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INSTITUTE OF
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LOTUS 
SCHOLARSHIP PROGRAM

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

Quarterly Report

FY2013, Quarter 4

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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 subsequent modifications 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, 147 students are enrolled in academic programs.

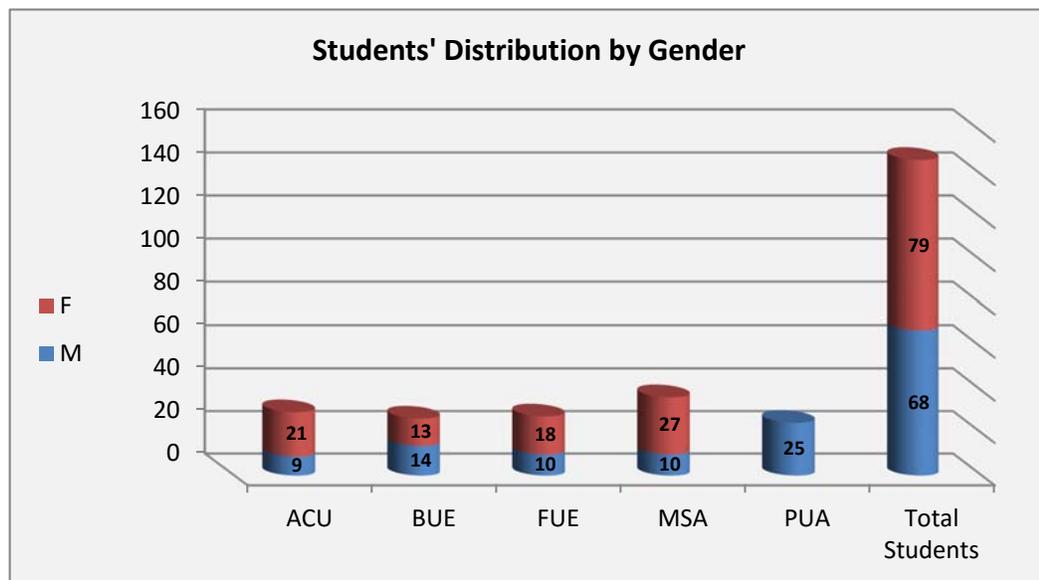
Profile of the 147 LOTUS students:

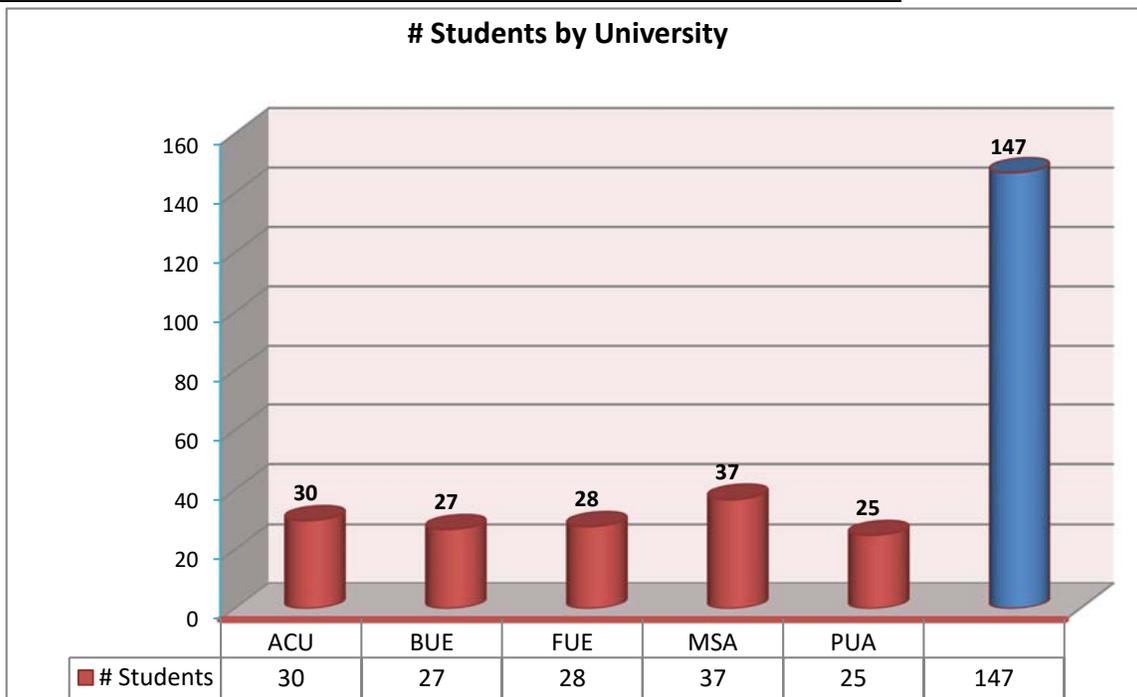
The LOTUS students represent all of Egypt's 27 governorates and two former governorates.

COHORT 1, CYCLES 1 & 2 Candidates (gender & governorate)	6th October	Alexandria	Assiut	Aswan	Behira	BeniSueif	Cairo	Dakahilia	Damietta	Fayoum	Gharbia	Giza	Helwan	Ismailia	K. El Sheikh	Luxor	Matrouh	Menoufiya	Minya	New Valley	N. Sinai	Port Said	Qaiyoubia	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	0	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	47	

COHORT 2 Candidates (gender & governorate)	6th October	Alexandria	Assiut	Aswan	Beheira	BeniSueif	Cairo	Dakahilia	Damietta	Fayoum	Gharbia	Giza	Helwan	Ismailia	K. El Sheikh	Luxor	Matrouh	Menoufiya	Minya	New Valley	N. Sinai	Port Said	Qaiyobia	Qena	Red Sea	Sharkiya	Sohag	S. Sinai	Suez	Totals
Female representation	1	2	1	1		2	2	3		1	1	1				2	1		2	1			1	1	2	0		1	1	27
Male representation			2		1		1		1	1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21

University Placements:





In spring 2013, USAID approached IIE/Egypt with a request to submit a proposal for a third cohort of LOTUS students. A pre-award letter was issued that enabled IIE to conduct outreach, recruitment, and screening efforts during the period of May – August 2013. On September 4, 2013, Modification No. 6 was signed providing funding for 50 additional scholarships. IIE immediately mobilized and held a series of five interview camps to selected students for Cohort 3. By the end of the reporting quarter, IIE had identified 50 primary candidates and 13 alternates.

This quarter was an extremely challenging quarter due to the demonstrations and violence that began on June 28 and extended through mid-July and flared up again in mid-August. IIE and partner universities and NGOs were closed for several days when the security situation was extremely fluid and uncertain. The security situation and the subsequent suspension of inter-governorate transportation resulted in the postponing of several activities. LOTUS students and IIE staff were very busy and productive during the months of July – September implementing and participating in a remarkable number of activities given that it was summer and the instability of the political and security environment. During the reporting quarter, the following activities have taken place:

- IIE and partner NGO conducted outreach, recruitment, screening and selection for Cohort 3
- 21 students took summer courses at their universities
- 7 students spent a summer term at a university in the U.S.
- 45 students short listed for Study in the U.S. Opportunities attended an iBT preparation course offered by the Center for Continuing Education, American University in Cairo
- 43 students short listed for Study in the U.S. Opportunities for 2014 sat for the iBT exam
- 26 students short listed for Study in the U.S. Opportunities for 2014 for of whom were selected in the previous cycle

- 24 cohort 1 and 12 cohort 2 students interned in multinational companies, factories, banks, and organizations
- 13 students volunteered at IIE doing data entry and filing during the Cohort 3 screening phase and/or at the interview camps
- 32 students attended the Namaa School for Sustainable Development
- 40 students attended the E'raf Baladak trip to Fayoum
- IIE concluded the quality assessment of Ahram Canadian University
- IIE held planning meetings and sessions with the organizers of the Annual Student-led Workshop

FY 2013, Quarter 4 Reporting against Annual Work Plan:

			Planned FY2013, Q4 Cohort 1	Status as of 09/30/12 Cohort 1	Planned FY2013, Q4 Cohort 2	Status as of 9/30/13 Cohort 2	Planned FY2013/ Q4 Both Cohorts	Status as of 09/30/13 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						
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							
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						
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 coordinators	Universities and coordinators are paid at regular intervals					On going	On going
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					On going	On going

				Planned FY2013, Q4 Cohort 1	Status as of 09/30/12 Cohort 1	Planned FY2013, Q4 Cohort 2	Status as of 9/30/13 Cohort 2	Planned FY2013/ Q4 Both Cohorts	Status as of 09/30/13 Both Cohorts
		as needed							
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						2	0 sessions held as a result of exams and delayed start of academic year. 2 students received individual counseling
Task 3: Leadership in Action Program									
3.1	Continue development of Leadership in Action Program sessions, materials, and handouts							On going	On going
3.2	Work collaboratively with partner NGO Nahdet ElMahrousa on NM-specific Leadership in Action sessions and activities							On going	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.							
3.5	Specialized sessions and meetings for specific purposes	Sessions are delivered and meetings held for special projects, IBT test prep, etc.						1	23

			Planned FY2013, Q4 Cohort 1	Status as of 09/30/12 Cohort 1	Planned FY2013, Q4 Cohort 2	Status as of 9/30/13 Cohort 2	Planned FY2013/ Q4 Both Cohorts	Status as of 09/30/13 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						
3.7	Namaa Summer Program delivered by Nahdet ElMahrousa	NM and IIE schedule Namaa and students are selected and participate						Accomplished
3.8	NM and other cultural events and trips	NM and IIE schedule and implement events and trips					4	1 Security situation was not conducive to holding 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					FY2013, Q4	Postponed to FY2014, Q1 as a result of the security situation that impeded student meetings
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	Postponed to FY2014, Q1 after the start of the academic year
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.						
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						Postponed to FY2014, Q4 as a result of the security situation

			Planned FY2013, Q4 Cohort 1	Status as of 09/30/12 Cohort 1	Planned FY2013, Q4 Cohort 2	Status as of 9/30/13 Cohort 2	Planned FY2013/ Q4 Both Cohorts	Status as of 09/30/13 Both Cohorts
		partner universities, and assessments						
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 proficiency levels						Accomplished and on-going
Task 5: Study Abroad Program								
5.1	Orientation of LOTUS students to Study Abroad Program	LOTUS students have received orientation on the Study Abroad opportunity and eligibility criteria						
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						Accomplished and 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
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
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					07/2013 - 08/2013	Accomplished and on going

			Planned FY2013, Q4 Cohort 1	Status as of 09/30/12 Cohort 1	Planned FY2013, Q4 Cohort 2	Status as of 9/30/13 Cohort 2	Planned FY2013/ Q4 Both Cohorts	Status as of 09/30/13 Both Cohorts
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					08/2013 – 09/2013	Accomplished and on going
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						
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	Postponed to FY2014, Q1 as a result of the security situation
6.3	Student career self-assessment activities	LOTUS students participate in self-assessment and career counseling sessions in FY2013 and FY 2015						Postponed to FY2014, Q1 as a most students do not have internet access in their governorates during summer
6.4	Coordinate intern and workplace activities	Internships are sourced for LOTUS students					On going	On going
6.5	Career mentoring activities	NM volunteers mentor LOTUS students starting in FY2013 and beyond					On going	FY2014, Q2 after career self-assessments
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						

			Planned FY2013, Q4 Cohort 1	Status as of 09/30/12 Cohort 1	Planned FY2013, Q4 Cohort 2	Status as of 9/30/13 Cohort 2	Planned FY2013/ Q4 Both Cohorts	Status as of 09/30/13 Both Cohorts
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						FY2014, Q1 and Q2
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	Accomplished and on going
8.3	Revise M&E Matrix	M&E Matrix revised to capture program modifications and realities					On going	On going
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				

			Planned FY2013, Q4 Cohort 1	Status as of 09/30/12 Cohort 1	Planned FY2013, Q4 Cohort 2	Status as of 9/30/13 Cohort 2	Planned FY2013/ Q4 Both Cohorts	Status as of 09/30/13 Both Cohorts
8.5	Submit Quarterly and Annual Reports						10/31/2013	10/31/2013
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

Students' Academic Performance

As shared in the last quarterly report, eight students were on academic probation as a result of their spring 2013 grades. Two of the students had their scholarships terminated this quarter as they were on academic probation during each of the four semesters that they were in the Program.

IIE met with Shaimaa and her father and she signed the termination letter and withdrew her file from MSA. IIE met with Islam who signed the termination letter. His mother did not attend the meeting nor did he bring an adult relative with him. He should withdraw his file from ACU

Twenty-one students were enrolled in summer courses either because they experienced difficulties in classes that they took during the academic year or because they were required to take courses that they may have missed while spending a semester in the U.S. The breakdown of summer GPAs of the 21 students is as follows:

GPA Earned	No. of Students
4.00	9 students
3.00 - 3.99	8 students
2.00 – 2.99	4 students

iBT TOEFL Test Preparation Course and iBT TOEFL Exam

Twenty-eight Cohort 1 and 17 Cohort 2 students who were short listed as primary and alternate candidates for spring/summer/fall 2014 study abroad were scheduled to attend a six-day iBT test preparation course starting June 29. IIE contracted the American University in Cairo School for Continuing Education to deliver the course. At the last minute, IIE decided to postpone the course due to the high likelihood of violence during the impending demonstrations scheduled for June 30. The course was rescheduled for the following week, but in light of the ousting of the President and the violence that erupted, IIE again had to postpone the course. Fortunately, the security situation improved somewhat and the course began on July 24 and continued through July 29. Both the administration and the teaching staff of AUC were extremely accommodating and flexible and even held one day of the course at the Olympic Village in Maadi so that the students would not have to travel through demonstrations to get to the AUC New Cairo campus.

The delay in the iBT test prep course resulted in a delay in students sitting for the iBT exam with most students scheduled to take the exam on August 16 and 31. On August 14, the country descended into chaos and violence following the break-up of pro-Morsy sit-ins and all rail and bus transportation between governorates was suspended. As a result, the majority of students could not get to Cairo or other regional test centers on August 16. IIE was able to schedule new test dates in late August and early September. This period was very uncertain and students were under a great deal of stress going into the exam. Of the 43 short listed students who sat for the exam, 22 obtained the requisite score of 61 or above.

Study in the U.S. Opportunities

This quarter witnessed a great deal of activity on the Study in the U.S. Opportunities component with students traveling to the U.S. for summer and fall 2013 terms and selection for 2014 opportunities.

Students who spent summer terms in the U.S. took non-credit courses and did some type of internships that were aligned with their academic objectives. Re-entry meetings will be held for the seven students in November and details of their experiences will be provided in the FY2014, Q1 report. IIE/NY is in regular contact with the eight students spending the fall 2013 semester in the U.S. They are scheduled to return to Egypt in December. A status report on their experiences will be provided in the FY2014, Q1 report.

Selection for 2014 opportunities was completed in September after the iBT exam results were received. A total of 36 opportunities are available and selections were made as follows:

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

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

The 26 students who have been selected for 2014 opportunities were sent detailed guidance on how to complete the Common Application. Students are required to submit statements of purpose and obtain and submit letters of reference from a professor and their academic coordinator speaking to their academic abilities and character. IIE/NY has developed application plans and has begun submitting applications to U.S. universities on the students' behalf.

IIE anticipates some challenges with placements of students with low iBT scores and those studying Dentistry and Pharmacy, which are graduate level programs in the U.S. IIE will provide specifics on the placement process and outcomes in the FY2014, Q1 report.

Cohort 3 Outreach, Recruitment, Screening, and Selection

IIE and its partner NGOs completed the outreach and recruitment phase for Cohort 3 on June 30, 2013. IIE will provide a report on outreach and recruitment activities in the next QPR when the final reports of the partner NGOs, AFS-Egypt, and E-ERA are received and reviewed. IIE chose to extend the deadline for applications from July 3 to July 9 as a result of the events of June 30 and the subsequent closures (GOE entities, post offices/courier services, banks, etc.) and deterioration of the security situation.

The screening process took place from July 9 – August 26 and involved dozens of IIE and partner NGO staff and volunteers. A total of 700 applications were received and screened for eligibility, of which 607 were deemed eligible and reviewed by IIE and partner NGO staff and volunteers. Of the 607 eligible applications, 452 were short listed for financial review. IIE and partner NGO staff and volunteers conducted a thorough review of the financial applications including calling applicants and their parents to obtain missing financial information or to clarify information that was provided on the applications. Each application was subsequently reviewed by IIE staff for accuracy. Of the 452 applications that went through financial review, 301 were short listed for home visits, which took place in August. (note: home visits to Marsa Matrouh took place in September.) It is important to recognize the extraordinary efforts and dedication of AFS-Egypt and E-ERA staff and volunteers who undertook the home visits during periods of great instability in the governorates only taking a one week break in mid-August when we determined it was too dangerous to travel outside of Cairo.

IIE developed three different scenarios for conducting the selection phase depending on the security situation in Cairo and the governorates, the availability and safety of public transportation between governorates, the status of the curfew in Cairo and other governorates, and the willingness of parents to send their children to Cairo for interviews. After the Modification for Cohort 3 was signed on September 4, IIE immediately mobilized the selection phase starting with assessing the security situation, which was quite fluid. The continued suspension train travel between governorates continues to be suspended, which was having a tremendous impact on the ability of current students and applicants to move around the country easily. In addition, IIE had decided not to schedule home visits, interviews, or candidate travel to take place on Fridays, which tend to witness major demonstrations with increased potential for additional disruption of transportation and violence. After analysis of the potential number of short listed candidates, IIE developed and implemented the following strategy for the interview camps:

- **A series of four one-day camps in Cairo** (September 18, 19, 22 and 23) for students from Greater Cairo, the Delta, Sinai, Matrouh, and Upper Egypt as far south as Minya. The camps were day camps with no overnight for students from governorates within 2-3 hours of Cairo. Students who traveled more than 2-3 hours to reach Cairo arrived in Cairo and were housed the night before the interviews and departed early enough to get home at a reasonable hour before curfew. We did not provide accommodation or transportation for parents. We housed students in a local hotel in Maadi that is in a quiet residential neighborhood and did not exceed the total budget available for accommodations. The interviews were held at the IIE office, which resulted in savings on the venue for the Cairo interview camps.
- **One camp in Luxor** (September 21-22) for students from Upper Egypt from Assiut in the north to Aswan in the south, as well as Red Sea and New Valley. The camp was a day camp for students from Luxor and Qena on September 21. Students from other governorates arrived in Luxor mid-day on September 21 and were housed that night and departed early on September 22 to get home during daylight hours. We did not provide accommodation or transportation for parents. The Luxor interview camp was held at the Steigenberger Hotel, which was only slightly more expensive than what had been budgeted. However, the overall budget was not exceeded as there was savings on venue and accommodations in Cairo.

While the additional logistical efforts that were required for multiple camps, the above strategy was far preferable over one large two-day interview camp for the following reasons:

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

A total of 143 students attended the five camps distributed as follows:

- Camp 1: Cairo, Qaliyobia, Suez, Ismailia, and Fayoum
- Camp 2: Giza, New Valley, South and North Sinai, and Matrouh
- Camp 3: Qena, Sohag, Assiut, Aswan, Red Sea, and New Valley
- Camp 4: Alexandria, Beheira, Kafr El Sheikh, Menofiya, Gharbia, Sharkiya, and Dakahlia (Camp 4)
- Camp 5: Port Said, Damietta and Beni Suef

The camps consisted of three parts: individual interviews, group activities, and an orientation to the LOTUS Scholarship Program. Each student sat for a 15-20 minute interview that was conducted by a panel of IIE and partner NGO staff and volunteers. The students were asked a series of questions designed to allow panelist to learn more about a student's character, interests, experience, leadership, and values. *Please see the individual interview rubric Annex 3.* The group activity required students to work in groups on brainstorming a pre-identified problem that Egypt is facing such as education, poverty, climate change, etc. Students discussed the problem they had chosen, explored the causes, and envisioned solutions and possible interventions. Each group was required to do a presentation with each group member participating by presenting the problem and solutions. IIE and partner NGO staff and volunteers evaluated the students during the group work and the presentations. Finally, there was approximately one hour at each camp for students to learn more about the LOTUS Program and to ask any questions that they may have. Students were particularly interested in the in the participating universities and the Bridge Year Program.

The following chart tabulates the statistics of the students who are recommended as primary and alternate candidates for Cohort disaggregated by gender and governorate. The final selection data will be included in the next QPR after USAID approval has been obtained and students and parents have signed the terms and conditions of the scholarship.

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

Analysis of Cohort 3 primary candidates Chart:

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

The recommended placements for the 50 students recommend as primary candidates are as follows:

University	Field of Study	Number of Students
BUE	Nursing	4
BUE	Marketing	2
BUE	Political Science	2
BUE	Business Administration	8
BUE	IT and Computer Science	14
Total BUE		30
MSA	Accounting	3
MSA	Art and Design	2
MSA	Biotechnology	6
MSA	IT and Computer Science	5
MSA	Languages and Translation	2
MSA	Mass Communication	2
Total MSA		20

The majority of students will be offered their first choice of the field of study however there are students who could be placed in their second or third choices for one of the following reasons:

- Thanweya Amma grades are low for fields like Biotechnology.
- Thanweya Amma field of specialization was not science-science branch which is a requirement for a field of study.
- Some students expressed an interest in Nursing, hence, it was highly considered for a better fit with good career opportunities

Please see Annex (4) for Cohort 3 Primary and Alternative Students list

Cohort 1 & 2 LOTUS Students Participation in Cohort 3 Outreach, Recruitment, Screening, and Selection:

LOTUS Cohort 1 & 2 students enthusiastically provided support to IIE in the Cohort 3 outreach, recruitment, screening, and selection process. Many of them actively spread the word to students about LOTUS Cohort 3 opportunities, especially students from the 12 underserved governorates. Some of them assisted the partner NGOs with outreach and recruitment in their respective governorates and others volunteered in the IIE office sorting and organizing applications, applications, doing data entry, or providing logistical support at the interview camps.

Through their LOTUS community Facebook page, the students shared great excitement about their participation in the process of recruiting 50 students for LOTUS Cohort 3 scholarships. They felt very proud and honored that they were part of a process that they have undergone before as applicants. They were ambassadors of the LOTUS Program and role models to potential applicants. Many of them sent emails expressing their appreciation of this opportunity which we valued equally.

Ahram Canadian University Quality Assurance

Based on student input and a request by USAID, IIE conducted a quality assurance review of three faculties at Ahram Canadian University. IIE contracted an experienced consultant to conduct the assessment, Mr. George Marquis, Assistant Dean, Department of Rhetoric, American University in Cairo. Mr. Marquis submitted by Mr. George Marquis submitted to reports as follows:

- Academic Audit Report of Findings and Recommendations
- Analysis of the Response by ACU to the Academic Audit Report of Findings and Recommendations

After review and consultation with Mr. Marquis, ACU administration, and students, IIE has determined that the following strategy would be the most effective:

1. Work collaboratively with ACU to assist them in enhancing the administration and faculty members and encourage remedying the issues detailed in the audit report.
2. Transfer the students who have the greatest desire to leave ACU and whom it is feasible to move to another partner university and wish to transfer.
3. Provide students who remain at ACU with supplemental learning opportunities to enrich their academic experiences.

1. Professional Development Opportunities for ACU Administration and Faculty:

The ACU president has acknowledged that the university would benefit greatly from professional development opportunities and seems to welcome IIE's assistance in helping ACU address some of the issues raised in the audit report. Many of the private universities in Egypt are young and face a variety of challenges that young universities around the world experience. IIE sees this as excellent opportunity to help strengthen a partner university, specifically its administration through the LOTUS University Capacity Building component. While the university could benefit from session on pedagogy and quality assurance, IIE understand that this is not within the scope of the University Capacity Building component. IIE will focus on themes related to leadership.

2. Status and Feasibility of Transferring Students to Other Partner Universities

Over the summer, IIE conducted a survey of students in the three programs in question: Computer Science, Business, and Mass Communication to assess their experiences during the spring 2013 semester and to gauge whether or not these students would be interested in moving to a different university if this was an option. The survey requested input from the students on the following:

- Syllabi – did these students receive syllabi for each course and what percentage of the syllabus for each course was followed and/or completed?
- Language of instruction – what percentage of the instruction in courses was in English?
- Internships – does the university or its professors provide guidance on internship opportunities?
- Preference for moving to a different university: students were asked the following questions to gauge their preferences:
 - If there happened to be a possibility that an opening became available at a different university AND your major/specialization is offered at a different university AND you have a strong GPA and could be accepted at a different university AND the courses that you have taken could be transferred, would you be interested in attending a different university?
 - If there happened to be a possibility that an opening became available at a different university AND your major/specialization is offered at a different university AND you have a strong GPA and could be accepted at a different university AND the courses that you have taken could be

transferred and you would have to do an additional semester/year, would you be interested in attending a different university?

Following is a breakdown by declared major of the 17 students in the three programs that are under review:

- Computer Science: 6 students - one graduating this year and 5 scheduled to graduate in 2015
- Business: 5 students all scheduled to graduate in 2015
- Mass Communication: 6 students

All of the students who were offered the opportunity to move to FUE declined the offer and have decided to continue at ACU.

3. Supplemental Learning Opportunities for Students Who Remain at ACU

IIE will make an effort to make supplemental learning opportunities available to students who remain at ACU to enhance their academic experiences. Such opportunities could include the following:

- Support to take external courses in their field of study or related fields, which is a new line item in the realigned budgets.
- Support for opportunities to attend workshops or conferences, which is a new line item in the realigned budgets.
- Assistance with identifying field of study related internships or training and providing them with support accordingly. There is a new line item in the realigned budgets for such support.
- Tailored Leadership in Action sessions to provide them with extra skill sets and motivation.

Finally, IIE will work with ACU leadership to encourage increasing and diversifying student co-curricular activities on campus.

Conclusion:

IIE is hopeful that the above strategies will result in an improvement in the academic experiences of our students in the three programs under review. IIE also looks forward to the opportunity to witness a positive impact on the leadership and faculty of ACU, an institution that has been very supportive of the LOTUS Program since its inception.

Leadership in Action Program Update

Quarter 4 is usually a quiet period during which we design and plan for the Leadership in Action Program as universities are on holiday and most students are in their home governorates. This year, Quarter 4 was particularly active with the following activities taking place.

1. Namaa School for Sustainable Development 2013

The second Namaa Summer School was scheduled to begin the third week of August. As a result of the political and security situation that flared up on August 14 and the suspension of train and bus transportation, IIE decided to delay the start until the security situation improved and students were able to identify alternative means of transportation from their home governorates to Cairo. The School was implemented during the period of September 7 – 19, 2013 which will be supplemented by a follow up camp during FY2014, Q1. Last year students

were housed at the Olympic Village and were transported to the AUC Tahrir campus daily. Given the security situation, IIE decided to house the students this year in a small hotel in a quiet residential area of Maadi and hold the sessions as the IIE office with the

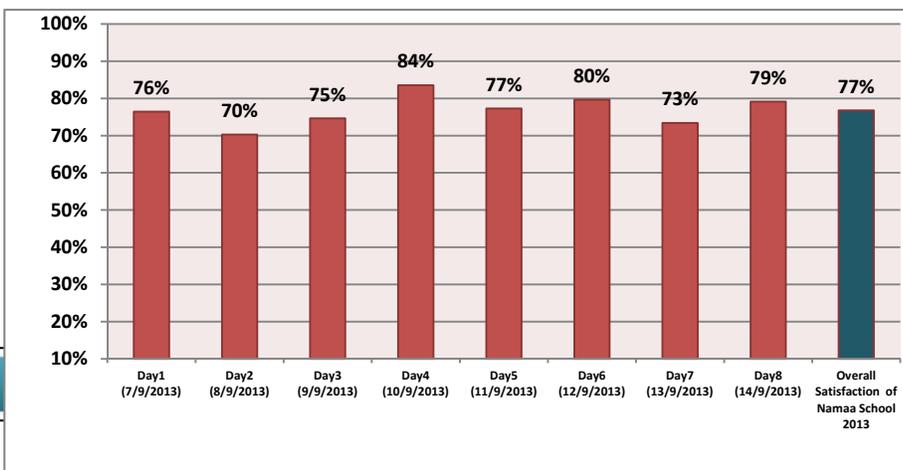
Thirty-two students participated in Namaa this year representing the different cohorts, governorates, universities, and fields of study. It is important to note that some parents did not allow their children to attend due to the fluid security situation.

The objective of Namaa is to provide an educational platform for active youth in Egypt aiming to help them become social entrepreneurs and build a healthy and “good” society. Social Entrepreneurs (SE’s) are proactive youth capable of initiating solutions to their community’s challenges and willing to work with other partners in the community towards creating positive social impact. Namaa takes students on a learning journey during which empowers them by equipping them with the adequate knowledge, skills and values to become social entrepreneurs. Often, the output of Namaa Summer School is a set of graduation projects/ initiatives led by the students. Graduation projects are used as an educational tool to help students with brainstorming, planning and practicing the knowledge they have acquired during the school in real life situations. Namaa fosters the belief that development is not a field of work but rather a way to work and live.

During the program, students attended sessions on different maps of Egypt -Political map – Economic map – Civil Society map – Social map. They also were oriented on different approaches to community development. They had the opportunity to learn from Dr. Hamed El Mawsely, the Chairman of the Egyptian Association for Communities’ Self-development who explained how he managed to empower the community around him using the available local resources. Dr. El Mawsely brought some handicrafts which were made of available materials like palm leaves to empower poor Egyptian families. The School also hosted Dr. Amr Hamzawy and Dr. Heba Raouf who discussed ethical political choices at a session held at El Raseef Cultural Center in Maadi.

The students also visited projects implemented by local NGOs such as Wissa Wassef in Haranya, the Zabaleen village in Mokattam the Alwan wa Awtar project in Mokattam, and projects in ArtelLewaa, Establ Antar, and Ezbet El Nasr. Each group of participants prepared a presentation highlighting the positives, negatives and what they learned out of the experience. They also visited religious sights as part of a Cairo Walk led by Hanna Greiss. They learned about different historical information and its relation to Egyptian identity. Another field visit was conducted to SEKEM Farms in Bilbeis where students were introduced to one of the biggest social enterprises in Egypt and learned about the main elements that differentiate socially- driven initiatives from pure for-profit ones. It was important to highlight to the students that there is no harm in generating revenue while supporting the community. During their visit, the students witnessed the positive and sustainable effects SEKEM is having on the surrounding farmers' community.

The final days of Namaa consisted of a three-day camp held at Agyad Country Club in 6th of October. The camps provided students with an opportunity to communicate more in-depth and work on concepts for their developmental projects that they had started as a result of their learning journey. The hope is that these developmental ideas



will develop into service learning projects which students are encouraged to undertake during the scholarship.

The 32 students who went through the program in September were provided with opportunities to discover more about themselves and their abilities and they gained deeper insight into the real challenges that face the community around them. By exploring their personal potentials, LOTUS students were able to identify new ways to be proactive and to create positive social impact. They came to understand that a “good” society is one in which people feel and practice their citizenship through active engagement in the community.

The students provided an evaluation of the various aspects of Namaa School in terms of organization, field visits, and sessions delivered by different speakers by filling out an evaluation questionnaire at the end of each day. The average overall evaluation of Namaa experience was 77% (*See Annex (7) Description of Namaa’s Journey, summary of the comprehensive evaluation and focus group discussion*).

It was quite beneficial that Namaa ended up taking place at the IIE office as it provided LOTUS staff opportunities to observe and monitor the program closely. IIE noticed that Namaa had some challenges particularly in terms of communication, planning, and organization that need to be addressed in order to ensure a smoother and more transparent program in the future. IIE will meet with Nahdet El Mahrousa to share feedback and recommendations.

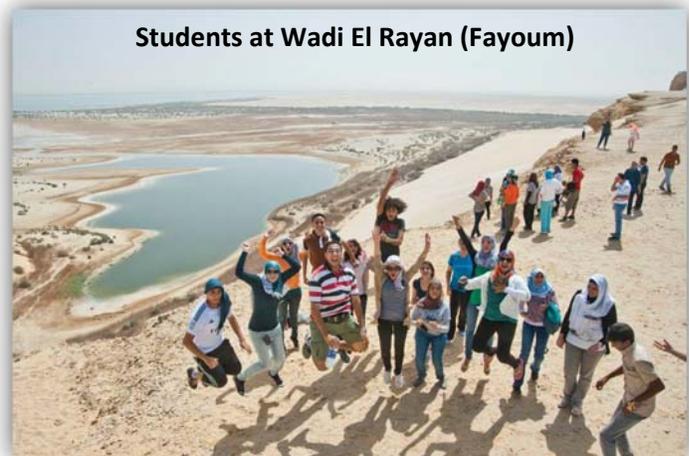
2. E'raf Baladak Program



The first E'raf Baladak trip took place September 17-20, 2013 to the village of Tunis in Fayoum. Forty-four students representing the different cohorts, governorates, universities, and fields of study were assigned to the trip. The political and security environment had many parents concerned. In addition, Dayma, the trip organizer contracted by Nahdet El Mahrousa, required parents/guardians to sign a standard liability waiver form which resulted in many questions from parents and students. Parents are not used to signing such documents and do not understand the purpose. IIE shared their concerns with Nahdet El Mahrousa and, in turn, Nahdet El Mahrousa worked with Dayma to address these issues. Dayma drafted a letter explaining the reasons behind the waiver, as well as provided information on emergency preparedness and a map to show that the trip's venue is actually far from where recent events in Fayoum have taken place. We shared the additional information with the students and left it up to the parents' discretion to decide whether or not students can attend the trip as given the circumstances of the country. IIE felt that this was the best way to handle the situation as we cannot force them to agree if they are uncomfortable with allowing their children to participate. In the end 34 of the 44 students' parents agreed to allow their children to attend the trip. An additional six students who were not scheduled for this trip got permission from their parents and were slotted in to bring the total number of students on the trip to 40. Students whose parents did not agree this trip will be rescheduled to attend future trips.

The trip introduced students to an area of the country that many of them were not familiar with and engaged them in a variety of experiential learning, cultural, and environmental activities.

On the first day, students learned about Tunis village and the challenges facing the village and Fayoum governorate. They also learned more information about the environment and the reason behind limiting the use of modern tools and electronics. Dayma was encouraging the team work spirit through different activities, games, and interactions.



On the second day, LOTUS students participated in a community service program with the village primary school students, teaching them and learning from them new ways of planting. Students enjoyed horseback riding, and bird watching. They also learned about Biomimicry¹. *Biomimicry- building a solar cooker*, the session objective was to give the students a chance to apply some biomimicry strategies and connect with themselves and each other as they worked with their hands. Students were shown how to build a specific type of solar cooker and handed materials and instructions to attempt to apply what the instructions showed. Students also visited the gallery of Mohamed Abla in Tunis village. Mr. Abla is a caricature artist who has lived in the Tunis village since he was a child and very actively involved in trying to solve Fayoum's problems.

On the third day, students went to Zawara camp where they were able to experience and appreciate the beauty of the Egyptian Western desert and its landscape. Students were taken on a tour of the different desert scenes around the Qurun lakes. They also visited Wadi El Hetan nature reserve where they explored one of the most beautiful prehistoric sites in the world. Dayma staff set up a telescope and students took turns watching the stars, moon, and constellations with the help of computer software. The students also went on a desert safari and tried sand boarding.

By the end of the trip, the students appeared to be appreciative of the opportunities given to them and to value things in their communities that they have been taking for granted. They were refreshed and are able to embrace their chances and look at their future with a clear vision.

Nahdet El Mahrousa is still working with the students on getting all of the evaluations of the trip and IIE will provide evaluation data in the next QPR. *See Annex (8) Description of E'raf Baladak Trip*

¹**Biomimicry** or **biomimetics** is the imitation of the models, systems, and elements of nature for the purpose of solving complex **human** problems.^[1] The terms *biomimicry* and *biomimetics* come from the **Greek** words bios, meaning life, and **mimesis**, meaning to imitate. A closely related field is **bionics**.<http://en.wikipedia.org/wiki/Biomimicry>

Annual Student-Led Workshop

IIE continued to support and mentor the organizing committee of the Annual Student-led Workshop. On July 23, the workshop management team (chairs and committee heads and deputies) had a session with Dr. Amr Osman, a project management specialist who has worked with them previously. The purpose of the session was to discuss their revised strategy, timeline, and budget documents. Dr. Amr guided them to reflect and critically think about the documents they provided, their status, and the political and security situation in the country in order to assess whether they could continue with their plan to organize and hold both a three-day camp and workshop as they originally had proposed. The students all concluded that their original plan was not possible and that it was more realistic to focus their time and efforts on only organizing the workshop.

As a result of the escalating political and security situation in August, the students were challenged to move forward with accomplishing some of the major tasks. Suspended train service and internet connectivity issues that some of them have in their home governorates were additional hindrances. Despite these challenges, the organizers were eager to hold the workshop at the end of September as scheduled. IIE knew that this was not possible considering they have not been able to accomplish essential milestones and tasks, however, because the main goal of the workshop is for them to learn, we did not share this with them at the time. Rather, we asked them to evaluate their list of tasks, timeline, and where they are currently in the process in order for them to come to this realization on their own. IIE held a meeting with the Workshop chair-people and they decided that it would be prudent in light of the current environment to postpone the Workshop. IIE is working with them to identify a more realistic timeline and plan with the idea that the workshop will take place in late November after the Cohort 3 students have started the Bridge Year Program.

LOTUS/LEAD Cooperation

On Thursday, September 12, 2013, Susan Silveus, IIE/MENA Regional Director, and Jehan Agha, LOTUS Leadership and Enrichment Programs Manager, met with the AUC LEAD Program team to discuss LOTUS/LEAD cooperation. LEAD presented its calendar of events for the fall semester trying to explore the area of collaboration between the two programs and how to maximize the outcome of this collaboration for both LOTUS and LEAD students. *See Annex (2) for the minutes of the meeting.*

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 clearly manifested with the commencement of Cohort 3 recruitment and interviewing process. Cohort 1&2 students were welcoming and accommodating for the new students showing their pride to be LOTUS students which added more enrichment to the program with a treasure of students who are appreciative and are able to apply what they have acquired throughout the program. The students are also sharing professional development opportunities, extracurricular activities, and community development activities along with their happy and most intense moments. This quarter, the LOTUS community celebrated the engagement of Omnia Ahmed, a Cohort 1.2 Business student at ACU and Ahmed Magdy, Cohort 2 IT Computer Science student at ACU before Ahmed lefts to spend the fall semester at Kent State University in the U.S.

Employability

Career counseling sessions:

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

Internships

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

During the reporting quarter, 24 cohort 1 and 12 cohort 2 students were able to complete internships that they obtained through their universities or social or professional networks. Students interned for one to twelve weeks in different multinational companies, factories, banks, universities, and organizations. *Please see Annex (5) for the list of the students who completed their internships.*

Career Mentoring:

NM will organize different events, gatherings, and workshops to provide group career mentoring for the LOTUS students in the coming quarter. NM will classify students' fields of study and interest into categories and students will be divided into relevant groups accordingly. MN will identify practitioners from these who will be invited to

host round table discussions. The discussions will aim to introduce the students to the career paths in different industries relevant to their studies and interests and provide answers to questions students may have such as the following:

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

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

Career Days and Events:

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

Reporting and M&E

Control Group

IIE worked on establishing a control group as a means of gauging the scholarship progress and outcome 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. IIE contacted 30 non-LOTUS students of whom 15 responded and expressed their interest in participating in this evaluation activity.

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 are enrolled in the scholarship. The non-LOTUS students have are characteristically similar to the LOTUS students, however it is assumed that the non-LOTUS students will not have received the same quality of education or enrichment sessions.

A questionnaire was created and sent to the students asking them to provide information about their university, academic performance, student activities, community service ideas or views about leadership and community service, types of leadership roles assumes, and academic and career goals and progress.

A group of 15 LOTUS Cohort 1.1 and 1.2 students with similar fields of study and home governorates will be required to fill out the same questionnaire.

During this reported period, IIE intended to invite the selected control group members for a focus group meeting, however deterioration of the security situation and the suspension of transportation made this impossible. IIE

plans to conduct two separate focus group meetings during the coming quarter for the non-LOTUS and LOTUS groups to obtain more in-depth information on their views and experiences and elaborate more on what they have provided in the questionnaire.

As an appreciation of the willingness of non-LOTUS control group members to participate in this activity, IIE will share with them information on academic and professional opportunities that might be of interest to them to support their careers. When feasible, they may be invited to attend LOTUS activities such as Annual Student-led Workshops and sessions.

The control group evaluation is considered an important element of program evaluation to determine if the LOTUS Program is achieving its goals. The second step is to clearly define the outcomes of the evaluation that determine the performance of the Program correspond to the indicators previously defined in Monitoring and Evaluation Matrix.

Challenges and Activities Postponed:

This quarter was marked by the deterioration of the political and security situation which impacted the implementation of some planned activities such as BUE Summer English Course, ITP TOEFL exam for students who have not scored >550 course and university staff capacity building. The following table presents the activities which are not implemented and the reasons behind it.

Activities	Reasons for non-implementation	Next Steps
BUE Summer English Course	The security situation in July and August was not conducive to holding the course. IIE postponed the course for several weeks and then determined that it was not prudent to hold the course and jeopardize the safety of students traveling between governorates and traveling between 10 th of Ramadan City (BUE dorms) and the university..	The course will be held in FY2014, Q3/Q4
All LOTUS students who have not scored >550 take the ITP TOEFL exam	IIE was unable to schedule the test dates due to the fluid security situation and the fact that delayed university start dates were fluid and many students were participating in LOTUS programs and trips in September.	Moved to FY2014, Q1
University Capacity Building activities	The political unrest was a major factor impacting the implementation of this activity at the beginning of the quarter. One month of the quarter was Ramadan and summer leaves. In September, the universities were focused on incoming students and start of classes.	Moved to FY2014, Q1/Q2
Career Component (Nahdet El Mahrousa)	This component experienced delays as a result of the security situation.	Moved to FY2014, Q1
LOTUS Student Council	The LOTUS Student Council did not meet as most students were in their home governorates for the summer and transportation was suspended as a result of the instability.	Moved to FY2014, Q1 (November 26, 2013)

Activities	Reasons for non-implementation	Next Steps
Annual Student-Led Workshop	As detailed above, the security situation and the suspension of transportation made it impossible for organizers to meet to continue planning the implementation of the Workshop.	Moved to FY2014, Q1
Wellness and counseling sessions to LOTUS students	Students were not at universities this quarter to hold the sessions. Two students who needed immediate support were provided with individual counseling.	Moved to FY2014, Q1

Conclusion

FY2013, Q4 was a very active quarter with a variety of activities taking place. Though the political and security situation impacted the implementation of many of the Program’s activities during, IIE managed to achieve a considerable part of its targets. IIE is thrilled with the award of an additional cohort of 50 students the outreach, recruitment, and selection of which was nothing short of miraculous given the political instability and security situation. IIE looks forward to welcoming the Cohort 3 students and to providing them with a beneficial Bridge Year Program.

In the coming quarter, IIE will continue to work on providing all students with the optimum support required for them to excel in their studies and plan for their futures. IIE and NM will deliver a variety of Leadership in Action activities and the Career Counseling activities that will enhance the skills and capacities of the students to realize their dreams and achieve their targets. The Annual Student-led Workshop will take place on November 26, 2013. This quarter will also witness increased activity in the Study in the U.S. component with the placement of a large group of students for spring 2014. IIE will also work closely with students who are struggling in their studies and need extra support to enhance their academic performance.

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Annex (2) LEAD / LOTUS Cooperation Meeting Minutes



Leadership for Education & Development (LEAD)

برنامج اعداد وتنمية القادة

LEAD / LOTUS Cooperation Meeting Minutes

Thursday, September 12, 2013

Attendees

LOTUS Program

Susan Silveus	Regional Director, Middle East & North Africa, IIE
Jehan Agha	Leadership and Enrichment Programs Manager

LEAD Program

Sohair Saad	Executive Director
SulafTaha	Assistant Director
EvetteShoukry	Assistant to Director
Hoda Mousa	Student Life Coordinator
SohaKhater	Student Life Coordinator
NahedFouad	Student Life Coordinator
Iman Kais	Student Life Coordinator
Ahmed Taha	Outreach & Logistics Specialist

Discussed points

II- General possible Ideas for cooperation between LEAD & LOTUS:

- Invite students to conferences
- Organize a joint retreat/meeting for students to come up with ideas on joint projects
- Students work together on the annual conference (low budget +sustainable?)
- LEAD & LOTUS conferences to have one theme.
- Invite LOTUS students to attend LEAD's thematic activities and vice versa
- Alumni to work together as mentors or "big brothers/sisters"
- Alumni to serve as advisory board for conferences.
- Alumni or students can deliver info session.
- Cultural events
- Task force teams to work on issues in their governorates or Community service projects
- Intern together in NGOs in the governorates
- Capstone/social work project by governorate
- Focus on long term and hands-on activities
- Joint team building activities
- Science competition
- Sports tournament

- A joint Facebook page highlighting the conferences and joint activities as well as students' projects.
- Online Publication or a newsletter.
- Hold quarterly meetings with LOTUS & LEAD staff to share experiences, knowledge, ideas & lessons learnt.
- A talent show.
- Initiate a students' committee to come up with ideas.
- Arrange a social day/night out together for students (opera).
- Fun day/International day.
- Open discussion
- Art production.

II- Things you need to know about LEAD & LOTUS

LOTUS	LEAD
147 students+50 (3 dismissals/withdrawals)	414 students, 166 Alumni, 203 current students (41 dismissals/withdrawals)
Semester abroad: 100s of universities to choose from arranged by the NY office.	Semester abroad: Around 25 universities to choose from arranged by the International Programs Office at AUC. (30% of each cohort)
Bridge Year (Prep skills/team building/leadership activities)	ELI/English 100 + Prep skills/team building/leadership activities
4-5 years	4-6 years
Majors include dentistry, physiotherapy, nursing	Mass communication, Engineering, physics, chemistry and others
3 cohorts (50+ per cohort)	8 cohorts (50+)
First cohort admitted in 2010, then 2011 and 2013	First cohort admitted in 2004 Last cohort admitted in 2011
Activities by theme	Activities by theme
5 Universities (4 in Cairo, 1 in Alexandria)	1 University (AUC)
Scheduling is a nightmare	Schedule in advance but changes due to political situation→ also a nightmare
1 coordinator per university (faculty member)	1 coordinator per cohort.
Partner organizations	Partner organizations
M&E	M&E
Warning letters→leadership & action plan→system of reward and punishment (disliked)→students' and staff contract	Leadership Potential Index

III- What's next?

1. A students' meeting (sometime after September 21st) to be arranged by LOTUS & LEAD staff. Lotus will suggest a date. (5 students per university from LOTUS and 5 students per cohort from LEAD)
2. LEAD & LOTUS staff will have quarterly meetings, the first being on Tuesday, November 5, 2013.

Annex (3) Individual Interview Rubrics

APPLICATION NUMBER:		REVIEWER NAME:
Questions	Y/N	Response / Comments
Why are you interested in the Lotus Program? ENGLISH	√	
What excites you most about the Lotus Program?		
In your application you said that you want to study _____ or _____ or _____. Why are you interested in these fields?	√	
If you are selected for a scholarship and do not get your first choice field of study, will you still accept the scholarship?	√	
Do you have any preference for one of the universities participating in the Lotus Program? If yes, which one? If you do not get placed at this university, will you still accept the scholarship?	√	
If you could have any job regardless of what you studied in secondary school, your grades, and your parents wishes, what would that job be?	√	
If you have a problem, who do you go to to ask for help or advice? What will you do if you are on your own at university and cannot get help from this person?		
How do you feel about living away from your family and friends for the duration of your studies?	√	
Have you ever spent time away from your family? If yes, what was the occasion and duration?	√	
Have you lived or travelled outside of your governorate or Egypt?		
If you could live anywhere in Egypt, where would you live and why? If you could live anywhere in the world, where would you chose to live and why?		
If AFS alum - what were the most important things you learned about yourself when you spent a year abroad?		
Does your family go on holidays together? If so where?		

APPLICATION NUMBER:		REVIEWER NAME:
Questions	Y/N	Response / Comments
What do you consider to be the most important qualities in a friend? In a teacher/professor?		
Who do you consider to be the most inspirational person alive today?		
If some gave you a million pounds to use however you want, what would you do with the money?	√	
If you were being sent to live on a deserted island in the middle of the sea, what five things other than food & water would you take with you and why?		
Tell us about a time when you felt you were a good leader.		
What are you the most proud of in your life?		
What kind of hardships have you experienced in your life? These could be financial, social, family-related, etc.	√	
Many students at private universities come from very privileged backgrounds. Do you think this will be challenging for you? If so, how?	√	
You completed most of your education in a boys/girls school. How do you feel about attending a co-ed university and perhaps having to work on projects or community service in mixed groups?	√	
What would you do if you had to share a room in university housing with someone who you think is different, i.e. another governorate, not your religion, has different opinions or political beliefs, etc.? For example,. If you are a Muslim and your roommate is a Christian, how would you feel about the presence of a cross in the room? If you are a Christian, how would you feel about your Muslim roommate praying in the room? How would your parents feel?	√	
If you were selected to spend a semester in the United States how would you feel studying and living with people from different countries who have different personal, religious and political beliefs? Would you try to convince them of your beliefs?	√	

APPLICATION NUMBER:		REVIEWER NAME:			
Questions	Y/N	Response / Comments			
What would you tell people about your governorate and country?					
Talk to me about community service.	√				
What are your dreams for your country?					
How do you feel you could contribute to the development of your governorate and/or country?	√				
There are many problems in our country and the world. What can you do TODAY to make a difference?					
What do you think is the biggest problem the world faces today and why?					
Talk to me about the January 25 Revolution. Do you feel that you changed in anyway after the Revolution?					
Why should we select you and not another student from your governorate for the Lotus Program?	√				
		Excellent	Very Good	Good	
		Weak	Very Weak		
Critical Thinking		5	4	3	2
			1		
Purpose and Commitment		5	4	3	2
			1		
Self Awareness and Confidence		5	4	3	2
			1		
Independence		5	4	3	2
			1		
Communication		5	4	3	2
			1		
Initiative and Perseverance		5	4	3	2
			1		
Openness and Adaptability		5	4	3	2
			1		
Creativity and Innovation		5	4	3	2
			1		

APPLICATION NUMBER:		REVIEWER NAME:
Questions	Y/N	Response / Comments
Service and Caring		5 4 3 2 1
TOTAL		

Comment on English proficiency

Annex (6) IIE -TOEFL- iBT Preparation Course Report



School of
**CONTINUING
EDUCATION**

School of
Continuing
Education
English Studies

Division – Customized Programs
USAID LOTUS Scholarship Program

This report mainly includes a summary of the content covered, general comments about the performance of each student in addition to their scores on quiz 1. Below are the points covered in this report :

- 1- Introduction
- 2- Summary of the Content Covered and Achieved Objectives
- 3- Progress Reports and Grades for Each Group
- 4- Commentary Paragraphs for Individual Learners

Introduction

The 36-hour program mainly aims at equipping IIE learners with the skills needed to achieve the qualifying TOEFL score when retested, equipping them with problem solving and critical thinking skills, improving learners' performance in English-language written assignments for their undergraduate studies, improving their oral presentation skills for LOTUS activities and encouraging these learners to pursue self-learning and to value life-long learning.

Summary of the Content Covered and Achieved Objectives

During Day 1-2-3, learners were provided 3 classes with instruction, practices, assessment and feedback on all the four skills (speaking, listening, reading & writing) associated with language learning and the TOEFL test, grammar, vocabulary, study skills and academic writing.

To put it in points:

The students sat for a diagnostic test from the Longman Preparation Book, (2007). In this test, the students had to answer a complete reading passage, listen to academic lectures, speak about personal preference and write an argumentative essay. Then, they were provided with an overall framework of the different sections of the iBT exam and what are the needed skills to get good scores in these sections.

- 1) After introducing the students to the different techniques and strategies to answer the independent speaking tasks, they practiced these techniques through answering 15 tasks.
- 2) The students were introduced to the different strategies to answer the vocabulary questions in the reading passage (analyzing word forms- using context-being familiar with the different meanings of prefixes-bases and suffixes)
- 3) The students wrote two independent essays and submitted them to the Criterion
- 4) The students were asked to write an integrating essay
- 5) Based on the students' performance on the written section of the diagnostic test two workshops were held to 1) introduce them to the rubrics used in the iBT 2) familiarize them with some technical components of academic essays(topic sentence- supporting sentences-concluding sentence-conjunctions) 3) help them avoid using the run on sentences and fragments
- 6) The students also answered activities that tackle the pronoun referent and paraphrase questions in the

reading passages.

To refresh their memory and let them practice what they have learnt in class, they were asked to answer two mini-tests at home.

They all had the opportunity to practice the main 4 skills. For instance in speaking, all learners intensively learned and practiced the integrated speaking tasks, we took the first and the second lesson of the integrated speaking which is ; each learner had the opportunity to actively demonstrate grasping these tasks via relevant interaction. Moreover, a further practice was provided in the integrated speaking preview test.

In listening, learners intensively practiced purpose, attitude, method, and replay questions. For each skill and for each type of question, learners were provided with ample practice, continuous assessment and appropriate feedback.

In reading, all learners intensively learned and practiced effectively dealing with opinion, purpose, method, sentence restatement questions, and reference questions. For each skill and for each type of question, learners were provided with ample practice, continuous assessment and appropriate feedback.

In writing, we covered the first 4 skills of the independent writing; learners learned how to write the introduction, body and conclusion of the integrated writing with intensive practice. Moreover, they learned how to check and edit errors whether, organizational, grammatical or mechanical. Also, we started a different type of writing which is conclude rated writing. Learners practiced how to read and analyze prompts, some techniques to brainstorm ideas for the prompt, in addition to planning a coherent and well-organized essay which addresses the relevant topic appropriately. Finally, learners have practiced giving their opinions and connecting their ideas in essay writing through a wide range of expressions and transition words. In Addition to all that, a wide range of grammar points and vocabulary skills were covered.

- Based on the content covered referred to above, the learners to a very good extent have achieved a lot of learning objectives; they have been able to “
- Develop various listening skills to comprehend, analyze, synthesize, and evaluate academic texts.
- Develop various speaking skills to give clear, detailed descriptions and construct a chain of reasoned argument, linking ideas logically on a range of subjects related to fields of study
- Read academic reports and articles critically using a variety of reading strategies.
- Perform well on proficiency tests.
- Develop academic writing skills such as writing well-built paragraph (Introduction-body-conclusion) using sentence connectors. In addition to using advanced language to address the prompt, learners practiced various techniques to increase their professionalism in writing academic essays.

[Annex \(7\) Description of Namaa’s Journey and Comprehensive Evaluation](#)

The Namaa School Learning Journey is split into three main stages:

Stage One starts with self-discovery: Who am I? This happens through a series of interactive lectures and workshops and storytelling sessions. The students are then introduced to the diverse cultures existing in Egypt and how these different cultures coexist.

Stage Two is a discovery phase. The students learn about the political, economic, social, educational, and civil society maps of Egypt. They are then introduced to different approaches and schools of sustainable development.

Stage Three concludes the school. Focus on understanding success and how to get started? Here students explore how to enable themselves to actively participate in their communities' development and kick-start their own initiatives.

Namaa's journey with the LOTUS students went as follows:

Day one:

Day's Objective: Self-discovery: to tackle the questions of "Who am I, Really?" Understanding one's elements, Major incidents in their lives that shaped them the way they are today. This should lead the students to be able to develop their own individual self-map.

The Q Lecture – Mohannad EL Hag

- The importance of the Question as a main drive in the history of the world.
- What are the fundamental questions answered by civilizations throughout history.

Turning these fundamental questions into personal ones and each individual answers them. This is a good introduction for the self-map development. After developing their self-maps, students are encouraged to use them as a tool to understand and know more of "the other" whether this "other" is another idea, human or civilization.

Self-Discovery through story telling Workshop: By Nesma El Geweily

Objective of the session:

1. For the participants to reflect on their personal journeys and their previous decisions and choices.
2. To evaluate their journey in the light of the values they believe in to know more about themselves.

Day two:

Day's objective: A deeper level of self-discovery in an Egyptian context. On day two the participants explored the collective Egyptian identity's answer for "who am I, really?" Participants get the chance to relate and compare their answers on the question of identity the previous day and Egypt's answers in different periods of history. This day leads into questions of "Belonging" and questioning understanding one self's "unique character"

History and Identity – Cairo Walk by Hanna Greiss

Dr. Greiss introduced the development stages of Egyptian History and identity taking into consideration the religious history of Egypt.

Identity and Belonging – Lecture by Dr. Emad Abou Ghazy

- Is the Egyptian identity homogenous or variegated?
- Is there a clash between identities or can they coexist?

Egyptian identity reflected in Egypt's architecture and urban planning – A lecture by Ahmed Borhan

How can the answer of the question: "who am I, really?" be reflected in architecture?

Day three:

Knowledge Map – a lecture by Dr. Heba Raouf Ezzat

- What are the different kinds of acquirable knowledge that can help you achieve your dream?
- Highlighting the importance of linking different kinds of Knowledge and science together.
- Discovering the connection between natural sciences and social sciences.
- How to discover the connection between the sciences you are studying at university and other

scientists.

Language and Identity Lecture by Ayman Abd El-reheem

- The connection between the language and the way one views the universe.
- Language, Research and development

Critical thinking and the decision-making Process

- How to analyze situations we face in our daily lives.
- Using this analysis to identify wrong from right
- The importance of critically analyzing what is presented as facts and judgments.

Day four:

Introduction to development – Lecture by Manal Saleh

- Defining Sustainable Development
- Introducing Different schools of development
- Differentiating between aid work and Development work.
- Highlighting the meaning of participative development

From abstract to tangible – Lecture by Mohamed Yassin

- Development as a method offering alternatives.
- Proactive and positive thought, identifying resources vs. weak points and challenges.
- Creating and developing ideas in your areas of passion and strengths.

Defining the meaning of freedom – A workshop by Nesma El Geweily

Day five:

Taking Initiative Workshop – Various facilitators from Namaa's core team

- Students identified the most dire social problems in their communities
- Students collaboratively explored methods of solving these problems
- Finally, students worked together to come up with ideas for initiatives that can tackle these social problems.

The Ethical Choice in Politics – A lecture by Dr. Amr Hamzawy and Dr. Heba Raouf Ezzat

Day Six:

Reflections on Namaa's Learning Journey – a Session facilitated by Mohanad EL Hag

1. Reflections on the first 5 days of Namaa's School.

Field Visits:

Participants were split into 5 groups based on their fields of interests and each group went to a separate field trip. After the trips were concluded each group presented their findings and reflections on their trips to the other groups. The trips aimed at introduced the participants to real development work happening on the ground and five developmental hubs in Cairo were selected for the visits.

Alwan Wa Awtar:

Established in December 2005, Alwan wa Awtar (A&A) is a nonprofit organization with the aim of providing a safe haven where children can nurture their artistic senses, develop their creativity and intellectual abilities and experience self-discovery in a stimulating nonjudgmental environment. Situated in the heart of the community they serve, A&A programs offer children access to artistic and cultural activities, as well as interactive educational activities that promote love of learning and self-development.

The Spirit of Youth Association:

The Spirit of Youth Association is an Egyptian non-governmental organization (NGO). The association was founded in 2004 by a group of young women and men from the recycling community of Mokattam, Cairo's largest garbage village. At the heart of the NGO is a unique learning center: The Recycling School for Boys.

Artellewa:

Artellewa is an art space, founded by the artist Hamdy Reda in 2007 and managed by artists. Artellewa is located in Ard El Lewa, a densely populated informal area located between the two great squatter settlements of Cairo, Imbaba and Boulak al-Dakrou. Artellewa facilitates artists' projects, offers workshops for community members and emerging artists, exhibits art and hosts artists-in-residence.

Ramses Wissa Wassef Exhibition Trust:

The Ramses Wissa Wassef Art Centre is the home of a unique experiment in tapestry weaving that has produced extraordinary works admired and collected by museums and galleries around the world. The life work of its founder Ramses Wissa Wassef (1911-1974) was dedicated to releasing the innate creativity of young Egyptian villagers freed from the constraints of a formal education.

El Mashrou3:

El Mashrou3 is Egypt's first reality TV competition for entrepreneurs and social-entrepreneurs. While the initiative focuses on social projects, it also accepts "typical" businesses since they help decreasing the level of unemployment.

Field Visits Presentations – Delivered by the Participants

Each group of the participants prepared a presentation to their colleagues highlighting the positives, negatives and what they learned from their field visits.

Day Seven:

Local Councils – Lecture by Ramy Yasser

- What are local Councils? What is their developmental role? What are the youths' opportunities to create change through them?
- Demonstration of successful international experiences for positive change through Local Councils.

Fundamentals of Economics – Karim Mamdooh

- Fundamental Principles of Economics
- Different types of Economic Systems

Day Eight:

Alternative Education- Lecture by Moataz Attallah

- Education as a life journey
- Why do we learn?
- Can you balance between your Education and hobbies?
- The connection between my Education and Development

What is my Role in the Society – Lecture by Ayman Shehata and Amira Hossam

- From Namaa's learning Journey to framing my role in my Society

Day Nine:

Climate change Phenomena – Lecture by Sara Rifaat and Amna Adel

- The lecturers presented the Climate change phenomena and the threat it poses to mankind
- After presenting the problem the lecturers presented initiatives they are working on to tackle the problem here in Egypt

Community Development - Hamed El Mawselly

- Defining Community Development
- Can development occur while relying solely on local resources maintaining the community's culture and identity?
- Case studies were presented on successful models of Collaborative Development

Pro Action Café – A workshop facilitated by Namaa's core team

The pro action café introduces different social entrepreneurs working on their developmental initiatives on the ground. The students then got the chance to discuss these initiatives with the entrepreneurs knowing directly from them how it started and how they are sustaining it.

Day Ten:

Field visit to SEKEM Farms

Through this visit the participants got know about one of the biggest Social Enterprises Existing in Egypt and discover the main elements that differentiate socially driven initiatives from pure for profit ones. It was important to highlight to the participants that there is no shame in generating revenue while supporting the community. Through their visit the participants witnessed the positive and sustainable effects SEKEM is having on the surrounding farmers' community.

Reflecting on the initiatives visited During the School – An interactive session facilitated by Namaa's Core team

Participants reflected on the initiatives visited during the school period where each student shared his opinion on each initiative and lessons and discoveries acquired.

The Village – A simulation game Facilitated by Namaa's Core team

The objectives of this game were to:

- Give the Participants an understanding of work ethics and team work
- Highlight the effects our personal decisions might have on our communities
- Link between the personal interest and the community's interest

Day Eleven:

On the Morning of the Eleventh Day the father of one of the participants passed away hence the school activities were postponed till 5:00 pm that day.

The words Game – an interactive Session Facilitated by Namaa's Core team

Since several new terminologies were introduced during the school this game offered a good refreshment to recall most of the new terminologies used.

- All new terminologies were presented again and a small discussion went on about their meanings
- Each participant would pick a term and discuss what it means to him with the other participants

Initiating Initiatives - an interactive session held by Namaa's Core team

Students were asked to brainstorm about the kind of initiatives that they would like to work on and develop after the conclusion of the school. Each participant – Group of participants had to prepare a 10 minutes presentation, which covered the following:

- a. The idea of the initiative (Problem statement)
- b. The goal of the initiative
- c. Initiating plan
- d. Time frame
- e. Potential partners
- f. Needed resources
- g. Opportunities and threats

13 initiatives were presented by the participants; followed by discussions of each initiative.

Day Twelve:

Speed Thoughts – An interactive session facilitated by Namaa's core team

The objective of this session is to engage students in networking activities, demonstrating the importance of active participation, and utilizing available resources.

- Each participant prepared a need or an inquiry for his/her initiative
- Within intervals of 3 minutes each, participants shared their need/inquiry with another participant

General reflections on Namaa's Summer school for the LOTUS participants

Each participant shared knowledge, skills, values gained through his/her journey with Namaa and linked them to what they intend to do after the school is concluded. All output was shared and discussed with the rest of the participants.

Namaa Comprehensive Evaluation:

	Questions	% Average/Question
	Day1 (7/9/2013)	76%
1	Speaker 1 (Mohannad Al Hag) evaluation	69%
2	Speaker 2 (Nesma Guweily) discussion the Khemiaei story, evaluation	84%
	Day2 (8/9/2013)	70%
3	Satisfaction with the City Field Trip with Dr. Hanna Grace	74%
4	Speaker 1 Identity and Culture (Emad Abou Ghazi)	67%
5	Speaker 2 Challenges relating to Identity (Heba Raouf Ezzat)	84%
6	Speaker 3 Identity and Architecture (Ahmed Borhan)	55%
	Day3 (9/9/2013)	75%
7	Speaker 1 (Heba Raouf Ezzat)	83%

8	Speaker 2 Language and Identity (Ayman Abd ElRahim)	84%
9	Speaker 3 Critical Thinking (Abd El Meguid Al Aswad)	65%
10	organization	66%
	Day4 (10/9/2013)	84%
11	Speaker 1 Schools of Development (Manal Saleh)	80%
12	Speaker 2 What is Your Role (Mohamed Yasin)	86%
13	Speaker 3 Values and Development (Nesma El Guiely)	83%
14	organization	84%
	Day5 (11/9/2013)	77%
15	Speaker 1 Issues Workshops (Mohammed Gamal)	78%
16	Speaker 2 The Ethical choice in Politics (Amr Hamzawy)	72%
17	Speaker 3 The Ethical choice in Society (Nesma El Guiely)	82%
18	Speaker 4 Story of al haky (Zahraa Abdallah)	74%
19	General satisfaction with the day	82%
	Day6 (12/9/2013)	80%
20	Speaker 1 The Educational Journey (Moannad Al Haj)	81%
21	Satisfaction with Field Visit	82%
22	Presentation of and discussion of field visits	75%
23	General satisfaction with the day	80%
	Day7 (13/9/2013)	73%
24	Speaker 1 Local Governments (Ramy Zeyad)	77%
25	Speaker 2 Introduction to the science of economics (Kareem Mamdouh)	70%
26	General satisfaction with the day	74%
	Day8 (14/9/2013)	79%
27	Speaker 1 Alternitive Education (Moetaz Atallah)	85%
28	Speaker2 The Educational Journey and Your Role (Amira Hossam and Ayman Shehata)	82%
29	General satisfaction with the day	71%
	Overall Satisfaction of Namaa School 2013	77%

Namaa focus group discussions:

Introduction:

In an effort to provide the best quality education and activities to students, IIE conducted two focus group sessions for the students who attended Namaa School for Sustainable Development 2013 to explore more in-depth about the strengths and weaknesses of this program.

The focus group discussions were held September 17-19, 2013 during the camp that took place in Agyad Country Club in 6th of October City. A total of 12 students participated in the focus groups. Each focus group involved 5-6 students between in order to hold a constructive dialogue and pave the way towards more authenticity of the views evoked. Some students were interviewed individually as well as per their request where they were able to voice their concerns clearly and recommend better ways for more effective implementation.

The following questions were discussed:

1. How do you rate Namaa's experience as a whole?
2. What are the learning skills that you have acquired?
3. What were the learning skills that were missing and most needed for your development as a leader?
4. What were the most interesting topics that grabbed your attention?
5. What were the topics that you were the least useful in your opinion?
6. Did you feel comfortable sharing your stories in Namaa's community?
7. Did Namaa's experience manage to bridge the relationship between you as LOTUS students?
8. What did you find most valuable in this experience? Why?
9. What was least valuable in this experience? Why?
10. How will you be able to apply the values you have learned in Namaa School in your life?
11. Did you feel that Namaa's values are in harmony with LOTUS's values or they contradict? If No please explain and give examples.
12. How we can improve Namaa experience and what are your recommendations?
13. What are your future goals after attending Namaa?

The focus group conversations resulted in identification and better understanding of the issues that IIE should address in the next Namaa School in order to make sure that the students get the best out of it.

The following feedback was identified by participants in the focus groups:

- Some students evaluated the experience as a whole and wanted to assert that they benefited from the topics discussed. The topics discussed gave them guidance to their future and enlightened their path on how they should think about their studies and future in general. Some students expressed their regret because Namaa School didn't take place earlier in their life to support many decisions they should have taken regarding their careers. This group of students didn't mention any drawbacks since they wanted to let go and enjoy the whole experience with its pros and cons.
- All students complained about the organizational part of the school which made them unable to be prepared before the session or the activity starts. Namaa's team explained this to the students as being intentional. It is part of their learning process which will be deficient had they know what to expect next.
- Some of the major skills acquired were; how to think and analysis the most important issues using infinite number of questions which in general have no answer but keeping them moving forward and using their minds.
- Namaa provided them with guidance and the insight to their future and be developmental.
- The students after all what they have seen and learnt realized that it would be their own choice and

responsibility to be an effective member of the community.

- The best part of Namaa School, in the students' views, was the field visits paid to a number of successful developmental projects, as such; they were able to identify the projects they would undertake in order to serve the community best. They were able to build their future goals based on such experience which they have accumulated through the school.
- The students complained that the school duration was squeezed and condensed which in their opinions prevented them from benefiting from more activities that they thought would have taken place.
- Namaa asked the students to bring along in the camp something valuable and significant to them to talk about in the reflection session, but this activity never took place which caused some disappointments among some of the students.
- Namaa was a very good chance for LOTUS students to bond and communicate effectively.
- The most interesting sessions were the ones about languages and the map of sciences yet they found the session of the formal and informal institutions as weak and the speaker could not reach out to the students as he should be.
- Sekem visit was very interesting and provided them with lots of information and ideas for their future projects.
- Lack of time management and mass punishment were two major drawbacks in Namaa School and they both contradict what LOTUS team is trying to instill in its students.

Annex (8) Description of E'raf Baladak Trip

Pre-trip Meeting (Sara El Sayed- Cofounder of Dayma):

Meeting's Objective: To re-introduce Dayma, their philosophy and team. To go over ideas covered in the video ensuring that the students had understood them. The meeting also set ground rules and expectations.

The meeting started with a discussion of the video where Dayma asked students to explain from what they understood of what they had watched what Dayma was. After this discussion Sara recapped what the students had mentioned and explained some of the finer points such as defining Biomimicry putting Tunis Village and Fayoum into context.. Sara then placed a card on each of four desks and asked the student to split themselves up into groups and asked them to discuss the points on the card which they were then to present. The cards addressed the key talking points in the discussion that preceded it: Dayma, Biomimicry, Tunis, and Wadi elRayyan/Wadi El Hitan.

After this session Sara explained the program and assignments in more detail and a recap and discussion of what the students would be up to. This was followed by Dayma explaining ground rules: there were to be no junk foods, junk snacks, or fizzy drinks allowed on the trip starting as soon as they got off the bus in Fayoum. Students were warned to follow Dayma's instructions and safety guidelines.

The meeting ended with the students putting up their names in groups on a sign up list for room and tent assignments and an affirmation from Dayma for everyone to be on time and ready to depart by 7.30 am the next day.

Day 1:

Students departed for Zad el Mosafer lodge in Ezbet Tunis Village in Fayoum. Upon arrival, they gathered in the communal tent to go through orientation and talk with Abdou Gebir, the owner of Zad el Mosafer.

Intro to Tunis and Zad – Abdou Gebir (Tunis resident and owner of Zad)

Session's Objective: To introduce the place (fayyoun, Tunis, Zad etc), some of the people and some of the social issues they face.

Abdou Gebir introduced Zad el Mosafer, how he built it and the concept of ecolodges. Mr. Gebir talked and answered questions about Fayoum, Tunis, Tunis' origins, speculations about its name, what it is famous for, and its ability to attract artists and nurture creativity. Mr. Gebir talked about the village, the challenges that they faced from the governments administrative side (water, electricity, schools etc) and from the culture of the people in the area and the effects of changes in culture and technology on the village. Mr. Gebir touched on issues such as the difficulties facing farmers, the changing landscape, changing economies within the village and the changing lifestyle. He also talked about the challenges he and his neighbors faced with community action in these conditions.

Orientation and Social contract

This session was mainly to start doing icebreakers, introductory exercises, and set ground rules for being a community. This was fairly standard until it came to attempting to communally write the LOTUS for Dayma social

contract.

Students were asked to think and mention the things that bothered them the most when they are in a space or in a group. Students' came up with things relating to judgment, time wasting, tardiness, having to wait, being bossed around, being told what to do, encroaching on privacy, littering etc. This list eventually came to include smoking. The students were asked to come up with actions or consequences for violation of the social contract and two people were assigned to illustrate the principles of the Dayma for LOTUS social contract as the group recapped the points of the social contract that we were able to agree on. After lunch Dayma broke the students up into 4 groups so that they could rotate activities.

Activity: Art workshop

Session's Objective: To explore and connect with the self and try something they have not done before especially if they are not familiar with or do not favor art and painting.

The students were taken to the Mohamed Abla Fayoum Art Center. Mr. Abla is a well renowned and award winning caricaturist and artist, he is also a member of the 2013 constitutional committee.

Students were taken into a studio where they each picked a partner. One of each couple stood on opposite sides of see-through plastic sheeting and one of them was asked to pick three colors from available paint and draw what s/he sees rather than what they think they should see. One most of the students were done a fresh roll of sheeting was put up and they changed roles so the models could now try their hand at the exercise.

Activity: Pottery

Session's Objective: To explore and connect with the self, try something new and learn about the craft that makes Tunis and its people unique: Pottery.

The students were taken to a space in Zad set up with pottery wheels and clay. They were introduced to a craftsman that talked to them about the history of his craft in Egypt and its growth and its unique qualities in Tunis. After a short demonstration, students were given the chance to try their hand at the wheel, making vessels, or make statuettes.

Activity: Materials

Session's Objective: To explore and connect with the self and nature, to attempt to think about how to make the most of the materials that one finds in nature in a sustainable and natural manner.

The students were asked to imagine they were cavemen, primitive men or simply lost in Fayoum with no contact to people and any provisions or tools etc. They were asked to scavenge (not allowed to break or tear or harm any animals) natural items (ones that can exist without industry or human intervention) in their surroundings that can help them survive and make things to full fill as much of their needs (especially basic needs if possible) as possible. They were to be given a little under an hour to find these materials and construct as much of these tools and things as possible.

Intro to Biomimicry

Session's Objective: To introduce principles of biomimicry.

Each group of students were handed "Life principle" cards that related to biomimicry and discussed how these

principles could be applied in their own lives.

Video, Biomimicry

Session's Objective: To further discuss and explore the principles of biomimicry.

This session was unfortunately not completed due to an ill-timed black out. Instead after a brief discussion of the biomimicry principles they touched on before dinner, the students were handed cards that described different projects that implemented biomimicry's principles and were asked to break into groups and discuss the ideas after which they would have to present and explain their card to the group talking about what strategies were replicated and what other principles the projects in the cards presented. Each group picked a scribe and reporter and the students were given 20 minutes to go over their cards and then present.

Reflection

Session's Objective: To reflect on lessons learned from the video and bio mimicry exercises.

When this was no longer possible the students took the time instead to break into their community service groups and work on their respective tasks. The Logistics team, whose responsibility it was to make sure that the next day's community service component goes smoothly went over their schedule, their preparations, securing materials for the other groups and generally getting things ready for the group of young Fayyoun children that would take part in the community service component.

The LOTUS students worked on different ways of presenting plants, planting, plant needs etc through different activities. Some of the students scripted a sketch others were putting the final touches on a song etc.

Day 2:

Brief on planting and community service exercise

Session's Objective: To inform the students on the practical portion of the community service exercise

Dayma staff used this time to briefly explain the reason they were planting the plants they chose. The students were introduced to the idea of productive gardens and the 1,000 gardens in Africa Slow Foods Initiative, which they were told to research at their own leisure. They were then introduced to the process of the planting portion of the community service exercise and were given a visual aide (laminated handouts of illustrated instructions), which the Dayma briefly went over.

Community Service

Session's Objective: To give the students a chance to learn through leading and teaching as well as doing some community service. This was also a chance for students to connect with the earth and nature and work with their hands.

The students broke into their assigned community service groups as the Logistics team assigned each of them a group of young Fayoum children. The students started to work with the children on their rehearsed learning component on plants before going on to actually planting. The community service session and lunch were followed by a reflection session on their views on the state of education in Egypt. They discussed what education

in the broader sense is, where it happens and what the problems that face it are and what the roots of these problems may be. They then started brainstorming on their own ideas and suggestions for solutions.

Attention and Teambuilding exercises

Session's Objective: Students learned about teambuilding, listening to instructions, nonverbal communication and working towards a common goal.

- 1- A full group activity that focused on maintaining attention and tongue twisters was run.
- 2- Students were broken up into groups and given a simple puzzle to solve as a group without verbal or gesture communication

Dayma then broke the students up into three groups so they could rotate around the following three activities.

Activity: Horse riding

Session's Objective: To connect with the self and nature, try something new and for some overcome their fears. The students were provided with rides and protective gear and taken for a short ride on Lake Qarun.

Activity: Bird Watching

Session's Objective: To explore and connect with nature, learn to see and listen to the diversity of birdlife, to learn about the variation of birds and their importance in the ecosystem.

The students were given binoculars and bird watching in Fayoum books to try and identify which species they could spot or hear on a nature walk on Lake Qarun. Watching kingfishers illustrate why and how their form and was used in bullet train designs and strategies.

Activity: Biomimicry- building a solar cooker

Session's Objective: To give the students a chance to apply some biomimicry strategies and connect with themselves and each other as they worked with their hands.

Students were shown how to build a specific type of solar cooker and handed materials and instructions to attempt to apply what the instructions showed.

Cooking Dinner

Session's Objective: To give the students a chance to work in teams making the community dinner and connect with each other

Students were broken up into different groups to make the different components of dinner from scratch and clear up afterward depending on which part they were comfortable with.

Day 3:

Students were divided into groups and set off in 4x4 vehicles with a driver and chaperone for a desert adventure.

Desert Safari

Session's Objective: To help students connect and appreciate the beauty of the Egyptian Western desert and its landscape; to connect with nature and self through trying something new. Students were taken on a tour of the different desert scenes around the Qurun lakes.

Wadi Hitan

Session's Objective: To help students learn about and connect with nature and appreciate biodiversity and the significance of this World Heritage site.

Students were taken on a tour of some of the fossilized remains of the Tethys sea that remain in Wadi Hitan.

Team Building exercise

Session's Objective: Teambuilding and Communication exercise

Zowara Ecolodge Orientation- (Zowara owner)

Session's Objective: To learn about Zowara Ecolodge and the area as well as the growing field of ecotourism

Listening and rhythm round circle

Session's Objective: To help students learn and connect with nature through silence and listening and appreciate the rhythm and music of nature. Students were left to take part in an activity or do their own thing

Activity: Moon and stargazing

Session's Objective: To connect with the self and nature, try something new.

The Dayma staff set up a telescope and students were allowed turns to star and moon gaze as well as explore constellations with the help of computer software.

Activity: Dream circle

Session's Objective: To connect with the self and community.

Round circle where each shared a dream or goal that they had as a child and something they have always wanted to do but have yet to.

Activity: Night walk

Session's Objective: To connect with the self, nature and overcome one's fears. A guided (chaperone from the camp) walk around the desert surrounding Zowar.

Day 4:

Biomimicry Design Exercise

Session's Objective: To help work with the principles of Biomimicry

Students were put in groups and asked to come up with their own biomimicry design inspired by the strategies of species that were showcased and described on cards assigned to each group.

Reflection Session

Session's Objective: To reflect on the students' Dayma Journey and harvest the lessons learned.

Each student was given a chance to share what he or she has learned and what they will leave the experience having gained.