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INSTITUTE OF  
INTERNATIONAL  
EDUCATION

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

**Quarterly Report**

**FY2014, Quarter 2**

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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, 144 students are enrolled in academic programs as two students graduated, two students left the program, and two students were terminated due to weak academic performance.

On September 4, 2013, IIE/Egypt was awarded funding for 50 additional scholarships. IIE immediately mobilized, recruited, and selected 50 students to join Cohort 3. Currently, the 50 students are participating in a Bridge Year Program at the British University in Egypt to gain a suite of essential skills including English language, computer, research and study skills.

### Profile of the 146 LOTUS Cohort 1 and 2 students (including graduated student):

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	Beheira	Beni Sueif	Cairo	Dakahlia	Damietta	Favoum	Gharbia	Giza	Helwan	Ismailia	K. El Sheikh	Luxor	Matrouh	Menofeva	Minva	New Valley	N. Sinai	Port Said	Qalivobla	Oena	Red Sea	Sharkiva	Sohag	South Sinai	Suez	Recruited
Female representation	2	3	0	2	2	4	2	1	2	1	1	4			3	1	2	2	5	1	1	2	1	1	1	2	3	2	1	52
Male representation	0	2	1	2	1	2	4	1	1	1	1	1	1	1	1	2	2	1	4	2	1	2	2	1	4	1	1	2	2	47

COHORT 2 Candidates (gender & governorate)	6th October	Alexandria	Assiut	Aswan	Beheira	Beni Sueif	Cairo	Dakahlia	Damietta	Favoum	Gharbia	Giza	Helwan	Ismailia	K. El Sheikh	Luxor	Matrouh	Menofeva	Minva	New Valley	N. Sinai	Port Said	Qalivobla	Oena	Red Sea	Sharkiva	Sohag	S. Sinai	Suez	Totals
Female representation	1	2	1	1	2	1	3		1	1	1				2	1			2	1		1	1	2	0		1	1	26	
Male representation			2		1	1		1	1	1			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21	

**Profile of the 50 LOTUS Cohort 3 students:**

COHORT 3 Candidates (gender & governorate)	Alexandria	Assiut	Aswan	Beheira	Beni Sueif	Cairo	Dakahlia	Damietta	Fayoum	Gharbia	Giza	Ismailia	K. El Sheikh	Luxor	Matrouh	Menofeya	Minya	New Valley	N. Sinai	Port Said	Qalivobia	Qena	Red Sea	Sharkiva	Sohag	S. Sinai	Suez	Totals
Female representation		1	3	1	2	1			2		1	1			1	1	3	1	2	1		2		1	1	3		28
Male representation		1	1	1	3	2			1		2			2	1		2					1		2	1	1	1	22

During FY2014, Q2, the following activities took place:

- 23 staff members from LOTUS partner The British University in Egypt (BUE) and 21 staff members from Pharos University in Alexandria (PUA) attended a workshop on "Team Leadership" as part of the LOTUS University Capacity Building component.
- 26 staff members from Pharos University in Alexandria (PUA) attended a workshop on "Culture and Leadership" as part of the LOTUS University Capacity Building component.
- 27 staff members from Future University in Egypt (FUE) attended a workshop on "Strategic Planning Management" as part of the LOTUS University Capacity Building component.
- 13 students (7 Cohort 1 students and 6 Cohort 2 students) attended a re-entry session on March 1, 2014
- 320 students and guests attended the Second Annual Student-led Leadership workshop held at BUE
- 15 students (12 Cohort 1 students and 3 Cohort 2 students) participated in the E'raf Baladak trip to Siwa.
- 47 students (32 Cohort 1 students and 15 Cohort 2 students) participated in the E'raf Baladak trips to Fayoum
- 24 Mentoring days were conducted at BUE, ACU, and MSA.
- 20 students (13 Cohort 1 students and 7 Cohort 2) received Career Counselling sessions.
- 61 students (37 Cohort 1 students and 24 Cohort 2) completed the career self-assessment survey.
- 18 PUA students (13 Cohort 1 and 5 Cohort 2) attended Day one of Module 2 of Misryati Program while 8 students (3 Cohort 1 and 5 Cohort 2) attended Day two.
- 13 BUE students (8 Cohort 1 and 5 Cohort 2) attended Big Picture and Innovation Session.
- 23 FUE students (10 Cohort 1 and 13 Cohort 2) attended Big Picture and Innovation session.
- 16 FUE students (7 Cohort 1 and 9 Cohort 2) attended Big Picture and Innovation session.
- 15 ACU students (10 Cohort 1 and 5 Cohort 2) attended a Big Picture and Innovation Session

### FY 2014, Quarter 2 Reporting against Annual Work Plan:

			Planned FY2014, Q2 Cohort 1	Status as of 03/31/2013 Cohort 1	Planned FY2014, Q2 Cohort 2	Status as of 03/31/2013 Cohort 2	Planned FY2014/Q2 both Cohorts	Status as of 03/31/2013 both Cohorts	Planned FY2014, Q2 Cohort 3	Status as of 03/31/2013 Cohort 3
<b>Task 0: Program Start-up and Management</b>										
0.1	Finalize and execute legal service agreements for Universities	University sub-grants are being retailored and finalized						On-going		
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						On-going (IIE Participant Training Coordinator to begin 5/2014)		On-going (IIE Participant Training Coordinator to begin 5/2014)
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						Completed		Completed
0.4	Realignment of Cohort 1 budget							On-going		
0.5	Program Modification for Cohort 1							On-going		
0.6	Realignment of Cohort 2 budget							On-going		
0.7	Program Modification for Cohort 2							On-going		
0.8	Conduct orientation days	Orientation days will be conducted for Cohort 3 students								Completed
<b>Task 1: LOTUS Scholarship Program Recruitment, Selection and Placement</b>										

			Planned FY2014, Q2 Cohort 1	Status as of 03/31/2013 Cohort 1	Planned FY2014, Q2 Cohort 2	Status as of 03/31/2013 Cohort 2	Planned FY2014/Q2 both Cohorts	Status as of 03/31/2013 both Cohorts	Planned FY2014, Q2 Cohort 3	Status as of 03/31/2013 Cohort 3
<b>Task 0: Program Start-up and Management</b>										
1.1	Placement of Cohort 3 students	Placement of 50 students in the Bridge Year Program and BUE in FY2014, Q1 to begin studies at partner universities in FY2014, Q4.								Completed
1.2	50 Cohort 3 LOTUS students are enrolled in the Bridge Year Program	The BYP, which will run for two full academic semesters, will be comprised of three components: English Language Component, Computer Skills Component, and Study and Presentation Skills Component.							On-going	On-going
1.3	English Placement Exam for Cohort 3 students	Students will sit for the English Placement Exam before the beginning of the BYP and based on their English level, will be distributed into groups.								Completed
<b>Task 2: LOTUS Scholar Academic and Personal Support</b>										
2.1	Develop agreements with the five universities to host LOTUS students and pay university coordinators	Universities, coordinators and assistant coordinators are paid according to agreed upon intervals					On-going	On-going	On-going	On-going
2.2	LOTUS students are supported financially and materially to attend university	Allowances are paid bi-weekly; Student housing and personal space are ensured and monitored; Transportation is provided as needed					On-going	On-going	On-going	On-going

			Planned FY2014, Q2 Cohort 1	Status as of 03/31/2013 Cohort 1	Planned FY2014, Q2 Cohort 2	Status as of 03/31/2013 Cohort 2	Planned FY2014/Q2 both Cohorts	Status as of 03/31/2013 both Cohorts	Planned FY2014, Q2 Cohort 3	Status as of 03/31/2013 Cohort 3
<b>Task 0: Program Start-up and Management</b>										
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	On-going	On-going	On-going
2.4	Provide wellness and counseling sessions to LOTUS students	LOTUS students receive support and enhance their coping skills					On-going	On-going	On-going	On-going
<b>Task 3: Leadership in Action Program</b>										
3.1	Continue development of Leadership in Action Program sessions, materials, and handouts						On-going	On-going	On-going	On-going
3.2	Work collaboratively with partner NGO Nahdet El Mahrousa on NM-specific Leadership in Action sessions and activities						On-going	On-going	On-going	On-going
3.3	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.					7	2 (mid-year break extended)	2	3
3.4	Specialized sessions and meetings for specific purposes	Sessions are delivered and meetings held for special projects, IBT test prep, etc.					3	7		

			Planned FY2014, Q2 Cohort 1	Status as of 03/31/2013 Cohort 1	Planned FY2014, Q2 Cohort 2	Status as of 03/31/2013 Cohort 2	Planned FY2014/Q2 both Cohorts	Status as of 03/31/2013 both Cohorts	Planned FY2014, Q2 Cohort 3	Status as of 03/31/2013 Cohort 3
<b>Task 0: Program Start-up and Management</b>										
3.5	Leadership in Action Program sessions delivered by Nahdet El Mahrousa	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					5	8		
3.6	Namaa Summer Program delivered by Nahdet El Mahrousa	NM and IIE schedule Namaa and students are selected and participate								
3.7	NM and other cultural events and trips	NM and IIE schedule and implement events and trips					1	3	1	0
3.8	Coordinate community service learning activities	IIE works with students to ensure that they are engaged in community services					On-going	On-going		
3.9	Annual Student-led Leadership Workshop	LOTUS students plan and conduct Annual Student-led Workshops					1	1		
<b>Task 4: English Language Support</b>										
4.1	All LOTUS students who have not scored >550 take the ITP TOEFL exam	LOTUS students take ITP TOEFL exam to gauge English language proficiency improvements					Completed			Completed
4.2	Provide Intensive Summer English Program	Students are selected to participate in Intensive Summer English Program based on proficiency levels, English								

			Planned FY2014, Q2 Cohort 1	Status as of 03/31/2013 Cohort 1	Planned FY2014, Q2 Cohort 2	Status as of 03/31/2013 Cohort 2	Planned FY2014/Q2 both Cohorts	Status as of 03/31/2013 both Cohorts	Planned FY2014, Q2 Cohort 3	Status as of 03/31/2013 Cohort 3
<b>Task 0: Program Start-up and Management</b>										
		courses offered by partner universities, and assessments								
4.3	Provide supplemental English language programming	Students are enrolled in English courses as partner universities, English language public courses, and/or LOTUS supplemental English language courses based on proficiency levels					On-going	On-going		
<b>Task 5: Study Abroad Program</b>										
5.1	Orientation of LOTUS Cohort 1 & 2 students to Study Abroad Program	LOTUS students are aware of the Study Abroad opportunity and eligibility criteria for the remaining opportunities					2/2014	Remaining slots to be filled from last cycle		
5.2	Application, review and selection of LOTUS students for Study Abroad Program	Application, review and selection conducted for remaining opportunities					3/2014	Remaining slots to be filled from last cycle		
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; IIE works with					On-going	On-going		

			Planned FY2014, Q2 Cohort 1	Status as of 03/31/2013 Cohort 1	Planned FY2014, Q2 Cohort 2	Status as of 03/31/2013 Cohort 2	Planned FY2014/Q2 both Cohorts	Status as of 03/31/2013 both Cohorts	Planned FY2014, Q2 Cohort 3	Status as of 03/31/2013 Cohort 3
<b>Task 0: Program Start-up and Management</b>										
		partner universities on required courses and transfer of credits								
5.4	Study Abroad logistics	All logistics necessary to LOTUS student travel to U.S. are undertaken including visa and Trained entry, travel arrangements, insurance, etc.					On-going	On-going		
5.5	Pre-departure Orientation for LOTUS students who will travel to the U.S.	Pre-departure orientations are held for LOTUS students prior to travel					1/2014	January 8,16, & 20 March 3 & 23		
5.6	IIE/New York welcome and orientation of LOTUS study abroad students and introductions to hosting universities	IIE NY Placement Office orients LOTUS study abroad students and introduces them to hosting universities					2/2014	January-March, 2014		
5.7	Monitoring of Study Abroad Program and issues	IIE NY Placement Office routinely monitors LOTUS study abroad students					On-going	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					2/2014	3/2014		

			Planned FY2014, Q2 Cohort 1	Status as of 03/31/2013 Cohort 1	Planned FY2014, Q2 Cohort 2	Status as of 03/31/2013 Cohort 2	Planned FY2014/Q2 both Cohorts	Status as of 03/31/2013 both Cohorts	Planned FY2014, Q2 Cohort 3	Status as of 03/31/2013 Cohort 3
<b>Task 0: Program Start-up and Management</b>										
<b>Task 6: Career Development</b>										
6.1	Develop NM-led Career Development component	NM components are developed/customized						On-going	On-going	
6.2	Career counseling sessions	Two career counseling sessions are held with each student	70	13 (mid-year break extended)	43	7 (mid-year break extended)				
6.3	Student career self-assessment activities	All LOTUS students take career self-assessment once in FY14 and again in year of graduation	61	37	43	24				
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 FY2014 and beyond	20	24						
6.6	Career events	Graduating students attend public career events					5	1		
<b>Task 7: Leadership Capacity Building for Universities</b>										
7.1	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	On-going	On-going

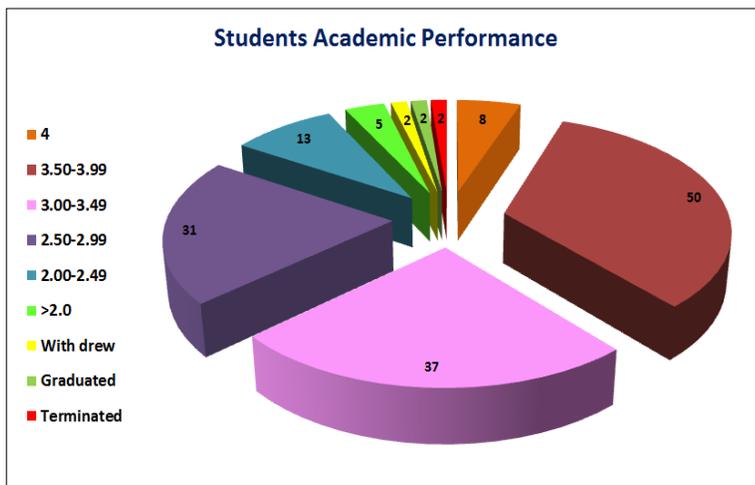
			Planned FY2014, Q2 Cohort 1	Status as of 03/31/2013 Cohort 1	Planned FY2014, Q2 Cohort 2	Status as of 03/31/2013 Cohort 2	Planned FY2014/Q2 both Cohorts	Status as of 03/31/2013 both Cohorts	Planned FY2014, Q2 Cohort 3	Status as of 03/31/2013 Cohort 3
<b>Task 0: Program Start-up and Management</b>										
7.2	Deliver Strategic Leadership Seminar #2 to LOTUS partner universities	Seminar #2 is delivered at five partner universities					3	3		
7.3	Deliver Strategic Leadership Seminar #3 to LOTUS partner universities	Seminar #3 is delivered at three partner universities					1	1		
7.4	Deliver Strategic Leadership Seminar #4 to LOTUS partner universities									
7.5	Deliver Strategic Leadership Seminar #5 to LOTUS partner universities									
7.6	Deliver Strategic Leadership Seminar #6 to LOTUS partner universities									
7.7	Invite university leaders to participate in Leadership in Action and other LOTUS activities						On-going	On-going		
<b>Task 8: Communications, Monitoring and Evaluation</b>										
8.1	Website design/launch and updating	LOTUS Program website is updated to keep stakeholders informed					On-going	On-going	On-going	On-going

			Planned FY2014, Q2 Cohort 1	Status as of 03/31/2013 Cohort 1	Planned FY2014, Q2 Cohort 2	Status as of 03/31/2013 Cohort 2	Planned FY2014/Q2 both Cohorts	Status as of 03/31/2013 both Cohorts	Planned FY2014, Q2 Cohort 3	Status as of 03/31/2013 Cohort 3
<b>Task 0: Program Start-up and Management</b>										
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. Baseline survey will be conducted for Cohort 3 students to assess their leadership skills and community service involvement					On-going	On-going	On-going	On-going
8.3	Revise M&E Matrix	M&E Matrix revised to capture program modifications and realities								
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					
8.5	Submit Quarterly and Annual Reports						4/30/2014	4/30/2014	4/30/2014	4/30/2014
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	On-going	On-going

## Cohort 1 and 2 Academic Performance Fall 2013:

The majority of the Cohort 1 and 2 LOTUS students performed very well academically during the fall 2013 semester with 8 students earning GPAs of 4.0. The breakdown of student GPAs for the fall 2013 semester is as follows:

- 8 students earned GPAs of 4.00
- 50 students earned GPAs of 3.50 - 3.99
- 37 students earned GPAs of 3.00 – 3.49
- 31 students earned GPAs of 2.50 – 2.99
- 13 students earned GPAs of 2.00 – 2.49
- 5 students earned GPAs less than 2.00 and are on academic probation according to the LOTUS Terms and Conditions and some of them are also on probation in their universities where the GPAs are calculated cumulatively. All students on academic probation are being monitored and advised accordingly.



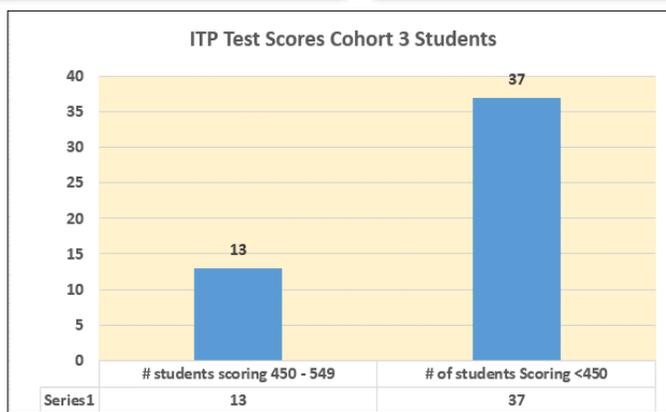
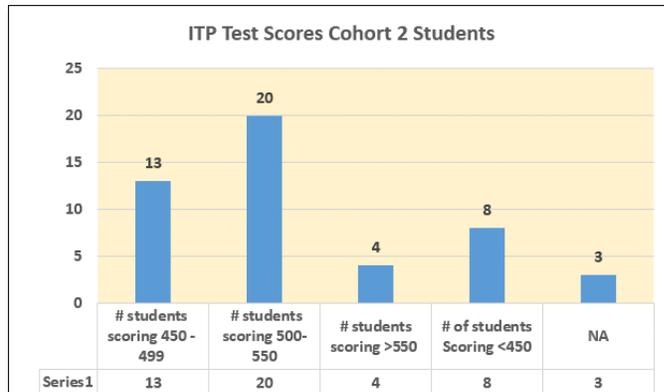
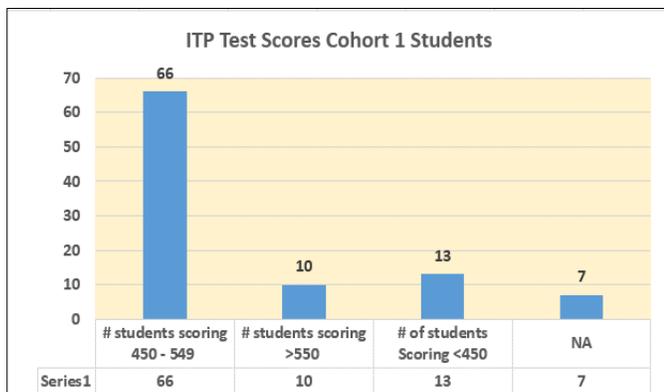
### **Campus Visits**

During FY2014, Q2, the LOTUS academic team conducted visits to PUA, MSA, FUE, and ACU to meet with students and coordinators and to check dorms. The Advising Manager met with FUE students during a Leadership in Action session to hear their concerns and study progression. At MSA, Biotechnology students in particular had some challenges related to being placed in English 90 level which will require them to take either two summers or take one extra semester in order to complete their studies. They also have concerns regarding the cost of their graduation projects which we have already included in the realigned budget. We plan for more visits to all campuses including BUE during the coming quarter.

## English Language Proficiency Assessments

**LOTUS Cohort 1.1, 1.2, 2 and 3 Students**

During the reporting quarter, IIE ensured that the remaining students sat for the TOEFL ITP test and analyzed their progressions. The results are best captured through the following charts:



Many of the students entered the Program with very weak English and continue to experience challenges. A significant number of students have made considerable progress in their proficiency levels between fall 2011 and fall 2013. IIE has made adjustments to the Program design to enhance opportunities for students to improve their proficiency including additional summer programs, supplemental English for Cohort 2 students and the Bridge Year Program for Cohort 3. IIE will continue to work with students to help them achieve the 550 ITP level prior to graduation. A detailed report on the proficiency level and improvement will be provided in the FY2014 Annual Progress Report.

### [Cohort 3 Student Progress Update](#)

During this reporting quarter, Cohort 3 students worked hard on developing their reading and studying skills and the majority have shown progress. During February and March, the students showed more improvement in their English language proficiency and computer skills. They began to take on more difficult assignments to help them develop and progress.

## Cohort 3 Campus Visits

The Cohort 3 Academic Advising Manager conducts bi-weekly campus visits to monitor the students' development, observe their lifestyle patterns and assist the students with challenges they encounter.

The Cohort 3 students received the support they need in order to integrate socially and progress. During the reporting quarter, five campus visits were conducted to meet with the BUE university coordinator and team as well as the Director of the Bridge Year Program to discuss updates and to resolve pending issues and follow up on challenges encountered.

During the group meetings with the LOTUS students, there were a series of points defined and presented in the form of open discussions, presentations or students presenting their best practices while uploading regular academic articles, and useful materials on the Google circles continues to take place on daily basis addressing the student needs and discussions with the Academic Advising Manager, who developed a system to help the students prepare themselves as they approach the end of the Bridge Year Program and will enter university and to educate them by providing past experiences of alumni as well as present them with articles on similar topics.

In addition to the bi-weekly campus visits, the Academic Advising Manager devised a weekly time schedule on which students' record class attendance, study hours, library work, volunteer activities and extracurricular activities. The students were oriented on the importance of learning more on their progress and volunteerism. Most students are progressing and interested in volunteer work. They have managed to participate in activities while still having time to study and manage their regular readings along other responsibilities.

## Social Integration and Volunteer Work

The students are making steady progress in terms of their care for themselves and managing their time, between attending classes, readings and performing their daily assignments as well some made time to serve their community effectively. By the second week of February 2014, all 50 students e-mailed the weekly time schedules. Six students began effectively performing volunteer work in various locations. Three of the boys have already been selected for an interview for the upcoming summer to perform an internship. Several of the students have begun to teach at churches nearby the Shorouk neighborhood, while others are working closely with visually impaired students at local NGOs or teaching Quran recitation at a mosque in Shorouk City.

## Challenges facing Cohort 3 students and action taken:

- Some of the students have shown a high rate of absenteeism this reporting period. The Academic Advising Manager addressed this issue in a comprehensive e-mail that commended the students who showed zero or few absences to send a signal to those who were repeatedly absent. She also spoke individually to those students with absentee issues to understand the reasons behind their absences and to put them on the right track.

- The students expressed concern over the Computer Skills program as they feel that they need more hands on training as opposed to theoretical work. The issue has been raised with the Director of the Bridge Year Program to help the students develop more awareness on how to enhance skills.
  
- As the students resumed classes in March 2014, some students voiced concerns and had inquiries about their chosen fields of study, particularly three of the students who have been placed in Nursing. They are concerned about the program requirements and the career path. The Academic Advising Manager set an appointment with the Dean of College of Nursing at BUE, to orient the students on the Nursing program from an academic standpoint. The Dean conducted an orientation and discussion on the career path and job opportunities as well as the clinical hands on experience. The session was quite informative and the Dean explained in detail the program conditions. After gaining a better understanding of what will be required of them in terms of practical training and dealing with patients, the students determined that they are not keen on nursing. Their concerns have been relayed to the LOTUS Program Director for final decision made regarding their request to transfer to other fields of study. We will advise USAID accordingly.

### **USAID and IIE Visit to PUA:**

At the request of USAID, IIE arranged a visit to PUA on March 19, 2014 attended by Stanley Canton and Sherine Gerguis from the Procurement Office and Soad Saada from the Education Office. Susan Silveus and Carrie Johnson joined the USAID representatives during the visit. The visit began with a comprehensive introduction to the university by Dr. Magda Messik, Vice President for Quality Assurance, followed by a period of questions and answers about various aspects of university programs, offerings, partnerships, and student activities. Dr. Messick conducted a tour of the campus facilities for the USAID guests including new labs and classrooms. Following the presentation and tour, a meeting with the students was held. Ms. Johnson has asked the students to attend the meeting, but did not provide them with any specific guidance on the purpose of the meeting other than it was an opportunity to meet with USAID officials. Ms. Saada started the meeting by explaining that they would like to learn more about the students' experiences to help them understand better what works well and what can be enhanced for future programming.

Unfortunately, the students interpreted this meeting as an opportunity to focus on complaints that they have, which while important and valued, are not indicative of the students' overall experiences. IIE was disappointed by the strongly negative tone of most of the students' comments during the meeting with them. It is important to note that IIE frequently asks LOTUS students for their feedback, both formally and informally, and takes students' concerns very seriously. We were surprised, however, by the intensity of some of the comments. IIE will look again at how we gather feedback from the students and relay that feedback to the universities. Our LOTUS managers and team members responsible for university linkages and advising, enrichment programs, and M&E will make an extra effort to meet with the students to listen to and discuss their concerns in greater detail. A meeting has been scheduled for early April to meet with students at PUA and Ms. Johnson will work with the LOTUS team to decide how we can solve specific problems as well as make constructive use of the students' feedback to improve the Program. In particular, we will consider how the Leadership in Action and Career Assistance components of the program can work with students to ensure they have more practice in communicating concerns in a constructive and informed way. We will also have discussions accordingly with PUA and the other universities. IIE will provide

details on the outcomes of meetings, feedback from PUA, and strategies to enhance communication in the FY2014, Quarter 3 report.

The private universities in Egypt are relatively new and experience a variety of challenges. PUA has been a very collaborative partner and under the leadership and enthusiasm of Dr. Messik, PUA is perhaps the most eager to participate in the LOTUS University Capacity Building component. IIE's experience is that PUA has a strong desire to enhance their offerings and systems, to learn, and to grow. We will explore how LOTUS or future programs would provide more comprehensive capacity building programs on themes of importance to private universities such as management and pedagogy. We will also explore how to develop important institutional services or functions such as a career development center and a student services office that would enhance campus activities.

### **Study in the U.S. Opportunities**

IIE/NY is currently working on placements for 12 students to spend the summer 2014 term in the U.S. Placements this year are very challenging due to low IBT scores, unavailability of cost share, internships requirements, and start dates at U.S. universities that are before the end of final exams at Egyptian partner universities. We received several declines and several others are still pending. IIE/NY is working diligently to try to get universities to accept students despite the many challenges.

In February 2014, we allowed seven students with IBT scores in the range of 53-60 to re-sit for the exam in an effort to fill the remaining available slots. Our requisite IBT score is 61 which is a challenge to get this score for several students. U.S. universities prefer scores above 70. IIE may move some of the selected students to travel during summer 2015 as long as their study plan allows for it so that IIE/NY can focus on the priority students who must travel during summer 2014. The new final exam dates for all universities is putting another hurdle as most summer sessions in the U.S start in early June. In addition, the presidential elections may lead to final exams being delayed even more.

#### **Pre- Departure Orientation (PDO) Sessions:**

During the reporting period, five PDOs were conducted for students who are scheduled to spend the spring 2014 semester in the U.S. The PDOs which were conducted on January 8, 16, and 20 and March 3 and 23, focused on orienting students on American cultural diversity, adjustment, and initial culture shock. The Participant Training Manager walked them through the program and administrative guidelines that they should follow while in the U.S. They were also given the chance to express their expectations, fears and aspirations both verbally and in writing on a template that will be used during their re-entry meeting to assess their experiences they have acquired. At the end of the sessions, the students received a Pre-Departure Orientation (PDO) Manual that includes guidelines, questions and answers, different situations and obstacles, measurements and temperature forecast chart. The students received some guidance on the visa interview process and how to handle the questions asked with confidence and stay focused during the interview.

## Re-entry Workshops

During the reporting period, a re-entry session was conducted for two groups of students who returned from summer and fall 2013 Study in the U.S. opportunities. IIE was able to find a suitable time for both groups of students and the consultant who facilitates the session, Mr. George Marquis. The sessions took place on March 1, 2014 at IIE and were attended by IIE staff keen to witness the progress of the students who passed through different stages of development. *Please see Annex (3) for the Agenda and Re-entry Sessions Agenda.*

The students were appreciative of this opportunity where they were able to share their reflections and thoughts on this experience which they deemed as 'unique and beneficial' and impacted their life positively in so many different ways. The students were able to identify their stages of adaptation during and after the experience. The instructor explained the re-entry worm to the students who were able to locate themselves around the curves of this worm. During the session, the students identified what has been difficult for them and recognized through the discussions that these challenges are common. They were also able to identify the stereotypes they have about American and were capable to understand the real picture behind it. Students also recognized shifts in their attitudes toward their home country and the host country as a result of the study abroad experience. The students at the end of the session confirmed that they will work on applying what they learned abroad and will spread the knowledge acquired among their peers and friends. Finally, the instructor wrapped up the session and the students evaluated the session as 93%. Two of the students missed the session for family reasons. An evaluation report on the outcome of the Study abroad component will be prepared and submitted along with the FY2014 Annual Progress Report.

## Leadership in Action Program, Enrichment Activities

In FY2014, Q2, the following sessions were held by IIE and NM:

Date	Topic of Session	Trainer/Guest Speaker	Students	University	# Attending	Venue	Type of Session (per M&E Matrix categories)
1/12/14	Meeting with Second Annual Student-led Leadership Workshop Chairperson	IIE Staff	Yousab Fawzy	Mix	1	IIE	Specialized sessions and meetings

Date	Topic of Session	Trainer/Guest Speaker	Students	University	# Attending	Venue	Type of Session (per M&E Matrix categories)
1/12/14	Career Counseling Session for PUA	NM	Cohort 1	PUA	1	NM	NM Career Counseling Sessions
1/20/14	Orientation Meeting for E'araf Baladak trips	Dayma Staff	Cohorts 1 & 2	All	7	BUE	Specialized sessions and meetings
2/1/14	E'araf Baladak trip	Dayma Staff	Cohorts 1 & 2	All	15	Siwa	NM Trips
2/2/14	E'araf Baladak trip (Fayoum 1)	Dayma Staff	Cohorts 1 & 2	All	23	Fayoum	NM Trips
2/2/14	E'araf Baladak trip (Fayoum 2)	Dayma Staff	Cohorts 1 & 2	All	24	Fayoum	NM Trips
2/6/14	Second Annual Student-led Leadership Workshop meeting	IIE	Cohorts 1 & 2	All	15	IIE	Specialized sessions and meetings
2/12/14	Site visit and logistics meeting for Second Annual Student-led Leadership Workshop	IIE Staff, BUE staff, student organizers	Cohorts 1 & 2	Mix	3	BUE	Specialized sessions and meetings
2/13/14	Conference call with Second Annual Student-led Leadership Workshop PR team	IIE, PR team	Cohorts 1 & 2	Mix	2		Specialized sessions and meetings
2/20/14	Career Counseling Sessions for PUA	NM	Cohorts 1 & 2	PUA	18	IIE	NM Career Counseling Sessions
2/21/14	PUA Big Picture (Environment)	NM Staff and Speakers	Cohorts 1 & 2	PUA	20	IIE	NM Enrichment Sessions
2/21/14	Second Annual Student-led Leadership Workshop rehearsal	IIE and workshop organizers	Cohorts 1 & 2	All	14	BUE	Specialized sessions and meetings
2/22/14	Second Annual Student-led Leadership Workshop	IIE, students, guests	Cohorts 1, 2, & 3	All	320	BUE	Student-led Workshop
3/7/14	FUE Misriyati Day 1	Misriyati Staff	Cohorts 1 & 2	FUE	21	FUE	NM Enrichment Sessions

Date	Topic of Session	Trainer/Guest Speaker	Students	University	# Attending	Venue	Type of Session (per M&E Matrix categories)
3/7/14	ACU Big Picture (Environment)	NM Staff and Speakers	Cohorts 1 & 2	ACU	15	PUA	NM Enrichment Sessions
3/8/14	FUE Misriyati Day 2	Misriyati Staff	Cohorts 1 & 2	FUE	21	FUE	NM Enrichment Sessions
3/14/14	Career Mentoring for MSA: CV Writing	NM Career Counselor	Cohorts 1 & 2	MSA	11	IIE	Career Mentoring Days
3/14/14	Career Mentoring for MSA: HR Skills	NM Career Counselor	Cohorts 1 & 2	MSA	11	IIE	Career Mentoring Days
3/15/14	FUE Big Picture (Environment)	NM Staff and Speakers	Cohorts 1 & 2	FUE	23	FUE	NM Enrichment Sessions
3/16/14	Introduction to Leadership	BUE	Cohort 3	All	46	BUE	LIA and Skills
3/21/14	PUA Misriyati Day 1	Misriyati Staff	Cohorts 1 & 2	PUA	18	PUA	NM Enrichment Sessions
3/21/14	Sustainable Leadership and Decision Making	IIE	Cohorts 1 & 2	MSA	8	IIE	LIA and Skills
3/22/14	Career Mentoring for BUE: CV Writing	NM Career Counselor	Cohorts 1 & 2	BUE	10	BUE	Career Mentoring Days
3/22/14	Career Mentoring for BUE: HR Skills	NM Career Counselor	Cohorts 1 & 2	BUE	7	BUE	Career Mentoring Days
3/22/14	PUA Misriyati Day 2	Misriyati Staff	Cohorts 1 & 2	PUA	8	PUA	NM Enrichment Sessions
3/22/14	Sustainable Leadership and Decision Making	IIE	Cohorts 1 & 2	FUE	16	FUE	LIA and Skills
3/23/14	Visioning, Missioning and Service Learning Projects	IIE	Cohort 3	All	48	BUE	LIA and Skills
3/28/14	Career Mentoring for ACU: CV Writing	NM Career Counselor	Cohorts 1 & 2	ACU and 1 MSA	24	NM	Career Mentoring Days
3/28/14	Career Mentoring for ACU: HR Skills	NM Career Counselor	Cohorts 1 & 2	ACU and 1 MSA	24	NM	Career Mentoring Days
3/28/14	BUE Big Picture	NM Staff and Speakers	Cohorts 1 & 2	BUE	13	BUE	NM Enrichment Sessions
3/28/14	Third Annual Student-led Leadership Workshop meeting	IIE	Cohorts 1 & 2	All	25	IIE	Specialized sessions and meetings
3/29/14	FUE Big Picture (Economy)	NM Staff and Speakers	Cohorts 1 & 2	FUE	16	FUE	NM Enrichment Sessions

Date	Topic of Session	Trainer/Guest Speaker	Students	University	# Attending	Venue	Type of Session (per M&E Matrix categories)
3/30/14	Communication Styles	IIE	Cohort 3	BUE	48	BUE	LIA and Skills

## Second Annual Student-led Leadership Workshop

After many delays and challenges along the way, the Second Annual Student-led Leadership Workshop finally took place on Saturday, February 22, 2014 at the British University in Egypt (BUE) and was a celebratory and informative event for all in attendance. The workshop served as a defining moment for the LOTUS community as it was the first time for LOTUS students from all three cohorts to meet.

The event began with welcome and opening remarks by the following: Susan Silveus, IIE MENA Regional Director; Carrie Johnson, LOTUS Scholarship Program Director; Jehan Agha, LOTUS Leadership and Enrichment Programs Manager; Tom Crehan, Deputy Director, Education Office, USAID; and Yousab Fawzy, the Workshop chairperson.



IIE/LOTUS Team and students at the Conference *Dawar*

The day included a diverse range of speakers who shared their expertise and personal stories with attendees. Workshop organizers also led guests through activities which were aimed to help them get to know themselves more so that they can benefit most from the day.

Mr. Ayman Salah, a data journalism and media expert, Mr. Sherif Shoaib, management professional and founder of Ma'an, and Ms. May Gah Allah, founder and managing director of Kenouz Nubia Foundation, led sessions in their areas of expertise while Ms. Sara El Sayed, founder of Dayma and Dr. Fairouz Omar, Ashoka Fellow working on counseling youth, shared their personal stories in order to take attendees through their self-discovery journeys. The students and guest enjoyed the wealth of diverse experiences that the speakers brought to the Workshop.

Shortly after the first speaker of the day began his presentation, an unexpected power outage occurred and lasted for over two hours. The student organizers and the speakers handled the situation in a professional manner and were able to provide the audience with a dynamic and engaging session despite the challenging circumstances.

### Second Annual Student-led Workshop Success Story:

The Workshop had a strong impact on the Cohort 3 students. They got very good ideas from the Workshop and increased their networking skills. The first step the group took was to figure out volunteer opportunities they can do together, and they connected with the founder of Kenouz El Nuba Foundation who had shared her need for volunteers to help in the El Nuba Bil Alwan activity where she invites undergraduate students to volunteer painting homes in a Nubian village called Heisa. The activity excited them during the Workshop and this brought together an effective start to plan the trip to Aswan.

Three students decided to take the lead in organizing themselves to work on the preparation for the trip scheduling events, logistics, and transportation and following up to ensure that everyone knows how the trip will be run and what type of activities they will do. Islam Ashraf communicated with May GahAllah to set up the schedule for the trip, Karim Ossman managed the transportation logistics and Ahmed Saeed developed check lists for the students attending the volunteer activity and did troubleshooting.



**LOTUS students while painting the Nubian House**



**Children of Heisa Village are singing and dancing around LOTUS students Nubian songs**

The students of Cohort 3 made a great achievement in organizing the whole trip which was attended by 28 of them some of whom brought their siblings with them. The Cohort 3 Advising Manager joined the students on unofficial basis, took photos, talked to the students who shared their interests to come up with effective training programs, and great ideas to help develop the Nubian village, and eliminate illiteracy and find ways to develop clinics for better accessibility.

Nubia is considered a remote area of Egypt with limited resources and infrastructure that has been largely neglected. The visit served to raise the awareness level of the students about the issues in the community. During the three-day trip, they painted one of the largest Nubian

homes and organized themselves towards developing more communication with the children, elders and youth in the village to reflect on their problems and try to have a better understanding of what they can do to volunteer in this activity in the future.

The Nuba Bil Alwan volunteer activity helped the develop the students' leaderships skills, work in teams and effectively realize their differences can build more awareness towards the underprivileged communities that continue to suffer from limited resources, and accessibility to a more advanced world of technology, to help them develop and build their villages and maintain its continuation to overcome the tourism limitations occurring due to the current political conditions.

## Nahdet El Mahrousa (NM) Enrichment Activities

This quarter witnessed progress with regards to the delayed career component as the first set of mentoring days were launched and the additional career counseling sessions were held. In addition, the following activities were conducted: the conclusion of the Misryati's Module 2 in all universities, one E'raf Baladak to Siwa and two trips to Fayoum, the delivery of the second Big Picture and Innovation Seminars theme at all universities, and the launch of the third theme at two universities.

The NM team worked on designing the mentoring days considering it was set as a priority during the IIE/NM monthly meetings. The program was designed to include general and field-related mentoring days. Twenty-four mentoring days were achieved during this quarter including six general mentoring days (CV and cover letter writing sessions and general HR requirements sessions) and 18 field focused experiences.

The Misryati team concluded the delivery of the second of three modules which focuses on discussing concepts of disagreement and conflict resolution.

As for E'raf Baladak, the first group of students who went on last year's trip to Fayoum had the chance to go on their second trip offered by the program which was to Siwa. The first trip to Fayoum was also conducted as a first trip for 47 students. As a result of the large number of students assigned to Fayoum, students were divided into two groups which meant that there were two trips taking place simultaneously in the same destination. The number of students who went to Siwa was much smaller as many parents did not want to sign the waiver form considering the country's instability and security concerns at the time. Despite the small number of students who went on the Siwa trip, they expressed high satisfaction in their evaluations and trips in both destinations went on smoothly.

Finally, the Big Picture and Innovation Seminars were delivered as scheduled, the second theme was concluded successfully in all universities, and the third series of lectures was launched. NM ensured the sessions included more dynamic and whenever possible younger speakers in order to be more relatable and engage the students more.

### E'raf Baladak:

Having implemented the first of E'raf Baladak trip to Fayoum in 2013, NM and IIE planned for three trips this quarter.

1. A trip to Siwa: a second (and final) trip for the available student who had gone to the trip to Fayoum in September 2013
2. Two simultaneous trips to Fayoum: for students available to go on their first of two trips.

As a workaround to scheduling challenges, Dayma prepared a pre-trip video for students to watch in preparation for the 2013 E'raf Baladak trip to Fayoum. In Dayma's opinion, the video was not as effective in fully preparing the students for the trip as an in-person meeting. As a result, this year in-person meetings were held and videotaped so that students had the choice based on their exam schedules to attend or watch the video. The meetings were held much earlier this year in order to give students time to prepare for the community service learning component of the trip.

### Siwa

The Siwa trip focused on demonstrating the culture complexity existing in Siwa and highlighting the relationship between Siwa's environment and its impact on its architecture, and how Siwa's inhabitants utilized nature to live in a remarkable eco-friendly trend. During the trip students were introduced to the Siwian agricultural practices focusing on date and olive production which Siwa is famous for and exploring fossil remains located in the Eocene Great Sand Sea. Finally, students got the chance to explore how tourism has impacted this Oasis economically, culturally and environmentally.

The trip activities included visits to handicraft centers, the Siwan House Museum, a walk around the city of Shali which is built out of Kersheef (salt mud), cycling, sandboarding and desert safari drives to natural springs in the desert. The trip also included a day visit to Hawyet Siwa, which is a cultural center and eco lodge, promoting cultural exchange between native Siwans and visitors.



LOTUS students visiting the City of Shali

## Fayoum

The Fayoum trips were set as the first trip for new groups of students. Students were assigned to two groups so that there were two simultaneous trips happening in Fayoum as a result of the large number of students. Activities on the trip included bird watching, caricature, pottery, horse riding, and sand boarding in addition to a community service component.

The community service component focused on design principles so students worked in groups with potters in a pottery center on their design process to help develop marketable products that could be used in planting and farming.

### Outcomes:

During this reporting period, three trips were conducted: the Siwa trip was attended by 15 students and Fayoum trips were attended by 47 divided into two groups.

### Evaluation and students feedback

The students rated Fayoum and Siwa Trips as 91% and 93% respectively.

Challenges	Action Taken
Scheduling Dayma Pre-trip Meet Up	Set it at a specific time and university and taped the actual meeting disseminating it by mail.
Confirmations from the students were creating logistical problems	Created cut-off date after which it would be impossible to be flexible.

Challenges	Action Taken
Students either late/absent on departure Day	Picked up students that we could reach at a second meeting point (Siwa) and considered students that gave no notice and couldn't come to the phone absent and excluded from trip
Avoiding repetition of the complication of not having enough evaluations turned in	Created an evaluation form so the students could evaluate the experience and distributed it at the beginning of the bus-ride back and collected them before getting off the bus.

### Misriyati:

This quarter the second of three two-day modules of Misriyati was implemented at FUE and PUA (which had been moved from Q1 to Q2) wrapping up Module 2 on the concepts of disagreement, conflict and conflict resolution.

#### Outcomes:

During this reporting period, the Misriyati Module 2 workshop was completed at FUE and PUA.

- 22 FUE students attended on the first day and 21 students attended the second day.
- 18 PUA students attended the first day and 8 students attended the second as many of them had classes.

The students rated the sessions at PUA and FUE as 87% and 95% respectively.

Challenges	Action Taken
Some difficulty with the sessions scheduled and venues	IIE, Misriyati and NM all worked to be as flexible as possible and secured alternative venues on short notice.
ACU's session was too close to exams; the students requested that we end the day early.	Misriyati shortened the first day by an hour by streamlining the day's operational functions. Again at the students' requests eliminated the lunch break on the second day to end the day even earlier.

## Egypt the Big Picture Sessions and Innovation Seminars (EGTBPS&IS):

### Egypt and the Environment

Three sessions (PUA, ACU & FUE) of EGTBPS&IS on the environment theme were held this quarter- marking the completion of the topic in all universities. A new topic was also launched in the series implementing two EGTBPS&IS sessions on Economy.

The PUA students were in Cairo for other LOTUS activities so the Big Picture session was held for them at IIE. The session was led by Dr. Adly Hassanein, formerly Regional Development Research Manager USAID – OME. Dr. Adly Hassanein worked with them on a game that illustrated how all parts of modern life concepts interact, Bio-diversity, peace, poverty, social justice, health, pollution, transportation, media, etc. Dr. Hassanein then talked to the students about the environment in a broader context with the aim of canvassing environmental

issues especially ones that had a direct effect on people's lives and Egypt's national interests. Dr. Hassanein helped illustrate the connection environmental issues have with sanitation, health and psychological wellbeing, right to dignity and posed questions about where the roles of individuals and the roles of government and business intersect.

The Innovation session started off with presentations from Gezazy who work with up-cycling glass waste creating marketable products including home accessories, furniture and glassware.

Another innovation session presenter was Karim El Mansico-founder of Pie-Ride, who talked about his own venture in ridesharing highlighting its social and environmental impact as well as the business model itself.

The final innovation session presenter was Karim Mostafa, a 23-year-old Entrepreneur and graduate of Helwan University. Karim talked of his own Enterprise Gaia which is a Solar Energy Solutions company, as well as other communities that he is part of those champion environmental causes such as Earth Keepers, and ICEcairo a co-working space and green tech Fablab.

The Big Picture session at ACU was led by a team of two speakers: Mahmoud El Rifai and Ahmed Huzayyin. Mahmoud El Rifai is cofounder of It's One Humanity and public policy fellow at AUC and a Siemens strategy officer profiling and building business cases in the fields of energy, mobility and healthcare. Ahmed Huzayyin is an Assistant Professor at Cairo University, a postdoctoral research fellow at the University of Toronto and Co-founder of Cleantech Arabia development foundation, a foundation which facilitates and consults on green technology. The team worked to interactively define the concept of environment with the students engaging them with activities showed them the relationships between environmental problems that they are aware of with other social and economic issues that Egypt faces. Topics covered included air and water pollution, overfishing, urban development and mining activities encroaching on farmland, bird and reptile breeding grounds etc.



Big Picture Session at ACU

The Innovation session started off with a short presentation from Tawseela, an enterprise creating premium bus service serving commuters of one of the more congested routes that bring residents from one of Cairo's more affluent outer city developments into the city center. The second innovation session presentation had a representative from a community/group called the iDive Tribe describe their approach to the sport including reef cleanups, research and sea turtle conservation. iDive provided an example of non-professionals using their hobby to provide social and environmental value.

After their presentations, the students and speakers were moved to a more informal space and dynamic where all the speakers and the students could interact in an organic and fluid manner. The students discussed the merit of some of the ideas and their concern that the ideas were targeting small sectors of society that weren't as in need of solutions as other people. They discussed some of the problems the innovators were having on the ground and suggested ideas and approaches to solutions even offering to help and requesting internship opportunities.

The Big Picture session at ACU was led by Ahmed El Droubi, a professional who has worked in the field of environmental conservation with several groups including Greenpeace, the Hurghada Environmental Preservation and Conservation Association (HEPCA) and a coalition of NGOs and civil society members called the Coalition against Coal. El Droubi led the session touching on several topics including air pollution, water pollution, Coral reefs destruction, biodiversity, Solid Waste Management and Social Justice all through taking case studies of HEPCA activities and experiences. The session also included screening a video on HEPCA's Mooring project- one of their more successful projects.



Work Groups during the Innovation Seminar

The Innovation session started with a presentation from Watter El Bahari who is a wild life photographer and a staff member of Nature Conservation Egypt (NCE)- an NGO that works with nature conservation including research, documentation, awareness, advocacy, public engagement and other activities. The next presentation was from the co-founder of BEE'IE (Building Energy & Environmental innovations in Egypt) a platform aiming to effectively share and transfer the knowledge on Building Energy & Environmental innovation in Egypt. The final presentations were from Gaia Cofounder and Earthkeepers founder Abeer Mamdouh. After their presentations the students and speakers were moved to an informal space and dynamic to encourage a more organic and fluid interaction. Abeer Mamdouh facilitated the session asking the students questions that they each answered and letting their answers steer the conversation towards different insights and experiences.

## Egypt and the Economy

NM connected with a young initiative that holds sessions on economics and Egypt called Yalla Economics to request access to their network and suggestions for sessions. Having met with them to brief them on the needs of the session, NM determined that it was most suitable for Yalla Economics to be implement the session.

The first Egypt the Big Picture and Innovation seminar on economics was held at BUE. Yalla Economics co-founder Mohamed Horishy Led the session Big Picture session and moderated the entire day. He started by crowdsourcing the topics and terminologies that would be discussed or explained though the session- these were phrases and ideas that the students associated with economics. He then used a simplified model of a small-scale village/town/city to talk about the different concepts the students had put forward.

The second part of the Big Picture was a focus on Egypt’s economic trends over the last few years and was led by Yalla Economics member Mahmoud Radwan. Radwan compared different economic indicators at different points in Egypt’s history as well as compared to other regions.

The Innovation session was moderated by Horishy but mostly lead by Mostafa Atwa, an Enactus BUE board member, with some participation from other attending Yalla Economics members. Atwa talked about the importance of scientific research and investing in research and development. He also talked about some of Egypt and Enactus’ projects comparing the results and relating them to the processes used.

The next EGTBPS&IS on economics was at FUE. The first part of the day replicated the BUE session. However, the Innovation session had to be implemented by an NM representative when due to unforeseen circumstance most of Yalla Economics’ team had to leave. Mahmoud Radwan, who could not be properly briefed for the session, volunteered to help with the session. Consequently, the session was mostly theory and history-oriented rather than focused on innovation and participation from the students was minimal.

**Outcomes:**

The first session on environment was held for 20 PUA students at IIE. The second session at ACU was attended by only 15 of 31 students attended. The final session was at FUE 24 of 28 students attended. IIE will work to ensure higher student attendance at future sessions.

Two sessions on Economy in Egypt were completed, one at BUE where 13 of 27 students attended and one at FUE where 16 of 28 students attended. The satisfaction rates for the sessions on the environment were 88% at FUE, 88% at ACU, and 93% at PUA. As for BUE and FUE Economic session, the students rated the sessions as 78% and 92%.

<b>Challenges</b>	<b>Action Taken</b>
PUA was a challenge because it was difficult to find speakers who were willing to commute from Cairo and the network of Alexandria-based speakers is limited.	Capitalized on the students being in Cairo for the Annual Student-led Leadership Workshop and secured a speaker and innovators last minute for session in Cairo.
Economics is a seemingly dry topic that can be hard to make relatable.	Collaborated with Yalla Economics due to their experience, age and flexibility.
Some students in the first Economics session were taken aback by the team dynamics and Horishy’s moderation	Yalla Economics’ team were debriefed and given some suggestions that were implemented with great success in the first session of the next day.
The moderator and innovation session team for the Economics session at FUE had to leave due to unforeseen circumstance	NM attendee was asked to moderate as crisis management and one Yalla economics speaker stayed in an attempt to retain someone with a good base in

	economics. However, still, the session was much harder to direct towards innovation and students were not as participatory as we needed them to be in order to illustrate innovation in economy.
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## Career Component

### Student Self-Assessment

The first step in the Career Component is for the students to take a career assessment called Tamheed. It is a psychometric assessment, developed by Silatech, in order to scientifically evaluate an individual’s abilities, personality traits and interests. Psychometric assessments have been proven to help users make more objective and informed decisions in many areas including recruitment, selection, training, development, and career guidance. Silatech partnered with Mindmill to create this tool that can be administered online in a user friendly way, incorporating an expert system to help career counselors provide personalized advice. Tamheed assessments are accredited by the British Psychological Society. They have been contextualized into Arabic and French, and adapted for the region.

#### Outcomes:

During this reporting period, we requested all remaining students to take the Tamheed assessment. The Tamheed system produces a report with two versions, one for the advisor which is more detailed, and another for the student. Sixty-one students completed the assessment, 20 of whom are PUA students, which brings us to a total of 109 assessment-takers overall.

#### Evaluation and students feedback:

The evaluation of Tamheed as a career counseling tool was done as part of the students’ general evaluation of the Career Counseling-Session 1. During this reporting period, it was conducted with PUA students since they were the only students to have their career counseling sessions. When asked, the PUA students gave Tamheed a 84% for being a valuable career guidance tool.

Challenges	Action Taken
Making sure PUA students complete the assessment before their scheduled session.	Follow up email sent about assessment with a SMS or phone call when needed.
Ensuring that the remaining students take the assessment without there being a scheduled session, and therefore a deadline.	Reminder emails were sent out, in addition to clarification emails to certain groups wondering why their sessions have not been scheduled.

### Career Counseling

Career Counseling is the provision of impartial, learner centered, advice and guidance to assist in making appropriate career decisions and choices, which are informed and well thought through. The goal of career counseling is to help individuals realize their potential, and therefore find jobs or training courses that utilize this natural potential. Career counseling will be provided to each LOTUS student through one-on-one sessions with an advisor, and through career mentoring. This section discusses career counseling one-on-one sessions. During the

sessions, the advisor and the student discuss career related issues. A session is typically 20-30 minutes long, one held every semester with each student. The first session serves as a means for the counselor to establish a personal relation with the students, get to know each student better, in order for his/her future advice to be tailored to each student. Throughout the following sessions, the advisor helps the student map his/her career, developing an action plan.

**Outcomes:**

During this reporting period, PUA students received their first career counseling sessions. During this session, the career component at large is explained, in order to give the students a better picture of how this component will help them. Two tools are used to allow the counselor to “get to know” the student: 1. Tamheed report, 2. Tamheed Action in Markers Framework (interests, ambitions, skills personality).

Information about fields and careers of interest to the students was gathered in light of developing the mentor database.

During this reporting period, 20 sessions were conducted with the PUA students, completing all PUA students. Overall, 68 career counseling sessions have been conducted with LOTUS students.

**Evaluation and students feedback**

The evaluation of session 1 was designed to determine whether or not students found the tools used during the session useful and whether they felt comfortable speaking to the advisor.

The students rated each criterion as follows;

- Clarity of the purpose of the session: 98%
- Success of the Tamheed Markers in Action: 95%
- Friendliness of the session: 99%
- Counselor’s ability to create space for student to talk: 99%
- Duration: 91%
- Counselor’s attentiveness: 92%
- Counselor’s receptiveness to questions: 98%
- Helpfulness of counselor’s advice: 90%
- Clarity of what are the next steps: 91%
- Total satisfaction: 96%

Challenges	Action Taken
Scheduling sessions especially that this quarter was taken up by exams and midyear vacations at all universities.	Consulting IIE and asking the students themselves.
Getting all PUA students’ counseling sessions done.	Scheduling 18 counseling sessions on the same day (given that we usually schedule an average of 10 sessions per day), so as to get all PUA students done with their 1st round of counseling sessions.

## Mentoring Sessions

Our second tool for career counseling is Career Mentoring Days. Career mentoring entails events, gatherings and workshops led by individuals that are experts in a wide range of fields and successful. Students acquire knowledge about fields of interest through others' experiences as well as through personally gained experience. 2 types of mentoring days are offered: general, in which all students participate given the general nature of the topics such; and field-related which could be in groups or individually and are based on student interests.

This quarter NM started implementing both general and field-related mentoring days. For the general mentoring days, first sessions were on Human Resources and CV writing in order to prepare the students for their graduation and the job market, internship season, and the internship opportunities NM is sending them as part of the LOTUS program.

The first session was a General Human Resources Requirement session. The mentors -HR consultants- presented and discussed different patterns and fallacies that undergraduate students believed about the Egyptian job market. The second session was a CV and Cover letter writing session. The mentors presented the students with tips and guidelines on preparing CVs and Cover letters including what to include, what to leave out and the best ways to format them etc. For the field-related mentoring days, the students were offered first-hand brief experiences at 100copies and the Nile Project.

### Outcome:

The two general mentoring sessions mentioned above were implemented for the students in 3 of 5 universities: MSA, BUE and ACU in order to capitalize on the mentors' time.

As for field-related mentoring days, two students completed a short training experience at 100 copies (A Music Recording Label) for a total of 10 mentoring days; and 8 students participated at the Nile Project for a total of 7 mentoring days.

Therefore, during this reporting period, there were a total of 24 mentoring days.

### Evaluation and students feedback

The General HR requirements session was rated as follows, combining the students from the three universities (BUE, MSA and ACU):

- The topic of the session was clear: 91%
- The session was interesting to the student: 91%
- The session was informative: 89%
- The presentation grabbed and held the student's interest: 89%
- The speaker was easy to follow and understand: 93%
- The speaker was engaging: 92%
- The student felt the speaker was credible: 91%
- The progression and pace of the session were easy to keep up with: 92%
- The student's questions were welcomed: 94%

- Total Satisfaction: 91%

The CV and Cover Letter Writing session was rated as follows, combining the students from the three universities (BUE, MSA, and ACU):

- The topic of the session was clear: 95%
- The session was interesting to the student: 92%
- The session was informative: 92%
- The presentation grabbed and held the student's interest: 91%
- The speaker was easy to follow and understand: 92%
- The speaker was engaging: 90%
- The student felt the speaker was credible: 90%
- The progression and pace of the session were easy to keep up with: 93%
- The student's questions were welcomed: 93%
- Total Satisfaction: 92%

Challenges	Action Taken
Scheduling sessions especially that this quarter was taken up by exams and midyear vacations at all universities.	Consulting IIE and asking the students themselves.
Scheduling mentoring days, with the added factor of the mentor's availability.	Suggesting a schedule to the mentor, based on the LIA calendar sent by IIE, confirming on the availability of those dates with IIE, and finalizing logistics.

### Internships

NM will help students find suitable internship opportunities within its network and Incubated Social Enterprises in and outside of Cairo. Our plan is to build a database of possible/suitable opportunities based on:

1. Students' fields of study,
2. Student preferences and interests.

The duration of an internship will not be less than 8 working days.

### Outcomes:

In March we were working with people that were involved in the Big Picture Sessions and Innovation Seminars to secure/build internship programs for the LOTUS students. We had a few meetings with our partners, incubated projects and people from our network that would have internship opportunities that our students would be interested in.

Challenges	Action Taken
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Providing students with motivating internships they will benefit from.

Linking internships to interests, asking students which kinds of jobs they would like to explore, and building our database based on these factors.

## Activities Planned as per Work Plan but not implemented

Activity	Reasons for non-implementation	Rescheduled date
Completion of Theme 2 & 3 of EGTBPS&IS	Due to the need to make up sessions from the last quarter we have not completed Theme 3.	Quarter 3
Complete first career counseling session for remaining students	Scheduling sessions especially that this quarter was taken up by exams and midyear vacations at all universities.	Quarter 3
Career events	Only one Career event is shared with the students. It was for IT/Communication Recruitment Day, at Landmark New Cairo. The next quarter will witness more focus career events.	Quarter 3

## Lessons Learned/success stories

The students who attended the E'raf Baladak trips have shown real interest in the subject and many of them are asking if there are other trips being offered or if they can volunteer with Dayma, the trip organizer. The students who went on one or more trips were also offered the chance to participate in the Biomimicry Institute's Student Design Challenge. A large number of the students showed interest, formed teams and registered sponsored by Dayma.

Another success story from the Fayoum trip was that of the community service component. Despite its low ratings on evaluation, the activity saw one group of students apply biomimicry (and permaculture) principles to their designs- despite only having been introduced to them the night before. The integration of the principles in their design showed that they had successfully assimilated and internalized the concepts from previous activities. Several of the students have also referenced the trips in helping them discover hobbies or careers that they've become curious about and would like to explore.

The redesign of Egypt the Big Picture session continued to be validated through the students' feedback and discussion with the coordinators. Some of the students were very much engaged by speakers in the EGTBP&IS on Environment and many of them requested to volunteer or intern with the organization. One of the open discussions during EGTBPS&IS at ACU resulted in a speaker specifically requesting a student (who was challenging him on his methods) as an intern so that he could help apply the suggestions he was making during the session.

## Next Steps

### **Misriyati:**

The Next Module of Misriyati is scheduled to be implemented starting fall 2014.

### **Egypt the Big Picture Sessions and Innovation Seminar:**

The next quarter of 2014 should see the execution of EGTBPS & IS: Econ in MSA, ACU and PUA. NM are also planning to complete another EGTBPS&IS theme on Education at all 5 universities.

#### **E'raf Baladak:**

NM are in the process of planning the E'raf Baladak Trips for Summer/Fall 2014 hoping to include the largest number of students available so that we complete the second trip for returning students and execute the first trip for new students.

#### **Career Component:**

Over the next phase, NM plans to have all students complete the Tamheed assessment and go through their 1<sup>st</sup> Career Counseling session. The remaining students are MSA, FUE and Cohort 2 ACU.

Further, NM will continue working on enlarging their database of possible mentors and available internships, based on the recommendations of the students that were gathered during the counseling sessions. They will also conduct the two mentoring sessions, General HR requirements and CV and Cover letter writing during this coming phase at the 2 remaining universities (PUA and FUE). They will also plan for other sessions, amongst which a CV and Cover Letter writing workshop which would be more in depth than the short session, aiming for the students to come out of the workshop with a CV ready and a sample cover letter ready to be sent.

### **University Capacity Building Program**

The LOTUS Program supports the delivery of a seminar series of up to six one-day seminars on leadership and other topics of strategic importance to LOTUS partner universities. The primary goals of the strategic leadership seminar are to raise awareness and understanding of the concept of professional leadership among participants, and to offer a space for members of the university professional community and the institutions to discuss how they can be most effective in leadership roles.

The first seminar was delivered to all five partner universities during the period of June 2011 to March 2013. For the second and third seminars, the partner institutions were given a choice of topics and asked to select those most meaningful to their current institutions. During the reporting period, IIE conducted four strategic Leadership sessions titled "Team Leadership", "Culture and Leadership" and "Strategic Planning Management"



PUA Culture and Leadership Seminar January 5, 2014

George Marquis, the Associate Dean of the School of Humanities and Social Sciences at the American University in Cairo, designed and delivered the second and third seminars. Mr. Marquis has served as a consultant to IIE delivering a variety of IIE training programs on leadership, cross-cultural understanding, communications, and management themes.

The seminar provided the participants an excellent opportunity to discuss and explore this concept, which is very different from traditional top to bottom leadership. Mr. Marquis explained the eight characteristics of team excellence, the challenges of intercultural teams, and leadership and cultural component. The session was very interactive and discussions were supported by group activities and case studies. The attendees also shared their own experiences in the workplace and discussed the pros and cons of team leadership. The following table provides dates, University, number of attendees in each session and evaluation ratings;

Session Details				Session Evaluation			
Theme	University	Date	No. of Participants	Overall Rating of the session	Overall usefulness of the subject matter covered	Overall usefulness of the materials distributed	Average
Team Leadership	BUE	January 6, 2014	23	92%	91%	91%	91%
Team Leadership	PUA	February 8, 2014	21	97%	98%	89%	93%
Culture and Leadership	PUA	January 5, 2014	26	96%	96%	91%	94%
Strategic Planning Management	FUE	March 27, 2014	27	97%	95%	89%	93%

A comprehensive report on the University Capacity Building Program second seminar can be found in *Annex 8 of this report*.

## Reporting and M&E

### **Cohort 3 Community Service Survey 2014**

As part of its M&E plan, IIE has measured community service involvement of Cohort 1 and 2 LOTUS students along with other things like extracurricular activities, their self-confidence and independence before and after LOTUS and their professional and personal goals they want to pursue. Cohort 3 students will also undertake the same online survey where Community service is one of the focus areas. This survey will serve as a baseline assessment to measure the Cohort 3 students' development and involvement in volunteer work and extracurricular activities. As such, IIE will require Cohort 3 students to complete the survey to track their community service hours, their

character development and social integration. Results and statistics of the survey will be provided in the FY2014, Quarter 3 report.

### **Comparison Group (LOTUS students)**

During this reporting Quarter, the second part of the comparison group evaluation study is conducted with the involvement of a group of Cohort 1.1 and 1.2 LOTUS students with similar education and background to the comparison group of non-LOTUS students. The meeting this time was conducted on different dates as it was so challenging to set a meeting with all the students due to the different exams and courses schedule. Eleven Cohort 1.1 and 1.2 LOTUS students attended the three meetings and two conference calls which were conducted on March 16, 17, 20, 22 and 23 by Nesrin Sobhy, Senior M&E Coordinator. The students in an interactive discussion around their university experiences shared their feelings about LOTUS Scholarship and the development that occurred as a result of their being a LOTUS scholar.

Nesrin conducted the meetings as a roundtable discussion and individual interviews around a series of questions designed to solicit input on their university experiences and their feelings about joining LOTUS scholarship. The students commented on their personal development and skills acquired and how they see themselves as leaders before and after LOTUS experience, as well as the extra-curricular activities they undertake in their free time along with their hobbies. There was also a discussion on their future goals and what they would like to achieve either on the personal or academic level. Finally, shared their gained experience through LOTUS and how they will be able to utilize it in their future careers. A final report indicating the results of this mid-term evaluation will be submitted with the FY2014, Quarter 3 report. The table below indicates the names and number of group 2 of LOTUS Cohort 1.1 and 1.2 students who participated in this evaluation activity.

### **Conclusion**

FY2014, Q2 was a very busy and active quarter for both IIE and LOTUS students with a variety of activities taking place. Cohort 3 are currently supported and provided with all the tools that will enable a smooth transition from the Bridge Year Program to their chosen Majors in our partner Universities. So far their social integration level is taking serious steps towards a successful academic performance.

In the upcoming quarter, IIE will continue providing support and guidance to the students. Special focus will be directed towards the 12 graduating students and more evaluative efforts will be exerted to highlight the program outcomes on the students and extracting lessons learned.

IIE and NM will continue working on the career counseling and mentoring sessions along the enrichment activities. Cohort 1 and 2 students will be invited to attend career events that will enlarge their scope and enhance their potentials through the employment opportunities offered.

The organizers of the Third Annual Student-led Workshop have already started their meetings drawing on lessons learned from the preceding on which has successfully taken place on February 22, 2014 with many experiences worth reflecting on. It is anticipated that the Workshop will take place in September 2014.

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# Annexes

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## Annex (3) Agenda for Reentry session March 1, 2014

### Agenda for IIE Re-entry for LOTUS Study Abroad Students

Facilitator: George Marquis, American University in Cairo

March 1, 2014 session

<b>12:00-12:15</b>	Participants introduce themselves. Activity 1.a. Discuss briefly.
<b>12:15-12:30</b>	Activity 1.b. Identifying students' current phase of re-adjustment. Students describe their current feelings. Describe something that places you on the reentry "worm."
<b>12:30-12:45</b>	Activity 2. Continuation of identifying phase of readjustment. (Culture shock and adjustment visual used to identify stages and outward/inward indicators.)
<b>12:45-1:15</b>	Participants identify their top challenges. Activity 3. Compare challenges. Discuss coping strategies
<b>1:15-1:45</b>	Measuring gains. Activity 4.
<b>1:45-2:15</b>	Situating oneself on a scale to see shift in attitudes (before and after). Activity 5.
<b>2:15-2:30</b>	Break
<b>2:30-2:45</b>	Observations and Stereotyping Look at generalizations/observations. Compare with our own. Activity 6.
<b>2:45-3:10</b>	Recognizing stress and coping mechanisms
<b>3:10-3:45</b>	Turning the US study abroad experience into lifelong learning and leveraging experience
<b>3:45-4:00</b>	Reflection and Evaluation

## Annex (4) The Second Annual LOTUS Student-Led Leadership Workshop

### Description

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

The Workshop this year, hosted by The British University in Egypt (BUE), is entitled "Dawar Aleyk" and will focus on the theme of self-discovery and career building. The LOTUS student organizers chose the theme because career-related topics are of great importance to Egyptian youth. In addition, the organizers have been inspired by the self-discovery sessions they have participated in through LOTUS's *Leadership in Action Program* and would like to help others gain similar experiences.

### **History**

The First Annual LOTUS Student-Led Workshop took place at the British University in Egypt (BUE) in December 2011 and focused on the theme of Workforce Preparation and Challenges in Education. The Workshop began with speeches by LOTUS students and IIE staff, and remarks made by the Honorable Anne Patterson, United States Ambassador to Egypt. The plenary session featured Ms. Shahinaz Ahmed, CEO of Education for Employment (EFE) Egypt and the afternoon session was led by Engineer Osama El-Gawady, founder of Ma'an.

During the Workshop, participants tried to understand and address the gaps that exist in Egypt's education system and the impact on the labor market. Through breakout sessions, participants worked on identifying and brainstorming current challenges and in doing so gained valuable insight into challenges in the educational system, workforce preparation, and labor market needs. Among the possible challenges discussed were infrastructure, curriculum, teaching methodologies, resources for extra-curricular activities, skill development, internships, and support systems for students.

## Annex (5) Second Annual LOTUS Student -led Leadership Workshop Agenda

**The Second Annual LOTUS Student-led Leadership Workshop**  
**February 22, 2014**  
**British University in Egypt**

<b>09:00- 9:45</b>	<b>Registration</b> Venue: Outside of Theater
<b>9:45 – 10:00</b>	<b>Group Photo</b> Venue: Outside of Theater
<b>10:15 - 11:15</b>	<b>Welcome and Opening Remarks</b>
<b>11:15 -12:00</b>	<b>Session 1: Ayman Salah, "Discover and Brand Yourself"</b>
<b>12:00 - 12:45</b>	<b>Success Story 1: Sara El Sayed, "Nawaya"</b>
<b>12:45 - 01:15</b>	<b>Break</b>
<b>01:30 - 02:15</b>	<b>Session 2: Sherif Shoaib, "Career Management"</b>
<b>02:15 - 03:00</b>	<b>Activity</b>
<b>03:00 - 04:00</b>	<b>Lunch</b> Venue: La Poire Area, Building A - Engineering
<b>04:15 - 05:00</b>	<b>Success Story 2: Dr. Fairouz Omar, "Qalb Kabir"</b>
<b>05:00 - 05:45</b>	<b>Session 3: May Gah Allah, "Kenouz Nubia and Career Shifting"</b>
<b>05:45 - 06:45</b>	<b>Closing and Recognition</b>

## **Annex (6) Second Annual LOTUS Student-led Workshop Speakers' BIOS**

### **Second Annual LOTUS Student-led Leadership Workshop**

#### **Speakers Bios**

##### **Ayman Salah**

###### **Data Journalism and Media Expert**

Ayman Salah is a digital entrepreneur and an experienced media-business developer. He joined [IREX's](#) Media Development Program in 2007 to help news organizations become more profitable in today's high-tech, competitive communications environment. He also launched the Middle East News Agency's SMS news service. As a journalist, he covered technology and gaming.

Mr. Ayman is also a data journalism specialist, investigative media researcher and Professor of Mass Communication at the American University in Cairo and Cairo University.

##### **Sara El Sayed**

###### **Dayma Founder**

Sara is passionate, pragmatic, curious, and has a great joy for life. She is an outdoor environmental science and nature educator; she is juggling with her many passions, interests and jobs. Inspiring young people to connect and learn from nature, working on developing an eco-village project that aims to empower Egyptian farmers, discovering Egypt's food heritage treasures. Her interests include finding innovative ways of communicating with people, which has also been expressed in her theatre work through various theatre productions. Her experience includes having been an eco-guide in several of Egypt's National Parks, set up several educational programs and curricula for environmental education for both youth and adults and has executed many expeditions with youth. She is eager to continue expand Sara is passionate, pragmatic, curious, and has a great joy for life. She is an outdoor environmental science and nature educator; she is juggling with her many passions, interests and jobs. Inspiring young people to connect and learn from nature, working on developing an eco-village project that aims to empower Egyptian farmers, discovering Egypt's food heritage treasures. Her interests include finding innovative ways of communicating with people, which has also been expressed in her theatre work through various theatre productions. Her experience includes having been an eco-guide in several of Egypt's National Parks, set up several educational programs and curricula for environmental education for both youth and adults and has executed many expeditions with youth. She is eager to continue expanding her knowledge by learning from other bio-mimics and from nature itself, the greatest of all teachers, with the deep desire and hope of bringing this new gained knowledge to impact sustainable change in Egypt

To learn more about Sara's work, please visit: <http://www.dayma.org/>

##### **Fairouz Omar**

###### **Ashoka Fellow and Chairman of Qalb Kabir Association**

After completing medical school, Fairouz Omar held several counseling-focused positions that allowed her to interact with youth and listen to their challenges. Through this work she concluded that social deviance, such as drug-use or crime, was a common trait among the young people she worked with. She became determined to address this issue and as such decided that the best and most effective way to do so was through the public school system. Dr. Fairouz established the Qalb Kabir Association which works to improve the emotional well-being of Egyptian youth and in turn strengthen families so they can be successful members of society. Dr. Fairouz and her team do so by training and empowering school counselors, by strengthening ties between counselors, parents, and school administration, and finally by directly working with students. Dr. Fairouz has been an Ashoka Fellow since 2009.

To learn more about Dr. Fairouz's work, please visit <https://www.ashoka.org/fellow/fairouz-omar> and <http://www.qalb-kabeer.com/>

### **Sherif Shoaib**

#### **Founder of Ma'an for Development and Management Consulting**

Sherif Shoaib, (MBA) is a management professional with over 20 years of experience in entrepreneurship, marketing, youth empowerment and social development. Mr. Sherif's experience includes business development plans, strategic audits and strategic planning, and the design and the assessment of marketing plans of regional and national companies operating in the MENA and Mashreq regions and in Europe.

Mr. Sherif established Ma'an, which focuses on designing and assessing programs for youth development and youth employment. Ma'an engages in joint ventures, conducts consultancies and acts as the technical arm of multilateral, national and international youth-based programs; most recently with the US funded International Youth Foundation (IYF) and a national research for the World Bank on youth employability in Egypt.

### **May Gah Allah**

#### **Founder of Kenouz Foundation**

May is a Founder & Managing Director of Kenouz Nubia foundation, a Non-Profit Foundation, aiming to empower the people of the Nubian community and enhancing their skills through providing opportunities of non-formal education, micro-financing local production projects using Nubian heritage to create new horizons for sustainable development. This will help the Nubian community to re-discover and protect their heritage also enhance their skills and foster the bond between the native people and their land.

May started her career by working in development in different fields with National & International organizations, and then she shifted to the banking sector handling compliance in Middle East & North Africa for The Bank of New York Mellon before establishing Kenouz Nubia Foundation.

## Annex (7) Strategic Leadership Session Agendas

### University Linkages Workshop

Day II: Culture and Leadership - January 5, 2014  
Pharos University in Alexandria (PUA)

#### Objectives:

1. Increase awareness of the challenges of working inter-culturally
2. Recognize the effect of culture on team performance
3. Recognize best practices dealing with intercultural staff
4. Propose solutions to work issues related to cultural factors

9:30 – 10:15	Five Cultural Dimensions Affecting Intercultural Teams - Activity I
10:15 – 10:30	Team Metaphors - Activity II
10:30 – 10:45	Break
10:45 -- 12:00	Mixed Culture Team Scenario - Activity III
12:00 -- 12:15	McGregor's Theory X and Theory Y– Activity IV
12:15 -- 12:40	Break
12:40 –1:20	Case Study – In-group/Out-group - Activity V
1:20 – 2:15	Case Study II – Fish out of Water - Activity VI
2:15 -- 2:30	Break
2:30-- 3:15	Case Study III– Activity VII
3:15- 3:30	Framing Session: Action Plans and Feedback

**University Linkages Workshop Day III**  
**Team Leadership - February 8, 2014**  
**Pharos University in Alexandria (PUA)**

**Objectives:**

1. Recognize the types of initial leadership decisions that affect teams
2. Identify follow-up leadership actions
3. Recognize the components of team effectiveness
4. Analyze and propose solutions to issues affecting teams

9:00 – 9:30	Ice Breaker: Experiences with Teams at PUA and elsewhere
9:30 – 10:15	Eight Characteristics of Team Excellence - Activity I
10:15 – 10:45	Team Excellence and Collaborative Team Leader Questionnaire - Activity II
10:45– 11:00	Break
11:00 --11: 40	Hill's Model of Leadership - Activity III
11:40 –12:00	The Fleishman Method– Activity IV
12:00—12:30	Case Study – Leadership Decisions - Activity V
12:30 – 1:00	Case Study II – Maintaining Team Productivity - Activity VI
1:00 - 2:00	Team Leadership Style – Activity VII
2:00 -2:40	Break
2:40-3:15	Case Study III– Virtual Team Success- Activity VII
3:15- 3:30	Framing Session: Action Plans (Activity IX) and Feedback

## Annex (8) Strategic Leadership Seminars Comprehensive Report

### I. Introduction

This report highlights the major achievements of the delivery of the second and third seminar and captures feedback important to developing strategies for future collaboration with the LOTUS partner universities.

### II. Audiences in Attendance

The training targeted senior level faculty, administrators, and select student representatives of the partner universities. The topic of the seminar determined the audience. The average number in attendance at each institution was 25.

### III. Goals and Achievements

The following were delivered:

Seminar II	FUE	Strategic Planning
Seminar II	BUE	Culture and Leadership
Seminar II	ACU	Team Leadership
Seminar II	PUA	Team Leadership
Seminar III	PUA	Culture and Leadership

Theme	Focus Area	Objectives	Outcomes
Team Leadership	The components of team effectiveness	<ul style="list-style-type: none"> <li>Recognize the eight characteristics of successful teams</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics identified</li> </ul>
		<ul style="list-style-type: none"> <li>Develop a sense of the responsibility of the leader to set an example for others on the team (principled leadership)</li> </ul>	<ul style="list-style-type: none"> <li>Evidence obtained via written feedback in evaluations</li> </ul>
		<ul style="list-style-type: none"> <li>Recognize the importance of cross-functional teams</li> </ul>	<ul style="list-style-type: none"> <li>Evidence obtained via written feedback in evaluations</li> </ul>

Theme	Focus Area	Objectives	Outcomes
	<b>Participatory vs Directive Decision Making</b>	<ul style="list-style-type: none"> <li>Recognize the need at times for shared and bottom up decision making</li> </ul>	<ul style="list-style-type: none"> <li>Evidence obtained via written feedback in evaluations</li> </ul>
	<b>Monitoring or Taking Action</b>	<ul style="list-style-type: none"> <li>Implement team decisions using Hill's model</li> </ul>	<ul style="list-style-type: none"> <li>Case study objectives achieved</li> </ul>
	<b>Follow Up Action</b>	<ul style="list-style-type: none"> <li>Identify follow up leadership actions</li> </ul>	<ul style="list-style-type: none"> <li>Actions vocalized by participants in discussion</li> </ul>
<b>Culture and Leadership</b>	<b>Cultural Influences on Leadership in the Egyptian Context</b>	<ul style="list-style-type: none"> <li>Identify preferred traits in leaders from an Egyptian perspective</li> </ul>	<ul style="list-style-type: none"> <li>Traits elicited; attitudes revealed through discussion</li> </ul>
	<b>Intercultural Teams</b>	<ul style="list-style-type: none"> <li>Identify challenges in a case study of a multicultural team of persons with different preferred teamwork styles</li> </ul>	<ul style="list-style-type: none"> <li>Challenges identified</li> </ul>
	<b>Metaphors for Teams</b>	<ul style="list-style-type: none"> <li>Select a metaphor for teams according to a personal view</li> </ul>	<ul style="list-style-type: none"> <li>Metaphors selected from list; differences justified in discussion</li> </ul>
<b>Culture and Leadership</b>	<b>Task vs Relationship Focused Leadership</b>	<ul style="list-style-type: none"> <li>Identify participant preferences</li> </ul>	<ul style="list-style-type: none"> <li>Preferences identified via questionnaire</li> </ul>
<b>Strategic Planning and Leadership</b>	<b>Committee Formation</b>	<ul style="list-style-type: none"> <li>Identify essential members of central committee</li> </ul>	<ul style="list-style-type: none"> <li>Members agreed upon through discussion</li> </ul>
	<b>Institutional Profiling</b>	<ul style="list-style-type: none"> <li>Elicit institutional data essential for strategic planning</li> </ul>	<ul style="list-style-type: none"> <li>Data identified</li> </ul>

Theme	Focus Area	Objectives	Outcomes
	<b>Defining Broad Goals</b>	<ul style="list-style-type: none"> <li>Identify broad institutional goals over the next five years</li> </ul>	<ul style="list-style-type: none"> <li>Goals identified</li> </ul>
	<b>Defining KPIs</b>	<ul style="list-style-type: none"> <li>Identify narrow, measureable goals from broad goals (two each)</li> </ul>	<ul style="list-style-type: none"> <li>Narrow goals elicited (some continued from present; some different)</li> </ul>
		<ul style="list-style-type: none"> <li>Identify measurement indicators</li> </ul>	<ul style="list-style-type: none"> <li>KPIs formed</li> </ul>
		<ul style="list-style-type: none"> <li>Identify SMART outcomes</li> </ul>	<ul style="list-style-type: none"> <li>SMART outcomes identified</li> </ul>
	<b>Seeking Feedback and Buy-in</b>	<ul style="list-style-type: none"> <li>Determine at which stage feedback should be solicited and from which stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Times and key stakeholders identified</li> </ul>

**Table 2 lists the main activities and achievements of each of the workshops.**

**Table 3** shows the results of several facilitator-led activities that served to collect participant data regarding the views of faculty and administration toward specific variables.

**Table 3.**

<b>How participants see culture as a variable affecting leadership</b>	
<b>PUA</b>	Of the two types of decision making (participative and directive), a middle ground is most effective
<b>BUE</b>	<p>(Comment made by a faculty member) At BUE there is too much top-down decision making and too little inclusion of other stakeholders (faculty, etc.) in the decision making process. This is demoralizing.</p> <p>(Comment made by a faculty member) (We desire a more participative decision making process.</p> <p>(Comment made by a local staff member). Faculty and staff need more sensitivity toward the differences in work styles as a result of culture.</p>
<b>Participants' understanding of why university teams succeed or fail</b>	
<b>ACU</b>	<ul style="list-style-type: none"> <li>• Fail because:               <ul style="list-style-type: none"> <li>○ Lack of external support</li> <li>○ Lack of commitment among members</li> <li>○ Unclear goals</li> <li>○ Teams are not sufficiently cross-functional</li> </ul> </li> </ul>
<b>PUA</b>	<ul style="list-style-type: none"> <li>• Succeed because:               <ul style="list-style-type: none"> <li>○ External support provided</li> <li>○ Goals clear</li> </ul> </li> <li>• Fail because:               <ul style="list-style-type: none"> <li>○ Member commitment lacking</li> <li>○ Principled leadership lacking</li> <li>○ Not enough shared decision making</li> </ul> </li> </ul>
<b>BUE</b>	<ul style="list-style-type: none"> <li>• Fail because:               <ul style="list-style-type: none"> <li>○ Decision making is too top-down and directive</li> <li>○ Faculty and staff are not recognized for their efforts</li> </ul> </li> </ul>
<b>Participants understanding of the need for strategic planning</b>	
<b>FUE</b>	<ul style="list-style-type: none"> <li>• External situations change and need to be recognized               <ul style="list-style-type: none"> <li>○ (e.g., a drop in tourism has resulted in decreased demand for hotel management/tourism studies)</li> <li>○ Foreign student revenue highly dependent on political stability</li> <li>○ Increasing competition requires (a) constant reassessment of services and products provided and (b) pricing strategies</li> </ul> </li> <li>○ Effective resource management at the unit level for cost containment</li> </ul>

	<ul style="list-style-type: none"> <li>○ Units design their plans in relation to the mission of the university, not independent of it</li> </ul>
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### III. Analysis of Seminars

- Three universities FUE, PUA, and ACU showed great enthusiasm for the seminars and attendance and participation reflected that. BUE is a concern. The participants vented frustration with the administration’s sometimes business-like approach to steering an academic institution, which they perceive as a deviation from the values and mission of the UK partner and accrediting institution, and faculty’s inability to make independent and autonomous decisions at the level of instruction. BUE seems challenged to achieve a strategy of aligning Egyptian and British interests, where those two differ.
- PUA stands out as an institution committed to building human capacity. It also stands out as an institution with adequate external (owner’s) support for faculty and staff development.
- FUE is a model for inclusiveness in decision making. It was the only university to involve members of the student body (student union and LOTUS student representatives) in its seminar. This addition considerably enhanced the feedback to faculty and administrators. The students felt empowered to voice their concerns, which reflect positively on FUE’s administration.
- BUE provided feedback that indicated that they would like their top administration to show more appreciation for the efforts of faculty. This would improve morale.
- BUE also reflected their desire for a more participative decision making process.
- The most interesting observation was that in spite of research that argues that Egyptians prefer directive (not-shared) decision making, faculty at all the universities suggested there should be more shared decision making.

### VI. Recommendations for Further Rounds

Table 1.

<b>PUA, ACU, MSA, BUE</b>	<ul style="list-style-type: none"> <li>• Strategic Planning</li> </ul>
<b>MSA</b>	<ul style="list-style-type: none"> <li>• Team Leadership</li> </ul>
<b>All</b>	<ul style="list-style-type: none"> <li>• Research Professionalism</li> </ul>

