



TRANSFORMATIONAL LEADERSHIP PROGRAM – SCHOLARSHIPS AND PARTNERSHIPS

QUARTERLY REPORT

Reporting period: July 1, 2015 – September 30, 2015

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

Effective Dates: 02/26/14 – 02/25/19

*Prepared for: USAID Kosovo
October 30, 2015*

Disclaimer:

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PROJECT OVERVIEW

The Transformational Leadership Program – Scholarships and Partnerships (hereinafter either "the Project" or "TLP-SP") is a Cooperative Agreement between USAID and World Learning that commenced on February 26, 2014.

The overarching program goal is to develop a cadre of leaders to drive significant change in Kosovo's priority economic, political, and social areas. In addition, the Project aims to develop the capacity of Kosovars to bring about transformational change through opportunities for advanced education, leadership development, and technical assistance.

In order to accomplish these important goals, TLP-SP focuses on achieving the following more specific goals:

- 1) The creation of an Advisory Committee that will oversee the entire Transformational Leadership Program (TLP), including the creation and management of a Secretariat for that Committee;
- 2) The placement and monitoring of 185 scholarship participants in U.S. Master's degree programs, plus 160 participants in Professional Certificate (PC) programs;
- 3) The creation of university partnerships and exchanges that will support collaboration between U.S. universities and the University of Prishtina (UP) and/or other higher education institutions in Kosovo.

EXECUTIVE SUMMARY

This report covers the three-month period of activities from July 1, 2015 through September 30, 2015. Throughout the quarter, the Project made progress across all three components.

Under Objective 1, World Learning's new Chief of Party (COP), who came on board in early September, was fully engaged in meeting Advisory Committee members, analyzing previous work, and revising the strategy and developing operating principles of the Advisory Committee (AC). World Learning drafted a new Advisory Committee Strategy and Operating Principles (internal rules) and shared them with AC members. The new document will be subject to review and approval by the Advisory Committee at its next meeting.

Under Objective 2, the Project continued to advance both the Master's and Professional Certificate scholarship components. Highlights of activities for all scholarship cohorts are below.

Master's Cohort One:

- Students completed their summer 2015 term, which included coursework, internships, teaching and research assistantships, and international travel to Kosovo.

- Two students completed their degree programs and returned to Kosovo in August 2015.

Master's Cohort Two:

- All 84 students were placed in relevant Master's degree programs at over 35 universities.
- Three students requested and received deferrals until the spring 2016 or fall 2016 term.
- Project staff conducted comprehensive pre-departure orientations (PDOs) to prepare students for their academic and cultural transition.
- All 84 students arrived to the U.S. and began their first academic term.

Master's Cohort Three:

- The Project received and reviewed 449 applications for the final cohort of Master's degree students.
- Of the 449 applications, 390 met all eligibility requirements and advanced to the next phase of the competition.
- Following the conclusion of a plagiarism check, 57 candidates were disqualified.
- The remaining 333 applicants advanced to the reader stage of the competition where 195 candidates were recommended for the interview stage.
- Project staff arranged interview panels and 192 candidates completed the interview stage.

Certificate Students:

- Project staff continued intensive work on the placement, orientation, monitoring, and re-entry to Kosovo of PC candidates.
- The Project has now placed 40 of 47 approved candidates from Cohort One and is working to resolve placement barriers for the remaining seven, as possible¹.

Under Objective 3, USAID approved the University-Wide Activities Plan, which will open the doors for the Partnerships team to continue work with UP management. Additionally, the team continued working closely with the four U.S. university partners to facilitate the identification, selection and travel to the U.S. of faculty exchange participants. Four UP professors (two from the Faculty of Engineering and two from the Faculty of Agriculture) began their semester-in-residence programs at Arizona State University and the University of Minnesota, respectively. World Learning worked closely with USAID, the university partners, and UP to prepare the exchange professors for the study visit.

¹ One of the original 48 selected cohort one PC candidates was previously disqualified due to multiple low TOEFL scores.

SUMMARY OF PROGRESS JULY – SEPTEMBER 2015

OBJECTIVE 1: COORDINATED COLLABORATIVE OVERSIGHT OF THE TLP THROUGH AN ADVISORY COMMITTEE

In September, World Learning, USAID, and MEST convened to discuss **a revised strategy for more productive engagement of the Advisory Committee** and to plan the next meeting. The Project team made significant progress, distilling and simplifying the Statutes into concise Operating Guidelines and clarifying/simplifying the AC Strategy. In order to begin the transition from process to product, World Learning developed and administered a survey among our 32 members to provide them a means to identify, select, and prioritize the work products to be taken on over the coming months. The survey also measured the interest of AC members in sub-committee membership and participation.

The next Advisory Committee meeting will take place October 21, 2015.

OBJECTIVE 2. KOSOVO CITIZENS WILL RECEIVE U.S. POST-GRADUATE DEGREES AND PROFESSIONAL CERTIFICATIONS

Objective Two of the Project is comprised of two primary components: Master's Degree Scholarships and Professional Certificate Scholarships. During the reporting period, Project staff continued to make progress with all three cohorts of Master's degree-seeking students. Cohort one students completed their summer 2015 academic term and took part in numerous supplemental activities including internships and assistantships. Concurrently, Project staff secured university placements for all second cohort students and secured J-1 visas, arranged international flights, and conducted two comprehensive PDOs. By the reporting period's end, all 84 students in the second cohort had arrived to the U.S. and commenced with their first academic term.

Furthermore, this quarter marked the conclusion of the Call for Applications for the third cohort of the Master's degree component. The intensive outreach efforts, which resulted in **a record number of applications received**, included conducting 37 Information Sessions around Kosovo that targeted underserved and disadvantaged groups in particular. Following the application deadline, Project staff screened applications for completeness, eligibility, and incidences of plagiarism and sent them to independent readers in the U.S. for evaluation. The readers ultimately recommended that 195 applicants be invited for an interview at World Learning's office in Pristina, and 192 candidates accepted the invitation. Three candidates withdrew from the process.

Project staff also made progress with the PC component. Activities included securing placements in relevant certificate programs for four students; continuing efforts toward placement of additional approved PC candidates; negotiating cost-share with two universities and reaching out to universities for short-term, **custom-made, affordable certificate programs to fit TLP-SP parameters**; conducting pre-arrival orientation calls for 24 program participants who arrived from July to September; providing overall monitoring and support for

26 program participants; and making all arrangements for three participants who completed their programs to return safely to Kosovo.

A. MASTER'S COHORT ONE:

During the reporting period, Project staff continued to closely monitor and support cohort one students as they completed their summer 2015 activities that included coursework, internships, community service, and international travel to Kosovo. Overall, the cohort continued to demonstrate **strong academic performance with an average summer term GPA of 3.9 with an overall GPA average of 3.6** inclusive of all academic terms. Project staff also oversaw the successful program completion of two students in August 2015.

Monitoring of students: Throughout the quarter Project staff provided ongoing support and guidance to students in the U.S. on topics including, but not limited to, health and accident coverage, international travel procedures, academic plans of study, and internships. Project staff ensured that all students who elected to remain in the U.S. during the summer 2015 term maintained the equivalency of full-time student status as per USAID regulations. To meet this condition, students either completed required coursework at their university or engaged in a full-time internship or assistantship that directly related to their field of study.

As part of World Learning's monitoring of students' academic progress, Project staff collected Academic Enrollment and Term Reports (AETRs) and transcripts from those students who had completed summer coursework. Following the conclusion of the summer term, Project staff also advised and guided students on their course selection for the fall 2015 term, and all students commenced with their new coursework.

Completion of Master's Degree Program: In August 2015, two students completed their Master's degree programs and returned to Kosovo, one with a Master of Science in Finance and the other with a Master's in Comparative Literature. Another student returned to Kosovo in August 2015 having completed classroom instruction and intends to finish her thesis and other remaining requirements in Kosovo.

U.S.-Based Leadership Activities and Internships: During the reporting period, numerous students engaged in supplemental activities such as internships, conferences, and assistantships that directly contributed to the development of new knowledge and skills in their respective areas of study. Please see [Annex A](#) for a sampling of activities conducted during the summer and fall 2015 terms by students.

Community Service

During the reporting period, Project staff **launched the E-Pal community service project**, which connects TLP-SP scholars with English teachers and classrooms across Kosovo as scholars share their academic and cultural experience in the U.S. on a blog platform. E-Pal not only serves to expose students in Kosovo to U.S. culture, but it also encourages TLP scholars to actively reflect on their experience. One of the partner classrooms is part of the English

Access Microscholarship Program funded by the U.S. Department of State's Bureau of Educational and Cultural Affairs.

B. MASTER'S COHORT TWO:

During the reporting period, Project staff completed placement activities for cohort-two students, arranged all travel logistics, and conducted two-day PDOs to prepare students for their upcoming academic and cultural transition. Prior to departure, two students withdrew from the program after Project staff had already secured their university placement. One had accepted another scholarship offer and the other candidate did not offer explanation. By the reporting period's end, all 84 remaining students had arrived in the U.S. and begun their Master's degree programs.

Placement: By the end of July 2015, Project staff completed all placement activities for the second cohort students that had begun in previous reporting periods and had included extensive outreach efforts to dozens of universities across the U.S. Ultimately, ***all 84 students accepted their final placements in diverse Master's degree programs at over 35 universities.*** Please see [Annex B](#) for a complete list of placements. In addition, Project staff approved requests for deferrals for three finalists to either the spring 2016 or fall 2016 term.

Pre-Departure Orientation: In order to prepare students to succeed in their academic programs in the U.S. and to ensure that they fully understood their responsibilities and scholarship obligations, comprehensive PDOs were conducted for the 84 students at the Nartel Hotel in Pristina from July 20-23, 2015. Students were divided into two groups to participate in the two-day workshops which included detailed and interactive sessions on TLP-SP goals, requirements, policies and procedures.

Additional sessions focused on exploring the U.S. higher education system, which included an introduction to U.S. teaching methodologies, structure of Master's degree programs, strategies for studying and succeeding in the classroom, and an introduction to academic dishonesty including plagiarism. Other sessions explored U.S. culture with a focus on U.S. cultural values, gender roles and norms, disability rights, diversity, and culture shock. Please see [Annex C](#) for the official PDO agenda.



The PDO concluded with a reception on July 24, 2015 at Collection Restaurant in Pristina. The Minister of Education, Science and Technology and the USAID Mission Director congratulated the students and wished them well for their studies and experience in the U.S. The event was covered by news media and was featured on the TLP-SP website and USAID Facebook page.

As per the PMP, a pre-departure assessment was conducted to collect information from participants on their expectations, concerns, and perceptions of American culture as well as to

assess participants' understanding of program regulations. Please see Annex D for the results of the assessment.

Student Arrival in the U.S. and Orientation: Project staff arranged all international flights and ground transportation to each student's university campus. By the reporting period's end, all 84 students had arrived in the U.S., and Project staff promptly verified their arrivals in TraiNet/VCS. Project staff also completed ***an arrival orientation call with each student to support their immediate transition*** and troubleshoot any challenges.

In addition, Project staff continued to provide support and guidance to students, both before and after their U.S. arrival, on a diverse array of topics including housing, immunizations, class registration, and program rules and regulations. For example, Project staff provided extensive assistance to students in securing housing including coordinating on-campus housing when available, distributing World Learning's Off-Campus Housing Guide, arranging temporary accommodations, reviewing apartment leases, and providing financial advances for security deposits.

AID-294-TO-13-00008: WBG MSP September Monthly Report

C. MASTER'S COHORT THREE:

During the reporting period, Project staff continued recruitment for the third cohort of Master's degree students and proceeded to screen applicants for eligibility following the closure of the Call for Applications on July 15, 2015. After confirming that candidates met the basic eligibility requirements, Project staff initiated several stages of selection including a plagiarism check, application review, and interviews.

a) Application and Selection Process Overview:

Eligibility Screening Stage: The deadline for submission of applications for the third Master's cohort was July 15, 2015. The extensive outreach efforts for this final round for the Master's component resulted in ***a record number of 449 applications received***. All applications were screened internally by World Learning staff to ensure they met USAID eligibility criteria. To be eligible, applicants must be a Kosovar citizen and resident; hold a Bachelor's degree; have a GPA of 7.5 or higher; demonstrate professional aptitude and leadership potential in their selected field of specialization; and possess sufficient English language skills to pursue Master's level studies in the U.S.

Despite clear instructions on how to complete and submit the application and required supplemental documents, approximately 30 percent of applications received were incomplete. ***This percentage was considerably lower in comparison to previous cohorts*** as the Project incorporated lessons learned from prior outreach efforts.

In order to have the largest applicant pool possible, World Learning contacted candidates with incomplete applications by email and gave them three working days to send the necessary documents to complete their applications. As a result of this individualized approach, the

program netted a total of 390 eligible and complete applications after disqualifying 19 candidates for incomplete applications and deeming 39 candidates as ineligible. The primary reasons for applications being deemed ineligible included not meeting the minimum GPA threshold and not yet having obtained a Bachelor’s degree. In addition, one candidate voluntarily withdrew after recognizing that he would not meet the eligibility requirements.

ELIGIBILITY SCREENING RESULTS



Upon completion of the eligibility screening stage, Project staff conducted an extensive quality review check on all application files to ensure accuracy in results. Next, all relevant demographic information was entered into a database for further analysis.

Applicant Demographics: Of the 390 complete and eligible applications, 202 were from female applicants (51.8%) and 188 were from male applicants (48.2%).

APPLICATIONS BY GENDER



APPLICATIONS BY ETHNICITY



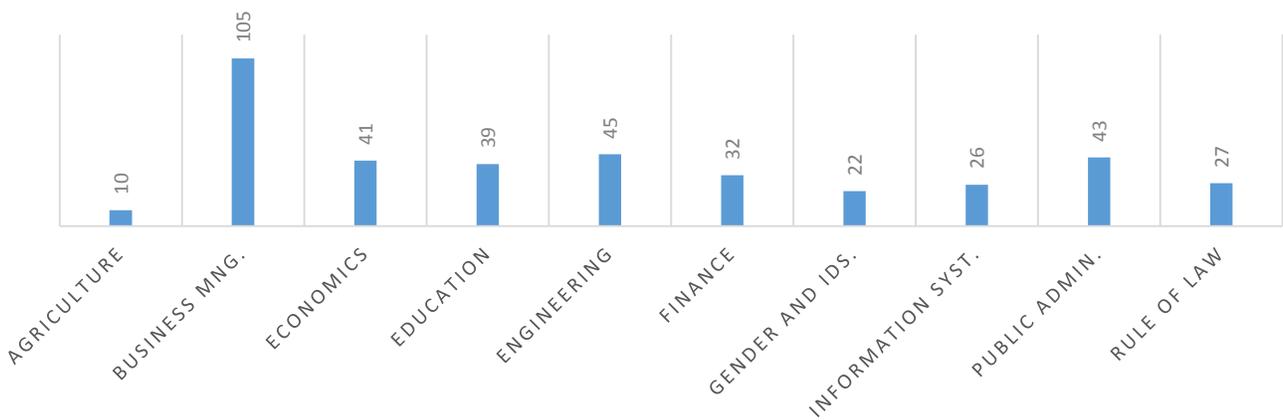
In terms of ethnicity, 370 of the applicants self-identified as Albanian (94.9%), nine as Serbian (2.3%), five as Turkish (1.3%), two as Bosnian (0.5%), two as Gorani (0.5%), one as Croatian (0.3%) and one as Roma (0.3%).

APPLICATIONS BY UNDERSERVED COMMUNITIES



In terms of underserved communities and minorities, 55 applicants identified as coming from rural areas (14.1%), 20 as ethnic minorities (5.1%), four as members of the LGBT community (1.0%) and two as persons with disabilities (0.5%).

APPLICATIONS BY AREA OF STUDY



The most popular area of study chosen by applicants was Business Management with 105 applications (26.9%), followed by Engineering with 45 applications (11.5%), Public Administration with 43 applications (11.0%) and Economics with 41 applications (10.5%). Another 39 applications were received in Education (10.0%), 32 in Finance (8.2%), 27 in Rule of Law (6.9%), 26 in Information Systems (6.7%), and 22 in Gender and Interdisciplinary Studies (5.6%). The least number of applications in a field was received for Agriculture with 10 applications (2.6%).

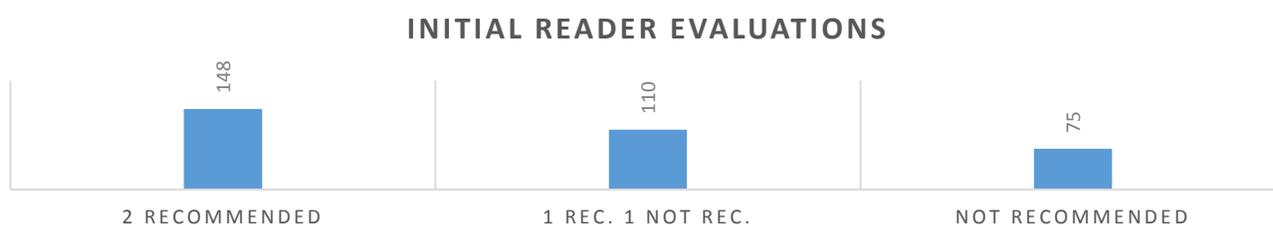
Plagiarism Check: Following the review of all applications to confirm candidates' eligibility for the scholarship program, WL HQ conducted a plagiarism check of the 390 eligible candidates' essays through the software TurnItIn, which is widely utilized by universities across the U.S. By incorporating a plagiarism check into the selection process, Project staff sought to confirm the originality of applicants' work. To ensure accuracy during this stage, two Project staff independently reviewed the essays that the software had indicated as containing significant incidences of plagiarism. To disqualify a candidate, both staff members had to confirm the software's results that an act of plagiarism had occurred. Of the 390 applicants that advanced

to this stage, 57 were disqualified due to plagiarism. The below table disaggregates the disqualified candidates by the university where they previously studied.

NAME OF UNIVERSITY	NUMBER OF DISQUALIFIED CANDIDATES
UP	43
AUK	1
AAB	2
UBT	5
Riinvest	1
Iliria	1
SEEU (South East European University – Tetovo)	1
Others (Malaysian and Turkish)	3
TOTAL	57

Following the conclusion of the plagiarism check, 333 candidates were deemed eligible to advance to the application review stage of the selection process. Project staff then notified all disqualified candidates that they had been eliminated from further consideration due to plagiarism.

Application Review – Choosing Candidates for Interview: The application reading stage determined which of the eligible applicants would receive an invitation to meet with an interview committee in Kosovo for further consideration. For the readers’ stage, Project staff identified professionals in the U.S. to review eligible candidates’ full applications. To be eligible to serve as a reader, each individual had to have substantial work experience, hold at least a Master’s degree, and be generally familiar with how graduate education works in the U.S. Each applicant’s materials were initially reviewed by two of the independent readers, and each reader was asked to assess whether or not the applicant should move forward to the interview stage. If the two readers of an application provided different recommendations, the application was sent to a third reader for a final determination on whether or not an applicant would proceed to the interview stage of the competition. Application readers evaluated files based on the original USAID eligibility criteria.



After the initial reader evaluation, 110 applicants with mixed recommendations were sent to a third reader for a final review. Ultimately, 195 candidates were recommended to move forward to the interview stage, while 138 did not pass this stage of the selection process and were sent regret letters.

Interviews: Following the readers' stage, Project staff invited the 195 recommended candidates for interviews. Of those invited for interviews, three candidates withdrew: one withdrew upon receipt of the interview request, and two withdrew during the week that interviews were conducted.

Interviews of the 192 candidates took place during the week of September 28 – October 2, 2015, with Project staff arranging for ***five different interview panels to operate simultaneously each day in order to accommodate the large number of candidates.*** Two interviews were conducted via Skype as the candidates were temporarily in the U.S. during the interview week.

a. Interview Panels

Similar to the interview process for the previous cohorts, interview panels consisted of members of the U.S. Government, USAID, MEST, U.S. volunteers and World Learning staff. An evaluation and scoring guideline document was sent to all panelists' prior to the interviews, so that each panelist could become familiar with the guidelines for candidate evaluation.

Interview Panel members received folders (on the morning of the interview) for each candidate containing the following documents:

- a) Interview Schedule
- b) Disclosure and Confidentiality Form
- c) Interview and Scoring Instructions
- d) Activity Brief
- e) Interview Questions and Scoring Rubric
- f) Candidate Application Materials (Application Form, CV, Three Reference Letters)

In accordance with the Cooperative Agreement between USAID and World Learning, a scoring sheet was created for the interviews based on standardized selection criteria. Interviewees were asked questions aimed to assess each candidate according to the following qualities:

1. *Academic qualification*
2. *Leadership potential*
3. *Attitudes toward diversity*
4. *Analytical thinking*
5. *Adaptability*

Each applicant was given ***the opportunity to identify himself or herself as being part of an underrepresented or disadvantaged group in Kosovo***, and candidates from such groups could receive a total of two extra points.

b. Interview Process:

The work of the Interview Panels took place in the following manner:

1. Panel members first read each candidate's application and related documents.
2. The panel interviewed the candidate.
3. Panel members independently scored the candidate on each answer, then tallied up the scores to obtain a total score for each candidate.

Panel members also commented on the English language fluency of each candidate as one basis on which to refer them to the TLP Immersion Courses.

D. PROFESSIONAL CERTIFICATE PROGRAM – COHORT ONE

Completion of the Professional Certificate Program (first cohort TLP-SP Students)

During this reporting period, three students completed their certificate programs, bringing the total number of participants who have earned certificates under the TLP-SP to seven. One student finished the Forensic Accounting and Fraud Examination at West Virginia University, and the other two completed certificates in Finance and Project Management at the University of California Los Angeles. ***The average GPA of those who have completed their programs is 3.78.*** Twenty-three scholars are continuing with their programs: 18 are expected to graduate in December 2015, one in January 2016, and the remaining four in March 2016.

Placement at U.S. Universities: World Learning worked intensively on applications and placements for the remaining cohort-one certificate candidates. Program ***staff consulted individually with each participant*** to match the available certificate program opportunities with their professional and academic needs. During this reporting period, four PC candidates were placed at the following programs: Illinois Institute of Technology, International Certificate Program in Technology; Indiana University School of Public and Environmental Affairs custom-designed public administration program; American University, Washington School of Law Summer Institute; and University of California Los Angeles Extension, Project Management Certificate. With these four admissions, ***the total number of placed candidates reached 40.***

As discussed in previous reports, ***low TOEFL scores continued to be a major barrier to placement.*** U.S. professional certificate programs rarely accept students with TOEFL scores below 79/80. Consequently, the Project encouraged eligible cohort one participants with low TOEFL scores to attend the TLP Immersion Program at AUK. After the completion of the Immersion Course in June, five out of seven remaining program participants were scheduled to re-take the TOEFL in October 2015, for the second and, in some cases, a third time.

Without improved scores, these candidates face disqualification from the program. Eighty-five percent of PC finalists have now accepted their placement options. The chart below provides a snapshot of the cohort one placements:

Out of the **48** qualified program participants in the first cohort:

40	Completed (7), are attending (23), will arrive in January 2016 (5), or will arrive in Summer 2016 to attend certificate programs (5).
4	Have multiple applications submitted on their behalf.
2	Are scheduled to re-take the TOEFL on October 16, 2015.
1	Is disqualified due to multiple low TOEFL scores.
1	Visa application was denied.

World Learning continues to research and reach out to universities for short-term and affordable programs that fit within TLP-SP parameters including: Colorado State University, San Jose State University, University of California Riverside, Mississippi State University, University of Miami, University of Missouri, University of Pittsburgh, and Georgetown University. Also during this reporting period, ***World Learning negotiated cost share for professional certificate programs at Golden Gate University and University of California Berkeley Extension.***

Student Pre-Departure: Project staff in Washington, DC conducted pre-departure Skype call sessions with program participants to reinforce and supplement the PDO conducted in Kosovo. The DC team provided critical information on travel, health and accident coverage, housing, allowances, and banking. Further, World Learning staff provided additional individual support by phone or email to address participants' additional questions or concerns.

Student Arrival in the U.S. and Orientation: Twenty-four students arrived in the U.S. during the reporting period. DC staff supported participants' travel and arrival by purchasing airline tickets in compliance with the Fly America Act, arranging ground transportation, providing information on housing, and responding immediately to student requests. Post-arrival Skype calls were conducted within one week after arrival to ensure participants' well-being.

Monitoring the Professional Certificate Students in the U.S: Throughout the quarter, the PC Program Officer held regular monthly monitoring calls with students, covering topics including academic progress, cultural adaptation, and health/safety. The PC team also responded to routine requests from participants outside of the monthly monitoring cycle. World Learning collected participants' plans of study and transcripts. To date, all PC participants have maintained a GPA of 3.0 or above, as required.

Site Visits: During this quarter the PC Program Officer made the following site visits:

- University of California Los Angeles Extension - met with three students;
- San Jose State University – met with one student; and

- University of California Berkeley Extension – met with three students.

All students, without exception, are pleased with their programs. In discussions with Project staff, they emphasized in particular their ***satisfaction with the faculty emphasis on applied, practical teaching. They also expressed their gratitude to TLP-SP donors.*** Equally, university staff are pleased with the contributions that the Kosovar students are making to their programs and their individual academic progress. The Program Officer took advantage of these in-person visits to negotiate cost-share arrangements that will greatly benefit the Project.

OBJECTIVE 3. IMPROVED UNIVERSITY MANAGEMENT AND PEDAGOGY IN SELECTED FACULTIES OF THE UP AND/OR OTHER UNIVERSITIES THROUGH PARTNERSHIPS AND EXCHANGES WITH U.S. UNIVERSITIES

A. University Partnerships (U.S Universities and UP Faculties)

i. Arizona State University

Exchange Professors: The third quarter of calendar year 2015 corresponded to a period when partnership travel was unidirectional, from UP to Arizona State University (ASU). Following completion of visa processing and the PDO (held on August 13), two professors departed Pristina on August 15 for an exchange at ASU in the U.S.

Upon arrival, the two professors took part in a week-long orientation at ASU, began dialogues with faculty members from the Energy Engineering and Sustainability program and immersed themselves in their academic studies including attending a minimum of three courses from the list below:

- EEE565: Solar Cells
- SOS324: Sustainable Energy, Materials and Technology
- EEE360: Energy Systems and Power Electronics
- EEE463: Electrical Power Plants (taught online)
- EEE598: Renewable Electric Energy Systems
- EEE577: Power Engineering Operations and Planning.

In addition, one of the professors was given the opportunity to develop a new or revised syllabus based on the U.S. model that views syllabi as an informal contract between faculty member and students.

Further, the scholars-in-residence also had the opportunity to participate in the Friday Kosovo TLP-SP Seminar Series, featuring pedagogical and cutting-edge research presentations, as well as unique subject-area presentations on renewable energy and sustainability. Moreover, ASU's Melikian Center staff generously assisted the UP scholars with their computer accounts, project-supported book purchases, and related scheduling of requested meetings with ASU colleagues.

Concurrently, the Project team worked with the third exchange professor and ASU to make all arrangements for travel to Arizona on October 15 after he was issued a J-1 Visa.

Call for Applications for Exchange Professors (2016): The Application Call for the new group of exchange professors was issued on September 29 and will remain open until October 25. Due to an insufficient number of professors from the Faculty of Engineering focused on renewable energy, ASU has opened the opportunity to other UP faculties, taking into consideration the cross-sectoral nature of this work.

Upcoming Activities: Alongside the fall 2015 scholar-in-residence program, the ASU project team has been organizing its next visit to Pristina scheduled for the week of October 31- November 7. During the visit, a seminar will be organized on the topic of “Best Practices in Energy Sector Regulatory Reform” at the UP Faculty of Electrical and Computer Engineering.

Also in preparation for the early November visit, the ASU project team has worked with the UP rectorate and several UP faculties, including the engineering faculties, to disseminate the application information for the spring 2016 scholar in residence at ASU program. All interviews are scheduled to occur on Tuesday, November 3.

ii) Indiana University

Exchange Professors: During the period of reporting, the partnership between Indiana University (IU) and the UP Faculty of Education was characterized by the challenges IU faced in identifying appropriate candidates for the first group of exchange professors. After careful review of the applications, IU partners selected top candidates for interviews. One faculty member will participate in a semester in residence starting in spring 2016.

Management Team Visit: Three individuals from the Faculty of Education management team will visit IU from October 20 to 31, 2015. IU requested that candidates be selected based on their ability to create and execute detailed plans for the restructuring and management of UP’s Faculty of Education. Other criteria for the managerial team selection included the need for English proficiency so that participants could understand and actively participate in substantive meetings and confirmation that the individual’s role at UP’s Faculty of Education matches TLP-SP program priorities so that they can advance and guide education reform. In addition, selection prioritized identifying both male and female participants.

IU representative in Kosovo: Consistent with IU’s plan to provide in-person consultation, an IU faculty member is currently in Kosovo for a long-term visit during which time he will support the Faculty of Education to develop scientific research activities and enhance teaching methodologies for the improvement of the education system in Kosovo

Specific activities have included meeting with the management of the Faculty of Education followed by consultations with lead faculty of the Scholarly Learning Communities (SLCs), aimed at strategizing engagement during the long-term consultancy. In order to establish priorities within the TLP-SP programming objectives and to assess the current level of faculty capacity, IU developed a survey instrument to ascertain SLC faculty members’ research interests and skills, which will guide project activities. IU will administer the survey and

document the process. In the meantime, IU is working closely with SLC members in introducing the bi-weekly Friday Seminar, a practice widely used in U.S. universities, as a forum for faculties to share and exchange information on the work they are currently engaged in. The first such seminar is scheduled to be held in October.

iii) University of Minnesota (UMN)

Exchange Professors: Two university professors from the Faculty of Agriculture traveled to the U.S. for a 10-week semester in residence. The first two exchange professors are assistant professors from the UP Faculty of Agriculture and Veterinary Medicine Department. During the exchange, the UP professors will audit courses selected in consultation with UMN faculty mentors (members of the project's UMN faculty steering committee), participate in experiential field trips in Minnesota to network with food technology and food production companies, and will concentrate on curricular design activities in support of strengthening the three primary work plan objectives of 1) curriculum, 2) pedagogy and 3) research. They arrived to the U.S. in mid-August and will remain there until mid-October 2015.

Visit to UP: Two UMN professors traveled to Kosovo with the following goals:

1. Meet with the two UP visiting professors prior to their travel to the U.S to assist them in finalizing the Outcomes Contract, and organize a mini-orientation session in order to prepare them for travel to Minnesota.
2. Hold two workshops: Extension Education and Rural Advisory Services, as well as Transformation in Higher Education, with emphasis on appreciative inquiry, visioning future educational programs and active learning in the classroom.
3. Continue discussions with main stakeholders in the agriculture sector (university professors, experts, government representatives, local farmers and producers as well as donor community) in order to better understand the agriculture sector in Kosovo and identify topics for workshops during their next visits.

Workshops with Faculty of Agriculture:

Extension Education and Rural Advisory Services: Sixteen professors and teaching assistants attended this workshop which covered topics such as: the history of Cooperative Extension in the U.S., latest trends in extension services, different philosophies and approaches to educational programs, extension services in a multi-player context (roles and functions), and the best fit for Kosovo and the role of UP in a dynamic extension system. UMN led an additional workshop with 17 participants, including UP faculty, two representatives from AGRO and a representative from the Ministry of Agriculture's Advisory Services. Discussions centered on the best approach for extension and advisory services in Kosovo, highlighting the need for more cooperation between the Faculty of Agriculture, the Ministry of Agriculture, and the Research Institute in Peja.

Transformation in Higher Education: Twenty participants (mainly junior academic staff and Master's degree-seeking students) engaged in a lively discussion on topics such as

appreciative inquiry and active learning in the classroom. Highlights from the discussion included participants identifying good relationships between current students and faculty, coming closer to a common definition for competency, and beginning to identify some gaps between Faculty of Agriculture graduate competencies and what employers are currently seeking. Participants thought future ideas for workshops should include general food safety concepts, especially in relation to the EU standards, marketing ideas, traceability, food processing to increase value, and how to build government and academic partnerships.

Professors in attendance were assistant professors. Through the discussion it was clear that they are responsible for laboratory sessions and have much less influence on the lectures, which are the domain of the full professors.

The afternoon session focused on an introduction to active learning terminology and techniques. By the end, participants thought that active learning was a useful concept and reported that they may incorporate cognitive mapping into their work.

iv) Dartmouth College

Exchange Professors: Dartmouth College – Tuck School of Business published the Call for Student Consulting Opportunity on the UP Faculty of Education’s official website. As a result of the call for applications, two UP students will be selected to work with a team of four Tuck MBA students and two undergraduate students during the fall semester of 2015 on a holistic analysis that will provide a Strategic Plan and Implementation Roadmap to assist the UP partners in reaching their goals, and to identify areas of priority and focus for the Dartmouth-UP collaboration through 2017.

Another call for applications was released for the first four visiting professors from the UP to Dartmouth College. The group of selected professors will spend a half semester at Dartmouth College from March to May 2016. Two professors will be placed in the Tuck School of Business, while the other two professors will be working with the Gender Research Institute in Dartmouth (GRID). The call for application for the two professors who will be placed in GRID, was extended to all UP faculties and the call was published on UP’s official website. The deadline for applications is November 1.

Upcoming Activities: The second visit of Dartmouth College partners to Kosovo (from November 30 to December 20) will mark the beginning of Project One – Tuck OnSite Consulting² where the group of four MBA students and two undergraduate students will work with their UP peers in consulting projects. In addition, Project staff will continue the selection process for the first group of four visiting UP professors.

B. University-Wide Activities Plan

² Tuck’s OnSite Global Consulting program is a second-year MBA course - students apply to participate in corporate and nonprofit consulting projects around the world: <https://www.tuck.dartmouth.edu/mba/academic-experience/elective-curriculum/onsite-global-consulting>

Following USAID's approval of the "UP – University-Wide Activities Plan," the Project team began development of a detailed implementation plan. The Project team presented the University-Wide Activities Plan to the UP Management. UP's Rector and Vice-Rectors, USAID staff and World Learning representatives reviewed all three strategic objectives and identified areas where the preparations should start immediately (namely, activities related to Center for Teaching Excellence and those to improve internal communications and public relations functions).

UP management was very supportive of the plan that World Learning prepared in close cooperation with the Rector's team. Filling the vacant Media position is one of the most pressing issues at the onset of the new academic year.

Center for Teaching Excellence (CTE):

As a first order of business World Learning will work with UP management to re-vitalize the UP CTE through a training series, website re-design, publication of training materials, and other activities. Once this "ground work" is concluded, World Learning anticipates selecting one of the partner universities to further support UP in building a self-sustaining center. The Project team sent the call for proposals to all four U.S. university partners asking for a bid to amend the current sub-award with World Learning to offer assistance to the UP CTE over the next two years. The deadline for applications is November 5, while the selection of the partner will be announced on November 15.

LESSONS LEARNED, CHALLENGES ENCOUNTERED, RECOMMENDATIONS

During the reporting period, Project staff sought to identify potential challenges and take steps to mitigate risks. Below see a compilation of lessons learned, challenges encountered and recommended future actions.

Master's Degree Scholarship Program – Cohort Two

In anticipation of the placement process for the third cohort of Master's degree scholarship awardees, Project staff identified and documented challenges encountered during the placement process for second cohort students. These lessons learned will inform the design and approach for placing the third cohort.

- During the placement process of the second cohort of Master's students, it was discovered that several scholarship awardees desired to complete a Master's degree program in an area of study that did not align with their academic and professional background. While value existed in assisting the students in obtaining the technical knowledge and skills in these areas through a Master's degree program, it did create an additional challenge during placement as these individuals were often not as competitive for admission to the new area of study. To address this challenge, Project staff leveraged their pre-existing relationships with universities and secured offers of admission that in some cases required students to complete pre-requisite coursework at the university in addition to the core classes within the degree program.
- An additional challenge encountered during placement of the second cohort was that several scholarship awardees who sought to obtain a Master's in Business Administration degree (MBA) performed poorly on the GMAT standardized exam, often in the lowest 10th percentile. Although Project staff ultimately placed these students in relevant MBA programs, few universities were willing to offer admission which limited options for placement.

Recommendations

- To address the challenge of scholarship finalists seeking a degree program in a study area outside of their previous academic and professional experience, Project staff recommend that a thorough qualitative review of candidates' professional and academic background be conducted prior to selecting final scholarship awardees. This will permit Project staff to ensure that candidates have the necessary qualifications to gain admission and succeed in a Master's degree program in their desired area of study.
- To minimize challenges in placing scholarship finalists with low GMAT exam scores, Project staff recommend establishing a minimum threshold on the GMAT exam and only candidates that meet the stated requirement will be eligible for a scholarship award.

Professional Certificate Program (2015)

With 85% of the qualified first cohort program participants now placed, the Project is at a good point to analyze lessons learned and challenges encountered:

- Finding short (four-week) credit-earning programs that fit TLP requirements has been difficult. Programs between one quarter and one semester in length is also limited.
- The limited availability of on-campus, credit earning, full-time PC programs, combined with high average costs, has prevented the Project from creating a menu of available programs for the second cohort. Additionally, the Project, along with USAID, determined that offering a limited menu of programs based on the first cohort's preferred areas of study would be too restrictive.
- Housing has proven to be a significant challenge because of the limited availability and high cost of short-term leases.

Recommendations

- Integrate online certificates into the program offerings. Certificate programs in the U.S. are tailored to the needs of the working professional. Increasingly, that means universities are taking advantage of the latest technologies to offer comprehensive online programs. These programs generally fall within budget and provide the flexibility that current candidates seek in their study programs. Many candidates have repeatedly said that they cannot be away from Kosovo and their current jobs for more than three-to-four weeks at a time. Online certificates could be supplemented with two-to-three week study tours in small groups. The study tour, combined with an online certificate, would serve the professional needs of students and provide important in-person exposure to the U.S.
- Integrate hybrid/blended certificates into the program offerings. The Project has identified a number of programs that offer a quarter long on-campus program to be supplemented by online studies in the second term to complete the certificate. The online quarter reduces significantly the participant costs.
- For the second cohort, the Project will work with finalists after they receive their TOEFL scores to choose from among those available programs for which they qualify. One-on-one work with first cohort finalists seeking obscure certificate programs (e.g., a human resources certificate program focused on 360 assessment, coaching) has been exceedingly slow and will not be done the same way for the second cohort.

SUMMARY OF PROGRESS AGAINST TARGETS AND (F) INDICATORS:

Project staff continued its monitoring and evaluation of all three components within TLP-SP. Highlighted in this section are the results for the F Indicators for FY 2015. As per the TLP-SP Performance Monitoring Plan, the report summarizes the following indicators, which are related to Enhanced Human Capital, Increased Professional Base, and Improved University Management and Pedagogy in Selected Faculties.

DO 3: Enhanced Human Capital: % of Master's Degree graduates supported through USG – sponsored post-graduate scholarships reporting themselves as employed. During year-two, 25% (one out four) of Master's degree graduates supported through USG-sponsored post-graduate scholarships reported themselves as employed. We don't yet have enough returnees to have a statistically significant sample, however the four graduates have returned to Kosovo recently and the Project will follow up with the scholars within one year of graduation.

Sub IR 3.2. Increased Professional Base: # of USG-sponsored beneficiaries of scholarships for post-graduate Master's degree completing training and returning. In FY15, four TLP-SP students have graduated and returned to Kosovo. Two out of four recent graduates have completed their degree program during the reporting period (July – September 2015); one male and one female; one in Finance and one in Gender and Interdisciplinary Studies.

Sub IR 3.2. Increased Professional Base: # of USG-sponsored beneficiaries of scholarships for professional certificate completing training and returning. In FY15, seven³ TLP-SP students have completed their certificate program in the U.S. Three out of seven have completed their Certificate Program during the reporting period (July – September 2015).

Sub IR 3.2.2. Improved University Management and Pedagogy in Selected Faculties: # of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education program. During the reporting period, four⁴ university professors (two from the Faculty of Agriculture and two from the Faculty of Engineering) traveled to the U.S. for a semester residence with the U.S. University Partners.

³ 36 students were placed in different certificate programs and seven of them have completed their Professional Certificate (PC) Program. The target for this indicator was not met because the PC recruitment and selection started late October 2014, and the finalists were announced only in January 2015. In addition the TLP-SP team had difficulties with a large number of candidates who had very low TOEFL scores. The Program will meet the overall target of this indicator, and will carry over the remaining target for FY16.

⁴ One of the candidates from the Faculty of Engineering was not granted J1 Visa by the US Embassy. Faculty of Education was unable to identify candidates who could participate in the exchange program, because of the very low turnout in the call for applications. In addition, Faculty of Economics in Partnerships with Dartmouth College, will implement their exchange program in spring 2016. The remaining exchange visits will be carried over in FY16.

Sub IR 3.2.2. Improved University Management and Pedagogy in Selected Faculties: Annual improvement in University of Prishtina management as a result of USG interventions (milestone indicator) (Standard F Indicator).

During the reporting period, the Project looked at the UP Action Plan which addresses challenges and needed institutional reforms. The following six milestones were achieved with USG assistance: i) Limit student enrollment; ii) Raise admission standards; iii) Study student enrollment in each Faculty – including student-faculty ratio; iv) Enforce regulations against interference in admissions process; v) Conduct salary study, determining total income of all academic staff, including bonuses/honoraria/add-ons; and vi) Automate student records system.

PROGRESS OF THE ACTIVITIES AGAINST TARGETS AND INDICATORS⁵:

OBJECTIVE 1: COORDINATED COLLABORATIVE OVERSIGHT OF THE TLP THROUGH ADVISORY COMMITTEE					
Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Actual (July – September 2015)
DO3: Enhanced Human Capital	<p>Percentage of TL Secretariat staff supplied by the Recipient replaced by GOK staff Definition: TLP-SP Staff will serve as the initial Secretariat of the Advisory Committee (the number of positions is not yet defined). This “Committee can function independently at the end of this award (from the RFA). During Year 5 staff will be replaced by Kosovars representing a selected GOK body until which time the Secretariat is completely replaced. It is calculated as the number of Kosovars assigned to the Secretariat (numerator) divided by the total number of Secretariat positions. Disaggregated by: Gender (reported as the percentage of positions filled by females, and underserved groups); Institutions; Ethnicity Unit: percentage</p>	Program Records	Quarterly in Year 5	0	N/A
	<p>Number of new members who join Advisory Committee Definition: The Committee will most certainly start as a core group with expansion later (starting as a Core Stakeholder Group and then establishing the Committee). This indicator measures the number of new members (representing governmental, non-governmental, and educational and private sector entities) that join the Committee over time. Disaggregated by: Sector (governmental, non-governmental, educational and private sector entities) Unit: Number (of members, which in turn represents entities)</p>	Committee Membership Roles (or minutes if no formal role is used)	Quarterly (Summarized annually)	0	During this reporting period no new members joined AC.

⁵ The following table presents the results under each indicator for the Transformational Leadership Program – Scholarships and Partnerships.

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Actual (July – September 2015)
DO3. Enhanced Human Capital	<p>Number of public service placements supplied by the Advisory Committee members</p> <p>Definition: Returning graduates are required to “give back” by giving 2 years to public service. A separate project called Citizens Corp will place returnees into those “give back” jobs (unless they are already employed by the GOK and return to their workplace). This indicator measures the number of placements that are in the entities made up of the initial Advisory Committee. This is to track to what degree the Committee is facilitating volunteering options (see C.1.Objective 1 of the RFA)</p> <p>Disaggregated by: gender; underserved groups; placement entity</p> <p>Unit: Number</p>	Data to be sourced from the Citizen Corps project	Annually	0	N/A
	<p>Number of HICD-identified organizational systems established in Advisory Committee</p> <p>Definition: To function properly the Advisory Committee will require a suite of internal systems: governance, operations/administration, finance, HR, internal communications and external relations (outreach). Working with the initial core group the specification for these systems will be established. Indicator progresses as systems are put in place from that menu. The Committee will confirm that the system is up and running.</p> <p>Disaggregated by: N/A</p> <p>Unit: Number</p>	Program records, verified by confirmation by the Committee	Quarterly	0	During the reporting period the AC worked on finalizing its strategy.

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Actual (July – September 2015)
DO3: Enhanced Human Capital	<p>Number of Advisory Committee members trained</p> <p>Definition: The members of the Advisory Committee will require training in their roles and responsibilities, the operations of the Secretariat, and strategic planning (and other areas to be identified). The indicator measures the number persons who receive structured or on-the-job training and mentoring (with the proviso that the objectives of the learning event had been established).</p> <p>Disaggregated by: gender; underserved groups</p> <p>Unit: Number</p>	Program Records	Quarterly	0	No events / trainings took place during the reporting period.
	<p>Number of promotional activities carried out to publicize the TL Program</p> <p>Definition: The success of the TL Program will, in part, hinges on it gaining public support and being seen as a transparent and accountable body. This will be accomplished through a concerted effort to reach out to the public and other parts of the GOK. The indicator measures the number of discrete activities undertaken to promote and/or report on the TL. This can be in the form of public documentation, presentations, use of the media and events.</p> <p>Disaggregated by: type of outlet; targeted to women or underserved groups (Serbs, minorities, rural)</p> <p>Unit: Number</p>	Program Records	Quarterly	0	<p style="text-align: center;">25</p> <p>(18 promotional activities were organized with Scholarships and 7 promotional events were organized by Partnerships)</p> <p>Out of 18 events with scholarships, 7 were targeted to ethnic minorities and 2 were targeted to women.</p>

OBJECTIVE 2: KOSOVO CITIZENS WILL RECEIVE U.S. POST-GRADUATE DEGREES AND PROFESSIONAL CERTIFICATES

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Actual (July – September 2015)
DO3: Enhanced Human Capital	<p>% of Master Degree graduates supported through USG-sponsored post-graduate scholarships reporting themselves as employed (PPR Indicator) Definition: “Programs are parts of a tertiary institution, such as a USG-supported faculty or department, or the university if USG support is directed at the whole institution. Employed is a job or self-employment within one year of graduation. Calculated by dividing the number of graduates employed (including self-employed) (numerator) by the number of graduates of the same programs minus the number going on for further education, training, or other non-employment activity (denominator.)” Disaggregated by: Gender; Area of study Unit: percentage of total scholars in the program.</p>	Scholars surveyed 6 months upon return (verification from employer or supervisor required)	Annually (Intermediate measure of the percentage employed of total scholars returned so far.)	0	<p>During Year Two, 25% (one out four) of Master Degree graduates supported through USG-sponsored post-graduate scholarships reported themselves as employed.</p> <p>The four graduates have returned to Kosovo recently and the Project will follow up with the scholars within one year of graduation</p>
Sub IR 3.2: Increased Professional Base	<p>Number of USG-sponsored beneficiaries of scholarships for post-graduate Master’s degree completing training and returning (PPR Indicator) Definition: Required CDCS indicator, this measures the number of scholars who complete their MASTER'S program. Indicator is fulfilled upon scholar return to Kosovo. Disaggregation: Gender, area of study, ethnicity, other disadvantaged groups Unit: Number</p>	Scholars	Annually	0	<p align="center">2⁶</p> <p align="center">One male; one female 2 albanian One finance and one Gender and interdisciplinary studies 0 from Disadvantaged groups</p>

⁶ 46 participants began studies in the fall semester 2014. 2 students completed their program and returned home in August 2015.

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Actual (July – September 2015)
<p>Sub IR 3.2: Increased Professional Base</p>	<p>Number of USG-sponsored beneficiaries of scholarships for professional certificate completing training and returning (PPR Indicator) Definition: Indicator measures the number of scholars who complete their CERTIFICATE program. Indicator is fulfilled upon scholar return to Kosovo. Disaggregation: gender, area of study, ethnicity, other disadvantaged groups Unit: number</p>	<p>Scholars (Scholars report themselves as arrived and deliver transcripts and other documentation.)</p>	<p>Annually</p>	<p>0</p>	<p>In FY15, four TLP-SP students have graduated and returned to Kosovo. Two out of four recent graduates have completed their degree program during the reporting period (July – September 2015); one male and one female; one in Finance and one in Gender and Interdisciplinary Studies.</p>
<p>Sub IR 3.2: Increased Professional Base</p>	<p>Percentage of alumni reporting that they have introduced a new practice, method or program in their parent institutions attributable to their training Definition: Using the Kirkpatrick Model for Evaluation, this is a Level 4 result, that is, the transformation of acquired knowledge into the workplace. The indicator is fulfilled when an alumni reports having introduced the new practice (by survey) which is confirmed by actual observation. It is calculated by dividing the number of alumni who report (and whose report is verified) by the total number of alumni who have responded to the survey. Disaggregation: Gender Unit of Measure: Percentage</p>	<p>Alumni (Follow on survey approximately 6-9 months following return.)</p>	<p>Annually</p>	<p>0</p>	<p>This is annual indicator. The project will conduct a survey approximately 6-9 months following return to determine if students have introduced new practices in their parent institutions.</p>

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Actual (July – September 2015)
Sub IR 3.2: Increased Professional Base	<p>Percentage of alumni who report that they have been promoted and/or given higher levels of responsibility Definition: Using the Kirkpatrick Model for evaluation, this is a Level 4 result. Being promoted or given higher levels of responsibilities demonstrates that alumni are becoming leaders in their institutions. The indicator is fulfilled when an alumni reports (and it is confirmed by their supervisor) that they have been promoted, given higher levels of responsibilities, or, some other leadership enhancement, such as leading an organizational task force. It is calculated by dividing the number of alumni who report (and whose reports are verified) by the total number of alumni who have responded to the survey. Disaggregation: Position, Institution, Gender, Age, Ethnicity, underrepresented group Unit: percentage</p>	<p>Alumni</p> <p>Follow on survey approximately 6-9 months following return</p>	<p>Annually</p>	<p>0</p>	<p>This is annual indicator. The project will conduct a survey approximately 6-9 months following return.</p>
Sub IR 3.2: Increased Professional Base	<p>Percentage of alumni reporting that they are using new skills, practices and methods they gained from the program Definition: In the Kirkpatrick Model of Evaluation, this is a Level 3 Behavior Change (application and utilization). It represents the primary reason for providing education training – the application of acquired knowledge and skills. The indicator is fulfilled when an alumni reports that they are using new skills, practices and methods in their jobs. It is calculated by dividing the number of affirmative answers by the total number of alumni that have responded to the survey. Disaggregation: gender Unit: percentage</p>	<p>Alumni</p> <p>Follow on survey approximately 6-9 months following return.</p>	<p>Annually</p>	<p>0</p>	<p>This is annual indicator. The project will conduct a survey approximately 6-9 months following return.</p>

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Actual (July – September 2015)
<p>Sub IR 3.2: Increased Professional Base</p>	<p>Percentage of alumni reporting that they have shared what they learned and experienced with colleagues in their parent institution, workplace or community Definition: In the Kirkpatrick Evaluation Model, this is a transitional indicator between Learning (2) and Behavior Change (3). The ability to share with others is a proxy that learning took place. It also is the first step of introducing new knowledge, information, practices and methods into Kosovar institutions. It is calculated by dividing the number of affirmative responses by the number of alumni who have responded to the survey. This provides data on the phenomenon of sharing (multiplication or diffusion). Disaggregation: gender Unit: percentage</p>	<p>Alumni / Survey (the survey will allow for qualitative responses to provide greater depth and identify success stories for promotion)</p>	<p>Annually</p>	<p>0</p>	<p>This is annual indicator. The project will conduct a survey approximately 6-9 months following return.</p>
<p>Sub IR 3.2: Increased Professional Base</p>	<p>Number of scholars and participants completing a U.S.-based internship, assistantship or additional academic enhancement activity Definition: World Learning will facilitate scholar inclusion in US-based internships and community volunteerism whenever possible, so they will become acquainted with the processes and prepare for their “give back” commitment. This indicator does include the Mid-Program Leadership Training. The indicator measures the number of scholars (both Master’s and Certificate) that complete one of these activities. Disaggregation: gender, underserved group Unit: number</p>	<p>Alumni Regular monitoring calls and the supplement to the AETR will collect information on how they are progressing</p>	<p>Quarterly</p>	<p>0</p>	<p>24 This figure breaks down as follows: 11 male and 13 female; 1 LGBTIQ; 3 Ethnic/Religious; 2 Rural; 0 Persons with Disabilities.</p>

OBJECTIVE 3: IMPROVED UNIVERSITY MANAGEMENT AND PEDAGOGY IN SELECTED FACULTIES OF UP AND/OR OTHER UNIVERSITIES THROUGH PARTNERSHIPS AND EXCHANGES IN US UNIVERSITIES

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Actual (July – September 2015)
Sub IR 3.2.2 Improved University Management and Pedagogy in Selected Faculties	<p>Percent of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education program. (Standard F Indicator)</p> <p>Definition: The University Partnerships (between Kosovo and U.S. universities) will include exchanges, co-teaching, mentoring, conferences, seminars and curriculum development. The indicator measures the number of professors who are provided the opportunity to participate in one or more of these activities designed to improve pedagogy and update information.</p> <p>Disaggregation: Faculty, Gender</p> <p>Unit: Number</p>	Program Records (University partners will report on their activities)	Progress reported quarterly, summarized annually	0	<p align="center">4</p> <p align="center">Four male</p> <p align="center">Two Faculty of Agriculture and Two Faculty of Engineering</p>
Sub IR 3.2.2 Improved University Management and Pedagogy in Selected Faculties	<p>Annual improvement in University of Prishtina management as a result of USG interventions (milestone indicator) (Standard F Indicator)</p> <p>Definition: The UP Action Plan addresses broad challenges and needed institutional reforms. Working with UP and the University Partners, these initiatives will be developed into concrete milestones to be achieved. The indicator measures each instance where the milestone has been achieved. A milestone is the completion of a series of activities. Areas for reform include: enhancing student services, expanding lifelong learning programs, sponsored research, improving teaching quality and assessment, and hybrid and on-line delivery.</p> <p>Disaggregation: Area of Action Plan</p> <p>Unit of Measure: number</p>	Reports from UP and University Partners	Annual	0	<p align="center">6</p> <p>The following milestones were achieved with USG assistance: Limit student enrollment to UP's true capacity; i) Limit student enrollment; ii) Raise admission standards; iii) Study student enrollment in each Faculty – including student-faculty ratio; iv) Enforce regulations against interference in admissions process; v) Conduct salary study, determining total income of all academic staff, including bonuses/honoraria/add-ons; vi) Automate student records system;</p>

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Actual (July – September 2015)
Sub IR 3.2.2 Improved University Management and Pedagogy in Selected Faculties	<p>Percentage of professors using improved curricula and teaching methods Definition: Over the course of TLP-SP new teaching methods, technologies and updated information will be provided to UP (and to other universities). Teaching faculty will receive training, attend workshops and seminars, and receive coaching and mentoring in teaching methods and improved curricula (designed jointly with U.S. universities). The indicator is calculated by dividing the number of faculty observed using improved methods by the total number of faculty who were provided with technical assistance and training. Disaggregated by: gender; faculty Unit: percentage</p>	Faculty, verified by observers	Annually	0	This is an annual indicator.
Sub IR 3.2.2 Improved University Management and Pedagogy in Selected Faculties	<p>Number of U.S.-host country joint research projects Definition: Joint research projects are those undertaken as part of a U.S.-supported university partnership program or other similar arrangement. The joint research serves to strengthen the host country institution and draw it into application and market priorities.” In TL/SPP these are research projects carried out in concert between UP (or other university) and one or more of the university partners Disaggregated by: N/A Unit: Number</p>	University Partners	Annually	0	This is an annual indicator.

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Actual (July – September 2015)
Sub IR 3.2.2 Improved University Management and Pedagogy in Selected Faculties	<p>Number of UP-US university partnerships formalized Definition: A university partnership (between a Kosovo university and an American university) is set forth in a Memorandum of Understanding outlining the terms and conditions of the partnership (mutual goals and objectives, resources committed by each side, faculty exchange plans, etc.). The indicator measures the number of MOUs that have been codified. 4 US-Kosovo partnerships are required by the award Disaggregated by: N/A</p> <p>Unit: Number</p>	University Partners	Progress in developing MOUs reported quarterly, number completed reported annually	0	N/A
Sub IR 3.2.2 Improved University Management and Pedagogy in Selected Faculties	<p>Number of exchanges of professors or staff completed (U.S. to UP, UP to U.S.) Definition: An exchange is the act of one faculty member going to another university for a period of time, for the purposes of teaching, research or giving/receiving hands-on mentoring. Since each act of travel for the exchange will require USAID approval, the indicator reflects the number of approved travel documents to initiate the exchange. Disaggregated by: gender; faculty</p> <p>Unit: number</p>	Program Records / TraiNet	Quarterly, summarized annually	0	0
Sub IR 3.2.2 Improved University Management and Pedagogy in Selected Faculties	<p>Number of activities facilitated to improve relations between professors and students Definition: This indicator is broad. It will include any activity that improves relations between students and teaching faculty firstly and then from additional problems as they are discovered. Disaggregated by: N/A</p> <p>Unit: number</p>	Program Records	Quarterly	0	The project will measure this indicator once the Professors are back from their fellowship.

Bibliographic Information:

USAID Award Number:	AID-167-A-14-00002
USAID Strategic Objective Title and Number:	Building a New Generation of Leaders – SO13
USAID Program Area and Element:	Education Development Office
Author:	World Learning
Contractor Name:	World Learning
Sponsoring USAID Agency Operating Unit:	USAID/Kosovo
AOR:	Merita Teliqi
Date of Publication:	October 30, 2015
Language of Document:	English
Contact Information:	Melissa Oppenheimer, Director of Exchange and Training melissa.oppenheimer@worldlearning.org