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World Learning
Education | Development | Exchange

TRANSFORMATIONAL LEADERSHIP PROGRAM – SCHOLARSHIPS AND PARTNERSHIPS

Quarterly Report

Reporting period: April 1, 2014 – June 30, 2014

Cooperative Agreement No. AID-167-A-14-00002

Effective Dates: 02/26/14 – 02/25/19

**Submitted by: World Learning
July 30, 2014**

I. EXECUTIVE SUMMARY

This report covers the three-month period of programmatic activities from April 1, 2014 through June 30, 2014 for the Transformational Leadership Program - Scholarships and Partnerships (TLP/SP) in Kosovo (hereinafter also "the Project"). World Learning (WL) began providing support to the TLP-SP on February 26, 2014, the effective date of a Cooperative Agreement between WL and USAID.

The activities described in this quarterly report are organized according to the three USAID objectives for the TLP-SP:

Objective 1: Coordinated collaborative oversight of the Transformational Leadership Program through an Advisory Committee;

Objective 2: Kosovo citizens will receive U.S. post-graduate degrees and professional certifications;

Objective 3: Improved university management and pedagogy in selected faculties of the University of Prishtina (UP) and/or other universities through partnerships and exchanges with US universities.

In Quarter 2 of Year 1, the Project was primarily focused on Objective 2 - the selection, preparation and placement of 50 Master's level scholars in the United States. During the reporting period covered in this Quarterly Report (April 1 – June 30), only activities related to Objective 1 and Objective 2 were undertaken. Activities under Objective 3, as per the Annual Work Plan, will take place in the third and fourth quarters of Year 1.

II. PROGRAM ACTIVITIES AND PROGRESS

Objective 1: Coordinated collaborative oversight of the Transformational Leadership Initiative through an Advisory Committee

Project activities under Objective 1 were tailored around the establishment of the Advisory Committee (AC) Working Group and preparations for the Kick-Off event for establishment of the AC. The Project staff worked closely with USAID to identify the members of the Working Group, including representatives of the Office of the Prime Minister, Ministry of Education Science and Technology (MEST), UP – Rectors Office, USAID, European Commission and World Learning. Three meetings took place in order to conclude the following activities:

1. Identify Advisory Committee Members

Project staff and Working Group Members determined that the AC should, to the greatest degree possible, represent the whole of Kosovo society. Members of the AC will include: representatives of public universities, the Government of Kosovo (GoK), civil society groups and the private sector, as well as leaders from youth and disadvantaged populations. The

Project developed a list of proposed AC members and a draft AC Structure (see Annexes I and II of this report).

2. Advisory Committee Kick-Off

The Kick-Off Event was designed to formally launch the AC of the TLP by convening the USAID Mission Director, Prime Minister, MEST representative, and UP Rector to secure key support at the highest levels.

Because the GoK, UP, and Advisory Committee members are all critical partners in this joint project, the announcement in May, 2014 of early general elections led the Working Group to postpone the Kick-Off Event until September or once a new government is established and the new UP Rector is in place. Without a permanent UP Rector and stability in high-level governmental positions, any “political buy-in” might be fleeting. The Working Group determined that the most prudent course of action would be to delay establishment of the AC and sub-committee structure until these precedent conditions are met.

Accomplishments under Objective 1, 2nd Quarter, 2014

- Working Group established to include representatives of following institutions: Office of Prime Minister, Ministry of Education, Science and Technology, University of Prishtina (Office of the Rector), USAID and European Commission
- Three working group meetings organized with representatives of each institution
- Proposed AC members list finalized
- Draft Organizational Structure developed
- Draft Scope of Work for the Advisory Committee Members drafted and presented to the Working Group

Objective 2: Kosovo citizens will receive U.S. post-graduate degrees and professional certificates

World Learning’s administration of placement into U.S. Master’s Degree and professional certificate programs, the essence of Objective 2, is essential to achievement of the overall goals of the TLP. During the reporting period the Project has concluded the following activities:

1. Selection Process Overview

During the first quarter of the Project, World Learning staff began screening 293 applications collected by USAID in its original Call for Applications for the first cohort of Master's degree candidates.

Sixty-five percent (65%) of the original applications received by World Learning were incomplete (a total of 192 applications), and the 101 completed applications would not have provided a large enough candidate pool for selection of 65 highly competitive Finalists and alternates. For this reason Project staff spent several weeks writing to applicants, requesting specific documents missing from their original applications, receiving and examining documents and populating application files. Between March 21 and April 7, the Project increased the number of completed applications to 220, a 118% increase in the number of completed application files.

Simultaneously, as each file was completed, it was referred to two Application Readers who conducted the first-level review of applications. Application Readers evaluated files based on the original USAID selection criteria detailed in the 1st Quarter, 2014 report as well as nine sub-criteria/questions developed by World Learning to ensure that Application Readers could appropriately score applications to ensure compliance with USAID selection criteria. Application Readers followed a Scoring Rubric and provided written comments. Details of this process are described in the 1st Quarter, 2014 report.

Following review by two Application Readers, Project staff reviewed applications a third time, and made final decisions regarding which candidates to recommend for interview. Although application files were still being populated, Application Readers and DC Project staff continued their review of files that were complete, and referred candidates to the Kosovo office to begin scheduling interviews for the week of April 7, 2014.

The entire process of initial screening of the 293 applications, completing and populating incomplete applications, application review, and final selection for interview was conducted by World Learning staff in approximately three weeks.

2. Interviews

Eighty-one (81) applicants were ultimately referred to the Kosovo Field Office and interviews were scheduled for the week of April 7-11. The Project worked closely with USAID and the Government of Kosovo to establish the Interview Committee for selection of the first cohort of 50 scholars. Three interview panels, each consisting of three members, interviewed all candidates. The Interview Committee's objective was to assess candidates in order to determine which would likely be successful in meeting TLP-SP objectives.

Per the Cooperative Agreement between USAID and World Learning, interviewers evaluated all candidates based on standardized criteria, including academic qualifications, leadership potential, diversity, understanding of program goals, depth of thinking, and adaptability. Interview questions were designed to enable interviewers to judge these qualities in each

applicant. After providing a final score for candidates, interviewers assigned extra points for women and members of other underrepresented or disadvantaged groups. The interview panels included representatives of USAID, MEST, U.S. Embassy, and World Learning.

At the conclusion of the interviews, based on scores of the Interview Committee, World Learning developed a list of the 50 Finalists who were most competitive and fully merited the scholarship along with a list of 15 ranked alternates. On April 11, at the conclusion of the candidate interviews, USAID was provided with a list of recommended Finalists and Alternates, including detailed biographical information on each candidate.

3. Testing: TOEFL, GRE and GMAT

Following USAID's approval of the 50 Finalists and 15 Alternates, the Project team arranged for all 65 to take the TOEFL and GRE or GMAT exams. TOEFL testing for 55 applicants was administered in Pristina, and candidates began testing the week of April 14, immediately following their selection as Finalists or Alternates. Unfortunately the tight timing did not give candidates adequate time to prepare for the tests, and many of the TOEFL scores were either marginally competitive or completely non-competitive for admission to US universities.

Because there is no licensed testing center for computer-based GRE and GMAT testing in Kosovo, arrangements had to be made to transport candidates to Serbia and Macedonia for administration of testing. The testing process was exceedingly complex, with false starts from the Educational Testing Service/Prometrics side (e.g., a failed effort to approve a testing center in Kosovo),¹ complications in gaining foreign testing centers' approval to accept Kosovar students, lack of seats for TLP-SP candidates at scheduled test administrations, lengthy negotiations over potentially adding extra/late administrations of the exams solely for TLP-SP scholars, and difficulties in procuring "tickets" for students because of the inter-country testing process.

By May 16, World Learning had transported forty-one (41) Semi-Finalists to Belgrade, Serbia for the GRE exam, and 19 Semi-Finalists to Skopje, Macedonia for the GMAT exam.

TOEFL test results began to be received around April 20, 2014. World Learning's general policy on TOEFL scores is that candidates must receive a minimum score of 79/80 to be considered for application to US higher education programs, and few US universities accept candidates for admission who have not scored at least an 80 on the TOEFL, without issuing a conditional admission requiring additional intensive English instruction.

Eleven students did not score an 80 or above on the TOEFL, and five of these students were eliminated from the Finalist and Alternate list. Forty-eight students did score an 80 or higher,

¹ The Educational Testing Service/Prometrics administers the GRE and GMAT graduate school admissions exams.

and these students were ultimately named as Finalists as well as two additional candidates with TOEFL scores of 78 and 79.²

Because USAID requested that Alternates be named as well, an additional four candidates were ranked as Alternates. All four had TOEFL scores ranging from 70-78. All of the Alternates proved very challenging to place due to their low TOEFL scores, and three alternates could not be placed at any US universities.

The Finalists and Alternates were approved by USAID and MEST on May 16, 2014.

4. Finalists and Alternates

After final approval, the Project announced scholarship awards to the selected candidates and secured written acceptance from awardees. Out of 50 selected Finalists, one Finalist did not accept the scholarship, and two other Finalists requested deferment for personal reasons and were deferred to the 2015-16 TLP-SP. The Project dismissed one candidate from the program, and one additional candidate requested deferment, and a decision is pending. USAID was promptly notified of all cases of withdrawal, dismissal, or deferment and concurred with World Learning's decisions.

The Project replaced all three Finalists (two as noted in Footnote 2, p. 6) and one additional Alternate and secured written acceptance from awardees. The outcome of this activity was the successful conclusion of the selection process which resulted in properly qualified scholarship participants being selected for the Master's degree program.

Demographic features of the first TLP-SP cohort are provided in Annex III to this report.

5. Obtaining USG-Sponsored Visas

Immediately following approval of scholars by USAID, World Learning began to work closely with selected scholars to obtain J-1 visas, in accordance with USAID procedures. The process began mid-May and concluded June 5. The Project assisted selected scholars to prepare the following documents: nomination/participant selection documentation, participants' bio-data information, face page of participants' passports, medical clearance confirmations, signed Conditions of Sponsorship forms, proof of health insurance and all other documentation/ correspondence related to visa compliance. USAID verified participants in TraiNet and all DS 2019 Forms were submitted by June 30.

At the end of the quarter, the project staff was working with USAID to schedule visa appointments for the scholars in Skopje, Macedonia, the closest US Department of State Consular Office. Project staff was also assisting scholars with DS 160 Visa Application Forms. In order to conclude the process in a timely manner, Project staff held office hours for two

² Two additional students were placed at the top of the Alternate list because of technical problems related to administration of the TOEFL, or in one case, because ETS/Protometrics lost the student's score. Both of these candidates were moved to the Finalist list when their TOEFL scores arrived.

weeks, providing additional time for participants to ask questions and seek assistance with visa-related issues.

6. Applying to US Universities and Student Placement

Upon USAID's final approval of candidates for the 2014 cohort, World Learning/DC staff began researching Master's degree program placements for candidates. While program requirements mandated that three matches be chosen for each student (a target, reach, and safety school), in the vast majority of cases, far more than three schools were contacted on students' behalf. In one case, Project staff contacted more than 10 universities before gaining an admission on behalf of an applicant. Match schools were chosen for applicants based on preferred area of study, academic and work history, and standardized test scores.

A research team in the DC office looked first to universities that World Learning had worked with successfully in the past as well as the four university partners on the TLP-SP. Because nearly all graduate school admissions deadlines had passed, some as early as January 1, finding open seats for applicants was exceedingly difficult. Many MBA classes were completely full, and schools were not accepting applications at all. The engineering/IT areas of study also proved challenging, both because these programs are highly competitive and because application deadlines had passed.

Project staff targeted universities with the following key characteristics:

- excellent programs that meet the academic and professional needs of the candidates;
- commitment to enhancing campus internationalization through enrollment of TLP-SP students;
- ability to offer cost-share/tuition discount;
- resources to support a personalized, high-quality program;
- identification of a single point of contact on campus for each student;
- World Learning's past working relationship with the university and satisfaction rates of students attending World Learning programs at those universities.

In addition, Project staff were required to seek out universities willing to turn applications around in record time and advocated with universities for late consideration of TLP-SP scholar applications, in some cases, many months beyond the standard (as well as the "late") application deadlines. By the time the outreach process was concluded, over seventy-five (75) universities had been contacted on behalf of TLP-SP participants and the team had worked actively with over sixty-five (65) universities, ultimately placing students at twenty-nine (29) universities, listed in Annex IV.

The Project staff also completed all university applications on behalf of candidates, negotiated tuition cost shares and letters of agreement with participating universities, and ensured that all required documents were submitted to admissions offices to complete applicant files. Because of the very short time frame for finalizing placements, Project staff contacted universities on a daily basis in an effort to push applications forward.

By the end of the reporting period, with only six weeks to conduct the university application process, Project staff had gained acceptance at one or more US Master's degree programs for thirty-nine (39) participants. Fifteen (15) of those participants had accepted a university offer of admission and finalized placement. Applications and work to gain additional acceptances for participants continued into the month of July.

Accomplishments under Objective 2, 2nd Quarter, 2014

- Screening and selection of 81 applicants for interview concluded.
- 81 participants interviewed (8 out of 81 via skype)
- TOEFL Test: 55 participants tested
- GRE Test: 41 participants tested (Belgrade)
- GMAT Test: 19 participants tested (Skopje)
- 50 Finalists and 6 Alternates selected
- TraiNet and VCS completed
- Outreach to more than 75 US universities; active involvement with over 65; Final admission to 29 US universities
- By end of reporting period, 39 participants with at least one university acceptance; 15 participants committed to specific master's program and university

Objective 3: Improved university management and pedagogy in selected faculties of UP and/or other universities through partnerships and exchanges with US universities.

Project staff continue to recommend that the implementation of certain components of Objective 3 of the Cooperative Agreement be delayed until a permanent Rector has been elected at the UP. The first activity under this objective involves assessing UP's progress in implementing aspects of the Action Plan for the Rector, developed under the Technical Assistance to the Rector project (2013). With appropriate planning, this activity could move forward in early September with interim leadership at UP and involvement of faculty and staff who can contribute to identification of improvements and progress on implementation of the Action Plan.

The second activity under Objective 3 involves choosing the four faculties that will be the focus of TLP-SP's university partnership work and conducting comprehensive assessments of those four faculties. Without stable leadership in place at UP, the political implications of moving forward with this activity could be problematic. The Rector will need to be able to justify his/her choice of four faculties among sixteen total that will benefit from TLP-SP. If a leadership

change follows the selection of faculties, appropriate top-level buy-in to the assessments and university partnerships aspects of the program could be missing.

Project staff recommends that this issue be revisited with USAID following the scheduled September 8 election of the Rector. If a permanent Rector is in place after this date, the Project can proceed to work with the Rector to choose the four faculties and begin planning for the assessment process which will involve the US university partners as technical leads.

If there is not a permanent Rector at that point, Project staff recommend that it meet further with USAID to discuss whether moving forward is prudent, given the political realities at that point in time.

The Project continues to be in close contact with the US university partners. A meeting with Dartmouth College, Indiana University, and Arizona State University was held at the NAFSA conference in late May. All US university partners admitted participants in the 2014 cohort to master's degree programs.

The Project will be engaged in finalizing sub-awards with the university partners and developing a partnership activity plan in collaboration with the partners in the following two quarters of 2014. Final USAID approval of the sub-awards and partner activity plan is scheduled to occur by January 12, 2015 (see Work Plan for 2014).

III. CROSS-CUTTING ACTIVITIES – OUTREACH EVENTS

During the reporting period, the Project organized two outreach events. The first event was held on April 30, 2014 and brought together key higher education figures including leadership of MEST, UP, American University in Kosovo, and other donors working in the higher education space in Kosovo. The event was organized to launch the Project and announce the 65 Semi-Finalists for 2014. The USAID Mission Director, Minister of Education, and Acting UP Rector of University were all in attendance and made remarks. Two television stations reported on the event and several media portals wrote short stories on the 65 Semi-Finalists selected for the scholarship program in its first year.³

The second event was organized to mark the 15th anniversary of USAID Kosovo and to celebrate the award of the scholarship to the 50 Finalists. The Mission Director used this opportunity to congratulate the Finalists. This event was closed to the public and did not include media.

³ Print media reports on event:

<http://www.standardi.info/index.aspx?SID=13&LID=2&AID=186880&Ctype=1&ACatID=11>
<http://www.kosovalive360.com/studente-kosovar-perfitojne-bursa-per-studime-ne-shba.html>
http://lajmi.net/studentet-kosovare-perfitojne-85-bursa-studimi-ne-shba_100065541.html

IV. ADMINISTRATIVE ISSUES (STAFFING AND/OR MANAGEMENT DEVELOPMENTS)

During the reporting period, there were two key personnel changes. The Chief of Party and the Finance and Administrative Manager both discontinued working for World Learning. The Project promptly notified USAID of these changes in key personnel.

A new Finance and Administrative Manager, Valbona Ahmeti, was hired and approved by USAID. The Deputy Chief of Party, Elmaze Gashi, was named Acting Chief of Party while the search for a permanent Chief of Party began.

The World Learning home office provided substantial support to the Kosovo office during the transition, sending four DC office staff to Kosovo to assist with program operations between June 1 and the end of the reporting period.

By the end of the reporting period, staff on board in the Pristina office included the Acting Chief of Party, Finance and Administrative Manager, Office Manager, Scholarships and Partnerships Specialist, Program Officer for Scholarships, Program Associate for Scholarships, and Measurement and Evaluation (M&E) Associate.

V. CHALLENGES ENCOUNTERED AND LESSONS LEARNED

Lack of time was the most significant challenge encountered during this reporting period. The late start date of the project in relation to university admissions deadlines resulted in serious obstacles to achieving final placements for candidates. The entire application review, interview, selection, testing, visa, and university application/acceptances processes were completed in under four months, and the university application/acceptance process was conducted in slightly over nine (9) weeks (six weeks during this reporting period). In spite of these significant impediments, the Project achieved the goal of placing fifty (50) students in US Master's degree programs in the first year of the TLP-SP.

The first iteration of the Master's degree selection and placement process offered a number of valuable lessons to be heeded and potential improvements to the process that can be integrated into the next selection cycle to improve efficiency as well as transparency:

Create a Detailed Initial Application Form - The original Application Form issued during the initial Call for Applications in January/February, 2014 could have been more detailed, speeding processing and initial screening of applicants. For example, applicants submitted a resume/CV, but did not list current employment status or place of employment on the application form. Essay question responses were submitted in a separate document. Most of the information needed to perform initial screening was available, but required Project staff to review a number of separate documents.

In late May, the Project staff asked all Finalists and Alternates to complete a "Supplemental Application Form" created by the Project that provided much of the information needed to complete online university applications in one form. This small change significantly reduced

the time it took Project staff to forward student dossiers to universities for preliminary review and to complete online university applications on behalf of students.

In the next application cycle, the Project recommends that a more detailed application form similar to the “Supplemental Application Form” be used.

Clarify Eligibility and Selection Criteria – As might be expected, questions regarding eligibility arose in the first cycle of recruiting. Important eligibility questions included:

- *Are students who have already completed a Master’s degree in the US eligible to apply for the TLP-SP?* USAID determined that these students were eligible, but none were recommended by the Interview Committee, all interview panels believing other candidates without US Master’s degrees were more “deserving.” At least five (5) of the eighty-one (81) candidates interviewed already possessed US Master’s degrees. By excluding these applicants in future cycles (who are unlikely to be selected, despite strong credentials) additional interview slots would be freed up.
- *Are employees or family members of USAID contractors, etc. eligible to apply for the TLP-SP?* This question arose as well, and the Kosovo USAID Mission created a new policy directing that employees or immediate family members of USAID contractors, sub-contractors, grantees, and sub-grantees are not eligible for Participant Training programs *if the contract, sub-contract, grant, or sub-grant was competitively awarded.*
- *What is meant by Kosovo “residency?”* Several applicants were either studying or working outside of Kosovo at the time of application. A bright-line rule on these cases was not established; rather Project staff determined on a case-by-case basis whether the applicant appeared to be away from Kosovo only temporarily and demonstrated intent to return following completion of graduate study.

Arrange for Earlier Testing – Having TOEFL and GRE/GMAT scores in advance of the selection process will substantially assist Interview Panels and Project staff to determine which students are most likely to succeed in studies at US institutions in future cycles.

Provide Interview Panels with Additional Student Background Materials and Clarify Scoring Process – Several improvements can be made to the interview process, including:

- Creating a clear scoring rubric for members of Interview panels
- Providing full dossiers on candidates
- Determining whether final selection decisions should be made exclusively according to interview panel scores or should factor in earlier assessments, including Application Reader assessments.
- Developing stronger interview questions.

Establish a Higher TOEFL and GRE/GMAT Cutoff for Eligibility- In order to have a full cohort of fifty (50) Finalists plus Alternates, students with TOEFL scores below 80 had to be included in

the Alternate list. The Project team was only able to place one of these students, and she will be required to participate in intensive English language study during her Master's degree program. It is extremely difficult to gain admission to Master's degree programs for students with TOEFL scores under 80, and the Program might even consider raising the minimum TOEFL score to 84 since TLP-SP participants will be engaged in very demanding graduate study and should not be struggling with English language at the same time.

Some students also scored extremely poorly on the GRE/GMAT, making the placement process quite challenging. Two candidates with very low GRE scores did not receive any acceptances to programs until two days before the Pre-Departure Orientation. Students with low GMAT scores had difficulty understanding why scores in the 250-400 range were not competitive in the US (most MBA programs look for a minimum GMAT score of 550, and generally 600 or higher).

Consider How to Take into Account Language of Undergraduate Study- Students who completed their undergraduate studies in English were at a distinct advantage during the interview process because their responses to questions were more fluent. While graduates of public universities who studied in Albanian were chosen for the final cohort, some of them struggled with TOEFL scores as well as essays and the interviews. Discussion of means to "equalize" between these two groups of students should be undertaken before the next recruiting cycle. It is possible that students who have not completed undergraduate studies in English might be referred to and complete the American University of Kosovo Intensive English program *before* they apply to the TLP-SP. Other measures may be possible, but TLP-SP must ensure sufficient representation of public university graduates in the program.

Require Work Experience for MBA Candidates – Gaining admission for most MBA candidates was challenging because MBA programs prefer students with at least two and sometimes three years of work experience post-baccalaureate. Many MBA candidates had little to no post-baccalaureate work experience. Consideration should be given to developing selection criteria specifically for MBA candidates.

Manage Student Expectations – With more time, Project staff will be able to meet with potential applicants via outreach meetings, post-application group meetings, and several post-selection participant meetings that were not possible in this initial cycle because of time limitations.

In these gatherings Project staff will be able to more fully explain the competitiveness of US graduate programs, what scores qualify students who which universities, the Project's criteria and system for "matching" students to specific university study programs, and many other details. By the conclusion of the Pre-Departure Orientation, most participants said the program and next steps were much clearer to them. Some student anxiety can be dispelled by periodic meetings with Project staff earlier in the selection and application process.

As the selection and application process for the initial cohort is completed, and Project staff have an opportunity to fully debrief, additional recommendations will undoubtedly emerge, ensuring that the process is completed with greater ease and efficiency in the next round and enhancing the overall participant selection process.

VI. PLANNED ACTIVITIES FOR THE NEXT REPORTING PERIOD

<u>EVENT</u>	<u>DATE</u>	<u>PLACE</u>	<u>MEDIA</u>	<u>COMMENTS</u>
Pre-Departure Orientation and Leadership Training	July 23-24	Hotel Nartel	No Media	Project Event
Reception with the US Embassy	August 5	Ambassador's Residence	No Media	US Embassy Event
Arrival of 2014 scholars in the US	August 5 – September 17	Various universities in US	No Media	Arrival and settling in; classes begin for most students in late August
Call for Professional Certificates and Outreach Campaign	August 15 – September 7	Kosovo Wide Campaign	Media will be invited to the public presentations	Detailed outreach plan will be delivered first week of August
Call for Second Cohort of MA Scholars and Outreach Campaign	September 15 – October 24	Kosovo Wide Campaign	Media will be invited to the public presentations	Detailed outreach plan will be delivered in the last week of August
First meeting of the full Advisory Committee	September (exact date TBD based on election of Rector)	Pristina	No Media	World Learning recommendation
Assessment of Progress on Milestones (UP Rector's Action Plan)	September (exact date TBD based on election of Rector)	University of Prishtina	No Media	World Learning recommendation

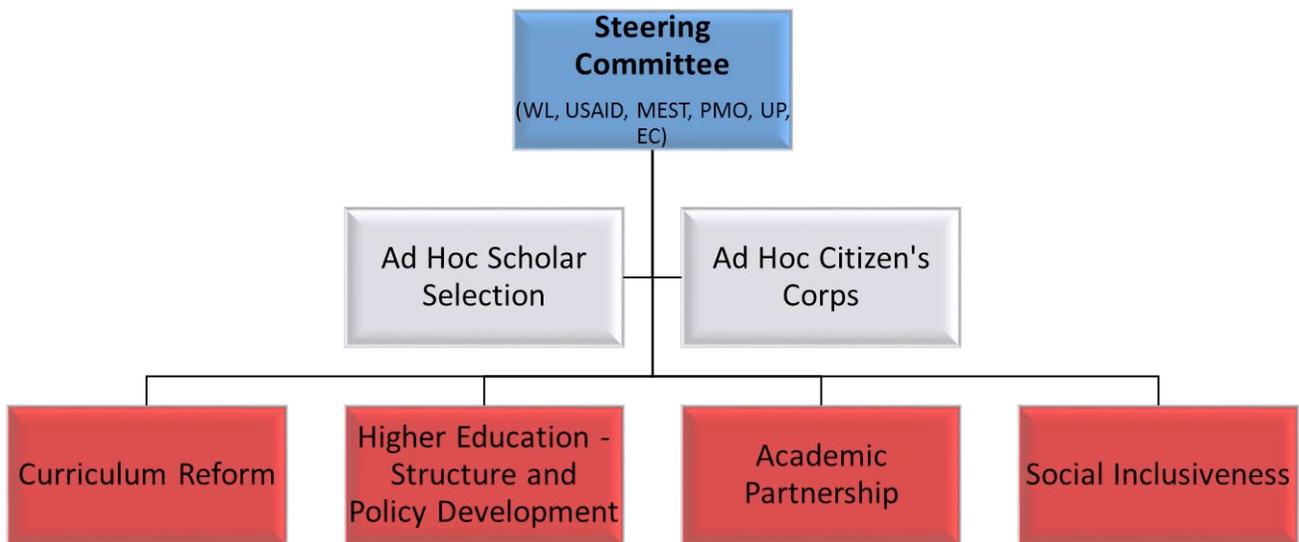
ANNEX I

Advisory Committee - List of Proposed Members

No	Name	Position
1	Hasnije Ilazi	Acting Vice-Rector for International Cooperation
2	Rifat Morina	Vice Rector
3	Nuran Malta	Acting Vice-Rector for International Cooperation
4	Naser Mrasori	Rector
5	Arben Dermaku	Acting Rector
6	Gazmend Qorraj	Acting Vice-Rector
7	Winfred Thompson	President
8	Irfan Veseli	Chair of Student Parliament / University of Prishtina
9	Mrika Kotorri	Political Advisor
10	Bujar Gallopeni	Head of Kosova Center for International Cooperation in HE&RTD
11	Drita Kadriu	Adviser for Higher Education
12	Bekim Samadraxha	HE Acting Director
13	Vjollca Cavolli	Executive Director
14	Arian Zeka	Executive Director
15	Safet Gerxhaliu	President
16	Sophie Beaumont	Senior Development Task Manager
17	Christian Geosits	Head of Office
18	Arjeta Emra	Country Director
19	Flora Kelmendi	
20	Kimete Canaj	Coordinator
21	Igo Rogova	Executive Director
22	Afrim Maliqi	Executive Director
23	Vlora Krasniqi	Executive Director
24	Dukagjin Pupovci	Executive Director
25	Dusan Radakovic	Executive Director
26	Elmaze Gashi	Acting COP / DCOP
27	Merita Teliqi	USAID Project Specialist

ANNEX II

ADVISORY COMMITTEE STRUCTURE



ANNEX III

Demographic Features of 2014 TLP-SP Participants (50 Finalists)⁴

Disadvantaged and Underrepresented Groups

Gender Breakdown		
Male	23	46 %
Female	27	54 %

Ethnicity Breakdown			
Albanian	Serb	Roma	Turkish
45 (90%)	2 (4%)	1 (2%)	2 (4%)

Under-Represented Groups (excluding gender)		
PWD	LGBT	Rural
2 (4%)	2 (4%)	7 (16%)

⁴ The term “Finalists” and accompanying demographic data refers to the 50 participants who were ultimately accepted into a US university graduate degree program (i.e., “placed” by World Learning in a master’s degree program. Forty-six (46) of those 50 will begin study in the fall semester, 2014.

Master's Degree Candidates 2014 Fields of Study		
Business ⁵	11	22%
Education	6	12%
Public Administration (MPA)	8	16%
Economics, including Applied Economics	6	12%
International Affairs (includes International Human Rights)	6	12%
Rule of Law (LLM)	3	6%
Other	2 ⁶	4%
Agricultural Economics	1	2%
Electrical/Computer Engineering/Telecommunications	3	6%
Health (MPH or Health Care Economics)	1	2%
Information Technology (IT)	2	4%
Gender/Interdisciplinary Studies	1	2%

⁵Includes MBA and Finance.

⁶ Includes Aviation Safety, Social Sciences Analysis.

ANNEX IV

Kosovo Transformational Leadership Program – Scholarships and Partnerships University Placements for AY2014-15

University	Number of Students
American University <ul style="list-style-type: none"> • School of International Service • School of Public Affairs 	2 1
Arizona State University School of Public Affairs	1
Babson College Masters of Business Administration Program	1
California State University, East Bay College of Business and Economics	1
Dartmouth College Graduate Studies Program	1
Florida Institute of Technology Aviation Safety Program	1
Illinois Institute of Technology <ul style="list-style-type: none"> • Stuart School of Business • Masters of Public Administration Program 	3 2
Indiana University <ul style="list-style-type: none"> • School of Law • School of Education • School of Public & Environmental Affairs 	1 1 1
Kent State University School of Education	1
Mississippi State University Electrical and Computer Engineering	1 (deferred)

New York University Steinhardt School of Culture, Education & Human Development	1
North Dakota State University <ul style="list-style-type: none"> • School of Education • School of Engineering 	1 2 (1 dismissed)
Pennsylvania State University School of International Affairs	1
Purdue University Executive Masters of Business Administration Program	1 (deferred)
Rochester Institute of Technology <ul style="list-style-type: none"> • Information Sciences and Technology Program • Saunders College of Business <ul style="list-style-type: none"> ○ MBA Program ○ MSc in Finance Program 	1 1 1
Syracuse University Maxwell School of Citizenship & Public Affairs	1
University of Arkansas <ul style="list-style-type: none"> • Institute of Government, Masters of Public Affairs Program • Graduate Program in Agricultural Economics • School of Education 	1 1 1
University of Arizona College of Social and Behavioral Sciences Masters in Development Practice Program	1
University of Chicago Department of Political Science	1
University of Denver Josef Korbel School of International Studies	3
University of Kansas Global and International Studies Program	1
University of Maine School of Economics	2

University of Missouri School of Law	1
University of Minnesota, University of Wisconsin, Michigan State University	1 (withdrew)
University of Pittsburgh <ul style="list-style-type: none"> • School of Information Sciences • School of Law 	1 1
Vanderbilt University Graduate Program in Economic Development	4
Willamette University Atkinson School of Management	3
TOTAL UNIVERSITIES = 29	TOTAL PLACEMENTS = 50

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