



U.S.-Egypt
Higher Education Initiative
Private University Scholarships



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INSTITUTE OF
INTERNATIONAL
EDUCATION

Cooperative Agreement AID-263-A-15-00020
Quarterly Report
FY2016, Quarter 2
Local Scholarship Program (LSP) – Private

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Executive Summary

USAID awarded the Local Scholarship Program (LSP) – Private Universities to IIE, and on May 11, 2015 the agreement was signed between USAID and IIE. The start-up phase of the project began immediately after signing the agreement. The recruitment and selection phase took place after USAID approved all outreach documents. LSP Cohort 1 students are now enrolled in their Bridge Year Program at the American University in Cairo (AUC).

During FY2016, Q2 (January 1 – March 31), the following activities took place:

- The project’s M&E plan and PIRS approved by USAID.
- Staff hiring process continued.
- In coordination with USAID/Egypt, application and outreach documents updated and printed for Cohort 2.
- Outreach and Recruitment Process for LSP Cohort 2 started.
- Program Information for Cohort 2 disseminated via Al Ahram newspaper, IIE and AFS websites and Facebook pages.
- One Leadership life skills training session conducted for LSP Cohort 1 students.
- Orientation to Study Abroad Program held for LSP Cohort 1 students.
- Academic Orientation for LSP Cohort 1 students held.
- General and individual meetings conducted with LSP Cohort 1 students.
- A comparison group of qualified students who were not selected for or declined LSP scholarship identified and a baseline survey conducted for them.

COHORT 1 Candidates (gender & governorate)	Alexandria	Assiut	Aswan	Beheira	Beni Sueif	Cairo	Dakahlia	Damietta	Fayoum	Gharbia	Giza	Ismailia	K. El Sheikh	Luxor	Menofeya	Minya	Port Said	Qaliyobia	Qena	Red Sea	Sharkeya	Sohag	Suez	Recruited	Number of Disabled
Female representation	2	2	2	2	2	1	1	2	2	1	1	1	0	1	4	4	1	1	0	1	0	2	1	34	
Male representation	1	0	1	2	4	1	0	0	2	0	3	0	1	2	1	0	0	2	4	1	3	2	1	31	1

Staffing and Start-up

The staff hiring is ongoing. IIE successfully hired:

- Program Director
- Academic Advising and Partnerships Manager
- Monitoring and Evaluation Officer
- Leadership and Community Services Officer
- U.S. Study Abroad Coordinator. She started working with the LOTUS Program, and will be working with LSP team starting FY17 when LSP students start planning for their study abroad.
- Academic Advisor.

Interviews are ongoing for the remaining position: Leadership and Community Service Assistant

The program staff are operating out of IIE’s current office, benefitting from interaction with LOTUS and STEP staff.

LSP Scholarship Program Recruitment, Selection and Placement

- **Cohort 1**

IIE successfully finished the recruitment and selection process for LSP Cohort 1 students and the 65 students are now enrolled in their bridge year at The American University in Cairo (AUC).

As part of the evaluation of Cohort 1 recruitment and selection processes, IIE selected a random sample of approximately 33% of all the applications received for the scholarship to review and ensure that the selection process and the database provided was complete, accurate and represented all the students that applied for the scholarship.

During the reviewing process, IIE discovered that:

- Application #34: applicant passed the application screening phase and was invited to the interview, but by error her interview scores were not added to the database so she was considered as a no-show for the interview. This was brought up with AFS senior management and recommendations were made to ensure that this would not happen in the future.
- Application #830: there are two applicants with the same serial number. This means the total number of applications received was 1076 not 1075.

Accordingly, IIE in coordination with AFS designed an updated database that will minimize the probability of similar mistakes happening in the future for Cohorts 2 and 3. In addition, IIE requested to have more frequent checks on the database so IIE will be able to check and review the data regularly and discover any possible mistakes early on in the application process.

- **Cohort 2**

Starting February 2016, IIE and AFS started the planning for LSP Cohort2 recruitment, meetings were held to discuss lessons learned from Cohort1 and changes done to outreach documents and timeline for the new Cohort which was sent to USAID. Below is the planned timeline:

Feb. - March:	Development of outreach materials Planning meetings with AFS
March 18:	Announcement and outreach materials available online on IIE website, LOTUS Facebook Pages, AFS, and other partner websites and Facebook pages
March – April 24:	AFS begins nationwide Buy-in Meetings and Info Sessions
March 18:	First Ad in Ahram Newspaper
April 1:	Second Ad in Ahram Newspaper
April 15:	Third Ad in Ahram Newspaper
April 24:	Deadline for sending applications and supporting documents by mail
March 18 - July 26:	Data entry, Filing & preliminary applications review
July (TBD)	Thanawaya Amma Exam Results
August 4-6:	Conduct individual interviews with applicants

August 11 – Sep. 19: Conduct Home Visits

Sep. 10 –13: Eid El Adha

Sep 30 – Oct 1: Selection Camp

October 5 or 9: Receiving 65 finalists and 15 alternates from AFS

October 11: List of primary candidates to USAID

October 16: Students and parents sign Terms and Conditions

October 17-18: Student Orientation and Teambuilding retreat

October 21: Students begin Bridge Year Program

IIE and AFS reviewed the Applications and Brochure and made changes based on lessons learned from Cohort 1. A new provider was identified for the printing and the advertisement and minor changes were made in the format and layout. IIE secured USAID's approved on the outreach materials.

AFS developed their recruitment approach to ensure all of Egypt's governorates are covered in the recruitment process. However it is difficult to conduct information sessions at border governorates since we did not receive the approval of the MoSS for activities to be held there as per a formal letter sent to IIE from the ministry requesting a prior approval for any activities IIE will hold in border governorates.

Below are activities conducted by AFS through FY16 Q2:

- Conducted 13 buy-in meetings in 7 governorates. Around 215 volunteers attended these meeting.
- Conducted 16 information sessions for students and stakeholders in 7 governorates. More than 40 volunteers participated in these information sessions and around 735 attendees.
- Distributed and posted program materials
- Interfaced with stakeholders such as schools, libraries, cultural palaces, youth centers, NGOs/CSOs to increase awareness about the program

In order to facilitate the recruitment of Cohort 2 students, IIE communicated with the Ministry of Education (MoE) to distribute the Scholarship ad and other outreach materials among its offices and to use any appropriate avenues for disseminating the information. An introductory meeting was held between the/a MoE representative and LSP Program Director. A follow up letter was sent to the Director of General Education, Ministry of Education, to disseminate the announcement within the ministry offices and schools but IIE did not receive a reply until the end of reporting time.

In addition to AFS outreach efforts, IIE conducted the following outreach activities:

- Advertised the LSP in Al Ahram newspaper on March 18, 2016 – *Ad attached*
- LSP Cohort 1 students volunteered to spread the word about Cohort 2 announcement in their governorates and villages in addition to writing quotations expressing how they felt about the scholarship and what they learn and shared them with IIE team to post them on the LSP Facebook page on their behalf. In addition, LSP and LOTUS students volunteered to help in the outreach activities in their governorates with collaboration of AFS.

“Finally, I got the last call from IIE: “you are accepted bring your clothes and your personal tools and come on the 13th of December“. I ended this call with a new life and new person. Starting the bridge year by culture shock and bad English pronunciation for example, I used to pronounce “when” as “hewn” ... I have the right to evaluate my instructors and have the ability to change one of them ... I feel satisfied about my education it was the first time I know I can learn without “Miss Merfet” and without “thank you ferey match”. LSP Cohort1 Student

Recruitment Video

The recruitment video work is ongoing and is planned to be finished by the first week of April. IIE sent an invitation for LOTUS students who study media or have expressed an interest in video making through the past LOTUS program activities, to produce the video. Five Cohort 3 students expressed interest, among them four AASTMT students and one BUE student. The filming is set to take place during the student led conference on April 1, 2016 at Future University in Egypt (FUE). We are very proud and thankful to the LOTUS students for helping LSP, and wanting to serve their community by supporting the recruitment process and also communicate with their LSP colleagues.

IIE selected seven LSP students for the video, representing the diversity of the program. The video should feature the students talking about the impact of the LSP scholarship on their life, how they knew about the scholarship and how the selection process was, benefits of the bridge year, why they would recommend the scholarship to others, advice they may give to new applicants while going through the same process, and how their family/village felt about their acceptance.

LSP Scholar Academic and Personal Support

Bridge Year Program (BYP)

Upon successful admission to the program, students started the Bridge Year Program (BYP) at the American University in Cairo (AUC). The BYP gives a total of 720 instruction hours over the program duration (December 15, 2015- June 22, 2016). AUC was selected to provide a program that is best tailored to the needs of LSP students and to equip them with the language proficiency and life skills needed to excel in their university life.

Bridge Year Program Assessment

AUC adopts a student assessment approach that combines both formative and summative assessments resulting in reflective monitoring. The overall program assessment is based on the Kirkpatrick model for evaluation of training using two types of evaluation instruments: Level 1 measures the satisfaction of participants with the training program; Level 2 focuses on how much the participants have learned and to what extent have the training program objectives been achieved.

Level 1 (Participants Satisfaction):

Upon the successful completion of each module, students get the chance to evaluate the program, instructors and materials.

Level 2 (Students Evaluation tools):

Student evaluation is done on three phases: pre-training, during training and after training.

Prior to the start of any module, a pre training assessment is conducted to assess current knowledge of the areas under study. *Please see Annex 1 for English Language and Professional Skills Training pre assessment survey.*

During the module, various assessment tools are used to measure students' progress and identify challenging areas. Students are instructed to keep track of all their academic work in a portfolio for each module. Creating a portfolio help students track their progress and identify future areas for development.

In addition to evaluating the above academic assignment/tasks, instructors provide a monthly evaluation for students' overall performance. This evaluation is based on six main areas: punctuality, participation and interaction in class, quality of independent work, working in groups, learner autonomy/ initiative, and behavior & attitude in class. LSP team utilizes this evaluation to give more personalized academic advice to students as needed.

Students' portfolio of activities in addition to instructors' performance evaluation serves as post assessment for each module.

Bridge Year Program Performance Monitoring

IIE collaborates with AUC to maintain accurate performance monitoring. Both institutions agreed to implement various methods to continuously identify students' challenges and needs and fine-tune the program so it accommodates their newly-emerged needs as much as possible. Monitoring is accomplished through the following various channels:

- **Attendance Record**

As an integral component of the Local Scholarship Program, students are aware that it is mandatory to regularly attend classes and fully participate in all program related events/sessions. To ensure that, starting January 15, 2016, students have conformed to an attendance policy. The policy aims at reinforcing a sense of personal responsibility of their roles within the scholarship program and to guarantee their commitment to the program attendance requirement. It states that each student has only one unexcused absence, and any other absences like a medical situation or an emergency should be approved by the academic advisors.

AUC keeps attendance record through signed attendance sheets as well as instructors' electronic record. Both records are sent weekly to IIE. The Advising and Partnership Manager and Academic Advisor are responsible for monitoring students' attendance and performance and keeping a record of their attendance. The majority of students are maintaining an overall high attendance rate for the Bridge Year Program as well as for

specialized events/meetings. Very few students missed more than one day. They were contacted by the program staff to investigate the causes of their absences and to assist them as needed. Absences were either because of medical reasons or family emergencies. In both cases, program staff followed up with the students to provide support as needed.

- **Instructor's evaluation**

Upon the completion of each module, AUC conducts an anonymous student-instructors' evaluation survey. The survey gives the students the chance to give feedback on teachers' performance and areas for improvement so that corrective actions can take place. As an example, students from one of the groups complained about the reading instructor. Accordingly program staff and AUC program coordinator visited the class and met with the students to better understand the situation. A decision was made to substitute the instructor with a different person.

- **Consultation sessions**

Instructors arrange individual consultation sessions with students as needed. These sessions act as a one to one feedback meeting, where instructors give more personalized attention and feedback to the student.

- **Class visits**

IIE program staff conduct frequent class visits to observe the classes and ensure the quality of the program.

- **General Meeting**

IIE program staff conducted two general meetings to address any issues, hear from the students, and address common questions.

Student with Disability

LSP Cohort 1 has one student with disability. He was born blind and all his previous education was done in schools for the blind and the visually impaired. Thus, joining this program was a challenge not only on the academic level, but also on the personal level as it is his first time to leave his parents and village. IIE program team is working closely with the student and his colleagues to make sure he blends well within his new community. IIE and AUC staff maintain regular contact with his family to make sure his activities and schedules are coordinated and can be met. Prior to arranging any specialized training session, IIE communicates with the student and his uncle, who lives in Cairo, to guarantee he can help him in the commute or accommodation if more convenient. As for his academic life, IIE is working on his full integration and success during the Bridge Year Program as well as planning and coordinating with his assigned university for the coming year.

Bridge Year Program

The student has been adapting well to his new academic life at AUC. The instructors as well as the program coordinator provide assistance to cater for his needs and guarantee that he is progressing at the same pace as his colleagues. Upon agreement with IIE, AUC provided needed devices, such as audio recorder and Braille Sense U2 device to be with him throughout the duration of the BYP. AUC also permitted full audio recording of the lectures and assisted in Braille printing for all handouts.

The major challenge he faces is using technology especially that the program depends heavily on visual materials. To fully understand his needs, a needs assessment session was conducted for him with a visually impaired Adaptive Technology Researcher in AUC's University Academic Computing Technologies. As per the assessment, it was identified that he needs a specialized training in two fundamental areas: reading Braille in English and computer usage.

Accordingly, IIE and AUC collaborated to design a specialized training for him to be delivered by an Egyptian pioneer in the field of visually impaired adaptive technology, Dr. Ahmed Khater. The training is using a computer with windows screen reader for the visually-impaired and blinds called Job Access with Speech (JAWS) Screen Reader and Braille Sense as a braille note taker. The training duration is 120 hours divided into 30 sessions (each sessions will take 4 hours); first session took place on March 5, 2016.

Host University preparation

The student will be studying at the British University in Egypt (BUE) where he will pursue an undergraduate degree in Communication and Mass Media as it is his passion to become an anchor. Currently, IIE is working with BUE to address his academic and personal needs. BUE has identified two specializations that he can study, which are Integrated Marketing and Communication (IMC) and Journalism and New Media. BUE University Coordinator is working with the Dean of Faculty of Communication and Mass Media to identify any necessary adjustment in the modules or assessment tools. In addition, BUE agreed to arrange a special plan for his accommodation, provide staff escort on campus and provide staff support during the exams as needed.

University Partnerships

Partner University visits

LSP Program Director and Academic Advising and Partnerships Manager conducted visits to the three partner universities. The visits were conducted with the following objectives:

- Introduce LSP staff to the current university coordinators and management
- Understand each university and faculty academic requirements and admission procedures
- Get familiar with the facilities and services each university offers and their readiness to host students with disabilities
- Share students list with the universities to start admission process
- Discuss lessons learned and best practices from similar scholarship to incorporate in LSP
- Confirm the university's willingness to support the program and the students

According to these visits, IIE is currently working with the partner universities on:

- Finalizing official agreements
- Arranging official documents to admit students
- Accommodating the needs of the student with disability

Potential University visits:

IIE is also approaching additional universities which may be interested to collaborate on the program.

Academic Activities

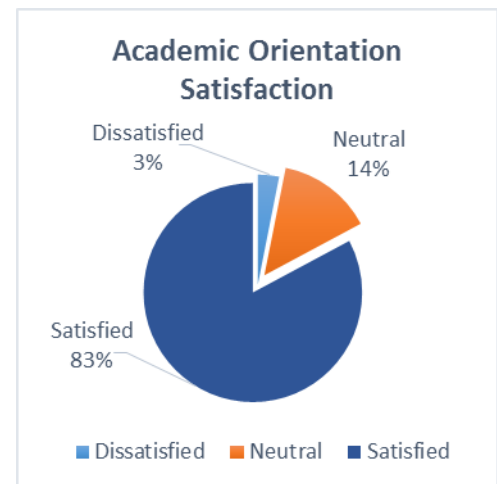
Academic Orientation

Through Cohort 1 general and individual meetings, students identified a pressing need to learn more about their future universities and majors. Hence, LSP team organized a student academic orientation to familiarize LSP students with the university/academic life.

The session was designed to act as a foundation for the university-based orientations that will be conducted upon admission in fall 2016. The main objective of the orientation was to provide the students with more concrete information about their prospective universities and majors. LOTUS alumni and current students were invited to attend and to share with the LSP students their insights about university life, extra-curricular activities, community service, and study abroad. They also shared with them tips on how to balance their academic and personal lives.

In addition, the students received a study abroad information session to familiarize the students with the opportunity, the various requirements, the selection process, and guidance on how to get prepared. LOTUS students walked LSP students through their own preparation journey giving them valuable guidance on how to get ready in various areas such as English language proficiency, community engagement, GPA... etc. *Please see Annex (2) for LSP Academic Orientation Agenda*

It is worth noting that 83% of Cohort 1 students were satisfied with the academic orientation rating it as 5 or 4 out of 5. Students that will study at Delta University expressed their frustration as there were LOTUS students to share their experiences with them and to answer their questions or address their concerns. Program staff answered their questions based on general information about the university. In addition, while planning the academic orientation, the aim was to invite LOTUS older Cohorts to share their experience. However, due to the discrepancies in the majors and universities between LSP and LOTUS, mostly LOTUS freshmen and sophomores were included. Even though having LOTUS students was inspiring, their limited experience was a drawback; concern to be avoided next year when planning an academic orientation.



No. of Students: 64

Moreover, the students were very excited about the Study Abroad session and felt inspired from LOTUS students' experience. The LOTUS students encouraged them to develop themselves so they could successfully apply for the study abroad program.

Individual meetings

The LSP academic team conducts individual meetings in which each student gets the chance to express his/her thoughts, ideas, and feelings in a private and confidential atmosphere. These meetings give the program staff the opportunity to bond with the students and to know each one better. The meetings help establish trusting relationships, where students feel particularly supported by the program team. The meetings tackle issues related to student's background, culture, academic life, challenges, adaptation style, and future aspirations. A

major portion is usually dedicated to discussing academic progress/challenges and giving individualized tips to support their studies. Furthermore, the meetings usually open the door for personal stories, which helps the program team identify any personal or behavioral concerns and to discuss future plans to address them.

On several occasions, the students expressed how these meetings helped them connect with their advisors one-to-one and reflect deeply on their lives for the first time. They added that the meetings encouraged them to work harder to stand out within the program. Furthermore, some expressed their interest in conducting these meetings frequently.

Table (1): LSP Scholar Academic and Personal Support: Activity Tracker, FY2016, Q2

#	Date	Quarter	Topic of Session	Trainer/ Guest Speaker	Students	Uni.	#Target	# Attending	Female	Male	#Days/ trips/ sessions	Venue	Type of Session (per M&E Matrix categories)	Notes	Year
1	1/14/2016	Q2	General Meeting	IIE	Cohort 1	All	65	63	32	31	1	AUC	IIE Student Support Meeting	2 Unexcused; action taken: verbal warning	Year 1: 10/1/2015-9/30/2016
2	2/2/2016	Q2	General Meeting	IIE	Cohort 1	All	65	63	33	30	1	AUC	IIE Student Support Meeting	2 Unexcused; action taken: verbal warning	Year 1: 10/1/2015-9/30/2016
3	2/7/2016	Q2	General Meeting	IIE	Cohort 1	All	65	61	32	29	1	AUC	IIE Student Support Meeting	3 Excused. 2 Unexcused; action taken: verbal warning	Year 1: 10/1/2015-9/30/2016
4	2/8/2016	Q2	General Meeting	IIE	Cohort 1	All	65	63	33	30	1	AUC	IIE Student Support Meeting	1 Excused. 1 Unexcused; action taken: verbal warning	Year 1: 10/1/2015-9/30/2016
5	3/12/2016	Q2	Academic Orientation	IIE	Cohort 1	All	65	65	34	31	1	IIE Premises	IIE Student Support Meeting		Year 1: 10/1/2015-9/30/2016
6	Ongoing	Q2	Individual Meetings	IIE	Cohort 1	All	65	45	22	23	1 per student	AUC Dorms	IIE Student Support Meeting		Year 1: 10/1/2015-9/30/2016

IIE-Led Leadership in Action Activities

Cohort 1 Leadership Life Skills Training

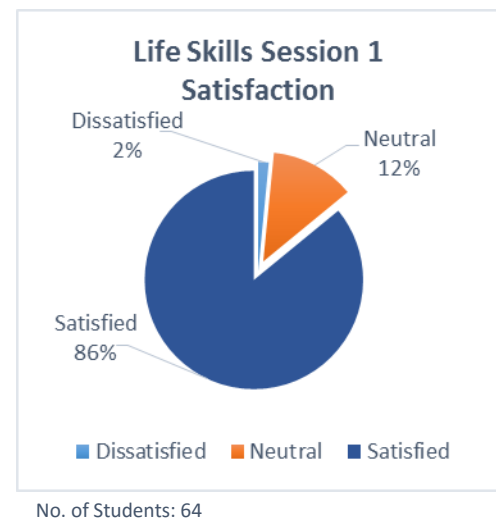
AUC provided the students with 24 hours of life skills training during the month of March divided over 11 study days, out of a target of 100 hours to be provided by AUC during the bridge year. The life skills sessions tackled the critical thinking topic and provided students with training on how to think critically especially in new situations, when they need to withhold prejudgments or stereotypes.

Cohort 1 students were given a life skills self-assessment by AUC, prior to starting their life skills training and they will also be assessed again after finishing their training. The assessment evaluates students' skills like self-awareness, problem solving, listening and empathy.

IIE held a one-day life skills session on March 8, 2016 at AUC. The session tackled the topics of self-discovery, communication and community service for leaders.

During the session, the IIE facilitator provided a space for the students to discover more about themselves and how they can fit and communicate within their community, in addition to how to serve it. Students discussed the community norms they brainstormed at the student retreat, and then the importance of journaling and self-reflection for leaders was introduced. Later through The Cartouche activity, each student shared their guiding personal value, a personal dream, a personal hobby, a hope for LSP and a concern for LSP. Through this activity students understood what are commonalities and differences within their community, which they can use to communicate and learn from one another. A discussion on ideas and mechanisms for team support followed to make sure they could overcome challenges together as a community. Last discussion was about importance of community service for leaders, including definition, value and best ways to serve the community. *Please see Annex (3) LSP Life Skills IIE Leadership Session 1 Agenda*

It is worth noting that 86% of Cohort 1 students were satisfied with the session rating it as 5 or 4 out of 5. However, students recommended that in future leadership sessions should be planned in the mornings when they are more focused and active instead after their classes. This will be investigated since it is not always feasible for students to stay over the weekend to attend a session for 3 – 4 hours.



Leadership in Action Program sessions, materials, and handouts

The development of Leadership in Action Program sessions, materials, and handouts is ongoing. The content planning of the second IIE leadership life skills session to be held in Q3 is ongoing. The draft agenda for the Summer Leadership Camp is finalized, with ongoing work on refining topics load and contacting speakers within Q3. The planning of summer activities including trips, community service and service learning projects is also ongoing.

LSP Cohort 1 students are invited to attend the LOTUS Annual Student Led Workshop taking place on April 2, 2016 as guests. This will provide LSP students with an understanding of this activity so they are prepared when they are required to do it themselves in addition to getting to meet the LOTUS scholarship students and forming networks with them for community service and extracurricular activities, which will be beneficial when they transfer to their host universities after the bridge year.

Community Service

On March 8, 2016 IIE compiled and shared a directory of community service organizations with the students, where they can find volunteering opportunities. The directory contained 18 organizations which work in a variety of fields like education, women empowerment and rights, people with disabilities support, healthcare, community development, street children and child rights, youth development, orphans and refugees.

IIE discussed with the students the importance of the community service component towards building their leadership skills and understanding their community as leaders.

In addition to the directory, IIE shared a community service planning form which the students fill for their planned community service activities each semester, as well as a community service log which every student needs to keep filling for his community service hours and activities. This will help them gain the most out of the community service component, by identifying early on which organizations they would like to volunteer with, in addition to being able to easily report to IIE the community service hours. Students were asked to submit their community service forms before April 1, 2016, and IIE is currently supporting them in finding suitable community service opportunities.

During FY2016 Q2, IIE measured the students' community service involvement through an online survey. IIE validated the data received to ensure that students recognize the meaning of community service and recorded the volunteering hours correctly. Although the students were busy with their Bridge Year Program, collectively they were able to achieve 450 hours of community service and assume 11 leadership roles through these accomplished volunteering hours.

Gender-related Issues Meetings

The planning for the gender-related issues meetings is ongoing, with meetings to take place in Q3. The meetings will address/discuss the issues that came up in the individual meetings held by the program staff with the female students.

Table (2): Leadership in Action Program: Activity Tracker, FY2016, Q2

#	Date	Quarter	Topic of Session	Trainer/ Guest Speaker	Students	Uni.	#Target	# Attending	Female	Male	#Days/ trips/ sessions	Venue	Type of Session (per M&E Matrix categories)	Notes	Year
2	3/8/2015	Q2	Self-discovery, Communication and Community Service	IIE	Cohort 1	All	65	64	34	30	1	AUC	Life Skills Session	One excused absence, Student's Father passed away	Year 1: 10/1/2015- 9/30/2016

LSP Cohort 1 Comparison Group

IIE proposed to form a comparison group of qualified students who were not selected for or declined the LSP scholarship. The comparison group represent geographic and gender diversity. IIE will analyze where the comparison group and LSP students are in their studies and careers at the end of the program period and will include this analysis in the final report.

The selection of the comparison group was based on the following:

- All students who were nominated for the selection camp and not selected for the scholarship are invited to be in the comparison group except for:
 - o Students who were selected for the scholarship and they declined and afterwards came back asking to reinstate their slots and contacted many institutions to call us to get their slots back. Unfortunately this could not happen as their slots were already taken by other students from the alternates list.
 - o Students with lower financial need compared with LSP students. This is in an attempt to ensure that both groups are similar in their level of financial need and that the comparison group students will not have other opportunities to be exposed to different types of education and trainings because of their higher financial abilities.
 - o Students who enrolled in two years study institutes.
 - o Students who declined the camp.

Out of 60 students, 33 were deemed qualified for the comparison group. IIE tried to contact them several times: 21 indicated they were happy to join the comparison group but only 14 students answered the baseline survey sent to all of them, 2 students refused to join since they wanted to focus on their studies, and we could not reach 10 students after several attempts of calling and contacting their parents,. The baseline survey was translated to Arabic. *Please see Annex (4) for the baseline survey.*

Challenges:

In our visits to the universities it was discovered that all universities are equipped with facilities for students with or physical mobility issues but not other types of disabilities. BUE already has a support system for blind or visually impaired students to take tests but other specialized facilities (specialized computer for example) are not available to support a blind student. We are working with BUE to modify the course structure to accommodate the LSP student.

Upcoming activities:

Upcoming activities to take place in FY 2016 Q3:

- IIE will:
 - Continue the hiring of LSP staff as planned.
 - Conduct gender-related issues meeting and Gender Forum with LSP Cohort 1 students.
 - Continue individual meetings with the rest of the Cohort 1 students.
 - Conduct three specialized sessions: how to use dialogue for conflict resolution- April 2016.
 - Organize an Education and Cultural Night- May 2016.
 - Develop recruitment video showcasing the program.
 - Continue Leadership Life Skills Trainings.
 - Develop the EFE-led Career Development component.

Annexes

Annex 1: LSP Cohort1 Students pre-assessment survey for English Language and Professional Skills Training

First Reaction Survey

English Language and Professional Skills Training/ Bridge Year Program - Cohort 1 Dec. 2015

For each of the following statements, please indicate whether you: Strongly Agree, Agree, Neutral, Disagree or Strongly Disagree:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The objectives of the course are clearly defined.					
2. It is easy for me to get actively involved during the session.					
3. The topics in the courses are relevant and important to me.					
4. My learning is enhanced by my instructors' knowledge about the course.					
5. I am always encouraged to use the English Language in class.					
6. The time allocated for the classes is sufficient.					
7. The classrooms and labs facilities are adequate and comfortable.					
8. I feel refreshed after the breaks.					
9. The transportation service is adequate and safe.					
10. The faculty housing is a safe place and the facilities meet my needs.					

Please add any additional Comments in the provided space:

.....
.....
.....

Annex 2: LSP Academic Orientation Agenda

**LSP Academic Orientation Agenda
March 12, 2016**

Time	Subject
11:00-11:30	Welcome
11:30-12:30	Universities Session
	<ul style="list-style-type: none"> • BUE
	<ul style="list-style-type: none"> • AASTMT
	<ul style="list-style-type: none"> • DUST
12:30-2:00	Majors and Career Path Session:
	<ul style="list-style-type: none"> • Nursing
	<ul style="list-style-type: none"> • Computing and Information Technology
	<ul style="list-style-type: none"> • Business and Management Communication and Mass Media
	<ul style="list-style-type: none"> • Economics
	<ul style="list-style-type: none"> • International Transport and Logistics
	<ul style="list-style-type: none"> • Engineering
2:00-2:30	Lunch Break
2:30-3:30	University & Student Life Session
3:30-4:00	Study Abroad Session
4:00-4:30	Feedback on the Day and Closing
4:30-5:30	Distributing March 2016 allowance

Annex 3: LSP Life Skills IIE Leadership Session 1 Agenda

LSP Life Skills IIE Leadership Session 1 Agenda (for Staff)

March 8th 2016

Day 1: Self-discovery, Communication and Community Service

Time	Title	Explanation	Materials
4:00 pm 30 mins	Revisiting Community Norms	<ul style="list-style-type: none"> Post the pre-agreed on community norms and ask for feedback on their application and needed changes. Post and share pre-written trainer expectations/requests Be on Time - we will start sessions on time, even if you aren't there Be respectful, e.g. don't interrupt, no side conversations Be concise and precise – share air time and choose right time to talk Honor each other's confidentiality – What is said here stays here No Cell Phones <p>Outcome: Students discuss the community norms they brainstormed at the retreat, and if they need to be changed or new norms to be added.</p>	Flipchart
4:30 pm 15 min	Journaling and Reflections	<p>Importance of REFLECTION for Leaders. The 3 <u>Applications of Journaling for Leaders</u>. Mention that it will be something we encourage them to do throughout their experience in LSP. <i>Journal Question: Write a few sentences about how you are feeling right now about your experience through the bridge year. Flipchart. All Journal questions are on flipcharts.</i></p> <p>Outcome: Students understand the importance of journaling to track their own learning and reflect on themselves as leaders. Also they get to the habit of journaling and start practicing through prepared questions.</p>	Flipchart ready, Journals and pens
4:45 pm 1.75 hours	Cartouche Activity	<p>CARTOUCHE EXERCISE – ***Make sure participants know what a cartouche is during the set-up. Also give examples of each area. <u>Schedule:</u> Setup-5 min / Draw-15 min / Share-65 min (some students will get to share their cartouches)/ Debrief-20 min / Presentations-1 min. <i>Flipchart</i></p> <p>Use a timer, and caution and stop signs for gentle nudging. <i>Reflection Question: What was your "Comfort Zone" experience during the Cartouche – both in the drawing and in the sharing?</i> Flipchart</p> <p>Outcome: Students share their guiding personal value, a personal dream, a personal hobby, a hope for LSP and a concern for LSP. Students understand what are common and different things in their community which they can use to communicate and learn from each other.</p>	Colors, Flipchart, Signs
6:30 pm	Group Discussion	<p>THE CIRCLE OF SUPPORT Students discuss ways to support each other with challenges they might face. Outcome: Students share their concerns then a discussion take place on ideas and mechanisms for team support to make sure these challenges are overcoming. Certain action items may come out of the discussion with key responsible people for it.</p>	Slips of paper, Pens, Bowl
7:00 pm 30 min	Community Service	<p>Introduction to the Community Service Component</p> <ul style="list-style-type: none"> What is community service? The difference between community service and other terms such as charity, service learning project, extracurricular activities, student clubs, internships and other confusing terms. Guidelines on LSP community service component: Number of hours, logs and signature sheets. Examples of organizations that students can volunteer with. 	
7:30 pm 30 min	Closing Circle	<p>Journaling:</p> <ul style="list-style-type: none"> What did you most learn about yourself during the session? What are the things you can learn from your colleagues? <p>Final Reflection on Learning One Circle One Word – Whole Group How do you feel now in one word? What did you learn today?</p>	
8:00 pm	Departure		

Annex 4: LSP Cohort 1 Baseline Survey for Comparison Group

عزيزي الطالب

يقوم معهد التعليم الدولي بتكوين مجموعة تقييم مكونة من الطلاب الذين تم قبولهم في منحة الجامعات الخاصة في 2015 والذين لم يتم قبولهم ، أو وضعوا على قائمة المرشحين البديلاء عندما تتوفر المنح. الغرض من هذه المجموعة هو تزويد معهد التعليم الدولي بالمعلومات والبيانات التي ستساعدنا في تقييم أثر البرنامج على الطلاب الذين تلقوا المنح الدراسية. ونحن إذ ندرك مدى إنشغالك بدراساتك وأنشطتك، إلا أننا نقدر استعدادك لمساعدتنا في إجراء هذا التقييم نظرا لأهميته. وبموافقتك على الانضمام للمجموعة سيطلب منك ذلك ملء هذا الاستقصاء أسفله، وحضور من 2-3 اجتماعات في القاهرة في الفترة القادمة. وستتضمن أنواع المعلومات التي سيطلب منك المشاركة فيها الآتي:

الجامعة التي التحقت بها ومكانها وماهي نشاطاتك بها ، معلومات حول خبرتك الجامعية والأنشطة الطلابية التي تؤديها، ومعلومات عن اي خدمات مجتمعية تقوم بها، وجهة نظرك حول القيادة وخدمة المجتمع ، أنواع الأدوار القيادية التي سبق لك العمل فيها ، وأهدافك الأكاديمية والمهنية وتقدمها. وستستخدم تلك المعلومات بعد ذلك في عمل دراسات وتقارير مقارنة وستقدم إلى الوكالة الأمريكية للتنمية الدولية. وجميع المعلومات المشتركة والمستخدمه ستكون سرية ولن يتم وضع اسمك على أي معلومات تقدمها. وسيطلب كل طالب رقما مثل (طالبة 1 ، طالبة 2). والوقت المتوقع لتنفيذ هذا النشاط سوف لا يزيد عن يومين في العام.

وتقديرا لاستعدادك أن تكون عضوا في مجموعة التقييم، فإن معهد التعليم الدولي سوف معك لإطلاعك على الفرص الأكاديمية والمهنية التي قد تكون ذات فائدة لك. وقد يتم دعوتك لحضور أنشطة منح الجامعات الخاصة مثل ورش العمل السنوية والمحاضرات.

إذا كان لديك أي استفسار، الرجاء الاتصال بالأستاذة/ مها صبري msabry@iie.org

استطلاع رأي الطلبة الذين لم يتم اختيارهم في منحة الجامعات الخاصة – فبراير 2016

1. الاسم:
2. البريد الإلكتروني:
3. رقم التليفون:
4. النوع
 أنثى ذكر
5. تاريخ الميلاد: شهر/يوم/سنة
6. الكلية:
7. الجامعة:
8. سنة التخرج المتوقعة:
9. المحافظة:

10. الدافع الأساسي الذي تسعى إليه من الحصول على شهادة جامعية هو (يُسمح باختيار أكثر من إجابة)

- أن أكون ناجحاً مالياً
- الوصول إلى المهنة التي أحبها
- تحقيق مصلحة شخصية أو هدف
- إتباع نصيحة أو تحقيق رغبة أو طموح أحد الوالدين أو الأسرة
- التفاعل اجتماعياً مع طلاب الكلية الآخرين
- أسباب أخرى (برجاء التحديد)
11. إلى أي مدى أنت راضي عن الجامعة التي تدرس فيها حالياً؟
- راضي جداً ○ راضي ○ راضي إلى حد ما ○ غير راضي ○ غير راضي على الإطلاق
12. إلى أي مدى أنت راضي عن مجال الدراسة/ التخصص الذي تدرسه؟
- راضي جداً ○ راضي ○ راضي إلى حد ما ○ غير راضي ○ غير راضي على الإطلاق
13. كيف تقيم مستوى ثقتك بنفسك؟
- واثق جداً ○ واثق ○ واثق إلى حد ما ○ غير واثق ○ غير واثق على الإطلاق
14. ما هو تقييمك لدرجة اعتمادك على نفسك؟
- مستقل جداً ○ مستقل ○ مستقل إلى حد ما ○ غير مستقل ○ غير مستقل على الإطلاق
15. كيف تقيم قدرتك على التعاون مع الآخرين أثناء العمل في مجموعة؟
- جيد جداً ○ جيد ○ مقبول ○ سيء ○ سيء جداً ○ لا أعرف
16. كيف تقيم قدرتك على حل المشاكل؟
- جيد جداً ○ جيد ○ مقبول ○ سيء ○ سيء جداً ○ لا أعرف
17. كيف تقيم مهارات التفكير النقدي لديك؟
- جيد جداً ○ جيد ○ مقبول ○ سيء ○ سيء جداً ○ لا أعرف
18. كيف تقيم مهاراتك القيادية؟
- جيد جداً ○ جيد ○ مقبول ○ سيء ○ سيء جداً ○ لا أعرف
19. هل سبق وأن شاركت في أي أنشطة لخدمة المجتمع من قبل؟

خدمة المجتمع هو نوع من العمل التطوعي يعود بالنفع على المجتمع، ويثرى حياة الشخص الذي يشارك في هذا النشاط. وفي مجال خدمة المجتمع تتطوع بوقتك ومعرفتك لمساعدة أشخاص آخرين أو منظمات أخرى، ومن أمثلة خدمة المجتمع: تعليم الناس القراءة، جمع التبرعات من أجل قضية أو منظمة تعمل على خدمة المجتمع، القيام بأنشطة من أجل مساعدة المرضى، المشاركة في نظافة الأحياء، أنشطة المساجد أو الكنائس، تدريب الآخرين على مهارات معينة، المشاريع البيئية والبنوك الغذائية (وتشمل تعبئة حقيبة رمضان)، والتنظيم والمساهمة في حملات التوعية. ولا تشمل خدمة المجتمع الأنشطة الغير أكاديمية: الرياضة، الهوايات، مجالس الطلاب، نموذج الأمم المتحدة

والجمعيات الخاصة بحقل معين (جمعية المهندسين الكيميائيين . الجمعية الطبية الطلابية... إلخ) حيث أنها لا تشمل تأثيراً مباشراً على المجتمع.

○ نعم – حالياً أقوم بذلك ○ نعم – كنت أقوم بذلك من قبل ○ لا

20. إذا كانت إجابتك "نعم" في السؤال السابق، يرجى تحديد طبيعة الأنشطة التي شاركت/ تشارك بها

21. هل سبق لك أن توليت دوراً قيادياً ؟

○ نعم ○ لا

22. إذا كانت إجابتك على السؤال السابق "نعم" برجاء إعطاء أمثلة لأدوار قيادية توليتها

23. هل تشارك في الوقت الحالي في أي نوع من الأنشطة غير الأكاديمية؟

الأنشطة الغير أكاديمية: الرياضة . الهوايات . مجالس الطلاب . نموذج الأمم المتحدة والجمعيات الخاصة بحقل معين (جمعية المهندسين الكيميائيين . الجمعية الطبية الطلابية... إلخ) حيث أنها لا تشمل تأثيراً مباشراً على المجتمع.

○ نعم ○ لا

24. إذا كانت إجابتك "نعم" في السؤال السابق، يرجى تحديد طبيعة الأنشطة التي شاركت/ تشارك بها

يرجى قراءة الجمل التالية واختر الإجابة التي تصف مهارات التواصل لديك بصورة أكبر:

25. أشارك في مناقشات جماعية

○ دائماً ○ غالباً ○ أحياناً ○ ليس كثيراً ○ أبداً/ نهائياً ○ لا أتذكر

26. أشجّع الآخرين على إعلامي بكيفية تأثير أفعالي عليهم

○ دائماً ○ غالباً ○ أحياناً ○ ليس كثيراً ○ أبداً/ نهائياً ○ لا أتذكر

27. أفقد صبري مع من لا يعبرون عن أفكارهم وآرائهم بوضوح

○ دائماً ○ غالباً ○ أحياناً ○ ليس كثيراً ○ أبداً/ نهائياً ○ لا أتذكر

28. حين لا أكون متأكداً مما يقوله شخص لي، أفضل الإنصات – بدلاً من طرح الأسئلة – لسماع المزيد من الشرح

○ دائماً ○ غالباً ○ أحياناً ○ ليس كثيراً ○ أبداً/ نهائياً ○ لا أتذكر

29. إن أفضل طريقة لحصولي على الإنصات الفعال لي هي أن أجعل الشخص الآخر يشعر أنني أنصت إليه أولاً

○ دائما ○ غالبا ○ أحيانا ○ ليس كثيرا ○ أبدا/ نهائيا ○ لا أتذكر

30. عندما يقول شخص ما شيئاً لست متأكداً منه ، أطلب منه التوضيح

○ دائما ○ غالبا ○ أحيانا ○ ليس كثيرا ○ أبدا/ نهائيا ○ لا أتذكر

31. عندما تفكر في مستقبلك بعد التخرج، في أي قطاع تفضل أن تعمل؟ ولماذا؟
