



**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 2013, Quarter 2**

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## 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 August 2011 provide 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.

### Profile of the 150 LOTUS students:

The LOTUS students represent all of Egypt's 27 governorates and two former governorates.

COHORT 1, CYCLES 1 & 2 Candidates (gender & governorate)	6th October	Alexandria	Assiut	Aswan	Behira	Beni Sueif	Cairo	Dakahlia	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	Assiut	Aswan	Behira	Beni Sueif	Cairo	Dakahlia	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	21

### University Placements

University	# Students
Ahram Canadian University	31
British University in Egypt	27
Future University in Egypt	28
Modern Sciences & Arts University	38
Pharos University in Alexandria	25

During the reporting quarter, the following activities took place:

- Supplemental English Language Courses
- Team Building Retreat
- Formation of LOTUS Student Council
- Special sessions for the Annual Student-led Workshop

- Launch of the third cycle for Study in the U.S. opportunities
- University Capacity Building session at Future University in Egypt
- Monitoring and Evaluation:
  - Revised Monitoring and Evaluation Matrix
  - Preparation for the Control Group
  - Focus group discussions

**FY 2013, Quarter 2 Reporting against Annual Work Plan:**

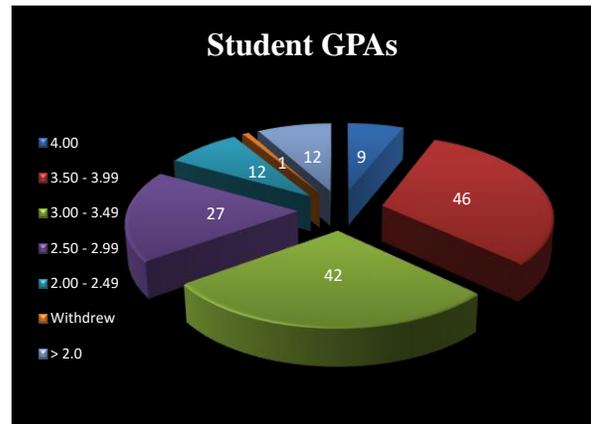
			Planned FY2013, Q2 Cohort 1	Status as of 03/30/12 Cohort 1	Planned FY2013, Q2 Cohort 2	Status as of 12/31/12 Cohort 2	Planned FY2013/Q2 Both Cohorts	Status as of 03/30/12 Both Cohorts
<b>Task 0: Program Start-up and Management</b>								
0.1	Finalize and execute legal service agreements for Universities	University sub-grants are finalized and signed						
0.2	Staffing of all IIE and partner positions	IIE incremental program staff are hired; University asst. coordinators are contracted; NM program staff are hired						
0.3	Complete Annual Work Plan (AWP) for year 3	AWP is completed with Cohort 1 and Cohort 2 clearly represented and approved by USAID						
0.4	Realignment of Cohort 1 budget							
0.5	Program Modification for Cohort 1							
0.6	Realignment of Cohort 2 budget							
0.7	Program Modification for Cohort 2							
<b>Task 1: LOTUS Scholarship Program Recruitment, Selection and Placement</b>								
1.1	Placement of Cohort 1, Cycle 2 and Cohort 2 students	A total of 150 students are placed as LOTUS students in the five participating universities representing 27 governorates and two former governorates						
<b>Task 2: LOTUS Scholar Academic and Personal Support</b>								
2.1	Develop agreements and procedures with the five universities to host LOTUS students and pay university coordinators	Universities and coordinators are paid according to agreed upon intervals						
2.2	LOTUS students are supported financially and materially to attend university	Allowances are paid bi-weekly; Student housing and personal space are ensured and monitored; Transportation is provided as needed					On going	On going
2.3	Conduct occasional meetings with LOTUS students at the group and individual levels	Meetings are held to identify issues, review policies, etc.;					On going	Accomplished and on going
2.4	Provide wellness and counseling sessions to LOTUS students	LOTUS students receive support and enhance their coping skills						
<b>Task 3: Leadership in Action Program</b>								
3.1	Continue development of Leadership in Action Program sessions, materials, and handouts						On going	Accomplished and on going
3.2	Work collaboratively with partner NGO Nahdet Mahrousa on NM-specific Leadership in Action sessions and activities						On going	Accomplished and on going
3.4	Leadership in Action Program sessions delivered by IIE staff and facilitators	Sessions are delivered on themes including leadership concepts and fundamentals, values, communication skills, community service, etc. Team building retreats are held.					5	1
3.5	Specialized sessions and meetings for specific purposes	Sessions are delivered and meetings held for special projects, IBT test prep, etc.					8	9
3.6	Leadership in Action Program sessions delivered by Nahdet Mahrousa	NM components are scheduled, session customization is undertaken, and sessions are held including Tolerance Workshops, Innovation and Big Picture Seminars, and Namaa Development Course					6	Not Accomplished (see below in report)
3.7	Namaa Summer Program delivered by Nahdet Mahrousa	NM schedules Namaa and students are selected and participate						
3.8	NM and other cultural events and trips	NM and IIE schedule and implement events and trips					1	Not Accomplished (see below in report)
3.9	Coordinate community service learning						On going	On going
3.10	Annual Student-led Leadership Workshop	LOTUS students plan and conduct the First Annual Student-led Workshop					2/2013 -	FY2013 / Q4
<b>Task 4: English Language Support</b>								
4.1	All LOTUS students who have not scored >550 take the ITP TOEFL exam	LOTUS students take ITP TOEFL exam to gauge English language proficiency improvements and to determine who continues to require assistance						
4.2	Assess LOTUS students' English language proficiency and develop action plans	Assessment of each students English language proficiency level is conducted and an action plan is developed						
4.3	Provide Intensive Summer English Program	Students are selected to participate in Intensive Summer English Program based on proficiency levels, English courses offered by partner universities, and assessments						
4.3	Provide supplemental English language programming	Students are enrolled in English courses as partner universities, English language public courses, and/or LOTUS supplemental English language courses based on proficiency levels	On going	On going	On going	On going		

Task 5: Study Abroad Program								
5.1	Orientation of LOTUS students (2011 intake) to Study Abroad Program	LOTUS students are aware of the Study Abroad opportunity and eligibility criteria					3/2013 -	Accomplished
5.2	Application, review and selection of LOTUS students for Study Abroad Program	Maximum travel dates determined for each LOTUS student; Application, review and selection conducted on rolling basis based on max. travel dates; IIE works with partner universities on required courses and transfer of credits					On going	On going
5.3	Placement of eligible LOTUS students at U.S. universities by IIE NY Placement Office	LOTUS students are placed at U.S. universities on rolling basis based on max. travel dates; Courses are selected based on requirements of partner universities; U.S. university cost share is obtained					On going	On going
5.4	Study Abroad logistics	All logistics necessary to LOTUS student travel to U.S. are undertaken including visa and Trainet entry, travel arrangements, insurance, etc.					On going	On going
5.5	Pre-departure Orientation for LOTUS students who will travel to the U.S.	Pre-departure orientations are held for LOTUS students prior to travel					1/2013 -	Accomplished
5.6	IIE/New York welcome and orientation of LOTUS study abroad students and introductions to hosting universities	IIE NY Placement Office orients LOTUS study abroad students and introduces them to hosting universities					2/2013 -	Accomplished
5.7	Monitoring of Study Abroad Program and issues	IIE NY Placement Office routinely monitors LOTUS study abroad students					2/2013 - ongoing	Accomplished and ongoing
5.8	Re-entry and Debrief activities for Study Abroad participants	Re-entry and debrief activities are held for students upon their return to Egypt; Returnees are involved in activities for future study abroad students					2/2013 -	Not accomplished
Task 6: Career Development								
6.1	Develop NM-led Career Development component	NM components are developed/customized					Ongoing	Ongoing
6.2	Career counseling sessions	Career counseling sessions are held with each student					2/2013 - on going	FY2013 / Q4
6.3	Student career self-assessment activities	LOTUS students participate in self-assessment and career counseling sessions in FY2013 and FY 2015					3/2013 -	FY2013 / Q4
6.4	Coordinate intern and workplace activities	Internships are sourced for LOTUS students					4/2013 - ongoing	FY2013 / Q4
6.5	Career mentoring activities	NM volunteers mentor LOTUS students starting in FY2013 and beyond					3/2013 - ongoing	FY2013 / Q4
Task 7: Leadership Capacity Building for Universities								
7.1	Deliver Strategic Leadership Seminar #1 to one remaining LOTUS partner university	Seminar #1 is held at FUE on Strategic Leadership	FY2013 / Q2	Accomplished				
7.2	Design and develop up to five university capacity building sessions for LOTUS partner universities	Seminars are developed on topics and issues of importance to the LOTUS partner universities based on each universities needs	On going	On going				
7.3	Deliver Strategic Leadership Seminar #2 to LOTUS partner universities	Seminar #2 is delivered at five partner universities	3/2013 -	FY2013 / Q4				
7.4	Deliver Strategic Leadership Seminar #3 to LOTUS partner universities							
7.5	Deliver Strategic Leadership Seminar #4 to LOTUS partner universities							
7.6	Deliver Strategic Leadership Seminar #5 to LOTUS partner universities							
7.7	Deliver Strategic Leadership Seminar #6 to LOTUS partner universities							
7.8	Invite university leaders to participate in Leadership in Action and other LOTUS activities		On going	On going				
Task 8: Communications, Monitoring and Evaluation								
8.1	Website design/launch and updating	LOTUS Program website is updated to keep stakeholders informed					On going	On going
8.2	Set-up and maintain collaborative communication and survey tools	Survey tools are developed and implemented to gather student feedback and program evaluation data					On going	On going
8.3	Revise M&E Matrix	M&E Matrix revised to capture program modifications and realities					1/2013 -	Accomplished
8.4	Identify the control group of students and plan for annual assessments	Control group is established with representation of each governorate to evaluate impact of LOTUS Program on LOTUS students	2/2013 and on going	Accomplished and on going				
8.5	Submit Quarterly and Annual Reports						4/30/2013	5/14/2013
8.6	Develop LOTUS highlights and PR documents	LOTUS student success and impact stories and achievements will be collected and documented					On going	On going

## Academic Performance Fall 2012:

The majority of the LOTUS students performed very well academically during the fall 2012 semester with 9 students earning GPAs of 4.0. The breakdown student GPAs for the fall 2012 semester is as follows:

- 9 students earned GPAs of 4.00
- 46 students earned GPAs of 3.50 - 3.99
- 42 students earned GPAs of 3.00 – 3.49
- 27 students earned GPAs of 2.50 – 2.99
- 12 students earned GPAs of 2.00 – 2.49
- 1 student withdrew from this semester (*illness*)
- 12 students earned GPAs less than 2.00 and are on academic probation according to the terms and conditions of the Scholarship and some of them are also on probation in their universities where the GPAs are calculated cumulatively. All students on academic probation are being monitored and advised accordingly.



Regarding students on academic probation, IIE takes several measures to support them and get them back on track academically. The first measure is requiring students on probation to fill out a written questionnaire to identify any challenges or problems they are facing that have impacted academic performance. The questions encourages students reflect on why they are on academic probation and to come up with solutions for how they can do better in the future. The second measure taken is a meeting with each student to review his/her answers on the questionnaire and discuss in more depth challenges and solutions. In the event that a students in on academic probation for the second time, s/he is required to fill the questionnaire out again followed by a meeting with the students and his/her parents during which the problems are discussed in detail and both student and parent are reminded of the commitment to academic excellence as a requirement in the terms and conditions of the scholarship. In the event that a student is on probation for the third time an Academic Probation Warning will be signed by the student and parent to make sure that all parties understand the seriousness of student’s situation and that failure to perform academically will result in termination of the scholarship. IIE is in regular contact and coordination with the University Coordinators to monitor students’ progress and to map out academic plans to help ensure that students are able to graduate on schedule time or with minimal extra semesters by taking summer courses or overloads when feasible and manageable for the students.

## **Supplemental English Opportunities for Cohort 2 Students**

During this quarter, Supplemental English Language courses began on January 27, 2013 with the enrollment of 31 students from Cohort 2 with ITP scores below 550. The courses have been tailored by

the American University in Cairo School of Continuing Education. Each student will participate in four 30-hour sessions for a total of 120 hours which will be conclude in June 2013. Students were divided into levels or groups as follows:

University	No. of Students	Levels
MSA	10	2 levels
ACU	8	1 level
FUE	13	2 levels
<b>Total</b>	<b>31</b>	

The sessions are scheduled as follows:

		ACU	FUE	MSA
SESSION 1	Dates	January 27 <sup>th</sup> to January 31 <sup>st</sup> 2013	January 27 <sup>th</sup> to January 31 <sup>st</sup> 2013	January 27 <sup>th</sup> to January 31 <sup>st</sup> 2013
	Days	Sunday to Thursday	Sunday to Thursday	Sunday to Thursday
	Time	9:00 am to 4:00 pm	9:00 am to 4:00 pm	9:00 am to 4:00 pm
SESSION 2	Dates	February 17 <sup>th</sup> to March 23 <sup>rd</sup> , 2013	February 17 <sup>th</sup> to March 14 <sup>th</sup> , + March 31 <sup>st</sup> to April 4 <sup>th</sup> 2013	February 17 <sup>th</sup> to March 23 <sup>rd</sup> , 2013 + One extra session on April 12.
	Days	Saturdays	Mondays and Thursdays	Fridays
	Time	9:00 am – 4:00 pm	5:00 to 8:15 pm	9:00 am to 5:00 pm

		ACU	FUE	MSA
SESSION 3	Dates	April 19 – April 27; May 11 – May 25	April 6 <sup>th</sup> to May 11 <sup>th</sup> , 2013	April 19 – May 17 <sup>th</sup> , 2013
	Days	Saturdays	Saturdays	Fridays
	Time	9:00 am – 4:00 pm	9:00 am – 4:00 pm	9:00 am to 5:00 pm
SESSION 4	Dates	June 23 <sup>rd</sup> to June 27 <sup>th</sup> , 2013	June 16 <sup>th</sup> to June 20 <sup>th</sup> , 2013	June 23 <sup>rd</sup> – 27 <sup>th</sup> , 2013
	Days	Sunday to Thursday	Sunday to Thursday	Sunday to Thursday
	Time	9:00 am to 4:00 pm	9:00 am to 4:00 pm	9:00 – 4:00 pm

As of the end of the reporting quarter, the instructors have indicated that the majority of students have seen great progress in all four language skills and in self-study practice with material assigned. IIE is pleased with the progress students are making particularly in light of the time constraints presented in the students’ busy schedules which would not allow them any chance to go space out their workload long study hours and their actual work at their own universities. In this respect, students have been very vocal about the challenges of participating in Supplemental English concurrent with their intense university schedules and assignments. Some have been unable to keep up and deliver their written assignments on time. IIE has worked with students and AUC to ensure that class times are as convenient as possible and is holding most classes on weekends rather than during the week.

### University Capacity Building Program

The LOTUS Program supports the delivery of a seminar series of up to six one-day seminars on leadership and other topics of strategic importance to LOTUS partner universities. IIE conducted the first seminar in the series on “Strategic Leadership” on February 14, 2013 at the Future University in Egypt (FUE). The seminar was attended by 33 administration personnel and professors.

The session was facilitated by George Marquis, Senior Instructor, Department of Rhetoric and Composition at the American University in Cairo. Mr. Marquis has served as a consultant to IIE consultant delivering a variety of IIE training programs on leadership, cross-cultural understanding, communications, and management themes.

A comprehensive report on the first seminar of the University Capacity Building Program can be found in Annex 1 of this report.

### Study in the U.S. Opportunities

**Study in the U.S. Application Cycle 3:** During this quarter, IIE launched the third application cycle for the Study in the U.S. component. Students who are eligible and interested in studying abroad during the spring, summer and fall 2014 term are currently in the process of applying. Application review, interviews, and selection will take place in FY2013, Quarter 3. During the next quarter, iBT course test preparation will be conducted for the students who are short listed for the opportunities. It should be

noted the final status of short listed candidates will be determined after they sit for the iBT TOEFL exam in FY2013, Quarter 4.

**Study in the U.S. Placements:** IIE/Cairo has coordinated with IIE/NY on placements during this quarter for students who will spend the summer or fall 2013 terms in the U.S. IIE will detail the placements in the FY2013, Quarter 3 report.

**Re-entry Workshops:** During this quarter, a re-entry workshop was scheduled to be held for three students who have returned from summer and fall 2012 Study in the U.S. opportunities. IIE was unable to find a suitable time for the three students and the consultant who runs the workshop. The workshop will take place in May 2013 and be attended by the following students:

**ACU Quality Assurance:**

Based on USAID's request, an assessment of the quality of three programs at Al Ahram Canadian University is being conducted. The scope of the assessment and status are as follows:

**FY2013, Quarter 2 accomplished tasks:**

- IIE developed and administered a survey to the LOTUS students studying Business, Computer Science, and Mass Communications at ACU.
- IIE received completed surveys from said students
- IIE conducted focus group meetings with students to discuss in detail the issues/concerns that they have with their academic programs at ACU
- IIE collected the list of courses required for graduation in these three fields of specializations from ACU and the other partner universities offering these specializations
- IIE identified sample courses that each university offering these three fields of specialization have in common and requested and obtained course descriptions/syllabi as follows: one course in Business, one course in Mass Communications, and two courses in Computer Science
- IIE investigated informally the willingness of other partner universities to accept transfer students should the need arise
- IIE identified a consultant with experience in academic program assessment and evaluation to review all of the above documentation
- IIE provided the consultant with the above documentation to review
- IIE and the consultant met to discuss next steps, needs for additional documentation, etc.
- The consultant sent IIE a request for additional documentation such as samples of student portfolios (to be sourced from students) and grading rubrics (to be sourced from ACU)
- IIE requested the above additional documentation from ACU

**FY2013, Quarter 3 scope and timeframe:**

- ACU should submit additional documentation requested by IIE
- Should ACU provide the requested documentation, the consultant will review and include in findings report – mid-April

- IIE and consultant will meet with ACU president to discuss findings and request additional information as needed – early-May
- The consultant will submit to IIE findings and recommendation and IIE will determine the best plan of action based on the findings and recommendations in the consultant's report and on the receptiveness of the university and/or potential for improvement if possible – mid-May
- IIE will investigate formally the possibility of other partner universities accepting transfer students if determined that this is necessary – on-going
- IIE will advise USAID of findings, recommendations, options, and decision and take any necessary actions – late-May

### **Leadership in Action Component:**

During FY2013, Quarter 2, IIE faced a variety of implementation challenges with the Leadership in Action Program as a result of fluctuating university mid-term schedules, Annual Workshop meetings and challenges, administrative and reporting issues with Nahdet Mahrousa, and the Supplemental English schedule for Cohort 2 students.

**Nahdet El Mahrousa Activities:** NM activities were temporarily put on hold in FY2013, Quarter 2 as a result of some contractual related issues that needed to be worked through with NM. IIE/Cairo engaged colleagues in the IIE Grants and Contracts division in DC to work with NM to better understand NM's allocation methods and to provide guidance on reporting requirements and USG flow down clauses and provisions. IIE was able to work through the issues with NM and NM activities will resume in FY2013, Quarter 3.

### **Challenges for implementation of Leadership in Action activities in FY2013, Quarter 2:**

- Fluctuating dates for start of spring semester and mid-term exams
- Hold on Nahdet Mahrousa activities while working through contractual issues
- 3 of the 5 universities have classes on Saturdays, which limits the days on which we can hold sessions
- Supplemental English courses for Cohort 2 students were held during mid-year break and on weekday evenings/weekends, which further limited the options for days when all students at a given university are available to attend sessions
- MSA and PUA have imposed new restrictions on late-afternoon/evening and weekend use of facilities. PUA and MSA do not allow us to use their facilities during the week after 3:00/4:00 p.m. which makes evening sessions impossible. PUA prefers that we do not hold sessions on Fridays but we have pushed back on this as students have Saturday classes, which would mean it is impossible to hold any sessions at PUA.
- Student-led Annual Workshop planning, monitoring, advising, and review consumed the months of February and March

The following sessions/meetings were held during FY2013, Quarter 2:

Topic of Session	Trainer/Guest Speaker	Date	Students	# Attending	Venue	Type of Session (per M&E Matrix)
Annual Workshop Meeting with Chairs and Heads	IIE Staff	January 2, 2013		2	IIE	Specialized Sessions & Meetings for Specific Purposes
Annual Workshop Meeting with Chairs and Heads	IIE Staff	January 10, 2013		5	IIE	Specialized Sessions & Meetings for Specific Purposes
Skype Meeting with Annual Workshop Chairs	IIE Staff	January 20, 2013		2	NA	Specialized Sessions & Meetings for Specific Purposes
Feedback Session for Annual Workshop Chairs	IIE Staff	January 23, 2013		3	IIE	Specialized Sessions & Meetings for Specific Purposes
Annual Workshop Meeting with PR/Fundraising Committee	IIE Staff	February 11, 2013		1	IIE	Specialized Sessions & Meetings for Specific Purposes
Feedback Session for Annual Workshop Chairs	IIE Staff	February 11, 2013		7	IIE	Specialized Sessions & Meetings for Specific Purposes
Annual Workshop Meeting with PR/FR Committee	IIE Staff	February 14, 2013		2	IIE	Specialized Sessions & Meetings for Specific Purposes
Team Building Retreat	IIE Staff	February 23, 2013	Cohorts 1 and 2	140	Felfela and Dream park	Specialized Sessions & Meetings for Specific Purposes
Annual Workshop Meeting with all organizers	IIE Staff	March 8, 2013	Select Cohort 1 and 2 students	26	IIE	Specialized Sessions & Meetings for Specific Purposes
Student Council Meeting	IIE Staff	March 8, 2013	Select cohort 1 and 2 students	10	IIE	Specialized Sessions & Meetings for Specific Purposes

### Anticipated challenges for implementation of Leadership in Action activities in FY2013, Quarter 3:

- Fluctuating dates and diverse schedules for final exams
- Sham El Nessim and Coptic Holidays
- Study abroad interviews Cycle 3 (one week)
- iBT TOEFL test prep for the students short-listed for study abroad in June
- Minimal days available for sessions as a result of students having classes on Saturdays, students in Supplemental English courses, restrictions on use of facilities, holidays, and month-long final exam revision and exams

IIE will make up as many of the sessions that were scheduled during this quarter in the following quarter as possible and the remainder will be held at the start of next academic year.

IIE is working diligently with Nahdet Mahrousa and the partner universities to find solutions to the scheduling challenges that are faced each semester. Among the potential solutions to-date are the following:

- Schedule multiple-day sessions at universities following final exams before students go home for winter/summer breaks
- Schedule multiple-day sessions at universities just before students are schedule to return to university at the start of semesters
- Hold sessions in late-afternoon or evenings at the universities that allow us to use their facilities after hours
- Hold sessions at IIE if the universities do not allow use of facilities after hours

IIE will continue to work on solutions and keep USAID informed should there be a need to revise or realign targets for the Leadership in Action program.

## **Student-led Annual Workshop 2013**

The Student-led Annual Workshops are opportunities for LOTUS students to explore topics of importance to Egypt's development and youth. Students are responsible for the conceptualization, planning, organization, and implementation of the workshops. Through their active participation, students gain valuable experience in event preparation, planning, and implementation, as well as in time management, problem solving, and teamwork. The workshop planning and implementation process is intended to foster an environment of collegiality and teamwork through which the students form networks with each other, with their peers in their universities, and with other participants so that together they can be a force for change and impact Egypt positively.

This year the organizing team for the Annual Workshop is comprised of 39 students who formed four committees: public relations, media, logistics, and monitoring and evaluation. Through a voting process,

the students chose self-discovery as the theme for this year's workshop. According to the organizers, the workshop's vision is to: "Achieve sustainable self-discovery for Egyptian youth with the maximum value added to the organizers and society".

The students are passionate about making a difference in other Egyptian youth's lives by inspiring them the same way LOTUS Leadership in Action Program has impacted them. As student leaders, they have a sense of responsibility to share the knowledge they have gained through LOTUS with others in order to start making a difference in their communities. As a result, they proposed an innovative idea for this year in addition to the Annual Workshop: a three-day/two-night self-discovery camp for non-LOTUS students to take place prior to the Workshop. The camp would enable the students to make a difference in society, lead participants to discover themselves, and create an opportunity for LOTUS students to engage in community development. The organizers and participants would then share their stories and experience gained during the camp at the workshop.

The idea behind the camp is similar to the Ripple Effect, one of the concepts we have discussed with the students in the Leadership in Action sessions. According to the Leadership author John Heider, everyone in life has an impact on others and on their community. This impact ripples through the community and then eventually through the world through the ripple effect. LOTUS students want to create a ripple effect in Egypt by impacting other young Egyptians.

IIE was impressed with the students' enthusiasm and ambition, but had concerns about their ability to plan and implement two large back-to-back activities on top of all of their other university responsibilities. That said, we supported their idea and, in turn, requested USAID's approval for the camp, which the AOTR granted. When informing the students of the approval, we cautioned them about allocating their time, energy, and resources wisely between the camp and the Workshop.

IIE's philosophy with the Annual Workshop is that it needs to truly be a "student-led" activity in order for the students to gain skills that will be critical for their success later in life, specifically time management, planning, budgeting, and team work. At the same time, we are aware that students may not have had experience organizing such activities and they need assistance. IIE staff members work with the organizing team provide them with tools that will help them during the process. Staff intervene only at the students' request and take a very developmental approach by asking questions rather than providing answers, facilitating reflection and problem-solving sessions/meetings, and requiring deliverables that will help keep them on track. It is important to note that this is as challenging for staff as it is for the students in that it would be much easier for the staff - who are very experienced in planning and implementing events - to tell the students exactly what to do to solve problems or to step in and take over the Workshop. We believe that the lessons learned along the way are equally if not more important than the actual event and that by empowering the students to do it themselves, even if they stumble or fall down, they will learn and grow.

The students faced a variety of challenges in the planning phase that they struggled to overcome specifically poor communication and time management, which prevented them from being able to meet

important deadlines for deliverables. It became increasingly obvious to us that they would not be able to hold the camp and the Workshop on the original dates that they had identified (February 28 - March 2, and March 16 respectively). As a result, we presented them with a reality check and provided them with options for possible solutions for them to choose from. They consequently decided to postpone the camp for a week but keep the workshop as scheduled. We still felt that it was very unlikely that they would be able to pull everything together and hold the events as planned because they had not resolved the inter-personal and planning challenges that they were experiencing. We continued to advise them through facilitated feedback and planning sessions to try and help them overcome their challenges but unfortunately they were unable to do so in time to hold the events as hoped.

In response, we organized a meeting for the organizers to attend at IIE in order to help them reflect on what led to the current situation, what worked well, and what they could have done differently. It was a very productive meeting, which produced very honest discussions and reflections that are necessary in order for them to be able to move forward and plan successful events in the future.

The camp and Workshop are now planned for mid to late-September depending on university start dates. During the next two quarters, IIE staff will continue working closely with the students to ensure that they have the tools and support that they need in order to successfully implement the activities.

### **Team Building Retreat**

LOTUS students from all five partner universities were brought together for one-day team building retreat that provided an opportunity for Cohort 1 and 2 students to interact in a positive atmosphere. The event was comprised of two parts – the first was a breakfast meeting at Felfela Village in Giza and the second was an afternoon at Dream Park to enable students to get to know each other in a non-university environment and to celebrate a successful fall semester and the start of the spring semester. The students had been requesting a “fun” day for over two years that would let them get to know each other in a non-structured way. Students were very stressed after exams and many were experiencing challenges as a result of the work on the Annual Workshop (see above). The IIE staff announced the trip at the end of the breakfast and they were VERY surprised. The students described the retreat as a great chance to enhance their relationships as members of the LOTUS community.

During the morning session, IIE informed the students of changes in the Leadership in Action policy based on some observations and a need to encourage them to be more responsible for their actions and participation. The modified policy was sent to them by email and their feedback was welcomed. Further explanations and discussions on the LIA policy will be delivered at each university during upcoming sessions.

Students were informed prior to the retreat that elections for the LOTUS Student Council would take place at the retreat. Students nominated themselves and gave short speeches after which, students from each university voted for two students who will assume the responsibility of liaising between their peers and IIE (see below).

The retreat was attended by 140 of the 150 LOTUS students. Of the ten students who did not attend the retreat, five were in the U.S. on study abroad and the other five were ill or had extra-curricular activities or family commitments. One of the PUA students drew a picture of the five students in the U.S. so that they would be “present” with them at the retreat, which reflected a very positive spirit of the LOTUS community.

The majority of students commented that they want more retreats or more gatherings with all LOTUS students. Based on this feedback, we will make an effort to hold one retreat or gathering each semester. The third retreat for this academic year will be held in FY2014, Quarter 1 and will be comprised of a series of experiential learning and reflection activities.

## LOTUS Student Council

A new initiative that IIE offered based on conversations and suggestions from students is the formation of a LOTUS Student Council made up of representatives from all five universities that will meet once a month with IIE. 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 one hand and build trust and democratic atmosphere between the LOTUS students and IIE staff.

The Council will consist of one female and one male student (with the exception of PUA who will have two males) from each university who will be elected by their peers. Students who are interested in representing their university on the Council will nominate themselves and their peers will vote select the representatives. Student Council members will change each semester in order to give more students the opportunity to serve on the Council.

The students who were interested in nominating themselves for the spring semester Student Council delivered two-minute speeches at the retreat focusing on why they are interested in the responsibility and why people should vote for them. Students from each university then voted at the retreat and the results were announced with the names of the Council members.

The main purpose of the Student Council is to give the students a voice. It will be a channel of communication between the students and IIE who will be aware of the status of the students, what challenges or concerns do they have, what ideas they have, success stories, suggestions, etc. IIE will also share news and announcements with the members of the Council which they will be expected to share with the students. Points discussed in the meetings will basically be up to the meeting agendas prepared by the students. We hope that through the meetings we can identify ways to make the LOTUS community stronger.

The first introductory meeting for the Student Council took place at the IIE office on March 8 where the students discussed their ideas and their plans they wish to pursue through the Council.

## **FY 2013, Quarter 2 General Activities**

In addition to the activities identified in the table above, the following activities and accomplishments took place in FY 2013, Quarter 2:

### **Budgets Realignments and modifications:**

- IIE continued to work on the realignment of the Cohort 1 and Cohort 2 budgets based on actual costs and future projections and intended to submit them to USAID for review and approval in this quarter. In light of discussion on the possibility of a Cohort 3, IIE determined that it would be best to hold off on the submission until the Cohort 3 budget was developed in order to look closely at standardization and equity of costs, activities, and staffing across all three budgets levels.
- IIE is continuing a review of any programmatic and fiscal issues that could require modifications to the award. IIE will work collaboratively with USAID to draft language for any/all necessary modifications once the realigned budgets are completed.
- IIE will submit Cohort 1 and 2 budgets and narrative modification language to USAID for review by June 15, 2013.

**Potential Cohort 3:** IIE was involved in a variety of discussions this quarter with USAID on the possibility of a third cohort of LOTUS students.

### **Activities/tasks moved to FY 2013, Quarter 4:**

Career Counseling sessions and student career self-assessment activities will be moved to FY 2013, Quarters 3 and 4 as a result of the temporary hold on NM activities that took place during this reporting quarter.

## Reporting and M&E

### **Community Service Survey**

As part of its M&E plan, IIE has measured community service involvement of LOTUS students along with other things like extracurricular activities, internships, their self-confidence and independence before and after LOTUS and their professional and personal goals they want to pursue. Community service is one of the focus areas of the online survey that was developed in FY2013, Quarter 1. The survey contained two sections that required students to provide information about their community service activities as follows: (1) baseline information on the activities that students were involved in during the year before they joined the LOTUS Program and (2) activities that they were involved in during the period of October 1, 2011 – September 20, 2012. The second section indicated that LOTUS students are actively involved in a variety of community service volunteering in student organizations and community organizations both in Cairo or Alexandria and in their home governorates with the total number of hours volunteered being 14,485 hours. Many of the students assumed leadership roles in their community service and volunteering activities (70 leadership roles assumed by the students).

The Student Community Service Survey also provided information on students' learning and growth.

- **Self Confidence and independence:** The majority of the students 81.3% indicated that their level of confidence has increased dramatically which was supported by their sense of independence 94.6% and responsibility towards their own decisions and actions away from their families. While 17.9% remained somewhat confident and 9% not confident. In coming sessions, we will work individually and in groups with students who need assistance in identifying their interests and opportunities to enhance their levels of confidence and/or to identify the reasons behind their inability to gain confidence and trust in themselves.
  - Those who categorized themselves as more confident after LOTUS indicated that they gained this trust in their abilities because they felt immediately confident after being accepted in the scholarship. They also confirmed that this sense of being confident is increasing everyday with the autonomous life they are leading away from their families where most of their life decisions lay in their hands. Their exposure to real life responsibilities and challenges has contributed a lot to their sense of feeling independent and confident in a diversified culture. Living with new people and adapting to new life style have enabled LOTUS students to be more confident and accommodating to new cultures. They can voice out their opinions and present their views effectively and constructively.
  - Those who have indicated that there is no change in their self-confidence explained that this was due to their previous involvement in their communities and being responsible for their own lives as they were already away from their families for some reason or another. Yet they were more trusting to their capabilities based on the skills they have acquired during their learning process through LIA sessions.
- **Leadership in Action Sessions:** the survey required students to rank the LIA sessions according to the amount of information they gained and the skills they acquired which added to the

development of their characters. They ranked the team building retreats as the best since the amount of information and skills they acquired through these retreats are tremendous. Among the skills they have acquired, working in teams and how to be a good and effective leader. It is also supported by their sense of belonging as members in the LOTUS community. The values and wellness sessions supported the students to identify their strengths and weakness so they can plan better for their future. They were able also to identify their rights and responsibilities. The sessions on Academic Integrity, Research and Writing Study skills, time management and presentation skills were very essential as most of the students indicated due to its value and direct relation to their studies and how they manage their academic life. The students also benefited from the conflict resolution session, they have learned how to deal with different problems and how to deal with people with diversified cultures and ways of thinking. Also looking at the problems from different angles and how to explore substantial solutions and device plans accordingly.

- Not all the students have attended Misriyati, Big Picture and Innovations and Namaa yet, however, those who attended confirmed that they have gained a lot from the interactive sessions which made them identify and reflect more on their future based on the tremendous amount of information they have gained either through the sessions or through the field trips they have conducted all over Egypt. In the students' words "this kind of sessions were questioning the common sense of our lives, and asking why...which gives us the space to THINK & ANALYSE why we do what we do and why do we believe in this not that". The students gave the lowest ranking to the activities which do not include activities or the sessions they feel they want to get more information about or those that they perceive are the least beneficial to them.
- **Professional and personal goals after graduation:** the students were able to identify their goals either on the professional or on the personal levels. The most notable ones are rebuilding Egypt, pursue post graduate studies, serving the community through excelling in their professions, starting a business, to be the Minister of Health to improve health care in Egypt, to be announcer to spread out the work about LOTUS program and share the experience with as many people as possible to get the most out of it, one of the leading entrepreneurs in the whole world and start my own business. Among personal goals are; getting married and having kids, having a beautiful wife, own a home and a car, establish healthy relationships with my family, doing more charitable work, support children's rights, having a big house to host all my family inside, influencing people without intending to (becoming influential) and be captured in TIME magazine, supporting my family to make them happy, visit many countries around the world, contribute to the change of everything surrounding me, my community and the whole Egypt, having a center for human development and soft skills.
- **Study Abroad:** the students who undergone the study abroad experience identified the stereotypes they had about America and Americans before studying abroad. Among the stereotypes mentioned were that Americans are good at time management, open minded, civilized, professional, workaholics, hate Arabs, studying is challenging there, immoral, and high crime rate. But after the experience they mentioned the following about Americans: they are busy but still have quality time with their families; they accept others' differences and are easy going, honest, and upfront, they

have their own set of morals; and they won't admit being knowledgeable without being so. Most of them have confessed that they have learned not to have pre-conceived stereotypes about anything or anyone. They also learned that judging people will always lead the person nowhere and will distract from communicating with the reality of people and communicating might add to one's character through interaction. Most of the challenges they mentioned revolved around different study styles, communicating in English, living among people with different culture, and lack of activities.

### **LOTUS Community Facebook Page**

LOTUS community is a Facebook page that the students use to enhance their communication and share knowledge and opportunities that may come up within their areas of involvement. As such, an initiative has been started by some students to organize groups that will serve the community in different fields. MSA students led by Huda Ahmed started to form group that will visit the surrounding schools to transfer the knowledge they have acquired through the LIA sessions to schools students. The sessions they want to deliver are about self-discovery and vision, mission, dreams and how they can achieve them through goal setting. The main objectives of these sessions are motivating school students, identifying with them their goals, enhancing their problem solving techniques. They plan to implement the initiative through four sessions in five schools in 6<sup>th</sup> of October City. They intend to start with an introductory session, followed by a session about dreams, mission and vision and then sessions about self-discovery and a video about LOTUS. This initiative might face some difficulties due to restrictions on access to schools, still, we will continue encouraging LOTUS students to be innovative and productive in their communities. We will also work individually and in groups with students who need assistance in identifying their interests and opportunities in the future and will provide details about activities and initiatives in coming reports.

### **Control Group**

During this quarter, IIE worked on establishing a control group as a means of gauging the scholarship advancement as compared to students who were not given a similar educational opportunity. The control group is an evaluation group comprised of students who applied for the LOTUS Scholarships in 2011 and were either offered and declined scholarships or were on the alternate list of candidates in the event that scholarships became available. The purpose of the group is to provide IIE with information or data that will assist us in evaluating the impact of the LOTUS Scholarship Program on students who received scholarships. A questionnaire was created as an assessment tool and sent to this pool of candidates after contacting them and ensuring their consent to be part of this evaluation group. The filled questionnaire will be screened and further meetings will be organized for them at intervals throughout the project in order to have more in-depth discussions over different parts of their educational life. The results will be compared to the ones received through the community service survey that the LOTUS students answered in this reporting quarter to be able to measure the impact of LOTUS scholarship against those who are continuing their higher education at public universities in Egypt.

## Focus Group Discussions at the five partner universities

Five visits were paid to the five partner students where the newly hired Senior M&E Coordinator met with the students along with the Academic Program Manager to capture the most important highlights of their lives. Several group discussions have been conducted to assess how LOTUS students are benefiting from the support of the program and how LIA sessions have an added value to their path towards developing young leaders into successful, engaged and responsible citizens. The visits have yielded some feedback which was corresponding in a great part to the feedback they mentioned in the students' community survey; the following are some examples of their feedback as follows:

- The students shared that they feel they have experienced a positive change in their characters that was sensed by both families and friends in their home governorates. Many shared that they are more independent and more self-confident though some of them have indicated feeling less self-confident after LOTUS due to joining a larger community that they are still trying to adapt to. One student shared that in his small world before LOTUS, he was managing all his tools and resources and now he is still exploring and in the adaptation phase. The majority of students were all grateful for being part of LOTUS scholarship, not only for the academic part but for the skills they have acquired through the interaction with other students with all their diversity and through the LIA sessions which presented the doorsteps in their career ladder.
- There are some interpersonal problems between students in some universities which will be addressed and managed in a way to enhance their sense of belonging and to their LOTUS community through the LIA sessions and counseling sessions.
- Cohort 1 students who attended Namaa School for Sustainable Development were appreciative of this opportunity since it was the first time to have LOTUS students in one place sharing activities, stories and travelling to some governorates together. For them it was an excellent chance to discover new places and new opportunities that have not been identified before. Namaa was a unique opportunity for students to identify their weaknesses and work on them. It was also very informative on certain topics like Egypt's Budget and Economy. Nevertheless, some of them indicated that some of the sessions delivered through Namaa may have led to a sense of confusion among some students who were not prepared to deal with some of the topics brought within the course of their discussions especially during the reflection session. IIE will hold a planning session with Nahdet Mahrousa and Namaa staff to discuss some of these issues.
- Most of the students were active in community service and many of them assumed leadership roles within the services they provided in their communities and now they provide it in a larger scale in Cairo. Still there are big challenges for them to continue being active in their communities due to their busy schedules and their accommodations which in most cases are far from most of the chances of serving the community. One of the other challenges mentioned is that not all universities have diverse opportunities for the students to be involved in activities.

## **Conclusion:**

FY2013, Quarter 2 was a productive quarter. The majority of the students are excelling in their studies and are involving themselves to a greater extent in on-campus and off-campus extra-curricular and community activities. The LOTUS team is pleased with the performance of the students over the in the past semester. The students who are currently on probation will be monitored closely so as to enhance their academic performance. During this quarter students benefited from the team building retreat, opportunities to apply for study abroad, special sessions conducted with the workshop committees to guide them through the experience, and Supplemental English language opportunities. IIE also worked on documenting student experiences through the survey and focus group meetings.

FY2013, Quarter 3 is expected to be a very busy time as well with the continuation of LIA and NM sessions, Study in the U.S. application review, selection, interviews, the continuation of Supplemental English courses, and the start of career counseling, student self-assessments and mentoring activities which will continue through the next fiscal year.

# Annexes

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## Annex (1): A Comprehensive Report on Strategic Leadership Seminars for Partner Universities

### I. Introduction

LOTUS Scholarship Program supports the delivery of a seminar series of up to six one-day seminars on leadership and other topics of strategic importance to LOTUS partner universities. The first seminar in the series, Strategic Leadership, was delivered to senior level faculty and administrators at five universities: Modern Sciences and Arts University (MSA), Pharos University in Alexandria (PUA) British University in Egypt (BUE), Ahram Canadian (ACU) and Future University (FUE). The seminars were designed by the IIE MENA Regional Director, Elizabeth Khalifa, in partnership with one of IIE's principal trainers, George Marquis, a senior faculty member at the American University in Cairo. The first four iterations were delivered by Elizabeth Khalifa and George Marquis working as a team; George Marquis delivered the final iteration.

This report highlights the major achievements of the fifth iteration and captures feedback important to developing strategies for future collaboration with the LOTUS partner universities.

The primary goals of the strategic leadership seminar were to raise awareness and understanding of the concept of professional leadership among participants, and to offer a space for members of the university professional community and the institutions to discuss how they can be most effective in leadership roles.

### II. Audiences in Attendance

The training targeted senior level faculty and administrators of Future University 33 senior level faculty and administrators, including Deans and a former Provost, attended.

### III. Goals and Achievements

Table 1 lists the main activities and achievements of the workshop.

**Table 1**

Focus Area	Objectives	Goals	Outcomes
	<ul style="list-style-type: none"> <li>Identify participant expectations for the Strategic Leadership Seminar.</li> </ul>	<ul style="list-style-type: none"> <li>Expectations captured in written form.</li> </ul>	Achieved
Sharing Framework for Understanding Leadership	<ul style="list-style-type: none"> <li>Introduce the framework for understanding leadership: mission-based, values-based and results-based.</li> <li>Represent in a simplified form: "hands, hearts, and minds."</li> </ul>	<ul style="list-style-type: none"> <li>Framework articulated and visually represented with heuristic.</li> </ul>	Achieved
Vision and Mission in Organizations	<ul style="list-style-type: none"> <li>Show illustrative examples of vision and mission statements (American Cancer Society and Sesame Workshop and Carnegie Mellon University).</li> </ul>	<ul style="list-style-type: none"> <li>Impactful statements combining vision and mission analyzed.</li> </ul>	Achieved
	<ul style="list-style-type: none"> <li>Discuss why an institutional vision must be shared.</li> </ul>	<ul style="list-style-type: none"> <li>Participant feedback captured.</li> </ul>	Achieved
	<ul style="list-style-type: none"> <li>Identify shared characteristics of a strong vision.</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics articulated by participants and recorded.</li> </ul>	Achieved
	<ul style="list-style-type: none"> <li>Identify shared vision/mission at partner institutions</li> </ul>	<ul style="list-style-type: none"> <li>Participants' beliefs and shared attributes recorded.</li> </ul>	Achieved (see Table 2)
	<ul style="list-style-type: none"> <li>Facilitate a visioning activity to allow participants to imagine themselves three years in the future articulate this vision.</li> </ul>	<ul style="list-style-type: none"> <li>Participant feedback captured.</li> </ul>	Achieved
	<ul style="list-style-type: none"> <li>Collect participant input regarding what they would like more of and less of at their institutions</li> </ul>	<ul style="list-style-type: none"> <li>Participant shared characteristics articulated and recorded.</li> </ul>	Achieved (See Table 3)
	<ul style="list-style-type: none"> <li>Introduce values</li> </ul>	<ul style="list-style-type: none"> <li>Types of values listed and defined for participants.</li> </ul>	Achieved

<b>Matching Personal to Organizational Values</b>	<ul style="list-style-type: none"> <li>• Discuss the importance of values</li> </ul>	<ul style="list-style-type: none"> <li>• Participant attitudes captured.</li> </ul>	Achieved
	<ul style="list-style-type: none"> <li>• Show examples of institutional shared values (Coca Cola, Institute of International Education)</li> </ul>	<ul style="list-style-type: none"> <li>• Process of arriving at shared institutional values made clear to participants.</li> <li>• Importance of staff buy-in and ownership in process emphasized.</li> </ul>	Achieved
	<ul style="list-style-type: none"> <li>• Discuss the psychology of distinct personality types drawing on the work on Carl Jung, Isabel Myers, and Katherine Briggs.</li> </ul>	<ul style="list-style-type: none"> <li>• Context for activity and supporting research presented by IIE facilitators.</li> </ul>	Achieved
<b>Strategies for Working Together</b>	<ul style="list-style-type: none"> <li>• Introduce the Pace™ Palette, a simplified tool for identifying personality types based on the Myers-Briggs® Type Indicator (MBTI).</li> </ul>	<ul style="list-style-type: none"> <li>• Participants' dominant personality types identified.</li> </ul>	Achieved
	<ul style="list-style-type: none"> <li>• Group participants by personality type and ask them to present strategies for others to better work with them, based on their personality findings</li> </ul>	<ul style="list-style-type: none"> <li>• Greater awareness of preferred working styles identified.</li> </ul>	Achieved
	<ul style="list-style-type: none"> <li>• Participants generate a wish list of topics that will inform the design of future seminars</li> </ul>	<ul style="list-style-type: none"> <li>• List of topics generated.</li> </ul>	Achieved (See Table 4)
<b>Forming a Personal Purpose Statement</b>	<ul style="list-style-type: none"> <li>• Review authentic samples of university faculty personal purpose statements</li> <li>• Write personal purpose statements</li> </ul>	<ul style="list-style-type: none"> <li>• Personal purpose statements written and shared with peers.</li> </ul>	Achieved

**Table 2** shows the results of several facilitator-led activities that served to collect participant data regarding their perception of the vision and mission of their institution, and the values they believed were most shared by their faculty and staff. FUE is compared to several other institutions.

**Table 2**

	<b>How participants see the mission and vision of their institution</b>	<b>Most commonly shared work values</b>
<b>MSA</b>	<ul style="list-style-type: none"> <li>• maintain competitive standing</li> <li>• be recognized internationally</li> <li>• attract “different kind” of student</li> <li>• serve community</li> <li>• build institutional capacity</li> </ul>	<ul style="list-style-type: none"> <li>• commitment</li> <li>• development</li> <li>• achievement</li> <li>• integrity</li> <li>• collaboration</li> <li>• competence</li> <li>• learning</li> </ul>
<b>PUA</b>	<ul style="list-style-type: none"> <li>• meet the needs of the community</li> <li>• enable students to develop advanced knowledge and skills</li> <li>• produce students who provide leadership and service to their communities</li> <li>• integrate educational and research capabilities</li> </ul>	<ul style="list-style-type: none"> <li>• integrity</li> <li>• achievement</li> <li>• competence</li> <li>• collaboration</li> <li>• learning</li> </ul>
<b>BUE</b>	<ul style="list-style-type: none"> <li>• produce independent learners</li> <li>• produce employable students</li> <li>• produce students who serve country</li> <li>• be known as a research institution</li> <li>• provide a British education to students</li> </ul>	<ul style="list-style-type: none"> <li>• achievement</li> <li>• commitment</li> <li>• competence</li> <li>• collaboration</li> <li>• trust built on honesty and integrity</li> </ul>
<b>FUE</b>	<ul style="list-style-type: none"> <li>• emphasize creativity</li> <li>• enable students to develop advanced knowledge and skills</li> <li>• support academic freedom</li> <li>• produce students who provide leadership and service to their communities</li> <li>• integrate educational and research capabilities</li> </ul>	<ul style="list-style-type: none"> <li>• creativity</li> <li>• achievement</li> <li>• commitment</li> <li>• collaboration</li> <li>• responsibility</li> <li>• development</li> <li>• challenge</li> </ul>

**Table 3** shows the results of a facilitator-led activity to encourage participants to imagine themselves and their institutions three years into the future, and to discuss their hopes and expectations for themselves at that time.

**Table 3**

	<b>Would like to establish or enhance</b>	<b>Would like to decrease or diminish*</b>
<b>FUE</b>	<ul style="list-style-type: none"> <li>• strategic planning sessions</li> <li>• research initiatives</li> <li>• leadership implementation</li> <li>• evaluation</li> <li>• faculty collaboration</li> <li>• student leadership</li> <li>• communication</li> <li>• student motivation to learn</li> </ul>	<ul style="list-style-type: none"> <li>• civil strife</li> <li>• instability</li> <li>• traditional approaches to teaching and learning</li> </ul> <p>* the deteriorating political and economic situation post-revolution was foremost on the minds of the workshop attendees during this session</p>

#### **IV. Analysis of Seminars**

- FUE participants were engaged throughout all of the sessions. IIE received valuable feedback from the participants, which can serve to inform the design of future sessions.
- FUE is compared to three other universities below. While the four universities shared somewhat similar values, most commonly related to achievement, distinction, collaboration and working in an atmosphere of mutual trust, there were also some differences in visions and missions:
  - MSA – sees its vision as enhancing its ability to attract top-ranked local applicants; also sees itself as expanding its international network; mainly focused on strengthening its reputation
  - PUA – sees a role in building institutional capacity and committing itself to staff development. PUA is the most concerned of the three with enhancing teacher instructional methods; it seems more concerned with teacher training and less with student development, as evidenced by its statement of needs
  - BUE – sees its vision not as solely as being recognized for excellence locally but as bringing university in line with other British universities in terms of standards, research achievements and quality of student graduates. Is the most dissatisfied of the three universities with the current management style at its institution
  - FUE – sees its vision as creating leaders and prominent researchers who build off the traditions of a research-focused faculty.

**VI. Recommendations for Further Rounds**

**Table 4 Participant-Generated Topics**

<b>MSA</b>	<ul style="list-style-type: none"> <li>• Communication strategies</li> <li>• Planning strategies</li> <li>• Budgeting skills</li> </ul>
<b>PUA</b>	<ul style="list-style-type: none"> <li>• Professional development of Staff with a focus on instructional methodology</li> </ul>
<b>BUE</b>	<ul style="list-style-type: none"> <li>• Communication strategies and understanding styles</li> <li>• Developing empowerment and trust</li> <li>• Evaluation</li> <li>• Alignment Strategies: British vs. Egyptian</li> <li>• Independent learning</li> <li>• Setting the foundation for students to fit into the British education system so that it does not take them ages to accommodate.</li> <li>• How to link our vision to that of BUE's. What matrix, benchmark, evaluation of end result to use.</li> </ul>
<b>FUE</b>	<ul style="list-style-type: none"> <li>• Strategic Planning</li> <li>• Research Incentives or Ways to Establish Student-driven research</li> <li>• Communication strategies</li> <li>• Collaboration strategies</li> </ul>

## Annex (2) Student Testimonials

All the sessions that you offer for us really make a great difference in my life and in my way of thinking. In some sessions when I listen to the speakers they give me inspiration and give me the motivation to think in a positive way and in every time when I go back to my room. I keep thinking "What I could do to use and apply what I've learned in my life?" One of the most things that I always used is the "Life Zones" and how to move from the danger zone to the learning and then to the comfort one. Also that session in which learned how to arrange our priorities, this really made a difference in my life because I asked my-self "What are the important values in my life, why they are that important, what is the target, and then what are the least important ones". Now I do this usually and arrange my priorities in order to make a success in my life. There also some words still kept in my mind I use them.

For my academic life, I'm very thankful because actually one of my dreams is to be a pharmacist and LOTUS plays a great role helping me to do so. I still remember that time when I had the phone call telling me that I'm accepted in the scholarship at faculty of pharmacy it was the most amazing moment in my life. I want to say that sometimes I didn't study well and this affected my GPA for sure, but now I promise my-self to change the way in studying and do my best in order to achieve my dreams. I was faced with a lot of problems with my friends about the grades and studying but we were able to overcome of this. Now I'm responsible for my-self to do the best As much I can, because this opportunity does not compensate.

One of the most thing that make me happy is that LOTUS gives me the chance to live alone away from my family and be independent in my life and really it was amazing feeling as now I can do many things alone on my own without my parents' help. And the most thing that makes me feel proud is that I could do this because I remember that time when my parents said that I won't be able to live alone and they laughed at me, but now I did it and I feel proud of my-self.

Here I have a lot of friends from all over Egypt; this is really cool! Without LOTUS I couldn't have this opportunity. We are so different in everything, though, we live and love each other. I've learned a lot of things from that, how to accept people and love them and also learned how to say "Sorry" when I do something wrong, because in fact I was not well. Now I've changed a lot and my friends notice that. Yes, I've change because I want it and now I have a lot of friends whom I love them as if they were my second family and I can't stand one day without being together. LOTUS is really one family, and we promised our-selves that we will still friends for ever even after the end of the program.

I love my-self, my family and my community because of LOTUS. Thanks for everything you did for me. I really feel that I am a new one with a new personality, someone who thinks in a positive way and sees life in a happy way.

I had a class in Strategic Management; the lecture was about Culture as a new trend in determining strategy. My professor said that the top management should work hardly to share the organization values and artifacts. All what I remembered was LOTUS. Also she added that some workers in very good organizations be proud of it because of the culture, so we could hear an employee say I am "HSBCian". All what I remembered was LOTUS And all through the lecture I was thinking what a great work you did to make this culture shared among most of the LOTUS students. BravOoOoOo. Thaaaaank you :)

It's my internship, I am really happy with the work I am doing in the Interchange institute where I am interning. It's a great place to learn. I just wanted to thank you. Today is my 50th day in Boston and this experience has really been nothing but exceptional. In every way this experience forces you to grow up and reach the next version of yourself. Learning a lot about everything from academics inside the classrooms, quickly forming constructive arguments to discuss an idea in class, how to overcome poor expressions, to the social life, interacting with friends and presenting who you are that happens to be very different and finally learning about myself.

I feel a change because of this experience and if such programs exist to help students see other worlds, present their own and at least try to make them measure up to higher/different standards than the ones we have seen in our countries then this experience has accomplished something definitely so far. and As weird as It might seem I am still as excited as I have been when I first came I am still looking forward to everything in my second and last phase here and I will keep on doing my best to learn and to teach about Egypt

I just want to share my progress and success with you. First of all, I want to say thank you for everything that I have learned from you. In my town, I have made my first session "***the secret of success and dream bigger to become bigger***". The session made enormous success and a lot of schools want me to repeat it. The best situation that has happened, when I finished the session my friends said that "who are you? And how you did this session? And your skills deeply improved."..... I said that "**I'm Lotusian and proud** "

After each LIA session we take, I was giving a small presentation about it to some of my friends in my village and it has been about 6 months since our last session and they are asking me ... So I wanted you to know that I miss our leadership in action program and I miss talking with you :) You are one of those who give me much motivation in my life in general.

