

LINCOLN SCHOLARSHIP PROGRAM

QUARTERLY REPORT

FISCAL YEAR 2020, QUARTER 3
(APRIL 1, 2020 TO JUNE 30, 2020)

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LINCOLN SCHOLARSHIP PROGRAM QUARTERLY REPORT

Fiscal Year 2020, Quarter 3 (April 1, 2020 – June 30, 2020)

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LIST OF ABBREVIATIONS

| | |
|---------------------|---------------------------------------------------------|
| AOR | Agreement Officer's Representative |
| AMCHAM | American Chamber of Commerce Myanmar |
| UNDP | United Nations Development Programme |
| BLA | Burma Leadership Activity |
| CAAT | Civil Aviation Authority of Thailand |
| CAS | Consular Affairs Section |
| COP | Chief of Party |
| CSO | Civil Society Organization |
| DCOP | Deputy Chief of Party |
| ETS | Education Testing Service |
| FERD | Foreign Economic Relations Department |
| FAQs | Frequently Asked Questions |
| GOB | Government of Burma |
| GRE | Graduate Record Examinations |
| IELTS | International English Language Testing System |
| IIE | Institute of International Education |
| KPMG | Klynveld Peat Marwick Goerdeler |
| LGBTQ | Lesbian, Gay, Bisexual, Transgender, Queer, Questioning |
| MEL | Monitoring, Evaluation, and Learning |
| MIFER | Ministry of Investment & Foreign Economic Relations |
| MRS | Myanmar Revenue Service |
| MYEO | Myanmar Youth Educational Opportunities |
| NGO | Non-Governmental Organization |
| S-CAR Resolution | George Mason University School of Conflict Analysis and |
| TEF | Thabyay Education Foundation |
| TOEFL | Test of English as a Foreign Language |
| TIP | Training Implementation Plan |
| USAID | United States Agency for International Development |
| WHO | World Health Organization |

I. INTRODUCTION

USAID Burma awarded the Institute of International Education (IIE) a \$19 million, five-year cooperative agreement to administer the Lincoln Scholarship Program (LSP), which will provide scholarships to approximately 95 emerging leaders to study for graduate degrees in the U.S. USAID Burma's goal for LSP is to: *Improve the technical competencies and enhance the leadership potential of Myanmar's next generation of leaders to lead Myanmar along a path of inclusive socio-economic development, advance respect for ethnic and religious diversity in the country, and promote self-reliance and democratic governance.* In addition to receiving graduate degrees in various technical sectors, Lincoln Scholars will also receive training in the U.S. in conflict resolution and leadership.

Presently, Myanmar is at a critical juncture. While the Government of Burma (GOB) is undertaking reforms that could lead to inclusive economic growth and strengthened democracy, the current education system has left the country without experts in critical areas. In 2014, only 7.3 per cent of the population aged 25 and over had graduated from university or a higher level of education. While some progress has been made on this front with scholarship programs supported by the local and international community, much remains to be done to address the deficit of young leaders. Today, academic institutions in Myanmar do not offer studies in subjects related to human and social sciences for example, and those they offer lack specialization and are not multidisciplinary. As a result, Burmese students lack exposure to many areas of knowledge and often pursue studies which do not support the jobs they eventually get with adequate, related technical expertise.

Myanmar not only needs more technical experts, it also needs a "new generation" of leaders who will represent the needs of all communities, including all groups qualified as disadvantaged. Those new leaders should be able to work with fellow leaders from diverse backgrounds with different points of view to promote both economic growth inclusive of all and a pluralistic society that does not sideline disadvantaged groups. Supporting a diverse cross-section of Burmese society to study at U.S. academic institutions is critical to addressing this need. Moreover, creating a core group of diverse and committed young leaders with skills to work toward common goals and resolve differences in a respectful and constructive manner will enable them to lead Burma toward a stable and prosperous future. This ultimate goal will drive all our scholarship activities prior, during and after scholars have conducted their graduate studies in the U.S.

2. COVID-19

COVID-19 emerged as a major challenge for delivery of LSP during Q2, 2020. During Q3, IIE continued to work closely with USAID and Thabyay Education Foundation (TEF) to adapt LSP; making adjustments to both Cohort 1, preparing them for departure to commence their studies in the Fall semester 2020, and implementation of outreach and recruitment activities for Cohort 2. Despite the challenge of COVID-19, IIE has managed to implement adaptations to the LSP and meet all required deliverables and programmatic activities.

2.1 Cohort 1, Pre-Academic Training Program

Pre-academic training for Cohort 1 scholars was originally designed to be delivered using face-to-face classroom sessions, with scholars living in apartments close to TEF offices. To address the impact of COVID-19, IIE worked with TEF to continue with adaptations implemented in Q2 for the delivery of the pre-academic-training program for Cohort 1 as follows:

- **Pre-Academic Training:** All face-to-face classroom sessions continued to be delivered using virtual classrooms using ZOOM to ensure that LSP adhered to social distancing guidelines. Scholars continued to engage in their pre-academic training program working from their apartments completing preparations for their GRE tests, which were held at a secure location at the Novotel Hotel on May 4, 10 and 11. Scholars also completed three (3) other courses: Computer Skills for Graduate Studies, Academic Reading and Writing, and Research and Communication Skills. The DCOP and TEF Training Officer continued to check-in with scholars on a weekly basis to ensure that issues identified during Q2, such as internet speed and access, which were addressed in Q2, did not reemerge during Q3 to ensure scholars continued to have a positive learning experience.
- **GRE Testing:** Originally, Cohort 1 scholars were scheduled to undertake GRE exams in Bangkok, Thailand as the only official testing center in Yangon, Myanmar was suspended by Education Testing Services (ETS). On April 3, ETS issued a notification allowing all individuals registered for GRE tests to undertake those tests remotely. To ensure that Cohort 1 scholars could complete their GRE without internet or electrical interruption, IIE and TEF secured a room at the Novotel Hotel that provided guaranteed internet connectivity and uninterrupted power supply. Laptops that met ETS specifications for completing the GRE were rented, ETS browser installed, and proctor U system for GRE exams tested. In addition, transportation from scholar apartments to Novotel Hotel was provided with program staff on-site to address any issues if scholars required assistance. GRE tests were completed successfully, on May 4, 10 and 11.
- **Pre-Departure Orientation:** LSP's pre-departure orientation¹ was planned to take place during Thingyan from April 13-17. Due to COVID-19 and ETS's announcement that scholars could complete their online exams in Yangon, IIE decided to shift the pre-departure orientation to May 25-29 and was done through zoom, which coincided with the end of the pre-academic-training program. This adjustment gave scholars extra time to prepare for their GRE exams and work on the university placement process with the IIE Placement Team. The pre-departure orientation covered program regulations and prepared scholars for their experience with U.S. higher education and culture.

¹ The title of the pre-departure-orientation was "An Introduction to American Higher Education System and Culture".

- **Medical Exams:** IIE worked with TEF and Cohort 1 scholars to complete required medical exams to be uploaded into TEAMS for J1 visa processing and to identify if any scholars had pre-existing conditions to ensure that the health insurance provided to them had comprehensive coverage. IIE contracted the Samitivej International Medical Clinic who are certified to complete medical checks for issuance of visas to the United States. Cohort 1 scholars attended the medical center in small groups on May 6, 8 and 13 to ensure social distancing was possible. Four (4) scholars had to return to the medical center on May 16 for additional tuberculosis screening tests. All Cohort 1 scholars were cleared for travel to the U.S.
- **Communicating about COVID-19:** IIE and TEF continued to proactively communicate with Cohort 1 scholars via emails and ZOOM meetings to let them know that IIE and TEF are making every effort to enable their pre-academic-training to continue, with a minimum of disruption, while providing them with any support they required.

2.2 Cohort 2, Outreach and Recruitment

Outreach and recruitment activities for Cohort 2 commenced in early February with a full program of events scheduled for all major population centers in Myanmar. However, towards the end of Q2 IIE and TEF had to cancel all planned face-to-face outreach and recruitment activities due to COVID-19. During Q3, IIE and TEF continued to adapt outreach and recruitment activities to attract a broad range of Myanmar citizens (ethnic, religious and minority groups) to apply for a Lincoln Scholarship. To address the impacts of COVID-19, IIE worked with TEF to adapt outreach and recruitment activities as follows:

- **Recruitment Events:** IIE, in consultation with TEF and USAID, cancelled all face-to-face public events for the months of April, May and June. Scheduled recruitment events were replaced with Facebook Live, Facebook Premiere and Facebook Watch Party sessions.
- **Targeted Advertising:** IIE purchased advertising spots with AMCHAM to promote LSP to an audience of approximately 15,000 members. TEF also purchased advertising spots (traditional and social media) with Democratic Voice of Burma (DVB), Mizzima News, City FM (88.9 MHz), Cherry FM (89.3 MHz) and Padamyar FM (88.2 Mhz). TEF promoted Facebook information sessions through targeting of specific townships and cities in Myanmar. IIE's DCOP participated in traditional media interviews with Kamayut media which is a local news media network. Targeting of audiences was done keeping in mind requirements conveyed by USAID to have a minimum of three candidates awarded a Lincoln Scholarship in the area of health from Cohort 1 and Cohort 2 with a minimum of one (1) candidate being from GoB². Also, advertisements were placed with AMCHAM, other chambers of commerce in Yangon, and a range of stakeholders³ to better target the private sector.
- **Targeted Networking:** IIE and TEF identified and worked with specific groups and/or organizations to promote information about LSP on their websites and social media platforms. These groups included the Myanmar Education Directory, Agri Pro Focus, Myanmar Opportunities Education,

² IIE was unable to communicate officially with the Ministry of Health (MoH) until the United States Embassy officially communicated information to the Government of Burma (GoB) about Lincoln, Humphry, and Fulbright scholarship programs. This was not done until the last week of May 2020, and MoH did not specifically request a briefing about the Lincoln Scholarship Program. IIE and TEF did share information with stakeholders working in the health sector for them to share informally. Information was shared with Dr. Thu Kywe Khant Soe, Founder of Health Guide Myanmar, and Dr. Hsar Mu Htaw, who works at Mental Health Hospital Yangon, MOHS.

³ See Annex 9.6, Cohort 2 Private Sector Mapping for Outreach and Recruitment

The Internet Journal, Myanmar Scholarship News, and Myanmar Youth Empowerment Opportunities.

- **Email Outreach:** IIE and TEF also actively emailed private enterprise, not-for-profit and public sector institutions with information about LSP to share amongst their staff and communities. An informational email was also sent to all unsuccessful applicants who applied for Cohort 1, to encourage them to apply for Cohort 2 recruitment. TEF also responded to over 1,000 emails from potential Cohort 2 applicants to answer their questions, address technical difficulties, and assist with application submissions.
- **Online Application System (SLATE):** IIE Burma worked with IIE HO to ensure that IIE's online application system known as SLATE was in place for Cohort 2 recruitment, which enabled potential scholars from across Myanmar to apply for a Lincoln Scholarship. IIE conducted several rounds of testing and training for staff at IIE and TEF to ensure the online application was ready to launch on time with no technical difficulties. Due to COVID-19, domestic travel restrictions were in place across Myanmar, which could have impacted the submission of physical applications. 1935 potential candidates started an application in the SLATE system, with 437 applicants submitting a complete application. If candidates had problems submitting an online application, IIE was able to upload their physical application to the SLATE system. Applicants reported satisfaction with the SLATE system in the applicant survey and noted that in general it was easy to use.

2.3 Lincoln Scholarship Program Scenario Planning for April to December

During Q3, IIE developed a multi-option scenario plan for the start of the 2020/21 school year which was shared with USAID and discussed on a conference call held June 30, 2020 (See Table 6.0 in this report for more detail). At the time of writing this report, IIE was waiting for advice from USAID to confirm a group J1 visa interview dates for the departure of Cohort 1 to the United States to commence their Fall studies.

IIE also worked closely with George Mason University and Core Skills, LLC for potential contingency plans for the conflict resolution and leadership trainingser4 in the fall. A conference call was held on May 12, with IIE, GMU and Core Skills LLC to discuss how conflict resolution and leadership training elements of LSP would be delivered. It was agreed to hold another conference call in early Q4 to assess the situation at that time, agree modality of delivery platform and timing, taking into consideration the impacts of COVID-19 and location (United States and/or Myanmar) of scholars.

Additionally, IIE worked with TEF to identify a range of potential issues/risks with respect to the completion of pre-academic-training for Cohort 1, and recruitment and selection for Cohort 2. Revised scenario (activity) plans for Cohort 1 and Cohort 2 are included in program highlights below, as well as a detailed scenario plan with four (4) options for the departure of Cohort 1 scholars to the United states.

3. KEY ADMINISTRATIVE AND PROGRAM HIGHLIGHTS

3.1 Administrative Highlights

Administrative and technical activities continued during Q3 2020 building on works completed in Q2, 2020. Administrative highlights for Q3, 2020 include:

- IIE Burma Office Teleworking: Due to the impact of COVID-19, all IIE Burma staff commenced teleworking March 30 and continued to work from home until June 12, after which IIE Burma staff transitioned to working normal hours at IIE Burma offices as of June 30. IIE Burma staff continue to observe social distancing measures in accordance with World Health Organization (WHO) and Government of Burma (GoB) decrees and announcements.
- Tax Exemption Letter: IIE was provided a Tax Exemption letter by USAID/Burma from the Ministry of Investment & Foreign Economic Relations (MIFER), Foreign Economic Relations Department with MRS on copy. IIE was subsequently advised by its landlord that they would not recognize exemption of 'commercial tax' and the letter provided by MIFER unless it was acknowledged in writing by MRS. On March 9, 2020 IIE submitted a written request to MRS to request their acknowledgement of the tax exemption letter provided by MIFER on October 18, 2019. IIE received a reply on March 20, which IIE's landlord would still not accept. On May 29, IIE submitted another letter to MRS to ask them to specifically acknowledge tax exemption for 'commercial services' tax as it relates to tax on rental payments. On June 10, IIE received a reply from MRS indicating that IIE Burma is not exempt for commercial tax for rental payments, unless a partner Ministry or Agency approves. IIE does not have a formal relationship with a GoB Ministry or Agency to make such a request. IIE will work with USAID in Q4 to remedy this situation. Local Health, Death and Disability Insurance: IIE completed procurement of local health, death, and disability insurance for IIE Burma staff members with a commencement date of June 17. Interim CIGNA health insurance was then cancelled.
- Social Media Strategy: IIE prepared and submitted a social media plan to USAID during Q3 and at the time of writing this report, was waiting for USAID feedback so that IIE can finalize the social media strategy for implementation in Q4. The social media strategy is important as it will guide the development of social media platforms, activities and events related to the promotion of LSP.
- Branding and Marking Plan: IIE prepared and submitted a revised branding and marking plan that would enable co-marking with IIE's subaward contractor Thabyay Education Foundation (TEF). At the time of writing this report, IIE is waiting for USAID feedback so that the IIE can finalize the revised branding and marking plan for implementation in Q4. The branding and marking plan is important as it will guide the development of branding and marking for LSP.

3.1.1 Donor Coordination

IIE has not had any specific meetings with other donors during the reporting period due to communication difficulties caused by COVID-19.

- **Government of Burma**: When IIE submitted the proposal for LSP it was envisioned that IIE would work with USAID to establish a role for GoB in the program. During Q3, IIE continued discussions with USAID about GoB involvement in LSP and it was agreed that LSP should coordinate outreach



and recruitment with the Fulbright and Humphrey’s scholarship programs managed by the State Department. The State Department (U.S. Embassy) sent an official communique to the Myanmar Foreign Economic Relations Department (FERD) with information about all USG funded scholarship programs in late May 2020. The AOR then emailed GoB Ministries and Agencies with specific information about LSP. IIE Burma staff followed up as required to support delivery of information sessions to any GoB Ministry or Agency that requested an information session about LSP.

3.2 Program Highlights

3.2.1 Cohort I Update

This section describes tasks and/or activities undertaken by IIE in collaboration with USAID to promote and finalize works related to completion of pre-academic-training, placement, and preparations for departure of Cohort 1 in Q4, 2020.

Pre-Academic-Training

During Q3, Cohort 1 scholars continued their pre-academic training studying in their apartments funded by LSP and working virtually with their trainers and mentors to complete core components of their GRE exam preparations and pre-academic-training.

GRE Exam Preparations and Testing (March 23 to May 11)

It was initially thought that Cohort 1 scholars would need to travel to Thailand to undertake their GRE exams, but due to COVID-19 and travel restrictions the service provider ETS (Education Testing Services) provided flexibility for GRE exams to be completed from home. The Lincoln Scholarship Program worked with the Novotel Hotel to secure a room that had dedicated back up electricity and internet services to ensure that Cohort 1 scholars could complete their GRE exams without internet or electricity interruptions. Laptops that met ETS specifications for completing the GRE were rented, ETS browser installed, and proctorU system for GRE exams tested. In addition, transportation from scholar apartments to Novotel Hotel was provided and program staff were on-site to address any issues if scholars required assistance. Cohort 1 scholar exam at the Novotel on May 4, 10 and 11 and results are detailed in Table 1.0 below:

Table 1.0: Cohort 1 GRE Results

| # | Name | Verbal Reasoning | | Quantitative Reasoning | | Analytical Writing | |
|---|------|------------------|------------|------------------------|------------|--------------------|------------|
| | | Scaled Score | Percentile | Scaled Score | Percentile | Score | Percentile |
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During Q3, Cohort 1 scholars also completed four (4) other courses working with trainers and mentors working virtually using the ZOOM platform and working in small groups within their apartments where they lived in groups of two (2) to three (3) scholars per apartment. Cohort 1 scholars completed the following courses:

1. Academic Reading and Writing for Post Graduate Studies, April 20 to May 29.

This course provided Lincoln scholars with training about academic reading and writing on topics such as essay structure development, writing a thesis statement, report writing, writing critical analysis, paraphrasing, and citation. Scholars received training about academic reading on topics such as active versus passive reading, reading to identify the main ideas of an article, skimming, scanning, inference, and summarizing.



Cohort 1 Pre-Academic-Training

2. Graduate Research Skills and Communication, April 28 to May 28.

This course provided Lincoln scholars with training about graduate research skills and communication on topics such as research theories, literature search and review, research ethics, sensitivity and good practice, preparing an effective academic PowerPoint presentation, and how to deliver graduate research ideas to their peers for feedback.

3. Computer Skills for Post Graduate Studies, May 12 to May 18.

This course provided Lincoln scholars with training about computer skills for post graduate studies with a focus on use of G-Suite and MSWord. Scholars learned about, Google search and strategies, Google Drive, Google Sheet, Google Forms, Google Classroom and Hangout; and, for MSWord learned about document formatting, section break, styles, captions, automatic table of contents formatting and updating, lists of figures and tables and many other functions contained within G-Suite and MSWord.

4. Pre-Departure-Orientation - American Higher Education System and Culture, May 25-29

This course was the pre-departure-orientation for Cohort 1 scholars and included a significant informational component about the American higher education system and culture to enable the scholars to integrate effectively upon arrival in the United States. Topics discussed included, first week in America, structure of American universities, campus life, campus offices to be aware of, housing options, American values and social norms, food, making friends, etiquette, taboo topics, life in the United States (sex, bathrooms, transportation and commuting, etc.) including COVID-19.

Pre-Academic-Training Course Feedback from Cohort 1 Scholars

TEF, as the subcontractor for LSP, conducted an end of pre-academic-training survey that allowed Cohort 1 scholars to provide feedback about course content and quality of instruction that they received during

pre-academic-training from February 17 to May 29, 2020. The purpose of the course evaluation was to learn about quality of instruction and course materials so that they can be strengthened for Cohort 2 and Cohort 3 for delivery in 2020, 2021 and 2022.

At the beginning of the pre-academic-training program, it was intended that course delivery would largely be through use of traditional face-to-face classroom interactions at TEF facilities in Yangon. However, due to the emergence of COVID-19 delivery of the pre-academic-training program moved online using the ZOOM Education Professional platform, purchased by TEF to support delivery of LSP. Levels of satisfaction with use of the ZOOM online learning platform are detailed below.

IIE also worked with TEF to develop pre-and-post tests for some components of the pre-academic-training program. The purpose of pre-and-post tests was to allow IIE and TEF to measure scholar reaction (Kirkpatrick Evaluation Level 1 Reaction - knowledge increase) and results are detailed below.

Cohort 1 Lincoln scholars also provided feedback about the pre-academic-training program through essays that they drafted and that were shared with USAID. See annex 9.7 attached to this report, which contains several positive quotes about the Lincoln Scholarship pre-academic-training program. Below is one quote from a Lincoln Scholar.

“Unlike other scholarship programs, the Lincoln Scholarship has a very unique and significant training called intensive pre-academic training in Yangon for each cohort... the training creates a warm environment, builds strong network, and exchange variety of valuable knowledge and experiences among 17 scholars who are from diverse backgrounds, ethnics, religions, and regions.” – Htike Htike Aung

Pre-Academic-Training – Quality of Course Content

As this was the first cohort to undergo pre-academic-training, it was important for IIE and TEF to gather feedback from Cohort 1 scholars indicating their level of satisfaction with course content.

Chart 1.0 below indicates Cohort 1 scholars’ levels of satisfaction that course content met their needs for each major pre-academic-training course component⁴. For each course component detailed in Chart 1.0 below, Cohort 1 scholars were asked about their levels of satisfaction for each of the following four (4) dimensions of course content:

1. Learning objectives were clear.
2. Course content was well planned and organized.
3. Course workload was appropriate.
4. Course organized to allow scholars to participate.

The levels of satisfaction are detailed in Chart 1.0 below, representing an average of the four (4) dimensions detailed above for each pre-academic-training course. A separate survey was completed for GRE Quantitative Reasoning (QR) and GRE Preparation have been aggregated for reporting purposes in Chart 1.0 below as a GRE course.

⁴ Cohort 1 scholars will complete a post arrival survey in the United States that will survey them on levels of satisfaction for the course component, “An Introduction to American Higher Education System and Culture”, as this course was delivered directly by IIE and included a pre-departure-orientation. Pre-and-post tests for “An Introduction to American Higher Education System and Culture”, were completed and are included in this report. Results of post arrival survey results will be included in the Q4, FY2020 or Q1, FY2021 progress report.

Chart 1.0: Quality of Course Content

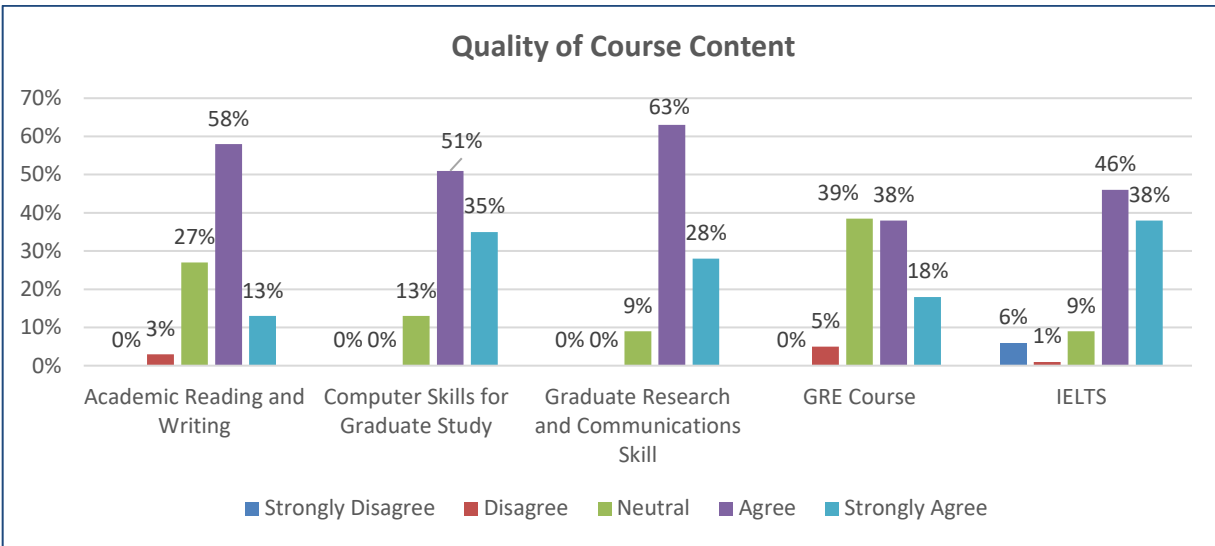


Chart 1.0 above indicates that overall, 78% of Cohort 1 scholars either agreed or strongly agreed that the quality of content for the five (5) courses above met their needs. Some courses scored higher levels agreement, such as Computer Skills for Graduate Study with 86%, Graduate Research and Communication Skills with 91% and IELTS with 84%. Courses which had lower agreement scores included Academic Reading and Writing with 71% and GRE courses (QR and preparation) with 56%.

A monitoring and evaluation (M&E) meeting will be held between USAID, TEF and IIE in Q4 to review pre-academic-training survey results. Adjustments will then be made to strengthen Cohort 2 pre-academic-training activities. It was noted during delivery of GRE training that Cohort 1 scholars had difficulty engaging with the GRE quantitative reasoning (QR) component of GRE training course, as many scholars did not have strong math backgrounds. For Cohort 2, IIE will work with TEF to break Cohort 2 scholars into study groups with similar levels of knowledge and capability so that lecturers can tailor learning materials to the needs of each study group.

Pre-Academic-Training – Quality of Instruction

As this was the first cohort to undergo pre-academic-training, it was important for IIE and TEF to gather feedback from Cohort 1 scholars indicating their level of satisfaction with quality of instruction.

Chart 2.0 below indicates Cohort 1 scholars’ levels of agreement that quality of instruction met their needs for each major pre-academic-training course component. For each course component detailed in Chart 2.0 below, Cohort 1 scholars were asked about their levels of satisfaction for each of the following six (6) dimensions of course instruction:

1. Instructor was an effective lecturer/demonstrator.
2. Presentations were clearly organized.
3. Instructor stimulated student interest.
4. Instructor effectively used time during class periods.
5. Instructor was available and helpful.
6. Grading was prompt and had useful feedback.

The levels of satisfaction are detailed in Chart 2.0 below, representing an average of the six (6) dimensions detailed above for each pre-academic-training course. A separate survey was completed for GRE

Quantitative Reasoning (QR) and GRE Preparation have been aggregated for reporting purposes in Chart 2.0 below as a GRE course.

Chart 2.0: Quality of Instruction

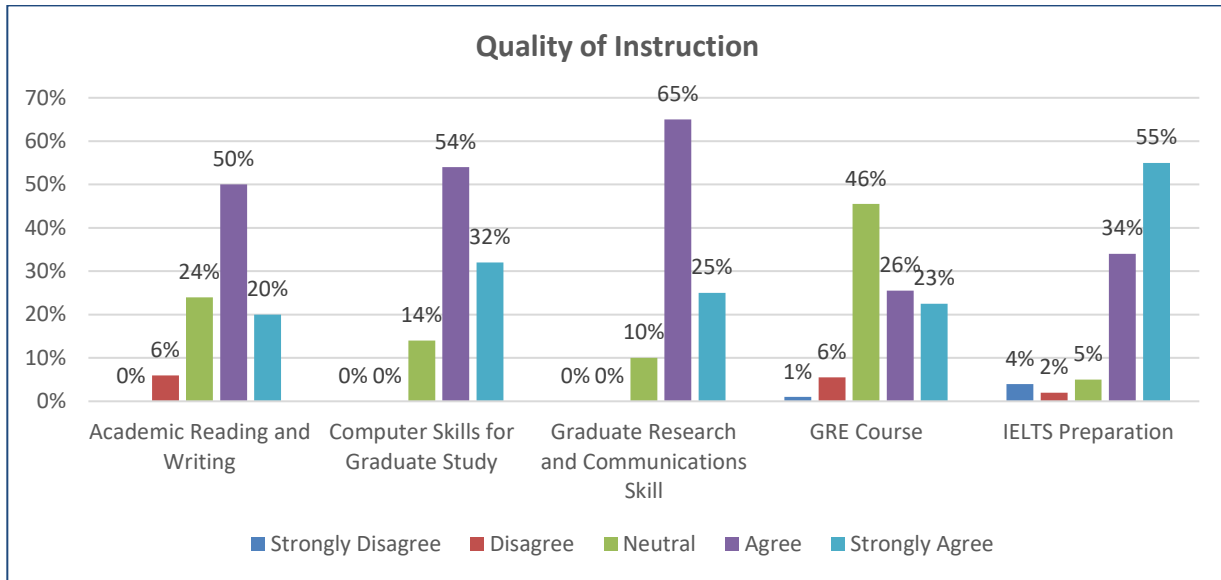


Chart 2.0 above indicates that overall, 77% of Cohort 1 scholars either agreed or strongly agreed that the quality of instruction for the five (5) courses above met their needs. Some courses scored higher levels agreement, such as Computer Skills for Graduate Study with 86%, Graduate Research and Communication Skills with 90% and IELTS with 89%. Courses which had lower agreement scores included Academic Reading and Writing with 70% and GRE courses (QR and preparation) with 48%.

A monitoring and evaluation (M&E) meeting will be held between TEF and IIE in Q4 to review pre-academic-training survey results. Adjustments will then be made to strengthen Cohort 2 pre-academic-training activities, which will include holding meetings with each lecturer to agree learning objectives and review materials to be used during Cohort 2 pre-academic-training. IIE and TEF will also check-in with Cohort 2 scholars to ensure that lecturers are meeting their needs during course delivery.

Online Learning Platform

Due to COVID-19 the pre-academic-training program for Cohort 1, moved online using the ZOOM Education Professional platform to deliver course content. Chart 3.0 below, provides Cohort 1 scholar feedback about their levels of satisfaction.

Chart 3.0: ZOOM Online Learning Platform

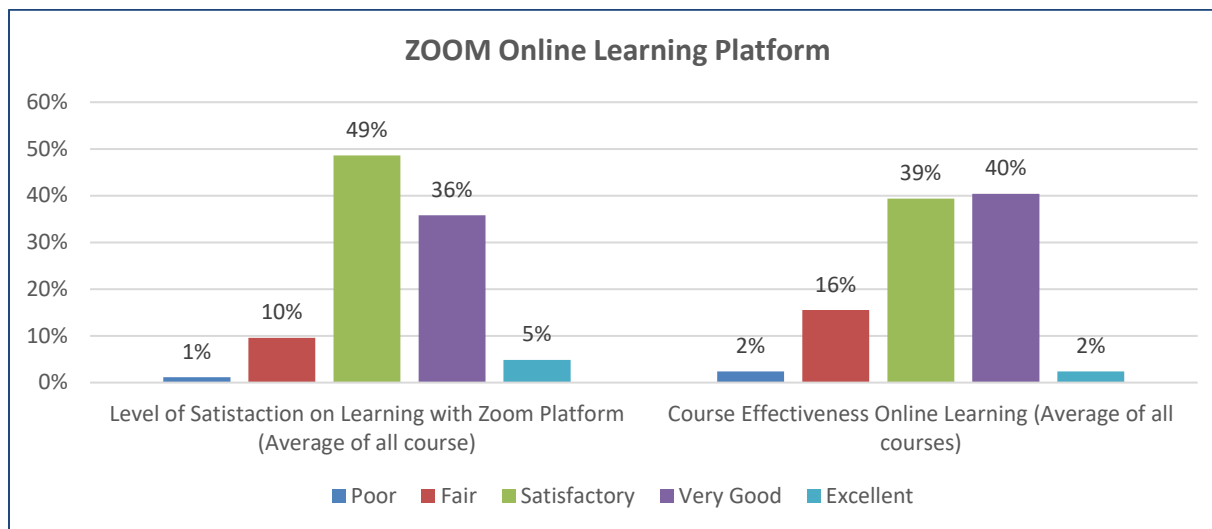


Chart 3.0 above indicates that overall, the majority of Cohort 1 scholars had a positive learning experience with 90% of scholars' level of satisfaction with use of ZOOM was either 'satisfactory', 'very good' or 'excellent'. And that 81% of scholars felt that the effectiveness of Online Learning was either, 'satisfactory', 'very good' or 'excellent'.

As preparations for Cohort 2, pre-academic-training commences in Q1, FY2021, IIE will be working with TEF to assess the situation at that time with respect to COVID-19 and identify opportunities to introduce face-to-face learning elements (where possible). It should be noted that as Cohort 1 scholars were living in shared apartment housing in Yangon, they were able to form small study groups, which did support their learning and enhanced the online learning experience with scholars often sitting in small groups in their apartments while participating online through use of the ZOOM platform.

Pre-Academic-Training, Pre and Post Knowledge Tests

At the beginning and end of each of the four (4) training courses detailed in Table 2.0 below scholars were invited to complete pre and post knowledge multiple choice tests, so that LSP could assess scholar immediate knowledge improvement⁵. Completion of pre-and-post testing enables LSP to further assess the effectiveness of learning materials and work with TEF to strengthen pre-academic-training materials for Cohort 2 to enhance the learning experience. Results of pre and post tests are detailed in Table 2.0 below.

Table 2.0: Pre and Post Test Scores

| # | Course Name | Pre-test Average | Post-Test Average | Net Improvement |
|---|---------------------------------------------------------------------------------------------|------------------|-------------------|-----------------|
| 1 | Computer Skills for Graduate Study | 32% | 67% | 35% |
| 2 | Academic Reading and Writing | 53% | 59% | 6% |
| 3 | An Introduction to American Higher Education System and Culture (Pre-Departure-Orientation) | 57% | 80% | 23% |
| 4 | Graduate Research and Communication Skills | 55% | 76% | 21% |
| | Average | 49% | 71% | 22% |

⁵ Kirkpatrick's Evaluation Model Level 1 – Reaction

Table 2.0 above, indicates that Cohort 1 scholars had an average 22% increase in their knowledge (Kirkpatrick Level 1 Reaction) across the four (4) pre-academic-training courses. The one exception was the Academic Reading and Writing course with a knowledge increase of only 6%. After reviewing pre and post test results for the Academic Reading and Writing course, it was identified that the multiple-choice questions used had multiple potential ‘right’ answers. As a result, LSP has reviewed learning materials and multiple-choice questions and adjusted them so that pre-and-post, test multiple choice questions for this course now only have one clear ‘right’ answer. IIE expects that for Cohort 2, immediate knowledge increase results for Academic Reading and Writing will be significantly improved as a result of adjusting learning materials and multiple-choice questions.

Cohort 1 - Town Hall Meetings

During the pre-academic-training schedule, time was allocated for townhall meetings to be held. The program had been designed with the intention that Cohort 1 scholars would have face to face interactions with Lincoln Scholarship team members, USAID colleagues and leadership, mentors, and other special guests. Unfortunately, due to COVID-19 the number of townhall meetings that included USAID, mentors and special guests was less than originally planned, due to constraints related to time difference, access to technology platforms and availability of resources. The purpose of townhall sessions was to inspire, counsel, motivate and provide guidance to the scholars and hear from a range of voices.

When the placement process began, scholars had individual questions on their particular academic programs and requested individual appointment with the DCOP. As a former academic advisor for both undergraduate and graduate programs in the U.S., the DCOP was able to provide the nature of U.S. graduate studies including where the scholars can find more information (course list, course description, syllabus, etc.) about their programs on their respective websites. Since different institutions and programs have different structures, individual advising for the scholar was suitable and helpful for them.

In order to provide different aspects and experiences of various people who studied in the U.S., “Ask the Mentors” sessions were provided for the scholars where people who are currently serving as mentors shared their personal experience in a group setting. All three sessions with the mentors were done on zoom. Scholars were able to ask different questions that they had for the mentors, and the scholars found all three sessions very helpful.

IIE also worked with the AOR to coordinate the participation of USAID/Burma Mission Director, Teresa McGhie on May 23 to have a general conversation and check-in with Lincoln Scholars; and, on May 20 with Burma expert Mary Callahan who was introduced to the IIE team by USAID/Burma who requested that she be given the opportunity to talk with Lincoln Scholars. Ms. Callahan spoke to Lincoln scholars on the topic of US-Myanmar Relations in History. Table 3.0 below details townhall sessions held during Q3.

Table 3.0 Town Hall, Ask the Mentor and Guest Speaker Sessions

| Townhall Meetings | Date | Speaker | Topic |
|----------------------------------|----------------|-----------------------|----------------------------------------------------------------------|
| One on One Meeting with scholars | April 1, 2020 | ● Klihsree Myat, DCOP | University Placement Process |
| Town Hall Meeting | April 14, 2020 | ● Klihsree Myat, DCOP | General Q&A session with scholars and planning for study in the U.S. |



| | | | |
|------------------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| | April 27, 2020 | <ul style="list-style-type: none"> ● Klihsree Myat, DCOP | General Q&A session with scholars to answer concerns or questions they have. |
| | May 4, 2020 | <ul style="list-style-type: none"> ● Dr. Zin Mar Oo, Director TEF ● Klihsree Myat, DCOP | Experiences sharing sessions about study abroad. |
| | May 13, 2020 | <ul style="list-style-type: none"> ● Robert Letchford, COP ● Klihsree Myat, DCOP ● Aung Zin Tun, MEL | Baseline survey explained and Q&A session with DCOP |
| Townhall Meeting Guest Speaker Session 1 | May 20, 2020 | <ul style="list-style-type: none"> ● Dr. Mary Callahan, Associate Professor in the Henry M. Jackson School of International Studies at the University of Washington | United States and Myanmar Relations: a historical perspective. |
| Townhall Meeting Guest Speaker Session 2 | May 23, 2020 | <ul style="list-style-type: none"> ● Teresa McGhie, Mission Director for USAID Burma | USAID commitment overall and how Lincoln Scholars fit in - a brief overview and encouragement to the scholars. |
| Townhall Meeting with IIE Burma and U.S. Based Teams | April 28, 2020 | <ul style="list-style-type: none"> ● Lindsay Hillenberg, Assistant Director ● Bob Pearsall, Sr. Program Officer ● Malvina Binjaku, Program Officer ● J.D. Brady, Program Officer ● Lauren Colletti, Program Associate | Scholars Introductory Meeting with IIE U.S. Team and Program Officers |
| | May 27, 2020 | <ul style="list-style-type: none"> ● David Simpson, Director ● Lindsay Hillenberg, Assistant Director ● Bob Pearsall, Sr. Program Officer ● Malvina Binjaku, Program Officer ● J.D. Brady, Program Officer | Q&A session with scholars on Housing Guide and presentations on Health and Support by IIE Home Office |

| | | | |
|--------------------------------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <ul style="list-style-type: none"> ● Lauren Colletti, Program Associate ● Robert Letchford, COP ● Klihsree Myat, DCOP | |
| Townhall Meeting Ask the Mentor Session 1: | May 25, 2020 | <ul style="list-style-type: none"> ● Dr. Ye Mon Myint ● Sayarma Sunanda Oung ● Sayarma Wint Wint Htet Hlaing ● Sayarma Wuit Yi Lwin | Sharing Academic Experiences in the U.S., difficulties they faced, and how they missed Myanmar food |
| Townhall Meeting Ask the Mentor Session 2: | May 27, 2020 | <ul style="list-style-type: none"> ● Sayar Saw Kapi ● Sayarma Ying Lao ● Sayarma Nan Aye Aye Thwe | Sharing Higher Education System in the U.S., how to cope with the stress that they faced during their Graduate Program in the U.S. and how to learn and study in the U.S. |
| Townhall Meeting Ask the Mentor Session 3: | May 29, 2020 | <ul style="list-style-type: none"> ● Sayar Maw Htun Aung ● Dr. Sai Lone Tip ● Dr. Aung Thant | Sharing daily life in the U.S., how to network and what to prepare before travelling to the U.S. |

Placement of Cohort 1 Lincoln Scholars

During Q3 the IIE Placement Team worked with Lincoln Scholars and the DCOP to facilitate applications to be submitted to universities that meet the needs of Lincoln Scholars based on their stated interests and fields of study. The IIE Placement Team managed to secure a minimum of one offer for all seventeen (17) scholars that have been accepted, and approved by the AOR.

Table 4.0: Summary of Approved Cohort 1 Scholar Placements

| # | Scholar Name | Field of Study | University | Cost-Share Details | Estimated Cost-Share Amount |
|---|--------------|----------------|------------|--------------------|-----------------------------|
| | | | | | |
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The university placement process that IIE follows is outlined below.

1. **University Placement Plan:** The IIE Placement Team utilizes its network of university connections to match each scholar with two universities with programs that suit their areas of interest, availability of cost-share, and quality of international student support. Scholar test scores, cost of tuition, and scholar academic and professional background are also factored into this process. For applications that take place during the normal admission cycle, scholars would usually be applied to four universities. However, for Cohort 1 the decision was made to narrow this to two applications based on the availability of programs willing to accept late admissions. For Cohort 1, the IIE Placement Team first reached out to their university contacts to see if they'd be willing to review applications before universities were included in the University Placement Plan.
2. **Scholar Feedback and Approval:** IIE presents each scholar with a University Placement Plan Form to review and sign. Signing this document confirms their consent for IIE to apply on their behalf to these universities and programs and their willingness to attend either should they be accepted. Should the scholar be accepted to both universities, they will be given the choice between the two. Scholars are encouraged to do research into each proposed university and program to ensure that it meets their academic interests. If a program does not meet a scholar's academic interests, they are given the opportunity to provide feedback on why the program doesn't meet their interests and what they are looking for in a program. IIE explains to scholars that feedback on areas other than academic fit won't be considered (university ranking, location of university, etc.). For Cohort 1, the DCOP worked very closely with the scholars to go over each university option and answer any questions and concerns they had about academic fit and what factors they should consider when researching the university programs. Scholars are also encouraged to provide suggestions for alternate universities that fit their interests for IIE to consider for their placement plan as long as they meet the admission criteria for that program. For Cohort 1, the IIE Placement Team adjusted the University Placement Plan for several scholars based on their feedback in order to submit applications that better suited their interests.
3. **Admission Decisions:** IIE informs the scholars as acceptances and/or rejections are received. IIE may also reach out to the scholars to collect additional documents or information necessary for some university applications. If scholars receive more than one admission, they are able to choose which university they want to accept. If they are only admitted into one university, then they will be placed at that university since approval was already granted in the University Placement Plan Form. For scholars who receive zero admissions, the IIE Placement Team will submit additional applications and conduct outreach to try to find a placement. A summary of the application and admission decision process for Cohort 1 is summarized in the chart below.
4. **USAID Approval:** Once scholars make decisions on where they want to be placed, IIE submits a Placement Approval Memo to the USAID AOR. Upon receiving USAID approval, IIE finalizes each scholar's placement, creates their Training and Implementation Plan (TIP) and budget, and moves forward with the visa process and pre-departure planning.

The Placement Process for Cohort 1

Scholars received their University Plan Plans on April 1, 2020 and were given one week to research the universities on their plans and provide IIE with any feedback before signing and returning their University Placement Plans. Table 5.0 below outlines the placement process and any issues encountered for each Cohort 1 scholar.

Table 5.0: Individual Placement Process for Cohort 1 Scholars and Issues (if any)

| Scholar Name | Placement Process |
|--------------|-------------------|
|--------------|-------------------|

of each other’s programs, discuss timing for delivery of each other’s program elements, coordination and integration, contingency planning and impacts of COVID-19.

As a result of this meeting, it was agreed that Cohort 1 baseline survey results be shared by IIE with GMU and Core Skills so that they could commence tailoring their programs to meet the specific needs of Cohort 1 scholars. It was agreed, that due to COVID-19 and uncertainty about the departures of Cohort 1 candidates, which would only be decided at the end of June 2020, that another conference call be held in Q4, 2020. The purpose of the Q4 2020 conference call would be to agree on timing and structure of conflict resolution and leadership training components. IIE would then provide more detailed information to Cohort 1 Lincoln Scholars about timing for delivery of conflict resolution and leadership training components.

COVID-19 Scenario Planning for Cohort 1 Departure Fall Semester 2020

IIE developed the four (4) scenarios detailed in Table 6.0 below, identifying assumptions, risks, risk mitigation and potential additional costs. The table below was shared with USAID/Burma and was discussed on a conference call held June 30, with the AOR, A/AOR and Director Office of Economic Growth. On the conference call topics such as, COVID-19, achievement of program objectives, and current political environment in the United States were discussed. It was agreed between IIE and USAID/Burma that it was in the best interests of LSP and Cohort 1 scholars to proceed with departure to the United States for the Fall semester, if a Cohort 1 scholar had a confirmed placement and the United States Embassy Consular Affairs Section (CAS) would issue them with a J1 visa.

Table 6.0: Cohort 1 Scenario Plan for Departure Fall Semester 2020

| Scenario 1.0: All C1 Scholars Depart to US in Aug 2020 | Scenario 2.0: A portion of C1 Scholars Depart to US in Aug 2020 | Scenario 2.1: A portion of C1 Scholars Do Not Depart to US in Aug 2020 | Scenario 3: No C1 Scholars Depart to US in Aug 2020 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Assumptions:</p> <ol style="list-style-type: none"> All universities at which C1 scholars are placed open for on campus studies. Flights are available. Medical clearances for COVID-19 can be procured if required. All C1 scholars want to depart and commence studies in the fall. Universities will switch to online programs in US (if required) if COVID-19 breaks out again after C1 scholar arrival in US. Leadership and Conflict Resolution training programs will be delivered online remotely in the US. | <p>Assumptions:</p> <ol style="list-style-type: none"> Approximately, 50% of scholars will depart to the United States to attend programs on campus. Flights are available. Medical clearances for COVID-19 can be procured if required. Universities will switch to online programs in US (if required) if COVID-19 breaks out again after C1 scholar arrival in US. Leadership and Conflict Resolution training programs will be delivered online remotely in the US. | <p>Assumptions:</p> <ol style="list-style-type: none"> Approximately, 50% of C1 scholars do not depart to US in August. U.S. Universities make their programs available online. USAID approves remote online study in Myanmar. C1 Scholars have facilities (laptop and place) to complete online studies for Semester 1 (Fall 2020) in Myanmar. Local stipend and allowances for internet will be given to C1 scholars. Leadership and Conflict Resolution training programs will | <p>Assumptions:</p> <ol style="list-style-type: none"> No C1 scholars depart to US in August. U.S. Universities make their programs available online. USAID approves remote online study in Myanmar. C1 Scholars have facilities (laptop and place) to complete online studies for Semester 1 (Fall 2020) in Myanmar. Local stipend and allowances for internet will be given to C1 scholars. Leadership and Conflict Resolution training programs will be delivered online |

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>be delivered online remotely in Myanmar.</p> <p>7. C1 Scholars will depart in Spring 2021.</p> | <p>remotely in Myanmar.</p> <p>7. C1 Scholars will depart in Spring 2021.</p> |
| <p>Risks:</p> <ol style="list-style-type: none"> 1. Flights and availability may be limited to the US. 2. Medical clearances for COVID-19 may be requested by jurisdictions, such as Thailand, even for persons transiting only. 3. Not all C1 scholars want to depart due to concerns about COVID-19 and current unrest in the United States. 4. Planned orientation for C1 in Washington DC will not take place due to travel restrictions/COVID-19 in the United States. 5. Self-quarantine required upon arrival at university upon arrival in US. | <p>Risks:</p> <ol style="list-style-type: none"> 1. Flights and availability may be limited to the US. 2. Medical clearances for COVID-19 may be requested by jurisdictions, such as Thailand, even for persons transiting only. 3. Planned orientation for C1 in Washington DC will not take place due to travel restrictions/COVID-19 in the United States. 4. Self-quarantine required upon arrival at university upon arrival in US. | <p>Risks:</p> <ol style="list-style-type: none"> 1. USAID will not approve scholars to undertake semester 1 studies online in Myanmar. 2. Not all scholars will have access to adequate resources (Laptop and Internet) in Myanmar to access study programs if approved by USAID. 3. Scholars in Myanmar will not have any approved stipend or other allowances to support them during commencement of studies in Myanmar. 4. Some US Universities will not make their programs accessible online. Impact of COVID-19 extends beyond the 2020 Fall Semester. | <p>Risks:</p> <ol style="list-style-type: none"> 1. USAID will not approve scholars to undertake semester 1 studies online in Myanmar. 2. Not all scholars will have access to adequate resources (Laptop and Internet) in Myanmar to access study programs if approved by USAID. 3. Scholars in Myanmar will not have any approved stipend or other allowances to support them during commencement of studies in Myanmar. 4. Some US Universities will not make their programs accessible online. Impact of COVID-19 extends beyond the 2020 Fall Semester. |
| <p>Risk Mitigation:</p> <ol style="list-style-type: none"> 1. IIE Burma Office to commence working with a trusted travel agent to research and understand flight options from Yangon to Myanmar. And keep updating IIE HO and C1 scholars (as appropriate). 2. IIE Burma Office investigate the availability and cost of specific medical certificates and testing for COVID-19. 3. IIE Burma to check in with C1 scholars who have | <p>Risk Mitigation:</p> <ol style="list-style-type: none"> 1. IIE Burma Office to commence working with a trusted travel agent to research and understand flight options from Yangon to Myanmar. And keep updating IIE HO and C1 scholars (as appropriate). 2. IIE Burma Office investigate the availability and cost of specific medical certificates and testing for COVID-19. | <p>Risk Mitigation:</p> <ol style="list-style-type: none"> 1. Provide USAID with scenario plans, that detail additional costs and approvals required for C1 scholars to complete studies locally in Myanmar for 1 semester. 2. Pre-identify any C1 scholars that do not have laptops and identify possible resources i.e. rental laptop OR allow | <p>Risk Mitigation:</p> <ol style="list-style-type: none"> 1. Provide USAID with scenario plans, that detail additional costs and approvals required for C1 scholars to complete studies locally in Myanmar for 1 semester. 2. Pre-identify any C1 scholars that do not have laptops and identify possible resources i.e. rental laptop OR allow |



| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>placements to assess if any of them are considering deferring their departures to Spring.</p> <p>4. A virtual orientation can be organized and/or delayed until the fall.</p> | <p>3. IIE Burma to check in with C1 scholars who have placements to assess if any of them are considering deferring their departures to Spring.</p> <p>4. A virtual orientation can be organized and/or delayed until the fall.</p> | <p>purchase in Myanmar.</p> <p>3. Provide local stipend and internet allowance.</p> <p>4. Arrange deferrals for C1 scholars whose University Programs are not available online.</p> | <p>purchase in Myanmar.</p> <p>3. Provide local stipend and internet allowance.</p> <p>4. Arrange deferrals for C1 scholars whose University Programs are not available online.</p> |
| <p>Additional Costs:</p> <p>1. Potentially, higher costs for flights due to limited availability of tickets.</p> <p>2. Additional medical testing and certificates for COVID-19 clearances.</p> <p>3. Requirements for quarantine upon arrival in the US i.e. may need to stay at hotel for 10 days.</p> | <p>Additional Costs:</p> <p>1. Potentially, higher costs for flights due to limited availability of tickets.</p> <p>2. Additional medical testing and certificates for COVID-19 clearances.</p> <p>3. Requirements for quarantine upon arrival in the US i.e. may need to stay at hotel for 10 days.</p> | <p>Additional Costs:</p> <p>1. Local stipend for 1 semester.</p> <p>2. Internet funds.</p> <p>3. Rental of laptop OR purchase if USAID would approve.</p> | <p>Additional Costs:</p> <p>1. Local stipend for 1 semester.</p> <p>2. Internet funds.</p> <p>3. Rental of laptop OR purchase if USAID would approve.</p> |

COVID-19 Scenario Planning for Cohort 1 Activities – In-Country

Due to disruptions caused by COVID-19, IIE worked with TEF to prepare revised timelines and/or alternative arrangements that would enable Cohort 1 to complete their pre-academic-training and depart for the United States in August 2020. Table 7.0 below provides a summary of revised plans and timeline for completion of Cohort 1 related works.

Table 7.0: Revised Plans for Cohort 1 Activities

| Lincoln Scholarship Program - Cohort 1 | | |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Phase | Task | Completion Date |
| GRE | <ul style="list-style-type: none"> ● Virtual GRE preparation ● Register for at-home GRE ● Reserve venue for GRE ● Check out the venue before first test date | May 11, 2020 |
| Placement | <ul style="list-style-type: none"> ● Program/institution research ● Submission Plan ● Feedback to Placement Team ● Placement team’s response | July 20, 2020 |
| Thingyan (1 week) | <ul style="list-style-type: none"> ● Coordinate virtual sessions with U.S. team ● Continue with placement process ● Stakeholder Compact form ● Survey | May 29, 2020 |
| Academic sessions (4 weeks) | <ul style="list-style-type: none"> ● Email instructors about revised plan ● Revise pre-academic training schedule to reflect change ● Revise course structure in collaboration with instructors ● Produce new schedule | April 20, 2020 |
| Visa process | <ul style="list-style-type: none"> ● SRFI for LSP ● AID 1380-1 (Participant - Exchange Visitor Biographical Data) ● USAID/Burma Additional Form ● Stakeholder Compact (USAID Review) | July 2020 |
| Predeparture (1 weeks) | <ul style="list-style-type: none"> ● Pre-departure orientation and U.S. higher education ● Last minute preparation | Completed week of May 29, 2020 |
| Housing | <ul style="list-style-type: none"> ● Continue renting apartments for scholars who cannot go home and need housing ● Survey scholars to find out if they will need housing or not ● Internet access (TEF is looking into this) | May to August, 2020 |

3.2.2 Cohort II Update

This section describes tasks and/or activities undertaken by IIE in collaboration with USAID to promote and finalize activities related to the recruitment and selection of Cohort 2.

Outreach and Recruitment Activities

IIE continued to implement outreach and recruitment activities for Cohort 2 and actively updated the AOR on a weekly basis about progress and adjustments made to delivery of recruitment activities for Cohort 2 as a result of COVID-19.

Prior to the outbreak of COVID-19, LSP in partnership with TEF planned twenty-one (21) outreach and recruitment events across Myanmar with an emphasis on the recruitment of applicants from underprivileged and ethnic or religious minority communities. During the month of March, LSP had to cancel all planned recruitment activities and a revised schedule of virtual events was developed and implemented. LSP also worked with TEF to deliver a significant advertising campaign designed to attract eligible candidates to apply for a Lincoln Scholarship because of travel restrictions due to COVID-19. IIE also worked with TEF to ensure that outreach targeted private enterprise as well as health sectors applicants in response to feedback from USAID. In particular, IIE needs to achieve a minimum of three (3) candidates from Cohort 1 and Cohort 2 to be awarded Lincoln scholarships with an interest in the field of study health and/or nutrition, with a minimum of one (1) of the three (3) candidates coming from the GoB.

Q3 outreach and recruitment activities are detailed below and include two types of virtual events, advertising, media, and email outreach to a range of stakeholders that included private, public, and not-for-profit sectors in Myanmar.

Virtual Events Prior to Application Period

The Lincoln Scholarship application dates were April 20 to June 7 and prior to the application dates a video was filmed through recording of a Facebook Live session held in Q2 that provided a detailed explanation of LSP. This forty-five (45) minute video included information about eligibility criteria, recommendation letters, academic transcripts, online application system, and where to find more information on the TEF website, which housed LSP webpages.

Table 8.0 below details a Facebook Premiere session held on April 10 that broadcasted the pre-recorded 45-minute video. Prior to this event LSP notified potential candidates of this event through email and promoted the event by boosting awareness through use of Facebook advertising that targeted specific cities, towns, age and gender demographics as per scholarship eligibility criteria.

Table 8.0: Virtual Facebook Events Date and Time

| No. | Date | Event Type | Target Region | Viewed by | Time |
|-----|----------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------|
| 1 | April 10, 2020 | Facebook Premiere | Bago, Tharrawaddy, Pyay, Pantanaw, Myaungmya, Hinthada, Thandaunggyi, Ye, Thaton, Thanbyuzayut, Loikaw, Demoso, PyinOolwin, Bagan, NyungU, Meiktila, Yamethin, Yenangyaung, Pyinmana, Hsipaw, Hsihseng, Waimaw, Mogaung, Mohnyin, Momauk, Bhamo | 235 persons | 6:00 p.m. |

Virtual Events During Application Period

During the application period, LSP prepared and delivered a series of short five (5) minute online virtual information sessions designed to empower prospective candidates with information about how to prepare and submit a successful application. The short five (5) minute videos were promoted on Facebook to attract and inform potential Lincoln Scholars. Table 9.0 below details topics covered during the short video sessions held online through Facebook.

Table 9.0: Virtual Facebook Short Information Sessions Dates and Times

| No. | Date | Session Title | Viewed By | Time |
|-----|----------------|---------------------------------------------------------------------|--------------|------------|
| 1 | April 22, 2020 | ● 5-minute video: Application release dates and required documents. | 3952 persons | 12:00 p.m. |
| 2 | April 29, 2020 | ● 5-minute video: Eligibility and required documents. | 3034 persons | 12:00 p.m. |
| 3 | May 6, 2020 | ● 5-minute video: Criteria and Essays. | 1610 persons | 12:00 p.m. |
| 4 | May 13, 2020 | ● 5-minute video: Online Application System. | 1871 persons | 12:00 p.m. |
| 5 | May 20, 2020 | ● 5-minute video: English Diagnostic Test. | 1891 persons | 12:00 p.m. |
| 6 | May 27, 2020 | ● 5-minute video: Overview of Selection Stages. | 2297 persons | 12:00 p.m. |

Media Engagement

As a result of COVID-19, LSP organized enhanced advertising and media engagement activities with the objective to promote LSP across Myanmar reaching a diverse cross section of ethnic, religious and minority groups. Various forms of media were utilized including news media (radio and television) and their associated social media platforms. Prior to contracting advertising services, LSP took into consideration several factors as follows.

- i. Range of media outlet services i.e. national, regional, local.
- ii. Media outlet demographics i.e. gender, ethnic and religious groups that listen or watch a media outlets programming.
- iii. Social media following of media outlets, for example the Democratic Voice of Burma (DVB) and Mizzima News have significant social media following across Myanmar that anecdotally many Myanmar citizens obtain their news or information from social media platforms.
- iv. Value for money taking into consideration the three (3) points listed above.

LSP also reached out to other educational institutions and requested that they post information about LSP on their Facebook and webpages which was done free of charge. Table 10.0 below details media related activities completed during Q3.

Table 10.0: Media Outreach and Advertising

| No. | Media Name | Advertisement Channel | Post Link for LSP | Date[s] |
|-----|-----------------------------------------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| 1 | DVB | Facebook | https://www.facebook.com/191574990881009/posts/3200631293308682/?d=n | May 4, 2020 |
| 2 | Mizzima News | Facebook | https://www.facebook.com/216265185075061/posts/3275616499139899/?d=n | May 4, 2020 |
| | | TV Channel | | May 13, 2020 |
| 3 | City FM (88.9 MHz) | Radio | | May 7,8,11,12,13,14 & 15, 2020 |
| 4 | Cherry FM (89.3 MHz) | Radio | | May 8,9,10,11 & 12, 2020 |
| | | Radio Interview Session | | June 10, 2020 |
| 5 | Padamyar FM (88.2 MHz) | Radio | | May 9,10,11,12 & 13, 2020 |
| 6 | Myanmar Education Diatory | Facebook Page/ Website/ Application | https://www.edge.com.mm/article/usa-id-lincoln-scholarship.html | April 23, 2020 |
| 7 | Agri Pro Focus | Website | https://agriprofocus.com/post/5ea9631526b72a09fcb1f87a | April 29, 2020 |
| 8 | Advancement to Myanmar Youth | Facebook Page | https://www.facebook.com/826774910811987/posts/1638298289659641/?d=n | May 23, 2020 |
| 9 | Internet Journals | Facebook Page/ Website | https://internetjournal.media/lincoln-scholarship-%E1%80%A1%E1%80%85%E1%80%AE%E1%80%A1%E1%80%85%E1%80%89%E1%80%BA%E1%81%8F%E1%80%92%E1%80%AF%E1%80%90%E1%80%AD%E1%80%9A%E1%80%A1%E1%80%80%E1%80%BC%E1%80%AD%E1%80%99%E1%80%BA/ | May 23, 2020 |
| 10 | Myanmar Scholarship News | Facebook Group | https://www.facebook.com/groups/myanmar.scholarship.news/permalink/3562604133766529/ | May 20, 2020 |
| 11 | Myanmar Youth Empowerment Opportunities | Facebook Page | https://www.facebook.com/497741770323864/posts/283466659964685/?d=n | May 24, 2020 |
| 12 | AMCHAM | Newsletter and Facebook Posts | A series of AMCHAM newsletter advertisements and Facebook blast was procured. | March 19 AMCHAM newsletter April 2 Facebook post |

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|--|--|--|--|-----------------------------------------------------------------------------------|
| | | | | April 23 AMCHAM newsletter May 7 AMCHAM newsletter May 21 AMCHAM newsletter |
|--|--|--|--|-----------------------------------------------------------------------------------|

Email Outreach

As a result of COVID-19 and the impact of that on planned outreach and recruitment activities, LSP implemented an enhanced program of email outreach with private, public, and not-for-profit institutions. TEF also informed its network of over 200 partners across Myanmar requesting that information be shared broadly in communities where they are located. Also, for all virtual events held, participants were encouraged to register for information sessions and were sent follow up information about LSP. For Cohort 2, LSP emailed information about LSP to groups detailed in Table 11.0 below.

Table 11.0: Cohort 2 Email Outreach

| No. | Organization Type OR Group | Number of Emails | Period |
|-----|----------------------------|--------------------------------------------------------|-------------------|
| 1 | Private Sector | 90 Emails | March to May |
| 2 | INGOs | 135 Emails | March to May |
| 3 | Government Sector | 3 Emails from IIE following up on USAID introductions. | May to June |
| 4 | Cohort 1 | 248 Emails | February to March |
| 5 | Cohort 2 Outreach | 241 Emails - Face to face events. | February to March |
| 6 | Cohort 2 Outreach | 1103 Emails – Virtual events | March to June |

Outreach to Government Sector

LSP ‘officially’ reached out to Myanmar government ministries and agencies after the United States Embassy released an official communiqué the last week of May 2020 addressed to the GoB announcing the Lincoln, Fulbright and Humphries scholarship programs are available to all Myanmar citizens including government employees. The AOR then sent emails to each Ministry with information about LSP. Two (2) GoB ministries or government university then requested information sessions about LSP detailed in Table 12.0 below.

Table 12.0: Government of Burma Information Sessions

| No. | Date | Name of Ministry | # of Participants | Comments |
|-----|--------------|--------------------------------------------------------------------------------|-------------------|--------------|
| 1 | May 1, 2020 | Ministry of Agricultural, Livestock and Irrigation | 7 | ZOOM session |
| 2 | May 20, 2020 | Ministry of Education, Yangon University, Fisheries and Aquaculture Department | 43 | ZOOM session |

Information sessions held provided detailed information about LSP for government officers, students from undergraduate, graduate and faculty members of the Yangon University of Fisheries and Aquaculture Department.

Submission of Cohort 2 Online Applications – June 7, 2020

Recruitment and outreach for Cohort 2 commenced in late February 2020 and culminated with over 1,900 Myanmar citizens commencing online applications, with a total of 437 completed applications submitted on June 7, 2020. 54% (236 applications) were from females and 46% (198 applications) were from males, representing 21 ethnic groups including one (1) candidate that identified as Rohingya. Cohort 2 applicants came from a diverse range of organizations including Government of Burma (GoB) (56 applications), private sector companies (120 applications), INGO/NGO/CSO/UN (241 applications), and other sectors (20 applications).

LSP team comprising IIE and TEF staff members completed initial screening of the 437 applications for completeness. As a result of the screening process, 371 applicants were selected to move on to Stage 2, TOFEL diagnostic testing. The 371 Cohort 2 applicants who passed initial screening were notified and invited to register to complete a TOFEL diagnostic test. Cohort 2 candidates had until June 20 to register for and complete the TOFEL diagnostic test and needed to achieve a TOFEL diagnostic test of 450 or higher to move onto Stage 3, where their applications would be reviewed by one of two selection panels (See Table 13.0 below).

A total of 367 applicants registered for and completed their TOFEL diagnostic test by June 20. 278 of the 367 Cohort 2 applicants that completed the TOFEL diagnostic test, achieved a TOFEL diagnostic test score of 450 or higher. Cohort 2 candidates that achieved a TOFEL diagnostic test score of 450 or higher were notified and their applications assigned to one of two selection panels for review. The 278 successful applicants that achieved a TOFEL diagnostic score of 450 or higher, then had their applications assigned to Lincoln Scholarship panel members, who will review all assigned applications. In Q4, a shortlist of approximately 80-90 candidates will be invited to Yangon for Stage 4, face-to-face interviews commencing August 31, 2020.

Establishment of Application Review Panel for Cohort 2

During Q3, the DCOP worked with the AOR to identify and agree on a list of ten (10) panel members. The selection members were chosen based on the following qualifications.

- Have studied in the U.S.
- Scholarship alum (Fulbright, Humphrey, or others).

- Understand and agree with the program's objectives.
- Aware of and understand the political climate of Burma.
- Embrace diversity and be willing to promote it for the future.
- Have a development vision for Burma.
- Currently working in different sectors (NGO/CSO, Government, Private).

The AOR and the DCOP contacted an agreed list of people from both private and public sectors. Of 12 people contacted, 10 people agreed to volunteer and were divided into two (2) selection panel groups to review the 278 Lincoln Scholarship applications that passed initial screening and TOFEL English language tests. Panel members for Cohort 2 are detailed in Table 13.0 below:

Table 13.0: Lincoln Scholarship Selection Panels

| Lincoln Scholarship Selection Panels for Cohort 2 | | | | | |
|---------------------------------------------------|------|----------|---------------------------|------|----------|
| Selection Panel 1 | | | Selection Panel 2 | | |
| Area of Expertise OR Role | Name | Position | Area of Expertise OR Role | Name | Position |
| | | | | | |
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After IIE had agreement with the AOR on the list of panel members, the DCOP held two panel meetings on June 24 and 23. The purpose of these meetings was to:

- Provide an overview of LSP and information about numbers of applications received for Cohort 2.
- Explain selection stages.
- Explain selection criteria.
- Explain and answer any questions about scoring rubric.
- Review and explain code of conduct. Panel members requested to sign and return code of conduct to IIE.
- Establishing ground rules for management of selection panels.
- Introduce the use of the IIE online application system SLATE, which panel members will use to review and score Cohort 2 applications.
- Setting of deadlines for completion of panel member responsibilities.

Additional meetings will be held with Lincoln Scholarship panel members during Q4, to enable the selection of applicants to be invited to attend face-to-face interviews in Yangon commencing August 31, 2020.

COVID-19 Scenario Planning for Cohort 2 Activities

During Q3, IIE worked with TEF to prepare revised timelines and/or alternative arrangements that would enable Cohort 2 recruitment and selection activities to be completed. Table 14.0 below provides a summary of revised plans and timeline for completion of Cohort 2 related works.

Table 14.0: Revised Plans for Cohort 2 Activities

| Lincoln Scholarship Program - Cohort 2 | | |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| Phase | Task | Target Completion Date |
| Recruitment (2 weeks) | <ul style="list-style-type: none"> ● Virtual Recruitment Events ● Recruiting different sectors ● Revise recruitment plan ● Recruitment materials (Done) | May 7, 2020 |
| Application (1 week) | <ul style="list-style-type: none"> ● Develop and finalize PDF version ● Test online application system ● Test PDF format of application ● Application launch date (April 20) | April 17, 2020 |
| Selection members (4 weeks) | <ul style="list-style-type: none"> ● Develop profile of selection members ● Contact/recruit potential selection members ● Finalize selection members ● Revise code of conduct | May 31, 2020 |
| Selection process (8 weeks) | <ul style="list-style-type: none"> ● Review applications ● Download list of candidates for language test ● Select candidates for interview (application reading) ● Schedule candidates for interview ● Conduct reference check | August 14, 2020 |
| Interview and Select Candidates (3 weeks) | <ul style="list-style-type: none"> ● Interview candidates ● Select candidates for the scholarship ● Send award letter and acceptance form ● Send IETS and GRE prep materials ● Inform scholars of pre-academic training format ● Include timeline for IELTS and GRE ● Include test dates for ILETS and GRE | August 31, 2020 |
| Preacademic Training (6 weeks) | <ul style="list-style-type: none"> ● Send scholars training schedule ● IELTS and GRE exam dates ● Prep courses will be via google classroom and Zoom | September 28, 2020 |

4. MEL ACTIVITIES

Several MEL activities took place during the reporting period including the following:

- **Applicant Survey Report:** An applicant survey was sent to Cohort 2 applicants on June 7 with a closing date of June 14. The purpose of the applicant survey was to assess the outreach, recruitment, and application process from the perspective of those who submitted applications. IIE drafted an applicant survey report⁸ and submitted it to the AOR on June 24. Based on the applicant survey report findings, IIE will incorporate recommendations for strengthening LSP outreach and recruitment events for Cohort 3.
- **Non-Submitted Applicant Survey Report:** A non-submitted applicant survey was sent to potential Cohort 2 candidates who did not submit their final applications by the closing date of June 17. The purpose of the non-submitted applicant survey was to understand reasons why potential candidates who had started an application on SLATE did not submit their online applications. Survey respondents were able to select multiple reasons for non-submission of applications. The top three (3) reasons why potential candidates did not submit their applications were, 1) Don't have 5 years of work experience required to be eligible (116/391 respondents); 2) Unable to obtain recommendation letters (107/391 respondents); and, 3) Due to concerns about COVID-19 (78/391 respondents). IIE drafted a non-submitted applicant survey report⁹ and submitted it to the AOR on June 24. Based on the non-submitted applicant survey report findings, IIE will incorporate recommendations for strengthening LSP outreach and recruitment for Cohort 3.
- **Cohort 1 Concerns About Travel to United States Survey:** A “Concerns About Travel to the United States” survey was sent to Cohort 1 scholars on June 15 with a closing date of June 17. The purpose of the survey was to learn about any concerns that Cohort 1 scholars had, so that IIE could take appropriate steps to prepare resources and materials to address their concerns prior to departure in August or September 2020. IIE provided the AOR with a copy of survey results¹⁰ on June 19. Based on results of this survey IIE worked to develop additional information materials along with a range of other actions to support Cohort 1 scholars prior to and upon arrival in the United States. Additional information shared for a Cohort 1 scholar update call scheduled for July 9, included Scholar Allowances, IIE HO Burma Lincoln Scholars Fall 2020 Support, IIE Burma Local Support for Domestic Travel and Communications Protocol.
- **Baseline Survey:** A baseline survey was sent to all Cohort 1 scholars on May 15 with a closing date of May 22. The baseline survey included questions about leadership and conflict resolution elements of LSP. Results of the baseline survey were shared with subcontractors George Mason University School of Conflict Analysis and Resolution, and CoreSkills LLC to assist them to tailor their inputs to the needs of Lincoln scholars. The baseline survey will be completed on an annual basis and results will be reported to USAID in September 2021, after the first annual survey is completed with Cohort 1 and 2 scholars.
- **Pre and Post Tests:** IIE in collaboration with TEF designed a series of four (4) pre and post multiple choice questionnaires to measure scholar knowledge increase (Kirkpatrick Level 1 – Reaction) for non IELTS and GRE components of pre-academic-training including: Academic Reading and Writing; Introduction to American Higher Education System and Culture; Computer Skills for

⁸ See Annex 9.9, Cohort 2 Applicant Survey Report (437 applications with 429 responses or 98%).

⁹ See Annex 9.10, Cohort 2 Non-Submitted Applicant Survey Report (1,499 non submitted applications with 329 responses or 26%).

¹⁰ Annex 9.11, Cohort 1 Concerns About Travel to the United States & COVID-19.

Graduate Study; and, Graduate Research and Communication Skills. Results of pre and post tests were reported on page 12 above of this report.

- Lincoln Scholar Database: The MEL Specialist worked with COP to draft a scope of work and technical specifications for the development of a MS ACCESS database to maintain data for each Lincoln Scholar. At the time of writing this report a beta version of the database was being developed. Data will be stored in IIE's cloud space known as BOX when the database is operationalized in Q4. The database provides one location for information about Lincoln Scholars to be stored, maintained, and updated, and allows for production of reports that will assist with M&E reporting requirements. The MEL Specialist has continued to work with TEF to gather all relevant data for reporting to USAID about selection and recruitment processes using Excel spreadsheets.

5. DELIVERABLES COMPLETED

During this reporting period, LSP submitted the following deliverables.

- Quarterly Progress Report (Q2) – Submitted April 30, 2020
- Foreign Tax Report – Submitted April 15, 2020
- SF 425 – Submitted April 30, 2020
- Accruals Report Q3 FY2020 – Submitted June 12, 2020

6. CHALLENGES, SOLUTIONS, AND LESSONS LEARNED

During Q3 a range of challenges, solutions and lessons learned were identified by IIE and are documented in Table 15.0 below.

Table 15.0: Challenges, Solutions, and Lessons Learned

| No. | Challenges | Proposed Solutions and Lessons Learned |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>GRE Testing Preparation</p> <p>Once it was determined that the GRE test would be taken online, TEF looked into renting a space for the scholars that met the standards that ETS required within a short time frame and during the pandemic’s high-risk period. ETS required 24-hour electricity and high-speed internet connection. TEF was able to book space at the Novotel Hotel Max, Yangon.</p> | <p>For Cohort 2, IIE will work with TEF to book a venue for the GRE online test at least two months in advance to ensure ample time for logistics to be arranged.</p> |
| 2 | <p>GRE Laptops</p> <p>In preparation for the GRE online test, TEF installed the ETS browser on each scholar’s personal laptop and checked to make sure the laptops would be able to host the test. Despite these precautions, one of the scholars encountered an error in the middle of the test. TEF had extra laptops rented for emergencies like this and was able to provide that for the scholar so they could successfully complete their test.</p> | <p>For Cohort 2, TEF will be prepared to distribute laptops for scholars to take the test that adhere to the standards required by ETS. Scholars will be able to access the rented laptops if their personal laptops are deemed insufficient for the test.</p> |
| 4 | <p>Monitoring & Evaluation</p> <p>Coordination for monitoring and evaluation activities between IIE and TEF, were not as smoothly implemented as desired due to the rapid start-up of LSP, selection of Cohort 1 and implementation of pre-academic-training combined with the advent of COVID-19 that restricted the ability for IIE and TEF teams to meet physically and discuss all M&E activities.</p> | <p>In Q4, IIE intends to hold a series of M&E meetings with TEF to discuss M&E plans for Year 2, develop a detailed list of activities, review all surveys and/or data collection tools, agree on timing and hold regular monthly M&E meetings to ensure all required M&E activities are completed.</p> |
| | <p>University Placement – Scholar Qualifications</p> <p>As mentioned in the University Placement section, IIE faced many difficulties in placing one scholar due to an issue regarding the</p> | <p>IIE’s Placement Team will be brought on earlier in the selection process for Cohort 2. After applicants pass the criteria review stage</p> |



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| | <p>equivalency of their undergraduate degree to a U.S. Bachelor's. The scholar received his bachelor's degree from a three-year university program in India. IIE's Placement Team informed the IIE Program Team after the scholar was selected that this type of degree from India is the most difficult with which to apply to U.S. graduate programs since most U.S. universities don't consider three-year degrees from India to be equivalent with U.S. Bachelor's degrees.</p> | <p>of selection, the IIE Placement Team will review transcripts and other academic documents of all short-listed applicants to determine any possible issues that the individual may experience in applying to U.S. universities. If any issues are raised, IIE will determine 1) if there are mitigating measures that IIE can take to ensure a placement for the individual despite identified issues, or 2) if the IIE Placement Team recommends that they be eliminated from consideration for the scholarship. If mitigating measures are identified, IIE will work closely with the individual(s) if selected to ensure their academic documents are ready for a successful placement process.</p> |
| | <p>University Placement - Process & Documentation</p> <p>As highlighted in the University Placement Section, despite IIE's best efforts to develop an organized, well communicated, and efficient university placement process, there were some issues encountered with scholars who weren't completely satisfied with their university choices. IIE was able to work through challenges on an individual basis, but there are lessons learned that will be implemented to ensure a more streamlined and transparent placement process for Cohort 2.</p> | <p>IIE will update the Offer of Scholarship Award letter at the time of scholar selection to include a statement of agreement that explicitly sets out IIE's rules with respect to the placement process, including information about the University Placement Plan, communication protocols during the placement process, and scholar responsibilities as it relates to placement.</p> <p>The IIE Placement Team will hold a webinar for Cohort 2 scholars walking them through the placement process and providing them with practical tips on how to review their University Placement Plans and the type of feedback that is most useful to the IIE Placement Team to ensure that everyone is happy with their admissions.</p> <p>IIE will update the process for scholars to review and provide feedback on their University Placement Plan so that there is a clear, documented, and collaborative procedure to ensure all scholars are able to express their feedback and that IIE is able to respond in a timely manner. If scholars don't provide any feedback, but express a preference, IIE will push for further information from the scholar to understand if there may be a need to revise the schools on their University Placement Plans.</p> |



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| | | <p>Increased individual mentoring sessions by the DCOP, Lincoln Scholarship Mentors, and the IIE Home Office and Placement Teams during the placement process to help scholars research universities and provide feedback to the University Placement Plan.</p> |
| | <p>University Placement- Choice of Institution</p> <p>Due to the shortened timeframe of Cohort 1 placement, IIE was only able to offer scholars a more limited choice of university options based on which schools were willing to accept late applications. This caused some concern with scholars as noted in the University Placement section.</p> | <p>Since Cohort 2 scholars will be able to submit applications to universities during the normal admission cycle, IIE will be able to submit a minimum of two applications and, up to a maximum of four applications for each scholar, thus providing them with more choices. There will also be more universities available to be included on the University Placement Plans since applications will be submitted on time.</p> |
| | <p>Communications Protocol</p> <p>During Q3, IIE realized that there was some misunderstanding on the part of scholars, IIE, and USAID regarding the roles of each in the placement process. This misunderstanding caused some confusion during the placement process. IIE held meetings with USAID and scholars to clarify the communication protocols.</p> | <p>IIE developed a detailed communication protocol outlining the roles of IIE, TEF, and USAID during each stage of each scholar's program. At the beginning of Q4, IIE commenced the task of drafting a communications protocol that was shared with Lincoln Scholars for a July 9, Lincoln Scholar update. In Q4, IIE will be working on updating the communication protocol to reflect agreed changes between IIE and USAID. In Q4 an updated communications protocol will be sent to scholars accompanied by a ZOOM meeting to talk through the protocol and ensure a clear understanding by all parties.</p> |
| | <p>J1 Visa and Medical Clearances</p> <p>As Lincoln Scholars were not familiar with the requirements to complete and sign all documents for J1 visas, IIE experienced some difficulties with scholars completing forms and signing by typing their names, rather than signing. IIE needed to work with scholars to keep explaining that all documents needed to be completed using consistent information i.e. name and date of birth (DOB) as per their passports, signed and submitted.</p> | <p>For Cohort 2, IIE will be holding a session dedicated to J1 visa form filling to ensure all scholars understand the importance of using consistent information to complete forms and sign using a pen. Also, IIE is working with medical facilities to ensure that all testing and additional tests if required can be completed in one visit to medical facilities, to reduce the need for additional scheduling of medical tests.</p> |



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| | <p>During the medical clearance process, it was discovered that some scholars had signs of active tuberculosis, so additional testing was required that necessitated booking of additional appointments and coordination between IIE, Lincoln Scholars and medical facilities.</p> | |
| | <p>J1 Visa Issuance, COVID-19 and 100% Online Programs</p> <p>A challenge faced in placing Cohort 1, especially at the later stages in the process, was the COVID-19 pandemic. Due to visa regulations restricting visa issuance to students whose university programs were 100% online, IIE was in constant communication with universities as they made decisions about what their instruction would look like during the 2020-2021 academic year. Many schools opted to hold either in-person classes or a hybrid of in-person and online courses. Only one scholar, as noted in the University Placement section needed to change her university placement due to her university moving to 100% online instruction.</p> | <p>IIE will continue to maintain strong communications with universities and stay informed of changing policies in order to make sure that scholars are able to participate in and complete their programs in line with USAID goals.</p> <p>IIE developed a COVID-19 support document for scholars outlining the numerous sources of support and preparation that will be taken into consideration due to COVID-19. This support includes webinars on online learning and U.S. current events, individual COVID-19 resource documents based on university locations and policies, information about HAC and university health insurance, issuance of PPE, initial quarantine procedures and logistics, and plans for emergency situations.</p> |
| | <p>U.S. Orientation, Conflict Resolution and Leadership Training</p> <p>It was originally intended that Cohort 1 Lincoln scholars would participate in a face-to-face orientation upon arrival in the United States, that would be linked to leadership and conflict resolution components of LSP. Due to COVID-19 it is now not possible to have an in-person orientation and introductions for leadership and conflict resolution components.</p> | <p>During Q3, IIE has been working internally and coordinating with GMU and Core Skills LLP, to work out the best methods and timing for virtual delivery of Cohort 1 orientation in the United States including introduction of leadership and conflict resolution training components. During Q4, final decisions about timing and delivery will be made by IIE in consultation with GMU and Core Skills LLP and USAID will be updated with respect to those arrangements.</p> <p>IIE will also be updating Cohort 1 Lincoln Scholars about these arrangements during Q4 upon their arrival in the United States.</p> |
| | <p>Social Media Strategy</p> <p>During Q3, IIE drafted and submitted a social media strategy to USAID, but only received feedback towards the end of Q3. IIE has been busy preparing for the departure of Cohort 1 scholars and has not been able to respond to</p> | <p>IIE is providing responses to USAID comments in Q4 to be followed by a conference call to answer all USAID questions, so that a final</p> |



| | | |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | USAID comments, or establish social media platforms for LSP as there is not an approved social media strategy. | draft can be prepared and submitted to USAID for approval. |
| | Revised Branding and Marking Plan During Q3, IIE drafted and submitted a revised branding and marking plan to USAID, but only received feedback towards the end of Q3. As per the social media strategy above, IIE was busy preparing for the departure of Cohort 1 scholars. | IIE is providing responses to USAID comments in Q4 to be followed by a conference call (if required) to answer all USAID questions, so that a final draft can be prepared and submitted to USAID for approval. |
| | Lincoln Scholarship Webpages During Q3, IIE prepared draft webpages and submitted to USAID for approval. USAID requested that IIE complete and return forms to enable approval of Lincoln Scholarship webpages to be placed on IIE main website. IIE completed forms and returned them to USAID. | In Q4, IIE expects to receive approval from USAID so that webpages can be established for LSP under IIE's website along with other scholarship programs that it manages. |

7. SUB-RECIPIENT ACHIEVEMENTS

7.1 Thabyay Education Foundation

The Thabyay Education Foundation (TEF) is a key implementing partner for LSP.

Cohort 1 Achievements

In Q3 TEF worked with IIE to continue the delivery of pre-academic-training, housing Cohort 1 scholars at apartments contracted by TEF conveniently located close to TEF and IIE Offices. TEF coordinated the organization of venue and resources required to enable Cohort 1 scholars to complete GRE tests at the Novotel Hotel, Yangon. Completion of GRE tests supported completion of placement in the United States for some Cohort 1 scholars. TEF completed delivery of other pre-academic-training courses after which Cohort 1 scholars returned to their communities.

TEF also worked tirelessly to adjust the delivery of cohort 1 pre-academic-training due to the outbreak of COVID-19, continuing to support the transition of scholars from face to face to ZOOM online virtual learning.

Cohort 2 Achievements

In Q3, TEF worked with IIE to adjust recruitment and outreach activities for Cohort 2, which included significant changes to planned activities, introducing expanded media, advertising, and email outreach elements. Adjustments to outreach and recruitment also took into consideration how adjusted activities could target and attract applications from a diverse and inclusive range of Myanmar citizens. TEF also assisted IIE to identify and attract participants from various sectors of the economy i.e. private enterprise, public sector, NGO/CSOs and GoB. With the outbreak of COVID-19, TEF also worked tirelessly to move planned outreach and recruitment events to a series of Facebook virtual events.

7.2 George Mason University School of Conflict Analysis and Resolution

The George Mason University School of Conflict Analysis and Resolution (S-CAR) will be responsible for developing and implementing a multi-phase training program on conflict resolution for scholars during their program in the U.S. Discussions with S-CAR during this reporting period centered on developing the curriculum for the conflict resolution course and brainstorming ways to coordinate content with CoreSkills, LLC. S-CAR reviewed and provided feedback on the Lincoln Scholarship baseline survey to be completed by all scholars awarded a Lincoln Scholarship. S-CAR is also in discussions with IIE about the provision of online theory training for cohort 1 scholars during the on-arrival orientation session and throughout the fall 2020 semester both for scholars who are in the U.S. and for those who are not able to depart to the United States due to travel restrictions or other issues as a result of COVID-19.

7.3 CoreSkills, LLC

CoreSkills, LLC will be responsible for developing and implementing training on leadership and diversity for scholars during their program in the U.S. Discussions with CoreSkills, LLC this reporting period centered around finalizing their scope of work and having initial discussions with S-CAR about collaborating on content. CoreSkills reviewed and provided feedback on the Lincoln Scholarship baseline survey to be completed by all scholars awarded a Lincoln Scholarship. CoreSkills is also in discussions with IIE about the provision of online training for cohort 1 scholars during the on-arrival orientation session in the fall 2020



semester both for scholars who are in the U.S. and for those who are not able to depart to the United States due to travel restrictions or other issues as a result of COVID-19.

8. PRIORITIES FOR NEXT REPORTING PERIOD JULY TO SEPTEMBER

8.1 Year 2 Narrative Workplan and Budget Preparation

IIE will submit the Year 2 narrative work plan , gantt chart and budget to the AOR for review, feedback, and approval. As required, IIE will make revisions prior to final approval by the AOR.

8.2 JI Visa Processing

IIE is coordinating with Cohort 1 scholars and USAID/Burma to have all relevant forms, such as training implementation plans, placement approval, conditions of sponsorship and compact statements signed. IIE will then upload required documentation for each Cohort 1 scholar into TEAMS for USAID R3 and R4 approvals including issuance of DS2019. IIE Burma will coordinate with USAID/Burma and Cohort 1 scholars to organize dates for group visa interviews and issuance of visas.

8.3 Departure of Cohort I to the United States

IIE is coordinating with Cohort 1 scholars and USAID/Burma to ensure the orderly departure of Cohort 1 scholars to the United States to commence their academic programs. This will include providing Cohort 1 scholars with relevant information about support that they will receive in Yangon prior to departure and upon arrival in the United States, immunizations, USD for their trip to the United States, flight itineraries and other information as needed.

8.4 Recruitment and Selection of Cohort II

IIE will coordinate the two (2) selection panels to complete the review of 278 Lincoln Scholar applications and select a group of approximately 80-90 candidates to attend face-to-face interviews in Yangon, commencing August 31.

8.5 Social Media Strategy

IIE will provide feedback to USAID comments, so that the social media strategy can be finalized, social media platforms established and social media kits given to Lincoln Scholars so that they can commence posting content to approved social media platforms.

8.6 Revised Branding and Marking Plan

IIE will respond to USAID comments, so that the revised branding and marking plan can be finalized and guidance provided to Thabyay Education Foundation as to how they are to comply with branding and marking requirements.

8.7 MEL Activities

MEL activities in Q4 will include the following:

1. Cohort 1, post arrival survey in the United States.
2. Evaluating baseline survey results for inclusion in Q4 progress report.
3. Finalizing and entering data into the Lincoln Scholar database currently being developed.

8.8 Updating Communications Protocol

IIE will work with USAID to update the communications protocol so that it meets the needs of all stakeholders and provides clear guidance to Lincoln Scholars with respect to whom they should communicate and seek assistance for specific issues or difficulties that they are facing.

8.9 Updating Placement Documents and Process

IIE HO and IIE Burma will review and update all documents and processes related to the placement of Lincoln Scholars and ensure that they are clearly explained to Cohort 2 scholars at the commencement of Cohort 2 pre-academic-training activities. As a result, the risk of misunderstanding about the placement process and Lincoln Scholarship requirements that all Lincoln Scholars must apply for a minimum of two universities in the United States will be minimized.

9. ANNEXES

9.1 Monitoring and Evaluation Table

The MEL Plan was approved by the AOR on March 19 and the tables below have been adjusted to include Q2 2020 data. This Q3 report includes quarterly and aggregate results for each reporting year detailed in Table 16.0 below.

Table 16.0: Output Level Indicators

| Sr | Performance Indicator | Baseline | Target | Q1 | Q2 | Q3 | Q4 | Y1 | Comment |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------|----|-----|-----|----|-----|---------------------------------------------------------------------------------------------------------------|
| 1 | Output Indicator 1(Custom Indicator): # of Scholarships Awarded | 0 | 95 | 0 | 17 | 0 | | 17 | 17 scholars are selected in Cohort 1. |
| 2 | Output Indicator 2(Custom Indicator): % of Scholars who participate in the required program activities before and during their U.S. program. | 0 | 100% | 0 | 0 | 0 | | 0 | In process, all scholars have joined fully in Pre-academic Training and predeparture orientation. |
| 3 | Output Indicator 3(Custom Indicator): % Scholars accepted into U.S. universities | 0 | 100% | 0 | 0 | 8 | | 8 | 9 scholars are still waiting their admission letter |
| 4 | Output Indicator 4(Custom Indicator): % of scholars who receive campus visits | 0 | 100% | 0 | 0 | 0 | | 0 | The activities are not started yet |
| 5 | Output Indicator 5(Custom Indicator): % of quality applicants | N/A | 70% | 0 | 72% | 85% | | 80% | During the 2 nd Cohort, 373 applicants out of 437 met the eligibility criteria of LSP Application. |
| <p>Mission Objective 2.1: Promote Burma's transition to a more inclusive and open economy while increasing bilateral trade</p> <p>ICS Goal 2: Our economic and development partnership expands US and Burma prosperity</p> <p>Impact 1: Burmese organizations are more inclusive and open while increasing linkages with the United States</p> <p>Outcome 1: Scholars acquire and learn new skills abroad and return to Burma to contribute to their organizations and communities</p> | | | | | | | | | |
| 6 | Indicator 1.1(Custom Indicator): % of Scholars who indicate learning new skills related to economic development and bilateral trade between US and Burma | TBD via Baseline Survey | 75% | 0 | 0 | 0 | | 0 | The data is not available yet |
| 7 | Output 1.1.1: Standard Indicator EG.6.14 Percent of individuals who complete USG-assisted workforce development programs | 0 | 95% | 0 | 0 | 0 | | 0 | The data is not available yet |

| | | | | | | | | | |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----|---|---|-----|--|-----|----------------------------------------------------------------------------------------------------------------|
| 8 | Output 1.1.2 (Custom Indicator): % of Scholars who are selected from marginalized populations (gender, ethnic, religious, LGBTQ) | 0 | 50% | 0 | 0 | 59% | | 59% | In the Cohort 1 Scholars, 10 out of 17 scholars identified themselves as ethnic or religious minority in Burma |
| 9 | Output 1.1.3: Standard Indicator HL.9.4 # of individuals receiving nutrition-related professional training through USG-supported programs | 0 | 4 | 0 | 0 | 0 | | 0 | The data is not available yet |
| 10 | Indicator 1.2 (Custom Indicator): % of Scholars who increased in their leadership skills as a result of LSP | 0 | 85% | 0 | 0 | 0 | | 0 | The data is not available yet |
| 11 | Indicator 1.3(Custom Indicator): % of scholars who increased in their understanding of inclusivity and appreciation for diversity as a result of the leadership training. | TBD via Baseline Survey | 85% | 0 | 0 | 0 | | 0 | The data is not available yet |
| 12 | Indicator 1.4(Custom Indicator): % of scholars who increased in their conflict resolution skills as a result of the training. | TBD via Baseline Survey | 85% | 0 | 0 | 0 | | 0 | The data is not available yet |
| 13 | Indicator 1.5(Custom Indicator): increased % of Scholars who have leadership roles and responsibilities in Burmese organizations | TBD via Baseline Survey | 50% | 0 | 0 | 0 | | 0 | The data is not available yet |
| 14 | Indicator 1.6(Custom Indicator): % of Scholars who report providing training or mentoring their colleagues in Burma | 0 | 50% | 0 | 0 | 0 | | 0 | The data is not available yet |
| 15 | Indicator 1.7(Custom Indicator): % of Scholars who report improved understanding of the value and practice of equity and diversity among their colleagues. | TBD via Baseline Survey | 65% | 0 | 0 | 0 | | 0 | The data is not available yet |
| 16 | Indicator 1.8: Standard Indicator EG. 6.15 Percent of individuals with better | TBD via Baseline Survey | 40% | 0 | 0 | 0 | | 0 | The data is not available yet |

| | | | | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----|---|---|---|--|---|-------------------------------|
| | employment following participation in USG-assisted workforce development programs. | | | | | | | | |
| 17 | Indicator 1.9(Custom Indicator): % of Scholars who apply equitable practices in their organizations/ businesses | TBD via Baseline Survey | 90% | 0 | 0 | 0 | | 0 | The data is not available yet |
| Impact 2: Alumni networks are active and promote inclusive and open activities in their communities and linkages with the United States | | | | | | | | | |
| Outcome 2: Scholars create sustainable alumni networks and linkages with United States | | | | | | | | | |
| 18 | Indicator 2.1(Custom Indicator): % of Scholars who actively participate in alumni activities | 0 | 70% | 0 | 0 | 0 | | 0 | The data is not available yet |
| 19 | Indicator 2.2(Custom Indicator): % of Scholars who maintain communication with US counterparts professionally | 0 | 50% | 0 | 0 | 0 | | 0 | The data is not available yet |
| 20 | Indicator 2.3(Custom Indicator): # of initiatives launched by alumni to support communities | 0 | 5 | 0 | 0 | 0 | | 0 | The data is not available yet |
| Mission Objective 3.1: Deepen and expand people-to-people ties in order to promote greater understanding of and support for US policies and values | | | | | | | | | |
| ICS Goal 3: Our broad engagement builds support for US policies and values and the US as the partner of choice | | | | | | | | | |
| Impact 3: Linkages between people and greater understanding of US policies and values in bilateral relations | | | | | | | | | |
| Outcome 3: Scholars acquire and learn new skills abroad and return to Burma to contribute to their organizations and communities | | | | | | | | | |
| 21 | Indicator 3.1(Custom Indicator): % of Scholars who indicate learning new skills related to economic engagement and people-to-people ties with the US | TBD via Baseline Survey | 90% | 0 | 0 | 0 | | 0 | The data is not available yet |
| 22 | Output 3.1.1: Standard Indicator E.S.2.2 Number of individuals attending tertiary education institutions with USG scholarship or financial assistance | 0 | 95 | 0 | 0 | 0 | | 0 | The data is not available yet |
| 23 | Output 3.1.2(Custom Indicator): % of Scholars participating in professional development opportunities in the US | 0 | 50% | 0 | 0 | 0 | | 0 | The data is not available yet |

9.2 USAID/Burma Field Visits

This section summarizes field events that were attended by USAID officials during the reporting period, April to June 2020. For Q3, there were no USAID/Burma Field Visits undertaken.

9.3 Expenditure Summary

| | | | |
|--------------------------------------|---------------------|-------------------------------------------------|---------------------|
| Total Estimated Amount/Ceiling Price | | \$19,000,000 | |
| Total Obligated Amount | | \$3,000,000 | |
| Item Description | | | |
| Budget | | Cumulative Disbursements as of 3/31/2020 | |
| Balance | | | |
| Direct Costs | \$16,607,077 | \$698,157 | \$15,908,920 |
| Indirect Costs | \$2,392,922 | \$335,332 | \$2,057,600 |
| Cost-Share | \$1,065,105 | \$0 | \$1,065,105 |
| Total | \$20,065,105 | \$1,033,479 | \$19,031,625 |

9.4 Environmental Compliance Reporting

As required under section A.13.3 of the agreement, the project has reviewed all ongoing and planned activities and determined that they are within the scope of the approved regulation 216 environmental documentation. IIE, in consultation with the USAID Agreement Officer's Representative and Mission Environmental Officer, as appropriate, continuously monitors all project activities to ensure there are no adverse environmental impacts. No new environmental impact or compliance issues were identified during the period August 28 to December 31, 2019.

9.5 Annexes Attached to Q2 Progress Report

- 9.6. C2 Private Sector Mapping for Outreach and Recruitment
- 9.7. C1 LSP Feedback for Pre-Academic-Training
- 9.8. C1 FAQs Revised
- 9.9. C2 Applicant Survey Report
- 9.10 C2 Non-Submitted Applicant Survey Report
- 9.11 C1 Concerns about Travel to the United States & COVID-19