



U.S.-Egypt
Higher Education Initiative
Public University Scholarships



QUARTERLY REPORT – FY18 Q1

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HEI “Awesome Student” Awards

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1. INTRODUCTION

During this quarter, from October - December 2017, AMIDEAST monitored the scholarships of all students, in Cohorts 1, 2, and 3. Work progressed according to plan, with most activities relating to adjustment of Cohort 3 students, preparation for spring and summer study abroad, ongoing English language enhancement training and preparation for the midyear break training, and engagement with the private sector on potential partnerships.

Overall Current Students

Two students (male) dropped out so we are down to 487 students total.

All Cohorts Home Governorate	Alexandria	Assiut	Aswan	Beheira	Beni Sueif	Cairo	Dakahlia	Damietta	Fayoum	Gharbia	Giza	Ismailia	K. El Sheikh	Luxor	Matrouh	Menofeya	Minya	New Valley	N. Sinai	Port Said	Qaliyobia	Qena	Red Sea	Sharkiya	Sohag	South Sinai	Suez	Total
Male (M)	14	10	9	3	28	21	7	3	11	0	12	7	7	13	0	16	29	2	3	0	7	17	12	1	16	5	5	258
Female (F)	12	13	13	2	9	16	1	9	3	5	10	5	7	11	3	2	40	2	1	4	3	16	28	2	2	5	5	229
M Disabled	3	0	1	0	1	1	0	0	1	0	2	0	0	0	0	2	1	0	0	0	1	1	0	0	0	0	1	15
F Disabled	1	0	2	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	3	9
Total	26	23	22	5	37	37	8	12	14	5	22	12	14	24	3	18	69	4	4	4	10	33	40	3	18	10	10	487

Cohort 1

103 Cohort 1 students continued their third academic year this quarter, and completed their midterm exams. 18 students spent the semester in the U.S. on study abroad for the Fall 2017 semester and returned in December. More prepared for study abroad in the spring 2018 semester, with 19 expected to travel in January. Cohort 1 continued their English language courses and are preparing for the final TOEFL iBT test enabling them to study abroad.

Cohort 1 Home Governorate	Alexandria	Assiut	Aswan	Beheira	Beni Sueif	Cairo	Dakahlia	Damietta	Fayoum	Gharbia	Giza	Ismailia	K. El Sheikh	Luxor	Matrouh	Menofeya	Minya	New Valley	N. Sinai	Port Said	Qaliyobia	Qena	Red Sea	Sharkiya	Sohag	South Sinai	Suez	Total
Male (M)	3	1	0	1	4	8	1	0	1	0	4	3	2	2	0	3	5	0	2	0	1	1	0	1	6	2	0	51
Female (F)	4	2	4	0	4	6	0	0	0	0	4	2	0	1	2	0	10	1	0	0	1	0	10	0	0	1	0	52
M Disabled						1										1												2
F Disabled																												0
Total	7	3	4	1	8	14	1	0	1	0	8	5	2	3	2	3	15	1	2	0	2	1	10	1	6	3	0	103

Cohort 2

135 Cohort 2 students continued their second academic year this quarter, and took their midterm exams. They also continued their English enhancement courses. The top students have been preparing for the TOEFL iBT test, which will be taken next quarter and will determine who gets to study abroad in the Fall.

Cohort 2 Home Governorate	Alexandria	Assiut	Aswan	Beheira	Beni Sueif	Cairo	Dakahlia	Damietta	Fayoum	Gharbia	Giza	Ismailia	K. El Sheikh	Luxor	Matrouh	Menofeya	Minya	New Valley	N. Sinai	Port Said	Qaliyobia	Qena	Red Sea	Sharkiya	Sohag	South Sinai	Suez	Total
Male (M)	2	4	3	1	7	7	2	1	4	0	2	3	2	4	0	3	9	0	0	0	0	2	6	0	5	1	2	70
Female (F)	2	1	5	0	1	3	0	1	2	2	1	2	3	5	1	1	12	1	0	0	1	8	10	0	0	2	1	65
M Disabled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
F Disabled	0	0	2	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Total	4	5	8	1	8	10	2	2	6	2	3	5	5	9	1	4	21	1	0	0	1	10	16	0	5	3	3	135

Cohort 3

249 Cohort 3 students continued their first academic year this quarter, and took their midterm exams. They are still settling into university life and academics, and—for those far from home—trying to adjust to less family connection. Two students (both male, from Menofeya and Sohag) dropped out this quarter to attend military colleges – which have their admissions process in October. Cohort 3 students finished up their pre-academic English training (for those who were a little behind) and continued their English coursework during the academic year.

Cohort 3 Home Governorate	Alexandria	Assiut	Aswan	Beheira	Beni Sueif	Cairo	Dakahlia	Damietta	Fayoum	Gharbia	Giza	Ismailia	K. El Sheikh	Luxor	Matrouh	Menofeya	Minya	New Valley	N. Sinai	Port Said	Qaliyobia	Qena	Red Sea	Sharkiya	Sohag	South Sinai	Suez	Total
Male (M)	9	5	6	1	17	6	4	2	6	0	6	1	3	7	0	10	15	2	1	0	6	14	6	0	5	2	3	137
Female (F)	6	10	4	2	4	7	1	8	1	3	5	1	4	5	0	1	18	0	1	4	1	8	8	2	2	2	4	112
M Disabled	3	0	1	0	1	0	0	0	1	0	2	0	0	0	0	1	1	0	0	0	1	1	0	0	0	0	1	13
F Disabled	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	3	6
Total	15	15	10	3	21	13	5	10	7	3	11	2	7	12	0	11	33	2	2	4	7	22	14	2	7	4	7	249

2. QUARTERLY HIGHLIGHTS

The highlights in this quarter are:

- High achieving students were recognized in the Awesome Student event
- Mansoura University celebrated International Education Week with AMIDEAST
- Blind students in Mansoura participated in the celebration of World Disability Day
- 18 Cohort 1 students completed their Fall 2018 study abroad and returned to Egypt
- 18 Cohort 1 students' DS-2019s requested for the 2018 spring study abroad
- 44 Cohort 1 students applied for 2018 summer study abroad
- 133 Cohort 2 students applied for study abroad (48 for fall, 56 for spring, and 29 for summer; 69 male/ 64 female).

3. KEY ACTIVITIES

A table of the planned activities in the Annual Work Plan and the activities actually completed in this quarter can be found in Appendix A. Below is further detail and narrative description of the work completed this quarter.

Task 2: TAG Committee and Private Sector Networking

On Monday, October 23, the TAG (Technical Advisory Group) met to regroup, update on ongoing activities, and establish action committees for partnerships in specific sectors. Representatives from Mansoura, Ain Shams, Alexandria, and Helwan Universities attended. From the private sector, Americana, GM, ECG (Engineering Consulting Group), Dakhalia/Al Anani Foundation, and American Chamber of Commerce were present. Following an update on the scholarship progress, and ongoing partnership efforts, the group discussed existing (non-TAG) projects between the private sector and universities and how they can be replicated by the TAG. The decision was made to form committees in specific areas of need (automotive, agriculture, hospitality, and engineering) and to hold further, action-oriented meetings on these topics. Our next full TAG meeting will be held in 6 months, to review and discuss progress made by the committees. Additional information on private sector connections can be found detailed in Task 12.

Task 6: Pre-Academic Activities

In October, the last four English classes in two universities (Alexandria and Cairo) completed their remaining pre-academic English course hours. Those four classes did not complete their hours in the previous period due to some issues such as starting the academic year at the same time of the last week of the pre-academic course, and the availability of training rooms on campus. The blind students, who did not complete their pre-academic character building courses at the scheduled time so that they could focus on their English study, will complete the missed training during the next quarter, during the midyear break.

Task 7: Academic and General Student Monitoring

In this quarter, all cohorts took their midterm exams. Cohort 3 took their second ITP English test. Cohort 1 students who studied abroad in the fall returned to Egypt to continue their studies in their home universities, and more Cohort 1 study abroad students will travel in the spring semester next quarter and in the summer (the following quarter). Cohort 2 students have applied for study abroad semester and will take their TOEFL iBT test in the next quarter, to be selected for fall travel. AMIDEAST administered 2017 Summer Survey to the Cohort 1 and 2 students online.

Academics

Mid-year (end of semester) exams began for many students in December and will finish in January. Cohorts 1 and 2 continue to study in their third and second academic years (respectively). Cohort 3 are adjusting to their academic programs, though it is a shock for some of them. Most appear to be doing well, and officers are working closely with those who are performing poorly to help them plan to improve and adjust. Final grades for the semester will be released next quarter.

On November 13, Robert Birch—Chief of the Office of Education at USAID in Washington D.C., and other USAID staff met with six HEI students (two from each cohort, including one disabled student) at Ain Shams University. They had friendly conversations, discussed the impact of the HEI scholarship on their

lives, and shared a snack. “Meeting them was really motivating” said Monica, one of our disabled students.

This quarter we held the “Awesome Student” Award Event for Cohort 1 and 2 students, recognizing 32 students who excelled in the previous semester—highest GPAs, highest ITP scores, most improved ITP, special academic projects, community service, and representation of HEI Core Values. After the students received their awards, the group had lunch together. “This day meant a lot to me, it makes me feel recognized.” said Zeyad, one of the Awesome Students.

Two students from Cohort 3—both students at Ain Shams University—declined the scholarship after 2 months, as they got accepted in military schools (military school acceptance is in October and the HEI scholarship begins in August). The students and parents were informed that this was unacceptable as the student award agreement they signed committed them to the scholarship, and that dropping out in October means that they deprived other applicants of that scholarship seat. The students were also told verbally by their officer that if they accept the scholarship they must stop their applications to military school. Per the award agreement, the students were informed that they must refund the tuition and fees that were already paid on their behalf.

Overall Student Experience

Cohort 3 students are in their first year, and are gradually adapting to the dorms and campus life. Cohort 1 and 2 students are very supportive in helping Cohort 3 to adjust. Based on inflation in Egypt, this quarter (the start of the school year) student stipends and allowances increased.

The majority of the new dorm students are adapting to dorm life, but the Cairo girls dorm students have had a hard time. The dorm management decided to increase the number of students per room from 2 to 3. Two students who had a particular issue with that instead found relatives in greater Cairo who they could live with. AMIDEAST is also working with the dorm management to try to change back to 2 students per room.

Following a serious food safety issue at Ain Shams University, in which larvae were found in dorm restaurant meals (and which was dealt with quickly by the University—people were fired, restaurants were closed, reorganized, and reopened), some Ain Shams Cohort 3 students complained about the quality of the meals offered to them by the dorm restaurant. The Ministry of Health oversees the dorm restaurants, but we wanted to independently check the restaurant based on the student complaints. The HEI Director and Ain Shams Student Officer visited the dorm at lunch time and met with the head of supervision without any prior notice, asking to join for lunch. They had lunch with the students in the regular restaurant, eating their same meals, and found that the food was well cooked, clean, and tasted fine. Although the students may find that the food is unexciting and not like at home, it does offer a safe, complete and balanced meal. The students never complained again.

Disabled Students

Disabled students are participating fully in the scholarship program—academically and socially. Two physically disabled students from cohort 1 were selected for study abroad and one will travel next quarter to study at California State University, Los Angeles. “I can’t wait to travel; I am sure that will learn a lot from this experience.” the student said. The other student is expected to travel in the summer.

The blind students from Cohort 3 are adapting quickly to campus life. They have started to engage in other activities like Ring Ball. Ring Ball is similar to soccer, but with an audible ball. Students are enjoying it, “This sport taught me how to stay alert and developed my sense of competition and my team work skills.” Mahmoud said. Iman has joined her faculty’s gymnastics team.

On an academic level, the blind students studying law are taking extra academic support courses to prepare for midyear exams. Additionally, the El Noor Blind Support Center at Mansoura University provided them with the course materials in an electronic copy and in Braille. For those blind students studying commerce at Alexandria University, the university is providing a supplemental academic support class for our blind students at no cost. The commerce faculties have also made accommodations such as allowing laptops for taking exams (instead of paper-based) to enable students to do their best.

AMIDEAST and the blind female HEI students in Mansoura attended a Disability Day event held at their dorm—the Nour Wel Amal NGO in Mansoura. Other disability NGOs were in attendance, as well as the governor of Dakhalia. One of our students sang at the event.

Task 8: Mentorship

AMIDEAST continued to follow up with Microsoft on the progress of the release of their mentorship software, and made plans to start working on mentorship matching independently until the software is ready. The American Chamber of Commerce cooperated by sharing the search for mentors announcement with the chamber members to help matching students with mentors from the private sector.

Task 9: Enhancement Activities

During this period, all cohorts at all five universities started their Academic Year enhancement activities as planned. Cohort 1 began Academic Year 3 activities. Cohort 2 began Academic Year 2 activities. Cohort 3 began Academic Year 1 activities and completed their pre-academic program (for those four classes who were unable to complete it in the previous period).

Cohort 1 completed 35 hours of Academic Year 3 English courses this period. Five students missed more than 10% of training hours in the first semester and they have been warned not to miss any more classes in the second semester. Full attendance will be reported on when the academic year is complete.

Cohort 2 completed 45 hours of Academic Year 2 English courses during this period. Six students missed more than 10% of training hours in the first semester and have been warned not to miss more in the second semester. Full attendance will be reported on when the academic year is complete.

Cohort 3 completed 45 hours of Academic Year 1 English courses except 4 classes who were unable to complete their pre-academic course during the previous period, who completed 18 hours of Academic Year 1 English (and will catch up in the next semester). Seven students missed more than 10% of training hours this period and have been warned to miss any more during the second semester. Full attendance will be reported on when the academic year is complete.

English

Cohort 1 students finished 35 hours of academic English in each of the five universities. The 35 hours were added to help the students to improve their English skills before the TOEFL iBT exam, which will decide whether they can study abroad or not. All cohort 1 students will start studying Business English in the second semester.

Cohort 2 students finished 45 hours of academic English in three universities. Two universities didn't finish the 45 hours (Alexandria and Assiut) for different reasons. Assiut University missed the last two classes because most of the students started their final exams. Alexandria University also missed two classes due to a lack of the training rooms (the faculty needed the rooms for the mid-term exams). Both Universities will make up the missed classes in the second semester.

Cohort 3 students finished 45 hours of academic English in the each of the five Universities except the three classes who weren't able to finish the pre-academic course in the previous period. Cohort 3 students took their second ITP tests (all except one student who lost her national ID and therefore couldn't take the test).

The blind students in Cohorts 2 and 3 took an oral English test as a baseline for their English ability because the official TOEFL ITP takes a long time to register for when you are registering as a person with disabilities who requires accommodations. Future English tests will be the ITP when we have had more time to prepare their materials for application and wait for the approval. All of them scored at the A1 level except one of them who is at the A2 level.

Internships (Cohort 1)

AMIDEAST continued to follow up with companies from the private sector to prepare to provide over 200 internships to both cohorts 1 and 2 in the summer. Since the call for internships in most companies in Egypt is in late March, AMIDEAST is planning for information sessions and a timeline to involve students in identifying their internships and giving them ownership to find the internship in their area of interest. This round of internships, AMIDEAST will take increased control of internship matching though to ensure that more students have internships meeting our criteria.

Study Abroad (Cohort 1)

Fall 2017 Study Abroad

The 18 fall study abroad students returned from their study abroad this quarter, though some students faced flight delays due to weather. Most seemed to do well academically and enjoyed their cultural experience. One student had attendance issues (which were identified by the university and followed up on by AMIDEAST mid-semester. We do not yet have all the grades, so a full report will be in the next quarterly report. The re-entry workshop is scheduled for the next quarter.

Spring 2018 Study Abroad

Of the 24 finalists for study abroad (those nominees who earned an iBT score higher than 61), 18 were matched to and accepted at universities. Matching is according to 1) their course needs (and Egyptian approval for transfer credits), 2) university schedules (to make sure the U.S. and Egyptian dates don't conflict) and 3) U.S. university GPA and TOEFL iBT score requirements. Finding a university that matches all of the requirements—especially for course transfers—is challenging. Some students postponed to

summer study abroad or the fall of their fourth year (for engineering students in five-year programs) in order to find a better match. For accepted students, University housing, meal plans, health insurance, and course registration (when possible) were arranged. Documents were submitted to USAID for DS-2019 processing.

Three pre-departure orientations (PDOs) were held on November 3rd, December 8th and December 15th. The orientations covered acceptations the timeline and process for study abroad university matching; signing of letters of commitment and visa documents; and logistical preparation and cultural awareness for study abroad respectively.

Summer 2018 Study Abroad

The remainder of the Cohort 1 students are scheduled to take their iBT exam next quarter, to see who is eligible to be considered for summer study abroad.

Study Abroad (Cohort 2)

The Cohort 2 study abroad application opened this quarter and was due on December 20. A total of 133 students applied—48 for the fall, 56 for the spring, and 29 for summer semesters. Of these, 69 are male and 64 are female. The IBT exam for those wanting to travel in the fall will be taken next quarter.

Task 10: Faculty Capacity Building

Career Advising Training

Career advising training of trainers was postponed from this period because there were no response from Microsoft regarding the scheduling of trainers.

Training of Trainers Workshop

One day of training on how to teach English to visually impaired students was held in this period. An additional three days will be held next quarter. This day teachers discussed with the trainer on how to modify the activities to fit the visually impaired students. The course covers how to teach each of the four English skills (Listening, Speaking, Reading, and Writing) to visually impaired students.

Task 12: Private Sector Collaboration

AMIDEAST continued outreach to the private sector this quarter engaging participants from the private sector to volunteer in different activities with HEI students including mentorship, guest speaking, internships, and more. Guest speaking sessions on leadership were arranged at the five universities for the upcoming midyear enhancement training.

4. CHALLENGES

This quarter, there were no new challenges. As we found in previous quarters, matching courses between Egyptian and U.S. universities is challenging for study abroad transfer credit, and scheduling study abroad for the spring semester is also difficult. Egyptian university bureaucracy also continues to be challenging—particularly in relation to paying tuition at one university.

Study Abroad Scheduling

Because Egyptian university ends the fall semester after most U.S. universities start the spring semester, there are limited options for placement, which makes the spring semester extremely challenging for placing spring semester students. Quarter system schools in the U.S. are one option—they start later but have a shorter quarter with fewer courses taken. We originally expected students to attend these programs. However, because students would lose their entire Egyptian spring semester (typically 18 credits) but only be able to take about 9 credits in a U.S. quarter system, this could delay their graduation. The other option is semester system schools that happen to start later in the month of January, or have a “January term” or “winter term” after which the spring term starts. Unfortunately there are not very many schools with this type of schedule, and not covering all fields of study. The final option is for students to get approval from their Egyptian university to take their final exams early and/or to start their U.S. university program late, which is difficult for students. We explored all options in placing the 17 spring semester students this year, and there were others who had to wait for summer study abroad or in the fall of their 4th year (engineering students). Another spring schedule challenge is that the male students need to file a request from the military to travel abroad during the university year (which isn’t an issue for fall students (who travel in August) or summer students). The military only issues the permission when the student is done with exams, which often is immediately before flying to the U.S.

Study Abroad Transfer Credits

Identifying enough courses offered in a single semester at one U.S. university (which the student meets the English requirements for, and which has a schedule that aligns with their home university), and which are approved for transfer credit by the Egyptian university is very challenging. In some cases, even after we match enough, the student finds upon arrival at the university that not all courses will be offered and they need to match a new course (which they hope their home university will transfer). Some students will have to travel in the summer because the system of education and courses in Egypt is so different from the U.S. that no courses can be found to transfer. Sometimes courses that are undergraduate in Egypt are graduate level in the U.S., or the courses needed are Egypt-specific. Identifying enough transfer credits is important since even with a full course load in the U.S., they take fewer course credits than they would in Egypt, so they have to make up extra credits in heavy course loads in Egypt or take summer classes. Some faculties find creative ways to transfer credits or offer make-up classes so that the student doesn’t fall behind, but overall it is a difficult thing to arrange and it is often on a case-by-case basis.

University Bureaucracy

The challenge of paying tuition arises annually at one university in particular. The accurate invoice for tuition takes months to receive, and then after paying the tuition to the university, they must transfer each faculty’s share to the faculty bank account. This process takes so much time and affects the students negatively as they don’t get officially registered into their faculties until the payment arrives at the faculty. This delays their IDs, academic books (for some of them), and study abroad documents. Fortunately, this year, it did not affect the students’ ability to take exams (as it did in previous years), as the university becomes more familiar with the process. We addressed this challenge to the president and the vice president of education and students affairs for the third time, and they confirmed that they will coordinate this matter with all the faculties, and the special accounts to make sure to speed up the process of the payments.

5. MONITORING AND EVALUATION

During this quarter, we continued the usual work on the indicators data collection, and continued to recruit for a Monitoring and Evaluation Senior Officer. Below are the indicators that have changes this quarter.

Indicator 1

Indicator 1, version 2 tracks the number of individuals from underserved and/or disadvantaged groups *attending* tertiary education (counting the number of students currently in the scholarship).

Overall: 487 students are currently attending, with 47% female and 5% disabled.

Cohort 1: Student numbers remained the same.

Cohort 2: Student numbers remained the same.

Cohort 3: Two Cohort 3 boys (both Ain Shams, one Engineering and one Commerce) dropped out this quarter to attend military college bringing the number from 251 to 249.

Note that Indicator 1, version 1 tracked the number of individuals from underserved and/or disadvantaged groups accessing tertiary education programs. 496 were awarded scholarships and joined the program.

Indicator 3

Cohort 1. All students have taken ITP 4, and 25 students took the iBT in a previous quarter, and their scores are now included. 54% have improved their CEFR scores. The target for this year is 75%. One student (1%) has reached CEFR level C1. Target is 60% for this year.

Cohort 2. The three blind students took an oral English test to get their CEFR level. All seeing students have now taken ITP 3. 24% have improved their CEFR scores. The target for this year is 50%. One student has reached CEFR level C1. One student (1%) has reached CEFR level C1. Target is 30% for this year.

Cohort 3. All but one seeing student have now taken their second ITP. The blind students took their baseline oral English test to get their CEFR score. 12% have improved their CEFR scores. The target for this year is 20%. No students have reached CEFR level C1. The target for this year is 10%.

6. LOOKING AHEAD: PLANS FOR THE NEXT QUARTER

Next quarter, we will collect students' grades from the first semester and review the conditions for continuation of scholarship. Hold the mid-year break enhancement programs. Students will continue their English language studies. Continue TAG activities. Finalize mentors for Cohort 1 and begin internship placements for Cohorts 1 and 2, continuing to network with the private sector. Send Spring 2018 study abroad students to the U.S. to start their programs. Finalize selection for Summer 2018 and Fall 2018 study abroad.

7. APPENDICES

- Appendix A: Project Progress Table: Annual Work Plan vs. Actual
- Appendix B: M&E Indicator Tracking Sheet
- Appendix C: Individual Student Progress Reports
- Appendix D: Media

#	Tasks/sub-tasks description	Outputs/Deliverables	Responsibility	FY 18 - Year 4	
				Q1 Oct-Dec	
				AWP	Actual
Task 1: Program Preparation					
1	Sign agreements and finalize budgets with subcontractors	Signed agreements with Etijah, Endeavor, and Wellspring	AMIDEAST	x	Wellspring amendment will be next quarter.
2	Create/revise all recruitment materials (announcements, online application, outreach	Completed announcement (in all forms--flyer, website, Facebook page), online application, and presentation	AMIDEAST		
3	Get USAID approval on and finalize all recruitment materials	Approved recruitment materials	AMIDEAST		
4	Meet with Universities to agree on program details	Questions answered/details confirmed	AMIDEAST		
5	Design scholarship forms and write processes	Completed selection process documents, student commitment form, media release form, student handbook, internal process documents, etc.	AMIDEAST		
6	Design student networking website	Functional student networking website	AMIDEAST		
7	Adapt online application	Online application ready for use	AMIDEAST		
8	Remodel office space	Office ready to move in	AMIDEAST		
9	Purchase furntniture/supplies	Office furnished and inventoried	AMIDEAST		
10	Hire staff	All staff hired	AMIDEAST		
11	Silatech to tailor Tamheed to Local Scholarship Program	Administrative end of Tamheed tailored to LSP	Silatech		
12	Sign MOUs with Business Associations	Signed MOUs	AMIDEAST		
13	Contact all private sector partners and network to announce the project	Private sector partners contacted; general announcements made through other channels	AMIDEAST		
14	Purchase English textbooks	English books for pre-academic and Year 1 English courses purchased	AMIDEAST		
15	Train advisers and facutly in career advising using Tamheed	Two trainings held, each for 15 advisors	AMIDEAST		
16	Design/tailor curriculum for first year	Curriculum developer idenifiied and development of components finalized	AMIDEAST		
Task 2: TAG Committee and Private Sector Networking					
1	Invite all members to join and attend first meeting	Invitation sent	AMIDEAST		
2	Hold kick-off workshop to set mission, goals	Meeting agenda; goals developed	AMIDEAST		
3	Hold quarterly meetings	Meetings held	AMIDEAST	x	Done
4	Develop strategic plan for comprehensive university/private sector partnerships	Strategic plan set	AMIDEAST		
5	Form working groups	Working groups identified and purpose determined	AMIDEAST		First working group (automotive) in progress
6	Private sector companies contacted	Continual meetings with and engagement with private sector	AMIDEAST	x	

#	Tasks/sub-tasks description	Outputs/Deliverables	Responsibility	FY 18 - Year 4	
				Q1 Oct-Dec	
				AWP	Actual
Task 3: Outreach and Scholarship Announcement					
1	Advertise in newspaper	Advertisement placed	AMIDEAST		
2	Social Media campaign - Facebook, Twitter, YouTube	Advertisements placed and spread	AMIDEAST		
3	Training of Trainers planned and held	Trainers from all governorates receive training	Etijah		
4	Flyers to Ministry and NGOs	Flyers disbursed	AMIDEAST		
5	Send email announcements to all contacts	Emails sent out	AMIDEAST		
6	Set up NGO/OSP contact centers and train staff	Contact centers established in all governorates	Etijah		
7	Organize information sessions in all governorates	Information sessions held in all governorates	Etijah		
8	Design/setup/revise recruitment website	Website ready for use	AMIDEAST		
9	Post online application and train partners in use	Online application ready for use; all partners trained	AMIDEAST		
Task 4: Screening and Selection					
1	Application Deadline	Deadline set	AMIDEAST		
2	Complete initial application screening	Stage 1 of application review is completed	Etijah		
3	Contact students for interview or who were not selected	Students contacted	Etijah		
4	Hold governorate-based interviews in 11 locations	Interviews held in 11 locations	Etijah		
5	Confirm applicants' Thanaweyya Amma scores	Correct Thanaweyya Amma scores received	AMIDEAST		
6	Contact selected students	Students contacted	Etijah		
7	Arrange transportation for students to camp	Transportation arranged for all students from 11 central points around	Etijah		
8	Conduct Assessment Camp	Assessment camp held for 250 students	Wellspring		
9	Final student selection	Finalists and Alternates selected	AMIDEAST		
10	Students accept/reject scholarship/alternates selected	Confirmation received from 125/130/132 (C1/C2/C3) accepting students	AMIDEAST		
11	Lessons Learned Review	Meeting held to review lessons learned and suggest improvements/changes	AMIDEAST		
Task 5: Placement					
1	Meet with MOHE Tansiq to confirm placement process and timeline	Meeting held with Tansiq	AMIDEAST		
2	Confirm required documents and procedures for placement with each faculty	Meetings held with all universities and/or the excellence programs to collect necessary information	AMIDEAST		
3	Coordinate student placement with universities	Students placed in excellence programs	AMIDEAST		
4	Confirm student housing	Housing reserved	AMIDEAST		
5	Contact students with details of placement	Students contacted	Etijah		
6	Provide predeparture orientation in governorates	Pre-departure orientation held for all students and their parents	Etijah		

#	Tasks/sub-tasks description	Outputs/Deliverables	Responsibility	FY 18 - Year 4	
				Q1 Oct-Dec	
				AWP	Actual
Task 6: Pre-Academic Activities					
1	Review, adjust, and confirm pre-academic curriculum	Pre-academic curriculum outline designed and approved	AMIDEAST		
2	Compile and create orientation content	Orientation designed and materials cerated for pre-academic program	AMIDEAST		
3	Plan orientation with unviersities, USAID, and Ministry	Orientation scheduling coordinated with USAID, universities, and	AMIDEAST		
4	Hire teachers	Trainers hired for pre-acadmiec activities	AMIDEAST		
5	Transport students to university	Students arrive at their universities	AMIDEAST		
6	Orientation on campuses	Orientation held on each campus	AMIDEAST		
7	Intensive English Courses (Pre-Academic Program)	105 hours of English courses completed	AMIDEAST		
8	Character Building Courses (Pre-Acadmic Program)	8 hours of character building courses completed	AMIDEAST		
9	Academic Skills Training Course (Pre-Academic Program)	40 hours of academic skills courses completed	AMIDEAST		
10	Cohort 1/2/3 starts classes	All students start university coursework	AMIDEAST		
Task 7: Academic Monitoring					
1	Identify university advisors	University advisors nominated by universities	AMIDEAST		
2	Train university advisors	Advisor training developed and university advisors trained	AMIDEAST		
3	Introduce students to advisors	Students introduced to advisors and expectations set	AMIDEAST		
4	Monthly advisor meeting	Students meet with advisors monthly	AMIDEAST	x	Done
5	Campus visit by Student Affairs Officers	Each university visited quarterly by Student Officers	AMIDEAST	x	Done
6	Quarterly individual Student Affairs/student meeting	Student Affairs Officers meet with individual students	AMIDEAST	x	Done
7	Students submit quarterly update	Students complete quarterly update	AMIDEAST	x	Done
8	Check continuation criteria (after first year)	Continuation check complete for all students	AMIDEAST		
Task 8: Mentorship					
1	Mentor recruitment	Mentors recruited	AMIDEAST		Done
2	Mentor training	Mentors receive training	Microsoft		Done
3	Mentor matching	Mentors matched to students and introduced to students	AMIDEAST		Done
4	Mentoring (at least 1 hour per month)	Mentors complete and report at least one hour per month per student	AMIDEAST	x	Delayed

#	Tasks/sub-tasks description	Outputs/Deliverables	Responsibility	FY 18 - Year 4	
				Q1 Oct-Dec	
				AWP	Actual
Task 9: Enhancement Activities					
1	General/Administrative				
1.1	Detailed Enhancement Activity Schedule Set	Enhancement Activity rough schedule set for the academic year	AMIDEAST		
1.2	Curriculum Development/Tailoring	Curriculum developer identified and development of components	AMIDEAST		
2	English Language Training				
2.1	Pre-Academic English Language Training (as in Task 6)	105 hours of English training complete	AMIDEAST	x	Done
2.2	Academic Year English Language Training (after Year 1)	105 hours Yr1+2 & 35 hours Sum 1+Sum2+ Yr3+ Sum 3 training completed for each cohort	AMIDEAST	x	Done
3	Non-English Enhancement Activities				
3.1	Pre-Academic Character Building Training (as in Task 6)	Up to 8 hours of character building courses completed (according to set	AMIDEAST		
3.2	Academic Year Character Building Training (after Year 1)	8 hours of character building courses completed for each cohort in Yr 1+2+3 & Sum1+2+3	AMIDEAST	x	Done
4	Academic Skill Building				
4.1	Pre-Academic Academic Skill Building (as in Task 6)	Up to 40 hours of academic skills courses held (according to set schedule)	AMIDEAST	C3	Done, except for blind students who will have their training during the midyear break (next quarter)
4.2	Academic Year Academic Skill Building (after Year 1)	40 hrs of academic skills completed Pre Academic for C1+2+3 & Yr 1& 16 hrs in Yr 2+26 hrs in Sum2	AMIDEAST	x	Done
5	Leadership Development Training (after Year 1)				
5.1	Leadership Development Training	Up to 16 hours of leadership training completed for each cohort Yr 1+2+3+4 & Sum 2+3+& 40 hours for each cohort in Sum1	AMIDEAST	C3	Next quarter - midyear break
6	Business Culture, Entrepreneurship, and Innovation Experience				
6.1	Business Culture, Entrepreneurship, and Innovation Experience	Up to 8 hours of business training and entrepreneurship and innovation experience completed	AMIDEAST	C3	Next quarter - midyear break
7	Community Service Projects (after Year 1)				
7.1	Community Service Projects	Community Service rprojects completed	AMIDEAST		
8	Leadership Camp (after Year 1)				
8.1	Leadership Camp Planned	Camp completed	Wellspring		
9	Career Development (after Year 1)				
9.1	Career Development	Up to 24 hours of training for each cohort completed	AMIDEAST	x	Next quarter - midyear break
10	Internships (after Year 1)				
10	Students placed in internships	Internship in relevent industry completed	AMIDEAST		
11	Study Abroad (after Year 1)				
11	Study Abroad student selection process	Study for one semester (Yr 3) or summer (Sum3) in US completed	AMIDEAST	C2	Started
11	Placement at U.S. universities	Students placed in US Universities	AMIDEAST	C2	Next quarter
11	Pre-Departure Orientation	Pre-departure orientation completed	AMIDEAST	C1	Done for Spring 2018
11	Logistics of travel and settling in	Logistics for US study abroad completed	AMIDEAST	C1	Done for Spring 2018
12	Monitoring	Monitoring tools and process developed and implemented	AMIDEAST		
12	Re-entry workshop	Re-entry workshop completed	AMIDEAST		

#	Tasks/sub-tasks description	Outputs/Deliverables	Responsibility	FY 18 - Year 4	
				Q1 Oct-Dec	
				AWP	Actual
Task 10: Faculty Capacity Building					
1	Career Advising Training	Career Advising held for 30 trainers	AMIDEAST		
2	Training of Trainers Workshop	Training held for trainers (Debrief/Feedback in later years)	AMIDEAST		
Task 11: Networking and Follow-On Activities					
1	Graduate tracking and engagement using social media	Social media being used and data collected and tracked	AMIDEAST		
2	Job fairs and other networking events	Job fairs and networking events planned and held	AMIDEAST		
3	Graduate guest speakers and mentors	Graduates engage in the program	AMIDEAST		
Task 12: Private Sector Collaboration					
1	Meetings with private sector representatives	Meetings with companies to source and coordinate internships, mentors, guest speakers, cost share, and other collaboration	AMIDEAST	x	Done
2	Company representatives at TAG meetings	Private sector representation at TAG meetings	AMIDEAST	x	Done
3	Student visits to companies	Visits to one company per student per quarter	AMIDEAST	x	Nothing this quarter
4	Private sector and university collaboration	Ongoing introductions and meetings between private sector and university faculty	AMIDEAST	x	Done
Task 13: Monitoring and Evaluation					
1	Submit Monitoring and Evaluation Plan and PMP	M&E Plan and PMP submitted	AMIDEAST		
2	Baseline Data Collection--Applicant Breakdown (Application Data)	Baseline data collected	AMIDEAST		
3	Baseline Data Collection--English level (ITP)	Baseline data collected	AMIDEAST		
4	Baseline Data Collection--Leadership Practices Inventory	Baseline data collected	AMIDEAST		
5	Annual ITP Test (English)	All students take annual ITP test	AMIDEAST		
6	Final TOEIC Test (English)	Graduating students take TOEIC test	AMIDEAST		
Task 14: Reporting					
1	Initial Work Plan	Work plan submitted	AMIDEAST		
2	Quarterly Progress Reports and Financial Reports	Quarterly Report submitted	AMIDEAST	x	x
3	TrainNet	TrainNet updated for every training	AMIDEAST	x	x
4	Egypt Info	EgyptInfo site updated for every activity	AMIDEAST	x	Will submit new list next quarter
5	Semi-Annual Report	Semi-Annual report submitted	AMIDEAST	x	x
6	Quarterly Accrual report	Accrual report submitted quarterly - 15 days before end of each quarter	AMIDEAST	x	x

M&E Indicator Tracking Sheet - M&E FY17 Annual Plan
Higher Education Initiative Public University Scholarships (Local Scholarship Program)
April 1, 2015 - October 31, 2022

AMIDEAST
Agreement No. AID-263-A-15-00018
Through September 30, 2017

	Program			FY18	FY18 Q1																			FY18	
						Gender			Universities						Field of Study										
	Baseline	Target	Actual	FY 18 Target	FY18 Q1 Actual	Total	F	M	Disabled	Ain Shams Univ	Alexandria Univ	Assiut University	Cairo University	Mansoura Univ	Engineering	Agriculture	Computer Scier	Science	Commerce	Nursing	Economics	Mass Commun	Education	Law	Comments
Indicator 1 v2: ES.2-2: Number of individuals attending tertiary education institutions with USG scholarship or financial assistance																									
# Students Enrolled During Period		390		390	487																				
Cohort 1		107		103	103	103	52	51	2	21	19	15	28	20	32	1	8	10	43	4	4	0	0	1	
Cohort 2				141	135	135	65	70	3	44	13	15	37	26	43	4	16	13	42	6	2	0	1	8	
Cohort 3				146	249	249	112	137	19	84	35	35	62	35	72	8	46	14	73	14	8	0	0	14	Two boys (Ain Shams/ Engineering and Ain Shams/ Commerce) dropped
% Female Students Enrolled		50%		50%	47%																				
Cohort 1		50%		50%	50%	52	52	0	0	6	11	7	21	7	7	1	3	5	28	4	4	0	0	0	
Cohort 2				50%	48%	65	65	0	3	18	6	8	20	13	8	4	6	9	28	2	0	0	1	7	
Cohort 3				50%	45%	112	112	0	6	32	16	18	31	15	15	5	13	11	48	8	5	0	0	7	
% Disabled Students Enrolled		5%		5%	5%																				
Cohort 1		2%		2%	2%	2	0	2	2	1	0	0	1	0	1	0	1	0	0	0	0	0	0	0	
Cohort 2				2%	2%	3	3	0	3	0	0	0	0	3	0	0	0	0	0	0	0	0	0	3	
Cohort 3				10%	8%	19	6	13	19	2	4	0	1	12	1	0	1	0	7	0	0	0	0	10	
Indicator 2: Custom: Number of internships supported in Egypt under the Higher Education Initiative.																									
# Internships	0	390		139																					
Cohort 1		125		n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Cohort 2		139		137		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Cohort 3		146		n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
% Female Student Internships	0%	50%		50%																					
Cohort 1		50%		n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Cohort 2		50%		50%		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Cohort 3		50%		n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
% Disabled Student Internships	0%	5%		2%																					
Cohort 1		5%		n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Cohort 2		5%		2%		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Cohort 3		5%		n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	

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Higher Education Initiative Public University Scholarships (Local Scholarship Program)
April 1, 2015 - October 31, 2022

AMIDEAST
 Agreement No. AID-263-A-15-00018
 Through September 30, 2017

	Program			FY18	FY18 Q1 Actual	FY18 Q1																	FY18		
	Baseline	Target	Actual	FY 18 Target		Total	Gender			Universities					Field of Study									Comments	
							F	M	Disabled	Ain Shams Univ	Alexandria Univ	Assiut University	Cairo University	Mansoura Univ	Engineering	Agriculture	Computer Science	Science	Commerce	Nursing	Economics	Mass Communi	Education		Law
Indicator 3: Custom: Number of HEI Public University Scholarships program graduates reach “Proficient User” level of English																									
% Individuals Improved CEFR Score*	0%	100%		75%		54	52	57	50	52	79	20	68	40	72	100	38	60	44	25	75	n/a	0	0	
Cohort 1		100%		75%		24	16	31	0	23	38	27	22	22	26	0	38	23	24	0	50	n/a	0	20	
Cohort 2		100%		50%		12	6	17	0	14	7	9	11	17	20	13	11	7	6	14	13	n/a	0	0	
Cohort 3		100%		20%																					
% Reach C1 (Proficient User) or higher	0%	80%																							
Cohort 1		80%		60%	1%	1	0	2	0	0	0	4	0	0	0	0	0	2	0	0	0	n/a	n/a	0	
Cohort 2		80%		30%	1%	1	2	0	0	2	0	0	0	0	2	0	0	0	0	0	0	n/a	0	0	
Cohort 3		80%		10%	0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n/a	0	0	
% Female Students Reach C1 or higher	0%	80%																							
Cohort 1		80%		60%	0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n/a	n/a	0	
Cohort 2		80%		30%	1%	1	2	0	0	2	0	0	0	0	2	0	0	0	0	0	0	n/a	0	0	
Cohort 3		80%		10%	0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n/a	0	0	
% Disabled Students Reach C1 or higher	0%	80%																							
Cohort 1		80%		60%	0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n/a	n/a	0	
Cohort 2		80%		30%	0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n/a	0	0	
Cohort 3		80%		10%	0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n/a	0	0	
Indicator 4: Custom: Percentage of graduates from USG-supported tertiary education programs reporting themselves as employed.																									
% Graduates Employed 12 months after graduation	0%	50%		n/a																					
Cohort 1		50%		n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Cohort 2		50%		n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Cohort 3		50%		n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
% Female Students Employed within 12 months	0%	50%		n/a																					
Cohort 1		50%		n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Cohort 2		50%		n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Cohort 3		50%		n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
% Disabled Students within 12 months	0%	50%		n/a																					
Cohort 1		50%		n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Cohort 2		50%		n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Cohort 3		50%		n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Indicator 5: Custom: Number of students who have improved their leadership skills																									
% Improved LPI Score by 10 points or more	0%	100%		Baseline																					
Cohort 1		100%		n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Cohort 2		100%		n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Cohort 3		100%		Baseline	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Indicator 6: Custom: Number of linkages developed between universities and the private sector																									
Total number of linkages	0	5		2			n/a	n/a	n/a																

*CEFR (Common European Framework of Reference) - See definitions tab for information on how it relates to the ITP score

Appendix D: Media

November 14, 2017: Mansoura University celebrated International Education Week

<http://www.baladnaelyoum.com/399604>



شهدت جامعة المنصورة، أسبوع التعليم الدولي بمدرج أبو النجا في كلية الطب، وهو مبادرة أطلقتها وزارتي الخارجية والتعليم الأمريكية للاحتفاء بتجربة الدراسة بالخارج، واستقبال طلاب من مختلف الدول للدراسة بالولايات المتحدة الأمريكية.

جاء ذلك تحت رعاية الدكتور محمد القناوي رئيس جامعة المنصورة، والدكتور أشرف محمد عبد الباسط نائب رئيس الجامعة لشئون التعليم والطلاب.

وتعد جامعة المنصورة من الجامعات الرائدة في عقد شراكات مع هيئات التعليم الأمريكية، كالمعهد الأمريكي للتعليم الدولي والهيئات المنفذة للمنح المقدمة منها كهيئة الأميديست والفولبرايت، ولذلك تم اختيار جامعة المنصورة من قبل هذه الهيئات لإستضافة الحدث هذا العام، وكذلك الإعلان عن الشراكات المبرمة مع جامعة المنصورة والهيئات والجامعات الأمريكية، حيث يهدف إلى تقديم منح للطلاب المتميزين للإلتحاق بالبرامج النوعية بالجامعات المصرية، وكذلك توفير فرص للتعليم للطلاب ذوي الإعاقة.

وتعتبر جامعة المنصورة، الجامعة المصرية الوحيدة التي استقبلت طلاب ذوي إعاقة من مختلف محافظات مصر للدراسة بها نظرًا للإمكانيات والتجهيزات التي تساعد الطلاب ذوي الإعاقة لاتمام دراستهم الجامعية.

كما أن هناك بروتوكول تعاون مشترك بين جامعة المنصورة وجامعة كنتكت بالولايات المتحدة الأمريكية، وتم إفاد طالبي الهندسة المنصورة بقسمي الهندسة الطبية والميكاترونكس للدراسة هناك.

<http://www.youm7.com/story/2017/11/14/%D9%87%D9%8A%D8%A6%D8%A7%D8%AA-%D8%AF%D9%88%D9%84%D9%8A%D8%A9-%D8%AA%D8%AE%D8%AA%D8%A7%D8%B1-%D8%AC%D8%A7%D9%85%D8%B9%D8%A9-%D8%A7%D9%84%D9%85%D9%86%D8%B5%D9%88%D8%B1%D8%A9-%D9%84%D8%AA%D9%82%D8%AF%D9%8A%D9%85-12-%D9%85%D9%86%D8%AD%D8%A9-%D9%84%D9%84%D8%B7%D9%84%D8%A7%D8%A8-%D8%B0%D9%88%D9%8A/3510257>

استضافت جامعة المنصورة أسبوع التعليم الدولي بمدرج أبو التجا بكلية الطب وهو مبادرة أطلقتها وزارتي الخارجية والتعليم الأمريكية للإحتفاء بتجربة الدراسة بالخارج وإستقبال طلاب من مختلف الدول للدراسة بالولايات المتحدة الأمريكية. تحت رعاية الدكتور محمد القنawy رئيس جامعة المنصورة والدكتور أشرف محمد عبد الباسط نائب رئيس الجامعة لشئون التعليم والطلاب.

وتعد جامعة المنصورة من الجامعات الرائدة في عقد شراكات مع هيئات التعليم الأمريكية كالمعهد الأمريكي للتعليم الدولي والهيئات المنفذة للمنح المقدمة منها كهيئة الأميديست والقوليريت ولذلك تم إختيار جامعة المنصورة من قبل هذه الهيئات لإستضافة الحدث هذا العام، وكذلك الإعلان عن الشراكات المبرمة مع جامعة المنصورة والهيئات والجامعات الأمريكية، حيث يهدف إلى تقديم منح للطلاب المتميزين للإلتحاق بالبرامج النوعية بالجامعات المصرية، و كذلك توفير قرص للتعليم للطلاب ذوي الإعاقات.

وتعتبر جامعة المنصورة الجامعة المصرية الوحيدة التي إستقبلت طلاب ذوي إعاقات من مختلف محافظات مصر للدراسة بها نظرا للإمكانيات والتجهيزات التي تساعد الطلاب ذوي الإعاقات لإتمام دراستهم الجامعية.

كما أن هناك بروتوكول تعاون مشترك بين جامعة المنصورة و جامعة كنتكت بالولايات المتحدة الأمريكية و تم إيقاد طالبين بهندسة المنصورة يقسمي الهندسة الطبية والميكاترونكس للدراسة هناك وشارك في اللقاء أكثر من 300 طالب من مختلف الكليات بجامعة المنصورة بحضور الدكتور هشام عرقا و كليل كلية الهندسة لشئون التعليم والطلاب و كذلك ممثلين عن IIE والأميديست والقوليريت والدكتورة سماح السعيد مسئولة تواصل كلية الآداب.

وقام بعمل تقديم مبسط عن شراكة جامعة المنصورة مع الأميديست السيدة كوينسي ديرمودي مديرة مشروع مبادرة التعليم العالي HEI و السيد أحمد شحاته المسئول عن شئون الطلاب بالمشروع و الأستاذة مني و هبة من الأميديست.

كما تم عرض المنح المقدمة من هيئة القوليريت و قام السيد أسر هاني مدير برنامج JFDP تنمية قرات شباب أعضاء هيئة التدريس بعرض مفصل عن منح القوليريت و المنح المقدمة لشباب أعضاء هيئة لتدريس.

كما قام بتنظيم اللقاء لجنة التواصل الطلابي بجامعة المنصورة تحت إشراف الدكتور أحمد العدل بالتمسيق مع الفريق الطلابي إناكتس جامعة المنصورة.

December 13, 2017: El Noor Wel Amal NGO for the Blinds in Mansoura Celebrated World Disabilities Day with participation of HEI blind students



جمعية النور والامل لرعاية المكفوفين بالمنصورة added 11 new photos.

14 December 2017 · 🌐

للعام العاشر على التوالي أقامت جمعية النور و الامل لرعاية المكفوفين بالمنصورة أمس الأربعاء الموافق 13/12/2017 احتفالية تكريم ابنائها المتفوقين من ذوي البصيرة حيث استقبلت السيدة الدكتورة/ فاطمة كشك رئيس مجلس الادارة و السادة اعضاء مجلس الادارة السيد الوزير المحافظ أ.د/ أحمد شعرواي الذي اسعد الجميع بحضوره و مشاركته الكريمة و اصراره على استكمال الحفل حتى نهايته و الاحتفال بابناء الجمعية ولا يسع الجمعية و جميع العاملين بها و السادة اعضاء مجلس الادارة و السيدة الدكتورة / رئيسة مجلس الادارة تقديم خالص الشكر و التقدير للسيد المحافظ لتلك اللفتة الكريمة كما شرفنا بالحضور السادة رؤساء مجالس الادارات لجمعية النور و الامل فروع المحافظات المختلفة (القاهرة_ بنى سويف_ الاسكندرية) و السيدة / منى وهبة مسئول شؤون الطلاب و الاتصالات بمنظمة الامديست قدم فقرات الحفل ابناء الجمعية من كورال الاطفال المقيدين بحضانة الجمعية و كذلك فريق الموهبين فوق 18 سنة



YouTube

<https://www.youtube.com/watch?v=6FzqsmbcSJo&feature=youtu.be>