



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

LOTUS Scholarship Program, Quarterly Progress Report, FY2019, Quarter 1

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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.

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. **One** cohort 1 student is currently doing his residency and will continue to be supported by the program through September 2019 and one cohort 3 student will graduate in January 2019. Out of the 191 graduated students, 139 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)	1				1	0	1
**Employed Graduates	85	41	13		139	75	64
Study Abroad	45	20	28	41	134	71	63
Internships	105	59	92	44	159 ¹	83	76

*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 2019 Q1 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										129	75	54	129	41
Specialized Sessions										40	24	16	40	2
Career Counseling Sessions										2	2		2	2
Mentoring Sessions										140	83	57	140	140
Student-led Workshop	14	6	8	2	0	2	29	15	14	46	27	19	91	1

¹ Some students have completed more than one internship.

LOTUS Students Academic Performance

Status of cohort 1 and 2 students:

All students from Cohort 1 and 2 have officially graduated and IIE has received their transcripts. Only one Cohort 1.2 graduate, is still conducting his residency. He 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 taking several breaks from the residency. IIE continues to follow up with him and provide necessary support.

Cohort 3

The only remaining Cohort 3 student should finish her final semester in January 2019. She suffers from severe diabetes, which has been which has been a significant challenge to her ability to attend classes and exams. IIE has worked with her to ensure that she stay on track academically and has encouraged her to see a doctor regularly to monitor her health.

Cohort 4

There are currently 48 students in Cohort 4. Final semester grades for Fall 2018 will be reported on in the following quarter as they are released in February.

BUE students were moved from the housing complex in Madinty and transferred into official BUE housing across the street from the university. One student, experienced some health issues in early December. The impact on her studies will be discussed in the next quarter as her status become clearer. The LOTUS Academic Manager and Project Director met with the Dean of Nursing at BUE this quarter to gather information about the upcoming residency year for the 14 nursing students.

AASTMT Marine Navigation students are still at sea as part of their studies and will be returning to the AASTMT campus next quarter. One female student was able to obtain a visa which will enable her to spend her final semester on an Erasmus Scholarship in Spain. IIE is pleased that USAID approved this opportunity for her as she will be funded entirely by Erasmus.

At both universities, students continue to make the most of their final year, maximizing their opportunities for academic success and personal development through the LOTUS Graduation Project Fund and the Workshop/Training Fund.

Capacity Building Sessions for Partner Universities

It has been challenging to schedule University Capacity Building sessions with the partner universities as faculty members have demanding schedules, however, IIE continues to be very enthusiastic about this component of the Program. In a meeting this quarter with BUE Dean of Nursing, expressed the Faculty's interest in receiving professional development and capacity building in various areas. One of the areas that we found particularly interesting and critical in a university setting is mental health and well-being. In our experience implementing LOTUS, there is a general lack of awareness about mental health and well-being and there are many students who need support. Ultimately, they would like to open a counseling center at the Faculty and would like our help with providing them capacity building on educational leadership development and enhancing faculty members' capacity to understand mental health support services and to recognize students who may be at risk. We are very excited about this specific theme for university capacity building are continuing to dialogue with the Dean and Faculty leadership about how to help them build their capacities in these areas. We will report further on progress in the next quarterly report.

Community Service and Extracurricular Activities

During this reported quarter, students volunteered in churches, Ministry of Health, Eduopedia, Care International Egypt, Ending Violence Against Women and others. LOTUS Cohort 4 students collectively were able to devote 830 hours of their time this quarter to community service and 7 leadership roles were assumed.

Table (3) students' Community Service Hours and Leadership Roles

Community Service Hours	F	M	Leadership Roles	F	M
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830	457	373	7	3	4
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Updates on LOTUS Alumni

This section of the report will provide semi-annual updates on the employment status of the LOTUS alumni. IIE maintains the connection alumni through regular emails, social media and surveys where they provide information on their current jobs. To date, a total of 191 cohort 1, 2 and 3 students have graduated. Out of the 191 graduated students, 139 are employed.

As per the M&E matrix, the target is calculated based on the information extracted from a survey to document the students' 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.

In our M&E, plan, it is stated that *"IIE will survey students twice per year after they graduate to document their employment status. Targets assume that 10% of 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 students will have compulsory military service after graduation and some students may choose to pursue graduate studies which will delay their employment."* Accordingly, the last time that we surveyed cohort 1 and 2 alumni was FY2018/Q2.

As of the end of FY2018/Q2, the employment status of cohort 1 and 2 alumni was as follows:

- 126 Cohort 1 and 2 alumni are employed, (66 F - 60 M). Sixteen of the 126 cohort 1 and 2 alumni are Teaching Assistants (9 F – 7M) at partner universities.
 - 17 cohort 1 and 2 alumni were conducting and have finished their military service.
 - 11 cohort 1 and 2 alumni conducted and completed graduate studies.

Note: the remaining 16 cohort 1 and 2 alumni have not been responsive about employment status.

IIE started surveying cohort 3 alumni at the end of FY2018/Q4 and will survey them twice a year for two years. As reported in our FY2018/Q4 QPR and FY2018 Annual Report, the employment status of cohort 3 alumni was as follows:

- 13 Cohort 3 LOTUS alumni are employed (9 F – 4 M). Five of the 13 cohort 3 alumni have been appointed as Teaching Assistants at BUE (4 F – 1 M)
 - 6 Cohort 3 alumni started their military services (6 M)
 - 16 cohort 3 alumni (12 F – 4 M) would like to continue with graduate studies in their fields and are seeking to identify opportunities.

Note: the remaining 14 cohort 3 alumni have not been responsive about employment status to-date. We will survey all cohort 3 students again in the spring.

As cohort 3 students have now become alumni, 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.

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 FY2019, Q1, the following opportunities have been posted either by IIE team members or LOTUS alumni.

- Nineteen job opportunities in Cairo and Aswan
- Eleven internship and training opportunities in various companies including Greenish, Beyti, GIZ, UNV and more
- One graduate opportunity - The Future Leaders Program

Study Abroad Program

The study abroad component of the LOTUS program has been completed and all targets are achieved as set in the M&E plan. Please refer to [Table \(1\) Summary of the LOTUS Scholarship Program Results to-date](#) of this report for the number of students participated in this program.

Leadership in Action Activities

LOTUS Diwan Session: Dialogue on Gender

On October 12, 2018, IIE implemented a LOTUS Diwan Session focused on the dialogue and gender. While there is no formal gender component in LOTUS's Leadership in Action Program as there is in HEI Private University Scholarships, IIE feels it is important to expose LOTUS students to the topic. In addition, students expressed interest in wanting to learn more about the topic after the introductory session was held in Q2 of FY18.

The session was facilitated by IIE's consultant and in-house facilitator. The session intended to expose students to gender concepts, such as societal expectations for each sex, and also indirectly to introduce students to the dialogue. The session was interactive and experiential in nature and also consisted of time for reflection which made students excited to contribute and share their experiences and thoughts. Students gave positive feedback about the session and asked for additional sessions on the topic. The facilitators observed that there is a need to discuss gender more but there is a greater need for IIE to work with students on their ability to participate in dialogue. As such, IIE is designing a series of dialogue sessions that will be implemented in the next quarter.

Leadership and Skills Session: Stress Management and Wellness

Following the LOTUS Diwan Session, IIE consultant, provided 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 their last year of university and LOTUS, and also about the future and post-LOTUS/university life. In turn, Dr. Hani shared with them coping tips and techniques such as meditation and breathing exercises. The consultant 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.

The Eight Annual LOTUS Student-led Leadership Workshop

The Eighth, and final, Annual LOTUS Student-led Leadership Workshop took place on November 10, 2018 at the British University in Egypt (BUE). The Workshop was entitled 20-Something: Enjoy the Crisis! The organizing committee believed that the twenties can be a stressful period in people's lives because there are many unknowns and a great amount of change in all aspects of their lives which makes them fear the future. The Workshop sought to help participants learn ways to handle this "quarter-life crisis".

The day began with opening remarks from IIE and the Workshop chairperson, followed by a recognition of Cohort 3 graduates. The plenary session was led by Mr. Yasser Shaker, CEO and Founder of Optimistic Spark who spoke about the quarter-life crisis,

why it happens, and how to handle it. The second half of the day consisted of workshops that discussed the following four topics which the conference organizers identified as relevant to the quarter-life crisis:

- **How to Train Your Mind to Have a Positive Outlook** workshop on how to deal with negative thoughts and emotions
- **Design Thinking** workshop on understanding the design thinking approach and how to use it to face challenges,;
- **Begin Again** workshop on how to make the best out of the university years and
- **Healthy Work Environment** workshop on how to recognize the difference between healthy and unhealthy work environments. There were two separate sessions taking place simultaneously

More than 150 guests who were primarily LOTUS alumni and HEI Private University Scholarship students attended the Workshop

Individual Sessions

During this quarter, IIE led the first round of individual sessions for this academic year in Alexandria for AASTMT students during the first week of October, and with BUE students in Cairo the last week of November. During the sessions, students shared with IIE what activities they participated in over the summer and how the start of the academic year was progressing. Many students with IIE shared their anxieties about their final year of university and LOTUS. Then, IIE then asked students for feedback on the most recent Leadership in Action activities and sessions they attended including the career-related activities. Finally, IIE helped students reflect on the goals and action plan they identified during previous individual sessions to see what the lessons learned were. IIE asked students to identify goals for this academic year which could include previous goals that they either did not achieve or would like to continue to progress on but must include at least one goal that has to do with preparation for post-university/LOTUS life.

Career Component

Internships

During this reporting period, IIE secured documentation for internships as follows:

- Cohort 3: 2 internships; 2 students (1 female and 1 males)
- Cohort 4: 18 internships; 16² students (7 females and 9 males)

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

- Nestle
- WISE-USAID
- Xceed
- PNF CPA, Inc
- Family Health Unit in Wahleya Village, Sohag

Details regarding the internships sourced and secured by AMIDEAST can be found below.

Upcoming Leadership in Action Activities

- Cohort 4 Dialogue Workshops

² Some students have completed more than one internship

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

Executive Summary

During this quarter, AMIDEAST successfully planned and carried out a series of three career trainings for Cohort 4 BUE and AASTMT. The trainings covered the topics of networking, challenges and problem solving, and business writing. The networking training was a customized training, which provided Cohort 4 with recommended techniques to increase their professional networking circles thereby helping them to also identify suitable internships and job vacancies. The challenges and problem-solving training focused on strategies for effective problem solving and provided students with a specific process that can be applied in their work environment and professional life. The final training for this quarter was the business writing training which focused on the tips and tricks of modern business writing. Students were able to learn the etiquette of email communication, proposal writing, and developed scholarship application skills.

AMIDEAST and IIE had a meeting to debrief on the internship process, lessons learned, challenges, and action plan for the next round of internship. In addition, AMIDEAST conducted the career counseling sessions on internship preparation for the two Cohort 4 students at AASTMT who had missed the sessions because they were studying abroad. During this quarter, AMIDEAST continued to identify internship opportunities for the placement of Cohort 4 students and to secure documentation for internships that AMIDEAST placed students in and that took place in Q4 of FY18. Please see the below table for additional information on the activities that took place;

Activities Implemented:

Activity	Date of Implementation	Outcomes/no. of students	Remarks
Training: Networking	<ul style="list-style-type: none"> • AASTMT Cohort 4: October 19,2018 • BUE Cohort 4: October 26,2018 	<ul style="list-style-type: none"> • AASTMT Cohort 4: 13/22 • BUE Cohort 4: 23/26 	
Training: Challenges and Problem Solving	<ul style="list-style-type: none"> • BUE Cohort 4: November 2,2018 • AASTMT Cohort 4: November 16 ,2018 	<ul style="list-style-type: none"> • BUE Cohort 4: 16/26 • AASTMT Cohort 4: 17/22 	
Training: Business Writing	<ul style="list-style-type: none"> • AASTMT Cohort 4: November 23 ,2018 " Day 1" and December 14,2018 "Day 2" • BUE Cohort 4: November 30,2018 "Day 1" and December 7,2018 "Day 2" 	<ul style="list-style-type: none"> • AASTMT Cohort 4: November 23 ,2018 " Day 1" 14/22 • AASTMT Cohort 4: December 14 ,2018 " Day 2" 15/22 • BUE Cohort 4: November 30,2018 "Day 1" 21/26 • BUE Cohort 4: December 7,2018 "Day 2" 21/26 	
Career Counseling Session: Internship preparation	<ul style="list-style-type: none"> • AASTMT Cohort 4: November 26 ,2018 and November 29 ,2018 	<ul style="list-style-type: none"> • AASTMT Cohort 4: 2/2 	This was a makeup session for two students who missed the original session because they were studying abroad.

Activity	Date of Implementation	Outcomes/no. of students	Remarks
Internships	<ul style="list-style-type: none"> AASTMT Cohort 3 : November 15 ,2018 	<ul style="list-style-type: none"> AASTMT Cohort 3: 1/1 	The internship took place during this reporting period.

Challenges Faced During Implementation

Challenges	Action Taken
Nada El-Egeimy – Program Manager left her position for personal reasons.	Maria Arruda – Assistant Country Director will supervise LOTUS till further notice.
Moved the Career Counseling Club for Cohort 4 AASTMT and BUE from December 2018 to January 2019 according to students’ exams.	Cases reported to IIE and both parties agreed to move the Career Counseling Club for Cohort 4 AASTMT and BUE from December 2018 to January 2019.

AMIDEAST Career Component Activities

Trainings

Networking Training

One of the most important keys to success is having a wide network. This training taught students crucial networking techniques. By the end of the training, students were able to generate answers to the following questions:

- Who do you know?
- Who do you want to know to get your dream job?
- How can you meet those people, and when you do, what do you say?
- How do you present yourself to tell them what they want to know?
- What other networks can help you find a job?

The training, took place on October 19, 2018 for Cohort 4 AASTMT students at AASTMT Abu kier. For Cohort 4 BUE students, the training took place on October 26, 2018 at AMIDEAST Heliopolis

Outcomes:

- **BUE:** 23/26 Cohort 4 students attended.
- **AASTMT:** 13/22 Cohort 4 students attended.

Evaluation and student feedback:

- 41% of AASTMT Cohort 4 rated it as ‘excellent’ for an overall rating of the workshop, while 59% rated it as ‘good’ to the same statement.
- 9% of BUE Cohort 4 rated it as ‘excellent’ for an overall rating of the workshop, while 91% rated it as ‘good’ to the same statement.

Challenges Faced During Implementation

Challenges	Action Taken
<p>Despite the fact that students were notified of the training 16 days in advance, there were students who did not attend the training for a variety of reasons.</p>	<p>AMIDEAST communicated all cases to IIE by emails.</p>

Challenges and Problem-Solving Training:

This training session reviewed several problem-solving styles, strategies for effective problem solving, and a specific process that can be helpful in addressing problems that will help students in their work environment and professional life. The training took place on November 2, 2018 for Cohort 4 BUE students at AMIDEAST Heliopolis and for Cohort 4 AASTMT students, the training took place on November 16, 2018 at AASTMT Abu kier.

Outcomes:

- **BUE:** 16/26 Cohort 4 students attended.
- **AASTMT:** 17/22 Cohort 4 students attended.

Evaluation and student feedback:

- 7% of AASTMT Cohort 4 rated it as 'good' for an overall rating of the workshop, while 47 % rated it as 'neutral', 20% rated it as 'poor' and 26% rated it as 'very poor'.
- 31% of BUE Cohort 4 rated it as 'excellent' for an overall rating of the workshop, while 50% rated it as 'good' and 19% rated as 'neutral'.

Challenges Faced During Implementation

Challenges	Action Taken
<p>Despite the fact that students were notified of the training 10 days in advance, there were students who did not attend the training for a variety of reasons.</p>	<p>AMIDEAST communicated all cases to IIE by emails.</p>
<p>The evaluation analysis of the challenges and problem-solving training for Cohort 4, AASTMT showed low rating of the overall evaluation of the workshop.</p>	<p>AMIDEAST took an immediate action and will not use the same trainer again in any upcoming trainings for the LOTUS scholarship program.</p>

Business Writing Training:

The business writing training was a 16-hour long training that focused on the tips and tricks of modern business writing. Students were able to learn the following in addition to email etiquette.

- How to compose professional emails;
- When to use formal vs. informal tones in writing;
- How to write proposals using the right format;
- How to improve writing style and tone; and
- How to develop efficient writing habits.
- How to write a proposal.
- How to fill scholarships application.

The training was divided into 2 days. Each day was 8 hours in duration and took place on November 23 and December 14, 2018 for Cohort 4 AASTMT students. The first day was held at AASTMT Abu kier and the second day was held at the Hilton Alexandria Corniche Hotel. For BUE students in Cohort 4, the training took place on November 30 and December 7, 2018 at AMIDEAST Heliopolis.

Outcomes:

- **AASTMT:** 14/22 students attended the training on day 1

- **AASTMT:** 15/22 students attended the training on day 2
- **BUE:** 21/26 students attended the training on day 1
- **BUE:** 21/26 students attended the training on day 2

Evaluation and students' feedback:

- 15% of AASTMT Cohort 4 rated it as 'excellent' for an overall rating of the workshop, while 78 % rated it as 'good' and 7% rated as 'neutral' to the same statement for Day 1.
- 42% of AASTMT Cohort 4 rated it as 'excellent' for an overall rating of the workshop, while 50 % rated it as 'good' and 8% rated it as 'neutral' to the same statement for Day 2.
- "The content was very good, it was not boring at all and it was very beneficial." - Cohort 4, AASTMT
- 22% of BUE Cohort 4 rated it as 'excellent' for an overall rating of the workshop, while 78 % rated it as 'good' to the same statement for Day 1.
- 65% of BUE Cohort 4 rated it as 'excellent' for an overall rating of the workshop, while 35 % rated it as 'good' to the same statement for Day 2.
- "We need more sessions like this. We learned tactics on how to apply business writing in real life." - Cohort 4, BUE

Challenges Faced During Implementation:

Challenges	Action Taken
<p>Despite the fact that students were notified of the training in advance, there were students who did not attend the training the following reasons:</p> <p>1-</p>	<p>AMIDEAST communicated all cases to IIE by emails.</p>

Career Counseling

Second Career Counseling Step – Internship Preparation

The second career counseling training began with a discussion of all the fields that might be of interest to students. From there, students identified their specific careers of interest, the required skills and qualities, and the different types of companies they would like to work for. Counselors also critiqued each student's resume and tailored each resume according to the individual student's achievements and qualities. Having a highly qualified career counselor review and adjust the students' resume is an important step in obtaining the desired internships. Counselors provided each student with an assignment to identify 5 possible internship opportunities with feedback on how to apply to each one. AMIDEAST also appointed a new career counselor, to conduct the activity in AMIDEAST- Alexandria.

There were two students remaining from AASTMT students who were studying abroad so AMIDEAST implemented those appointments in November 2018.

Outcomes:

AASTMT Cohort 4: 2\2.

Internships:

The following section contains information regarding internships that took place in Q4 FY18 and in Q1 FY19. The information for Q4 FY18 was not included in the previous quarterly report as some information was still being confirmed and documentation was still being secured. In Q4 FY18, AMIDEAST contacted more than 100 employers for internships to provide students the priority in interviews for internships after passing resume screening and interviewing phase.

AMIDEAST shared with students more than 230 internship opportunities after reaching an agreement with 77 employers to give our students the priority in the hiring process over other applicants, only with the following conditions: students show interest in applying for the announced summer internships and the students' profiles match the criteria.

AMIDEAST placed nine students of Cohort 3 students and five students of Cohort 4 in internship opportunities. AMIDEAST recognizes the number is low. Below is a list of challenges that AMIDEAST faced in placing students in internships:

- Twenty-one students out of 48 from Cohort 4 studied abroad from mid-July until mid-August 2018, which are the two main months for internships.
- Although AMIDEAST applied for between 3-25 internships per student, some students preferred to participate in internships that they secured on their own.
- Some students did not pass the resume screening or interview phase for the internship opportunities that AMIDEAST submitted them to and as such AMIDEAST has spent additional time working with students again on boosting these skills through individual support and training sessions.
- Six students from Cohort 3 received full-time job opportunities and as such were not interested in internships. It is important to note that two out of the six full-time opportunities were provided by AMIDEAST.

Individual Student Cases:

- Cohort 3 student at AASTMT, is now in her final semester and had originally been exempt from the internship requirement due to her medical condition and so she could focus on her academics. However, IIE learned that she needed an internship opportunity to graduate. As such, was able to successfully provide her with an internship opportunity without an interview. She was able to participate in the internship opportunity from home started on November 15, 2018 and ended in December 15, 2018.
- Cohort 4 student at AASTMT had a surgery last summer so he was not available for an internship.
- Two Cohort 4 students at AASTMT, were on a sea service. This is their second sea service assignment which is from July 2018-January 2109. Because of their unique field of study and circumstances as a result, IIE decided to count one month of the summer from this second sea service assignment as an internship and waive them from having to do a second internship.

In light of the above challenges, and in order to debrief the internship process, lessons learned, and plan for the next round, AMIDEAST and IIE held a meeting on December 11th. The following consists of the key action-items:

- AMIDEAST will submit students to winter internships, schedules permitting, in addition to summer internships;
- AMIDEAST will hold individual meetings with each student to understand their work preferences in order to secure internships in fields of interest.
- IIE send an email to students reiterating the internship requirement as being a priority, the importance of being responsive to AMIDEAST and the concept of commitment.
- AMIDEAST will hold a 15-minute session with each university group of students to discuss the importance of the internships and their requirements.

- For the winter and summer 2019 internships, students will now be given the opportunity to select which internships they want to be submitted based on their preference.
- AMIDEAST will critique each CV for students before submitting them to opportunities in addition to the already existing support that students receive on their CVs through the career counseling sessions.

Lessons Learned/Success Stories

- In Q4FY18, a Cohort 3, Sharkeya, AASTMT student, applied for a summer internship at RAYA provided by AMIDEAST. The employer was very impressed with her performance during the interview and subsequently, she was offered a full-time job opportunity.
- IIE has been very supportive, especially with following up with students. The ongoing clear communication and open channels kept proceedings effective.

Planned activities that were not implemented

Activity	Reasons for non-implementation	Rescheduled date
Career Counseling Club – BUE and AASTMT Cohort 4	Students asked to reschedule due to their exams.	January 2019

Conclusion

Upcoming activities for the next Quarter:

- Career Counseling Club – BUE and AASTMT
- Mentoring: Mega Information Session’s Day
- Mentoring: Online Recruitment Platform Sessions
- Internships: Winter Internships
- Career Counseling Third Step: Networking and Mapping
- Training: Job Hunt Tools – BUE and AASTMT
- Career Counseling Fourth Step: Career Planning
- Training: How to Write and Update your Resume and Cover letter – BUE and AASTMT
- Training: How to Pass Interviews from an Employers Perspective
- Mentoring: Work Tour\Job Shadowing