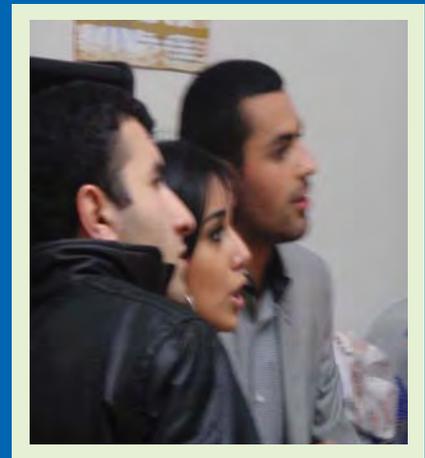


Eastern Europe & Eurasia Social Legacy Program



MARCH 2012

FINAL REPORT

EDC

Learning
transforms
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ACKNOWLEDGEMENTS

We thank the USAID E&E Bureau, especially Dr. Lubov Fajfer, for supporting and guiding the Social Legacy Program. Thanks to Dr. Fajfer’s vision and commitment to the project, the SLP really became a unique opportunity to do conduct development in a way that stimulates creativity, builds local capacity, enhances regional cooperation and produces positive results with considerably low investment. The project was a success thanks to the passion and engagement of project partners and youth in each of the seven (7) countries where SLP held activities Kosovo, Montenegro, Macedonia, Armenia, Azerbaijan, Georgia and Ukraine. The diversity of local, regional and international project partners—in the form of sub-grantees, beneficiaries or contributors—was a distinct feature of the Legacy Program. Last but not least, we also want to acknowledge all the individuals that in one way or another contributed to the Legacy Program including EDC staff members, consultants, interns and champions of the causes the project worked on. SLP would not have been successful without their assistance and contributions.

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List of Acronyms

CBO	Community-Based Organization
CIL	Coalition for Independent Living (Georgia)
CoC	Code of Conduct
DAC	Disability Action Coalition (Armenia)
DPO	Disabled Persons' Organization
E&E	Europe and Eurasia
EDC	Education Development Center, Inc.
EU	European Union
GAP	Good Agricultural Practices
GWU	George Washington University
GYAC	Global Youth Anti-Corruption
HACCP	Hazard Analysis & Critical Control Points
HEC	Hotel Education Center
HEI	Higher Education Institution
HRD	Human Resources Development
IITS	International Institute for Tourism Studies
ILO	International Labor Organization
IRC	Information Referral Center
ISO	International Organization for Standardization
MAAC	Mobilizing Action Against Corruption
MoT	Ministry of Tourism
NGO	Non-Governmental Association
NGOC	NGO Center (Armenia)
OECD	Organization for Cooperation and Development
OSI	Open Society Institute
PWD	Person With Disabilities
QAS	Quality Assurance Standard
RC	Regional Coordinator
RFA	Request for Applications
RFP	Request for Proposals
RP	Regional Partner
SLP	Social Legacy Program
STARS	Stimulisanje Razvoja Sjevera
TedQual	Tourism Education Quality
TEN	Transparent Education Network
TI	Transparency International
ToT	Training of Trainers
UNWTO	United Nations World Tourism Organization
USAID	United States Agency for International Development
USD	United States Dollar
WFD	Workforce Development
WV	World Vision, Inc.
YEF	Youth Educational Forum (Macedonia)
YUVA	YUVA Humanitarian Center (Azerbaijan)

EXECUTIVE SUMMARY

The Europe and Eurasia Social Legacy Program (E&E SLP) was made possible by the United States Agency for International Development (USAID) and implemented by Education Development Center, Inc. (EDC) and its implementing partners beginning in October 2007 and completed in March 2012. It was composed of three components concerning: people with disabilities (PWDs) (Armenia and Georgia); workforce development (Kosovo and Montenegro); and anti-corruption in education (Armenia, Azerbaijan and Macedonia). For each of the three components, local implementing partners were identified mostly through requests for applications (RFAs) issued by EDC.

E&E SLP program implementation spanned more than five years, although not all components were active all the time. The workforce development component was the first to be initiated and completed, and the corruption in education component was the last to be completed.

The Social Legacy Program implemented activities in six (6) countries in the Eastern Europe and Eurasia region. Working through local implementing partners, EDC was able to (1) build local capacity of non-governmental organizations and higher education institutions in these countries; and (2), deliver services to disadvantaged groups in the fields of workforce, disabilities and transparency in education. The two-prong approach toward local capacity development included technical assistance by EDC or an international partner and peer-to-peer learning that promoted a community of practice. Services delivered to groups included higher quality and access to education and learning opportunities by people with disabilities in the Caucasus as well as students of higher education in the Balkans. The Social Legacy Program was an innovative regional project that cut across a number of different sectors and was able to mainstream project activities by forging partnerships amongst key partners in the region. Lessons learned from this small initiative have been disseminated in various forms

E&E SLP

The Social Legacy Program was an innovative regional project that cut across a number of different sectors and was able to mainstream project activities by forging partnerships amongst key partners in the region.

included events in the region and in Washington as well as publications, quarterly reports and this final report.

The nature and scope of each of the three components varied widely, as did their respective successes and challenges. Some key areas in which the projects differed included the capacity and investment of the implementing partners; the degree to which geographic and linguistic challenges were present; and the breadth of the partners' initiatives. The common goals of the project across components were building local capacity to address pressing social issues and forming a network of local and regional organizations that would support exchange of knowledge and best practices in the various areas of work under SLP. These and more specific analysis of program activities are detailed in the report below.

1. Workforce Development Component

1.1 PARTNER ORGANIZATIONS

Within the guidelines of EDC and USAID, the selection of implementing partners varied among the three project components. Under the workforce development component, university beneficiaries in both Montenegro and Kosovo were selected in consultation with USAID during the situational analysis. George Washington University was chosen as a partner to support the implementation of project interventions in Montenegro, whereas a number of local and regional training institutions were engaged to carry out capacity building in Kosovo.

Montenegro: University of Bar, Kotor University and Hotel Education Center

In Montenegro, WFD component activities focused on building the capacity of higher education institutions. Developing the tourism workforce, rather than the agricultural workforce, was the principal concern. University professors, government ministers, national association administrators and international NGO staff were interviewed to compile a situational assessment in December 2006. This assessment informed the selection of RC Andrija Drasovic and the privately-funded University of Bar and the public University of Kotor as the principal implementing partners. Hotel Education Center (HEC) joined the group shortly after. The Tourism, Hospitality and Trade Management faculty at the University of Bar was judged to have the most comprehensive tourism curriculum of any Montenegrin university, and the University of Kotor was the most prolific producer of tourism graduates, although it lacked practical training as part of its curriculum. Moreover, Kotor had already partnered with George Washington University in Washington, DC to develop its human resources strategy. Considering the project goals of building a consortium of Montenegrin tourism workforce-oriented institutions and building on synergies with existing USAID-funded projects in the area, the Universities of Bar and Kotor were the most appropriate partners for this component.

Kosovo: University of Pristina

In Kosovo, E&E SLP Workforce Development (WFD) activities focused on improving local educational capacity to produce graduates in technical agriculture possessing internationally-recognized certifications. Because of this unique focus, the University of Pristina's Faculty of Agriculture was selected to be the beneficiary of project activities due to its status as the country's main provider of graduates to the technical agriculture workforce (approximately 20 graduates per year). It was also the only Kosovar institution of higher education dealing with issues of primary agriculture, food processing and food technology. An institutional assessment produced by local RCs specified that issues surrounding quality assurance standards (QASs) should be presented to the pedagogical faculty, especially those regarding the internationally-recognized standards of the European Union (EU). These factors combined made the University of Pristina the most advantageous partner for EDC in Kosovo. Local and regional firms provided training to the Faculty of Agriculture on three QASs as part of the project goals.

1.2 ACTIVITIES AND ACCOMPLISHMENTS

In Kosovo and Montenegro, pressure from two directions is exerted on the workforce market. On one end, the demand for skilled, educated workers is rising in a number of industries, including tourism and food services. On the other end, there exist large numbers of the unemployed or underemployed, especially among youth, who lack the requisite skills to enter the workforce. According to the International Labor Organization (ILO) in Pristina, Kosovo, the country suffered a 41% unemployment rate in 2005, including 69% of youth. The Organization for Economic Cooperation and Development (OECD) found through a labor force survey in 2004 that 23% of Montenegrins and 51% of Montenegrin youth were unemployed. From both sides, a clear demand for skilled labor was apparent. The WFD component aimed to address this need by:

- Organizing trainings of trainers (specifically university professors) regarding international industry standards; and
- Facilitating local and international partnerships to support the increased quality and quantity of skilled workers certified by an international standard.

A Final Reports from Regional Coordinator Dragan Angelovski, (who oversaw workforce activities in Kosovo) can be found as Annex B to this report. The report provides more detailed information about the impact of the Social Legacy Program's activities in Kosovo under the Workforce component—including assessment of professors and students on their increased knowledge of Quality Assurance Standards.

Strengthen local institutional capacity through practical training to facilitate the adoption of international industry standards

Although Kosovo and Montenegro are not part of the European Union (EU), they are surrounded by EU members. Montenegro was officially designated a candidate for membership in 2010, with

the overwhelming majority of its population in favor of membership. Its employment rates are one area in which much improvement must be seen in order to further the membership process. Kosovo on the other hand declared independence in 2008 after which it is no longer recognized as a state by all EU members. Political motives aside, it is clear that industrial involvement with EU member states, and the ability to compete industrially with other Southeast European states, together present an excellent opportunity for economic diversification and expansion. It is equally evident that in order for these aims to be realized, both states must produce products and skilled workers who conform to internationally-recognized Quality Assurance Standards (QAS). For this reason, E&E SLP focused on facilitating the adoption of QASs to enable local providers to create demand-driven products for a large international market.

Kosovo

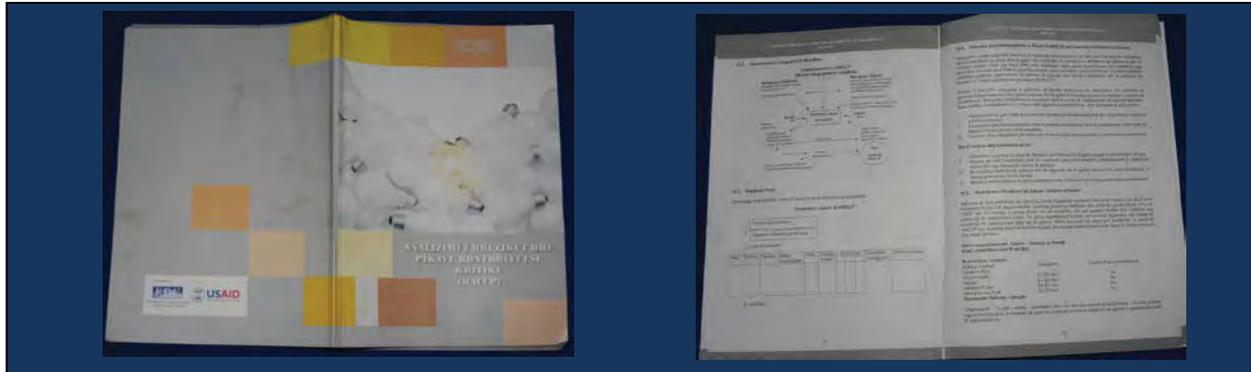
In Kosovo, E&E SLP focused on improving productivity and international competitiveness in the agricultural and food services industry. The University of Pristina's Faculty of Agriculture and Veterinary Studies is the largest producer of technical agricultural graduates, but was generally lacking with regard to technical training and certifications. Three market-based international QASs were identified as necessary and feasible for certification training purposes: the International Organization for Standardization's (ISO) ISO-9001:2000 product quality management system; the Hazard Analysis & Critical Control Points (HACCP) system for management of food safety in all phases of production; and the Global Good Agricultural Practices (GlobalGAP) standard for agricultural (and aquacultural) production.

EDC identified a Regional Coordinator (RC), Dragan Angelovski, to streamline the project efforts. The RC and project staff interviewed local private sector business alliances to confirm that the demand for workers certified in these three standards was indeed high. It was also determined that at the University of Pristina, information regarding these certifications was sporadic and/or inaccurate, laboratory equipment used for demonstrating principles relating to these certifications was not used correctly, and finally, that regional collaboration with regard to these issues was lacking.

EDC, the RC and local experts, chosen through a Request for Proposals (RFP), implemented trainings of professors for each of the three certification systems. As a capstone to these initiatives, QAS material was officially incorporated into syllabi across five different course areas at the University of Pristina in October 2008.

In April 2008, local partner EKO Grup Consortium implemented a five-day HACCP training. This was the first professional training of faculty in the Agriculture department at the University of Pristina. The training focused on food safety and hygiene according to EU and HACCP standards. In order to ensure the transmission of knowledge from professors to students, 500 handbooks including guidelines for HACCP certification were published in Albanian and distributed to students in the Agriculture Department. The seven participating faculty members averaged a score of 53% on their pre-training test of EU food safety concepts, compared with an average score of 86% post-

training. In addition, a ten-day practical training of ten professors and assistant professors solidified the theoretical knowledge gained in the first training and conducted hands-on practical training at the dairy plant “Magic Ice.” In late 2008, EDC and EKO Grup conducted a HACCP refresher course for the professors which, again, emphasized practical training to solidify the theoretical.



Above: HACCP Training Materials

EDC, in partnership with the Quality Pro and Development Consulting & Engineering Consortium, implemented a five-day training on ISO 9001:2000 standards and certification at the end of May 2008. The faculty participants scored an average of 68% on their pre-training test of ISO requirements, as compared to a 95% post-training score. The content based on the ISO quality management system was supplemented with practical training in a local ISO-certified company and the printing and distribution of 500 ISO 9001:2000 handbooks for professors and their students.

For the final of the three QAS trainings, the local organization Food Safety Plus contributed their expertise in implementing the September 2008 training of trainers in GlobalGAP standards and certification. This week-long seminar involved five faculty members from the Agriculture department of the University of Pristina. Again, their pre- and post-training test scores reflect a high level of knowledge gained: they were 33% and 88% respectively. The training curriculum included international comparisons of compliance with GlobalGAP as well as field visits to local greenhouses and agricultural supply markets to apply knowledge of GlobalGAP standards to such concepts as agricultural fertilizer, production techniques, farm equipment, and machinery. The faculty participants were involved in hands-on trainings in the role of the implementing party – as opposed to an inspector or regulator – such that they gained a solid understanding of the requirements for compliance with GlobalGAP.

These three trainings implemented in partnership with EDC contributed to more than 230 students’ training in QAS compliance in the 2009 and subsequent academic years.

MONTENEGRO

According to the Situational Analysis of Montenegro conducted by EDC in the fall of 2006, the country was experiencing nearly 20% general unemployment, and higher levels among youth. However, the tourism industry was projected to experience an opposing trend: economists predicted that the tourism workforce would double within the coming five years. Paradoxically, the

Montenegrin government had plans to build ten large international hotels, but had not yet addressed the fact that, at the time of their completion, there would not be enough skilled graduates to fill all the hotel management positions. EDC surmised that this reflected the legacy of a command economy.

The Montenegrin Ministry of Tourism (MoT) had recently unveiled a revised tourism Human Resources Development (HRD) strategy to remedy this issue. In the private sector, the University of Bar and the University of Montenegro at Kotor produced the largest numbers of graduates in hospitality, but still lacked in practical training and certification.

The University of Bar had been conducting surveys within the private sector to assess the level of demand for certified workers in the tourism industry. EDC hired international expert Dr. Don Hawkins who also interviewed many organizations and individuals to determine the private sector demands. It was determined that the E&E SLP would focus on enhancing local Higher Education Institutions' (HEI) capacity to produce graduates certified according to the Tourism Education Quality (TedQual) standard developed by the United Nations' World Tourism Organization (UNWTO) and the Themis Foundation.

EDC identified Andrija Drasovic as a Local Coordinator, and established partnerships with the University of Montenegro's Tourism Faculty in Kotor, Mediterranean University, the Tourism Faculty of the University of Bar, and the Hotel Education Center (HEC) to enhance their students' competitiveness through compliance with MoT's HRD strategy and TedQual.

EDC and partners delivered capacity-building and TedQual certification trainings to partner HEIs. In late 2008, the University of Montenegro at Kotor, supported by the MoT, initiated the application process to the UNWTO for TedQual certification.

Develop national and international partnerships to support the adoption of international industry standards

The specific emphasis of the E&E SLP WFD component on compliance with international standards created a need for collaboration with international partners with experience or expertise in these matters. These partnerships, both international and domestic, comprised one largely successful element of the WFD component in Kosovo and Montenegro.

Kosovo

The faculty and staff in the Agriculture department at the University of Pristina collaborated with their counterparts at the University of Ss Cyril and Methodius in Skopje, Macedonia, for training in the use of laboratory equipment. The deans of these universities signed a collaborative agreement (Annex C). Furthermore, the GlobalGAP training for Pristina faculty was held in Skopje where participants learned from the successful certification experiences of faculty members from Macedonia and Slovenia.

Domestically, EDC aided University of Pristina faculty in creating a local network of experts for collaboration on QAS certification issues. For each of the three certification trainings (HACCP, ISO

9001:2000, and GlobalGAP) EDC put out an RFP and selected an implementing partner from these candidates.

Over the course of the project, faculty were able to capitalize on this collaboration with local organizations by making field visits to agricultural production plants, meat processing centers, dairy plants, and others, to get hands-on experience in the certification process.

MONTENEGRO

The most notable collaboration during the E&E SLP project in Montenegro was the Blackboard distance learning system established and maintained by George Washington University's (GWU)



International Institute for Tourism Studies (IITS) in Washington, DC in partnership with international tourism expert Dr. Hawkins. Blackboard consisted of six modules and was initiated in October 2008. Montenegro's project Local Coordinator helped to deliver trainings to faculty in the use of Blackboard technology.

Above: Blackboard distance learning platform

A lesson learned from the project is that the use of a platform like Blackboard requires additional accompaniment by the trainer to the learners, especially if these are not familiar or accustomed to using on-line learning tools. Further, the content of Blackboard should have been even further customized to the specifics of the local context and tourism opportunities.

Additional consultation was sought from Dr. Darko Prebezac from the University of Zagreb, Croatia. With his prior expertise in TedQual and command of local languages, he advised each of the three partner universities on best practices for certification in June 2009. Technical Assistance provided by Dr. Prebezac was regarded by the three HEIs as "very valuable" and was one of the most targeted interventions of the project.

Domestically, participating universities and the Hotel Education Center (HEC) composed a coalition of institutions interested in international tourism standards certification.

Finally, a Tourism Forum was held in Budva, Montenegro in February 2009. Part of the Forum's purpose was to bridge the gap between the public and private sector tourism industry and academic tourism faculties. The conference was supported by the Macedonian MoT.

1.3 CHALLENGES AND LESSONS LEARNED

The main challenge affecting the WFD component as a whole was the June 2008 departure of Project Director Elizabeth Markovic. Following her transition out of the SLP, project leadership transitioned to Gustavo Payan who was supported by EDC Vice President Ron Israel and, eventually, by Program Coordinator Nalini Chugani as well.

EDC had difficulty maintaining an adequate level of communication with key stakeholders in both Kosovo and Montenegro due to the unavoidable reality of managing both elements of the project from a long distance. Both Elizabeth and Gustavo visited the region and met with key stakeholders, Regional Coordinators, and local implementing partners in an effort to solidify communication channels. Still, this difficulty persisted, especially in Montenegro where local ownership of the project goals was lower than in Kosovo.

Kosovo: Bureaucratic Barriers

The key implementing partners in Kosovo were part of the Agriculture Department faculty at the University of Pristina. Although they expressed a high level of interest in the project, their general knowledge and understanding of QAS concepts were initially extremely low. The Agriculture Department's capabilities had been undermined in part by the fact that they did not possess QAS certification skills that could be monetized to the benefit of the department as in other major regional universities.

Funding presented a challenge when faculty and trainers were not able to allocate funds for a refresher course on HACCP certification techniques despite a high level of interest on the part of all involved. Near the end of the project, it was determined that these funds could be available, however, and the refresher training took place.

Faculty and regional experts were successful in incorporating QAS material across five different academic areas, however, this solution was agreed upon after bureaucratic difficulties and repeated delays made it clear that the establishment of a new and separate Food Science Department was not a feasible goal.

Finally, EDC stepped in to formalize the existing partnership between the University of Pristina in Kosovo and the University of Ss Cyril and Methodius in Skopje, Macedonia. Although informal cooperation and collaboration had already taken place, University of Pristina officials were hesitant to formalize the relationship. EDC facilitated the signing of a formal partnership agreement by both parties.

Montenegro: Local Ownership

The WFD component in Montenegro faced a number of challenges, many of which were tied to a general lack in communication and reporting capabilities on the part of local implementing partners. Furthermore, changes in the Ministry as well as a weak engagement of the three Higher Education Institutions in the project proved challenging. These challenges, combined with an inadequately

targeted Blackboard system, led to poor use of the platform and low integration of the institutions. The implications of this for the TedQual certification training process was that, even after the trainings, an assessment of faculty's TedQual understanding was weak.

Another example of the lack in local ownership was the Pilot Capstone Project, in which Tourism Department students were to work on projects for client business as part of their course of study. This project was to be implemented in partnership with the USAID-funded Stimulisanje Razvoja Sjevera (STARS) program, which supported entrepreneurs and small business in northern Montenegro. A seeming lack of understanding on the part of university faculty developed into a general lack of responsiveness on the part of university and private sector partners, and the project was eventually cancelled.

A low level of local commitment and language barriers caused difficulties for the Tourism Forum in Budva, Montenegro. Approximately 30 people attended the morning session from various cities in Montenegro representing secondary and tertiary education institutions, private businesses and professional associations, and the government. Only one organization, the Hotel Education Center (HEC), attended the afternoon session, prompting organizers to cancel the session and conclude the Forum an hour earlier than planned.

Finally, the Blackboard distance learning tool implemented in partnership with GWU was not used by Montenegrin stakeholders to the extent expected. Locals professed difficulty accessing Blackboard despite trainings and demonstrated low interest in general, perhaps due in part to the language barrier and technical challenges of using the program.

2. Disabilities

For the remaining two components (disabilities and anti-corruption), background research was conducted in partnership with regional organizations and international experts to provide a basis for program design, selection of countries and procurement processes that led to the identification of the local partners.

The Disability component's background paper, presented an overview of disability issues and provided some guidance on programming options in the E&E region. The paper provided region-wide information, honing in on three countries in particular: Albania, Georgia and Armenia. Please refer to Annex D for the Disabilities Background Paper.

In the case of sole-source selection (selection without competition), an RFA was not issued. Sole-source selection was utilized in the case of only two implementing partners in E&E SLP due to their unique prior experience and expertise in the field of concern (Coalition for Independent Living in Georgia and Youth Educational Forum in Macedonia).

In the case of competitive selection, submissions to EDC were reviewed and evaluated with an eye to both the technical and financial capabilities as well as the capacity needs of the applicant. Each application was assessed based on the proposed program, staff and institutional capacity as well as the applicant's demonstrable experience in each of those areas. Sub-grants were issued to those applicants whose prior areas of involvement and ability to manage similar projects best matched the project description and RFA requirements. The selection processes for individual implementing partners are outlined below.

2.1 PARTNER ORGANIZATIONS

Georgia: Coalition for Independent Living (CIL)

The Coalition for Independent Living (CIL) in Georgia was one of two partner organizations under the disability component of the E&E SLP. EDC's background paper on disability issues in the E&E region, submitted to USAID in February 2008, brought to light that CIL was heavily engaged in efforts concerning persons with disabilities (PWDs). CIL had been founded as part of a grant from the Open Society Institute (OSI) and was a coalition devoted to issues regarding PWDs. Because it was high-capacity and uniquely qualified to carry out the project activities of the SLP, CIL was chosen through a sole-source selection process to be the implementation partner in Georgia. In 2008, EDC and CIL representatives met and defined the two project component objectives: raising awareness of and employment options for PWDs.

Armenia: SKARP

The non-governmental organization (NGO) Skarp was the second implementing partner for the disability component of E&E SLP. EDC Project Manager, Gustavo Payan, had traveled to Armenia before the issuance of the disability component RFA. Research for EDC's background paper had also involved meetings with local organizations, staff of international missions to Armenia and potential regional coordinators (RCs). After EDC issued the RFA in July 2008, evaluation of all applicants resulted in the choice of Skarp due to its pre-existing focus on issues specific to PWDs, a fact which overrode the relatively low capacity of the organization. The first coalition development sessions involving EDC and Skarp began in November 2008.

2.2 ACTIVITIES & ACCOMPLISHMENTS

Throughout the diverse E&E SLP project areas, creating regional networks was consistently focused on an effort to emphasize long-term project sustainability. To address issues concerning disabled persons in Georgia and Armenia, the project tapped into the existing CIL and DAC respectively, and promoted communication and partnership between the two networks which led to jointly get funding by Black Sea Trust for other initiatives. These coalitions acted on behalf of member NGOs

to advocate for policy change and availability of resources for beneficiaries, with considerable results which would not have been feasible for a lone organization.

For the disabled persons of Armenia and Georgia, two main issues stand in the way of their equal economic and societal opportunities. First, there is a lack of awareness and accurate information about persons with disabilities (PWDs) on the part of society members, persons of authority, family and friends of PWDs, and PWDs themselves. Second, employment opportunities for PWDs are diminished because of widespread misinformation and due to educational inequality, inaccessibility of workplaces for PWDs, and a long-held belief among society members and PWDs themselves that joining the mainstream workforce is not a viable option. This final belief is a direct product of the Soviet-era policy of isolation and institutionalization of PWDs, both elements of which the initiatives in Armenia and Georgia sought to address. The component greatly benefited from the technical assistance of Bruce Curtis, a renowned, US-based consultant highly specialized in the field of disabilities in former Soviet countries.

EDC identified one prime implementing partner in both Georgia and Armenia. In Georgia, under the Social Legacy Program, the project partner Coalition for Independent Living (CIL) created two distinct working groups to address specific issues relating to PWDs. Each of these groups was led by one Disabled Persons' Organization (DPO), which received funding through a subgrant from CIL. The Awareness Subgroup (comprising the NGOs Juvenile Center for Independent Living, Association of Georgian Women with Disabilities, House of the Harmonious Development of Children, and Studio ADC, and led by Juvenile Center for Independent Living) focused on raising awareness about PWDs through accessible and accurate information. The Employment Subgroup (composed of the Union of Warriors with Disabilities and Wives of Killed Warriors, the Union of the Blind of Georgia, the Union of the Deaf of Georgia, the Union of PWD Employment, the Union for People in Need of Special Care, and the Association of Support for Children with Hearing and Speech Impairments, and led by the Union of Warriors with Disabilities and Wives of Killed Warriors) aimed to improve employment opportunities for PWDs. CIL's subgrant ran from July 2008 until September 2009.

In Armenia, the NGO Skarp was selected to receive a subgrant from EDC. Skarp's primary goal was to increase accurate knowledge about PWDs and reduce discrimination and institutionalization. This goal was furthered through the development and support of a Disability Advocacy Coalition (DAC) as a nationally-recognized advocacy organization for PWDs. Skarp's subgrant agreement began in October 2008 and ended in April 2010. Given the low capacity of Skarp, it is important to provide some background as to why Skarp was selected. After multiple outreach efforts to publicize and disseminate the RFA, EDC only received two eligible proposals: Skarp's and another organization. Skarp was selected by all of the incipient Coalition members to represent them in this solicitation. The other applicant was an NGO dedicated to manage social development projects in the broader field with little experience in issues pertaining disabilities. Both proposals received comparable evaluation scores, however, Skarp was finally selected given the political context within the DAC. Aware of the fact that DAC members felt entitled to receive funds to advance the disability movement in Armenia, they only demonstrated willingness to cooperate with one of their own

versus an external NGO who lacked expertise in the area. Taking these considerations into account, EDC in collaboration with USAID awarded the subgrant to Skarp.

The initiatives and activities of both CIL and Skarp can be classified under two broad goals: (1) Raising civil society's awareness of PWDs' rights and providing accurate information about PWDs to key stakeholders and (2) Improving PWDs' legal standing and opportunities for employment.

A Final Report from sub-awardee and implementing partner Coalition for Independent Living (CIL) in Georgia can be found as Annex E to this report. The report provides more detailed information about the impact of the Social Legacy Program's activities in Georgia under the disability component.

Raising civil society's awareness of PWD rights and providing accurate information about PWDs to key stakeholders

For both CIL and Skarp, effective awareness-raising and information dissemination about PWDs hinged on cross-sectoral collaboration among institutions, organizations and agencies, both regionally and internationally. Improving awareness of and opportunities for PWDs were multifaceted issues which required support and participation from diverse, multi-organizational groups. The strengthening of CIL and DAC's capacity as central advocacy coalitions, thereby overcoming previous isolation of small NGOs, was fundamental to the successes they experienced.

GEORGIA (CIL)

In order to centralize and disseminate accurate information for and about PWDs, Awareness Subgroup members established the Information Referral Center (IRC) in a space they provided. The Center consisted of two computer stations and four part-time staff members who had been selected after a rigorous process which included training of ten finalists. Awareness Subgroup members established connections with Georgian NGOs, international organizations, the Ministry of Education and Science, and the Social Services Department of Tbilisi City Hall to compile information for their comprehensive electronic database. To streamline this effort, one individual from CIL was appointed to liaise with and gather information from representatives of international organizations.

Awareness Subgroup members also engaged in activities to promote citizens' use of the IRC. Partnership with three major mobile telephone service companies led to the selection of one, Geocell GSM, to disseminate a text message to its users for information and publicity of the IRC. The Awareness Subgroup also made use of radio air time to promote the IRC and procured a spot on the Georgian Public Broadcasting network for a television advertisement.

CIL's continued partnership with the Tbilisi City Hall culminated in serious consideration of the adoption of the IRC into the City Hall's scope of work in order to create a large service center equipped with hotline facilities, advocacy and consultancy services and instructions about self-help and hygiene issues for PWDs.

CIL's partnership with local government and international organizations was exemplary in its contribution to the project's sustainability. CIL partnered with Save the Children, a large international NGO, to help secure future funding and guidance for its initiatives. CIL also partnered with the city government of Tbilisi to secure a permanent location for its Information Resource Center. This partnership, which was still under negotiation at the writing of this report, would also ensure official oversight and maintenance of the IRC by municipal officials.

ARMENIA (SKARP/DAC)

EDC's local implementing partner in Armenia, Skarp, made the maintenance and development of a national Disability Action Coalition (DAC) its highest priority. It's important to note that an incipient DAC had recently been established by the time the project started. DAC was comprised of a number of local DPOs and was at very initial stages of development. To facilitate further growth and development of the DAC, Skarp held Coalition Development Sessions in which their Georgian counterpart, CIL, shared best practices and troubleshooting strategies from their experiences as a national coalition for PWDs. DAC also established a partnership with international development organization World Vision, Inc. (WV). DAC immediately prioritized the dissemination of accurate information to the public, community leaders and decision makers, and PWDs, while simultaneously strengthening member NGOs' ability to raise awareness themselves. With direct assistance from EDC, Skarp held various sessions with DAC members aimed at the continued strengthening of the Coalition's cohesiveness and structure that would allow them to increase their influence at the national level.

In this context, SLP focused its efforts on building the capacity of Skarp, an NGO that lacked structure, strategy and human resources to lead the DAC to higher levels. EDC made significant efforts to provide technical assistance to Skarp and improve their organizational and programmatic capacity to lead the coalition and be compliant to the Sub-award. Some of the results of this assistance included an increase capacity of Sakr p to document and report project activities and accomplishments. They moved from having volunteers coordinate the project to hiring a full time staff for this purpose who was trained and given certain level of authority. Further, Skarp's financial management and strategic planning capabilities improved as a result of ongoing assistance both in the field and virtually.

The DAC board implemented multi-day outreach sessions and trainings to keep member NGOs involved while constantly building their capacity to distribute accurate information about PWDs. Members were trained in project development, design, monitoring and evaluation, and grant fund management. They were encouraged to develop partnerships with public administrators and legislators, as a result of which several of the organizations were provided with space for their operations by local authorities.

Additionally, Skarp selected four NGOs in each of the cardinal regions of Armenia to become regional partners (RPs). The four RPs were trained to raise awareness in community-based organizations (CBOs) through the Training of Trainers (ToT) model.

Buoyed by Skarp, the DAC support network and EDC, DAC member NGOs implemented a diverse range of informational and awareness-raising activities. Among these were Disability Month Celebrations, golfball matches (soccer adapted for the visually impaired), theater productions, disabled children's swimming competitions, and the "Equal Opportunities" reportage prize awarded to a media outlet which most accurately represented PWDs.

Improving PWDs' legal standing and opportunities for employment

A common trend noted by CIL and DAC member NGOs was the widespread disbelief on the part of PWDs that employment was a viable option. Rather than request information or resources for employment options, many PWDs focused instead on the social services they might be entitled to receive. The perception of PWDs as dependents of the state rather than potential members of the workforce and mainstream society is one which was ingrained during the Soviet period and is still pervasive among post-Soviet states which are not part of the European Union, including Armenia and Georgia. CIL and DAC both addressed this issue in cross-cutting measures designed to broaden employment opportunities for PWDs.

GEORGIA (CIL)

CIL's Employment Subgroup NGO members and leadership focused exclusively on supporting employment of PWDs. Employment Subgroup members initially facilitated roundtable discussions with disabled youth and businesspeople to elicit strategic recommendations for addressing the barriers PWDs face when seeking employment.

First among several successful projects was an hour-long radio program which promoted CIL's activities and informed the audience about opportunities fostering employment for PWDs. After providing basic information about the rights of PWDs and the situation in Georgia with respect to PWD employment, including CIL's initiatives, the moderators took questions from listeners.

Employment Subgroup members also designed and implemented a public awareness campaign entitled "Equal Employment Opportunities for a Strong Georgia." Project implementation included the distribution of 3,000 informational brochures by trained volunteers. Additionally, they produced a 12-minute video demonstrating the labor capabilities of PWDs. It was broadcasted on national and regional TV stations.

In order to promote improvement of the legal status of PWDs, the Employment Subgroup analyzed data collected from target groups of PWDs and shared a series of recommendations on PWD employment with CIL members, USAID, the Ministry of Healthcare, and the Georgian Parliament.

ARMENIA (SKARP/DAC)

As part of their initiative to broaden opportunities for employment of PWDs, DAC emphasized partnerships with private-sector and policy makers. An international roundtable hosted by DAC and attended by NGOs from Ukraine, Turkey and Armenia provided a broader context for DAC's efforts; the Turkish government, for example, provides financial incentive for private sector firms to hire PWDs.

Two DAC representatives met with the Armenian National Council and Prime Minister to jointly declare the beginning of Disability Month. The meeting was broadcasted on national television and radio outlets.

DAC's subsequent involvement in public policy was at a high level, due in large part to their action as a coalition rather than as small, unaffiliated NGOs. Members organized a meeting with the Ministry of Social and Labor Affairs to discuss the ratification of a convention on the rights of PWDs. After the convention had been submitted to all ministries of Armenia, their comments and recommendations were considered. The final version was then submitted to the National Assembly of Armenia. DAC participated in drafting a national law on social inclusion of PWDs. Furthermore, each DAC member NGO submitted letters to regional administrators requesting involvement in regional commissions for PWD rights protection.

To address educational equity for PWDs, DAC representatives met with local universities to discuss the inclusive educational model. As of September 2009, almost 100 institutions nationwide had officially adopted this model, and at least 60 PWDs had secured employment as a direct result of DAC activities.

2.3 CHALLENGES AND LESSONS LEARNED

Disabled persons in Armenia and Georgia encounter additional difficulties in the form of societal holdovers from the Soviet era. Progressing from isolation to integration in mainstream society will be the main challenge for PWDs, compounded by rooted societal misconceptions and lack of adequate governmental policies. Subgrantees in Georgia and Armenia sought to address not only personal isolation, but also that of NGOs who had worked at low capacity and in isolation from one another. The coalition-building efforts of DAC and CIL directly aimed to address this challenge.

Georgia: Partnership with Public Sector

For CIL's Employment Subgroup, a recurring difficulty presented itself when the coalition attempted to influence public policy. No governmental ministry could be identified which dealt specifically with issues of employment for PWDs. The Ministry of Labor, Healthcare and Social Protection no longer claimed responsibility for these issues, although it once had.

Activities in the entire program were suspended briefly in 2008 due to the armed conflict involving South Ossetian separatists, Russian and Georgian armed forces. E&E SLP activities were not directly affected by this conflict, and when an agreement was reached program activities resumed as normal.

Armenia: Accurate and Timely Reporting

As mentioned above, Skarp was initially selected as a subgrantee of EDC based on its expertise with regard to PWDs and relationship with DAC members. However, the low managerial and organizational capacity was a challenge for SLP. This led to their difficulty producing timely and satisfactory reports and, questionably, project activities in the field which did not enable the project to maximize the potential of the newly created DAC in Armenia.

The fluctuating rate of exchange between the US Dollar and the Armenian Dram presented an obstacle to accurate budgeting adding a greater burden to financial management.

In order to address these issues, numerous steps were taken. Skarp's model based on volunteers who were constantly rotated led EDC to officially request the hiring of a permanent staff to coordinate activities. Skarp hired a full-time staff member to increase team capacity and availability to support the project efforts. This action partially addressed the issue. Delays in programming were addressed by EDC's extension of the contractual relationship with Skarp to allow more time for implementation. Additionally, political and financial instability played a minor role, affecting program activities in Georgia and currency value fluctuation in Armenia.

Further, EDC staff member Nalini Chugani visited Skarp's headquarters and delivered extensive training on accurate program management and budgeting, along with resolving the USD-Armenian Dram exchange rate issue. Project Manager, Gustavo Payan, also visited Skarp, providing technical assistance on proposal development and fundraising strategy. He also participated in a DAC meeting where he spoke about the potential of the coalition and the need to put forward the organization's interest by all members.

3. Anti-Corruption in Education

As with the disabilities component, background research was conducted under the anti-corruption component in partnership with regional organizations and international experts to provide a basis for program design, selection of countries and issuance of RFAs that led to the identification of the local partners.

In the case of sole-source selection (selection without competition), an RFA was not issued. Sole-source selection was utilized in the case of only one implementing partner under this component (YEF in Macedonia) due to their unique prior experience and expertise in the field of concern.

In the case of competitive selection, submissions to EDC were reviewed and evaluated with an eye to both the technical and financial capabilities as well as the capacity needs of the applicant. Each application was assessed based on the proposed program, staff and institutional capacity as well as the applicant's demonstrable experience in each of those areas. Sub-grants were issued to those applicants whose prior areas of involvement and ability to manage similar projects best matched the project description and RFA requirements. The selection processes for individual implementing partners are outlined below.

3.1 PARTNER ORGANIZATIONS

Azerbaijan: YUVA

YUVA Humanitarian Center (YUVA) was one of three NGOs which were selected by EDC to serve as one of the implementing partners in the corruption in education component of E&E SLP. In early 2008, EDC staff submitted a background paper to USAID on corruption in education in the E&E region. The information compiled for this report through research and interviews set the stage for the issuance of an RFA later in 2008. The research conducted for this report also helped to identify



Azerbaijan: YUVA Humanitarian Center

Azerbaijan RC Bakhtiyar Hajiyev, who himself participated in the review and selection of YUVA, as the most qualified applicant in response to EDC's RFA in Azerbaijan. YUVA's application demonstrated significant work in the field of civic engagement, as well as a longstanding commitment to youth-led initiatives and experience partnering with global organizations such as USAID and the World Bank.

Macedonia: YEF

Youth Educational Forum (YEF), a Macedonian NGO, was the second of three implementing partners in the corruption in education component. Unlike the other two implementing partners for this component, YEF's involvement was the result of a sole-source selection. EDC had originally identified Armenia, Azerbaijan and Bosnia as the three countries for project implementation. RCs in all three of these countries had been identified prior to the release of the RFAs, but the RC in Bosnia proved unable to fulfill his duties. On the recommendation of USAID's E&E project officer, EDC identified YEF in Macedonia as a high-capacity implementing partner for the corruption in education component, and thus rescinded project activities in Bosnia in favor of YEF in Macedonia.

Armenia: NGOC

NGO Center (NGOC) in Armenia was the third of three implementing partners in the corruption in education component of E&E SLP. NGOC was selected by EDC, with support from RC Bagrat Harutyunyan, after submitting an application in response to EDC's RFA. NGOC's application demonstrated extensive experience managing large-scale projects with funding from international organizations such as USAID and UNFPA. NGOC also illustrated a commitment to activities promoting civil society engagement, of which anti-corruption efforts played a part.

3.2 ACTIVITIES & ACCOMPLISHMENTS

Corruption in education is perpetrated by many diverse individuals within a system and brings about negative consequences that extend far beyond the realm of education itself. Put broadly, a corrupt education system does much to cement unethical behavior into the norms of a society. It is clear that corruption can be facilitated by highly centralized and bureaucratic education systems. Background research into this issue has made it clear that the economic, social and intellectual development of a nation is inextricably tied to the quality of education bestowed upon its youth. For this principal reason, it was determined that the anti-corruption component of the SLP efforts would focus on young people who can strive for ethical standards in their educational institutions from the grassroots level.

While the initial scope of the project included Central Asia, EDC decided to focus its efforts on three countries within the Balkans and the Southern Caucasus to ensure successful implementation and adequate oversight capabilities for each initiative. EDC issued a request for applications (RFA) in Azerbaijan and Armenia, and after careful review, selected implementing partners YUVA Humanitarian Center (YUVA) in Azerbaijan and NGO Center (NGOC) in Armenia. In Macedonia, Youth Educational Forum (YEF) was identified as a high-capacity implementing partner. EDC also identified two Regional Coordinators (RCs) for Armenia and Azerbaijan: Bagrat Harutyunyan and Bakhtiyar Hajiyev, respectively, whose previous experience with corruption in education in these countries uniquely enabled them to provide guidance in the development of materials and in project design and implementation. Alliance Innovation and Research Center in Ukraine became involved during the project's implementation to provide technical assistance to the other partners' development of ethical Codes of Conduct (CoC).

In partnership with USAID, EDC developed a framework for the project's implementation based on the background research paper, existing literature, as well as focus groups and interviews conducted with students in the region. This framework delineated three key areas to be addressed:

- Awareness-raising about corruption among youth;
- Development of partnerships in the public and private sectors, both nationally and internationally; and
- Development of a Code of Conduct (CoC) for implementation in higher education institutions (HEIs).

3.2.1 EDC role

EDC retained a high level of involvement in each aspect of the project's implementation, providing both technical guidance and opportunities for the implementing partners to expand their local, regional and worldwide partnerships.

a) FACILITATING COMMUNICATION AND RELATIONSHIP-BUILDING

Foremost among EDC's efforts to facilitate collaboration among the implementing partners was the creation of the Transparent Education Network (TEN). In order to ensure the network's efficacy, EDC officers engaged in bi-monthly calls and/or Skype meetings with the implementing partners and remained fully updated at all times on the various initiatives' progress. They then compiled the salient information gleaned from these calls and distributed concise and eye-catching updates to each of the network members. Each of these updates focused on a particular individual's recent accomplishments. In this way, EDC facilitated both personal and professional connections among the TEN members. Please find Program Updates in Annex G.



The TEN Website

including the development of codes of conducts. To further enrich TEN members' perspectives on anti-corruption initiatives, participants also included international experts on corruption in education and representatives of organizations such as the United States Agency for International Development (USAID) and the Open Society Institute (OSI). The event strengthened the networks and promoted an increased communication among TEN partners and other organizations and individuals. Furthermore, the event generated ideas and discussions to help guide the forthcoming programmatic activities under the TEN network. See Agenda and participant list attached. To see a summary clip of the event, please go to: <http://www.youtube.com/watch?v=HykDgUH4qmo>. To mark Phase II of the E&E SLP, TEN members and representatives from Moldovan and Ukrainian NGOs convened in Kiev, Ukraine for a three-day Regional Workshop in November 2010. Along with exchanging ideas, skills, lessons learned and best practices, TEN members each developed an action plan to build partnerships with a focus on achieving sustainability. To this end, members engaged in an activity called "Mapping and Stakeholder Analysis" through which they created an individualized map of potential partners to help extend the life of the project. Members also fine-tuned their conceptualization of Codes of Conduct. See Agenda and participant list attached.

b) CONVENING MEETINGS AND EVENTS

In September 2009, TEN members, EDC officials and international guests, including participants from GTZ and OSI, gathered for a three-day TEN Roundtable hosted by YEF in Macedonia. Over three days, TEN member staff, core youth members and representatives of partner Higher Education Institutions (HEIs) created a space for exchange of ideas, knowledge, lessons learned, and promising practices in the field. The event promoted professional development for TEN members in areas such as project management, awareness raising activities, action-oriented activities

In March 2012, in Skopje, Macedonia, YEF hosted the closing event of E&E SLP's corruption in education component: the Transparency in Education Forum. After months of development, in



EE SLP-TEN Armenia Workshop Game, Achieve Goals without Corruption

September of 2011, YEF and EDC applied for grant funding from OSI to support this conference which included participants, guests and international experts from 15 different nations in Europe, the Caucasus, the Balkans, and Central Asia. Approval from OSI was received in January 2012. In addition to the USAID-funded TEN NGO members, participants included members from OSI's-supported Anti-Corruption Student Network in South Eastern Europe (ACSN SEE). In addition to youth NGOs, participants included representatives from OECD, UNICEF, the World Bank, USAID/Macedonia and Kosovo, OSI, Transparency International (HQ), U4

Resource Center, among others. Participants engaged in action-oriented sessions to design and refine plans for future anti-corruption initiatives involving education institutions, policy makers and the private sector. They also took advantage of opportunities to cement connections among network members and to sustain and broaden the networks. Please see Annex H for the agenda and participant list.

c) PROVIDING TECHNICAL ASSISTANCE

From the beginning of the E&E SLP project, the EDC team was instrumental in ensuring the technical success of their implementing partners' initiatives. Professor Heyneman and the Regional Coordinators, all of whom had had extensive experience in transparency initiatives, were instrumental in critiquing initial project design. Project Director, Gustavo Payan, travelled to Macedonia, Armenia and Azerbaijan to facilitate meetings between YEF, NGO Center and YUVA representatives and local universities and these countries' local government ministries. Project Coordinator, Nalini Chugani guided NGOC in the technical design and management of an awareness-raising competition. EDC officials also provided technical assistance for activities that partners wished to implement after the 2009 roundtable conference, such as a mock trial **and a** meeting with private sector businesses. EDC provided further support for partners' efforts to solicit funding opportunities from large international donors.

Members of the NGO Alliance in Ukraine drew on their regional experience to provide expert help with the development and implementation of Codes of Conduct. Professor Heyneman and Luba Fajfer of the E&E desk at USAID also reviewed CoC documents and provided feedback to the TEN partners.

EDC officers encouraged and assisted TEN members in their applications for participation in the Global Youth Anti-Corruption Forum held in Nairobi in 2010. NGOC and YEF members were accepted and had the opportunity to attend.

d) SETTING STANDARDS FOR THE PROJECT

EDC helped to create criteria for the selection of core youth with input from all TEN members. These core youth were then instrumental in the development and implementation of members' projects and participation in conferences both nationally and abroad.

With input from USAID and the RCs, EDC developed a survey for youth involved in TEN members' anti-corruption initiatives. The survey was designed to gauge youth's attitudes, perceptions and experiences concerning corruption in education. TEN members administered the survey among youth twice: once at the beginning of the formation of a core youth group, and once at the completion of their EDC-funded activities. For more information related to the survey and a summary of results, please see section four of this report.

EDC officials maintained a high level of accountability for each of the TEN members. This was manifested in a periodic audit of randomly selected financial documentation to ensure compliance with financial regulations and appropriate cost-sharing practices.

Finally, EDC officials created a toolkit to share guidelines and best practices from the collective experience of all TEN members. This publication highlights the successful framework for a youth-led anti-corruption initiative around which TEN members had designed their efforts. Please find a copy of the toolkit in Annex I.

3.2.2 Raise awareness among youth

The organizations NGOC, YUVA and YEF all employ a youth-centric approach to their work. Each organization involves young volunteers in its activities and collaborates with schools and HEIs in their respective countries. This approach served well during the implementation of anti-corruption initiatives in partnership under the TEN component, especially in working toward the first goal of raising awareness among youth. EDC's emphasis on youth awareness came about as a result of extensive research and collaboration with experts in the field. It became clear that, while unethical educational practices can be perpetrated on any level, students feel the most detrimental effects of this behavior. An unsound higher education provides a shaky foundation for a career, and students are in a position to understand – and be motivated to address – this threat to their future success. For this reason, youth-oriented awareness-raising activities experienced a high level of success for all three implementing partners.

ARMENIA (NGOC)

NGOC focused first on forming a core group of committed youth, then on training them to raise awareness, and finally, on creating opportunities for those youth to take the lead on grant-funded activities. First, in order to bring about a standard level of competency among the core youth, NGOC officials held workshops and workshops with the 30 core group students. As well as information specific to corruption in education, topics included tools for youth in promoting transparency.

In a separate NGOC training, core youth gained skills pertaining to social research, including interviewing and survey design.

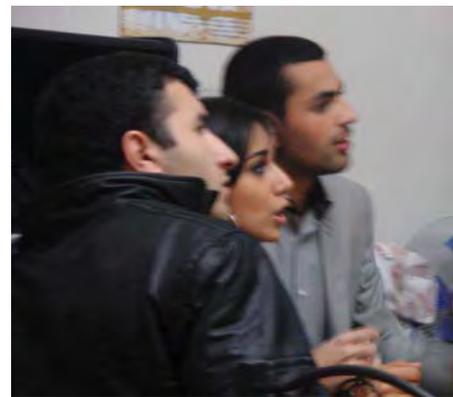
In order to give students an opportunity to gain experience in designing and implementing projects, NGOC initiated a small grant competition. Grant-winning student groups conducted awareness-raising seminars in local high schools, created a promotional video, and maintained an informational website. The website included a supportive message from the university rector as well as interviews with civilians regarding their experiences and perceptions of corruption in education.

These initiatives solidified the awareness-raising skills which core youth had gained in workshops with NGOC, and set the stage for future youth-led anti-corruption projects.

AZERBAIJAN (YUVA)

YUVA also focused on raising the knowledge and core competencies of youth in regards to corruption in education and also capitalized on the internet and social media as effective tools for raising awareness and remaining connected youth leadership.

As well as forming a highly-motivated core group of 30 youth, YUVA's members organized outreach activities including one seminar attended by over 100 youth representing five local HEIs. Youth were educated on basic information pertaining to corruption as well as their potential roles as agents of change. They were made aware of anti-corruption resources such as private sector business and social media. This final area would become the focal point of YUVA's awareness-raising activities.



SLP-TEN Youth in Azerbaijan engaged in focus group activities

YUVA and its core youth group made highly effective use of social media, capitalizing on free information platforms to post news and information, share promotional videos, and facilitate discussions. One of these online discussion groups led to the creation of a hotline to report ethics issues. YUVA's official TEN blog had a wide readership and was awarded the best of 2010 by a bloggers' network.

MACEDONIA (YEF)

Like its counterparts NGOC and YUVA, YEF members organized trainings and workshops to raise the capacity of its core youth in addressing corrupt behavior in education. These included a two-day workshop for core youth and a three-day training with representatives from diverse student and youth organizations.

Following the raising of core competencies among youth, YEF sought to bring about awareness of unethical behavior through distribution of youth-oriented material. In one outreach campaign whose theme was "Vaccination against Corruption," YEF and its core youth designed and distributed

classroom materials such as notebooks and pencils printed with eye-catching anti-corruption messages.

YEF and its core youth group held a call for anti-corruption bookmark design submissions. Once several winning designs were chosen, they created a strategic plan for the distribution of bookmarks, focusing on target populations for whom the anti-corruption message would be highly relevant.

Besides producing and disseminating materials, YEF raised awareness through public events, such as a film showing and a mock trial organized in partnership with a university's law school, and through the use of social media designed by and for university students.

3.2.3 Develop partnerships

The success and sustainability of anti-corruption initiatives conducted by NGOC, YEF and YUVA were aided immensely by the creation of partnerships both domestically and internationally. The TEN network itself was a large part of this, providing regional support and guidance to the implementing partners' activities as well as a platform for cross-fertilization of ideas and projects among members and new partners. EDC's emphasis on and support of members' partnerships set the foundation for broad, diverse and sustainable anti-corruption initiatives. EDC required local



Macedonia Youth Participant Activity

implementing partners and supported them to develop multi-sectoral partnerships that would create a more comprehensive approach to promoting a transparent education system. EDC requested, for example, for partners to reach out to the private sector and explore ways in which they can collaborate. Guidance included ideas such as endorsements from private companies to universities undertaking considerable transparency efforts and exploration of linkages between ethical students and workers.

ARMENIA (NGOC)

NGOC members had great success expanding their network of partnerships, especially abroad.

Domestically, NGOC formed a partnership with Transparency International (TI) Armenia and presented NGOC's goals and initiatives in events organized by the USAID-funded project Mobilizing Action Against Corruption (MAAC). NGOC also successfully appealed to the Minister of Education for assistance in their efforts, and the Minister issued a letter to all Armenian HEIs promoting anti-corruption initiatives.

In an effort to reinforce the connection between ethical education and career success, NGOC partnered with several local banks and credit organizations as well as representatives of a publishing

house, a local newspaper, and stationery shops. In exchange for trainings in ethical practices, these businesses contributed materials to support NGOC's initiatives in local universities.

NGOC staff also established successful partnerships internationally. They applied to, and were invited to attend, the Global Youth Anti-Corruption (GYAC) conference in Nairobi, Kenya where they developed relationships with diverse youth-led anti-corruption efforts as well as with TEN member YEF, also in attendance. Furthermore, several NGOC officers were awarded a grant to fund a trip to the United States, where they formed partnerships pertaining to anti-corruption efforts with local universities, NGOs and Armenian diaspora members.

AZERBAIJAN (YUVA)

YUVA focused its partnership efforts domestically, specifically identifying private sector businesses as excellent partners with which to motivate students' ethical academic achievement.

Reaching out to all sectors of private business, YUVA allied with organizations such as Bakcell, British Petroleum (BP) Azerbaijan, Red Bull and UniBank. They organized a series of seminars entitled "The Role of Transparent Education in Career Development," inviting representatives from these companies to talk about the negative effects of corruption in education from a business perspective and the importance of codes of conduct and ethics in schools and in the workplace.

YUVA experienced great success and mutual benefit in their collaboration with the Ministry of Education. Appointed to take part in the Exam Monitoring Committee, YUVA members provided an impartial perspective on and gained insight into the conducting of exams at several large state universities.

MACEDONIA (YEF)

As a result of YEF's participation with TEN and various other efforts, YEF is one of the founding organizations of the World Bank's GYAC. YEF representatives attended the GYAC conference in Brussels and the follow up event in Nairobi (with their counterparts from NGOC), while also remaining involved in partnerships within Macedonia. They took part in the education working group of the state commission for the prevention of corruption, which created opportunities for partnerships with related governmental bureaus.

YEF also involved private sector organizations in their anti-corruption activities, providing a forum for representatives of local businesses to speak with university students about the ethical practices of their employees.

3.2.4 Develop Codes of Conduct

The implementing partners' successes in developing and implementing Codes of Conduct (CoCs) in partnership with local universities were hard won. Of the three project goals, TEN partners experienced the most difficulty in this area. However, their success in the face of programmatic and organizational challenges set the stage for sustainable ethical practices in partner HEIs.

The involvement of Alliance in Ukraine helped to mitigate the difficulties which arose regarding CoCs. Alliance was selected for involvement in TEN based largely on their extensive experience with CoCs in an academic environment similar to those in Armenia, Azerbaijan and Macedonia through initiatives funded by the US Embassy in Kiev, Ukraine.

ARMENIA (NGOC)

NGOC's success in having a CoC adopted by a local university, Gavar State University, was made possible after extensive meetings, focus groups and strategic adaptation of the document according to the HEI members' input. Additionally, after making progress with the first university, NGOC established relations with Yerevan State College and the European Education Regional Academy.

In partnership with 45 of their core youth and with input from Alliance officials in Ukraine (who contributed their expertise in CoC development), NGOC developed a CoC document. They then conducted focus groups and administered questionnaires at several HEIs to refine the framework and language according to the preferences and requirements of each HEI's students, faculty and administrators.

NGOC staff also partnered with the local Young Lawyers Association, whose staff aided in reviewing the legality of the CoC. When the CoC was adopted, NGOC conducted surveys to monitor the successes and challenges of its implementation.

AZERBAIJAN (YUVA)

YUVA held weekly meetings with its core youth group to develop a CoC framework based on their requirements and expectations. Following this, YUVA representatives met with professors and administrators to incorporate their input into the final document.

YUVA established a connection with Bowdoin College in the United States for guidance on creating a CoC. Bowdoin's administration shared materials, case studies and their personal experiences regarding the CoC's implementation in their college. YUVA used this information as a reference point from which to work with local universities to develop COCs.

YUVA was able to establish a relationship with the Azerbaijan Technical University (ATU). YUVA engaged with the university to develop and refine a CoC document. The university verbally committed to pilot the document. YUVA was also able to make headway with Lankaran State University, which expressed an interest in developing a CoC.

MACEDONIA (YEF)

As an initial step toward creating a CoC, YEF officials organized a three-day seminar to develop a pilot CoC for eventual presentation to partner HEI—South Eastern European University (SEEU). YEF also compiled a database of CoCs in use by local and international institutions to reference in the creation of their own version.

Focus groups, panel discussions and debates among students, faculty and administrators of a partner HEI served to refine the content and framework of the CoC at a HEI, following which YEF developed an outreach plan to publicize the CoC and revised the text with the assistance of Alliance representatives in Ukraine.

YEF experienced a high level success in their activities to promote and disseminate the CoC after its successful adoption by SEEU. They created a shortened “pocket” version and translated the content from Macedonian into Albanian and English for wider access and comprehension. The CoC was also posted on the HEI’s intranet for universal accessibility.

3.3 IMPACT

Increased local capacity of youth organizations and higher education institutions to address corruption in education

Through SLP’s Transparent Education Network, EDC was able to increase the capacity of youth NGOs to tackle issues related to corruption in education. Departing from the fact that none of the partner organization’s mission included this issue as a core element, the project was able to insert it as a fundamental part of their programming. By working with the three NGOs for over 3 years, the importance of this topic was able to better position within the different organizations and not only limiting its impact at the staff level. The three youth NGOs are now including this domain in their capability statements, which reflects the increased programmatic capacity to analyze, strategize, implement and evaluate interventions to promote transparency in education. Capacity building assistance was complex as it encompassed various strands of work for different goals, was delivered in diverse ways with various degrees of effectiveness. Through the project, NGOs also elevated their research and analytical skills, mainly through the experience in the development, administration and analysis of the survey that has been cited in this report. Further, organizational capacity was also strengthened—for some NGOs more than for others—on important aspects of project management such as financial controls, technical and financial control, partnership building, and other.

In addition to the three direct sub-grantees of the project, TEN was able to educate and increase the ability of universities to tackle issues pertaining corruption in their institutions. This was accomplished mostly by the partner NGOs through the SLP/TEN work and through TEN’s regional events where key university staff were invited. Considering a baseline that reflected zero strategies or activities to reduce corruption in various universities of the region (including but not limited to SEEU in Macedonia, Gavar State University in Armenia and Academy of Languages in Azerbaijan), the project impacted by leaving codes of conduct in these institutions and, more importantly, the awareness and capacity of the institutions to promote transparency. Champions within these institutions in partnership with TEN members and EDC were able to put the need for more transparent schools and systems in the agenda of the university administrators. By the end of the project, various universities had already developed and disseminated not only CoC but also other

resources and have implemented other activities (lectures, awareness raising days, mock trials, student ombudsman's offices) to raise the transparency standards.

Networks of peer organizations and other key stakeholders at national, regional (E&E) and international levels.

The three direct implementing partners under this component—NGO Center, YUVA and YEF—in addition to key partner Alliance in Ukraine formed the Transparent Education Network (TEN) which also included participation from other actors from the respective countries. Though network behavior was mostly driven by EDC, the results of the Network impacted positively all members in various degrees. By presenting the work as a Network effort—rather than isolated activities—they were able to capitalize on bigger opportunities. These mostly took the form of linkages and partnerships with other important regional actors and donors in the field such as GIZ, the World Bank, OSI, Transparency International, U4 Resource Center and others. Along the same lines, the connections made with other groups with similar goals allowed TEN members to become members of other Networks, namely the World Bank's Global Youth Anti-Corruption Network and the Anti-corruption Student Network in South East Europe (ACSN-SEE) of which included the linkages and relationships with two other Network of groups working in the same area.

Awareness raised and mobilization of students, schools and other key actors.

The project was able to put on the country and regional map corruption in education as an issue that is often overlooked but that has detrimental effects in development and that requires a multi-stakeholder approach and participation. Among these actors, students/youth as well as school teachers/administrators play an important role. The project was able to educate and raise awareness of issues pertaining corruption in education in many of them as the main target audience of the project. This new awareness and understanding brought about new attitudes, perceptions and a decrease in tolerance towards actions that promote such behavior. To contribute to educational activities, the project and TEN members utilized innovative outreach efforts which set a standard for awareness rising. The use of social media—Facebook, YouTube—allowed for a more extensive participation of larger segments of youth and reached out to individuals that otherwise would not had had an opportunity to learn and participate. Further, innovative elements to raise awareness increased the impact of project interventions. Cartoon or video contests posted on social media drew the attention of other actors and local media outlets (TV and newspapers). EDC has put together an Analysis Report that summarizes the findings from the administration of the surveys among targeted youth to understand changes in perceptions and attitudes towards corruption in education as a result of SLP's interventions. This report and sample of tools can be found as Annex J and K.

Research and Lessons learned of tested models to tackle issues pertaining corruption in education.

In a systematic fashion, the corruption in education component compiled and published the most important lessons learned and recommendations for designing and implementing youth-led transparency efforts at the community and school levels. The result is a youth-friendly toolkit that collects experiences from four countries. More information about this toolkit and all other products

can be found in Section 5 of this report. This publication basically allows youth NGOs and universities to map out, plan and implement strategies to promote transparency in education. Further, the research produced over the life of the project includes the background paper and the results of the analysis made to study attitudes and perceptions of students in the various countries toward corruption in education.

3.4 CHALLENGES AND LESSONS LEARNED

Programmatic challenges occurred during the organization and implementation period of the corruption in education project. At the outset, the broad scope of corruption in education presented a challenge in framing of project goals, but input from USAID, international experts, and experienced Regional Coordinators helped to create a focused strategy. When it became clear that the RC from Bosnia would be unable to fulfill his contract, EDC (with support from USAID) identified YEF staff in Macedonia as an excellent option both to replace the RC and to act as implementing partner. One notable challenge to the project's implementation was the disparity in capacity of TEN members. Involving YEF in the project served to address several programmatic issues due to their pre-existing higher organizational capacity. YEF was a model and guide for NGOC and YUVA.

In general, EDC's geographic distance from the implementing partners presented a challenge in and of itself, especially when communication or information from implementing partners was not promptly forthcoming.

Another general programmatic difficulty was the maintenance of the TEN website. It was intended to be a resource for information and collaboration on the part of TEN members, but this was hindered by the fact that the various partners preferred to have online media in their own languages. Also, website management required significant time and effort that, because of low usage, the project team eventually devoted to other efforts.

Finally, delays in project implementation were addressed by a two-month extension of the subgrant contract. This allowed implementing partners to fully address each goal of the project.

Azerbaijan (YUVA): Complete and Timely Reporting

Another pressing challenging was the change of coordinators for all three TEN member NGOs going from Phase 1 to 2. The issue was successfully addressed in the case of NGOC and YEF with support from EDC but activities in Azerbaijan suffered from the lack of institutional support to the new coordinator. This led to poor reports and inconsistent communication. Even after several attempts by EDC to address the challenge and provide guidance, the results were not satisfactory leading to an early termination of the YUVA's award for lack of reporting (though not lack of activity implementation).

EDC found it difficult to provide effective oversight for three projects at a distance, especially when reporting from in-country projects was inadequate or lacking. YUVA in particular submitted incomplete and insubstantial reports to EDC, and despite repeated efforts on the part of EDC staff, did not improve their reporting practices. This led to the eventual revocation of funding to YUVA.

In terms of programming, YUVA was slow to produce concrete results with regard to a CoC. Technical Assistance from Alliance in Ukraine offered their experience with CoCs to bolster YUVA's efforts. EDC held conference calls and otherwise facilitated communication between TEN members in regard to a CoC. Despite these efforts, YUVA had limited success with CoC implementation.

Macedonia (YEF): Logistical Challenges

YEF organized and hosted the 2009 TEN roundtable for which they encountered logistical challenges, such as identification of guest speakers and visa procurement. The conference's overall success, as well as their successful application to OSI for funding of the TEN closing conference, underline YEF's hard work at overcoming such difficulties.

Survey results from YEF's youth were skewed by inaccurate response entry and missing responses. YEF addressed these issues when conducting the second round of surveys.

Armenia (NGOC): Scheduling and Budgeting

As in the disabilities component, NGOC experienced difficulty maintaining consistent financial reporting in the face of the fluctuating exchange rate between Armenian Dram and the US Dollar. Program Coordinator Nalini Chugani and NGOC's accountant reviewed NGOC's budget and developed a strategy for dealing with these fluctuations.

Scheduling of awareness-raising and other events at local HEIs was hindered on numerous occasions by holidays and other interruptions of the academic schedule.

4. SLP PRODUCTS AND SUSTAINABILITY EFFORTS

EDC encouraged the implementing partners to focus on practices to ensure sustainability from the initial stages of project design until completion. Partners built on their existing assets and developed new initiatives to enhance their projects' long-term sustainability prospects. EDC also became directly involved in the creation of a publication to make E&E SLP efforts accessible to a broad spectrum of organizations and individuals.

4.1 Background Paper (Disabilities and Anti-Corruption)

Under both the Disabilities & Transparent Education Network components, a background research effort was conducted to gather information on existing activities (both governmental and non-governmental) in the relevant field.

This Disability component's background paper, presented an overview of disability issues and provided some guidance on programming options in the E&E region. The paper provided region-wide information, honing in on three countries in particular: Albania, Georgia and Armenia.

The TEN background research paper presents a country-based inventory of initiatives that address corruption in education in the Eastern Europe and Eurasia (E&E) region. This research paper identified programs, policies, and institutions that related to combating corruption in education throughout the E&E region, with particular attention focused on the Caucasus, Central Asia Republics (Kazakhstan, Kyrgyzstan, Tajikistan, Azerbaijan, and Georgia), and specific countries in Eastern Europe (Macedonia, Bosnia-Herzegovina, and Albania).

Both the background papers served as a crucial resource for program implementation by providing a wealth of information related to resources and needs in the region. Please refer to Annex D and L for the TEN and Disabilities Background Papers.

4.2 TEN Toolkit

The sustainability efforts summarized above led to the production of the TEN Toolkit. As a capstone to the corruption component of E&E SLP, EDC produced a Transparent Education Network (TEN) toolkit entitled "Addressing Corruption in Education: A Toolkit for Youth from Youth." The toolkit is an action-oriented document based on the efforts and experiences of TEN members and intended for future use by youth groups and youth-oriented NGOs in their efforts to promote transparency and accountability in the education sector. The toolkit documents best practices gleaned from the TEN experience, provides broader contextual information about the issue of corruption in education, and contains in-depth strategic guidance for future initiatives, both for well-established organizations as well as for those with lower capacity.

The toolkit was formally presented to all participants at the Transparency in Education closing Forum. It was also disseminated widely among EDC, EQUIP3 and TEN's worldwide network of anti-corruption organizations and individuals.

4.3 Regional Networks

Throughout the diverse E&E SLP project areas, creating regional networks was consistently focused on in an effort to emphasize long-term project sustainability. To address issues concerning disabled

persons in Georgia and Armenia, the project tapped into the existing Coalition for Independent Living (CIL) and Disability Action Coalition (DAC), respectively, and promoted communication and partnership between the two networks which led to jointly get funding by Black Sea Trust for other initiatives. These coalitions acted on behalf of member NGOs to advocate for policy change, with considerable results which would not have been feasible for a lone organization.

To address issues of workforce development in Kosovo, the project broke the alliance between the Faculties of Agriculture of the University of Pristina in Kosovo and Ss Cyril and Methodius in Macedonia. Though to a lesser degree, in Montenegro, the project promoted cooperation among the three higher education institutions involved in SLP efforts.

Finally, the Transparency in Education Network (TEN) was the most successful network created under the E&E SLP. TEN was composed of four partner organizations in Azerbaijan, Armenia, Macedonia and Ukraine. TEN connected the NGOs and facilitated numerous conferences as well as making global partnerships available to the members. Further, the project sought to provide platforms for TEN members to connect with other existing anti-corruption networks such as the OSI-supported Anti Corruption Student Network of South East Europe (ACSN SEE) and the World Bank's Global Youth Anti Corruption Network (GYAC). The project's long-term prospects were greatly enhanced by the creation of this coalition.

4.4 Crucial Partnerships

Development of partnerships beyond the regional networks was a key aspect of all three components of the E&E SLP. In the corruption in education component, forging and maintaining domestic and international partnerships was a required component of the project, and contributed greatly to the sustainability of the project efforts. Implementing partners in the workforce development component experienced a high level of success in linking with the private sector. Local businesses helped to contribute a practical aspect to the theoretical workforce training initiatives. Finally, in the disabilities component, CIL's partnership with local government and international organizations was exemplary in its contribution to the project's sustainability. CIL partnered with Save the Children, a large international NGO, to help secure future funding and guidance for its initiatives. CIL also partnered with the city government of Tbilisi to secure a permanent location for its Information Resource Center. This partnership, which was still under negotiation at the writing of this report, would also ensure official oversight and maintenance of the IRC by municipal officials.

5. MODEL SLP PRACTICES

Several exemplary practices stand out from the entirety of the E&E SLP implementation period. These practices could serve as models for future similar projects, as they underscore the implementation partners' flexibility and eagerness to overcome obstacles of various types.

5.1 Leadership Capacity Building

One of the main challenges faced throughout the E&E SLP in general was the varied capacity level among different partner organizations. In particular, there was a large discrepancy between the two core organizations in the disability component. CIL in Georgia was a coalition that existed before its involvement in E&E SLP, and was well-equipped to implement projects with minimal guidance from EDC. CIL's counterpart in Armenia, Skarp, was a very low-capacity organization chosen for its highly relevant experience working on behalf of disabled persons. To address this issue, EDC worked closely with Skarp both at a distance and in-country. Skarp was eventually able to hire an additional full-time staff member to help mitigate the challenges brought on by low capacity.

5.2 Local Advising Resources

In the corruption in education component, the three implementing partners YUVA, NGOC and YEF were complemented by the addition of Alliance NGO in Ukraine as an advisory partner. Alliance had extensive experience in anti-corruption initiatives in education, especially regarding the development and implementation of codes of conduct. Since this was the programmatic area in which partners struggled the most, Alliance's knowledgeable guidance was invaluable for the other three partners. They were also able to contribute a culturally sensitive and, in some cases, language-specific approach to complement EDC's support.

5.3 Distance Learning

One key feature of the workforce development component was the distance learning aspect. This program was developed using Blackboard education technology and initiated by George Washington University's International Institute for Tourism Studies (IITS) and international tourism expert Dr. Hawkins. The series of six modules in the distance learning program aimed to enhance the ability of local professors to impart crucial workforce preparation to their students without extensive preparation or research on their part. Though the content could have been more targeted to the HEIs and their region (and partners could have been further engaged in the use of the platform), this represented an exemplary use of technology for leveling the educational field at a very low cost of time and effort.

6. CONCLUSION

As described, the Social Legacy Program successfully accomplished its goals. It opened the way for innovative programming in half a dozen countries in the region addressing pressing issues such as low capacity of the labor force in specific industries; poor support for disabled people; and corruption in the education sector. By working with civil society organizations and higher education institutions as its main partners, the Legacy Program was able to build local organizational capacity—both programmatic and managerial—and create local and regional synergies as main sustainability pillars.

The broad diversity of the initiatives pursued and the strategies with which they were carried out speak to the high level of creativity and ingenuity among the implementing partners and project managers at EDC. It is worth noting that the majority of implementing partners continue to build on the resources and associations developed over the course of the E&E SLP. Their persistence in the implementation of further initiatives is a realization of the ultimate goal of the E&E SLP.

Among the three components, it is fair to say that the workforce development component in Montenegro demonstrated overall the least concrete and successful outcomes. Also, it is clear that the partners in the corruption in education component showed a high level of achievement and local investment in the successful outcomes of their initiatives. Indeed, the level of investment and ownership by local partners was indicative throughout the various components of an initiative's success or lack thereof.

As implementer, EDC believes that the more characteristic features of the Social Legacy Program should be replicated and more support should go into development initiatives with those features, namely: a) direct implementation by local NGOs / universities with direct oversight and technical assistance from an international NGO with USAID standards; b) regional projects designed to promote cross-fertilization of best practices and lessons learned across countries and the formation of Networks; d) youth-focused and youth-driven initiatives that tap into technology for implementation, outreach, monitoring and evaluation.

ANNEXES

ANNEX A	TEN Program Updates
ANNEX B	Anticorruption Action-Oriented Sessions – Agenda/Participant List/Event Report
ANNEX C	TEN Guidelines & Best Practices Toolkit
ANNEX D	Final Impact Report – CIL
ANNEX E	Final Impact Report – Regional Coordinator
ANNEX F	Survey Analysis Report
ANNEX G	Survey Analysis Sample Tools
ANNEX H	TEN and Disabilities Background Papers-1
ANNEX I	TEN and Disabilities Background Papers-2
ANNEX J	University use of laboratory equipment collaborative agreement