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LOTUS 
SCHOLARSHIP PROGRAM

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

Quarterly Report

FY 2013, Quarter 3

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Executive Summary:

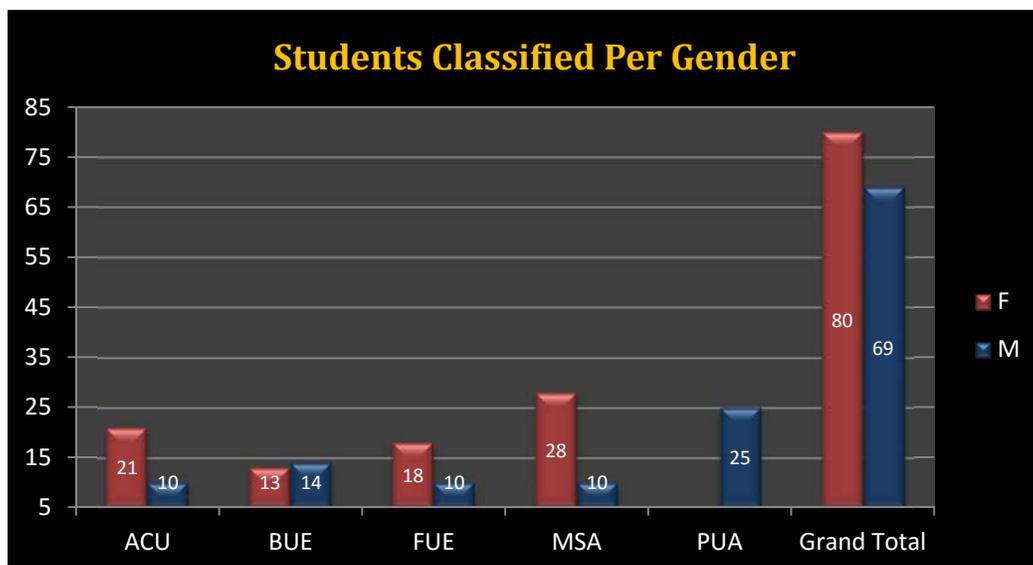
On May 4, 2010, IIE/Egypt was awarded the New Scholarship Program (renamed LOTUS Scholarship Program). The original award and a subsequent modification awarded in August 2011 provide funding for 150 scholarships. Two competitive, nationwide outreach, recruitment, and selection cycles (summer 2010 and summer 2011) resulted in 150 students being selected and joining LOTUS partner universities. Currently, 149 students are enrolled in academic programs.

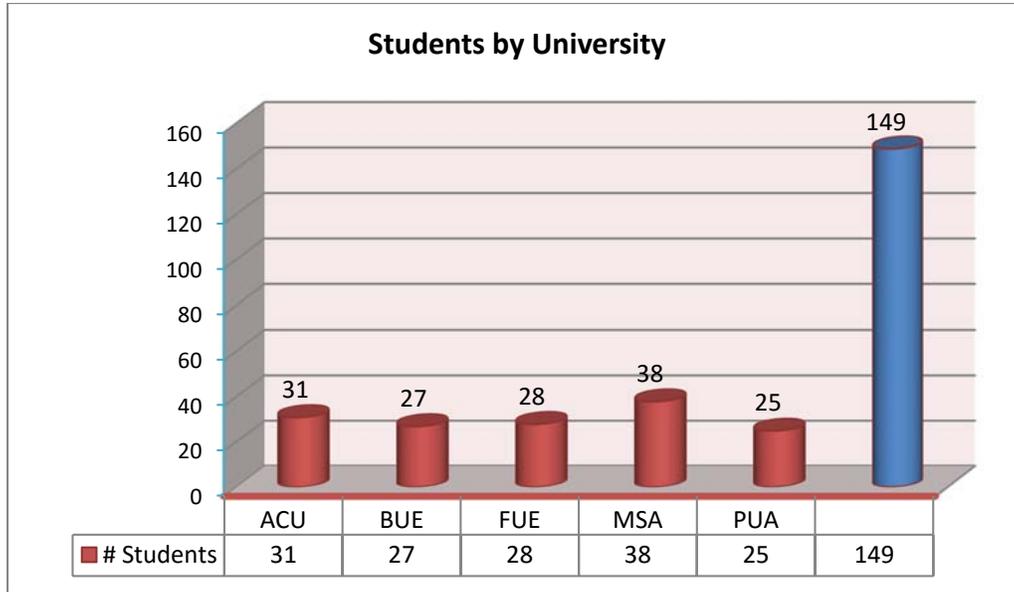
Profile of the 149 LOTUS students:

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	Assuit	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	Qaliyoubia	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	Behaira	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		21	

University Placements





LOTUS students had a busy quarter studying and sitting for their spring semester final exams. The students were also actively engaged in the Leadership and Action Sessions, Supplemental English Language courses (Cohort 2), the Annual Workshop, and a variety of extra-curricular activities. Most students are taking advantage of the many opportunities that are offered either through their universities or through their social circles. Many students have been offered internship opportunities for the summer in multinational companies, factories and banks.

During the reporting quarter, the following activities have taken place:

- Sessions 3 & 4 of the Supplemental English Language courses
- Special sessions for the Annual Student-led Workshop
- Leadership in Action Sessions
- Masriyati and Big Picture Sessions for ACU and PUA students
- Interviews and selection for the Study in the U.S. opportunities for 2014
- Pre-departure orientation sessions for students travelling to the U.S. in summer 2013
- Re-entry session for students who spent spring 2013 in the U.S.

During the last week of the quarter, the political and security situation deteriorated again. So far this has only impacted the program in a minor way. This issue will be addressed in the next Quarterly Report and on an as needed basis with USAID.

FY 2013, Quarter 3 Reporting against Annual Work Plan:

			Planned FY2013, Q3 Cohort 1	Status as of 06/30/12 Cohort 1	Planned FY2013, Q3 Cohort 2	Status as of 6/30/13 Cohort 2	Planned FY2013/ Q3 Both Cohorts	Status as of 06/30/13 Both Cohorts
Task 0: Program Start-up and Management								
0.1	Finalize and execute legal service agreements for Universities	University sub-grants are being retailored and finalized						
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						Accomplished
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						Accomplished
0.4	Realignment of Cohort 1 budget			Budget submitted and under review by USAID				
0.5	Program Modification for Cohort 1			Language submitted and under review by USAID				
0.6	Realignment of Cohort 2 budget					Budget submitted and under review by USAID		
0.7	Program Modification for Cohort 2					Language submitted and under review by USAID		
Task 1: LOTUS Scholarship Program Recruitment, Selection and Placement								
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						Accomplished
Task 2: LOTUS Scholar Academic and Personal Support								
2.1	Develop agreements and procedures with the five universities to host LOTUS students and pay university	Universities and coordinators are paid at regular intervals					On going	On going

			Planned FY2013, Q3 Cohort 1	Status as of 06/30/12 Cohort 1	Planned FY2013, Q3 Cohort 2	Status as of 6/30/13 Cohort 2	Planned FY2013/ Q3 Both Cohorts	Status as of 06/30/13 Both Cohorts
	coordinators							
2.2	LOTUS students are supported financially and materially to attend university	Allowances are paid bi-weekly (15 th and 30 th of each month when students are at university); 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					3	1
Task 3: Leadership in Action Program								
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 ElMahrousa 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 variety of themes including leadership concepts and fundamentals, values, communication skills, community service, etc. Team building retreats are held.					5	7
3.5	Specialized sessions and meetings for specific purposes	Sessions are delivered and meetings held for special projects, IBT test prep, etc.					8	5

			Planned FY2013, Q3 Cohort 1	Status as of 06/30/12 Cohort 1	Planned FY2013, Q3 Cohort 2	Status as of 6/30/13 Cohort 2	Planned FY2013/ Q3 Both Cohorts	Status as of 06/30/13 Both Cohorts
3.6	Leadership in Action Program sessions delivered by Nahdet ElMahrousa	NM components are scheduled, session customization is undertaken, and sessions are held including Misriyati Tolerance Workshops, Innovation and Big Picture Seminars, and Namaa Summer Program					6	5
3.7	Namaa Summer Program delivered by Nahdet ElMahrousa	NM and IIE schedule 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						
3.9	Coordinate community service learning activities	IIE works with students to ensure that they are engaged in community services					On going	On going
3.10	Annual Student-led Leadership Workshop	LOTUS students plan and conduct Annual Student-led Workshops					2/2013	FY2013, Q4
Task 4: English Language Support								
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						Planned FY2013, Q4
4.2	Assess LOTUS students' English language proficiency and develop action plans	Assessment of each students English language proficiency level has been conducted and action plans have been developed.						Accomplished
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						Planned FY2013, Q4
4.3	Provide supplemental English language programming	Students are enrolled in English courses at partner universities, English language public courses, and/or LOTUS supplemental English language courses based on	On going	On going	On going	On going	On going	Accomplished

			Planned FY2013, Q3 Cohort 1	Status as of 06/30/12 Cohort 1	Planned FY2013, Q3 Cohort 2	Status as of 6/30/13 Cohort 2	Planned FY2013/ Q3 Both Cohorts	Status as of 06/30/13 Both Cohorts
		proficiency levels						
Task 5: Study Abroad Program								
5.1	Orientation of LOTUS students (2011 intake) to Study Abroad Program	LOTUS students have received orientation on the Study Abroad opportunity and eligibility criteria						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					6/2013 -	Accomplished and on going
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					6 /2013 -	Accomplished and on going

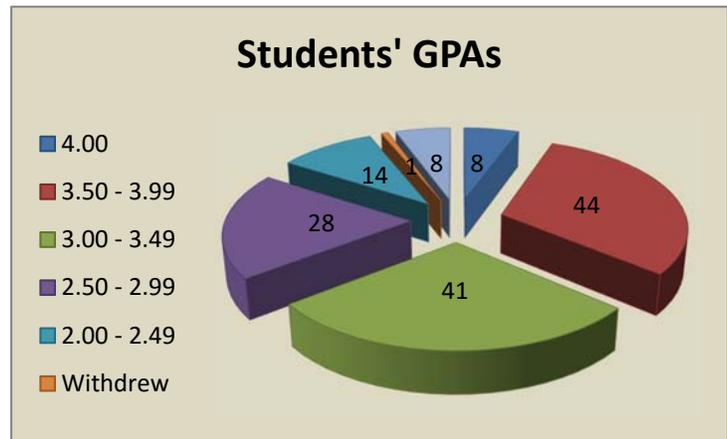
			Planned FY2013, Q3 Cohort 1	Status as of 06/30/12 Cohort 1	Planned FY2013, Q3 Cohort 2	Status as of 6/30/13 Cohort 2	Planned FY2013/ Q3 Both Cohorts	Status as of 06/30/13 Both Cohorts
5.7	Monitoring of Study Abroad Program and issues	IIE NY Placement Office routinely monitors LOTUS study abroad students					On going	Accomplished and on going
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					7 /2013 -	Accomplished
Task 6: Career Development								
6.1	Develop NM-led Career Development component	NM components are developed/customized					On going	On going
6.2	Career counseling sessions	Career counseling sessions are held with each student					On going	Planned 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 -	Planned FY2013 / Q4
6.4	Coordinate intern and workplace activities	Internships are sourced for LOTUS students					4/2013 – on going	On going
6.5	Career mentoring activities	NM volunteers mentor LOTUS students starting in FY2013 and beyond					3/2013 - ongoing	Planned FY2014 / Q4
Task 7: Leadership Capacity Building for Universities1								
7.1	Deliver Strategic Leadership Seminar #1 to one remaining LOTUS partner university	Seminar #1 is held at FUE on Strategic Leadership						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	6/2013	Planned FY2013, Q4 and FY2014, Q1				
7.4	Deliver Strategic Leadership Seminar #3 to LOTUS partner universities							

			Planned FY2013, Q3 Cohort 1	Status as of 06/30/12 Cohort 1	Planned FY2013, Q3 Cohort 2	Status as of 6/30/13 Cohort 2	Planned FY2013/ Q3 Both Cohorts	Status as of 06/30/13 Both Cohorts
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						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	On going	Accomplished and on going				
8.5	Submit Quarterly and Annual Reports						On going	On going
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 Spring 2013:

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~~ spring 2013 semester is as follows:

- 8 students earned GPAs of 4.00
- 44 students earned GPAs of 3.50 - 3.99
- 41 students earned GPAs of 3.00 – 3.49
- 28 students earned GPAs of 2.50 – 2.99
- 14 students earned GPAs of 2.00 – 2.49
- 1 student withdrew from this semester due to emotional stress.. She has rested during the spring and has confirmed that she is better and will resume her studies in the fall.
- 8 students earned GPAs less than 2.00 and are on academic probation according to the LOTUS Terms and Conditions 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.
- 5 students spent the spring semester in the U.S. and are waiting to receive their transcripts.



Supplemental English Opportunities for Cohort 2 Students

During this quarter, the final two sessions of the Supplemental English Language program were conducted for 31 students from Cohort 2 with ITP scores below 550. In total, the program consisted of four 30-hour sessions (120 hours) that took place between January 27 and June 27, 2013. The program was conducted by the American University in Cairo, Center for Continuing Education.

The AUC instructors indicated in their final assessment report that the majority of students achieved great progress in all four language skills and in self-study practice with materials assigned. Yet, the students' busy schedules, long study hours and their actual work at their own universities remained a constraint which did not allow them any chance to space out their workload. In this respect, some students were challenged to keep up and deliver their written assignments on time. IIE worked with students and AUC to ensure that class times were as convenient as possible and held most classes on weekends rather than during the week.

The instructors also indicated that that most of the students speaking skills have been improved and they feel more confident expressing themselves in English. Some of them practiced their English with their foreign friends and expressed their happiness for doing this. The students are more independent now and motivated to seek extra practice through asking the instructors to provide extra materials after

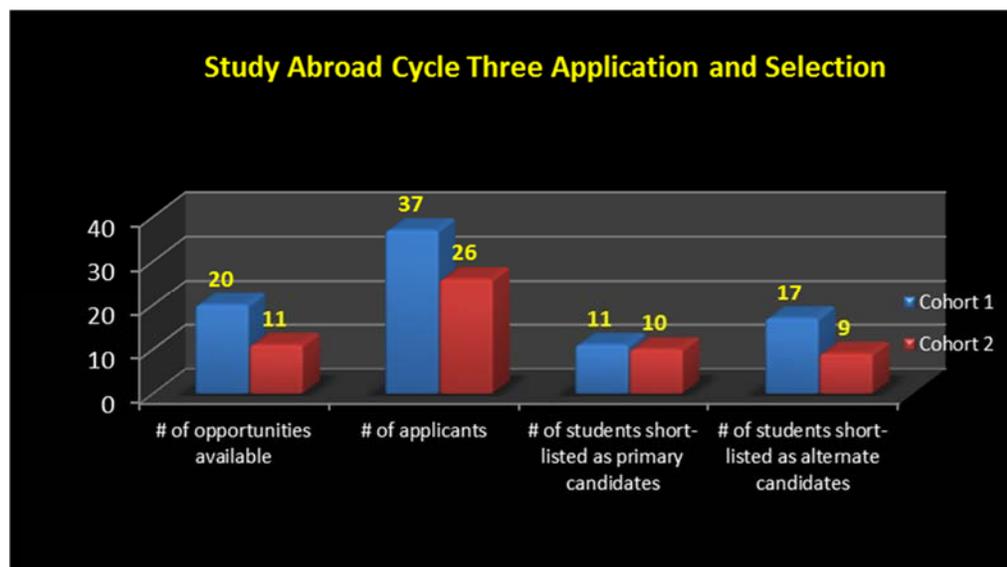
finishing all the materials presented during the class. The students' time management skills especially in the speaking component of the IBT practice test were substantially improved. However, there are some students who still need to work on their speaking, reading and writing skills and they have been guided on the steps that they should take to achieve their targets.

Intensive Summer English Program

IIE is working with BUE to implement the third Intensive Summer English Program in August. The number of students who will attend will be determined according to budget, English language proficiency levels, and student availability as some students will be taking summer courses, have internships, and/or be assigned to participate in the Namaa Summer Program. IIE will provide additional detail on the Intensive Summer English Program in the next QPR.

Study in the U.S. Opportunities

During the reporting quarter, IIE launched the third application cycle for 2014 Study in the U.S. opportunities. IIE received 63 applications. All students who applied were invited to be interviewed and to sit for an English language proficiency test. IIE used the MELICIT exam which has been used for other IIE programs to assess the English language proficiency of students applying to universities or colleges where the language of instruction is English, as well as to assess the general English language proficiency of professionals who need to use English in their work. Results from the MELICIT exam can give an indication of the range of scores students could obtain on the IBT exam. The MELICIT exam results provided IIE with an additional evaluation criterion that was very helpful in the short listing process. The following table summarizes the application and short listing outcomes.



- 63 students submitted applications (37 students from Cohort 1 and 26 students from Cohort 2) and applications were reviewed and students interviewed
- The results of the third application and selection cycle application and selection process resulted in 21 students being short-listed as primary candidates and 26 students are short-listed as alternate candidates for study abroad opportunities in spring, summer, and fall 2014.
- The number of opportunities available for the US study abroad is for 22 students, 20 students from cohort 1 and 11 students from cohort 2.

Primary candidates will be awarded opportunities should they obtain the requisite IBT score. Students who were short listed as alternate candidates rather than primary candidates due to one or more of the following reasons:

- Other candidates ranked higher (application, interview, and/or grades)
- Current cumulative GPA is below 2.5
- Score on English language exam indicated that proficiency may not be at the level required to be placed at a U.S. university

All students who were short listed as primary and alternate candidates will have the opportunity to attend a six-day IBT test preparation course offered by the American University in Cairo School for Continuing Education in July and to sit for the IBT exam in July/August. Once IIE receives all of the IBT results for short-listed primary and alternate candidates, we will determine which if any of the short-listed alternate candidates will be selected for the Study in the U.S. opportunity. The following factors will be taken into consideration in making decisions:

- The number of opportunities available (students will be competing against other alternate candidates for a limited number of opportunities)
- IBT scores (compared to other alternate candidates)
- Academic performance in the spring 2013 semester – (minimum GPA of 2.5 and compared to other alternate candidates)
- Application and interview scores (compared to alternate candidates)

Pre- Departure Orientation (PDO) Sessions:

During this quarter, three PDOs were conducted for the students who scheduled to spend summer terms in the U.S. The PDOs focused on orienting students on American cultural diversity, adjustment, and initial culture shock. IIE responsible staff walked them through the program and administrative guidelines that they should be following while in the U.S. They were also given the chance to express their expectations, fears and aspirations both verbally and in writing in a separate sheet which will be used in their re-entry to assess their experiences they have acquired. At the end of the sessions, the students were handed a Pre-Departure Orientation (PDO) Manual that includes guidelines, questions and answers, different situations and obstacles, measurements and temperature forecast chart.

Re-entry Workshops

During quarter 3, two re-entry sessions were conducted for the groups of students who returned from summer and fall 2012 and spring 2013 study in the U.S. opportunities. IIE was able to find a suitable time for both groups of students and the consultant who facilitates the session. The sessions took place on May 23, 2013 and June 20, 2013 at IIE premises and were attended by IIE staff keen to witness the progress of the students who passed through different stages of development. The sessions were facilitated by Dr. George Marquis with the participation of the following students:

The students in both sessions were appreciative of this opportunity where they were able to share their reflections and thoughts on this experience which they deemed as 'unique and beneficial' and impacted their life positively in so many different ways. The students were able to identify their stages of adaptation during and after the experience. The instructor explained the reentry worm to the students who were able to locate themselves around the curves of this worm. During the session, the students identified what has been difficult for them and recognized through the discussions that these challenges are common. They were also able to identify the stereotypes they have about American and were capable to understand the real picture behind it. Students also recognized shifts in their attitudes toward their home country and the host country as a result of the study abroad experience. The students at the end of the session confirmed that they will work on applying what they learned abroad and will spread the knowledge acquired among their peers and friends. Finally, the instructor wrapped up the session and the students evaluated the sessions as 88% and 98% respectively. *Please see Annex (1) for the Agenda ad Re-entry Sessions Report.*

Ahram Canadian University Quality Assurance

IIE contracted the services of Mr. George Marquis, Associate Dean of the AUC School of Humanities and Social Sciences, to conduct an assessment of three faculties at ACU as a result of issues raised by students placed in Business, Mass Communication, and Computer Science. Mr. Marquis drafted a report of findings and recommendations based on a comprehensive review of the following:

1. ACU student survey results and findings from a focus group meeting between ACU students and IIE representatives
2. Programs of study in three specializations/majors: Mass Communication, Economics/Business Administration and Computer Science at ACU, and also at the other four partner universities under the LOTUS umbrella
3. Syllabi for courses in each of the three specializations at ACU, and also at the other four partner universities under the LOTUS umbrella

Mr. Marquis came to the conclusion that there are no major concerns with program design in these faculties; however, there are concerns in the following areas:

1. Course Delivery/Pedagogy

There is no doubt that the majority of the faculty know their subject matter, as indicated by their qualifications; however, the analysis shows that many are not trained as teachers and therefore do not know the most effective ways to ensure student learning and skill acquisition. This is quite common at even the best universities in the world and the reason why many (MIT, for example) now require junior faculty to attend teacher training.

2. Reliance on Adjunct Faculty

There seems to be an over-reliance on adjunct faculty who would be unfamiliar with the mission of the university and have less incentive to invest in their own training as teachers since it would probably not be provided as a faculty benefit. Adjunct faculty are usually constrained by lack of office space, and are awarded second-class status at universities. They may also be carrying heavy teaching loads at several different universities at the same time, and therefore unable to devote the necessary time outside of class to their students.

3. Academic Oversight

This is the area of most concern. It is unclear whether there is systematic evaluation of faculty to determine the extent to which they are performing even to minimum standards. Policy adherence is an area of concern as is accountability. How are faculty evaluated and how often? What steps are in place to ensure accountability for adherence to academic and administrative policies?

4. Forum for Student Grievances

It is unclear what procedures are in place for students to address their grievances.

A meeting was conducted at ACU on May 16, 2013 to discuss the report findings, recommendations, and options, and to discuss any measures that can be taken. The meeting was attended by Carrie Johnson, Manal Shaheen, and Mr. Marquis and by ACU President, the Dean of the Business Faculty, and the LOTUS Coordinator. The meeting lasted for approximately an hour and a half and was extremely productive. Both the president and the dean were very receptive to both the report and to the subsequent discussion of the findings and recommendations. The president recognized that ACU does have some challenges in certain areas that were highlighted in the report and shared that they are working to address them. He thanked us for the report and said that it would be helpful to them as they work to address different issues. We requested that Dr. Farouk submit to us a written response to the report for our consideration.

We also discussed ways that IIE could work with the university on some of the issues that they have through the LOTUS University Capacity Building component, specifically in the areas listed below. IIE contracted Mr. Marquis to develop and deliver a six-day workshop with some of the below themes in 2012 to faculty members at PUA. The workshop, which was requested by PUA and contracted independent of LOTUS, was very well received. IIE believes that this type of professional development would be beneficial to ACU and would hopefully be the first step toward greater focus on professional development and assessment.

- Introducing active learning to large classes
- Refocusing the goal: learning rather than teaching
- Selling learning as a goal to exam-focused students
- Strengthening levels of student motivation for learning
- Relating course outcomes to assessment (will achieve previous bullet)
- Fostering more independence among students
- Catering to classes of students from varied levels of proficiency and ability

- Communicating with students as mentors and advisers

ACU sent IIE their response to the report findings and Mr. Marquis was asked to review the response and draft a final report accordingly. The final report has been received and is under review by IIE. In summary, ACU responded to some of the points in the original audit findings; however, Mr. Marquis felt that they did not provide adequate responses to other more critical findings particularly the four primary problems that were addressed in the conclusions of his original audit: poor pedagogically trained faculty (mainly part-time), low English language proficiency of faculty, lack of accountability resulting from poor management, and a lack of a risk free system for students to bring grievances to the attention of the administration. Given the discussions that took place in the meeting, it is clear that the university is aware that these problems exist but Mr. Marquis is concerned that the university leadership seems not to realize their importance to the health of ongoing operations at the university.

Mr. Marquis provided two possible courses of action: (1) move the students in these three faculties to other universities; or (2) keep the students at ACU and work with the university to improve the current situation. IIE's preference, if determined feasible, would be to work with the university and its administration on addressing and improving the points as part of the LOTUS Capacity Building Component.

IIE is reviewing the two options carefully and will provide USAID with a written recommendation and course of action by no later than August 7 that will take into consideration Mr. Marquis' findings and recommendations, the feasibility of each option, the impact of each option on the students, feedback from students on their experiences during the spring semester, regulations for transferring students, availability of majors at partner universities and their willingness to take additional students if necessary, and the outcome of additional follow-up discussions with ACU.

Leadership in Action Component:

In FY 2013, Quarter 3, IIE held the following **Leadership in Action and specialized sessions:**

Topic of Session	Trainer/Guest Speaker	Date	Students	# Attending	Venue	Type of Session (per M&E Matrix categories)
Introduction to Effective Leadership	IIE Staff	April 12, 2013	Cohorts 1 and 2 from FUE	21	FUE	LIA and Skills

Topic of Session	Trainer/Guest Speaker	Date	Students	# Attending	Venue	Type of Session (per M&E Matrix categories)
Workshop Meeting for chairs and heads (Strategic Planning)	IIE Staff	April 18, 2013	Cohorts 1 and 2	8	IIE	Specialized Session
Introduction to Effective Leadership	IIE Staff	April 19, 2013	Cohorts 1 and 2 from BUE	21	BUE	LIA and Skills
Communication Styles	IIE Staff	May 10, 2013	Cohorts 1 and 2 from PUE	24	PUA	LIA and Skills
Misriyati Day 1	Misriyati Staff	May 10, 2012	Cohorts 1 and 2 from ACU	29	ACU	NM Enrichment Sessions
Student Council Meeting	IIE Staff	May 11, 2012	Representatives of all Universities	8	IIE	Specialized Session
Discussion with Dr. Wadeed	Dr. Mohamed Wadeed	May 15, 2013	Cohorts 1 and 2 from ACU	14	ACU	LIA and Skills
Misriyati Day 2	Misriyati Staff	May 17, 2012	Cohorts 1 and 2 from ACU	24	ACU	NM Enrichment Sessions
Communication Styles	IIE Staff	May 21, 2013	Cohorts 1 and 2 from ACU	27	ACU	LIA and Skills
Communication Styles	IIE Staff	May 28, 2013	Cohorts 1 and 2 from BUE	20	BUE	LIA and Skills
Misriyati Day 1	Misriyati Staff	June 16, 2012	Cohorts 1 and 2 from PUA	24	PUA	NM Enrichment Sessions
Misriyati Day 2	Misriyati Staff	June 17, 2012	Cohorts 1 and 2 from PUA	17	PUA	NM Enrichment Sessions
Big Picture & Innovations:	NM	June 18,	Cohorts 1 and 2	19	PUA	NM Enrichment

Topic of Session	Trainer/Guest Speaker	Date	Students	# Attending	Venue	Type of Session (per M&E Matrix categories)
Topic 1		2012	from PUA			Sessions
Introduction to Effective Leadership	IIE Staff	June 19, 2012	Cohorts 1 and 2 from PUA	15	PUA	LIA and Skills
Workshop specialized session with all organizers: Day 1	IIE Staff/Amr Osman	June 21, 2013	Cohorts 1 and 2	34	IIE	Specialized Session
Workshop specialized session with all organizers: Day 2	IIE Staff/Amr Osman	June 22, 2013	Cohorts 1 and 2	33	IIE	Specialized Session
Workshop specialized session with all organizers	IIE Staff/Amr Osman	June 28, 2013	Cohorts 1 and 2	28	IIE	Specialized Session

During FY2013, Quarter 3, IIE continued to face scheduling challenges for the Leadership in Action Program as a result of fluctuating mid-term and university final exams schedules. The Supplemental English courses for Cohort 2 students took place on weekends and the week after final exams, which had a tremendous impact on our ability to schedule sessions. With the Supplemental English completed, IIE hopes to have fewer scheduling challenges in the fall.

The following sessions were held this quarter:

- **Introduction to Effective Leadership** was delivered to Cohort 1 and 2 students at FUE, BUE and PUA. The purpose of the session was to introduce students to effective leadership. By the end of the session, students were able to identify the basic characteristics of an effective leader using different activities and games that involve teamwork and leadership. The students also viewed a video "Ryan's Well" which tells the inspiring story of a 6-year-old boy who upon learning about a Ugandan village's lack of access to clean water raised money to dig a well. He continued his fundraising efforts and eventually started Ryan's Well Foundation which to date has built 749 wells and 992 latrines in 16 countries, bringing safe water and sanitation to 789,907 people.
- **Communication Styles** was delivered to Cohort 1 and 2 students at PUA, ACU, BUE, FUE and MSA who by the end of the session were able to identify their personal styles of communication (people, process, idea, or action) and how to communicate effectively with people who have different communication styles. The students learned that the most effective teams are those that are comprised of members who have different communication styles and who understand their needs and the needs of their team members accordingly.
- A **Wellness session** was held for Cohort 1 and 2 students at ACU. The students identified the need for discussions on how to be successful, how to deal with stress, and how to deal with emotions. Dr. Mohamed Wadeed used an interactive approach to discuss with the students the principles of effective communication and how it could lead to building effective and solid teams.. He also discussed group dynamics and interaction including personal skills for working together, decision making, and conflict resolution. Wellness sessions will be scheduled at the other universities in the fall.
- **Special Sessions** were conducted for the students who are participating in the organization and preparation of the Annual Workshop. These sessions were facilitated by Dr. Amr Osman, a business consultant and strategic management expert, and IIE staff (see below).

Student-led Annual Workshop 2013

At the start of the quarter, IIE led a specialized session on strategic planning for the workshop chairs and heads. During the session, the fundamentals of strategic planning were explained and students were asked to reflect on their situation based on the information they acquired from the session.

After final exams in June, IIE hosted a two-day session led by business consultant and strategic management expert Dr. Amr Osman. IIE has worked with Mr. Osman in the past on other programs, including the Student Leadership Discovery Program and the MEPI Lift-Off Program, and in turn felt it would be of great value to share his expertise with the workshop organizers particularly in light of the challenges that they faced. IIE met with him prior to the session in order to brief him on the purpose of the workshop and the planning history thus far. In addition, IIE provided him with the various documents and materials created by the students, and a timeline of the events/correspondence leading up to the decision to postpone the workshop.

During the first session, Dr. Osman provided the students with feedback on the budget and other documents they had created as well as on their process of planning (as captured by the timeline of events IIE created). He explained the urgent need to restructure and rethink their planning strategies. He also underscored the importance of thinking wisely about distributing resources and effort between the workshop and the camp, with the former being the priority. Dr. Osman provided them with templates for project strategy, scope statement, and budget documents in order to help them through the process.

The following day the students rethought their structure and as a result modified their committees to the following five: Financial, Internal Audit and Quality, Program, Logistics, and Public Relations. The organizers also decided that a few of the committees should have sub-units with team leaders to further specify their tasks and responsibilities. Next, organizers nominated committee heads, members, and team leaders (for the committees with sub-units) and then each student was asked to write their individual objectives vis-à-vis the workshop and a job description for whichever position they held. Dr. Osman tasked the organizers with working on the project Strategy, scope statement, and budget documents until the next meeting.

The third meeting of the series with Dr. Osman was primarily a review of the said documents with all of the organizers. Dr. Osman gave them feedback on what they had drafted and helped them reflect and further understand what needed to be done. He gave them a second chance to revise these documents with the caveat that if the revisions do not include the points discussed/guidance given in the session, it will be up to IIE's discretion to decide whether or not the students are prepared to organize both a workshop and a camp. Another meeting is scheduled for July.

LOTUS Student Council

On May 11, 2013, the third meeting of the LOTUS Student Council was held at the IIE premises where the students presented issues they need to discuss with the IIE responsible staff members. The students appear to feel comfortable with the enhanced lines of communication between LOTUS students and IIE in order to ensure the well-being of the LOTUS community and promote a positive atmosphere among LOTUS students on one hand and build trust and democratic atmosphere between the LOTUS students and IIE staff.

Nahdet El Mahrousa Activities

During FY2013, NM activities resumed with the delivery of Misriyati sessions for Cohort 1 and 2 students at ACU and PUA and A Big Picture and Innovation session for the PUA students.

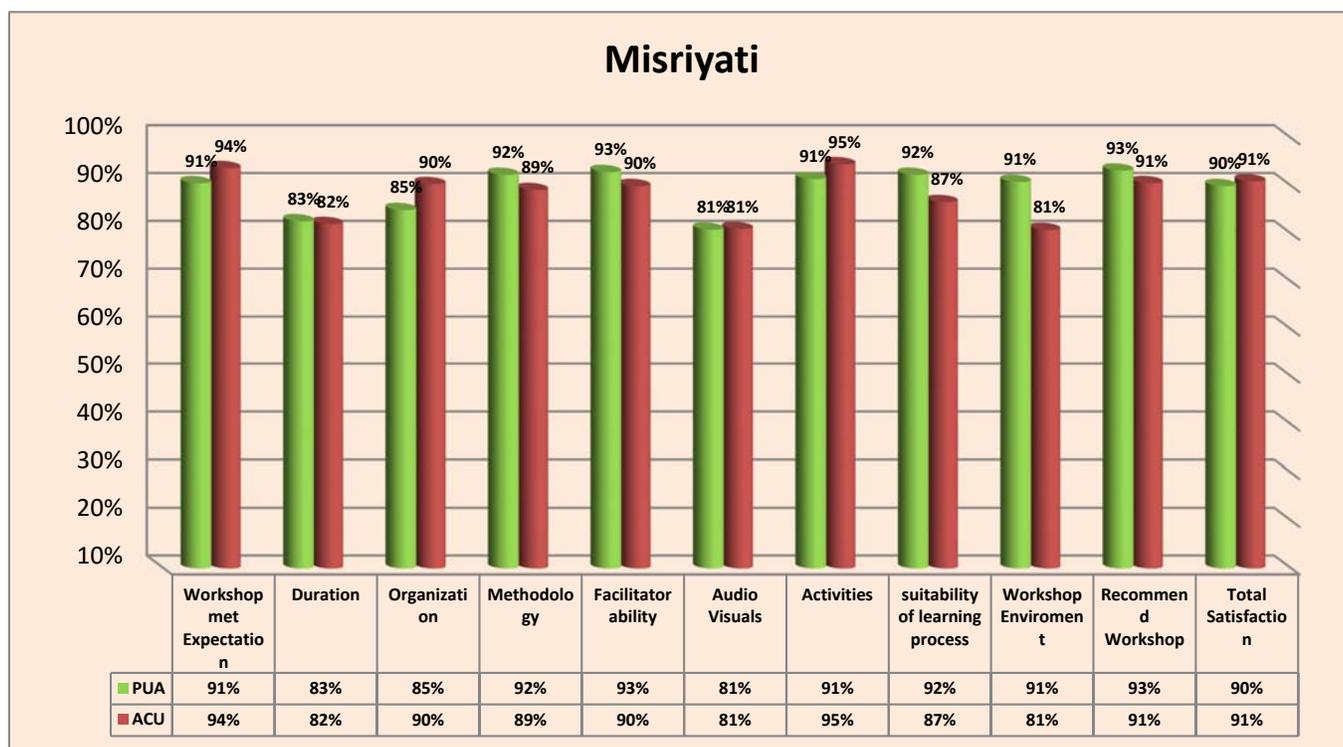
Misriyati

During this quarter, Misriyati Module one was completed with the implementation of two iterations for ACU and PUA students. The workshop utilized various tools to support the students' self-exploration and encourage them to reflect. Misriyati Session tackled four different themes divided on two days as follows:

1. Understanding the concept of difference.
2. Conceptualizing Identity, Introspective analysis and analysis of personal dynamics and consequent interaction.
3. A look at the dynamics of differences in Egyptian society (monitoring reality)
4. Disagreement

The students seemed very pleased with the exercise on reflection and the idea of trying to understand where their ideas are based and how they manifest themselves in their day-to-day life and their allegiances.

Students had the opportunity to evaluate the workshop at the end of day two of the workshop. The evaluation forms included both a quantitative assessment and a section for qualitative comments giving students space to express their lessons learned, frustration and what they wish they could change about the workshop. PUA and ACU students rated all aspects of the two workshops as shown in the charts below and the total satisfaction rates are 90% and 91 % respectively.



Egypt: The Big Picture and Innovation Seminars

A Big Picture and Innovation Session was conducted on June 18 for Cohort 1 and 2 students at PUA. The first part of the session was delivered and facilitated by Mr. Ehab Kassem on the theme of "Egyptian Identity". While Mr. Kassem helped guided and added points to stimulate the discussion, the students contributed knowledge, views and opinions which resulted in keeping everyone no matter their level of knowledge on the subject engaged.

The second part of the session consisted of speaker, Mr. Aboulkheir, presenting his initiative which focuses on saving the heritage of Alexandria and its architectural landscape. Mr. Aboulkheir adopted a participatory approach where he decided to ask the students who are studying civil engineering to explain why the issues that he was presenting were both health concerns and detrimental to the city's infrastructure and citizens' health and safety. Mr. Aboulkheir described the activities related to this

initiative, such as compiling evidence and documenting instances of illegal development or sites that should be protected as heritage sights, sit-ins, protests, petitions and research that Save Alex is doing as a team in order to be an effective pressure group. The students seemed very engaged and displayed more genuine interest in this session.

Employability

1. Career Counseling Component

An assessment questionnaire is being prepared by NM and will be sent out during FY2013, Q4 in order to be able to provide LOTUS students with beneficial career counseling sessions that will guide them through the path they envision for their career life. The students will be supported and encouraged to think about relevant skills that will assist them to become more employable in the job market in which they are interested. This assessment will be followed by scheduling and organizing meetings with the students.

It is important to note that there are some logistical challenges regarding the actual meeting process for counseling due to the locations of the LOTUS universities and students' dorms, different universities schedules, and the ever-present fluid security situation in the country. We are currently brainstorming various methods of connecting our students with their counselors.

2. Internships

NM conducted a specialized call for internships with conducted by NM this quarter. The call for internships was sent through NM's partners and networks in an effort to identify possible internship opportunities for LOTUS students to work both with NM incubated social enterprises and social entrepreneurs, entrepreneurs from a wider pool, NGOs and NM's corporate partners.

NM designed a student internship application which was reviewed and modified by IIE. The application is designed to obtain information on students academic backgrounds, interests, and availability so that NM can match students with appropriate internships. The applications were sent out to students and NM received 96 completed applications which will be reviewed and students will be matched with the current available internships.

While NM received TORs from different entities interested in offering LOTUS students internships, the internships were all in Cairo and Alexandria, which poses significant logistical and financial challenges for the students. IIE is working with NM to reach out to explore opportunities in other governorates and find a geographically wider pool in future calls for internships. In addition, IIE has included a pool of funding for internship support in the realigned budgets so that students could apply for funding to cover transportation and accommodation costs during their internships.

It is worth mentioning that many LOTUS students have actively sought out and obtained this summer in multinational companies, banks, and engineering firms. Engineering students in particular have university requirements to complete internships and some universities assist students in obtaining internships. IIE will provide a detailed summary of summer internships in the next QPR.

FY 2013, Quarter 3 General Activities

In addition to the activities identified in the table above, the following was accomplished:

Budget Realignments and modifications:

- IIE submitted realigned Cohort 1 and Cohort 2 budgets based on actual costs and future projections.
- IIE completed a review of programmatic and fiscal issues that could require modifications to the award and submitted revised program descriptions for Cohort 1 and Cohort 2.

Potential Cohort 3: During this quarter, IIE submitted a proposal and budget in response to USAID's request for a third cohort of LOTUS students and responded to several rounds of questions. USAID issued a pre-award letter authorizing IIE to work on outreach, recruitment, and selection for a third Cohort of LOTUS students. IIE has sent progress updates on Cohort 3 activities to USAID under separate cover.

Reporting and M&E

Study Abroad Survey

IIE developed an online survey to capture student experiences, insight and success stories study abroad opportunities. The survey is divided into five sections including 29 questions to assess and evaluate each part of the study abroad experience. The results of the survey will be matched with the aspirations and expectations that the students write prior to their travel during the pre-departure orientation sessions. In FY2013, Q4, we will include some success stories of students who spent a semester abroad.

Control Group

During Q4, IIE will start inviting the selected control group members for a focus group meeting which will target more in-depth discussions on different parts of their educational life to evaluate and measure the impact of LOTUS scholarship against those who are continuing their higher education at public universities in Egypt.

LOTUS Community Facebook Page

The student-initiated LOTUS community Facebook page continues to be very active with the students' participation and communication which reflects their growing leadership skills, increasing awareness of their communities and the incidents taking place around them. . Comments indicate that students are learning and benefitting from the LIA session and are able to apply what they learn.

Conclusion:

During FY 2013, Quarter 3, IIE has achieved a considerable part of its targets and will continue to work on providing the students with the optimum support required for them to excel in their studies and plan for their futures. During this quarter, the Cohort 2 students benefited from the last two sessions of the Supplemental English Language Program and the instructors were observing a remarkable improvement in their English language skills which they will need to practice whenever the chance allows them. Though the majority of the students are excelling in their studies, yet there are some students who struggle and will need extra support to enhance their academic performance.

In upcoming quarters, IIE will focus on working on the employability of the students to ensure that they are well advised and mentored in what regards their career paths. LIA sessions will continue to provide the students with the needed skills and tools that will pave the way towards building their leadership potential.

FY2013, Quarter 4 is expected to be a very busy time with the following activities:

- Leadership in Action and Nahdet Mahrousa Activities:
 - Namaa Summer Program: August 30 – September 10 (condensed program with three day follow up camp in November)
 - Araf Baladak trip: September 17 - 20
- Student-led Annual Workshop: September 28,
- Career Counseling Component:
 - Student self-assessments
 - Planning for mentoring activities
- Study in the U.S. Component:
 - Students continue in and return from summer terms
 - Logistical arrangements for students traveling to the U.S. for the fall semester departing in August
- Potential Cohort 3:
 - Screening of applications, home visits, and interview camps
 - Selection and placement
 - Commencement of Bridge Year Program

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Annex 1: Agenda and Reentry Session Report

IIE Re-entry for LOTUS Study Abroad Students

Facilitator: George Marquis, American University in Cairo

2:30-2:45	Participants introduce themselves. Activity 1.a. Discuss briefly.
2:45-3:00	Activity 1.b. Identifying students' current phase of re-adjustment. Students describe their current feelings. Describe something that places you on the reentry "worm."
3:00-3:15	Activity 2. Continuation of identifying phase of readjustment. (Culture shock and adjustment visual used to identify stages and outward/inward indicators.)
3:15-3:45	Participants identify their top challenges. Activity 3. Compare challenges. Discuss coping strategies
3:45-4:15	Measuring gains. Activity 4.
4:15-4:30	Situating oneself on a scale to see shift in attitudes (before and after). Activity 5.
4:30-4:45	Break
4:45-5:30	Observations and Stereotyping Look at generalizations/observations. Compare with our own. Activity 6.
5:30-6:00	Turning the US study abroad experience into lifelong learning and leveraging experience
6:00-6:30	Reflection and Evaluation

Reentry Sessions Report

By George Marquis, IIE Consultant and
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Introduction

In spring 2013, with support from Nesrin Sobhy and Manal Shaheen, I conducted two iterations of a reentry workshop for seven LOTUS students who had recently returned from study abroad programs in the United States. The first iteration was held on May 21, 2013 and the second on June 20, 2013.

Audiences in Attendance

The iterations targeted the seven study abroad LOTUS students. Three attended the first session and five the second.

Goals and Achievements

The following table lists the activities and achievements that took place over the four hours of discussion and activities. I was the only facilitator for the sessions.

Objectives	Goals	Outcomes
<ul style="list-style-type: none">• Participants introduce themselves. Activity 1.a. Discuss briefly.	<ul style="list-style-type: none">• Students identify where they think they are in terms of readjustment to their home culture	Achieved
<ul style="list-style-type: none">• Students describe their current feelings.• Students describe something that places them on the reentry "worm."	<ul style="list-style-type: none">• Students recognize that they are in a temporary phase and that this is a normal part of the reentry adjustment.• Students practice articulating feelings of reverse culture shock.	Achieved
<ul style="list-style-type: none">• Participants identify their top challenges.• Participants discuss coping strategies	<ul style="list-style-type: none">• Students identify what has been difficult for them and recognize how common these challenges are.	Achieved
<ul style="list-style-type: none">• Students measure their gains.	<ul style="list-style-type: none">• Students see in how many ways their study abroad experience was beneficial	Achieved

Objectives	Goals	Outcomes
<ul style="list-style-type: none"> • Situating oneself on a scale to see shift in attitudes (before and after). 	<ul style="list-style-type: none"> • Students recognize their shifts in attitudes toward their home country and the host country as a result of the study abroad experience 	Achieved
<ul style="list-style-type: none"> • Look at generalizations /observations. • Compare with our own. 	<ul style="list-style-type: none"> • Students try to understand the truths, if any, to stereotypes about Americans. 	Achieved
<ul style="list-style-type: none"> • Turning the US study abroad experience into lifelong learning and leveraging experience 	<ul style="list-style-type: none"> • Students create an action plan of goals for leveraging what they gained from the study abroad experience 	Achieved
<ul style="list-style-type: none"> • Reflection and Evaluation 	<ul style="list-style-type: none"> • Students wrap up and evaluate the experience 	Achieved

Challenges Encountered and Solutions Implemented

Challenges	Solutions
It was slightly more challenging to get the first group to “open up” about their feelings.	Pace of activities designed to change with frequency. Participants provided with ample opportunity to interact, discuss, analyze.
Many of the students said that they are not being supported by their friends and family in embracing their personal change in attitudes.	IIE should help them to feel that they can be the owners of their own attitudes.

Assessment of Trainees

The second group, overall, seemed to have had a more positive experience studying abroad. All will face challenges maintaining new attitudes without the support of their parents, friends and colleagues.

The most common ways in which the participants had grown as a result of the study abroad was in their ability to step out of their comfort zone. Other ways included greater empathy, greater awareness of strengths and awareness of where they want to head in the future.

Insights Gained from the Sessions

Female LOTUS students need support in achieving the goal of helping peers to more greatly value respect for women as individuals.

All participants expressed a desire for support in how to apply what they had learned while abroad. Some expressed dissatisfaction with a lack of support from parents, peers, and friends for changes in their attitudes since returning to Egypt. Some of the areas in which they said they were not supported were the following:

- Efforts not to litter
- Desire to change patriarchal attitudes toward women
- Greater acceptance of diversity
- Use of English expressions or more accurate English pronunciations in their conversations.