



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

Quarterly Report

FY2015, Quarter 3

أنا مين

أنا مجموعة من الشباب يمانى من تظل الناس فى حياتنا بشكل عام و خصوصا فى مجال معينة زي المظهر الخارجى علاقتنا الشخصية و العاطفية و قررنا نأخذ موقف و نقف ضد نفسنا و ضد الناس الللى بتدخل فى حياة بعض و نعمل حملة بسماها فليك فى حالك بتهدف لتوعية الناس و بتغير سلوكهم و بتتأثرنا هو حالك فى حالك دى حياتنا منى حياتك

أيه هدفنا

هدفنا انه بتوعى الناس و بتور بهم أراي ان التدخل فى حياة الغير سلوك غلط و ممكن يؤدي لمشاكل كبيرة فتحاول نوضح للمجتمع ان أنا عابسين فى دايرة و اى زي ما أنا بتكلم عن الناس الناس بتكلم عننا

حاب نتعلمنا؟

كلما و اتواصل معانا سواء من خلال التليفونى أو الإنترنت و انضم لعضلنا عشان بتوعى الناس الإهتمام منتج لصنيع الناس من كل الاعمار ابدأ بنفسك و غير مصصمك

رؤيتنا

فقال فمسن بسين نكوي فلنا نسبة تدخل الناس فى حياة بعض من المجتمع المصرى بنسبة 30% و نطلي الناس تفكر و بتور كلامها كويس قبل ما يتكلم

من خلال الإستبيان السنوي الللى عملناه اتضح لنا ان الناس يمانى من تدخل الناس فى مسال حياتها سواء كان فى التعليم (اضمار كلية ليك انت منى حابها) أو فى المظهر الخارجى و طريقة اللبس أو حتى فى العلاقات العاطفية



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«بوستر» و بحث وإعلان تليفزيونى

«خليك فى حالك».. حملة شبابية عايزة تقولك: «إنت مالك؟!»

كتبه مباله حنا،
6 شباب فررو معايزة الأفكار الخائصة الللى بتتأها المجتمع واتخل الأفراد فى شؤون الغير، بيحث وإعلان التليفزيونى وتسميات على مواقع التواصل الاجتماعى وبوسترات فى الشوارع تحت عنوان «خليك فى حالك»، دى حياتهم منى حياتك، وهو مشروع تخرجهم فى كلية الإعلام- جامعة الأهرام الكندية.

«الطاف كثير بتسمعها زي غاشي، وأنت كافر.. وأيه الللى لسانه ده وبغيرها كنت السبب فى فكرة الحملة، هكذا قال أحمد وأبو، أحد مؤسسي الحملة، مشدرا على ان الحملة بدأت بمشروع تخرج كلية الإعلام- جامعة الأهرام الكندية منذ 4 شهور، وانطلق فريق العمل- المكون من 6 شباب، مع أحمد، أحمد وليد، ومحمد كبرياء وليد، عوفات ومجربى محمدى ورنا نجدهي- على اختيار هذه الفكرة للتعامل الللى بعانها الشباب الآن.. وبعد نجاح الفكرة فررو تحويلها إلى حملة تولى الأشراف بوسترات وإعلان تليفزيونى سوف يذاع قريبا فى الشارع، وأجرى عددا من اللقاءات مع كل فئات المجتمع، وطرقت عليهم فكرة الحملة ولاقوا رجايا واستحسانا من الكثير، وأكد ان الحملة تحاول ان تقلل من



بوسترات حملة «خليك فى حالك»

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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. The breakdown of Cohort 1 and 2 students is as follows: 125 students are enrolled in academic programs, 17 students have graduated, three students left the program, and five students were terminated due to weak academic performance.

Profile of the 142 LOTUS Cohort 1 and 2 students who are currently enrolled or recently graduated from the Program (students who left the Program or who were terminated are not included):

The LOTUS Cohort 1 and 2 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	Minya	New Valley	N. Sinai	Port Said	Qalivobia	Qena	Red Sea	Sharkiva	Sohag	South Sinai	Suez	Recruited
Female representation	2	3	0	2	2	4	2	0	2	1	1	4	0	0	3	1	2	2	5	1	1	2	1	1	1	2	3	2	1	51
Male representation	0	2	1	2	1	2	4	1	1	1	1	1	1	1	1	2	2	1	3	2	1	2	2	1	4	1	1	2	2	46

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	Minya	New Valley	N. Sinai	Port Said	Qalivobia	Qena	Red Sea	Sharkiva	Sohag	S. Sinai	Suez	Totals
Female representation	1	2	1	0	0	2	1	3	0	1	0	0	0	0	0	2	1	0	2	1	0	0	1	1	2	0	0	1	1	24
Male representation	0	0	2	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	21

On September 4, 2013, IIE/Egypt was awarded funding for 50 additional scholarships. The 50 Cohort 3 students completed the Bridge Year Program at the British University in Egypt (BUE) in June 2014 and began their undergraduate studies in in September 2014. A total of 29 students were placed at BUE and 21 students were placed at the Arab Academy for Science, Technology and Maritime Transport (AASTMT).

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	Qaliyobia	Qena	Red Sea	Sharkiya	Sohag	S. Sinai	Suez	Totals
Female representation	0	1	3	1	2	1	0	0	2	0	1	1	0	0	1	1	3	1	2	1	0	2	0	1	1	3	0	28
Male representation	0	1	1	1	3	2	0	0	1	0	2	0	0	2	1	0	2	0	0	0	0	1	0	2	1	1	1	22

On June 19, 2014, IIE/Egypt was awarded funding for 50 additional scholarships. In December 2014, the 50 Cohort 4 students started the Bridge Year Program at the British University in Egypt to gain a suite of essential skills including English language, computer, research, and study skills. In September 2015, they will be enrolled in academic programs at BUE and AASTMT.

Profile of the 50 LOTUS Cohort 4 students:

COHORT 4 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	Qaliyobia	Qena	Red Sea	Sharkiya	Sohag	S. Sinai	Suez	Totals
Female representation	1	2	1	1	2	1	0	0	1	1	0	0	0	1	0	2	2	0	1	1	1	2	1	2	2	1	2	28
Male representation	1	2	1	1	3	1	1	0	1	0	1	0	0	0	0	0	3	1	1	0	0	1	0	1	3	0	0	22

¹Total Number of all LOTUS students by Governorate and Gender Breakdown:

Governorates	All	Male	Female
Alexandria	9	3	6
Assiut	11	6	5
Aswan	11	4	7
Beheira	8	4	4
Beni Sueif	18	8	10
Cairo	17	10	7
Dakahlia	6	2	4
Damietta	4	2	2
Fayoum	9	3	6
Gharbia	5	2	3
Giza	15	5	10

¹ The table includes all students selected and awarded scholarships including those who are enrolled, graduated, left the program, and were terminated.

Governorates	All	Male	Female
Ismailia	3	2	1
Kafr El Sheikh	5	2	3
Luxor	9	5	4
Marsa Matrouh	8	4	4
Menofeya	7	2	5
Minya	21	10	11
New Valley	7	4	3
North Sinai	7	3	4
Port Said	7	3	4
Qaliyobia	5	2	3
Qena	10	5	5
Red Sea	8	4	4
Sharkeya	11	5	6
Sohag	11	5	6
South Sinai	11	4	7
Suez	7	3	4
Total	250	112	138

During FY2015, Q3, the following activities took place:

- 52 specialized sessions were conducted for students undertaking service learning projects and participating in the Annual Student-led Workshop.
- 20 Cohort 3 AASTMT students, (10 females and 10 males) attended an IIE/LIA session on Sustainable Leadership and Decision Making.
- 19 Cohort 3 BUE students, (10 female and 9 male) attended an IIE/LIA session on Listening and Feedback.
- 8 Sessions were conducted by IIE on Social Entrepreneurship for Leaders attended by:
 - 27 Cohort 1 & 2 MSA students (7 female and 20 male)
 - 29 Cohort 3 BUE students (17 female and 12 male)
 - 12 Cohort 1 & 2 BUE students (6 female and 6 male)
 - 29 Cohort 3 BUE students (17 female and 12 male)
 - 21 Cohort 1 & 2 ACU students (17 female and 4 male)
 - 22 Cohort 1 & 2 FUE students (9 female and 13 male)
 - 17 Cohort 1 & 2 FUE, PUA, ACU and MSA students (3 female and 14 male)
 - 48 Cohort 4 BUE students (27 female and 21 male).
- Two orientation sessions were conducted for students going on the E'raf Baladak trip to Marsa Alam.
- 7 Cohort 1 & 2 students (1 male and 7 female) from MSA and BUE, attended the Misriyati Module 3, Day 2 session at NM.
- 14 Cohort 1 and Cohort 2 students (all males) from PUA, attended the Misriyati Module 3.
- Student self-assessments were completed by two Cohort 1 and two Cohort 2 students (3 females and 1 male).

- Forty-five Career Counseling sessions were conducted for 24 Cohort 1 and 21 Cohort 2 students (19 males, 27 females).

FY 2015, Quarter 3 Reporting against Annual Work Plan:

			Planned FY2015, Q3 C1	Status as of 06/30/2015 C1	Planned FY2015, Q3 C2	Status as of 06/30/2015 C2	Planned FY2015/Q3 both Cohorts	Status as of 06/30/2015 both Cohorts	Planned FY2015, Q3 C3	Status as of 06/30/2015 C3	Planned for C1, C2 and C3	Status as of 06/30/2015 C3	Planned FY2015, Q2, C4	Status as of 06/30/2015, C4	Planned FY2015, Q3, All Cohorts	Status as of 06/30/2015,	
Task 0: Program Start-up and Management																	
0.1	Finalize and execute legal service agreements for Universities	University sub-grants are being retailored and finalized															
0.2	Staffing of all IIE and partner positions	IIE incremental program staff are hired; University asst. coordinators are contracted; NM program staff are hired															
0.3	Complete Annual Work Plan (AWP) for year 3	AWP is completed with Cohort 1 and Cohort 2 clearly represented and approved by USAID															
0.4	Realignment of Cohort 1 budget																
0.5	Program Modification for Cohort 1																
0.6	Realignment of Cohort 2 budget																
0.7	Program Modification for Cohort 2																
0.8	Conduct orientation days	Orientation days will be conducted for Cohort 4 students															

			Planned FY2015, Q3 C1	Status as of 06/30/2015 C1	Planned FY2015, Q3 C2	Status as of 06/30/2015 C2	Planned FY2015/Q3 both Cohorts	Status as of 06/30/2015 both Cohorts	Planned FY2015, Q3 C3	Status as of 06/30/2015 C3	Planned for C1, C2 and C3	Status as of 06/30/2015 C3	Planned FY2015, Q2, C4	Status as of 06/30/2015, C4	Planned FY2015, Q3, All Cohorts	Status as of 06/30/2015,	
1.1	Placement of Cohort 4 students	Placement of 50 students in the Bridge Year Program and BUE in FY2014, Q1 to begin studies at partner universities in FY2014, Q4.															
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.															
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.															
Task 2: LOTUS Scholar Academic and Personal Support																	
2.1	Develop agreements with the five universities to host LOTUS students and	Universities, coordinators and assistant coordinators are paid according to agreed upon intervals	on-going	Completed and on-going	On-going	Completed and on-going	On-going	Completed and on-going	On-going	Completed and on-going	On-going	Completed and on-going	On-going	Completed and on-going	On-going	Completed and on-going	

		Planned FY2015, Q3 C1	Status as of 06/30/2015 C1	Planned FY2015, Q3 C2	Status as of 06/30/2015 C2	Planned FY2015/Q3 both Cohorts	Status as of 06/30/2015 both Cohorts	Planned FY2015, Q3 C3	Status as of 06/30/2015 C3	Planned for C1, C2 and C3	Status as of 06/30/2015 C3	Planned FY2015, Q2, C4	Status as of 06/30/2015, C4	Planned FY2015, Q3, All Cohorts	Status as of 06/30/2015,
	pay university coordinators														
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	Completed and on-going	Completed and on-going	Completed and on-going	Completed and on-going	Completed and on-going	Completed and on-going	Completed and on-going	Completed and on-going	Completed and on-going	Completed and on-going	Completed and on-going	Completed and on-going	Completed and on-going
2.3	Conduct occasional meetings with LOTUS students at the group and individual levels	Meetings are held to identify issues, review policies, etc.;	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going
2.4	Provide wellness and counseling sessions to LOTUS students	LOTUS students receive support to enhance their coping skills	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going
3.1	Continue development of Leadership in Action Program sessions, materials, and handouts		On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	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	On-going	On-going	On-going	On-going	On-going				

			Planned FY2015, Q3 C1	Status as of 06/30/2015 C1	Planned FY2015, Q3 C2	Status as of 06/30/2015 C2	Planned FY2015/Q3 both Cohorts	Status as of 06/30/2015 both Cohorts	Planned FY2015, Q3 C3	Status as of 06/30/2015 C3	Planned for C1, C2 and C3	Status as of 06/30/2015 C3	Planned FY2015, Q2, C4	Status as of 06/30/2015, C4	Planned FY2015, Q3, All Cohorts	Status as of 06/30/2015,	
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.					5	5	4	1					1		
3.4	Specialized sessions and meetings for specific purposes	Sessions are delivered and meetings held for special projects, IBT test prep, etc.									3	52					
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							6	1							
3.6	Namaa Summer Program delivered by Nahdet El Mahrousa	NM and IIE schedule Namaa and students are selected and participate															

			Planned FY2015, Q3 C1	Status as of 06/30/2015 C1	Planned FY2015, Q3 C2	Status as of 06/30/2015 C2	Planned FY2015/Q3 both Cohorts	Status as of 06/30/2015 both Cohorts	Planned FY2015, Q3 C3	Status as of 06/30/2015 C3	Planned for C1, C2 and C3	Status as of 06/30/2015 C3	Planned FY2015, Q2, C4	Status as of 06/30/2015, C4	Planned FY2015, Q3, All Cohorts	Status as of 06/30/2015,
3.7	NM and other cultural events and trips	NM and IIE schedule and implement events and trips														
3.8	Coordinate community service learning activities	IIE works with students to ensure that they are engaged in community services	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going
3.9	Annual Student-led Leadership Workshop	LOTUS students plan and conduct Annual Student-led Workshops									1	Rescheduled for FY2016, Q1 because of Eid				
3.10	Students' service learning projects	Cohort 1,2 and 3 students undertake service learning projects									5	27				
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	5/2015	Completed												
4.2	Provide Intensive Summer English Program	Students are selected to participate in Intensive Summer English Program based on														

			Planned FY2015, Q3 C1	Status as of 06/30/2015 C1	Planned FY201, Q3 C2	Status as of 06/30/2015 C2	Planned FY2015/Q3 both Cohorts	Status as of 06/30/2015 both Cohorts	Planned FY2015, Q3 C3	Status as of 06/30/2015 C3	Planned for C1, C2 and C3	Status as of 06/30/2015 C3	Planned FY2015, Q2, C4	Status as of 06/30/2015, C4	Planned FY2015, Q3, All Cohorts	Status as of 06/30/2015,	
		proficiency levels, English courses offered by partner universities, and assessments															
4.3	Provide supplemental English language programming	Students are enrolled in English courses as partner universities, English language public courses, and/or LOTUS supplemental English language courses based on proficiency levels															
5.1	Orientation of LOTUS Cohort 1, 2, 3 and 4 students to Study Abroad Program	LOTUS students are aware of the Study Abroad opportunity and eligibility criteria for the remaining opportunities															
5.2	Application, review and selection of LOTUS students for Study Abroad Program	Application, review and selection conducted for remaining opportunities															

			Planned FY2015, Q3 C1	Status as of 06/30/2015 C1	Planned FY2015, Q3 C2	Status as of 06/30/2015 C2	Planned FY2015/Q3 both Cohorts	Status as of 06/30/2015 both Cohorts	Planned FY2015, Q3 C3	Status as of 06/30/2015 C3	Planned for C1, C2 and C3	Status as of 06/30/2015 C3	Planned FY2015, Q2, C4	Status as of 06/30/2015, C4	Planned FY2015, Q3, All Cohorts	Status as of 06/30/2015,	
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 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						5/27/2015 & 6/23/2015									
5.6	IIE/New York welcome and orientation of LOTUS study abroad students and	IIE NY Placement Office orients LOTUS study abroad students and					On-going	On-going									

			Planned FY2015, Q3 C1	Status as of 06/30/2015 C1	Planned FY2015, Q3 C2	Status as of 06/30/2015 C2	Planned FY2015/Q3 both Cohorts	Status as of 06/30/2015 both Cohorts	Planned FY2015, Q3 C3	Status as of 06/30/2015 C3	Planned for C1, C2 and C3	Status as of 06/30/2015 C3	Planned FY2015, Q2, C4	Status as of 06/30/2015, C4	Planned FY2015, Q3, All Cohorts	Status as of 06/30/2015,	
	introductions to hosting universities	introduces them to hosting universities															
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					4/2015	Rescheduled for FY2015, Q4									
Task 6: Career Development																	
6.1	Develop NM-led Career Development component	NM components are developed/customized					On-going	On-going									
6.2	Career counseling sessions	Two career counseling sessions are held with each student	70	20	41	12			45	0							
6.3	Student career self-assessment activities	All LOTUS students take career self-assessment once in FY14 and again in year of graduation						2									

			Planned FY2015, Q3 C1	Status as of 06/30/2015 C1	Planned FY201, Q3 C2	Status as of 06/30/2015 C2	Planned FY2015/Q3 both Cohorts	Status as of 06/30/2015 both Cohorts	Planned FY2015, Q3 C3	Status as of 06/30/2015 C3	Planned for C1, C2 and C3	Status as of 06/30/2015 C3	Planned FY2015, Q2, C4	Status as of 06/30/2015, C4	Planned FY2015, Q3, All Cohorts	Status as of 06/30/2015,	
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					24	Reschedule for FY2015, Q1 and FY2016 as students not available.									
Task 7: Leadership Capacity Building for Universities																	
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													
7.2	Deliver Strategic Leadership Seminar #2 to LOTUS partner universities	Seminar #2 is delivered at five partner universities	On-going	Completed													
7.3	Deliver Strategic Leadership Seminar #3 to LOTUS partner universities	Seminar #3 is delivered at three partner universities															

			Planned FY2015, Q3 C1	Status as of 06/30/2015 C1	Planned FY201, Q3 C2	Status as of 06/30/2015 C2	Planned FY2015/Q3 both Cohorts	Status as of 06/30/2015 both Cohorts	Planned FY2015, Q3 C3	Status as of 06/30/2015 C3	Planned for C1, C2 and C3	Status as of 06/30/2015 C3	Planned FY2015, Q2, C4	Status as of 06/30/2015, C4	Planned FY2015, Q3, All Cohorts	Status as of 06/30/2015,
7.4	Deliver Strategic Leadership Seminar #4 to LOTUS partner universities	Seminar #4 is delivered at two partner universities PUA and ACU	25	61												
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
8.1	Website design/launch and updating	LOTUS Program website is updated to keep stakeholders informed													On-going	On-going
8.2	Set-up and maintain collaborative communication and survey tools	Survey tools are developed and implemented to gather student feedback and program evaluation data. Baseline survey will be conducted for													On-going	On-going

			Planned FY2015, Q3 C1	Status as of 06/30/2015 C1	Planned FY2015, Q3 C2	Status as of 06/30/2015 C2	Planned FY2015/Q3 both Cohorts	Status as of 06/30/2015 both Cohorts	Planned FY2015, Q3 C3	Status as of 06/30/2015 C3	Planned for C1, C2 and C3	Status as of 06/30/2015 C3	Planned FY2015, Q2, C4	Status as of 06/30/2015, C4	Planned FY2015, Q3, All Cohorts	Status as of 06/30/2015,	
		Cohort 4 students to assess their leadership skills and community service involvement															
8.3	Revise M&E Matrix	M&E Matrix revised to capture program modifications and realities															Completed
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.															
8.5	Submit Quarterly and Annual Reports														07/31/2015	07/31/2015	
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	

Cohort 1 & 2 Academic Performance Spring 2015

The number of LOTUS Cohort 1 and 2 students currently enrolled is 125 students. During this quarter, students performed well according to the midterm results that were sent by the University Coordinators. The Academic and University Linkages Manager and her assistant conducted campus visits in order to monitor the academic performance of students and address any gaps or challenges. Many of the students in their final semester were engaged in graduation project(s) which are usually due by or after the end of the semester.

The Graduation Project Fund that was incorporated into the budget in Modification 7 proved to be very needed and successful as it enabled many students to completing their graduation projects on time and with the proper funding they needed to produce quality projects. 24 students applied for the fund and we anticipate similar requests for support from students schedule to graduate in FY2016.

The Cohort 1 and 2 Academic and University Linkages Manager and the Senior Monitoring and Evaluation Coordinator attended the MSA Biotechnology graduation projects ceremony on June 15 at which several LOTUS students presented their research and projects. They were impressed with what the students produced and presented and by the positive comments made by internal and external about the quality of their projects. Two Cohort 1 MSA, Biotechnology students' graduation projects were ranked very high and were strongly praised by the department.

Several companies and institutions at which the Biotech students conducted and undertook their research and graduation projects were represented at the event and representatives commended the quality and commitment of the MSA Biotech students. They also shared that MSA students are very competitive in the market compared to graduates of other universities in this promising field.

ACU Mass Communication students were also very active this quarter producing documentaries films for their graduation projects am important issues in Egypt, produced *Khaleek fe Halak – (Mind Your Own Business)* an anti-sexual harassment campaign. The poster of the project on the cover of this report features an LOTUS student, The second project was a short movie about the Amazigh or Berber people of Siwa Oasis. The documentary focuses on the traditional practice of using music as a therapy for psychological disorders. The following is a link to the documentary: <https://vimeo.com/130321392> (password: amazighmasr).

As part of Modification 7, IIE will offer students the opportunity to apply for funding to take training courses or attend workshops that are relevant to their fields of study or future careers. The Academic and University Linkages Manager developed a policy and application for the Training Courses and Workshop Fund and distributed it to all Cohort 1 and 2 students encouraging them to apply for funding for the period of May to September 2015. The maximum funding available is EGP 2,500 per applicant and applications will be reviewed on a rolling basis. Language courses and conferences outside of Egypt are not covered under this policy.

Campus visits for Cohort 1 and 2 Students

During FY2015, Q3, the Academic Manager and the Program Coordinator for conducted eight campus and dorm visits and met with the students and the University Coordinators. One visit has been conducted at each of ACU, BUE, and FUE. Two visits have been conducted to MSA, and three visits have been conducted to PUA including one to monitor a Leadership in Action session that doubled as an opportunity to discuss any pressing issues with the students. It is worth mentioning that final exams began in mid- to late-May which is earlier than normal to enable the completion of exams before the start of Ramadan.

During a visit to PUA, it was shared by PUA that it is to the best interest of the Physical Therapy students if they spend their first two compulsory months of their residency year at PUA and then the rest of the period to be spent in Cairo in public hospitals or public universities as the diversity of the patients and the locations are higher in Cairo compared to Alexandria. Recommended residency year arrangements for Dentistry and Physical Therapy students have been included in the revised program descriptions and realigned budgets submitted to USAID this quarter.

Cohort 3 Students' Update:

The number of LOTUS Cohort 3 students currently enrolled is 50 with 21 students enrolled at AASTMT in Alexandria and the remaining 29 at the BUE in Shorouk City.

According to the second semester grades which were delivered by AASTMT in June, the students are performing significantly better than their Cohort 1 and 2 peers did during their first years.

A total of 17 AASTMT students earned a GPA of 3.5 or above. Of these 17 students, one student had a perfect 4.0 GPA and another earned a near-perfect 3.97. Three students earned a GPA between 3.0 and 3.49 and one student a 2.33. No students at AASTMT are on academic probation. IIE expects to receive the final grades for BUE Cohort 3 students in July.

Orientation for Cohort 3 - Study Abroad Selection Cycle:

Following an orientation held on February 28, IIE began accepting applications for Study Abroad. A total of 46 students from Cohort 3 applied. This is the highest number of applications IIE has received from a single cohort. During the month of April, panels of three IIE staff members read and scored each student applications. On April 27, the Academic Advising Manager along with an additional IIE staff member traveled to Alexandria and conducted interviews for applicants from AASTMT. On April 28, the Academic Advising Manager administered the MELICIT English exam to the students at AASTMT.

On May 7, the Academic Advising Manager and additional IIE staff members conducted Study Abroad interviews with applicants at BUE. On May 10, the Academic Advising Manager administered the MELICIT English exam to the students at BUE.

Both the individual interview scores and MELICIT scores were calculated and included in the students' Study Abroad files along with their applications. In May, IIE released an RFP to solicit proposals for an IBT test preparation course to be held over the summer. After receiving and scoring proposals in June, it was determined that the American University in Cairo submitted the strongest proposal and was selected as the provider for the IBT preparation course. The course will take place in August 2015.

Cohort 4 Status Update

On April 21, IIE received the mid-term grades for the 2014-2015 Bridge Year Program. The 28 students in Group 1 tended to score highest in Participation and Reading but struggled with Writing, Structure, Listening and Speaking. The average score for this group on a hundred-point scale was 66. The highest score was 77.5 and the lowest was 50.5. Comments from the professors were generally positive, with many students' showing good progress and being described as having a "good attitude". Only a handful of student's received comments regarding disruptive behavior in class, which was later individually addressed with the Academic Advising Manager.

The 22 students in Group 2, which is the group with stronger English, scored equally high across Participation, Writing, Listening, Reading, Listening and Speaking and Structure. The average score for this group on a hundred-point scale was 75. The highest score was 88.5 and the lowest was 65. Comments from the professor were mostly positive, with many students' showing good progress and being described as "hard working" and having "great attitude".

This quarter, all 50 students from Cohort 4 took the ITP exam at the AMIDEAST office in Cairo. There was a delay in the baseline ITP test because the Cohort 4 students did not begin the Bridge Year until December, and the agreement between IIE and the ITP provider required being formally bid out as per IIE's procurement policies and regulations. Once the provider was selected and approved and students were available after exams and the Sham El Nessim holiday, students took their ITP exam.

The results of the ITP exam were very promising. Many students from Cohort 4 scored higher than students in Cohort 3 who had already completed the Bridge Year and Summer English Program. This leads IIE to believe that student's ITP scores have the potential to improve even further once they complete the Summer English Program during the next Quarter.

The ITP results for Cohort 4 were as follows:

- 2 students scored 500 or above
- 16 students scored between 450 and 499
- 22 students scored between 400 and 449
- Ten students scored between 367 and 399.

Campus visits for Cohort 3 and 4 Students

During FY2015, Q3, five campus visits to BUE and three campus visits to AASTMT were conducted by the Academic Advising Manager to monitor the students' performance, discuss any challenges and updates in their performance and meet with the University Coordinator.

One visit to each university was dedicated to meeting with Cohort 3 students and discussing additional questions related to the Summer English Program and the summer IBT Preparation course. This allowed the Academic Advising Manager to answer questions, address concerns, dispel misinformation and encourage students to think deeply about their summer plans.

Capacity Building Sessions for Partner Universities

To-date, a total of 13 seminars have been held - four each at PUA and ACU, two each at BUE and FUE, and one at MSA. The total number of participants who have attended seminars to-date is 345 administrators, staff, and faculty members. During the last IIE/LOTUS Coordinators Meeting, the Senior M&E Coordinator gave a presentation on the importance of this component, its desired targets as per the M&E Matrix, current achievements rate, and future planning.

During Q3, two Strategic Leadership Seminars were conducted at PUA and ACU addressing Blended Learning and Research Design, Assessment, and Write-up as follows;

Topic	No. of Attendees	University
Blended Learning	27	PUA
Research Design, Assessment, and Write-up	34	ACU

The seminars were very interactive and participants were very much engaged in the discussion and workgroups. The PUA session was attended by the Academic and University Linkages Manager for Cohorts 1 & 2 and the Senior M&E Coordinator. *Please see Annex (1) and (2) for the Agendas and Consultant's report.*

Future themes will be determined in consultation with the universities so that they address areas of interest or challenge to our partners. BUE and FUE have expressed their desire to hold seminars in September and IIE will work with them and the consultant facilitator to choose dates and themes for each of these two universities.

Study in the U.S. Opportunities

During this reporting quarter, five Cohort 1 & 2 students were placed for the summer 2015 term in the U.S. During the retreat that took place on February 28-29, 2015 IIE conducted an orientation session on

the Study Abroad process and requirements, including the application, timeline and English language proficiency for Cohort 3 students. The application was sent to Cohort 3 students in March and the deadline for students to submit their applications was April 4, 2015. A total of 46 out of 50 students submitted applications for Study Abroad. Students sat for the MELICIT exam and individual interviews conducted by IIE staff.

The re-entry session for spring 2015 term students was postponed due to the students' final exams and graduation projects, which were taking place at the same time. IIE also had to bid out the scope for the re-entry meetings. A procurement panel was convened in April and the re-entry session will be conducted by Mr. George Marquis on July 26, 2015.

Pre-Departure Orientation Meetings (PDO)

PDO sessions were conducted May 27 and June 23, 2015 for the five students scheduled to spend the summer 2015 term in the U.S.

During the PDO's IIE staff covered the following topics:

- USAID ADS 253 and U.S. Regulations and USAID Training Terms and Conditions, which included the 2-year residence upon return, tax filing, allowances, legal obligations at host country, and motor vehicle policy.
- Important travel documents such as passport, DS 2019, nomination letter and e-ticket that students should keep while traveling.
- Emergency contacts in the U.S. were given to the students to keep for any issue they face while in the U.S. or traveling to the U.S.
- Luggage specifications and packing techniques were given.
- Port of Entry regulations were clarified so that students are prepared for any situation that might face them in the different ports of entry and airports. The students were asked to send the LOTUS team a copy of their electronic I-94 form once they arrive.
- U.S. culture and academic life presentation was given stressing on the importance of respecting others, asking questions, not stereotyping, not cheating or plagiarizing, and several scenarios were given about cultural perception for different situations.
- University role and IIE role was indicated in which the LOTUS team stressed the importance of maintaining regular contact with IIE/NY and Egypt.
- Culture shock stages were explained in detail with several techniques to overcome it so that the students are aware and prepared.
- Important topics such as plagiarism, sexual harassment, hygiene, etc. were stressed upon so that students are informed and prepared.
- The importance of being prepared for the weather in his state, health insurance policy coverage, security tips, and university codes of conduct were explained.

The students were advised to stay in contact with Study Abroad Coordinator and to reply to their e-mails for monitoring purposes.

Leadership in Action Program: Enrichment Activities

Date	Q.	Topic of Session	Trainer/Guest Speaker	Students	C1	C2	C3	C4	Uni.	Target	# Attending	M	F	#Days/trips/sessions	Venue	Type of Session (per M&E Matrix categories)
4/2/2015	Q3	Service Learning Project Phone Meeting	IIE	Ahmed Adel		1			PUA	1	1	1		1	Conference Call	Specialized sessions and meetings with specific purposes
4/6/2015	Q3	Career Counseling Session	Sarah Eid	Lydia Wesa	1	0			ACU	1	1	0	1	1	Email Counseling	NM Career Counseling sessions
4/14/2015	Q3	Service Learning Project Phone Meeting	IIE	Ahmed Ramadan				1	BUE	1	1	1		1	Conference Call	Specialized sessions and meetings with specific purposes
4/15/2015	Q3	Student self-assessment	NM	Reem El Banna	0	1			ACU	1	1	0	1	1	N/A	Self-Assessments
4/16/2015	Q3	Career Counseling Session	Sarah Eid	Reem El Banna	0	1			ACU	1	1	0	1	1	NM	NM Career Counseling sessions
4/17/2015	Q3	Misriyati Module 3 Day 2	Misriyati	Cohorts 1 & 2					MSA, BUE		8		8	1	NM	NM Enrichment Sessions
4/17/2015	Q3	Misriyati Module 3 Day 1	Misriyati	Cohorts 1 & 2					PUA		14	1	4	1	PUA	NM Enrichment Sessions
4/20/2015	Q3	Job opportunity Phone Meeting	IIE	Yousab Fawzy		1			PUA	1	1	1		1	Conference Call	Specialized sessions and meetings with specific purposes
4/22/2015	Q3	Attendance for sessions	IIE	Susanna Kirolos		1			MSA	1	1		1	1	Conference Call	Specialized sessions and meetings

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Date	Q.	Topic of Session	Trainer/Guest Speaker	Students	C1	C2	C3	C4	Uni.	Target	# Attending	M	F	#Days/trips/sessions	Venue	Type of Session (per M&E Matrix categories)
		Phone Meeting														with specific purposes
4/27/2015	Q3	Sustainable Leadership	IIE	Cohort 3			20		AASTMT	20	20	10	10	1	AASTMT	LIA and Skills
4/27/2015	Q3	Listening and Feedback	IIE	Cohort 3			19		AASTMT	20	19	9	10	1	AASTMT	LIA and Skills
4/30/2015	Q3	Attendance for sessions Phone Meeting	IIE	Mina Milad	1				PUA	1	1	1		1	Conference Call	Specialized sessions and meetings with specific purposes
4/30/2015	Q3	Attendance for sessions Phone Meeting	IIE	Zizi El Sayed	1				ACU	1	1		1	1	Conference Call	Specialized sessions and meetings with specific purposes
5/2/2015	Q3	Attendance for sessions Phone Meeting	IIE	Hadeer Mohamed	1				ACU	1	1		1	1	Conference Call	Specialized sessions and meetings with specific purposes
5/6/2015	Q3	Lack of attendance meeting	IIE	Bahi Nabil	1				PUA	1	1	1		1	IIE	Specialized sessions and meetings with specific purposes
5/6/2015	Q3	Lack of attendance meeting	IIE	Ibrahim Mahfouz	1				PUA	1	1	1		1	IIE	Specialized sessions and meetings with specific purposes

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Date	Q.	Topic of Session	Trainer/Guest Speaker	Students	C1	C2	C3	C4	Uni.	Target	# Attending	M	F	#Days/trips/sessions	Venue	Type of Session (per M&E Matrix categories)
5/6/2015	Q3	Lack of attendance meeting	IIE	Huda Ahmed		1			MSA	1	1		1	1	IIE	Specialized sessions and meetings with specific purposes
5/6/2015	Q3	Lack of attendance meeting	IIE	Cohorts 1 & 2	5	3			MSA, FUE	8	8	2	6	1	IIE	Specialized sessions and meetings with specific purposes
5/6/2015	Q3	Service learning project meeting	IIE	Mennatalah Hassan	1				MSA	1	1		1	1	IIE	Specialized sessions and meetings with specific purposes
5/6/2015	Q3	Social Entrepreneurship for Leaders	IIE	Cohorts 1 & 2	19	8			MSA	27	27	20	7	1	IIE	LIA and Skills
5/10/2015	Q3	Lack of attendance meeting	IIE	Hadeer, Sarah and Zizi	3				ACU	3	3		3	1	IIE	Specialized sessions and meetings with specific purposes
5/10/2015	Q3	Lack of attendance meeting	IIE	Magdy Mohamed		1			BUE	1	1	1		1	IIE	Specialized sessions and meetings with specific purposes
5/10/2015	Q3	Social Entrepreneur	IIE	Cohort 3			29		BUE	27	29	12	17	1	BUE	LIA and Skills

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Date	Q.	Topic of Session	Trainer/Guest Speaker	Students	C1	C2	C3	C4	Uni.	Target	# Attending	M	F	#Days/trips/sessions	Venue	Type of Session (per M&E Matrix categories)
		ship for Leaders														
5/10/2015	Q3	Career Counseling Session	Sarah Eid	Somaya Amr	0	1			ACU	1	1	0	1	1	Email	NM Career Counseling sessions
5/10/2015	Q3	Career Counseling Session	Sarah Eid	Aya Nagah	0	1			BUE	1	1	0	1	1	Email	NM Career Counseling sessions
5/10/2015	Q3	Social Entrepreneurship for Leaders	IIE	Cohort 1, 2	7	5			BUE	20	12	6	6	1	BUE	LIA and Skills
5/11/2015	Q3	Social Entrepreneurship for Leaders	IIE	Cohorts 1 & 2	16	5			ACU	21	21	4	17	1	ACU	LIA and Skills
5/11/2015	Q3	Career Counseling Session	Sarah Eid	Somaya Amr	0	1			ACU	1	1	0	1	1	Email	NM Career Counseling sessions
5/11/2015	Q3	Career Counseling Session	Sarah Eid	Ehab Adel Babawy	1	0			ACU	1	1	1	0	1	Email	NM Career Counseling sessions
5/12/2015	Q3	Lack of attendance meeting	IIE	Esraa Ahmed			1		BUE	1	1		1	1	IIE	Specialized sessions and meetings with specific purposes
5/12/2015	Q3	Social Entrepreneurship for Leaders	IIE	Cohorts 1 & 2	10	12			FUE	23	22	13	9	1	FUE	LIA and Skills

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Date	Q.	Topic of Session	Trainer/Guest Speaker	Students	C1	C2	C3	C4	Uni.	Target	# Attending	M	F	#Days/trips/sessions	Venue	Type of Session (per M&E Matrix categories)
5/13/2015	Q3	Lack of attendance meeting	IIE	Mahmoud Abdel Azem				1	AAST	1	1	1		1	IIE	Specialized sessions and meetings with specific purposes
5/14/2015	Q3	Lack of attendance meeting	IIE	Maxwell Botros	1				BUE	1	1	1		1	IIE	Specialized sessions and meetings with specific purposes
5/14/2015	Q3	Career Counseling Session	Sarah Eid	Alaa Zain el-Abdin	1	0			MSA	1	1	0	1	1	Email	NM Career Counseling sessions
5/15/2015	Q3	Eraf Baladak Marsa Alam swim test	Dayma	Cohorts 1 & 2	19	10			All	36	29	17	12	1	Maadi Nile Country Club	Specialized sessions and meetings with specific purposes
5/15/2015	Q3	Eraf Baladak Marsa Alam orientation	Dayma	Cohorts 1 & 2	14	8			All	36	22	12	10	1	IIE	Specialized sessions and meetings with specific purposes
5/15/2015	Q3	Workshop 2015/2016 Organizers Meeting	IIE	Cohorts 1 & 2	34	21			All	64	55	32	23	1	IIE	Specialized sessions and meetings with specific purposes
5/15/2015	Q3	Social Entrepreneur	IIE	Cohorts 1 & 2	12	5			PUA, FUE,	18	17	14	3	1	IIE	LIA and Skills

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Date	Q.	Topic of Session	Trainer/Guest Speaker	Students	C1	C2	C3	C4	Uni.	Target	# Attending	M	F	#Days/trips/sessions	Venue	Type of Session (per M&E Matrix categories)
		ship for Leaders							ACU, MSA							
5/18/2015	Q3	Student self-assessment	NM	Mennatallah Abd el Aziz	1	0			MSA	1	1	0	1	1	N/A	Self-Assessments
5/19/2015	Q3	Internship Assistance Phone Meeting	IIE	Magdy Mohamed		1			BUE	1	1	1		1	Conference Call	Specialized sessions and meetings with specific purposes
5/19/2015	Q3	Career Counseling Session	Sarah Eid	Somaya Amr	0	1			ACU	1	1	0	1	1	Email	NM Career Counseling sessions
5/21/2015	Q3	Career Counseling Session	Sarah Eid	Esraa Hamdy	1	0			BUE	1	1	0	1	1	Email	NM Career Counseling sessions
5/21/2015	Q3	Career Counseling Session	Sarah Eid	Amira Amer Mosbah	0	1			FUE	1	1	0	1	1	Email	NM Career Counseling sessions
5/21/2015	Q3	Career Counseling Session	Sarah Eid	Somaya Amr	0	1			ACU	1	1	0	1	1	Email	NM Career Counseling sessions
5/25/2015	Q3	Lack of attendance meeting	IIE	Manar Amr	1				BUE	1	1		1	1	IIE	Specialized sessions and meetings with specific purposes
5/25/2015	Q3	Service learning project meeting	IIE	Madonna Mayez			1		BUE	1	1		1	1	IIE	Specialized sessions and meetings

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Date	Q.	Topic of Session	Trainer/Guest Speaker	Students	C1	C2	C3	C4	Uni.	Target	# Attending	M	F	#Days/trips/sessions	Venue	Type of Session (per M&E Matrix categories)
																with specific purposes
5/25/2015	Q3	Workshop 2015/2016 chairs Meeting	IIE	Cohorts 1 & 2	1	2			FUE, MSA, PUA	3	3	1	2	1	IIE	Specialized sessions and meetings with specific purposes
5/26/2015	Q3	CV and internship advising meeting	IIE	Madona Mayez Hrz Fanos			1		BUE	1	1		1	1	Conference Call	Specialized sessions and meetings with specific purposes
5/27/2015	Q3	Lack of attendance meeting	IIE	George Alkiss Yakoub	1				BUE	1	1	1		1	IIE	Specialized sessions and meetings with specific purposes
5/27/2015	Q3	Lack of attendance meeting	IIE	Marina Wagdy		1			BUE	1	1		1	1	IIE	Specialized sessions and meetings with specific purposes
5/27/2015	Q3	Lack of attendance meeting	IIE	Marihan Kamal		1			MSA	1	1		1	1	IIE	Specialized sessions and meetings with specific purposes
5/28/2015	Q3	Student self-assessment	NM	Mohamed Mohsen Agag	1	0			ACU	1	1	1	0	1	N/A	Self-Assessments

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Date	Q.	Topic of Session	Trainer/Guest Speaker	Students	C1	C2	C3	C4	Uni.	Target	# Attending	M	F	#Days/trips/sessions	Venue	Type of Session (per M&E Matrix categories)
5/31/2015	Q3	Student self-assessment	NM	Madonna Rafaat Habib Sorial	0	1			MSA	1	1	0	1	1	N/A	Self-Assessments
6/3/2015	Q3	Workshop 2015 planning meeting	IIE	Doaa Hassan Ahmed	1				FUE	1	1		1	1	Conference Call	Specialized sessions and meetings with specific purposes
6/3/2015	Q3	Workshop 2015 planning meeting	IIE	Ahmed El Khateeb	1				MSA	1	1	1		1	Conference Call	Specialized sessions and meetings with specific purposes
6/4/2015	Q3	Career mentoring and advising meeting	IIE	Madonna Maiz			3		BUE	1	1		1	1	IIE	Specialized sessions and meetings with specific purposes
6/4/2015	Q3	Workshop 2015 planning meeting	IIE	Doaa Hassan Ahmed	1				FUE	1	1		1	1	Conference Call	Specialized sessions and meetings with specific purposes
6/8/2015	Q3	Social Entrepreneurship for Leaders	IIE	Cohort 4				48	BUE	50	48	2 1	27	1	BUE	LIA and Skills
6/10/2015	Q3	Workshop 2015 planning meeting	IIE	Doaa Hassan Ahmed	1				FUE	1	1		1	1	Conference Call	Specialized sessions and meetings

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Date	Q.	Topic of Session	Trainer/Guest Speaker	Students	C1	C2	C3	C4	Uni.	Target	# Attending	M	F	#Days/trips/sessions	Venue	Type of Session (per M&E Matrix categories)
																with specific purposes
6/11/2015	Q3	Lack of attendance meeting	IIE	Cohort 1 (Mostafa Fawzy, Mohamed Ahmed Mohamed, Abdullah Abdel Fattah)	3				PUA	3	3	3		1	IIE	Specialized sessions and meetings with specific purposes
6/11/2015	Q3	Workshop 2015 planning meeting	IIE	Cohort 1, 2	1	2			PUA, FUE, MSA	3	3	1	2	1	IIE	Specialized sessions and meetings with specific purposes
6/11/2015	Q3	Career Counseling Session	Sarah Eid	Abanoub Sliem	0	1			FUE	1	1	1	0	1	NM	NM Career Counseling sessions
6/11/2015	Q3	Career Counseling Session	Sarah Eid	Madonna Rafaat Habib Sorial	0	1			MSA	1	1	0	1	1	NM	NM Career Counseling sessions
6/12/2015	Q3	Workshop 2015 planning meeting	IIE	Doaa Hassan Ahmed	1				FUE	1	1		1	1	Conference Call	Specialized sessions and meetings with specific purposes
6/12/2015	Q3	Workshop 2015 planning meeting	IIE	Cohort 1, 2	1	2			PUA, FUE, MSA	3	3	1	2	1	IIE	Specialized sessions and meetings with specific purposes

Date	Q.	Topic of Session	Trainer/Guest Speaker	Students	C1	C2	C3	C4	Uni.	Target	# Attending	M	F	#Days/trips/sessions	Venue	Type of Session (per M&E Matrix categories)
6/14/2015	Q3	Workshop 2015 planning meeting and Internship Assistant fund meeting	IIE	Mahmoud Khalil		1			PUA	1	1	1		1	IIE	Specialized sessions and meetings with specific purposes
6/14/2015	Q3	Workshop 2015 planning meeting	IIE	Doaa Hassan Ahmed	1				FUE	1	1		1	1	IIE	Specialized sessions and meetings with specific purposes
6/14/2015	Q3	Lack of attendance meeting	IIE	Mina Milad	1				PUA	1	1	1		1	IIE	Specialized sessions and meetings with specific purposes
6/16/2015	Q3	Workshop 2015 planning meeting	IIE	Doaa Hassan Ahmed	1				FUE	1	1		1	1	Conference Call	Specialized sessions and meetings with specific purposes
6/17/2015	Q3	Lack of attendance meeting	IIE	Basma Sayed				1	BUE	1	1		1	1	IIE	Specialized sessions and meetings with specific purposes
6/18/2015	Q3	Workshop 2015 planning meeting	IIE	Doaa Hassan Ahmed	1				FUE	1	1		1	1	Conference Call	Specialized sessions and meetings with specific purposes

[LOTUS SCHOLARSHIP PROGRAM, QUARTERLY REPORT, FY2015, QUARTER 3]

Date	Q.	Topic of Session	Trainer/Guest Speaker	Students	C1	C2	C3	C4	Uni.	Target	# Attending	M	F	#Days/trips/sessions	Venue	Type of Session (per M&E Matrix categories)
6/18/2015	Q3	Lack of attendance meeting	IIE	Samy Samir				1	BUE	1	1	1		1	IIE	Specialized sessions and meetings with specific purposes
6/21/2015	Q3	Workshop 2015 planning meeting	IIE	Doaa Hassan Ahmed	1				FUE	1	1		1	1	Conference Call	Specialized sessions and meetings with specific purposes
6/22/2015	Q3	Workshop 2015 planning meeting	IIE	Doaa Hassan Ahmed	1				FUE	1	1		1	1	Conference Call	Specialized sessions and meetings with specific purposes
6/23/2015	Q3	Service Learning Project meeting	IIE	Menatallah Abdel Aziz	1				MSA	1	1		1	1	Conference Call	Specialized sessions and meetings with specific purposes
6/24/2015	Q3	Lack of attendance meeting	IIE	Abduaah Mohamed	1				BUE	1	1	1		1	IIE	Specialized sessions and meetings with specific purposes
6/24/2015	Q3	Lack of attendance meeting	IIE	Abdel Rahman Abdel Fattah	1				BUE	1	1	1		1	IIE	Specialized sessions and meetings with specific purposes

[LOTUS SCHOLARSHIP PROGRAM, QUARTERLY REPORT, FY2015, QUARTER 3]

Date	Q.	Topic of Session	Trainer/Guest Speaker	Students	C1	C2	C3	C4	Uni.	Target	# Attending	M	F	#Days/trips/sessions	Venue	Type of Session (per M&E Matrix categories)
6/25/2015	Q3	Student led workshop planning camp	IIE	FUE, PUA, MSA, BUE, ACU	25	20			FUE, PUA, MSA, BUE, ACU	51	45	2 2	23	1	Cataract hotel	Specialized sessions and meetings with specific purposes
6/25/2015	Q3	Project Planning session	IIE	FUE, PUA, MSA, BUE, ACU	21	17			FUE, PUA, MSA, BUE, ACU	51	38	1 5	23	1	Cataract hotel	Specialized sessions and meetings with specific purposes
6/25/2015	Q3	Career Counseling Session	Sarah Eid	Ahmed Magdy Ahmed	1	0			PUA	1	1	1	0	1	Conference Call	NM Career Counseling sessions
6/25/2015	Q3	Career Counseling Session	Sarah Eid	Ahmed Mohamed Shaheen	0	1			FUE	1	1	1	0	1	Conference Call	NM Career Counseling sessions
6/25/2015	Q3	Career Counseling Session	Sarah Eid	Ahmed Magdy Mohamed	0	1			ACU	1	1	1	0	1	Conference Call	NM Career Counseling sessions
6/25/2015	Q3	Career Counseling Session	Sarah Eid	Abanoub Sliem	0	1			FUE	1	1	1	1	1	Conference Call	NM Career Counseling sessions
6/25/2015	Q3	Career Counseling Session	Sarah Eid	Abdel Rahman Abdel Fattah	1	0			BUE	1	1	1	0	1	Conference Call	NM Career Counseling sessions
6/25/2015	Q3	Career Counseling Session	Sarah Eid	Ahmed El Sayed	0	1			PUA	1	1	1	0	1	Conference Call	NM Career Counseling sessions

[LOTUS SCHOLARSHIP PROGRAM, QUARTERLY REPORT, FY2015, QUARTER 3]

Date	Q.	Topic of Session	Trainer/Guest Speaker	Students	C1	C2	C3	C4	Uni.	Target	# Attending	M	F	#Days/trips/sessions	Venue	Type of Session (per M&E Matrix categories)
6/25/2015	Q3	Career Counseling Session	Sarah Eid	Ahmed Hassan Mohammed	1	0			MSA	1	1	1	0	1	Conference Call	NM Career Counseling sessions
6/25/2015	Q3	Career Counseling Session	Sarah Eid	Ahmed Atef Abdelghani	0	1			ACU	1	1	1	0	1	Conference Call	NM Career Counseling sessions
6/25/2015	Q3	Career Counseling Session	Sarah Eid	Abdullah Mohamed Samir	1	0			BUE	1	1	1	0	1	Conference Call	NM Career Counseling sessions
6/25/2015	Q3	Career Counseling Session	Sarah Eid	Ahmed Gamal Abdelghafor	1	0			MSA	1	1	1	0	1	Conference Call	NM Career Counseling sessions
6/26/2015	Q3	Student led workshop planning camp	IIE	FUE, PUA, MSA, BUE, ACU	25	20			FUE, PUA, MSA, BUE, ACU	51	45	2 2	23	1	Cataract hotel	Specialized sessions and meetings with specific purposes
6/28/2015	Q3	Career Counseling Session	Sarah Eid	Reem Ahmed Mohamed	1	0			MSA	1	1	0	1	1	Conference Call	NM Career Counseling sessions
6/28/2015	Q3	Career Counseling Session	Sarah Eid	Sarah Galal Saber	1	0			ACU	1	1	0	1	1	Conference Call	NM Career Counseling sessions
6/28/2015	Q3	Career Counseling Session	Sarah Eid	Waad Mohasen Mohamed	1	0			BUE	1	1	0	1	1	Conference Call	NM Career Counseling sessions
6/28/2015	Q3	Career Counseling Session	Sarah Eid	Youmna Madi Ibrahim	1	0			BUE	1	1	0	1	1	Conference Call	NM Career Counseling sessions

[LOTUS SCHOLARSHIP PROGRAM, QUARTERLY REPORT, FY2015, QUARTER 3]

Date	Q.	Topic of Session	Trainer/Guest Speaker	Students	C1	C2	C3	C4	Uni.	Target	# Attending	M	F	#Days/trips/sessions	Venue	Type of Session (per M&E Matrix categories)
6/28/2015	Q3	Career Counseling Session	Sarah Eid	Mary Magdy Youssef	0	1			ACU	1	1	0	1	1	Conference Call	NM Career Counseling sessions
6/28/2015	Q3	Career Counseling Session	Sarah Eid	Mayar Mohamed Gamal	1	0			PUA	1	1	1	0	1	Conference Call	NM Career Counseling sessions
6/28/2015	Q3	Career Counseling Session	Sarah Eid	Mina Reda Milad	1	0			PUA	1	1	1	0	1	Conference Call	NM Career Counseling sessions
6/28/2015	Q3	Career Counseling Session	Sarah Eid	Mohmaed Said Abdullah	0	1			PUA	1	1	1	0	1	Conference Call	NM Career Counseling sessions
6/28/2015	Q3	Career Counseling Session	Sarah Eid	Mohamed Ahmed Bahgat	1	0			ACU	1	1	1	0	1	Conference Call	NM Career Counseling sessions
6/28/2015	Q3	Career Counseling Session	Sarah Eid	Mohamed Mohamed Soliman	1	0			MSA	1	1	1	0	1	Conference Call	NM Career Counseling sessions
6/28/2015	Q3	Career Counseling Session	Sarah Eid	Nada Atef Masoud	0	1			ACU	1	1	0	1	1	Conference Call	NM Career Counseling sessions
6/29/2015	Q3	Career Counseling Session	Sarah Eid	Nourhan Tarek Mohamed	0	1			FUE	1	1	0	1	1	Conference Call	NM Career Counseling sessions
6/29/2015	Q3	Career Counseling Session	Sarah Eid	Omnia Ahmed AbdelKader	1	0			ACU	1	1	0	1	1	Conference Call	NM Career Counseling sessions
6/29/2015	Q3	Career Counseling Session	Sarah Eid	Somaya Amr	0	1			ACU	1	1	0	1	1	Conference Call	NM Career Counseling sessions

[LOTUS SCHOLARSHIP PROGRAM, QUARTERLY REPORT, FY2015, QUARTER 3]

Date	Q.	Topic of Session	Trainer/Guest Speaker	Students	C1	C2	C3	C4	Uni.	Target	# Attending	M	F	#Days/trips/sessions	Venue	Type of Session (per M&E Matrix categories)
6/29/2015	Q3	Career Counseling Session	Sarah Eid	Silvia Sami	1	0			FUE	1	1	0	1	1	Conference Call	NM Career Counseling sessions
6/29/2015	Q3	Career Counseling Session	Sarah Eid	Zizi el Sayed Mohamed	1	0			ACU	1	1	0	1	1	Conference Call	NM Career Counseling sessions
6/29/2015	Q3	Career Counseling Session	Sarah Eid	Mohamed Yousef	0	1			FUE	1	1	1	0	1	Conference Call	NM Career Counseling sessions
6/29/2015	Q3	Career Counseling Session	Sarah Eid	Mohamed Abdel Moneim	1	0			PUA	1	1	1	0	1	Conference Call	NM Career Counseling sessions
6/29/2015	Q3	Career Counseling Session	Sarah Eid	Mirna Magdy Mhany	0	1			FUE	1	1	0	1	1	Conference Call	NM Career Counseling sessions
6/29/2015	Q3	Career Counseling Session	Sarah Eid	Menatallah Hassan Kamel	1	0			MSA	1	1	0	1	1	Conference Call	NM Career Counseling sessions
6/29/2015	Q3	Career Counseling Session	Sarah Eid	Monika Maher	1	0			MSA	1	1	0	1	1	Conference Call	NM Career Counseling sessions
6/29/2015	Q3	Career Counseling Session	Sarah Eid	Rana Ibrahim Ali	1	0			MSA	1	1	0	1	1	Conference Call	NM Career Counseling sessions

IIE-Led Leadership in Action Sessions

Cohorts 1 and 2:

IIE delivered a session on *Social Entrepreneurship for Leaders* for Cohort 1 and 2 students at each of the five partner universities, ACU, BUE, FUE, MSA and PUA.

Cohort 3:

IIE delivered the following three sessions to Cohort 3 students: 1) *Sustainable Leadership and Decision Making*, 2) *Listening and Feedback* and 3) *Social Entrepreneurship for Leaders* for AASTMT and BUE students.

Cohort 4:

IIE delivered a session on *Social Entrepreneurship for Leaders* to cohort 4 students.

Social Entrepreneurship for Leaders

This session helps students to understand the concept of social entrepreneurship, differences between types of entrepreneurs, and types of business models. Students are divided in teams, and they chose one of the society problems to think deeply about it and discover a creative solution, then they apply the business model canvas on this particular solution. By the end of the session, students have the opportunity to present their ideas and share feedback. The session helps the students to think of practical sustainable ideas that they can implement through the service learning projects.

Sustainable Leadership and Decision Making

The session tackles what sustainable development is and why it is important, and presents the role socio-economic and environmental factors play in sustainable development. Students are also introduced to the relationship between sustainability and decision making and how they can make sustainable decisions. Students are tasked with creating a vision for a new sustainable city in Egypt by applying what they learn from the session.

Listening and Feedback

The abilities to listen well and to give and receive feedback are important life skills and as a result are beneficial skills for LOTUS students to acquire. The session teaches students how to become better listeners by practicing active listening and explains the ideal way to give and receive feedback, which can often be challenging. Students are given the opportunity to practice the skills they acquire with each other during the session.

Evaluation of the IIE/LIA Sessions:

The students’ overall evaluations were extremely positive with most of the students – if not all – being satisfied with the sessions and rating the 9 Sessions conducted as 90%, 96%, 87%, 81%, 87%, 82%, 85%, 84% and 85% respectively.

Session	University	Date	Rating
Sustainable Leadership and Decision Making Cohort 3	AASTMT	4/27/2015	90%
Listening and Feedback Cohort 3	AASTMT	4/21/2015	96%
Social Entrepreneurship for Leaders Cohort 1&2	MSA	5/6/2015	87%
Social Entrepreneurship for Leaders Cohort 3	BUE	5/10/2015	81%
Social Entrepreneurship for Leaders Cohort 1&2	BUE	5/10/2015	87%
Social Entrepreneurship for Leaders Cohort 1&2	ACU	5/11/2015	82%
Social Entrepreneurship for Leaders Cohort 1&2	FUE	5/12/2015	85%
Social Entrepreneurship for Leaders Cohort 1&2	PUA, FUE, ACU,	5/15/2015	84%
Social Entrepreneurship for Leaders Cohort 4	BUE	6/8/2015	85%

The evaluations indicated substantial satisfaction of the training tools and methodology. The students praised the participatory approach used including the activities and presentations. They stated that the topics covered are very useful and will assist them not only as scholarship students but also as leaders in their community work and extracurricular activities. They highlighted the group work activities and found the sessions were a good opportunity to communicate and work in teams. However, some of the students, especially Cohort 4 students, recommended dividing the participants into two groups to eliminate noise and side talks and to allow for better understanding and concentration.

The sessions were evaluated on both the results of the pre- and post-test to measure the knowledge gained and the final evaluation to measure the technique of the training delivery. Pre- and post-test forms were distributed to the participants and their total results are summarized in the following chart as follows:

Session	Pretest Score (knowledge of the subject before the session)	Posttest score (knowledge gained after the session)	Difference (Increase in Knowledge)
Sustainable Leadership and Decision Making Cohort 3	21	108	87
Listening and Feedback Cohort 3	15	72	57
Social Entrepreneurship for Leaders Cohort 1&2	14	69	55
Social Entrepreneurship for Leaders Cohort 3	12	67	55
Social Entrepreneurship for Leaders Cohort 1&2	8	90	82
Social Entrepreneurship for Leaders Cohort 1&2	12	72	60
Social Entrepreneurship for Leaders Cohort 1&2	7	44	37
Social Entrepreneurship for Leaders Cohort 1&2	1	15	14
Social Entrepreneurship for Leaders Cohort 4	9	122	113

Specialized sessions and meetings with specific purposes

IIE held 52 sessions and meetings for various purposes including supporting students' service learning projects, supporting the student led workshop planning, addressing students' lack of attendance for sessions, and internships and career advising sessions for Cohort 3 students who sought advice from the IIE Leadership in Action team.

Service Learning Projects

Twenty-seven teams completed their projects during this quarter, which brings the number of completed service learning projects to date to 42. There are currently 11 projects in the process of implementation and seven in the application phase.

Nahdet El Mahrousa (NM) Enrichment Activities

(Note: this section of the report is prepared by NM.)

Executive Summary

In FY2015, Q3, we were able to complete the Misriyati component. Furthermore, both the orientation session and swim test for the final E'raf Baladak trip to Marsa Alam took place allowing plenty of time for trip preparations.

As for the career component, the focus this quarter was on securing internships for the students that would take place during Q4. At the time of this report, 13 internships were secured at a pharmaceutical company, and two at an e-store company. There are other one-off internships due to take place. The exact number will become reported once we receive certificates of completion from students/employers. As for the counseling and mentoring sessions, 45 career counseling sessions were held in person, by e-mail or by phone. NM had anticipated conducting more, but due to students' hectic exam period, many students were not available. No mentoring sessions were held. However, NM is working on a mentoring session summer plan to take advantage of students' quiet schedules.

Misriyati

Description of Module 3:

During the third and final module, attendants learn how to best deal with the everyday conflicts that arise from differences among participants, other university students, professors or with friends in their dorms. They leave the module equipped with a more profound knowledge, attitude, and set of skills that allow them to read, analyze and take action within their communities. At this stage, they are introduced to several strategies of conflict resolution as well as approaches to better communication that lead to deeper and stronger relationships.

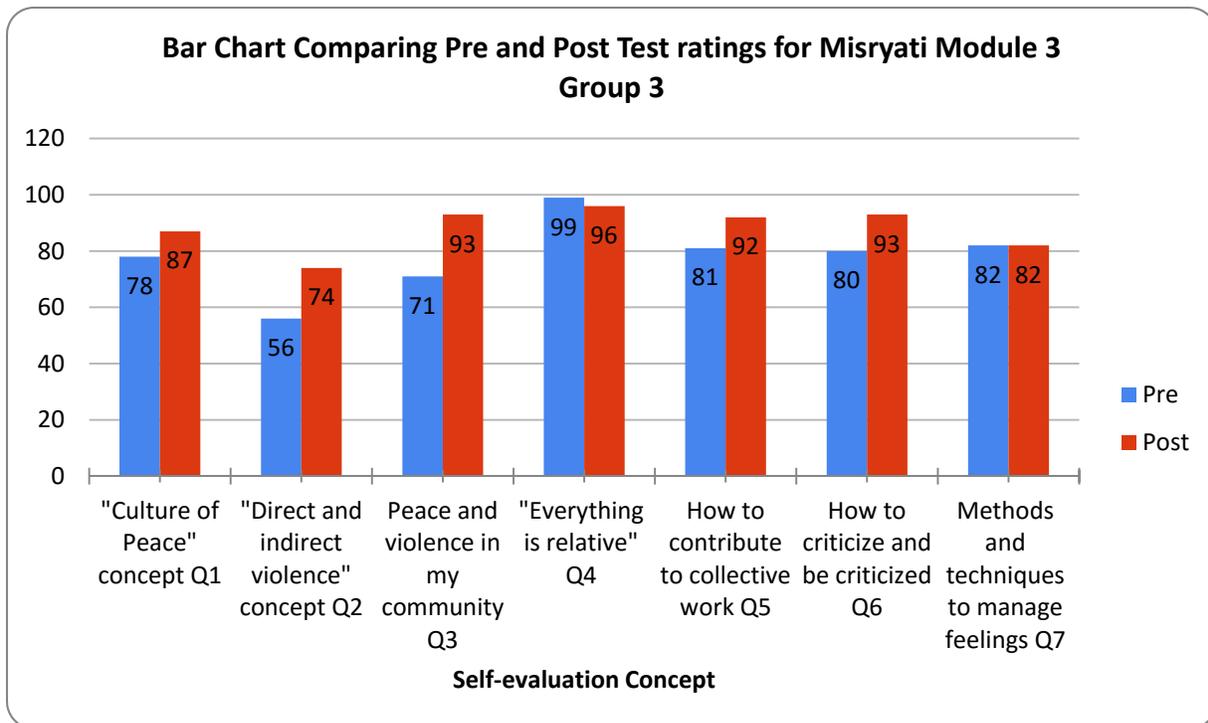
Outcome:

One group has already taken Day 1 in Q2, and completed their day 2 this quarter. This group was consistent of seven Cohort 1 and one Cohort 2 students from MSA and BUE. The other group was comprised of 14 PUA

students. They only completed day 1; day 2 was cancelled less than 24 hours in advance due to the students' communicating low attendance on day 2. "

Pre and post-tests:

Students were asked to rank their own knowledge of each concept before the sessions and after the sessions. The pre and post-tests for the sessions were designed by the Misryati team. The results for group 3 were as follows:



The results for the PUA group are not applicable since the students have not yet attended Day 2 of the session, during which the post-test is conducted.

As previously discussed, it is hard to have pre and posttests in the typical form for Misriyati sessions, given their nature. Hence why it was agreed that the pre and post-tests for the sessions would allow the students to rank their own knowledge of each concept before the sessions and after the sessions; which is very subjective. So when taking the pretests, students tend to generally assume they know the topic.

Evaluations:

The evaluations are usually held at the end of the module, therefore the analysis available is for the group comprised of MSA and BUE students. The students evaluated the different aspects of the session and their overall satisfaction with the whole activity was 93%:

E'raf Baladak Trips

Throughout this quarter, no trips took place; however the orientation session and swim test for the upcoming trip to Marsa Alam were conducted. This trip is scheduled for Q4.

Description:

E'raf Baladak trips are implemented by Dayma. The main objectives of the trips are: to encourage more geographical and social exposure to students, to encourage more critical thinking, and to learn more about Egypt, it's peoples and themselves. All activities are focused on trying to see one or more of these elements in a new light and reevaluating the lenses that they use to see their world.

Dayma's objectives are usually summarized as:

1. Discovery of Self
2. Discovery of Nature
3. Discovery of People

Career Component

Student Self-Assessment

Description:

The first step in the Career Component is for the students to take a career assessment called Tamheed, which scientifically evaluates an individual's abilities, personality traits and interests.

Tamheed is also used in a student's Final Career Counseling session. Students are required to retake the student self-assessment. It was decided to use the same assessment to best map any changes and track developments.

Outcomes:

Four self-assessments were administered. Two of which were taken as a first assessment, and the other two were taken as the final assessment. NM will work with graduating students to take the final assessment in FY2015, Q4 and FY2016, Q1.

Career counseling

Description:

"Career Counseling" is the provision of learner-centered advice and guidance to assist in making appropriate career decisions and choices. The goal of career counseling is to help individuals realize their potential, and therefore find jobs or training courses that utilize this natural potential.

These sessions can be done through physical meetings, email correspondence and phone conversations.

Outcomes:

Throughout this quarter, a total of 45 sessions were held. Three of which were in person, ten via email, and 32 by phone.

Evaluations:

There are two students that had their first career counseling session in person; they rated the session as 95%.

There is one student that had a follow-up session in person, he rated it as 100%.

Mentoring Sessions

Description:

NM's 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. Students acquire knowledge about fields of interest through others' experiences as well as through personally gained experience. Two types of mentoring days are offered. The first is the general mentoring day in which all students participate given the general nature of the topics. The second is field-related and takes place in groups or individually and are based on student interests.

Outcomes:

None were conducted this quarter.

Internships

Description:

NM is responsible to secure internships/trainings for the LOTUS students. The minimum duration of an internship is one week as agreed upon with the IIE.

Outcomes:

Most of the efforts made to secure internships were conducted this quarter, in an effort to place as many students in internships/trainings during Q4. The students were offered over 30 positions other than the below mentioned.

- Over the past quarter, Muhammad Abdel Moniem (ACU) completed an internship at AIG Express.
- Mennatallah Abdel Aziz (MSA) completed an internship at NM.
- To NM's knowledge thus far, one position was secured at Ana Masry which is to begin in Q4.
- Two internships were secured at Souqelhakim.com, an e-store company for health products and supplies. One student began his internships towards the end of this Quarter (June 28, 2015). The other will commence in July.
- Moreover, 13 positions were secured at a pharmaceutical company called Global Napi. These are to take place during the second week of August 2015. In addition, five training positions were offered to LOTUS students by AIG Express.

NM is working with students to see who will conduct internships in Q4.

Lessons Learned/success stories

This Quarter was a quiet one given that students were busy with mid-term and final exams.

Despite this, NM can still make reference to two students who, despite their busy university workloads, were able to make time during their semester to take on internships in parallel to their coursework – Mennatallah Abdel Aziz and Muhammad Abdel Moneim. Not only so, but Muhammad showed great dedication and responsibility in the two months he spent at AIG Express, where he impressed his employer with the quality of his performance, his punctuality, and his positivity. Management at AIG Express even expressed to NM their willingness to hire Muhammad upon graduation.

Upcoming plans

E'raf Baladak:

E'raf Baladak trip to Marsa Alam, due to take place during Q4, will be the final E'raf Baladak trip.

Career Component:

NM plans to conduct at least one phone session per student as a means of follow-up. NM also plans on conducting physical counseling sessions with the rest of the students that have graduated in addition to administering a second self-assessment for these students. Moreover, NM will be pushing for mentoring sessions requested by students over the coming phase to ensure students' interest and participation and to better prepare them for their specific/chosen careers and enterprise ideas. NM is working on a mentoring session plan to be implemented over the summer, to take advantage of the students' lighter workloads during this coming period.

Reporting and M&E

Cohort 4 baseline survey FY2015

As part of the M&E plan, IIE conducted a baseline survey for Cohort 4 students to analyze their aptitudes and capabilities as they move towards a new phase in their social and academic life. The survey measures the students' diversity and leadership skills before the program's activities and how their initial exposure to other LOTUS students is affecting their personality and copying skills.

This baseline survey contained two sections as follows: (1) baseline information on the students' diversity aptitudes and leadership skills (2) analyzing students' commitments towards LOTUS community as well as their commitment towards the scholarship.

In addition to this baseline assessment, IIE conducts a community service assessment on quarterly basis to measure the students' development both on the personal and professional level through their involvement in community service, extra-curricular activities as well as the internships and projects they undertake.

Cohort 4 baseline assessment provided analytical information on students' learning and growth as follows:

- **Self Confidence and independence:** The students showed 85% as a level of confidence because of their social integration in their new community by having friends, as they indicated in the survey. The Cohort 4 student's sense of independence increased to 88.2% and responsibility towards their own decisions and actions away from their families. While 39.4% showed that all of the times they feel accepted to the community and 51.5% feel most of the time, only 9% felt that sometimes they feel unaccepted in the community. The Cohort 4 social integration developed over the Bridge Year in a gradual manner, although they stated that they made friends, some showed a limitation in making lots of friends, while others showed that it takes them time to build new friendships, particularly from outside their own LOTUS community. However, during the Bridge Year experience, and through the social media Facebook, the students began a new sort of development in their life patterns, as they adjusted to their new life together, living with a roommate, as well they built a new friendship with people from a different environment and community that is new to their values and vision in life in general.
- The students felt committed towards the scholarship which was manifested by 82% admitting that they are following and observing the terms and conditions of the scholarship in return of 18.2% who said they are following the terms and conditions and the scholarship for the most part. Their exposure to real life responsibilities and challenges has contributed a lot to their sense of feeling independent and confident in a diversified culture. Living with new people and adapting to new life style have enabled LOTUS students to be more confident and accommodating to new cultures. They can voice out their opinions and present their views effectively and constructively.
- **Community Rights and Respect:** the results showed that 58% of the students feel that they are giving the community their rights, while a 30% showed their proof of efforts to help develop the rights of their community and advocate for them and 15% are not sure and cannot assess their efforts in that regard. The student's level of awareness of each other's rights and responsibilities developed a good learning process as adolescents who are continuing to work on realizing their own identities, while connecting to their values. While 85% are admitting to respect and value the diversity and individuality of all members of the community, 15% indicated that they could improve their efforts to respect and value the diversity and individuality of all members of the community.

- An impressive 91% showed a positive understanding and respect of the privacy of all members of the community including but not limited to roommate's personal space and things and observing confidentiality of others matters. The other 9% showed an indication of attempting to improve their efforts in respecting the privacy of all members of the community,
- **Collaboration and Team work:** the results showed that 85% of the students help other members of the community all of the time when they sense they need support or if they were asked directly to help as they perceive that every member of the community should complement each other. Only 15% said they do this sometimes.
- 64% of the students indicated that they always applaud other members' strengths and encourage them and 36% said they sometimes do that.

Finally, the students recommended the following future actions in order to improve the community. These recommendations are more of resolutions the students will take upon themselves to enjoy the opportunity;

- Exert more efforts in studying.
- Work together to build a strong LOTUS community and pave the way to a bright future based on collaboration and team work.
- Self-development.
- Get involved in more community work and finding projects where all the LOTUS community collaborate
- Respect rules and regulations.
- Be sensitive to the feelings and needs of others and listen to them.
- Improve and develop good leadership skills among the community.

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Annex (1) Blended Learning, Research Design, Assessment and Write-up Agendas

**Blended Learning
MAY 17, 2014
PHAROS UNIVERSITY ALEXANDRIA (PUA)**

Objectives:

1. Recognize what constitutes blended learning
2. Identify rationale for blended learning
3. Recognize criteria for effective blended learning
4. Determine resources to create a blended learning course
5. Identify how blended learning might be used at PUA

9:00 – 9:20	What is and what is not “Blended” Learning.
9:20-10:00	Raising Awareness of Need: PUA/PUA Faculty/PUA Students - Activities 1 and 2
10:00 – 10:20	Strengths and Weaknesses of Traditional and Online Learning - Activity 3
10:20 - 10:45	Blended Learning Models: Flipped, PBL, Others - Activity 4
10:45- 11:00	Break
11:00-11:30	Need to Know – Activity 5
11:30- 12:00	Anticipated Challenges at PUA - Activity 6
12:00-1:00	Evaluation of Blended Courses – Activities 7, 8, and 9
1:00 - 1:45	Lunch Break
1:45 –2:30	Plan a Blended Module – Activity 10
2:30- 3:00	Create a Blended Module from a Video – Activity 11
3:00- 3:30	Framing Session: Action Plans and Feedback – Activity 12

**Research Design, Assessment and Write-up
AHRAM CANADIAN UNIVERSITY (ACU)
MAY 20, 2015**

Objectives:

1. Improved ability to teach, conduct, and publish applied research
2. Enhanced research leadership

9:30 – 10:30	Original Research, R&D
10:30 – 11:00	Research Dichotomies
11:00 - 11:15	Ten Steps to Research Design
11:15- 11:30	Break
11:30- 12:00	Types of Research Design
12:00 -12:30	Experimental, Quasi-Experimental Design Criteria
12:30 -1:00	Locating Sources for a Literature Review
1:00 – 1:15	Forming Research Questions and Hypotheses
1:15– 1:30	Ethical Considerations/ Competing Interests
1:30 - 2:30	Writing a Research Paper

Annex (2) Report on Strategic Leadership Seminars for Partner Universities

Prepared by, George Marquis, Associate Dean, School of Humanities and Social Sciences, American University in Cairo

I. Introduction

LOTUS Scholarship Program supports university linkages. To this end, IIE provides the delivery 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, third and fourth seminars, the partner institutions were given a choice of topics and asked to select those most meaningful to their current institutions. George Marquis, Associate Dean of the School of Humanities and Social Sciences at the American University in Cairo, designed and delivered the second, third, fourth and fifth seminars.

This report highlights the major achievements of the facilitation of the second iteration of the seminar on Blended Learning (Seminar 4), conducted at PUA and the first iteration of Seminar 5 on Leading Research Production and Dissemination. The fifth seminar was designed to strengthen the capacity of faculty, teaching assistants and research assistants to set the example as researchers for students. Primary investigators are leaders of research teams and their teaching and research assistants set technical and ethical examples for their students.

II. Audiences in Attendance

Seminar 4: This topic was aimed at administrators, faculty, and students. However, only faculty attended. The number in attendance exceeded expectations, at 27

Seminar 5: This topic was aimed at faculty who do research, and students who would like to know how to publish. Wisely, ACU invited TAs and RAs, who serve important roles in classrooms and laboratories. The number in attendance exceeded expectations, at 34

III. Goals and Achievements

The following was delivered:

Seminar IV	PUA	Blended Learning
Seminar V	ACU	Leading Research Production and Dissemination

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

Table 2. (Seminar 4)

Theme	Focus Area	Objectives	Outcomes
Blended Learning	Defining blended learning	Recognize the difference between blended learning, and (a) the “flipped” classroom, (b) community-based learning, and (c) online learning.	Characteristics identified
	Identify rationale for blended learning at the partner institution (PUA)	Verify the need at PUA	Two awareness-raising activities conducted. (a) from an administrative perspective (e.g., class sizes) (b) from a pedagogical perspective. (e.g. meeting demand for more problem-based learning; increasing class sizes require new methods of delivering content)
	Identify criteria for effective blended learning follow-up action	Identify steps needed to prepare students who would not be used to non-traditional methods of receiving instruction	Student concerns identified (See Table 3.)
		Identify resources requiring financial investment, as well as realities for students off campus with limited personal resources	Technology needs identified Constraints to obtaining technology identified
	Identify other challenges for PUA with implementing blended learning	Identify administrative concerns Identify faculty concerns	Branding/ownership concerns (e.g., Will PUA content be distributed outside of the PUA community as a result of using DVDs?; what investment in resources is required? How much time is needed to record videos, redesign curriculum, train faculty?
	Identify solutions to challenges	Identify solutions to technology constraints Identify off-the-shelf resources	Work-arounds to limitations imposed by poor technology infrastructure identified (e.g., distributing DVDs of recorded material that students could transfer to their laptops, thus avoiding the need for a fast internet connection off-campus) Online resources to use in place of making own materials <ed.ted.com>

Table 3. (Seminar 5)

Theme	Focus Area	Objectives	Outcomes
Leading Research Production and Dissemination	Research Definitions (Empirical vs. Non; Basic, vs. Applied; Research vs. R&D)	Define Research, R&D as understood at ACU	Activities demonstrated differences of opinion and uncertainties. Ambiguities clarified through discussion
	Different types of applied research	Identify Research Dichotomies; Determine one’s own paradigmatic place.	Six dichotomies explained and discussed. Attendees determined where they stood relative to each dichotomy. Interest in the interpretivist paradigm created.
	Steps in the Research Process	Identify steps; understand order; understand differences	Ten steps identified. Research topics vs. questions vs. hypotheses explained.
	Research Design	Understand difference between experimental and quasi-experimental design	Criteria for each discussed; activities conducted to test acquisition of concepts.
		Understand difference between experimental and non-experimental design	Criteria for each discussed; activities conducted to test acquisition of concepts.
	Literature Review	Familiarize researchers with available electronic databases, Scholar Google, open sources. Familiarize faculty with the most up-to-date approaches to teaching the skill of reviewing the literature to students.	Sources of peer-reviewed/scholarly articles shown. ACU’s resources (or lack of) discussed. Approaches to teaching the literature review explained.
	Research Questions and Hypotheses	Describe appropriate uses of each.	Differences in structure and use identified.

Theme	Focus Area	Objectives	Outcomes
	Ethics	Identify competing interests that can compromise research. Identify other ethical concerns	Examples of conflicts of interest illustrated. Ethical concerns pertaining to data collection, data reporting, fund use, etc. discussed.
	Writing an article for publication; writing a research thesis for a course or degree	Identify the structure of a scientific paper (IMRAD format). Discuss how this can be effectively taught or produced at ACU	Parts of a typical journal article reviewed. Differences in format, length, and expectations for a journal article and a thesis discussed.

Tables 4 and 5 show the results of several facilitator-led activities that served to collect participant data regarding the views of faculty and administration toward specific variables.

Table 4. (Seminar 4)

What is/are the main obstacles to implementing blended learning?
Cultural – As with ACU, PUA faculty tend to believe that students do not understand or appreciate the concepts of independent learning, blended learning, student-centered learning. They expect traditional, lecture-based, teacher-centered, exam-driven instruction. Test success, rather than learning, is the immediate goal.
Technological – (a) Many PUA students do not have internet access at home. Faculty stated that the quality of the internet service in many parts of Alexandria and the environs is a constraint to successful implementation of blended learning. Those that do may have a connection that is too slow to effectively benefit from the assigned online videos. (b) Many students will need to learn how to contribute to online discussions. PUA currently does not have a class management system like Blackboard/Moodle/Canvas that would be used as a platform for blended learning.
What are some ways in which blended learning can be facilitated at PUA in spite of the limited technological resources?
Record media on CD/DVD and distribute to students. This will allow those with limited internet access to view material outside of class.
Use videos available on the internet and work into syllabus/curriculum.

Table 5. (Seminar 5)

How is a culture of research developed at ACU?
At ACU, there is little emphasis on research production as a student goal. Students are seen as consumers and not producers of knowledge. The undergraduates do not have opportunities to conduct more than simple laboratory experiments. This puts them at a disadvantage vis a vis students at some of the national universities, like Cairo and Ain Shams, and also U.S. universities, where undergraduates can assist in their professors’ research and attend conferences.

What type of research writing is taught at ACU?
The TAs and RAs lack the skill to produce academic research papers; thus they cannot guide undergraduates. It is unclear if research writing is part of the curriculum (either in the English program or in the disciplines).
What are the main impediments to exposure to current research at ACU?
The university does not invest in subscriptions to electronic journals/databases. It also does not have any resource exchange agreements with other universities. Thus it cannot obtain electronic and print sources through an interlibrary loan. This creates a serious disadvantage for students wishing to understand current research in their discipline.

III. Analysis of Seminars

Seminar IV: PUA showed great enthusiasm for the Blended Learning seminar; attendance, participation and evaluations reflected that. However, it is unfortunate that administrators did not attend because blended learning requires considerable investment in technology, and this requires decision-making at an administrative level. PUA seems to understand blended learning only in pedagogical terms. Unlike ACU, PUA did not demonstrate immediate “buy-in” from administrators and thus it is unclear whether PUA will “run” with the blended learning model for the future. Since PUA does not teach graduate students, they may not perceive that blended learning would add much value to their current approach to serving students. One area they should consider is the more efficient use of instructors in an 80-20 model, whereby instructors teach 80% of their classes on-site and 20% online, freeing up more classroom space.

Seminar V: ACU benefitted from exposure to empirical applied research method procedures and how findings are prepared for dissemination. Many of the graduate students, although they have worked in laboratories or in R&D, were unfamiliar with standard experimental design, standards of reliability and validity, and the differences between causes, associations, and relationships. The increased understanding as a result of the seminar will allow them to better instruct undergraduates. It will also increase their ability to write up their research for publication. The request for materials that I received at the end of the seminar was an indication that the attendees found the information relevant and of personal value. Of main concern is the lack of academic resources for student researchers. The university does not subscribe to scholarly publications. This is an area of investment that must be made by any serious academic institution.

VI. Recommendations for Further Rounds

Table 1.

PUA, PUA, MSA, BUE	Strategic Planning
MSA	Team Leadership
PUA, MSA, BUE, FUE	Leading Research Production and Dissemination
FUE, MSA, BUE	Blended Learning

Annex (3) Interview with the USAID Mission Director

Dareen Abdel Fattah Ahmed El Abbasi

On June 24, 2015, Dareen Abdel Fattah Ahmed El Abbasi (Cohort 4, Port Said, Faculty of Nursing, BUE) met with USAID Mission Director Sherry Carlin to learn about Dr. Carlin's career journey, the challenges she faced as a student and the best advice she could offer the scholarship students.

Dareen was excited to meet with the Mission Director for the second time especially when she got to know that Dr. Carlin started her professional life as a nurse, a dream that Dareen wants to pursue but sometimes she gets discouraged by the common public attitude towards this profession which people deem as a less prestigious career.

According to Dareen, Dr. Carlin first stated that 'passion' is the key to success, "*passion towards what we want to study or work on, no matter what comes on your way*". She added, as a student, she was dreaming of studying and working overseas to get exposed to different experiences. Dareen shared that Dr. Carlin said that this was one of her life's biggest challenges as she comes from a very traditional American family who wanted her to stay, live and get married in the United States. In spite of all the barriers and challenges that her family put in her way, she managed to convince them that this is what she wants to do and years later when they came to visit her, they said "*now we understand, and we are very proud of you*".

During the interview, Dr. Carlin mentioned that when she decided that she wants to work in Public Health, she had to determine whether she would go for a nursing or a medical degree. She was trying to weigh the pros and cons for each degree, what the nurses provide versus the medical doctors. She realized that she would have more prestige in the eyes of the outside world if she got a medical degree. But what she found compelling about nursing is they can offer patients time to explain what the doctors have randomly said and this would give her more prestige within herself. The nurses are the ones who make the change with the patients and have the privilege to explain the science, in a language that patients can grasp and understand.

When Dareen asked her what the best advice she could offer scholarship students, she said they have to be open to the world and live everyday as a new day and enjoy the opportunity. She concluded "*life is not about the destination, it's about the journey*".

Finally, when the Mission Director asked Dareen about how she improved her writing and speaking skills, Dareen proudly mentioned that her writing skills improved significantly through the LOTUS Program. She said that LOTUS Academic Advisor was always insisting on making the students exert efforts in writing good and professional emails and not just following their tendency to speak and write in Arabic. Dareen also said that she is very passionate about expressing herself and frequently publishes pieces in online magazines.

Dareen is an ambitious and talented writer who writes articles for an online magazine called soot.net and is currently self-studying Spanish to fulfill her personal passion towards language and translations in addition to beginning her studies at the Faculty of Nursing next academic year.