 1 through end of grant
3.4	Leadership Program components delivered by Nahdet Mahrousa : • Tolerance & Diversity • Innovation • Sustainable Development • Know your Country • Quarterly Leadership Sessions	Anticipated start: FY 2012, Quarter 2 depending on elections and partner university start dates	Anticipated start: FY 2012, Quarter 2 depending on elections and partner university start dates
3.5	Coordinate community service learning activities	Planned: FY 2012, Quarter 1	Planned: FY 2012, Quarter 4
3.6	Annual Leadership Workshop	Planned: FY 2012, Quarter 1 (delayed due to revolution and university spring term)	Will attend the Workshop planned and implemented by Cohort 1, Cycle 1 students in FY

		and exam schedule changes)	2012, Quarter 1
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Task 6: Leadership Capacity Building for Universities

	Task	Status as of September 30, 2011
6.1	Develop first of three two-day modules	Completed
6.2	Deliver workshop #1 to all universities	Workshop 1 delivered to 3 universities and planned for FY 2012, Quarter 1 for remaining 2 universities.
6.3	Deliver workshop #2 to all universities	Planned: FY 2012/13
6.4	Deliver workshop #3 to all universities	Planned: FY 2013/14
6.5	Invite university leaders to participate in Leadership in Action activities as appropriate	Planned: FY 2012, Quarter 1 on-going through end of grant

Task 7: Communications, Monitoring and Reporting

	Task	Status as of September 30, 2011
7.1	Website design and launch	Completed
7.2	Set-up Program Wiki and other communications systems	Planned: FY 2012, Quarters 1 & 2
7.3	Develop Evaluation Criteria and Impact Indicators (M&E Plan) for USAID approval	Completed Revise for Cohort 2: FY 2012, Quarter 1
7.4	Identify the control group of students and plan for annual assessments	Planned: FY 2012, Quarter 1 & 2 after selections are completed and LOTUS student placements and MOHE "tanseeq" for control group is completed.
7.4	Submit Quarterly and Annual Reports on schedule	On-going
7.5	Produce LOTUS Scholarship Program highlights and PR documents	On-going

During this reporting period, the following **challenges** were faced:

- **Outreach, recruitment and selection** – IIE witnessed a significant increase in applicants for Cohort 1, Cycle 2 and Cohort 2, which demanded the full time engagement of LOTUS staff and other IIE staff and volunteers throughout much of the reporting period.
- **Scheduling** –
 - Thanaweya Amma exam: the Revolution and subsequent delay of the start of the spring semester resulted in the Thanaweya Amma exams being held several weeks later than planned, which delayed grading and announcement of results. IIE had to conduct home visits and short-listing of candidates prior to receiving exam results.
 - Ramadan – This year Ramadan began on August 1, which posed several scheduling challenges including finishing the Interview Camps by late July, shortening the Intensive Summer English Program for some students who started a week late, and holding selection panels in Ramadan. Ramadan and the Eid El Fitr holiday presented some logistical challenges with bringing students and guardians to sign Terms and Conditions and university placements.
- **Applicant pool, field of study preference, exam scores and placements** –
 - Applicant pool - The increase in applicant numbers resulted in a very qualified applicant pool. Selecting the best of the best was very challenging.
 - Field of study preference – An overwhelming majority of applicants - 924 out of 1,281 - listed the traditional, five-year fields of Dentistry, Engineering or Pharmacy as their first choice field of study preference on their applications. Early on USAID and IIE concurred that LOTUS should encourage

students to study non-traditional fields of study that are important to Egypt's development. It is important to note that the LOTUS budgets cannot accommodate more than 50% of the students in five-year programs. While the evaluation rubric gave extra points to students choosing non-traditional fields of study, applicants in the traditional science fields were more competitive. 243 out of the 331 students who attended the interview camps preferred Dentistry, Engineering or Pharmacy as their first choice. At the interview camps, IIE led discussions about non-traditional fields of study and emphasized that the number of slots in traditional fields are limited. Many students changed their second and third choices to non-traditional fields such as Biotechnology, Physical Therapy, and Computer Science among others however few changed their first choice preference. When it came down to placements of primary candidates, the number of candidates wanting the three traditional fields of study far outnumbered the slots available, which made selections and placement very competitive and challenging. Upwards of 30 candidates from governorates that were represented in Cohort 1, Cycle 1 or were ranked second or third in their governorates were cut because all three field of study preferences were five year traditional programs.

- Exam scores – In general, Thanaweya Amma scores were very high this year, which presented IIE with many challenges. Four top ranked applicants turned down the scholarship as their scores got them the highly desired field of Medicine in the MOHE university placement process (tanseeq). Nine students who were offered their second and third choice fields of study such as Biotechnology, Physical Therapy, and Computer Science declined the scholarship as their scores got them into Pharmacy, Dentistry, and Engineering in the public university system.
- University placements – The high Thanaweya Amma scores and higher percentages required for choice faculties in the public university system resulted in a rush on the private universities. IIE faced some challenges getting students placed in Dentistry and Physical Therapy at two of the partner universities.

FY 2011, Quarter 4 Activities:

In addition to the activities identified in the table and text above, the following activities took place in FY 2011, Quarter 4:

- Intensive Summer English Program at BUE attended by 30 Cohort 1, Cycle 1 students who scored less than 470 on the baseline ITP exam. A copy of the BUE report is provided.
- Study Abroad: a plan and timeline for study abroad was developed. In Quarter 4, Cohort 1, Cycle 1 students who must travel by no later than fall 2013 were invited to apply for the study abroad opportunity. Twenty-one students submitted applications. The results of the evaluation and selection were as follows:
 - 2 students were selected for study abroad for the spring 2012 semester pending IBT scores and placements
 - 2 students were selected for study abroad for the fall 2012 semester pending IBT scores and placements
 - 3 students were deemed exceptional but can only study abroad in the summer (IIE will submit recommendations to USAID)
 - 1 student is promising but can only travel in summer 2012 (IIE will submit recommendations to USAID).
 - 8 students need to improve their applications and work on their English language proficiency and were asked to reapply next spring/summer for study abroad for spring 2013.
 - 4 students were not selected based on quality of applications and time limitations for study abroad.
 - 1 student is under probation for disciplinary issues and a decision will be made on whether he will be allowed to pursue the study abroad opportunity after a period of observation.
- TOEFL Preparation and Exam: Nine Cohort 1, Cycle 1 students who scored over 470 on the baseline ITP and must travel by no later than fall 2013 attended a two-day TOEFL preparation workshop. Five students sat for the IBT TOEFL exam. IIE will provide a summary of scores in the FY 2012, Quarter 1 report.
- Team building retreats were held for Cohort 1, Cycle 2 and Cohort 2 students placed at 3 of the 5 partner universities.

FY 2012, Quarter 1 Activities:

In addition to the activities identified in the table above, the following activities will take place in FY 2012, Quarter 1:

- IIE will develop and submit the Annual Work Plan for FY 2012.
- IIE will develop and submit a revised M&E Plan to include Cohort 2.
- Team building retreat for remaining Cohort 1, Cycle 2 and Cohort 2 students placed at 2 of the 5 partner universities.
- The Annual Leadership Workshop organized and implemented by the Cohort 1, Cycle 2 students will take place in December.
- Workshop 1 of the LOTUS Strategic Leadership Seminars will be held at ACU and FUE for faculty and staff.
- Community Service: Cohort 1, Cycle 1 students will submit two forms documenting community service work as follows: (1) baseline survey for period of Sept. 1, 2009 - Aug. 31, 2010 and (2) first year survey for period of Sept. 1, 2010 - Aug. 31, 2011. Cohort 1, Cycle 2 students and Cohort 2 students will submit a baseline survey community service form for the period of Sept. 1, 2010 - Aug. 31, 2011. Statistics will be provided in the FY2012, Quarter 1 report.
- IIE will work with the two students who were selected for study abroad for the spring 2012 semester to guide them on filling out the common application form. IIE/NY will work on placements.
- Two students who have been selected for study abroad in fall 2012 will attend a two-day IBT TOEFL preparation workshop and sit for the exam.
- English Language Proficiency: IIE will conduct a review of the English language proficiencies of the 44 Cohort 1, Cycle 1 students as evidenced by university English placement scores, baseline and year 2 ITP scores, first year English course grades, and Intensive Summer English results (as appropriate). A similar review will be done for the 106 Cohort 1, Cycle 2 and Cohort 2 students looking at the baseline ITP scores and mid-term English course grades. Based on the findings, IIE will put together action plans for students with weak English language proficiency. Supplemental English opportunities consist of the Intensive Summer English Program and extra English classes or tutorials as needed based on exam results and progress in university English classes and available budget for each cohort.

Activities/tasks moved to FY 2012, Quarter 2:

- Leadership Program components delivered by Nahdet Mahrousa will commence in FY 2012, Quarter 2 to enable Cohort 1, Cycle 2 and Cohort 2 students to attend all of the study skills sessions previously held for Cycle 1, Cohort 1 students. By catching the new students up, all students can attend the NM sessions together, which is more cost effective and will build a sense of team at each of the partner universities.

Leadership in Action and Skill Sessions held to-date:

Topic of Session	Trainer/Guest Speaker	Date	Students
Social Entrepreneurship	Ehaab Abdou	Oct. 15, 2010	All
Study Skills & Time Management	George Marquis	Oct. 22, 2010	BUE, FUE, MSA, & ACU
LOTUS Launch		Nov. 4, 2010	All
Study Skills & Time Management	George Marquis	Nov. 5, 2010	PUA
Entrepreneurship Evening (LIFT-OFF Launch)	Egyptian entrepreneurs	Nov. 5, 2010	All
Leadership/cultural outing	Mohamed El Sawy Sawy Cultural Wheel	Dec. 24, 2010	All
Academic Integrity, Research, and Writing (Day 1)	George Marquis	March 11, 2011	ACU & MSA
Academic Integrity, Research, and Writing	George Marquis	March 12, 2011	BUE, FUE & PUA

(Day 1)			
Academic Integrity, Research, and Writing (Day 2)	George Marquis	March 18, 2011	ACU, MSA & some BUE/PUA
Presentation Skills (Day 1)	George Marquis	March 25, 2011	ACU & MSA
Academic Integrity, Research, and Writing (Day 2)	George Marquis	March 26, 2011	BUE, FUE & PUA
Presentation Skills (Day 2)	George Marquis	April 1, 2011	ACU & MSA
Team Building Retreat	IIE staff	April 26, 2011	All
Presentation Skills (Day 1)	George Marquis	April 29, 2011	BUE, FUE & PUA
Rights & Responsibilities	IIE staff	May 16, 2011	MSA & ACU
Presentation Skills (Day 2) Rights & Responsibilities	George Marquis IIE staff	May 27, 2011	FUE & PUA
Presentation Skills (Day 2) Rights & Responsibilities	George Marquis IIE staff	May 30, 2011	BUE
TOEFL IBT Preparation Class	George Marquis	Sept. 16, 2011	Select Cohort 1, Cycle 1 students
TOEFL IBT Preparation Class	George Marquis	Sept. 17, 2011	Select Cohort 1, Cycle 1
Team Building	IIE staff	Sept. 23, 2011	Cohort 1, Cycle 2 and Cohort 2 students at MSA and ACU
Team Building	IIE staff	Sept. 30, 2011	Cohort 1, Cycle 2 and Cohort 2 students at PUA

LOTUS Strategic Leadership Seminars held to-date:

Topic of Session	Trainer/Guest Speaker	Date	Audience
Seminar 1 – Strategic Leadership	George Marquis Elizabeth Khalifa	June 1, 2011	MSA administration, faculty and staff
Seminar 1 – Strategic Leadership	George Marquis Elizabeth Khalifa	June 4, 2011	PUA administration, faculty and staff
Seminar 1 – Strategic Leadership	George Marquis Elizabeth Khalifa	June 7, 2011	BUE administration, faculty and staff

Academic Performance:

The majority of the LOTUS students performed exceptionally well in their first semester of university considering the many challenges that they faced among which were living away from home for the first time, adjusting to different academic environments, English language difficulties, etc. The GPA breakdown for the 44 students for the fall 2010 semester is as follows:

- 23 students earned GPA of 3.5 and above**
- 7 students earned a GPA between 3.0 and 3.49
- 6 students earned a GPA between 2.5 and 2.99
- 3 students earned a GPA between 2.0 and 2.49
- 2 students earned a GPA between 1.5 and 1.99 and are on academic probation
- 3 students do not have a GPA yet as they are in the foundation year English program at BUE

The spring semester was challenging for many of the students as a result of the Revolution, which caused a delayed start of the semester, university closures due to demonstrations and safety issues, changes in exam schedules, and in some cases, the cancellation of mid-term exams and/or shortening of semester. The spring semester was a time of unprecedented stress and fears for safety and the future experienced not just by LOTUS students, but by the nation as a whole. Spring semester grades are on the whole, lower than the fall 2010 semester. The GPA breakdown for the 44 students for the spring 2011 semester is as follows:

- 14 students earned GPA of 3.5 and above**
- 10 students earned a GPA between 3.0 and 3.49
- 8 students earned a GPA between 2.5 and 2.99
- 3 students earned a GPA between 2.0 and 2.49
- 6 students earned a GPA between 1.25 and 1.99 and are on academic probation
- 3 students do not have a GPA yet as they are in the foundation year English program at BUE

We are providing support to the 6 students on academic probation through regular contact and discussion about their progress. In addition, each of the students was required to fill out a questionnaire to help identify the reasons behind why their GPA is below 2.0. The questionnaire also required them to come up with a plan of action to improve their grades. One student is taking a reduced course load this semester so he can focus on improving his grades. Some of the students may require an additional semester or summer courses. We are in regular contact and coordination with the university coordinators to monitor the students' progress.

LOTUS Partner Universities Quality Assurance:

IIE has engaged a consortium of five private Egyptian accredited universities, which were established in response to the need for quality higher education options that produce graduates who can feed and stimulate industry, social and public services, and commercial activities of Egypt and the region. The universities promote atmospheres that value excellence, intellectual curiosity, pursuit of knowledge, academic freedom, awareness of human rights, and integrity. Each university offers an array of study options and most have established partnerships, affiliations, or joint degree collaborations with universities in the U.K., U.S., Canada or Europe that undergo rigorous quality assurance and validation processes. Students can select a program of studies from eight Engineering fields; five medical fields including Dentistry, Pharmacy, Physical Therapy and Nursing; business disciplines including specialized programs in Tourism and Hotel Management; five fields related to Mass Communications and Language Arts; Economics and Political Science, among others. The partnerships with foreign universities for degree validation, research collaboration, and staff and student exchanges is influencing the development of education in Egypt and the region by setting new benchmarks for academic excellence to which other universities aspire. A significant percentage of teaching faculties at each of the universities has obtained graduate degrees from foreign universities, particularly in Engineering and the Sciences. The combined enrollment of the five universities is slightly under 20,000 students. The student to faculty ratio at the universities ranges from 1:20 – 1:50 depending on faculty and type of course. Each university has appointed a LOTUS Program Coordinator and will appoint 1-2 Assistant Coordinators making the LOTUS student to advisor ratio approximately 1:15.

At USAID's request, IIE will work on obtaining and reporting additional quality assurance measures. IIE/NY has been involved in a pilot study to develop a framework for classification of higher education institutions in eight Arab countries in the Middle East and North Africa region. A comprehensive survey tool was

developed for the study with sections including accreditation, twinning and joint programs, partnerships, mission and orientation, admissions, curricula and programs, enrolment, faculty profile, and library holdings. IIE will tailor the survey to the LOTUS Program and will request that the five partner universities complete and submit it. IIE will summarize relevant findings in the FY 2012, Quarter 2 report.