



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

LOTUS Scholarship Program, Quarterly Progress Report, FY2018, Quarter 3

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Executive Summary:

On May 4, 2010, IIE/Egypt was awarded the New Scholarship Program (renamed LOTUS Scholarship Program). The original award and subsequent modification in August 2011 provided 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. A total of **142 students** cohort 1 and 2 students have graduated. One cohort 1 (female) and two cohort 2 students (females) left the program, and three cohort 1 and two cohort 2 students (3 females and 2 males) were terminated due to weak academic performance. **Three** students are currently doing their residencies and will continue to be supported by the program through April and October 2018. Out of the 142 graduated students, 125 are employed.

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 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). They are currently in their fourth and final year of their undergraduate degrees.

On June 19, 2014, IIE/Egypt was awarded funding for 50 additional scholarships. The 50 Cohort 4 students completed the Bridge Year Program at the British University in Egypt in May 2015. A total of 26 students were placed at BUE and 24 students were placed at the Arab Academy for Science, Technology and Maritime Transport (AASTMT). The number of LOTUS Cohort 4 students currently enrolled is 48 as one student was terminated for behavioral issues and the other one was terminated for failing to adhere to the Study Abroad Contract that stipulates full commitment to the LOTUS program without seeking opportunities to do internships, sponsored activities or continued education in the U.S. The students are currently in their third year of undergraduate studies.

Table (1) Summary of the LOTUS Scholarship Program Results to-date

Component	C1	C2	C3	C4	Total # of Students	F	M
Currently enrolled students			50	48	98	55	43
(65) Service Learning Projects	35	22	98	104	259*	134	125
All Graduates (including Residency Students)	96	46			142	75	67
Residency Students	3				3	0	3
**Employed Graduates	85	41			126	66	60
Study Abroad	45	20	28	33	126	67	59
Internships	105	59	50	14	228 ¹	112	116

*Many students participated in multiple service learning projects

** The number of employed graduates reflects the number of students who got employed within one to two years of graduation.

Table (2) Summary of the FY 2018 Q3 activities took place:

Activities	C1	F	M	C2	F	M	C3	F	M	C4	F	M	Total # of Students	Number of Units
LIA Life Skills Sessions							118	65	53	27	18	9	145	15
Helwa Ya Balady and Cultural Events							43	25	18	24	15	9	67	2
Career Counseling Sessions							70	37	33	1	1	0	71	71
Mentoring Sessions							84	40	44	18	9	9	102	5

¹ Some students have completed more than one internship.

Table (3) FY 2018, Quarter 3 Reporting against Annual Work Plan:

#	Sub-Task Description	Outputs/Deliverables	Planned FY2018, Q3 C1&C2	Status as of 06/30/2018 C1&C2	Planned FY2018, Q3 C3	Status as of 06/30/2018 C3	Planned FY2018, Q3, C4	Status as of 06/30/2018, C4	Planned FY2018, Q3 for C3 and C4	Status as of 06/30/2018 for both 3&4 cohorts	Planned FY2018, Q3, All Cohorts	Status as of 06/30/2018, All Cohorts
Task 0: Program Start-up and Management												
0.1	Finalize and execute legal service agreements for Universities	University sub-grants are finalized and signed										
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 FY18 (year8)	AWP is completed with Cohort 1, Cohort 2 alumni, Cohort 3 and 4 clearly represented and approved by USAID										
Task 2: LOTUS Scholar Academic and Personal Support												
2.1	Develop agreements with universities to host LOTUS students and pay university coordinators	Universities, coordinators and assistant coordinators are paid according to agreed upon intervals							On-going	On-going		
2.2	LOTUS students are supported financially and materially to attend university	Allowances are paid monthly; Student housing and personal space are ensured and monitored; Transportation is provided as needed	On-going for residency students						On-going	On-going		
2.3	Conduct occasional meetings with LOTUS students at the group and individual levels	Meetings are held to identify issues, review policies, etc.;							On-going	On-going		
2.4	Provide wellness and counseling sessions to LOTUS students	LOTUS students receive support and enhance their coping skills							On-going	On-going		
Task 3: Leadership in Action Program												

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3.1	Continue development of Leadership in Action Program sessions, materials, and handouts. Work collaboratively with Consultants and Service Providers	IIE will continue developing session materials and handouts for the LIA component in collaboration with Consultants and Service Providers							On-going	On-going		
3.2	Leadership in Action Program and enrichment sessions delivered by IIE staff, facilitators, consultants and guest speakers	Sessions are delivered on identified themes of importance					5	15				
3.3	Specialized sessions and meetings for specific purposes	Sessions are delivered, and meetings held for special projects, etc.							2	0 ²		
3.4	IIE-led leadership camp	IIE will organize Leadership camps for Cohort 3 and 4 students										
3.5	Helwa ya Baladi (My beautiful Country) Trips	Each Cohort 3&4 student will participate in two travel opportunities in Egypt over the course of their academic studies to learn more about the different parts of the country and its history and culture.							1	2 ³		
3.6	Annual Student-led Leadership Workshop	LOTUS students plan and conduct an Annual Student-led Workshop										
3.7	Students service learning projects	Cohort 3&4 students undertaking service learning projects							On-going	On-going		
Task 4: English Language Support												
4.1	All LOTUS students who have not scored >550 take the ITP TOEFL exam	LOTUS students take ITP TOEFL exam to gauge English language proficiency improvements							On-going	On-going		
Task 5: Study Abroad Program												

² During this quarter, the students did not request any meeting related to the conference. They were able to build on the lessons learned from the previous workshops.

³ This number indicates the cultural events that the students attended during this quarter

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5.1	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					On-going	On-going				
5.2	Study Abroad logistics	All logistics necessary to LOTUS student travel to U.S. are undertaken including visa and Trainet entry, travel arrangements, insurance, etc.					On-going	On-going				
5.3	Pre-departure Orientation for LOTUS students who will travel to the U.S.	Pre-departure orientations are held for LOTUS students prior to travel					On-going	On-going				
5.4	IIE/New York welcome and orientation of LOTUS study abroad students and introductions to hosting universities	IIE NY Placement Office orients LOTUS study abroad students and introduces them to hosting universities					On-going	On-going				
5.5	Monitoring of Study Abroad Program and issues	IIE NY Placement Office routinely monitors LOTUS study abroad students					On-going	On-going				
5.6	Re-entry and Debrief activities for Study Abroad participants	Re-entry and debrief activities are held for students upon their return to Egypt; Returnees are involved in activities for future study abroad students										
Task 6: Career Development												
6.1	Continue developing the Career Development component	Service provider's components are developed/customized							On-going	On-going		

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6.2	Career counseling sessions	A total of three counseling sessions will be held per student starting in FY2016 through FY2018 for Cohort 3. A total of three counseling sessions will be held per student starting in FY2016 through FY2019 for Cohort 4			20	70	10	1 ⁴				
6.3	Student career self-assessment activities	All LOTUS students take career self-assessment once and again in year of graduation										
6.4	Coordinate intern and workplace activities	IIE, service provider, student and universities secure and places LOTUS students in internships							On-going	On-going		
6.5	Career mentoring activities (number of students mentored)	Combination of sessions, field shadowing, and one-on-one mentoring starting in FY2016 and beyond			40	84		18				
Task 7: Leadership Capacity Building for Universities												
7.1	Continue designing and developing capacity building sessions for LOTUS partner universities	Seminars are developed on topics and issues of importance to the LOTUS partner universities based on each university needs										
7.2	Deliver Strategic Leadership Seminars to LOTUS partner universities	Leadership seminars are delivered at partner universities										
Task 8: Communications, Monitoring and Evaluation												
8.1	Website design and updating	LOTUS Program website is updated to keep stakeholders informed									On-going	On-going

⁴ The focus was primarily on the graduating cohort 3 students to furnish them with all the needed tools to start their job hunting after graduation.

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8.2	Set-up and maintain collaborative communication and survey tools	Survey tools are developed and implemented to gather student feedback and program evaluation data. Baseline survey will be conducted for Cohort 4 students to assess their leadership skills and community service involvement									On-going	On-going
8.3	Revise M&E Matrix	M&E Matrix revised to capture program modifications and realities										
8.4	Identify the Comparison group of students for the program's performance Assessment	Comparison group is established with representation of each governorate to evaluate impact of LOTUS Program on LOTUS students					On-going	On-going				
8.5	Submit Quarterly and Annual Reports										04/30/2018	07/31/2018
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

Evaluation Recommendations Section:

Task 9: Evaluation Recommendations Action Plan (Current Students)

9.1	Hold a university partners meeting once per semester	The purpose of the meeting is to discuss issues related to scheduling, share information, identify potential points of coordination between universities. Issues that could be discussed include, but are not limited to the following: study abroad, career development activities, internships, etc. IIE will invite other partners such as Career Component provider(s) and LIA trainers/facilitators as relevant.										
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9.2	Continue meeting with LOTUS University Coordinators/Assistant Coordinators during university partners' meetings once per semester and during campus visits								On-going	On-going		
9.3	Establish a coordination committee at each university that is comprised of representatives of IIE, partner universities and students to enhance communication channels between all stakeholders	Meetings will be held twice per semester and the agenda would be developed collaboratively and could include issues of importance such as scheduling, housing, student obligations, upcoming activities, student life, how LOTUS students can serve their universities, etc. IIE envisions that a male and female representative from each of Cohorts 3 and 4 at AASTMT and BUE would be selected through an election process with students of each Cohort and university voting for their representatives.							On-going	On-going		
9.4	Share with students a list of the sessions and activities at the beginning of each semester so that they are aware of the type of time commitment they will be expected to make during a given semester.	list of the sessions and activities at the beginning of each semester. Include the correspondence to students with the list of sessions for each semester in the relevant QPR.							On-going	On-going		
9.5	Conduct an online survey of current students	The survey will (1) solicit input on the quality and utility of past sessions and activities; (2) serve as an assessment of current students' needs and interests. IIE anticipates that this survey will generate more detailed input than the session evaluation forms and (3) Assess students' needs and interests										
9.6	Conduct a series of focus group discussions with current students to solicit additional qualitative input and discuss needs and interests in greater depth	Analyze survey results and focus group input and integrate as relevant and feasible into future LIA session design and programming taking into consideration										

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		the objectives of the LOTUS Program and funding										
9.7	Include a report of findings and recommendations for future programming in the FY2017/Q3 quarterly report	Report of findings and recommendations for future programming in the FY2017/Q3 quarterly report										
9.8	Send emails monthly to students with recommended websites, articles, and activities to help them improve their English proficiency	These emails will include recommended websites, articles, and activities to help them improve their English proficiency							On-going	On-going		
9.9	Conduct a focus group with students to engage them in suggesting ideas for activities to help improve English language proficiency	(English moving outings or cultural trips followed by discussions in English, etc.) and implement English proficiency activities with students							On-going	On-going		
9.10	Continue working with students, partners, providers and contacts to source and place students in internships that will be beneficial to them	Internships will be sourced with the idea that the longer the internship, the better and that the preferred duration would be no less than two weeks USAID's preference is for internships to be 4 weeks). (IIE will propose how to enhance and systemize the identification, reporting and follow up of internships) The target is envisioned as two internships per student. Definition of internship duration changed in Dec. 2016 to be at least one month in duration. Prior to that, internships ranged from one week to two months.							On-going	On-going		
9.11	Revise the Internship Assistance Fund budget lines in next budget realignments to enable a higher funding level to cover costs such as internship fees, longer duration of housing and stipends.	Internships Assistance fund line items are revised to include a higher funding level										

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	increased transportation costs, etc. in the next budget realignment											
9.12	Engage with entities such as partner universities, business associations, HR and professional associations, etc. as well as personal contacts, to identify potential internships opportunities	A list of internships opportunities is identified							On-going	On-going		
9.13	Send students internship and volunteering opportunities via e-mail and post them on the Facebook group monthly from September to April and twice a month from May – August	Develop and utilize a tracker for the number and types of opportunities shared with students and report on it in subsequent QPRs							On-going	On-going		
9.14	Issue a solicitation for the career component with specific mention of the importance of a strong network of companies and organizations and experience in placing students in internships.	This solicitation will consider the feedback from students during the evaluation. It will address topics that are pertinent to seeking an internship, such as CV writing and interview skills and, later, employment search.										
9.15	Select provider(s) for the career component and work collaboratively to ensure the sourcing of internships and placement of students and that the themes are offered to students during their remaining two-four years of study	Provider(s) will be selected to ensure the sourcing of internships and placement of students. Students will receive information about the labor market, work conditions, types of jobs in different fields of study and when feasible, job-shadowing or practicums										
9.16	Nurture relationships with university faculty leaders (deans, vice deans, heads of departments and active professors) to encourage them to meet with students on both formal and informal bases to provide career guidance students' fields of study	University faculty leaders (deans, vice deans, heads of departments and active professors) are available to meet with the students for career guidance on their FOSs							On-going	On-going		

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9.17	Work to identify field specific mentors	Through multiple channels including: career component provider(s), IIE network of contact, alumni of other USG-funded programs such as the Cairo Initiative and Fulbright							On-going	On-going		
9.18	Discuss the addition of a University Assistant Coordinator with AASTMT and if they concur and are willing to cost share the salary supplement, contract an Assistant Coordinator including amending the service agreement and including funding for this position in the next realigned budget	Assistant Coordinator will be hired at AASTMT							On-going			
9.19	Hold discussion sessions with students to reiterate program objectives and roles and responsibilities	LOTUS program objectives and roles and responsibilities have been reiterated							On-going	On-going		
9.20	Include sessions on non-violent communication in the LIA program to help students learn how to communicate their feelings and needs in a way that encourages personal responsibility for actions and developing relationships based on compassion and collaboration	Sessions on non-violent communications conducted										
Task 10: Evaluation Recommendations Action Plan (Alumni)												
10.1	Conduct series of focus group discussions with alumni	Action plan for Alumni Activities will be developed based on the feedback of the focus group discussions										
10.2	Develop a plan for Alumni activities and include it in the next program narrative revision in addition to an increased line item in the next budget realignment.	Modified budget with added line item for Alumni activities									On-going	Completed

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10.3	Conduct a meeting with C.J. Remmo to understand the USAID alumni network and activities	Shared experiences from USAID alumni network and activities will enhance the alumni activities action plan										
10.4	Reach out to other alumni initiatives and entities such as Cairo Initiative and AUC alumni office to discuss ideas and possible joint activities for alumni	Broadened core network for alumni of similar USAID programs	On-going	On-going								
10.5	Set-up and administer a Facebook page for alumni and current students to enhance communication on issues related to networking, personal development, and academic and professional opportunities.	Facebook page which includes alumni and current students which represents a platform for sharing job opportunities, internships, volunteering, professional development, scholarships and English language opportunities. The status of the Facebook group in terms of interaction and types of opportunities posted will be reported in each quarterly report									On-going	On-going
10.6	Conduct an online survey for alumni	The survey will solicit input on the quality and utility of past sessions and activities	On-going	On-going ⁵								
10.7	Conduct a series of focus group discussions with alumni to solicit additional qualitative input and discuss needs and interests in greater depth	Analyze survey results and focus group input and integrate as relevant and feasible into future LIA session design and programming taking into consideration the objectives of the LOTUS Program and funding										
Task 11: Evaluation Recommendations Action Plan (Current Students and Alumni)												
11.1	Include more opportunities for different cohorts of students and alumni to gather more regularly	More opportunities are shared with the students and Alumni (job opportunities, internships, volunteering, professional									On-going	On-going

⁵ IIE is in regular contact with the Alumni and sometimes individual interviews are taking the place of the focus groups when there a specific need raised by the alumni to discuss career plans and adjustments.

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		development, scholarships and English language proficiency opportunities)										
11.2	Include language on opportunities for students and alumni to gather more frequently in the next program narrative revision and an increased line item for alumni participation in the budget realignment.	Modified Program narrative that includes Alumni activities										
11.3	Work with both BUE and AASTMT to ensure that LOTUS students are able to take advantage of career activities on campus while still students and after graduation	The university coordinators will share the career activities taking place on campus on quarterly basis. IIE will report on these efforts in the QPRs as per USAID instructions									On-going	On-going
Task 12: Other Action Items												
12.1	Hold a series of internal reflection sessions and discussions with the IIE LOTUS team around relevant issues such as student perceptions, challenges, non-violent communication, positive reinforcement, motivation, responsibility/accountability, etc.	A series of internal reflection sessions will be held to IIE LOTUS team									On-going	On-going
12.2	Draft revisions to the M&E matrix with a two-fold objective: (1) archiving indicators that have not proven to provide useful data and (2) adding indicators that measure important objectives that may not have been captured previously	Meet with the AOR to discuss suggested revisions to the M&E matrix and obtain approval on a revised M&E matrix										
12.3	Investigate different leadership assessment tools that could be used to measure changes in student perceptions of leadership and improvement in leadership skills	A leadership assessment tool will be created to measure the students' progress with regards to leadership competencies							On-going	Completed		

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12.4	Implement a leadership assessment tool to cohort 3 and 4 students twice to gauge progress in perceptions of leadership and attainment of leadership skills. (FY2017/Q2 and again in the last quarter before graduation for each cohort)	Leadership assessment tool is implemented to Cohort 3&4 to gauge progress in leadership skills. First time as part of the survey in 9.5										
12.5	Conduct a survey of current students to obtain student feedback and gauge satisfaction and any challenges with services and support being provided by IIE and universities and use input to enhance services and support as needed.	Facebook page which includes alumni and current students which represents a platform for sharing job opportunities, internships, volunteering, professional development, scholarships and English language opportunities.										

LOTUS Students Academic Performance

Status of cohort 1 and 2 students. (142 graduates including 4 residency students)

As of this quarter, all students from Cohort 1 & 2 have officially graduated and IIE has received the transcripts. Three cohort 1 graduates are still receiving benefits from the program while they conduct their residencies.

Cohort 3

IIE anticipates receiving the final grades and official proof of graduation from both BUE and AASTMT in the next Quarter.

BUE: One student, will be required in August to re-sit an exam that he failed in the Fall 2017 semester. The results will be shared in the next quarter.

AASTMT: There are currently two cohort 4 students who are required to take summer classes during the next quarter. Both students registered in advance for the courses this quarter. One of them will require summer courses as well as an additional semester. This is due to her complicated health condition which has limited her ability to attend all exams and meet other academic requirements the other student, went on study abroad and will require summer classes to make up for missed courses in order to graduate with her peers.

Cohort 4

BUE: Three students, are on Academic Probation. It is important to note that one of the students is on Academic Probation for the fifth time. In an attempt to provide her with support to minimize distractions to try and help her improve her academic performance, IIE moved the student out of the dorms last quarter. She is currently living in an apartment where she is under the supervision of her brother. IIE will be notified by BUE if the student will require any additional summer courses or examination re-sits after the grades come up for the spring semester next quarter.

AASTMT: During this quarter, no Cohort 4 students at AASTMT were on Academic Probation.

IIE worked with our university counterparts to ensure that eight students get registered for required summer courses that will take place next quarter.

English Language Opportunities:

During this quarter, IIE received approval from USAID to offer an intensive Summer English Program for cohort 3 and 4 students. The idea of the course itself came from student feedback in which they shared an interest in additional English language opportunities. A detailed Request for Proposals was sent out by IIE to multiple providers and a decision regarding the provider and curriculum of the program will be determined early next quarter and IIE will request AO approval of the provider. The course will take place August 25 – September 15, 2018.

ITP

During this quarter, all cohort 3 students were required to sit for their final ITP examination prior to graduation. Results will be reported in the next QPR.

Campus visits

During this reporting period, there were three academic-related campus visits to BUE and three visits to AASTMT by the Academic Team. During these visits, the Academic Team conducted ‘office hours’ style sessions where interested students had one-on-one to discussions about any issues.

Community Service and Extracurricular Activities

During this reporting quarter, 31% of LOTUS Cohort 3 & 4 students who responded to the survey participated in community service and volunteering activities, while 59% were occupied with their exams, graduation projects, internships, clinical training in case of nursing students, study abroad or other extracurricular activities. The students who did not participate in any activities were asked to provide an explanation for their inactivity during the quarter and what are their plans for the coming quarter to make up for community service hours they have missed.

During this reported quarter, the students volunteered in the Egyptian Red Crescent, Um El Maamouna Charity for Care & Development, Skale-up Ventures, Center of Technology Development, and Center of Youth in South Sinai, MCW global, Think tank development, Coptic orphans, The Egyptian Beginning, Boys and Girls club, GEO at SUNY, Plattsburgh, International Culture Team, Enactus AAST Alexandria, AYB, Yvonne Richardson Community Center, Sunshine, El Keraza and churches.

LOTUS Cohort 3 & 4 students collectively were able to devote **1,369 hours** of their time this quarter to community service where they assumed **11 leadership roles**.

Table (6) students’ Community Service Hours and Leadership Roles

Community Service Hours	F	M	Leadership Roles	F	M
1,369	591	778	11	8	3

Updates on LOTUS Alumni

This section of the report provides quarterly updates on the employment status of the LOTUS Cohort 1 & 2 students. IIE maintains the connection with alumni through regular emails, social media and surveys where they provide information on their current jobs and the job interviews they have undertaken. As per the M&E matrix, the target is calculated based on the information extracted from a survey to document their employment status. Targets assume that 10% of the graduates will be employed within one year of their graduation and an additional 25% will be employed within two years of graduation. These estimates take into consideration that the majority of male graduates have compulsory military service after graduation and some chose to pursue graduate studies, which will delay their employment. However, these estimates did not take into consideration that some female students would married after graduation and perhaps stay home and start families. To-date, eight female graduates are in this category.

The biggest limitation continues to be collecting the graduates' data after most of them have either returned to their home governorates and/or are engaged either in pursuing their career paths, military service or family commitments. IIE exerts every effort to encourage alumni to be more responsive and provides guidance whenever the need arises. IIE contacted a LOTUS Alumna who were able to contact 90% them and obtained the required documentation needed as per the M&E plan.

LOTUS alumni now are active in all areas of life. To-date, 126 out of the 142 LOTUS alumni are employed, 66 of whom are females and 60 are males. Some male graduates are doing their mandatory military service. Four alumni are currently pursuing graduate studies abroad two of which will finish in August 2018. The remaining graduates are either unresponsive, married, on-maternity, or have moved to live outside of Egypt.

Alumni and Current Students Facebook Group

IIE started to track the opportunities posted in the Current Students and Alumni Facebook group in response to Recommendation No. (1) in the Mid-term Evaluation Report; *“Build on and formalize the incipient network of LOTUS graduates and students to move toward the objective of establishing a nationwide network of young professionals. Although this is a long-term objective that will ultimately need to be self-sustaining, steps can be taken toward laying the groundwork and infrastructure in the remaining three years of the program”*. During FY2018, Q3, the following opportunities have been posted either by IIE team members or LOTUS alumni. Two job opportunities in Cairo and Aswan;

- 30 internship and training opportunities in various companies including Mumm, Terous Misr Foundation, P&G Egypt, UNHABITAT, Vodafone Egypt, Nestle Egypt, KarmBuild, The Cairo Angels, Instabug, National Bank of Egypt, League of Arab States, Helm, Etisalat, RECREE, Palm Hills Development, EU Delegation to Egypt, World Food Program, Juhayna, WUZZUF, Schneider Electric, IBM, Link Development, GISR Institution for Survey Research, Fekretak Sherketak, SWVL, Philips Egypt, Tahrir Lounge Goethe Resilience and WUZZUF
- Two graduate programs in ITWORX and Nielsen

Study Abroad Program

Current Opportunities:

During this reporting period IIE held one Pre-Departure Orientation session on May 24 for the nine students who will spend the summer term in the U.S. reiterating conditions of sponsorship, travel arrangements, and general and intensive preparation to living and studying in the U.S. The students were introduced to the cultural aspect of studying abroad through the experience of the LOTUS director's experience. Subjects like sexual harassment, cultural shock and how to present Egypt and deal with Islamophobia and profiling were addressed. Students were invited to write a letter to themselves which they would receive and reflect on their initial feelings and fears upon their return. They were given their allowance and passports along with journals including 'wish you well' notes from the LOTUS staff, these journals are a tool to help them reflect and introspect through the whole experience. The nine cohort 4 students are registered for a full course load and are taking a one-month long internship.

In addition to the regular study abroad program, a nursing observational study tour was approved for the 14 BUE nursing students. Two of the 14 students who were scheduled to study abroad for the summer term chose traditional study abroad instead of the OST. IIE's AEL division has arranged the program for the 12 students at the University of Kentucky and Salve Regina University, which will take place July 15 – August 11. IIE's Study Abroad Officer met with the group for an initial meeting and started the visa process. A pre-departure orientation will take place during the next quarter to prepare the students for the program.

Study Abroad Returnees

During this reporting quarter, seven of the LOTUS cohorts 3 and 4 study abroad returnees participated in the pre-departure orientations for LOTUS students. They shared their study abroad experiences, assisted in facilitating the PDO activities. In

addition, six LOTUS study abroad returnees participated in facilitating LSP PDO, where they acted as mentors to LSP students who are approaching this new experience.

Leadership in Action Activities

Individual Sessions

During this quarter, IIE implemented the second individual session with four BUE students from Cohort 4 who did not have their session in Q2 because of different circumstances such as demanding schedules and health issues. As with the sessions that took place in Q2, IIE provided the students with feedback on the goals and action plans they drafted after the first meeting and also discussed the progress of their action plans including any challenges they might be facing. IIE then asked students to share their feedback on the Cohort 4 retreat, LOTUS Diwan Session, and AMIDEAST activities thus far. Finally, the session ended with a time to review together the revised Leadership in Action Policy document and time from Q&A on the policy. Throughout the session, students also had room to add to the agenda and/or session objectives as they saw fit.

In addition to the sessions with Cohort 4, IIE led sessions with eight Cohort 3 students who expressed interest in having a session during the Cohort 3 retreat. Given that the students were in their last year, the focus of the session was different than the ones with Cohort 4 and focused more on post-LOTUS goals and areas they felt that needed help with in order to prepare them for this transition.

Cohort 3 Retreat

In preparation for Cohort 3 students' graduation from university and completion of the LOTUS Program, IIE designed a retreat with sessions and activities to begin preparing them for this major life transition based on feedback received from alumni, requests by Cohort 3 students, and IIE's observations. The retreat took place over the weekend of April 27th at the Pyramisa Hotel and consisted of less rigorous agenda to give students time to manage their final submissions and exam preparation as the academic year was coming to an end.

The first day consisted of a session on mental health and stress. The facilitator provided the students with an overview of the different types of factors that could lead to stress and mental health issues. Students opened up to him with real-life examples of the various stressors they were facing at the time in addition to their fears about the future and post-LOTUS/university life. In turn, the facilitator shared with them coping tips and techniques such as meditation and breathing exercises. He also educated the students about the difference between a psychiatrist and psychologist and what to look for in both in order to determine if someone is credible and qualified. Overall the feedback from the session was positive and some students requested to see him again either as a group or individually.

On the second day of the retreat, LOTUS Director led a session on positivity and gratitude as a result of the positive feedback received from Cohort 4 after delivering the session to them. The session helped students understand that they have a choice in how they react to life and especially to any challenges that they might encounter. Many of the students were engaged and eager to share their input. Since the session was delivered to both cohorts, IIE often uses it as a reference point whenever providing students with developmental feedback or guidance. Overall, the students rated the retreat as 81%.

Cultural Events

IIE arranged for two cultural events for students this quarter. Opera Aida was the first event which took place on April 19 at the Cairo Opera House and was attended by students from Cohort 3 and Cohort 4. For many of the students, this was the first time for them to attend such an event. The second event took place during the Cohort 3 retreat on April 27. IIE took interested Cohort 3 students to a viewing of a French/Tunisian film that was part of the Cairo Cinema Days Film Festival.

Networking Iftar

On IIE hosted a networking event to give current students and alumni an opportunity to exchange advice and experiences. IIE sent a call for volunteers out to alumni to see which topics they could lead discussions on. The event took place in the form of the “World Café” format where alumni were responsible for leading a discussion at their table for a designated amount of time. During the time slot there were 3-4 discussions taking place at the same time on separate tables and students had to choose which topic they wanted to participate in. At the end of the time slot, the alumni and topics changed so that students could participate in other discussions. The topics were as follows. The World Café was followed by iftar which gave a chance for students and alumni to continue their discussions and networking informally a meal together. The overall rating of the Networking Iftar was 83%

- Networking and Startups
- Computing field
- Supply Chain and FMCH industries
- Military service and how to make the best of it
- Freelancing and independent learning
- Personal finance
- Finance and business fields

The Eight Annual LOTUS Student-led Leadership Workshop

The student organizers continue to solidify the Workshop’s theme and planning. They organized a camp after final exams during which they made progress on many of the action items they set for themselves including further refining the theme, writing a draft program summary and agenda, and putting together an initial potential speakers list. The initial theme they have chosen is the “Quarter life Crisis” which tackles challenges their generation faces.

Career Component

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

Executive Summary

During this quarter, AMIDEAST successfully planned and carried out the third and fourth round of career counseling sessions for Cohort 3 which focused on Networking and Mapping and Career Planning for BUE and AASTMT. AMIDEAST also worked with partners in the private sector to lead individual mock interviews with students. The mock interviews were followed by time for interviewers to provide students with feedback on their performance. During this reporting period, AMIDEAST also implemented a number of mentoring and training sessions including Job Hunt Tools and a speed mentoring event. In addition to the counseling, training, and mentoring sessions, AMIDEAST has started to place Cohort 3 and Cohort 4 students in summer internship opportunities. The below chart contains more details on the activities that took place.

Activities Implemented this Quarter

Activity	Date of Implementation	Outcomes/no. of students	Remarks
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Career counseling session - Internship preparation	April 2, 2018	BUE Cohort 3: 2/2	Two students were rescheduled from the last Quarter.
Career counseling session - Networking and Mapping	April 2 – May 4, 2018	BUE Cohort 3: 17/29	Twelve students already took this career counseling session - during the previous quarter.
Career counseling session - Career Planning	<ul style="list-style-type: none"> • BUE Cohort 3: May 2 – June 23, 2018 • AASTMT Cohort 3: April 19– April 20, 2018 	BUE Cohort 3: 25/29 AASTMT Cohort 3: 18/21	For more details please refer to the challenges table.
One-to-One Mock Interviews and Feedback Sessions	<ul style="list-style-type: none"> • BUE Cohort 3: April 19, 2018 	BUE Cohort 3: 9/9	Nineteen students already participated in mock interviews last quarter.
Speed Mentoring Event	June 24, 2018	BUE Cohort 3: 20/29 AASTMT Cohort 3: 16/21	For more details please refer to the challenges table.
Interview Skills Training	<ul style="list-style-type: none"> • AASTMT Cohort 4: June 24, 2018 	AASTMT Cohort 4: 18/22	For more details please refer to the challenges table.
Training: Job Hunt Tools	<ul style="list-style-type: none"> • AASTMT Cohort 3: June 25, 2018 	AASTMT Cohort 3: 15/21	For more details please refer to the challenges table.
Training: Networking	<ul style="list-style-type: none"> • BUE Cohort 3: June 25, 2018 	BUE Cohort 3: 11/15	Five students who had already attended the session asked to attend again.
Training: Challenges and Problem solving	<ul style="list-style-type: none"> • BUE: June 26, 2018 	BUE Cohort 3: 12/15	Five students who had already attended the session asked to attend again
Summer Internships	June, 2018	BUE Cohort 3: 4/29 BUE Cohort 4: 3/26 AASTMT Cohort 4: 2/22	Nine students started their summer internships early in June, 2018

Challenges Faced During Implementation

Challenges	Action Taken
Some students did not show up for their mock interview which gave a negative image of LOTUS students.	The case was communicated to IIE and IIE in return sent an email to the students to stress on the importance of acting professionally and showing up for internship interviews.
AMIDEAST-LOTUS project lead resigned from his post.	IIE was officially informed via email and AMIDEAST is in the process of appointing a new project lead.

AMIDEAST Career Component Activities

Career counseling

Internship Preparation Session:

During the session, AMIDEAST Career Counselors discussed at length all of the possible fields where students might be interested to intern in. Students identified their careers of interest, needed skills and qualities as well as the different types of companies they would like to work for. Counselors critiqued the students' resumes and tailored each according to the students' achievements and qualities in order to prepare them to apply for any upcoming opportunities. Counselors gave each student an assignment to identify five possible internship opportunities and how to apply for each one of them.

Outcomes:

- 2 out of 2 students Cohort 3 BUE attended their Career Counseling session – internship preparation.

Networking & Mapping:

The goal of the session was to help students identify the prospect companies they want to work for and to learn how to start mapping their network in their companies of interest. Each student was given an assignment to start building a network of 100 professionals, all from different professions and sectors. Counselors guided students to do so through social platforms such as LinkedIn and Glassdoor, as well as, employment fairs taking place recently. Students were asked to request informational interviews that should help them gain thorough insights about the companies.

Outcomes:

- BUE: 17/29 Cohort 3 students attended. (Twelve students had their Career counseling session - Networking & Mapping during Q2).

Career Counseling – Career Planning:

This one-hour session introduced students to a basic model for career planning. During this session, students explored a framework for considering their career options and specific actions that they need to take to get there and learned about available resources to support their efforts. All of the exercises during the session are designed to help students examine their current status and plan the next stage in their careers whether it is an internship, starting their professional career or the need to make a career shift altogether. The purpose of this basic exercise was to encourage students to think about their potential direction of their career and to consider some of the key issues that affect progress.

Outcomes:

- BUE: 25/29 Cohort 3 students attended.
- AASTMT: 18/21 Cohort 3 students attended.

Challenges Faced During Implementation

Challenges	Action Taken
Cohort 3, BUE student, was scheduled to attend his fourth career counseling session in June 21, 2018 at AMIDEAST – Heliopolis branch and he was informed with this date by mail. He sent an apology on the day of the session that he is going back to the hotel as he did not wish to wait all of this time alone.	AMIDEAST sent the case in detail to IIE and waiting for their reply.
Cohort 3, BUE student, was scheduled to attend her fourth career counseling session on June 23, 2018 but she arrived very late, so she missed her appointment.	AMIDEAST is going to reschedule her appointment to July 2018.
Cohort 3, BUE student, was scheduled to attend her fourth career counseling session on June 21, 2018. She asked to reschedule as she is currently overseas.	AMIDEAST is going to reschedule her appointment, waiting to know when she is coming back.
Cohort 3, BUE student had a medical issue and sent an excuse to IIE and AMIDEAST.	AMIDEAST is going to reschedule her appointment, waiting for an update on her status.
Cohort 3, AASTMT student called the counselor at the beginning of her appointment apologizing for not coming.	AMIDEAST is going to reschedule her appointment as it was not possible to reschedule it in May or June 2018 due to exams and the counselor’s availability.
Cohort 3, AASTMT student called the counselor at the beginning of her appointment apologizing for not coming.	AMIDEAST is going to reschedule her appointment as it was not possible reschedule it in May or June 2018 due to exams and the counselor’s availability.

Challenges	Action Taken
Cohort 3, AASTMT student did not show up without excuse.	AMIDEAST is going to reschedule his appointment as it was not possible reschedule it in May or June 2018 due to exams and the counselor's availability.

Mock Interviews:

AMIDEAST arranged for students to attend individual mock interview sessions at one company:

- LAVA International – Mobiles and software

The employer welcomed the idea of conducting Mock Interviews, followed up with constructive feedback on students' performance during the process. In order to let the students, have the real-feel of the experience, AMIDEAST arranged for this activity to take place at the employers' actual premises.

Speed Mentoring Event:

This event was conducted to enable the students to develop their networks by meeting many professionals, each for 5 – 10 minutes in a structured manner. Students were able to practice introducing themselves quickly, confidently, and professionally and developed their networks at the same time. The event took place on June 24, 2018 for Cohort 3 BUE and AASTMT students at Pyramisa Hotel.

Event guests came from different backgrounds in order to enrich the discussions. Speakers came from NGOs, Government, Startups and the industrial sectors.

Outcomes:

- BUE: 20/29 Cohort 3 students attended.
- AASTMT: 16/21 Cohort 3 students attended.

Trainings

Interview Skills:

This training session covered different types of interviews, what to do and what not to do, and how to prepare for professional interviews. The students were trained on all needed techniques and had the chance to practice peer interviewing. The training took place on June 24, 2018 for Cohort 4 AASTMT students at Cataract Hotel.

Outcomes:

- AASTMT Cohort 4: 18/22 students attended the training.

Challenges Faced During Implementation

Challenges	Action Taken
Four students were absent from this training as below: 1- Cohort 4, AASTMT student, had her summer internship and received excuse. 2- Cohort 4, AASTMT student, Study abroad. 3- Cohort 4, AASTMT student, had a personal issue and received excuse. 4- Cohort 4, AASTMT student, is doing his sea service.	These cases were communicated to IIE.

Job Hunt tools:

The first step in a successful job search project is the preparation stage. Students focused on analyzing their professional environment, outlining their job search objective, and linking it to their long-term career objective. This will be the time to build their customized job search toolkit including the list of their skills, accomplishment stories, strengths and weaknesses, competencies, and personal values. Then they will determine their job search preferences and target market and build their communication strategy. The training took place on June 25, 2018 for Cohort 3 AASTMT students at Cataract Hotel.

Outcomes:

- AASTMT Cohort 3: 15/21 students attended the training.

Challenges Faced During Implementation

Challenges	Action Taken
Six students were absent from this training as below: 1- Cohort 3, AASTMT student, had a personal issue and received excuse. 2- Cohort 3, AASTMT student, had his summer internship and received excuse. 3- Cohort 3, AASTMT student, did not show up without excuse. 4- Cohort 3, AASTMT student, did not show up without. 5- Cohort 3, AASTMT student, had a personal issue and received excuse. 6- Cohort 3, AASTMT student, had a course appointment and received excuse.	These cases were communicated to IIE.

Mini-Career Camp:

AMIDEAST implemented the following two sessions as a mini-career camp for the students who missed the mid-year career camp:

Networking:

Students learned how to gain an understanding of the importance of a professional network to career health, how to start a network, how to recognize and make the most of their existing network and how to grow their network successfully. The training took place on June 25, 2018 for Cohort 3 BUE students at Cataract Hotel.

Outcomes:

- BUE Cohort 3: 16/20 students attended the training.

Challenges and Problem solving:

This training session reviewed several problem-solving styles, strategies for effective problem solving, and a specific process that can be helpful in addressing problems and will help students a lot in their work environment and their professional life. The training took place on June 26, 2018 for Cohort 3 BUE students at Cataract Hotel.

Outcomes:

- BUE C3: 17/20 students attended the training.

Challenges Faced During Implementation

Challenges	Action Taken
During the first day of the Mini career camp three students showed up at the end of the first session although the rest of their colleagues arrived on time. 1-	AMIDEAST called the students, then the agenda was sent to them via WhatsApp and email.
Four students were absent from Networking – Training, June 25, 2018 as below: 1- Cohort 3, BUE student, did not show up without excuse. 2- BUE Cohort 3 student had a health issue and was received excuse. 3- Cohort 3, BUE student, did not show up and then communicated to IIE later that his uncle was ill. 4- Cohort 3, BUE student is pursuing a summer internship.	AMIDEAST called the students.
Three students were absent from Challenges and Problem Solving – Training, June 26, 2018 as below: 1- BUE Cohort 3 student had a health issue and received excuse from IIE and AMIDEAST. 2- Cohort 3, BUE student, did not show up and received excuse from IIE. 3- Cohort 3, BUE student, BUE is pursuing a summer internship.	These cases were communicated to IIE.
During the second day a lot of students wanted to travel before the end of the training as they did not want to travel late.	AMIDEAST contacted IIE to give them a permission to stay one extra night at the Cataract hotel.
Some students who attended this mini career camp seemed to have a bad attitude and did not interact well with the trainer.	AMIDEAST talked to students.

Summer Internships

In order to help the students, gain real-life employment experience. AMIDEAST contacted more than 25 NGOs and companies to accommodate LOTUS students in their summer internship program. Students will get to experience the environment, the routines, HR policies, supervisor expectations, colleague interactions, as well as more technical or programmatic tasks. Interns will be placed in internships that include actual work or a project component, in which students will be assigned a task or project to complete during the internship. Students will be encouraged to think critically about their internship experience and supported in connecting it to their assessment, counseling, and training.

Most of the summer internships should start in July and August 2018.

Outcomes:

- BUE Cohort 3: 2/29 students were successfully placed and started their internship.
- BUE Cohort 4: 3/26 students were successfully placed and started their internship.
- AASTMT Cohort 4: 2/22 students were successfully placed and started their internship.

Challenges	Action Taken
Twenty students from BUE Cohort 4 are set to travel on their study abroad and study tour to the USA in July 2018. This will affect their chances of receiving a summer internship during July and August 2018.	In coordination with IIE, AMIDEAST is working with a number of employers to avail a summer internship for the students upon their return.
Four students from BUE, Cohort 3 and Cohort 4 did not show up for summer internship interviews which gave a negative impression about the program, affecting the possibility of securing internships for the students at desired companies, as below: 1- Cohort 3, BUE student, had an interview with “Takatof” as per as his confirmation on June 12, 2018. He did not show up without excuse.	1- For Cohort 3, BUE student AMIDEAST called Takatouf to reschedule his interview appointment as per as his request and after rescheduling with a new date June 21, 2018 he came one hour and a half late for his interview which gave a very negative image on LOTUS and AMIDEAST.

Challenges	Action Taken
<p>2- Cohort 3, BUE student, had an interview with Etijah as per his request on June 25, 2018. He did not show up without excuse.</p> <p>3- Cohort 3, BUE student, had an interview with Innoventures on June 25, 2018. He did not show up without excuse.</p> <p>4- Cohort 4, BUE student, had an interview with Etijah. She did not show up without excuse.</p>	<p>2- For Cohort 3, BUE student, AMIDEAST called Etijah to reschedule but the employer refused.</p> <p>3- AMIDEAST called student to know the justification and he said that he is not interested any more.</p> <p>4- For Cohort 4, BUE student, AMIDEAST called Etijah to reschedule but the employer refused.</p>
<p>Five students from BUE, Cohort 3 and Cohort 4 were rejected due to low level of English Language proficiency as below:</p> <p>1- Cohort 3, BUE student was rejected from ATHEEL Company.</p> <p>2- Cohort 3, BUE student was rejected from General Motors.</p> <p>3- Cohort 3, BUE student was rejected from General Motors.</p> <p>4- Cohort 3, BUE student was rejected by AMIDEAST.</p> <p>5- Cohort 4, BUE student was rejected from AMIDEAST.</p> <p>6- Cohort 3, AASTMT student was rejected from Audi bank.</p>	<p>AMIDEAST contacted IIE to try to arrange English language course for the students during summer.</p>
<p>Cohort 3, BUE student was rejected from AMIDEAST due to her attitude during the interview.</p>	<p>This case was communicated to IIE.</p>
<p>Six students from Cohort 3, BUE refused to go to the interview after requesting AMIDEAST to apply for them:</p> <p>1- Cohort 3, BUE student, refused to go to Xceed's interview.</p> <p>2- Cohort 3, BUE student, refused to go to Xceed's and Cairo Center for Development Benchmarking's interview.</p> <p>3- Cohort 3, BUE student, refused to go to Xceed's and Cairo Center for Development Benchmarking's interview.</p> <p>4- Cohort 3, BUE student, refused to go to Cairo Center for Development Benchmarking's interview.</p> <p>5- Cohort 3, BUE student, refused to go to Cairo Center for Development Bench marking's interview.</p> <p>6- Cohort 3, BUE student, refused to go to Cairo Center for Takatouf's interview.</p>	<p>These cases were communicated to IIE.</p>
<p>Cohort 3, AASTMT student, only wants Voice Over internships and insisted on that although she was offered several other opportunities.</p>	<p>This case was communicated to IIE.</p>

Planned activities that were not implemented

Activity	Reasons for non-implementation	Rescheduled date
Training: Job Hunt tools – BUE Cohort 3	Students did not want to participate in any activities one month before final exams which prevented the planned training activities from taking place.	July, 2018
Career Counseling Club –BUE and AASTMT Cohort 3	Students did not want to participate in any activities one month before final exams which prevented the planned training activities from taking place.	July, 2018
Leadership Training – Cohort 3 & 4	Students did not want to participate in any activities one month before final exams which prevented the planned training activities from taking place.	July-August, 2018

Lessons Learned/success stories

- Cohort 3, BUE student, applied for a summer internship at New Cube start up and the employer was impressed with her performance and she was offered a full-time opportunity.

- IIE has been very supportive, especially when following up with students. The ongoing clear communication and open channels keep proceedings effective.

LOTUS Program Upcoming Activities

Upcoming activities to take place in FY 2018 Q4:

- **Academics**
 - Cohort 3 ITP test Scores will be released in July 2018
- **Study Abroad Program**
 - PDO for the nursing observational study tour
 - Re-entry meeting for the Summer 2018 group and the nursing observational study tour
- **Upcoming Leadership in Action Activities**
 - Cohort 3 Final Retreat
 - Cohort 3 Leadership Assessment post-survey.
- **Upcoming career component activities for the next quarter:**
 - Training: Leadership – Cohorts 3 & 4
 - Training: Teamwork – Cohorts 3 & 4
 - Training: Job Hunt Tools – Cohort 3
 - Career Counseling: Career Counseling Club – Cohorts 3&4
 - Summer Internships – Cohorts 3 & 4
 - Internship Feedback – Cohorts 3 & 4
 - Career post-Program Survey –Cohort 3