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Higher Education Initiative
Private University Scholarships



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Cooperative Agreement AID-263-A-15-00020

Local Scholarship Program (LSP) – Private

Quarterly Report

FY2022, Quarter 2

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Executive Summary

USAID awarded the Local Scholarship Program (LSP) – Private Universities to IIE and the agreement was signed between USAID and IIE on May 11, 2015. Since the inception of the LSP Scholarship Program, 210 students have been successfully recruited, selected, and awarded scholarships. The students have been placed at three host universities: the American University in Cairo (AUC), the Arab Academy for Sciences, Technology and Maritime Transport (AASTMT), and the British University in Egypt (BUE). While the planned number of students per cohort was 65, IIE was able to increase the number of Cohort 3 students from 65 to 80 students, including 11 students with disabilities.

The total number of LSP-Private current enrolled students in this reporting period is 88 (13 Cohort 2 – 75 Cohort 3) including 11 students with disabilities (3 females and 8 males) after two students were terminated and four left the program to pursue other opportunities.

Sixty-five Cohort 1 students graduated in FY2020 and FY2021, six of whom concluded a twelve-month Nursing residency during FY2021/Q4 reporting quarter.

Fifty Cohort 2 students (23 AASTMT, 7 AUC, and 20 BUE) graduated including six nursing students who started their residency year in October 2021. Five are doing their nursing residency in Cairo, while one is doing it in Qaliyobya, her home governorate.

One cohort 3 AUC students graduated after the Fall 2022 semester. The student was successfully able to finish his studies earlier than his colleagues by one full semester due to his academic excellence. 75 cohort 3 students are still finishing their study (38 females - 37 males). Four cohort 3 students have been terminated/quit either for poor academic performance or to pursue another study abroad opportunity.

LSP Graduates

Table (1): LSP Cohort 1 graduates disaggregated by Governorate and Gender

COHORT 1 Graduates (gender & governorate)	Alexandria	Assiut	Aswan	Behaira	Beni Sueif	Cairo	Dakahlia	Damietta	Fayoum	Gharbia	Giza	Ismaia	K. El Sheikh	Luxor	Marsa Matruh	Menofeya	Minya	New Valley	North Sinai	Port Said	Qaliyobia	Qena	Red Sea	Sharkeya	Sohag	South Sinai	Suez	Total	PWD
Females	2	2	2	2	2	1	1	2	2	1	1	1	0	1	0	4	4	0	0	1	1	0	1	0	2	0	1	34	0
Males	1	0	1	2	4	1	0	0	2	0	3	0	1	2	0	1	0	0	0	0	2	4	1	3	2	0	1	31	1
Total Graduates	3	2	3	4	6	2	1	2	4	1	4	1	1	3	0	5	4	0	0	1	3	4	2	3	4	0	2	65	1

Table (2): LSP Cohort 1 graduates disaggregated by University and Field of Study

University	BUE			AASTMT			
Field of Study	Communication and Mass Media	Economics	Nursing	Computing and Information Technology	International Transport and Logistics	Management and Business Technology	Engineering
Cohort 1	3	1	6	5	10	25	15
Total	10			55			

Table (3): LSP Cohort 2 graduates disaggregated by Governorate and Gender¹

COHORT 2 Graduates (gender & governorate)	Alexandria	Assiut	Aswan	Behaira	Beni Sueif	Cairo	Dakahlia	Damietta	Fayoum	Gharbia	Giza	Ismaailia	K. El Sheikh	Luxor	Marsa Matruh	Menofeya	Minya	New Valley	North Sinai	Port Said	Qalyobia	Qena	Red Sea	Sharkeya	Sohag	South Sinai	Suez	Total	PWD
Females	0	3	2	0	1	0	0	0	2	0	2	2	0	5	0	8	3	1	0	1	1	1	0	0	1	1	0	34	0
Males	1	1	1	0	0	3	1	0	0	0	1	0	0	0	0	3	2	0	2	0	0	0	0	0	1	0	0	16	0
Total Graduates	1	4	3	0	1	3	1	0	2	0	3	2	0	5	0	11	5	1	2	1	1	1	0	0	2	1	0	50	0

Table (4): LSP Cohort 2 graduates disaggregated by University and Field of Study

University	BUE/AUC			AASTMT/AUC			
Field of Study	Communication and Mass Media	Economics	Nursing	Computing and Information Technology	International Transport and Logistics	Management and Business Technology	Engineering
Cohort 2	13	4	6	5	8	14	
Total	23			27			

LSP Students (currently enrolled)

Table (5): Current LSP Cohort 2 Students disaggregated by Governorate and Gender²

COHORT 1 Students (gender & governorate)	Alexandria	Assiut	Aswan	Behaira	Beni Sueif	Cairo	Dakahlia	Damietta	Fayoum	Gharbia	Giza	Ismaailia	K. El Sheikh	Luxor	Marsa Matruh	Menofeya	Minya	New Valley	North Sinai	Port Said	Qalyobia	Qena	Red Sea	Sharkeya	Sohag	South Sinai	Suez	Total	PWD
Females	0	1	0	0	1	0	0	2	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	7	0
Males	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	2	0	0	6	0
Total	0	1	1	1	2	0	0	2	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	1	2	0	0	13	0

¹ This table is updated to reflect the total number of Cohort 2 graduates (50)² The table is updated to reflect the total number of Cohort 2 students (13) after two female students graduated.

Table (1): Current LSP Cohort 3 Students disaggregated by Governorate and Gender³

COHORT 3 Candidates (gender & governorate)	Alexandria	Assiut	Aswan	Beheira	Beni Sueif	Cairo	Dakahlia	Damietta	Fayoum	Gharbia	Giza	Ismailia	K. El Sheikh	Luxor	Marsa Matruh	Menofeya	Minya	New Valley	North Sinai	Port Said	Qalyubia	Qena	Red Sea	Sharkeya	Sohag	South Sinai	Suez	Recruited	PWD
Females	1	1	1	2	2	6	1	1	3	0	1	0	0	1	0	4	7	0	0	3	1	0	1	0	0	0	1	38	3
Males	3	1	2	2	3	4	0	0	1	0	5	1	0	3	0	2	3	0	1	0	1	1	0	2	2	0	0	37	8
Total	4	2	3	4	5	10	1	1	4	0	6	1	0	4	0	7	10	0	1	3	2	1	1	2	2	0	1	75	11

During FY2022/Q2 (January 1 – March 31), the following activities took place:

LSP Scholar Academic and Personal Support

- Academic Individual Support Meetings conducted for:
 - One Cohort 2 students (1 female and 0 males).
 - Eleven Cohort 3 students (6 females and 5 males).

Study Abroad Program

- Observational Study Tour in February 2022
- Re-entry meeting for students who participated in the OST

Leadership and Career Activities

Leadership Activities

- Forty-six Cohort 3 Team Building Retreat (36 females and 28 males)
- Twelve Cohort 2 Leadership Enrichment Session 6 Cohort 2: World Cafe Networking Event (7 females and 5 males)
- Sixty-five Cohort 3 Leadership Enrichment Session 6 Cohort 3: World Cafe Networking Event (36 females and 29 males)
- Twelve Cohort 2 (7 females and 5 males) and 64 Cohort 3 (35 females and 29 males) attended Gender Forum: Gender in My World (#5)
- Five Cohort 2 (3 females and 2 males) attended Gender-Related Issues Meeting 1: Gender Map (Group A)
- Four Cohort 2 (2 females and 2 males) attended Gender-Related Issues Meeting 2 (Females & Males): Gender Map (Group B)

³ The table is updated to reflect the new total number of Cohort 3 students (75) after a male student from Beheira was terminated and one cohort 3 AUC student graduated after Fall 2022 semester due to his academic excellence.

- Three Cohort 2 (2 females and 1 male) attended Gender-Related Issues Meeting 3 (Females & Males): Gender Map (Group C)
- Nineteen Cohort 3 (12 females and 7 males) attended Gender-Related Issues Meeting 1: Gender Map (Group A)
- Eighteen Cohort 3 (10 females and 8 males) attended Gender-Related Issues Meeting 2: Gender Map (Group B)
- Twenty-one Cohort 3 (12 females and 9 males) attended Gender-Related Issues Meeting 3: Gender Map (Group C)
- Five Cohort 2 (3 females and 2 males) attended Gender-Related Issues Meeting 4: Dialogue Around Gender Roles (Group A)
- Four Cohort 2 (2 females and 2 males) attended Gender-Related Issues Meeting 5: Dialogue Around Gender Roles (Group B)
- Three Cohort 2 (2 females and 1 male) attended Gender-Related Issues Meeting 6 Coh (Females & Males): Dialogue Around Gender Roles (Group C)
- Fifteen Cohort 3 (11 females and 4 males) attended Gender-Related Issues Meeting 4: Dialogue Around Gender Roles (Group A)
- Twenty-one Cohort 3 (11 females and 10 males) attended Gender-Related Issues Meeting 5: Dialogue Around Gender Roles (Group B)
- Eighteen Cohort 3 (10 females and 8 males) attended Gender-Related Issues Meeting 6: Dialogue Around Gender Roles (Group C)
- Twelve Cohort 2 (7 females and 5 males) and 59 Cohort 2 (35 females and 24 males) Gender Forum: Communication About Gender (#6)
- Three Cohort 2 females attended Gender-Related Issues Meeting 7: WenDo Training (Group A)
- Two Cohort 2 females attended Gender-Related Issues Meeting 8: WenDo Training (Group B)
- Two Cohort 2 females attended Gender-Related Issues Meeting 9: WenDo Training (Group C)
- Twelve Cohort 3 females attended Gender-Related Issues Meeting 7: WenDo Training (Group A)
- Twelve Cohort 3 females attended Gender-Related Issues Meeting 8: WenDo Training (Group B)
- Twelve Cohort 3 females attended Gender-Related Issues Meeting 9: WenDo Training (Group C)

Career Activities

- Eleven Cohort 2 students (5 females and 6 males) attended virtual Guidance Round 1.
- Forty-seven Cohort 3 students (19 females and 28 males) attended virtual Career Guidance Round 1.
- Three Cohort 2 students (2 females and 1 male) attended virtual Career Mentoring (Mock Interviews with HR Professionals).
- Eight Cohort 3 students (5 females and 3 males) attended virtual Career Mentoring (Mock Interviews with HR Professionals).

FY2022/Quarter 2 Reporting against Annual Work Plan

#	Sub-Task Description	Outputs/Deliverables	Activities by Quarter		Responsibility
			FY22, Q2	FY22, Q2	
			Cohort 2	Cohort 3	
Task 1: Program start-up and Management					
1.1	Complete Annual Work Plan (AWP) for FY21 (year 7)	AWP is completed with Cohort 1, Cohort 2 and Cohort 3 clearly represented and approved by USAID	Completed		Monitoring, Evaluation and Learning Manager
Task 2: LSP Scholar Academic and Personal Support					
2.1	Conduct a needs assessment of the required facilities modifications and other materials that IIE should procure for each student with a disability	Students with disabilities are provided with access to all learning resources and facilities	On-going (<i>note: the universities are providing necessary support for students with disabilities</i>).		IIE/Partner Universities (AASTMT)
2.3	Provide inclusive training to IIE staff and University Coordinators on how to support students with disabilities	Engaging students on campus to promote an on-campus culture that is receptive towards the disabled, bridging the gap between the disabled and the society	On-going		Academic Advising Manager
2.3	LSP students are supported financially and materially to attend university	Allowances are paid monthly; Student housing and personal space are ensured and monitored; Transportation is provided as needed	On-going		Advising Coordinators and Academic Advising Manager
2.4	Conduct occasional meetings with LSP students at the group and individual levels	Meetings are held to identify issues, review policies, etc.; IIE staff will provide mentoring and counseling to students to assist them in adjusting to their new environment	On-going		Advising Coordinator and Academic Advising Manager
Task 3: Leadership in Action Program					

#	Sub-Task Description	Outputs/Deliverables	Activities by Quarter		Responsibility
			FY22, Q2	FY22, Q2	
			Cohort 2	Cohort 3	
3.1	Continue development of Leadership in Action Program sessions, materials, and handouts	LIA materials and handouts are developed and updated	On-going		Leadership and Enrichment Manager
3.2	Conduct gender-related Issues Meetings	An IIE female staff member will meet with female LSP students quarterly to discuss gender issues that they deem relevant to their studies and the university community.	Completed		Leadership and Enrichment Team
3.3	Leadership enrichment activities	The diverse set of informal events to expose students to leadership topics including but not limited to speakers', movies series, and team-building retreat.			COMPLETED
3.4	Student-led conference	Students will be required to organize a conference to showcase their service-learning projects. In the process of doing so, students will learn how to conceptualize, plan, and implement a large-scale event.			COMPLETED
3.3	Organize Team Building retreat	The team-building retreat aims to teach students collegiality, cooperation, and leadership through experiential activities and reflection sessions.			Leadership and Enrichment Team
3.4	Organize gender forum	IIE will hold a discussion forum for female students focused on empowering them to address observed gender inequalities in their universities and communities. The agenda of the forums will be guided by topics the students themselves identify. Other components of the agenda could include accomplished female Egyptian guest speakers, as well as sessions aimed at addressing issues of confidence, equality, civil rights, communication, and leadership.	Completed		Leadership and Enrichment Team
3.5	Entrepreneurship Leadership Discovery Program	ELDP is an intensive workshop designed to prepare and guide Egyptian youth towards launching their own businesses in Egypt. 13 students will be from Cohort 1 and 7 from Cohort 2.	Completed		Leadership and Community Service Officer

#	Sub-Task Description	Outputs/Deliverables	Activities by Quarter		Responsibility
			FY22, Q2	FY22, Q2	
			Cohort 2	Cohort 3	
3.8	Summer Leadership Camp	Leadership camps for each cohort to develop their leadership and civic engagement skills. Each camp will build on previous ones.			COMPLETED
3.9	Cultural Trip 2	Trips are intended for students to learn more about the different parts of Egypt including the different cultures that exist.			COMPLETED
3.1	Leadership Life Skills Training	Students will gain a base of skills essential for their academic success through their bridge year curriculum and will also be introduced to leadership and life skills through sessions.			COMPLETED
Task 4: English Language Support					
4.1	LSP Cohort 1 and 2 graduates will take the SEPT/ OEPT test	LSP graduates will take SEPT/OEPT exam to gauge English language proficiency improvements.	On-going		Advising Coordinator and Academic Advising Manager
Task 5: Study Abroad Program					
Spring 2021 semester					
5.1	Placement of eligible LSP students at U.S. universities by IIE NY Placement Office	Students will have the chance to travel to the US to study for a summer session and participate in an internship.		Cancelled due to COVID-19 pandemic	Study Abroad Program Officer
5.2	Study Abroad logistics	All logistics necessary to LSP student travel to U.S. are undertaken including visa and TEAMS entry, travel arrangements, insurance, etc.			Study Abroad Program Officer
5.3	Pre-departure Orientation for LSP students who will travel to the U.S.	Pre-departure orientations are held for LSP students prior to travel			Study Abroad Program Officer
5.4	Monitoring of Study Abroad Program and issues	Study abroad officer and IIE DC office routinely monitors LSP study abroad students			Study Abroad Program Officer and IIE DC office
5.5	Reentry workshop	LSP students take a reentry workshop after their return from their study abroad program			Study Abroad Program Officer
Summer 2021 semester					

#	Sub-Task Description	Outputs/Deliverables	Activities by Quarter		Responsibility
			FY22, Q2	FY22, Q2	
			Cohort 2	Cohort 3	
5.6	Placement of eligible LSP students at U.S. universities by IIE NY Placement Office	Students will have the chance to travel to the US to study for a summer session and participate in an internship.		Completed	Study Abroad Program Officer, IIE/DC, Placement teams
5.7	Study Abroad Logistics	All logistics necessary to LSP student travel to U.S. are undertaken including visa and TEAMS entry, travel arrangements, insurance, etc.		Completed	Study Abroad Program Officer
5.8	Pre-departure Orientation for LSP students who will travel to the U.S.	Pre-departure orientations are held for LSP students prior to travel		Completed	Study Abroad Program Officer
5.9	Monitoring of Study Abroad Program and issues	Study abroad officer and IIE DC office routinely monitors LSP study abroad students		Completed	Study Abroad Program Officer and IIE DC office
5.10	Reentry workshop	LSP students participate in a reentry workshop after returning from their study abroad program		Completed	Study Abroad Program Officer
Winter 2022 term/OST					
5.11	Development of OST	Students will have the chance to travel to the US to study for a two-week OST		Completed	Study Abroad Program Officer, AEL team
5.12	Pre-departure Orientation for LSP students who will travel to the U.S.	Pre-departure orientations are held for LSP students prior to travel		Completed	Study Abroad Program Officer
5.13	Monitoring of Study Abroad Program and issues	Study abroad officer and AEL team routinely monitors LSP study abroad, students		Completed	Study Abroad Program Officer AEL team
5.14	Reentry workshop	LSP students participate in a reentry workshop after returning from their study abroad program		Completed	Study Abroad Program Officer
Task 6: Career Development					
6.1	Develop Career Development component	EFE components are developed/customized ⁴⁵		On-going	IIE

⁴⁵ The IIE career development team restructured the career component, after ending the partnership with EFE-Egypt, please refer to FY2021, Q1 report for more details

#	Sub-Task Description	Outputs/Deliverables	Activities by Quarter		Responsibility
			FY22, Q2	FY22, Q2	
			Cohort 2	Cohort 3	
6.2	Career Directions and Civic Engagement Training Program	The CDCE program will introduce participants to building their career map and basic job search skills, as well as explain how civic engagement and leadership skills are equally important activities for the development of their academic and professional careers. One day will be dedicated to a service-learning assignment in which participants will volunteer at a nonprofit organization.	COMPLETED		
6.2	Job placement training program	IIE will develop a job readiness and placement program as the culmination of a holistic and integrated career component. The program will provide participants with the necessary skills and knowledge to help them ensure their successful entry to the workforce.	On-going		Career Development Officer
6.3	Career mentoring activities	LSP Students will meet on a quarterly basis to work on their career plan, learn more about their field from technical mentors, participate in informational/mock interviews, and work on other areas with mentors as needed. There will be a 3-day mentorship networking event for each cohort in the third academic year to provide an opportunity for students to network with mentors across the private sector.	On-going		Career Development Officer
6.5	Service-Learning Projects	Students will be required to participate in a group project that addresses a need or reform in their home governorate.			COMPLETED
6.4	Internships	LSP students will be encouraged and assisted to engage in internships. LSP students collectively complete a total of 352 internships.		11	Career Development Officer
Task 7: Reporting and Monitoring and Evaluation					
7.1	Developing data collection instruments.	LSP students will complete a quantitative survey at three points: pre-scholarship, post-scholarship, and an impact survey administered six months after the end of the program. Survey tools are developed and implemented to gather student feedback and program evaluation data.	On-going for cohort 1, 2 and 3		Monitoring, Evaluation, and Learning Manager

#	Sub-Task Description	Outputs/Deliverables	Activities by Quarter		Responsibility
			FY22, Q2	FY22, Q2	
			Cohort 2	Cohort 3	
7.2	Conduct baseline assessment for LSP students	A baseline survey will be conducted for LSP students to assess their leadership skills and community service involvement			COMPLETED
7.3	Identify the Comparison group of students and plan for annual assessments	IIE will form a comparison group of qualified students who were not selected for or declined LSP scholarship.			COMPLETED
7.2	Submit Quarterly Progress Reports	IIE will submit a quarterly progress report 30 days after the end of each calendar quarter	4/30/2021		Monitoring, Evaluation, and Learning Manager
7.3	Submit semi-annual report	This report will be submitted starting the second year of implementation, IIE will submit two semi-annual detailed narrative progress reports	4/30/2021		Monitoring, Evaluation, and Learning Manager
7.4	Upload all approved LSP program reports to the DEC website	LSP program will upload the approved progress report to the DEC system for tracking, disaggregating, and reporting on all program activities	On-going		Monitoring, Evaluation, and Learning Manager
7.5	Capture LSP highlights and success stories	LSP student success and impact stories and achievements will be collected and documented	On-going		Monitoring, Evaluation, and Learning Manager

LSP Scholar Academic and Personal Support

Academic Progress

Cohort 1 Graduated / Cohort 2 – Academic Year Five/ Cohort 3 – Academic Year Four

Cohort 1 official university transcript for one AASTMT graduate is pending issuance by the university.

Cohort 2 Two students (one AASTMT and one AUC) graduated after Fall 2021 and Winter 2022 semesters this reporting period. The official university transcript for AUC student was received and the other AASTMT official university transcript is pending issuance by the university. Cohort 2 Engineering students are continuing their final year at AASTMT and AUC. All cohort two students are expected to graduate after completing the Spring 2022 semester.

Cohort 3 students commenced their final semester at AASTMT, AUC, and BUE. Two AASTMT cohort 3 students are doing their spring semester abroad in Spain with funded Erasmus scholarships for tuition fees in coordination with AASTMT. The students are expected to return to Egypt after the Spring 2022 semester. One cohort 3 AUC student graduated after the Fall 2022 semester and his official university transcript was received. The student was successfully able to finish his studies earlier than his colleagues by one full semester due to his academic excellence.

One cohort 3 AUC Computer Science student with visual impairment disability is expected to have a delayed graduation until the Spring 2023 semester.

Winter 2022 Semester

AUC

Ten AUC students (1 Cohort 2 and 8 Cohort 3 and 1 HEI-SUS student) were enrolled in the Winter 2022 semester to finish courses as per their graduation plans to be able to graduate on time. IIE received their results and all of them passed successfully.

Nursing Clinical Rounds

Six Cohort 2 nursing students are continuing their residency year, which should be concluded by October 2022. Five are doing their nursing residency in Cairo, while one is doing her residency in her home governorate, Qaliyobya.

OEPT English Test

Ninety students will take the OEPT English test provided by AUC School of Continuing Education during the coming quarter. Seventy-nine students are expected to take the test on April 1, 2022, and the other eleven students with visual impairment will take the test on two groups later during April 2022.

Students at Academic Risk and Delayed Graduation

IIE intends to submit a request to USAID for a no-cost extension to support these delayed students, as well as allow time for final reporting and closeout

Academic and Personal Support

Due to the COVID-19 pandemic, the IIE team has been unable to conduct the regular frequency of campus visits, face-to-face individual meetings, and in-person meetings with university coordinators. In addition to the continuous daily email communications, the team has been able to substitute this with virtual Zoom meetings and support phone calls with students, university coordinators, and staff. Over the last quarter, a total of 12 virtual academic individual support meetings/calls. IIE has decided to begin holding in-person activities now that more students and team members have been able to get vaccinated and ensure that the necessary COVID precautions are taken. The academic team is planning to have additional individual and group meetings with the students and the university coordinators to address students' issues and provide regular follow-up.

The team has been maintaining close contact with the university coordinators through regular phone calls to make up for campus visits. During FY2022/Q2, the Academic team conducted 53 virtual meetings and calls with the university coordinators, university assistants, and staff to discuss and follow up on various students' issues and requests.

Study Abroad Program

Study Abroad Alternative Opportunity

Cohort 3 Observational Study Tour:

During this reporting quarter, 18 LSP students (9 females, 9 males) participated in an Observational Study Tour at the University of North Carolina, Charlotte from February 5-19, 2022. The students had been scheduled to spend a semester or summer at a U.S. university in 2020 or 2021, however, they were unable to travel due to COVID-19 pandemic university closures and limited visa appointments at the U.S. Embassy in summer 2021. IIE proposed and got approval from USAID for the OST which was comprised of an International Business Management short course and an Experiential Learning & Visits to U.S. Historical and Cultural Sites component. The focus of the short course was on the changing and diverse international business environment, and the discovery and strategic management of opportunities and threats. In addition, the course covered both macro and micro aspects of international management and global business strategy.

The students had the opportunity to connect their learning with the business environment in Charlotte through the site visits to the Enventys Partners a global leader in product development and marketing and the CLT Alliance YP⁵ that supports young professionals in Charlotte through leadership growth and professional development, networking and relationship-building and connection to civic engagement and community service opportunities. In

⁵ CLT Alliance YP supports young professionals in Charlotte, ages 21 to 39, through leadership growth and professional development, networking and relationship-building and connection to civic engagement and community service opportunities.

addition to classes, students were divided into groups for hands-on learning with real business enterprises. Each group completed and presented an international business development proposal as the culminating project of the short course. The proposal identified international expansion and/or marketing opportunities in Egypt for the U.S. business that each group selected.

The students also enjoyed the cultural visits to various landmarks and attractions including Atlanta, Levine Museum of the New South, the Georgia Aquarium, and the World of Coca-Cola, which is a museum showcasing the history of the Coca-Cola Company. The students were appreciative of the opportunity to learn and explore new places.

OST Assessment and Evaluation by the students

The LSP MEL Manager administered a post-assessment survey to the students one week after their return from the OST. The purpose of the survey was two-fold: 1) to collect information and insights on the students' thoughts, opinions, and experiences gained by participating in the OST and, 2) to assess the character development of the students and how the experience will impact their future career plans. The survey is divided into two sections: 1) students' skills self-assessment and, 2) evaluation of different aspects of the OST organization and delivery in addition to the students' expectations and fears. The ratings the students provided indicated that the OST was a valuable and life-changing experience for most of them, a great exposure that contributed to widening their scope and enriching their knowledge.

In the second section of the survey, the students provided feedback on the International Business Management course. The students shared that the classes were very insightful, and the content and exercises helped them understand the diversity in the international business environment, its significance, and its relevance to the course work at their home universities. Participants found the class materials to be very helpful and group presentations were very beneficial for them, an opportunity to evaluate their skills and identify areas for growth. They liked the teaching style and mentioned that the teachers managed to keep them engaged and participating and not intimidated to ask questions. The course also included some site visits to the leading business companies in Charlotte which were an added value to their knowledge and experience.

The students greatly appreciated the welcoming of the University of North Carolina especially the international office team, which helped break the ice and paved the way for their learning and allowed them to gain new experiences.

However, due to the short duration of the OST, the students did not get the full chance to interact and make have conversations with students who differ from them in terms of their religious beliefs, political opinions, or personal values as their peers who traveled for a semester abroad. They were hoping for an opportunity to be involved with other students on civic causes or discuss some global issues.

Finally, some participants shared suggestions for improvement, such as allowing more time and flexibility for them to explore more places and experience more of this culture and extending the duration of the OST. *Please see*

OST Challenges and Action Taken

Challenges	Action taken
Due to the short period of the study tour, the program was very hectic and intensive, and the students needed more time to explore the city.	This will be observed in the future designs but will depend on factors like university schedules.
One of the students left her money in the drawer and asked the room service to clean the room. When she came back from the day trip, she didn't find the money.	The police came in and the officer investigated, but unfortunately, they didn't find her money. Although during the pre-departure orientation and upon arrival at the hotel, they were informed to keep their passport, DS-2019 form, and their money in the safe in their room, and if there is no safe, they can ask the hotel reception for a safe box.
Most of the students were not committed to the time of breakfast, classes, or any other activities.	The Study Abroad Specialist discussed this issue with the students and made them aware that there will be consequences if they continue to be late.
Three out of five of the PAs, who were hired by the university to support the program, were very helpful and supportive to the students. The other two were always silent and didn't communicate with the group very much.	The Study Abroad Specialist discussed this with the program manager and the two PAs were replaced.
On Day 13 of the OST, two students tested positive for COVID prior to returning to Egypt.	<ul style="list-style-type: none"> ● The UNCC International Programs Office team met on ZOOM with the LSP Director and the Study Abroad Specialist to discuss the plan for both students. ● The university extended their accommodation for a week, as per the agreement with UNCC⁶, and provided them with three meals per day. ● Both students went back to the hotel to be isolated in their rooms and their roommates were moved to other rooms.

Re-entry Session

On March 25, 2022, a reentry workshop was conducted via ZOOM by IIE Consultant. Thirteen students (7 Females – 6 Males) out of the 18 students who participated in the two-week OST at the University of North Carolina, Charlotte attended the workshop. Five students did not attend the workshop due to conflicting schedules.

In terms of reentry adjustment, it was not expected that there would be any major readjustment challenges as the period away from the home country had been too brief. However, because this was an intensive two-week OST, there was an opportunity to attempt through the workshop to reinforce or expand on many of the academic points raised by the professor (Dr. Victor Chen) in the classes and to talk about the entire experience in detail.

During the workshop, students shared memorable experiences. The most memorable experiences were related to (1) attending a sports event (2) food (3) a reported theft (4) visiting Atlanta and (5) Gehad's having to drop a

⁶ University of North Carolina Charlotte

virtual internship because the extra commitment was not manageable. Finally, the students were able to reflect on their gains from the OST: 1) better able to navigate an unfamiliar place (2) better able to experiment and take risks (3) better accept different lifestyles (4) better aware of opportunities available to me. Participants indicated an increased sense of self-efficacy- their belief in themselves to be able to succeed.

Leadership in Action Activities

LIA Focus Groups

IIE continued the focus groups this quarter and implemented two virtually—one for students studying at AUC and another with two visually impaired students studying at AUC to learn more about their specific needs. Similar to the previous focus groups held, most students shared that they want to focus on career development and preparation and how to deal with change and transition. In the discussion with the visually impaired students, the students shared those challenges they face in applying to opportunities and that many employers do not consider their applications after they discover that they are visually impaired.

Cohort 3 Team Building

IIE held a series of activities the weekend of March 3-5, 2022. The team building for Cohort 3 kicked off the weekend. Based on lessons learned from implementing the Cohort 2 team building virtually, IIE designed the Cohort 3 team building to focus on the following objectives:

- Reconnect in person after over two years of not seeing each other.
- Rebuild and/or enhance communication between IIE and students and between students.
- Encourage positivity; and
- Have fun.

The team building consisted of a scavenger hunt during which students were be divided into teams and had to solve clues together including one in braille. The activity was followed by a reflection and debrief session during which students shared their observations and learnings from the experience.

Meeting with Disability and Inclusion Expert

As a result of the input received during the focus group and other discussions between IIE and LSP visually impaired students, IIE invited an expert in the field of disability and inclusive development, to meet with LSP team members and to participate in the networking event with students. The expert shared valuable knowledge and advice with IIE about his personal experience as a visually impaired person and based on his professional experience. IIE hopes to be able to work with him more closely in the future.

Networking Event

The networking event was the first time for all current LSP students to meet in-person after the start of the pandemic. During the event, LSP and LOTUS alumni shared their experience and advice with all current students on the following topics:

- Budgeting/Personal Finance
- Stress Management
- Change and Transition
- Starting your own startup/business
- Army
- Scholarship and Graduate Programs

The event was done in a world café format where each alumnus led discussions at a table on one of the topics above and students rotated among the tables. In addition to the above topics, the expert led a special discussion with the visually impaired students. The expert and the students had an honest discussion about their common experiences, challenges, and frustrations. While the expert could empathize with some of what the students shared, he also gave them tough love about needing to be more proactive, optimistic, and appreciative about the opportunities they have as LSP students and about the responsibility they have to make an impact in society, fields, and/or communities.

Gender Component Activities

IIE implemented two gender forums and nine gender meetings in the form of a camp/retreat over the course of two days for all current Cohort 2 and Cohort 3 students. The days consisted of experiential activities discussions and that focus on gender-related issues including the following:

- Gender in the world around me
- When did I first experience gender?
- Gender Map
- Gender Roles
- How to communicate about gender
- WenDo Self-Defense and Women Empowerment (only for female students)

Graduation Celebration for Cohort 2

IIE decided to hold a graduation celebration for all cohorts during the LSP program closing event in the fall of 2022 so that all alumni can be recognized in-person. IIE will share more details with USAID closer to the time of the event.

Community Service

During FY2022/Q2, Cohort 2 and Cohort 3 students achieved a total of (673) community service hours. The students submitted all the details of their work within the community through an online survey tool shared by IIE.

IIE is in the process of validating the data received to ensure that students understand the definition of what activities would qualify as community service and record the volunteering hours correctly.

Due to the continuation of the COVID situation, IIE continues to reduce the students' quarterly community service target to its half (12 hours instead of 24 hours) in addition to encouraging them to find online community service opportunities to abide by the social distancing guidelines. Now that students are in their final year, many are busy with graduation projects and beginning to focus more on career options, hence the decline in number of hours.

Career-related Activities

Career Development Consultant Recruitment

During this quarter, IIE hired a career development consultant to assist with the career development component. He is a Certified Trainer and an ICF Career Coach who has trained and coached hundreds of graduates, university & high school students. He led a group career guidance session for Cohort 1 and 2 students during the EETP that took place virtually in August 2021 and was very well received by the students.

Career Guidance Round 1: Career Counseling and Resume Critique

During this reporting period, IIE continued to implement the first round of career guidance for 11 Cohort 2 and 47 Cohort 3 students virtually and in-person. During the one-hour individual session, IIE provided students with feedback on their resumes and how to customize them for different internship opportunities. In addition, students received feedback on their LinkedIn profiles and were given tips on how to expand their connections on the platform. Finally, IIE discussed with the students their career paths and interests so that IIE can connect them to potential internships opportunities.

Career Mentorship: Mock Interviews with HR Professionals

IIE invited HR professionals to conduct online mock interviews to support Cohort 2 and Cohort 3 students as they prepare to enter the job market. The mock interviews give the students an opportunity to practice their interviewing skills and get constructive feedback from an HR professional. 3 Cohort 2 students and 8 Cohort 3 students participated in mock interviews with the Human Resources Management Consultant at AIMansouri Specialized Engineering and with the Senior HR Generalist at BlueCloud. IIE will continue this activity for the rest of Cohort 2 and Cohort 3 students during FY2022 Q3.

Internships

The COVID-19 pandemic is still affecting the Egyptian labor market and some employers are having safety concerns that prevent them from offering in-person internship opportunities. As such, IIE's policy has been to encourage students to participate in online internships instead of in-person ones. However, if a student wanted to participate in a potential in-person internship opportunity that is related to their field, they could fill out and submit the in-person internships disclaimer. We will revisit this issue during the coming quarter.

IIE shared 11 internship opportunities with students this quarter in different fields including Engineering, Human Resources, Marketing, Finance, Computer Science and Business Intelligence.

During this quarter, IIE secured documentation for the following 11 internships:

- Cohort 3: 11 internships⁷, 9 students (5 females, 4 males)

The internships were secured by the students include the following employers: League of Arab States, CIB, Banque du Caire, Mondelez and Children Cancer Hospital Foundation (57357). For more information about the internships,

Employment Assistance and Follow Up

IIE conducted outreach to 26 different employers who shared potential job vacancies for Cohort 1 and 2 graduates of 2020 and 2021, and Cohort 2 and 3 graduates to be during FY2022 Q2. The employers include Breakfast, Mastercard, Americana, Hero, Eva Cosmetics and EGIC.

Alumni Employment Survey⁸

With USAID approval, IIE conducted the employment surveys at six and twelve-months post-graduation Cohort 1 and 2 graduates to know their employment status and as a way to solicit information that could better inform the employment assistance offered to them in the upcoming quarters.

As of this reporting period, 32 graduates⁹ (22 females – 10 males) are currently employed; seven graduates are doing military service and 13 graduates are still searching for job opportunities. The rest of the graduates, who received the survey, are unresponsive to emails, phone calls and WhatsApp messages. IIE will continue following up with the unresponsive students to increase the response rate and get more insights for reporting by the end of the year.

Upcoming activities in FY2022/Quarter 3

LSP Scholar Academic and Personal Support:

- Group and individual academic support meetings.

Leadership and Career Activities

- Career Guidance Round 1 for Cohort 2 & 3 (Resume Critique and LinkedIn Review)
- Virtual Mock Interviews for Cohort 2 & 3
- Career Guidance Round 2 for Cohort 2 & 3 (Technical Career Guidance)
- Career Guidance Round 3 for Cohort 2 & 3 (Career Planning)

⁷ Some students participated in more than one internship which is why the number of internships is more than the number of students.

⁸ With USAID approval, IIE reports on the findings of the six-months survey in narrative reports and will report on the twelve-month survey in narrative reports and in the matrix.

⁹ This number includes four cohort 2 graduates who got employment opportunities upon graduation, as such IIE sent them the survey to capture their employment details.

