

[LOTUS SCHOLARSHIP PROGRAM, QUARTERLY REPORT, FY2018, QUARTER 4]



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

LOTUS Scholarship Program, Quarterly Progress Report, FY2018, Quarter 4



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Executive Summary:

On May 4, 2010, IIE/Egypt was awarded the New Scholarship Program (renamed LOTUS Scholarship Program). The original award and subsequent 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. 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. In June 2014, IIE 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 fourth year of undergraduate studies. *Please see Annex (1) for the Profile of LOTUS Students and Governorate Distribution*

A total of 191 cohort 1, 2 and 3 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. Two students are currently doing their residencies and will continue to be supported by the program through October 2018 and June 2019 and one cohort 3 student will graduate in January 2019. Out of the 191 graduated students, 138 are employed.

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

Component	C1	C2	C3	C4	Total # of Students	F	M
Currently enrolled students			1	48	49	28	21
(65) Service Learning Projects	35	22	98	104	259*	134	125
All Graduates (including Residency Students)	96	46	49		191	102	89
Residency Students (current quarter)	2				2	0	2
**Employed Graduates	85	41			126	66	60
Study Abroad	45	20	28	41	134	71	63
Internships	105	59	90	26	280 ¹	140	140

*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 Q4 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							185	99	86				185	5
Self-Assessments							96	58	38				96	96
Career Counseling Sessions							45	26	19				45	45
Mentoring Sessions							94	52	42				94	94

¹ Some students have completed more than one internship.

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 have officially graduated and IIE has received the transcripts. Three cohort 1 and one cohort 2 graduates are still receiving benefits from the program while they conduct their residency as per below. It is important to note that ~~Mayar the student~~ was scheduled to finish his residency in October 2018, however, he has experienced a variety of family and other challenges that have resulted in him needing additional time to finish his twelve-month residency.

Table (2) Current Residency Graduates

Name	Cohort	Gov.	Uni.	FQS	Graduation Semester	Start of residency year	End of residency year
Mayar Mohamed Gamal Ibrahim Al Abd	1.2	Damietta	PUA	Dentistry	Spring 2017	11/2017	6/2019
Saeed Saeed Abdel Hameed Abou Assal	1.2	Beheira	PUA	Dentistry	Spring 2017	11/2017	10/2018

Cohort 3

This reporting quarter marks the final months for the majority of the Cohort 3 students with 49 students graduating. ~~The remaining student is Heba Al Sayed Gamal Ahmed Khalifa (cohort 3, Aswan, Computer Science, AASTMT)~~ One student who should finish her final semester in January 2019. ~~Heba~~ The student suffers from severe diabetes, which has been which has been a significant challenge to her ability to attend some classes and exams. IIE has worked with ~~Heba~~ the student to ensure that she stay on track academically and has encouraged her to see a doctor regularly to monitor her health.

Five cohort 3 students were appointed as Teachers Assistants in the IT & Computer Science at BUE as follows:

- ~~Christine Naser Zaref Yasse (Qena)~~
- ~~Esrar Lotfy Mohamed Ewass (South Sinai)~~
- ~~Maher Fayez Kamal Gerges (Sharkeya)~~
- ~~Madona Mayez Hrz Fanos (Fayoum)~~
- ~~Sara Gamil Fahmy Metry (Assiut)~~

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IIE received the spring 2018 semester grades for both cohort 3 and 4 as detailed below

BUE Cohort 3	AASTMT Cohort 3
<ul style="list-style-type: none"> • 6 students earned GPAs of 3.50 - 3.99 • 6 students earned GPAs of 3.00 – 3.49 • 8 students earned GPAs of 2.50 – 2.99 • 8 students earned GPAs of 2.00 – 2.49 	<ul style="list-style-type: none"> • 14 students earned GPAs of 3.50 - 3.99 • 6 students earned GPAs of 3.00 – 3.49 • 1 student earned GPAs of 2.50 – 2.99
BUE Cohort 4	AASTMT Cohort 4
<ul style="list-style-type: none"> • 4 students earned GPAs of 4 • 6 students earned GPAs of 3.50 - 3.99 • 6 students earned GPAs of 3.00 – 3.49 • 8 students earned GPAs of 2.50 – 2.99 • 8 students earned GPAs of 2.00 – 2.49 	<ul style="list-style-type: none"> • 11 students earned GPAs of 3.50 - 3.99 • 5 students earned GPAs of 3.00 – 3.49 • 5 students earned GPAs of 2.50 – 2.99

English Language Opportunities:

ITP

During this quarter, all cohort 3 students were required to sit for their final ITP examination prior to graduation. Two students were unable to sit for the exam – Esraa Ahmed Omar Mohamed (Cairo, Political Sciences, BUE) and Heba Al Sayed Gamal Ahmed Khalifa (Aswan, Computer Science, AASTMT). Esraa One student travelled to Dubai to work right after finishing exams and did not inform any of the IIE team prior to her travel. Heba The other student did not sit for the exam as she will continue for the fall semester and will take the test by the end of the semester. The ITP exam results are as follows:

Table (4) Cohort 3 ITP Results

Score Range	Female	Male	Total
550 or above	3	2	5
450 – 549	20	17	37
450 and below	2	3	5

IIE recognizes that the target of 90% of graduating students achieving an ITP score of 550 or above was not met. English language proficiency is a major challenge in LOTUS as reported in previous reports. Given that students graduating from public schools tend to have weak English proficiency and English is not a criterion for selection in the LOTUS Program, this is to be expected. Another contributing factor is field of specialization and utilization of English language. STEM fields for example do not require students to do a lot of writing, which is key to improving proficiency. Science and technology students comprise a majority of Cohort 1 and 2 students and many are more proficient in technical terminology than general English. It is important to note that studying English during the regular academic year through supplemental English course offerings or independent study based on action plans is very challenging in light of the heavy course loads that students carry. Given the challenges of weak English language proficiency of public-school/public-school graduates that several USAID scholarship programs are witnessing, IIE recommends that future programs explore and incorporate a greater variety of English language enhancing opportunities.

Intensive Summer English Program

Recognizing the on-going challenges with English language proficiency detailed above, IIE proposed and received approval to send surplus funds on another two rounds of intensive English programming. During this quarter, IIE conducted the Intensive Summer English Program for cohort 3 and 4 students. The course was scheduled to take place during the period of August 25 – September 15, 2018 and was extended a few days due to a later start because of the Eid El Adha holiday and the Islamic New Year holiday. The objective of the Program, which was designed and implemented by the American University in Cairo was to enhance overall English language proficiency, with a particular emphasis on employability and preparation for the job market given that C3 students have already graduated and C4 students are in their final year at university. The students have taken a bridge year of English, as well as summer English and IBT test pre-courses during their undergraduate studies. Therefore, it was important that the offerors provided innovative and creative solutions to engage and maintain the interest of students.

Although the Intensive Summer English Program was optional and not mandatory and despite the fact that it was held in the summer after a busy year at university and internships, interest was very high. The final number of students who were accepted into the Program after meeting some internal criteria such as completion of at least one internship before the start of the program was 51 students - 15 cohort 3 and 36 cohort 4.

The Program ran six days a week, six hours a day with a one-hour lunch break for a total of 108 instructional hours. Students took a pre-training English placement test and were divided into four groups according to their scores. A post-training English test also took place on the last day of the program. IIE conducted program visits, the first one was on the first day of classes by LOTUS Program Director to set the context and talk about expectations and roles and responsibilities. There will be a

comprehensive collective and individual final report submitted by AUC in October, details of which will be provided in the next QPR.

Community Service and Extracurricular Activities

During this reported quarter, 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 4 students collectively were able to devote **1,035 hours** of their time this quarter to community service and **7 leadership roles** were assumed.

Table (5) students' Community Service Hours and Leadership Roles

Community Service Hours	F	M	Leadership Roles	F	M
1,035	855	180	7	4	3

Updates on LOTUS Cohort 3 Alumni

This section of the report will provide quarterly updates on the employment status of the LOTUS Cohort 3 students. IIE maintains the connection alumni through regular emails, social media and surveys where they provide information on their current jobs and the job interviews they have undertaken. To date, 49 out of the 50 cohort 3 students graduated and the remaining student will stay for the fall semester. 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.

While cohort 3 students became alumni at the end of this quarter, we anticipate that we will experience similar challenges or limitations with 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 will exert every effort to encourage alumni to be more responsive and provides guidance whenever the need arises.

A survey was designed and sent to the 49 alumni and 40 students answered the survey and reported their employability status. To-date, 13 out of the 49 LOTUS cohort 3 alumni are employed, 9 of whom are females and 4 are males. Sixteen students are planning to continue looking for opportunities to pursue graduate studies. Five students have been appointed as Teaching Assistants at BUE and six male graduates are doing their mandatory military service.

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, Q4, the following opportunities have been posted either by IIE team members or LOTUS alumni. [Please see Annex \(2\) for the Opportunities Tracker](#)

- 10 job opportunities in Cairo and Aswan;
- 14 internship and training opportunities in various companies including Tony Run, British Council, GIZ, and more
- One graduate program in Vodafone

Study Abroad Program

Current Opportunities:

During this reporting period, nine study abroad students were in the U.S. at various universities and completed a month-long internship. ~~Abadir Hanein Aziz, (cohort 4, Beni Sueif, Economics, BUE)~~ ~~One student~~ returned early because he was dismissed from the internship before completing the one-month requirement. In addition, IIE developed and received USAID approval for a four-week Nursing Observational Study Tour (OST) in summer 2018 with the objective of enhancing the nursing students' knowledge, exposing them to different types of health care environments, and motivating them to explore different nursing career paths and to enhance the nursing profession in Egypt. Twelve nursing students participated in the OST at the University of Kentucky in Lexington and Salve Regina University in Newport, Rhode Island. A detailed summary of the OST can be found in the *Students Highlight and Successes section of this report*. This marks the end of the study abroad component for the LOTUS program. All targets related to the study abroad indicators were achieved.

Table (6) Summer 2018 Study Abroad and OST Students

Student Name	Gender	Cohort	Semester	University
1. Ahmed Ramadan Sayed Safina	M	4	Nursing OST Jul 15-Aug 12	University of Kentucky and Salve Regina University
2. Asmaa Magdy Shawky Marzok	F	4	Nursing OST Jul 15-Aug 12	University of Kentucky and Salve Regina University
3. Ayat Said Mohamed Khalaf	F	4	Nursing OST Jul 15-Aug 12	University of Kentucky and Salve Regina University
4. Darin Abdelfattah Ahmed Elabbasy	F	4	Nursing OST Jul 15-Aug 12	University of Kentucky and Salve Regina University
5. Dina Atef Mohamed Mohamed Hefni	F	4	Nursing OST Jul 15-Aug 12	University of Kentucky and Salve Regina University
6. Gerges Nady Gerges Tawfeq	M	4	Nursing OST Jul 15-Aug 12	University of Kentucky and Salve Regina University
7. Hayam Ibrahim Aly Issa Ibrahim	F	4	Nursing OST Jul 15-Aug 12	University of Kentucky and Salve Regina University
8. Manal Hany Hanna Bottros	F	4	Nursing OST Jul 15-Aug 12	University of Kentucky and Salve Regina University
9. Mariam Alaa Shafik Benyamin	F	4	Nursing OST Jul 15-Aug 12	University of Kentucky and Salve Regina University
10. Nouhem Refaat Faragallah Hanna	M	4	Nursing OST Jul 15-Aug 12	University of Kentucky and Salve Regina University
11. Samuel Said Samuel Beshraida	M	4	Nursing OST Jul 15-Aug 12	University of Kentucky and Salve Regina University
12. Samy Samir Gaied Ghoubrous	M	4	Nursing OST Jul 15-Aug 12	University of Kentucky and Salve Regina University
13. Abadir Hanein Aziz Hanein	M	4	Summer 2018	Saint Martin's University
14. Amira Ali Youssef Ibrahim	F	4	Summer 2018	University of Arkansas
15. Fady Sobhy Aziz Ibrahim	M	4	Summer 2018	Saint Martin's University
16. Hany Magdy Aziz Saeed	M	4	Summer 2018	University of Arkansas
17. Lamiaa Abdelfattah Abdelalim Abdelhady	F	4	Summer 2018	University of Arkansas
18. Mariana Ezzat Amin Halim	F	4	Summer 2018	University of Arkansas
19. Marina Zakher Said Dourgham	F	4	Summer 2018	Kent State University
20. Merihan Ezzat Rasmy Yani	F	4	Summer 2018	Saint Martin's University
21. Mina Raouf Fathy Zakher	M	4	Summer 2018	University of the Incarnate Word

Re-entry Workshops

During this reporting period, a re-entry session was conducted on September 22, 2018 for 23 students who went on study abroad in 2018. Five students could not join the session but are scheduled to join the re-entry session in January 2019 with the LSP students. The session was conducted by ~~Dr. George Marquis, IIE Consultant, and Dean of Students at the American University in Cairo.~~ IIE staff members attended the sessions to witness the progress of the students who passed through different stages of development. *Please see Annex (3) for Reentry session consultant's report*

Table (7) Attendance of Re-entry Session September 22, 2018

Name	Major	Uni	Cohort	Placement
Fatma Hassan Abouelmagd Aly	International Transport and Logistics	AASTMT	4	SUNY Plattsburgh
Hanan Elsayed Abdelgawad Sadek	Financial Management and Accounting	AASTMT	4	Indiana University of Pennsylvania
Abadir Hanein Aziz Hanein	Economics	BUE	4	St. Martin's University
Amira Ali Youssef Ibrahim	Economics	BUE	4	University of Arkansas
Fady Sobhy Aziz Ibrahim	Computer Science	AASTMT	4	St. Martin's University
Hany Magdy Aziz Said	Nursing	BUE	4	University of Arkansas
Lamiaa Abdelfattah Abdelalim Abdelhady	Nursing	BUE	4	University of Arkansas
Mariana Ezzat Amin Haliem	Economics	BUE	4	University of Arkansas
Marina Zakher Said Dourgham	Communications/Mass Media	BUE	4	Kent State University
Merihan Ezzat Rasmy Yani	Business Administration	BUE	4	St. Martin's University
Mina Raouf Fathy Zakher	Political Science	BUE	4	University of the Incarnate Word
Ahmed Ramadan Sayed Safina	Nursing	BUE	4	Observational Study Tour
Asmaa Magdi Shawky Marzouk	Nursing	BUE	4	Observational Study Tour
Ayaat Saeed Mohamed Khalaf	Nursing	BUE	4	Observational Study Tour
Dareen Abdel Fattah Ahmed El Abbasi	Nursing	BUE	4	Observational Study Tour
Hayam Ebrahim Ali Esa	Nursing	BUE	4	Observational Study Tour
Manal Henry Hanna Botros	Nursing	BUE	4	Observational Study Tour
Mariam Alaa Shafik Benyamin	Nursing	BUE	4	Observational Study Tour
Nouhim Refaat Farag Allah Hanna	Nursing	BUE	4	Observational Study Tour
Samuel Saeed Samuel Bshridah	Nursing	BUE	4	Observational Study Tour

Nine of the LOTUS cohorts 3 and 4 study abroad returnees participated in a pre-departure orientation and a study abroad program orientation for LSP students. They shared their study abroad experiences, assisted in facilitating the activities and answered students' questions.

Leadership in Action Activities

Cohort 3 Final Retreat

IIE received feedback from LOTUS Cohort 1 and 2 alumni regarding the need to prepare LOTUS students for life after LOTUS. As such, IIE designed a final team building retreat for Cohort 3 students based on the feedback received from alumni and input received from Cohort 3. The retreat took place over the weekend of July 20 at the Intercontinental Semiramis Hotel.

The retreat began with a panel discussion with LOTUS alumni moderated by ~~Dr. Hani Henry, Dr. Hani~~ IIE consult who asked the alumni a set of predetermined questions regarding their transition to post-LOTUS life and alumni, in turn, shared their experiences and advice with the soon-to-be graduates. The second day of the retreat consisted of session led by LOTUS alumni

Somaya Amr and Hazem Emad on what to expect in the business environment and a session on scholarship opportunities for graduate studies led by Mr. Amr Ramadan. On the third day of the retreat, Ms. Norhan Nehady the facilitator educated students on work legalities including employee rights and responsibilities and contracts. The final day consisted of a session on work-life balance, led by Ms. Hana Shaheen.

The Eighth Annual LOTUS Student-led Leadership Workshop

IIE met with the student organizers on September 5 to discuss the status of the planning. IIE felt that the students have made progress and are well-prepared in comparison to the organization committees of past workshops. Unfortunately, they had to put some of the major tasks on hold as BUE has not yet confirmed that it can host the Workshop on the requested dates. IIE continues to follow up with the University.

Leadership in Action Program Assessment Tool

This quarter, IIE disseminated the Leadership in Action Program Assessment Tool to Cohort 3 as a post-program assessment. IIE shared the findings for their first completed assessment in the FY2017/Q2 report submitted to USAID.

The assessment consists of two sections: 1) a section for students to assess their leadership skills and attributes which are linked to leadership competencies that IIE has identified, and 2) for students to provide their input and feedback on the Leadership in Action Program's content, delivery, logistics, evaluation tools, and policies. In addition, the section asks student to assess whether or not they apply the skills gained to their real life (and if so how), the clarity of roles and responsibilities (i.e. do they know what each LIA team member was responsible for; do they understand what their responsibilities are towards the LIA Program), and communication between IIE and students.

Pre- and post-test data were collected from the participants. Only participants with both pre and post tests were included in the analysis (N=45), while the remaining (5) who completed either a pre-test or a post-test were excluded. 80% of the students who took the survey (38 students, 19 females and 17 males) reported a change in one or more of the five leadership attributes included in the survey. A summary of the significant results is included below.

In reviewing and analyzing the responses for the nine Cohort 3 students who did not feel that there was a change in their leadership skills, IIE was not surprised to see that for about half of the students, there was a correlation between varying levels of participation and perceived questionable commitment to the program and their results. However, IIE is surprised by the results for the remaining students as they have demonstrated a sense of commitment, responsibility and participation in the Leadership in Action component of the Program. It is not possible to make assumptions on why this is the case without seeking clarity from these students. As such, IIE will lead focus groups with them to solicit their input as part of our efforts to continually assess and ensure that activities are as beneficial as possible to students. This goes in line with one of the recommendations of LOTUS Mid-term Evaluation "IIE will monitor the quality and utility of the sessions in terms of student skills and feedback on presentation. Develop a method or rubric to measure learning in the sessions and topics so as to reduce their total number" and IIE plan of action to Conduct a series of focus group discussions with alumni to solicit additional qualitative input and discuss needs and interests in greater depth. A summary of the significant results is included below.

Part I: Self-Assessment

According to the students' responses, there was an overall improvement of 32.45% in all leadership attributes. The top three attributes with the most changes were the following: communicates effectively (8.08% improvement), the ability to relate to/motivate others (6.89% improvement), and the ability to think strategically (6.44% improvement). In analyzing the results, IIE noticed that there was a decrease in students' participation in community service. IIE believes that this decrease is most likely due to their demanding schedules and increased responsibilities as senior students.

Part II: Leadership in Action Program Assessment

The following are highlights of the significant results for the Leadership in Action Program Assessment:

Content:

- Students identified the following as the top beneficial LIA activities: team building retreats, annual student-led workshops, Helwa ya Baladi trip to Aswan, Communication Styles session, CV Writing session, Job Hunt Tools session, and Interview Skills session.

Skills/Values gained through the LIA Program:

- Students identified the following as the top skills/values gained: self-awareness, teamwork, problem-solving, decision making, communication skills, and responsibility.

Application to real life:

- 97.9 indicated that they apply the skills/values gained through the LIA Program to their lives. Examples of the top applied skills/values are teamwork, problem-solving, self-awareness, and decision making.
- 100% of respondents indicated that the LIA Program makes them different than their peers.

Upcoming Leadership in Action Activities

- Cohort 4 Individual Sessions
- LOTUS Diwan: Dialogue on Gender
- Stress Management Session with Dr. Hani Henry
- Eighth Annual LOTUS Student-Led Leadership Workshop

Career Component

Internships

During this reporting period, IIE secured the following documentation for internships:

- Cohort 3: 35 internships; 25 students (13 females and 12 males)
- Cohort 4: 11 internships; 10 students (5 females and 5 males)

The internships were sourced by the students, IIE, AMIDEAST, and the universities. Internships include:

- Audi Bank
- Petrojet
- Unilever
- Beit Al Karma Consulting
- Xceed
- KPMG
- Shark and Shrimp Marketing Agency

Details regarding the internships sourced and secured by AMIDEAST can be found below. Now that 49 students of Cohort 3 have completed the LOTUS Program, the total number of one-month internships with secured documentation is 90. There are additional students who have completed internships but were delayed in receiving the documentation. These students continue to send the documentation as received to IIE and AMIDEAST.

In light of Cohort 3 students completing of the Program, it is important to note that the internship component continues to be a challenge. IIE and AMIDEAST have identified the following reasons thus far:

- **The overall internship culture in Egypt.** The internship culture in Egypt is still developing and presents various barriers. Most established internship programs are with multinational companies. These programs are very competitive and often require a strong command of written and spoken English. Many employers do not see the value in having interns and see interns as a burden rather than an opportunity to invest in potential employees. In some cases, there is also a misconception about what an internship consists of particularly because the word in Arabic is “training”. As such, both students and employers often use the term and its meaning interchangeably.
- **Students’ Expectations.** Through working on this component with students, IIE discovered that many of them have unrealistic expectations of where they want to/should intern and that internships need to be in their field of study/interest. IIE has been working to change this mindset and explain to them that while it is ideal to place students in internships with their preferred employer and field, there is a value in participating in any internship because of the experience, transferable skills, exposure, and network created.

IIE and AMIDEAST will continue discussions to reflect and debrief on the internship process in order to identify lessons learned and what changes, if any, need to be made for Cohort 4.

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

Executive Summary

During this quarter, AMIDEAST successfully planned and carried out the fifth round of career counseling sessions for Cohort 3 and the Career Counseling Club. During this reporting period, AMIDEAST also implemented trainings including Job Hunt Tools, Positive Attitude at Work, Delegation, and Corporate Etiquette. In addition to the counseling, training, and Career Counseling Club, AMIDEAST has started to place Cohort 3 and Cohort 4 students in summer internship opportunities. Please see the below table for more details on the activities that took place.

Activities Implemented this Quarter

Activity	Date of Implementation	Outcomes/no. of students	Remarks
Career Assessment: TOEIC Post-Program Test of English for International Communication	<ul style="list-style-type: none"> • BUE Cohort 3: June 21, June 24 and July 20, 2018 • AASTMT Cohort 3: June 24, and July 20, 2018 	<ul style="list-style-type: none"> • BUE Cohort 3: 28/29 • AASTMT Cohort 3: 19/21 	Although this activity was conducted in quarter three, AMIDEAST is reporting it in quarter four since reports of this assessment are generated in the current quarter.
Career Counseling Session: Career Planning	<ul style="list-style-type: none"> • BUE Cohort 3: July 21-22,2018 • AASTMT Cohort 3: July 22-2018 	<ul style="list-style-type: none"> • BUE Cohort 3: 3/29 • AASTMT Cohort 3: 2/21 	Forty-three students previously took this career counseling session during the last quarter.

Activity	Date of Implementation	Outcomes/no. of students	Remarks
Career Mentoring: Career Counseling Club	<ul style="list-style-type: none"> • BUE Cohort 3: July 21, 2018 • AASTMT Cohort 3: July 22, 2018 	<ul style="list-style-type: none"> • BUE Cohort 3: 25/29 • AASTMT Cohort 3: 12/21 	
Training: Positive Attitude at Work	<ul style="list-style-type: none"> • AASTMT and BUE Cohort 3: August 11, 2018 	<ul style="list-style-type: none"> • BUE Cohort 3: 9/29 • AASTMT Cohort 3: 4/21 	
Training: Delegation	<ul style="list-style-type: none"> • AASTMT and BUE Cohort 3: August 12, 2018 	<ul style="list-style-type: none"> • BUE Cohort 3: 10/29 • AASTMT Cohort 3: 6/21 	
Training: Corporate Etiquette	<ul style="list-style-type: none"> • AASTMT and BUE Cohort 3: August 13, 2018 	<ul style="list-style-type: none"> • BUE Cohort 3: 8/29 • AASTMT Cohort 3: 5/21 	
Training: Job Hunt Tools	<ul style="list-style-type: none"> • BUE Cohort 3: August 14, 2018 	<ul style="list-style-type: none"> • BUE Cohort 3: 10/29 	
Career Counseling: Internship Feedback	<ul style="list-style-type: none"> • AASTMT and BUE Cohort 3: August 15 – August 29, 2018 	<ul style="list-style-type: none"> • BUE Cohort 3: 23/27 • AASTMT Cohort 3: 15/21 	
Career Counseling: Roadmap	<ul style="list-style-type: none"> • BUE Cohort 3: August 27, 2018 	<ul style="list-style-type: none"> • BUE Cohort 3: 2/2 	
Summer Internships	<ul style="list-style-type: none"> • AASTMT and BUE Cohort 3 and Cohort 4: July-September, 2018 	<ul style="list-style-type: none"> • BUE Cohort 3: 6/29 • BUE Cohort 4: 1/26 • AASTMT Cohort 3: 2/21 • AASTMT Cohort 4: 3/22 	Fourteen students started their summer internships in July and August 2018.
Career Assessment: Post Program Survey		<ul style="list-style-type: none"> • BUE Cohort 3: 28/29 • AASTMT Cohort 3: 21/21 	One student did not fill the post program survey.

Challenges Faced During Implementation

Challenges	Action Taken
Some students did not show up for several career activities due to various post-academic responsibilities including internships and applying for military service.	Those cases were communicated to IIE. AMIDEAST decided to take into consideration ending the program earlier for the next work plan 2018/2019 to guarantee that all students will attend and benefit from all activities.
Nada Rady Alexandria Project Specialists resigned from her post.	IIE was officially informed and AMIDEAST is in the process of appointing a new Project Specialist for AASTMT students.

AMIDEAST Career Component Activities

Assessments

TOEIC Post-Program Test of English for International Communication:

AMIDEAST implemented the internationally recognized TOEIC assessment for the second time as planned at the end of the year for Cohort 3 students. The TOEIC provides an accurate indication of participant language improvement within a business environment, especially that most of the training and activities were delivered in in both English and Arabic. Assessment results could be useful for students when added to their CVs prior to applying for any internships or job opportunities. The assessments were given at AMIDEAST's offices in Cairo. The majority of the students took the assessment on the originally scheduled dates with a few exceptions of students who took the assessment on other dates due to various personal reasons, while a few others did not show up. Reports with their results have been sent to Cohort 3 students.

Outcomes:

- 47 out of 50 students took the TOEIC assessment.

Post-Program Survey

The aim of the post-program survey is to document the change in students' perception of their knowledge, skills, and abilities in order to document student growth in knowledge about the labor market, employer expectations, personal skills, interests, and the process of finding opportunities as well as applying for jobs. The post-program survey provides AMIDEAST with insights about which activities added value to the students' experience and which were least beneficial. The feedback provided will help AMIDEAST to make any necessary modifications to the 2018/2019 work plan in collaboration with IIE.

Outcomes:

- 49 out of 50 students took the TOEIC assessment.

Challenges Faced During Implementation

Challenges	Action Taken
One student did not fill the assessment - Esraa Ahmed Omar Mohamed, Cohort 3, BUE, is unreachable.	The case was communicated by AMIDEAST to IIE.

Career Counseling

Career Planning

All of the exercises are designed to help students examine their current status and plan their careers, from the internship to beginning their career to making a career shift altogether. The purpose of this basic exercise was to encourage students to think about their potential direction in terms of career and consider some of the key issues that may affect their progress. This one-hour appointment introduced students to a basic model for career planning. During this appointment, 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.

Forty-three students already took this career counseling session during the previous quarter; therefore, only 7 students rescheduled for this quarter to take the fourth step.

Outcomes:

- BUE: 3 Cohort 3 students attended.
- AASTMT: 2 Cohort 3 students attended.

Evaluation and students' feedback:

- "I start to focus exactly on what I need to improve my skills to qualify me for my career life. For example, I start to do web sites using different language and tools to help me as a reference when I apply on new job as web developer."-, Cohort 3, BUE.
- 75% of BUE Cohort 3 stated that they "strongly agree" that they understood the importance of career planning.

Challenges Faced During Implementation

Challenges	Action Taken
<u>Esraa Ahmed Omar, A</u> Cohort 3 <u>female student</u> , BUE, is unreachable.	AMIDEAST tried to contact her via phone calls, emails, and WhatsApp with no reply from her side. This case was reported to IIE.
<u>Heba Al Sayed Gamal Ahmed Khalifa, A</u> Cohort 3 <u>female student</u> , AASTMT, was rescheduled on July 22, 2018. <u>Heba She</u> was a no show.	AMIDEAST reported this case to IIE.

Career Counseling Club:

The Career Counseling Club focuses on group counseling, such as discussing internships, challenges, solutions, and successes. During the club that took place on July 21, 2018 for Cohort 3, BUE, and on July 22, 2018 for Cohort 3, AASTMT, the career counselor felt that the students were eager to discuss current job market challenges and as such focused on this topic in order to meet the students' needs. In addition, he discussed with them potential solutions to solve this issue. The outcome of this Career Counseling Club positively affected students due to shared experiences.

Outcomes:

- **BUE:** 25/29 Cohort 3 students attended.
- **AASTMT:** 12/21 Cohort 3 students attended.

Evaluation and students' feedback:

- "What I found the most valuable that we discussed difficulties which we face to join a job. It was useful because it answered many of my questions and facilitate my thoughts."-, Cohort 3, BUE.
- 25% of BUE Cohort 3 rated the club as 'excellent' for an overall rating while 25% of the students rated it 'very good.'
- "Overall it was so valuable as we talked about our fears from the work environment and how to overcome it and be well prepared for hunting a job."-, Cohort 3, AASTMT.
- 20% of the AASTMT Cohort 3 rated the club as 'excellent' for an overall rating while 40% of students rated it 'very good' to the same statement.

Career Counseling: Internship Feedback

This was the final step of the career counseling journey. Through this activity the Career Counselor discussed with the students their internship experience, including the new skills or perspectives gained. Based on this discussion, the career counselor taught students how to link the outcome of the internship into the world of work. Moreover, students revisited their goals and reflected on whether the internship helped in the pursuit of their goals or changed them altogether. Students also reflected on the least beneficial experiences from their internships. Reflecting on the least beneficial experiences helped them to fine-tune and adjust their career goals.

Career Counseling: Roadmap

AMIDEAST customized an alternative final Career Counseling step named Road Map for students who did not have the chance to participate in any internships. During the session, counselors discussed with students the reasons why they did not pursue any internships before, what skills they do not have and how to obtain them and a roadmap for their career in their upcoming period.

This session took place online since students were back in their governorates.

Outcomes for Career Counseling: Internship Feedback:

- **BUE:** 23/27 Cohort 3 students attended.
- **AASTMT:** 15/21 Cohort 3 students attended.

Outcomes for Career Counseling: Road Map:

- **BUE:** 2/2 Cohort 3 students attended.

Evaluation and students' feedback:

- "My next step in my career will be engaging in a master's program after finishing my Lazord fellowship program"-, Cohort 3, BUE.
- 25% of BUE Cohort 3 rated this activity as 'strongly agree' for understanding the importance of internships, while 45% rated is as 'agree' to the same statement.
- "What I like the most about this career counseling step is that it helped me to see another prospective towards my career like the skills that I should focus on "Cohort 3, AASTMT.
- 35% of AASTMT Cohort 3 rated this activity as 'strongly agree' for understanding the importance of internships, 45% while the students rated it as 'agree' to the same statement.

Challenges Faced During Implementation

Challenges	Action Taken
Ten students were absent from this final career counseling step	AMIDEAST tried to reach them through mobile phone, emails, and WhatsApp. These cases were reported to IIE.

Trainings

Closing Career Camp:

AMIDEAST decided to arrange for the remaining training sessions for Cohort 3 in the form of a camp after the students finished their final exams and project submissions so that they could have time to focus on career activities. AMIDEAST originally proposed trainings on team work and leadership in the proposal submitted to IIE, however, after having discussions with IIE and learning that LOTUS students were already exposed to these topics, AMIDEAST proposed three new training topics as an alternative: Positive Attitude at Work, Delegation, and Corporate Etiquette. Since it was the closing camp and the students' graduating year, the three new training topics were chosen after reviewing all training topics for Cohort 3. AMIDEAST worked on a customized training curriculum not only to help the students in their first year at work but also to recap on all previous trainings taken by IIE through the leadership program.

Positive Attitude at Work

One of the most important keys to success is having a positive attitude at work. This training taught students that having a positive attitude is a little more than just keeping a smile on their faces – it’s having optimistic thoughts. Having a positive attitude will help students particularly in their first year of work.

Outcomes:

- **BUE:** 9/29 Cohort 3 students attended.
- **AASTMT:** 4/21 Cohort 3 students attended.

Challenges Faced During Implementation

Challenges	Action Taken
Although AMIDEAST arranged for the sessions after the students’ completed their academic responsibilities as a way to help ensure their level of commitment, attendance was still a challenge.	AMIDEAST communicated all cases to IIE by emails.

Delegation:

Being able to let go and delegate tasks to others can be one of the hardest tasks. Students might get pressured and decide to do the task by on their own. They might think that explaining a task to someone else might not be worth the time and effort, and that they might not know how to tackle the task. This training focuses on what delegation is and how to delegate effectively and efficiently.

Outcomes:

- **BUE:** 10/29 Cohort 3 students attended.
- **AASTMT:** 6/21 Cohort 3 students attended.

Corporate Etiquette:

After graduation, the ability to handle oneself properly today can sometimes outweigh even one’s technical skills. If students know what to do, when to do it, and how to do it with grace and style, they will have a competitive edge in their careers. This training taught students the importance of business etiquette as well as equipping students with business etiquette and protocol knowledge needed to perform in a corporate culture with confidence, know-how, grace, and efficiency in their first year at work.

Outcomes:

- **BUE:** 8/29 Cohort 3 students attended.
- **AASTMT:** 5/21 Cohort 3 students attended.

Evaluation and students’ feedback:

- “The Camp was more than perfect, is benefited me a lot.”-, Cohort 3.
- 61% of BUE and AASTMT Cohort 3 rated this activity as ‘Excellent’ for an overall rating of the Closing Career Camp while 23% of students rated is as ‘agree’ to the same statement.

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. During the preparation stage, students developed their customized job search toolkit including the list of their skills, accomplishment stories, strengths and weaknesses, competencies, and personal values. They then determined their job search preferences and target market and built their communication strategy. The training took place on August 14, 2018 for Cohort 3 BUE students at t'he Cataract Hotel. ~~The trainer was Mr. Ahmed Elgarhey.~~

Outcomes:

- BUE Cohort 3: 10/29 students attended the training.
- Five students showed interest in attending job hunt tools training from AASTMT again to get more benefit.

Evaluation and students feedback:

- "I already paid more attention to my linked in account and my CV. I will try take make use of any event where I can meet new people and make connections."-, Cohort 3, BUE.
- 25% of BUE Cohort 3 rated it as 'excellent' for an overall rating of the workshop, while 37% rated it as 'agree' to the same statement.

Challenges Faced During Implementation

Challenges	Action Taken
Nineteen students were absent from this training.	These cases were communicated to IIE.

Summer Internships

AMIDEAST contacted a wide number of employers and we reached a final agreement with roughly 75 NGOs and companies to give priority to LOTUS students during the interviewing phase for any summer internships they have. Also, AMIDEAST reached a final agreement with Misr El Kheir to provide summer internships for our LOTUS students without interviews however many students excused themselves from this opportunity. No internships were provided to the 20 students who were studying abroad from Cohort 4.

For Cohort 3 and 4, after the second Career Counseling step - Internship Preparation - and third Career counseling step - Networking and Mapping - students were taught how to search for internships and increase their own network by themselves.

Outcomes:

- BUE Cohort 3: 6/29 students were successfully placed and started their internship.
- BUE Cohort 4: 1/26 students were successfully placed and started their internship.
- AASTMT Cohort 3: 3/21 students were successfully placed and started their internship.
- AASTMT Cohort 4: 4/22 students were successfully placed and started their internship.

Challenges	Action Taken
AMIDEAST tried to offer internships for almost all students, however, the number of students who pursued internships secured by AMIDEAST is low. There is a variety of reasons for this outcome including some students not being a good fit for the given opportunity	AMIDEAST communicated each case to IIE and on our last meeting dated September 20, 2018 IIE guaranteed that they will support AMIDEAST in the coming quarter. IIE has requested to schedule a meeting with AMIDEAST to debrief over the

Challenges	Action Taken
they applied for, some students' weak level of English proficiency, and some students' lack of interest in the opportunities.	internship process and the various challenges faced in order to see if there are is anything that could be done differently for Cohort 4.
In addition to the above challenges in securing internships, 20 students from BUE Cohort 4 were studying abroad over the summer and as such could not participate in summer internships.	In coordination with IIE, AMIDEAST is working with a number of employers to avail a winter internship for the students.

Lessons Learned/Success Stories

- ~~Mohamed Mustafa, A~~ Cohort 3 student, BUE, applied for a summer internship at Makouk startup provided by AMIDEAST and the employer was very impressed with his performance during the interview. He was offered a full-time job opportunity.
- IIE has been very supportive, especially with following up with students. The on-going clear communication and open channels have kept proceedings effective.

Conclusion

Upcoming activities for the next quarter:

- Training: Networking – Cohort 4
- Training: Problem Solving – Cohort 4
- Training: Business Writing Course – Cohort 4
- Mentoring: Recruitment Online Platform Session – Cohort 4

Students' Highlights and Successes

Mena Ashraf Faiek Hanna (Cohort 4)

Marine Navigation

Arab Academy for Science, Technology and Maritime Transport

Mena is a cohort 4 student from Dakahlia studying at AASTMT. Mena spent a summer term in 2017 at the University of California – Davis as part of the LOTUS Study in the U.S. component. As a Marine Navigation major, he is required to spend one of his final semesters at sea aboard a ship to obtain practical training. AASTMT assists students to get placed with private companies. The placements are competitive with the highest ranking students getting the best offers. Mena was accepted in the Ship Management division of a Saudi company called Bahri, which is the largest owner and operator of Very Large Crude Carriers (VLCCs) in the world and the largest owner of chemical tankers in the Middle East. He started his sea service in July 2018 and recently sent us an update on his experience so far.

“Greetings from the Gulf of Mexico! I hope this email finds you well. I am officially onboard ship for 3 months out of 6 months. Time flies! Below is a summary of these 3 months on the ship and some pictures to document this period.



Vela Saiph Star



Bridge watch in the Atlantic Ocean

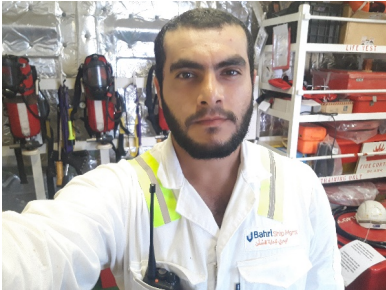
First, I signed on the ship in the United Arab Emirates and after that we went to Saudi Arabia for loading cargo destined for South Korea. Our route to South Korea was like the following: we left the Arabian Sea and into the Indian Ocean and the Singapore and Malacca Strait and from there to the South China Sea and the North China Sea. We reached South Korea after 24 days of sailing and stayed there for 5-6 days for discharging the cargo. After that we carried out our journey back to Saudi Arabia.



Cargo operations in Saudi Arabia

Off the coast of South Korea

As soon as we reached Saudi Arabia, the loading operation was started for our new trip to the United States. This journey was much longer than the previous one as it took 45 days to reach the Gulf of Mexico. This journey was a risky one because our route was little bit closer to the Somalian coast which is popular with piracy attacks on ships. The company paid for armed guards to be with us starting in the UAE until passing this restricted area and dropping them in South Africa. Unfortunately, it was forbidden to take pictures with them or with their guns. Our route was the Arabian Sea and Indian Ocean around the Cape of Good Hope and through the Atlantic Ocean and Caribbean Sea and finally we reached the Gulf of Mexico.



Fire equipment inspection

Bridge team – Captain and Officers

Life onboard the ship is not easy at all. We are miles away from the nearest coast and thousands of miles away from our home, family and friends. We work in any weather conditions. We live a stressed life. We are dealing with a cargo valued at millions of dollars and a ship that costs 150-200 million dollars. The most important thing is the people onboard. Also, we must be multi-taskers and we should know how to be flexible to any sudden changes. Onboard, there are 30 persons from 5 nationalities with different ranks. I am dealing, working, laughing and eating with them every single day. I am enjoying this diversity onboard.

Finally, I want to thank you for everything that you have made for us. Thank you for being here and being helpful and a supporter. I will never forget your efforts and struggling for us. God bless you my dear Mrs. Carrie."

We hope that Mena's next three months aboard Bahri ships will be equally educational and look forward to hearing all about his experiences when he returns to AASTMT in the spring.

Nursing Observational Study Tour

July 15 – August 11, 2018

Egypt, with only 3.5 nurses per 1,000 residents, suffers from a shortage of qualified nurses to meet the needs of its population, which impacts the quality of support patients receive and health care outcomes. Well-trained Egyptian nurses tend to work in higher-paying private health care facilities or abroad, while nurses in public hospitals are often poorly-trained

and inexperienced. There are many challenges associated with attracting and retaining nurses in Egypt with low pay and perceived lack of prestige within Egyptian society being major factors.

In light of the above challenges, as well as good job opportunities for qualified nurses in many of Egypt's governorates, IIE determined that nursing should be a priority field during recruitment and selection of students for its fourth LOTUS cohort in 2014. Fourteen of the 50 students in cohort chose nursing as their first preference and joined the Faculty of Nursing at the British University in Egypt, which is validated by Queen Margaret University in the UK. The student completed a bridge year of English and have done three years of theoretical coursework in addition to engaging in practical work in governmental hospitals. After finishing their final year of studies in May 2019, they will do a one-year residency program, which will culminate in them being certified nurses who are able to practice.

In an effort to enhance the nursing students' knowledge and to expose them to different types of career paths in nursing, IIE developed and received USAID approval for a four-week Nursing Observational Study Tour in summer 2018. Twelve of the 14 nursing students participate in the OST with two students opting to participate in traditional summer study abroad instead. Four of the twelve students had not traveled to the U.S. before and the other 8 had spent two summer terms at the University of Arkansas in 2017. The nursing students are a cohesive and collaborative group, but they are quite diverse in terms of their knowledge, interests in nursing, and their English language proficiency. Some are very passionate about nursing, while others are questioning why they are studying nursing or are convinced that a nursing degree means working in a public hospital environment, which they know is not what they want to do after experiencing it firsthand during their practical assignments. The OST was an opportunity not only for them to enhance their skills, but to expose them to different types of health care environments, motivate them to explore different nursing career paths, and perhaps to enable them to enhance the nursing profession in Egypt.

The students spent the first two weeks of the OST at the University of Kentucky in Lexington, which designed a program that includes a communication course tailored to the nursing profession, visits to health care facilities, and cultural activities. The University of Kentucky is a public co-educational university in Lexington, Kentucky. Its College of Nursing is nationally ranked with a comprehensive selection of baccalaureate through doctoral programs and is preparing the next generation of providers, leaders, researchers and policy makers to improve healthcare delivery, promote nursing excellence, revolutionize health care and promote the highest levels of wellness. They were an ideal partner for the first part of the OST.

The main component at the University of Kentucky was a 48-contact hour English Communication for Nursing course. The course, which followed the Cambridge English for Nursing textbook and activities, was designed to improve the communication skills and specialist English language knowledge of healthcare professionals, enabling them to work more confidently and effectively. With an emphasis on listening and speaking, the course covered core areas of nursing such as patient admission, taking medical specimens, patient handover, post-operation assessment and discharge planning. It was very participatory in nature and had students undertake authentic tasks and activities based on everyday nursing scenarios from dealing with patients in pain to discussing lifestyle changes. Students were also exposed to latest advances in nursing technology to help them be confident when faced with unfamiliar equipment in new environments. The focus on communication skills was to help them learn how to build a rapport with patients, their relatives and colleagues, and to become more effective in their work-based interactions. The communication styles and techniques that they learned can be easily transferred and used in Arabic in Egyptian healthcare settings.



During their time at the University of Kentucky College of Nursing, they also had simulation and observation experiences, visited the Frontier Medical Center which was the first Graduate College of Nursing and has a focus on midwifery, and observed nursing in action at a nursing clinic in Wilmore, KY. On the cultural side, they attended a baseball game and farmers' market, went on a hike, and experimented with new foods.

The second part of the OST was spent at Salve Regina University (SRU) in Newport, Rhode Island. Salve Regina is a private Catholic, coeducational university founded by the Sisters of Mercy with about 3,000 students. For more than 60 years, the Department of Nursing has developed professional nurses who are ethically grounded and clinically competent health care providers. Through a mixture of classroom and experiential learning, the Nursing Department offers challenging curriculum that emphasizes patient-centered care, introducing students to the essential knowledge, values and skills needed to think critically, communicate effectively and assess and intervene therapeutically as professional nurses.



Salve Regina put together a two-week interactive program on nursing with lectures, time in simulation labs, disaster preparation training, time with local students and graduates, and facilitated visits and opportunities at partner hospitals and healthcare facilities in the area. Each day had a thematic focus with relevant lectures and visits.

● Hospice and Elder Care

- Visit to PACE (interdisciplinary and coordinated care program for the elderly)
- Visit to Hope Hospice and meeting with Medical Director
- Lecture about hospice care and debrief of visit by faculty member

● Obstetrics and Newborn Care

- Lecture on OB and Newborn Health by faculty member
- Visit to Women and Infants Hospital—meeting and lunch with managers of each of the departments and tour of hospital including neo-natal intensive care unit and robotic surgery operating room

● Pediatrics

- Pediatric presentations by three registered nurses (cardiac, pulmonary, and psychiatric/eating disorders)
- Visit to Hasbro Children's Hospital Providence
- Visit to the Ronald McDonald House at Hasbro

● Mental Health/Genetics and Health Histories

- Lecture on Community Mental Health (SRU faculty member)
- Lecture Delirium and Neuro-cognitive Disorders (SRU faculty member)
- Lecture on Long Term Effects of Childhood Trauma (SRU faculty member)
- Lecture on The Importance of Health Histories (SRU faculty member)

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- QSEN: Quality & Safety Education for Nurses
 - Talk on QSEN (SRU faculty member)
 - Presentation on Organ Donation (representative of the New England Organ Donation Bank)

- Community Health
 - Visit to the Newport Health and Equity Zone
 - Discussion about community health issues in underserved communities—needs assessment, encouraging better nutrition, exercise, etc.
 - Visit to the NHEZ Farmer's Market

- Public Health and Disaster Response
 - FEMA and Triage Lecture (SRU faculty member)
 - Tabletop exercises including XXXX)

- Advance Practice Nursing Topics
 - Lecture on Women's Health (SRU faculty member)
 - Lecture on Advance Practice Nursing (SRU faculty member)
 - Lecture on Cardiology and Assessment (SRU faculty member)

- Lectures on Various Medical Topics (SLU faculty members)
 - Chronic Obstructive Pulmonary Disease
 - Kidney Disease
 - Holistic Assessment
 - Research and Nursing (specifically requested by students during earlier sessions)

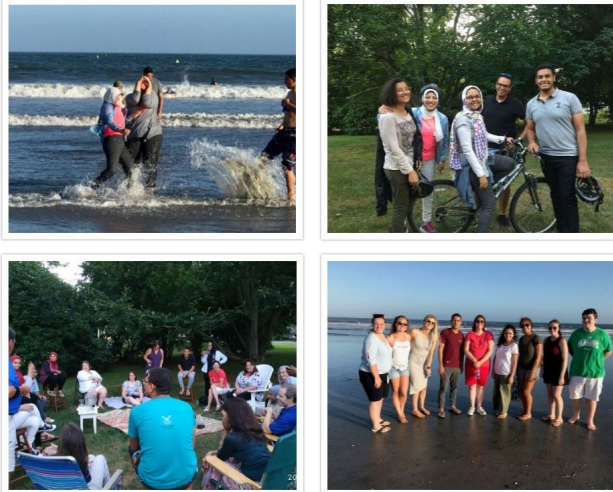
- National Programs of Accreditation that Reflect High Quality Patient Care
 - Leadership and Nursing (SLU faculty member)
 - Visit to Newport Hospital with tour of birthing unit
 - Presentation on "Baby Friendly Initiative"
 - Presentation on the American Nurses Association "Magnet Hospital Program)

- Visiting Nurses & Home Healthcare
 - Presentation and Discussion (CEO of Visiting Nurse Home and Hospice)



In addition to the above thematic lectures and visits, students also participated in other types of learning experiences and dialogues including the following:

- **Intercultural communication sessions:** Dr. Sally Gomaa led two sessions on intercultural communications which were well received. Dr. Sally is an Egyptian Fulbright alumnae who teaches English at SLU. She also hosted the students in her home and accompanied the students on different cultural activities and meals along with her husband SLU faculty member Dr. Raymond.
- **Comparative Look at the Nursing Practice in Egypt and the U.S.:** Dr. Sally's sister Nabila is a registered nurse graduated from Alexandria University. She engaged the students in a two-hour discussion about nursing in the two countries. It was a very rich and reflective discussion during which the students shared their experience study nursing, their concerns around the nursing profession, and their hopes, dreams and interests.
- **Cultural activities and food:** The International Office at SRU put together a series of cultural activities to introduce them to the city and region, as well as American pastimes such as: a tour of the Breakers Mansion located within the SRU campus, an IMAX movie, a day in Boston, a sailing excursion, and a historic walking tour of Newport. They also introduced them to a wide variety of foods in Newport and Providence many of which the students had never had before such as Thai and Korean. They also experienced a real American diner and soda shop. The students also enjoyed riding bikes around campus, particularly the girls who shared that they are not allowed to ride bikes in their home communities. Two students even learned to ride bikes for the first time!
- **Interaction with nursing students:** SRU nursing faculty arranged an afternoon for the LOTUS students to spend time with SRU nursing students. They walked the Cliff Walk to the beach and had lunch together and stories about being nursing students in their respective countries.



The SRU International Office and the College of Nursing faculty were amazing hosts to the LOTUS students. The program that they put together was very diverse in terms of themes and activities and they were very attentive to the interests and needs of the students and were able to add tailored lectures and discussions accordingly. By the end of the two weeks, they had become mentors and family. The students expressed their appreciation by hosting a thank you and farewell picnic for the faculty and staff including Uncle Phil, the university van driver, and surprised everyone with their culinary skills introducing the Salve Regina team to mahshi (stuffed vegetables) and other Egyptian foods.



Finally, the fruits of the hard work that went into the designing and implementation of the OST appeared in various discussions and debriefs with the students some of which is captured below.

- One female student shared that she got very discouraged during her practical training in Egypt. During rounds, she felt like she was left out of the circle and was looked down upon as a nurse. She realized on the OST that she wants to be in the circle and she will not give up. She doesn't want the position, she wants to make a difference.
- One female student was pretty sure before the OST that she wanted to shift careers. Now she sees that there is so much for her to do in Egypt.
- One male student was originally interested in general practice, however after the OST, he decided that he is passionate about music therapy, occupational therapy, and nursing administration.
- One female student who is a very high achiever shared that she always wanted to study medicine. She was expected to score very high on thanaweya amma and when she didn't, she thought her life was over. She entered nursing and at the start of the OST, she shared that she was hoping to get a sense of direction for her future in nursing. During the reflection sessions with RN Nabila, she shared that she is so grateful for the experience and for the first time she can say "el hamdulillah" and really mean it.
- Some students expressed new interests during the OST from all that they experienced during lectures, discussion and visits to health care facilities. Among the interests expressed are: outreach and disaster nursing in rural areas (student from Aswan), cardiac nursing, nursing for special needs specifically autism, nursing research rather than practical, nursing leadership and management, concept of nurse practitioners.

We wish all of the LOTUS nursing students much success in their final academic year and the subsequent residency year and trust that they will have a positive impact on the lives of their patients, the institutions in which they will work, and on the nursing professional in Egypt.