



# TRANSFORMATIONAL LEADERSHIP PROGRAM – SCHOLARSHIPS AND PARTNERSHIPS

## ANNUAL REPORT

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### Disclaimer:

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## **Glossary of Acronyms**

AC	Advisory Committee
ADS	Automated Directives System
AETR	Academic and Enrollment Term Reports
ASU	Arizona State University
CIEDR	Center for International Education, Development and Research
COP	Chief of Party
CTE	Center for Teaching Excellence
ECTS	European Credit Transfer System
EU	European Union
FA	Faculty of Agriculture
FDF	Faculty Development Fellowship
FE	Faculty of Education
FECE	Faculty of Electrical and Computer Engineering
GMAT	Graduate Management Admission Test
GPA	Grade Point Average
GRE	Graduate Record Examination
GRID	Gender Research Institute at Dartmouth
HICD	Human and Institutional Capacity Development
ICT	Information Communication Technology
IU	Indiana University
KEDS	Kosovo Energy Distribution Services
KEK	Kosovo Energy Corporation
KESCO	Kosovo Company for Supply of Energy
LGBTI	Lesbian, Gay, Bisexual, Transgender and Intersex
LMS	Learning Management Systems
MA	Master's Degree
MEST	Ministry of Education, Science and Technology
NGO	Non-Governmental Organization

PC	Professional Certificate
PDO	Pre-Departure Orientation
PMP	Performance Monitoring Plan
PR	Public Relations
PWD	People with Disabilities
RAE	Roma, Ashkali and Egyptians
SLC	Scholarly Learning Communities
STIKK	Kosovo Association of Information and Technology
SUNY	State University of New York
SWOT	Strengths, Weaknesses, Opportunities and Threats
TLP	Transformational Leadership Program
TLP-SP	Transformational Leadership Program – Scholarships and Partnerships
TOEFL iBT	The Test of English as a Foreign Language Internet Based Testing
U.S.	United States
UK	United Kingdom
UMN	University of Minnesota
UP	University of Prishtina
USAID	United States Agency for International Development
USG	United States Government
VCS	Visa Compliance System

## Contents

I. PROJECT OVERVIEW .....	5
II. EXECUTIVE SUMMARY .....	5
III. SUMMARY OF PROGRESS FEBRUAR 2015 – FEBRUARY 2016.....	8
OBJECTIVE 1: COORDINATED COLLABORATIVE OVERSIGHT OF THE TLP THROUGH AN ADVISORY COMMITTEE (AC).....	8
LESSONS LEARNED, CHALLENGES ENCOUNTERED, RECOMMENDATIONS .....	11
OBJECTIVE 2. KOSOVO CITIZENS WILL RECEIVE U.S. POST-GRADUATE DEGREES AND PROFESSIONAL CERTIFICATIONS.....	11
<b>A. FIRST COHORT OF MASTER’S DEGREE STUDENTS</b> .....	12
<b>C. THIRD COHORT OF MASTER’S DEGREE STUDENTS</b> .....	19
<b>D. FIRST COHORT OF PROFESSIONAL CERTIFICATE CANDIDATES</b> .....	25
<b>E. SECOND COHORT OF PROFESSIONAL CERTIFICATE CANDIDATES</b> .....	28
LESSONS LEARNED, CHALLENGES ENCOUNTERED, RECOMMENDATIONS .....	31
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 .....	33
<b>A. UNIVERSITY WIDE ACTIVITY PLAN</b> .....	34
<b>B. U.S UNIVERSITY PARTNERSHIPS</b> .....	37
LESSONS LEARNED, CHALLENGES ENCOUNTERED, RECOMMENDATIONS .....	45
IV. PROGRESS OF THE ACTIVITIES AGAINST TARGETS AND INDICATORS: .....	46
ANNEX I – SAMPLE LIST OF SUPPLEMENTAL ACTIVITIES CONDUCTED BY SCHOLARS.....	58
ANNEX II – DEMOGRAPHICS .....	65
ANNEX III – U.S. LEADERSHIP TRAINING.....	70

## I. 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 (AC) 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, and 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.

## II. EXECUTIVE SUMMARY

This report covers the twelve-month period of activities from February 26<sup>th</sup>, 2015 through February 26<sup>th</sup>, 2016. Throughout this second year of the Project, the Project made progress across all three components.

**Under Objective 1**, AC members approved a revised strategy and operational principles in a General Assembly Meeting. The AC designated three subcommittees to begin work on analyses, strategies, and/or white papers to represent the committee's voice and views on issues facing UP and higher education in Kosovo. Two draft white papers from the AC members were presented at the General Assembly meeting in February.

**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. See Annex III – Demographics on all three Master's Degree cohorts and two Professional Certificate Cohort.

### Master's Cohort One (MA1):

- Nine students out of the cohort of 46 completed their degree programs and returned to Kosovo in year two.
- Project staff continued to monitor and provide guidance to the remaining MA1 scholars in the U.S.

### Master's Cohort Two (MA2):

- All 84 finalists were placed at a relevant Master's degree program at a U.S. university.
- Project staff conducted a successful two-day Pre-Departure Orientation (PDO) for the cohort, in two groups.
- The MA2 scholars successfully completed their first academic term in the U.S. with an average GPA of 3.68.
- Project staff held a mid-program leadership workshop for MA2 scholars on January 13-15, 2016 in Washington, DC.

### Master's Cohort Three (MA3):

- The Project conducted a successful outreach campaign which resulted in 449 applications received.
- The Project arranged application reading, interviews and standardized exam testing for all qualified and eligible candidates.
- 52 finalists were selected and announced.
- Project staff began researching and identifying relevant Master's degree programs for both principal and alternate candidates.

### Professional Certificate Students – Cohort One:

- Project staff continued intensive work on the placement, orientation, monitoring, and re-entry to Kosovo of PC candidates.
- The Project completed placement of 45 approved candidates from Cohort One and was finalizing the last placement at the end of the period
- Twenty-four students completed their programs and returned to Kosovo
- Twelve were currently pursuing their programs at the end of the period.
- Nine others were expecting to start their program in 2016.

### Certificate Students – Cohort Two

- The Project conducted a successful outreach campaign which resulted in 244 applications
- The Project arranged application reading, interviews and testing for all qualified and eligible candidates.
- 31 finalists were announced.
- Project staff began working on identifying certificate programs all 31 finalists.

**Under Objective 3**, World Learning made much progress on our University-Wide Activities strategy and with our University Partnerships. During the reporting period, World Learning and its U.S University Partners **engaged with 262 faculty members, staff and students, including them in project activities.**

**PR and Communications:** World Learning's international higher education expert and a local PR consultant drafted a UP public relations and communications plan. During the reporting period, the draft strategy was submitted to USAID. World Learning will present the plan to the Rector's office when new UP management comes on board.

**Center for Teaching Excellence (CTE):** World Learning guided UP's CTE in organizing its initial training sessions. **Fifty-four teaching staff** were certified in teaching methodology, student evaluation, leadership, and mentorship of MA and PhD candidates. The Project also supported CTE with design and development of its website.

**UP Financial Advisory Committee:** World Learning finalized a model for the establishment of a Financial Advisory Committee.

**Change Management – Leadership Training:** The first training of **mid-level UP management staff** was designed and held in Year Two. Eight UP staff attended the training and expressed their interest to continue their participation in a more comprehensive leadership training series that will be offered by World Learning.

**U.S University Partnerships:** during the first year of the **University Partnerships** a set of activities were completed by U.S. partner universities:

- Arizona State University: **Three professors from UP** returned from Arizona State University with **six new course curricula developed** jointly with their Arizona mentors. **Three seminars were organized by ASU professors at UP** for faculty, students and representatives from the energy sector (KEK, KEDS and KESCO).
- University of Minnesota: **Two professors from UP Agriculture and Veterinary Faculty** returned from the University of Minnesota. Following their return, a professor from Minnesota visited Kosovo **to provide guidance and mentorship in establishing a research institute on food technology, veterinary and plant protection.** **UMN held two seminars** with the Faculty during the reporting period.
- Indiana University: **Three participants from the Faculty of Education management** returned from Indiana University. A representative from Indiana University worked closely with **Scholarly Learning Communities (SLC)** within the UP-Faculty of Education and also with Faculty management in introducing Friday Research Seminars. This is a platform where UP faculties present their ongoing research projects and receive feedback from their colleagues.
- Dartmouth College: A team of **seven students from Dartmouth College** led by a Dartmouth Tuck School of Business professor, spent three weeks at the Faculty of Economics as part of their OnSite Global Consulting, an experiential course at Tuck Business School. They **contacted over 300 students, alumni and other stakeholders** to understand their perception of the impact of their studies at UP on their careers. The Tuck team used this data to inform design of a career preparation workshop they held for students. Dartmouth's Professor Stephen Powell also delivered a **Workshop on Active and Experiential Learning** to a group of 14 professors.

### III. SUMMARY OF PROGRESS FEBRUAR 2015 – FEBRUARY 2016

#### OBJECTIVE 1: COORDINATED COLLABORATIVE OVERSIGHT OF THE TLP THROUGH AN ADVISORY COMMITTEE (AC)

During the reporting period, the Advisory Committee (AC) members contributed to the development of a higher functioning organization and the production of the committee's first work products. By year end, members had adopted the AC strategy and its operating principles; developed plans for two events which would focus on the strategic areas of development -- education and engineering; presented drafts of two white papers to the General Assembly, among other organizational achievements.

#### DEVELOPING THE STRATEGIC DOCUMENT AND OPERATING PRINCIPLES FOR THE ADVISORY COMMITTEE (AC)

In Year Two, World Learning worked with AC members to adopt **a revised strategy for more productive engagement of the Advisory Committee**. The strategic document creates the foundation for an organization focused on output and impact, and therefore constitutes a threshold issue for a productive and sustainable AC. World Learning developed the strategy in open and comprehensive collaboration with other AC committee members and partner organizations.

Throughout 2015, 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 several surveys among the 32 members to provide them a means to identify, select, and prioritize the work products to be undertaken in 2016. The surveys also measured the interest of AC members in sub-committee membership and participation. The Project had been experiencing a low level of participation and enthusiasm which, we surmised, was due to a lack of purpose and productivity.

On October 21, 2015, the General Assembly met and **adopted the revised strategy and new operating guidelines for more productive engagement of the AC**.

The theme of this meeting was **"from process to product"** and refocused the AC on work-products to be produced and released over the next year of the TLP-SP. The top three priorities that AC member chose to be worked on were:

- Identify, quantify, and prioritize the ICT needs of UP and other public universities;
- Develop a strategy to design, fund, and launch venture incubators at Kosovo universities for the purpose of allowing students opportunities for applied learning by launching their own venture; and
- Develop a strategy and working model of a Center for Sponsored Research to be launched at UP.

Additionally, AC members agreed to establish the following six sub-committees:

- i. Education
- ii. Teaching advancement
- iii. Physical facilities

- iv. Student internships, career placement, incubation
- v. Sponsored research and development
- vi. Internationalization of universities

In the AC's simplified model, the general assembly raises, debates, and prioritizes issues affecting UP and higher education. The subcommittees are where the "worker bees" do the hard work of analysis of issues and development of solutions. During the first round of surveys, the sub-committees that received the most votes from the general assembly were: ICT, sponsored research, and venture incubation at UP and other public universities.

#### ADVISORY COMMITTEE SUBCOMITEE MEETINGS:

In early April, 2015 World Learning suggested that the AC members could benefit from the in-country presence of the Project's U.S. university partners (launch of University Partnerships) and proposed that the partners' events be used as a platform to initiate discussion between the private sector and academia.

Four roundtables were suggested by the AC working groups, and two were organized during the reporting period: one on Engineering on the topic of "Capacities for Renewable Energy in Kosovo – How Can Academia Help?" and the second on "Competency-based Teaching in Higher Education Institutions".

ROUNDTABLE DISCUSSION ON "CAPACITIES OF RENEWABLE ENERGY IN KOSOVO – HOW CAN ACADEMIA HELP?" On April 24, the AC, in cooperation with the University Partnerships partners, held a roundtable discussion on "Capacities for Renewable Energy in Kosovo" at the Faculty of Engineering. The purpose of the Roundtable was for academic experts and other stakeholders to discuss the importance of developing academic programs on renewable energy and sustainability in Kosovo that would meet the demands of the job market in this growth field. Around 20 participants took part in this event.

Arizona State University representative, Prof. Shahin Berisha, discussed the importance of preparing new generations in the field of renewable energy and gave an in-depth presentation on the American system of education, focusing on interdisciplinary courses and certificate programs, and suggested that interdisciplinary courses are very important and should be adopted by the Faculty of Engineering.

ROUNDTABLE ON COMPETENCY BASED TEACHING IN HIGHER EDUCATION INSTITUTIONS. On April 29<sup>th</sup> 2015, the TLP AC, in cooperation with the UP Center for Teaching Excellence (CTE), held a roundtable to discuss competency-based teaching in Kosovo's education system and how it is being incorporated into Kosovo's higher education institutions.

Indiana University (IU) representative Prof. Jeffrey Anderson gave the participants a model that is used at IU and explained the general competencies as defined at IU.

Fatlume Berisha, the Coordinator for CTE, spoke about the ways in which the CTE can assist in preparing competency based teachers for higher education.

#### FROM PROCESS TO PRODUCT:

In early October 2015, World Learning project staff sent out a survey to allow AC members to

select a sub-committee in which they want to be part of, although no member of the general assembly is required to do subcommittee work.

During the reporting period the Secretariat assisted the three AC sub-committees in organizing meetings with its members.

The sub-committee on **Information and Communications Technology (ICT)** worked on identifying, quantifying and prioritizing ICT needs of UP and other public universities and develop funding recommendations for public universities. During the reporting period, World Learning staff assisted the sub-committee to develop a scope of work and met with the members to discuss ways to move forward. It is expected that within the 90 days leading to the next General Assembly meeting, the sub-committee will develop a draft white paper on the topic. The model is that they present the paper to the general assembly for discussion, then take that feedback into account as they complete a final version. World Learning will print and publicize the final version, with the expectation that this makes the AC a voice in the public debate over higher education.

The sub-committee on **Venture Incubators** met three times during the reporting period. The scope of work for this sub-committee was approved by the general assembly. Members are currently working on a strategy to design, fund, and launch Venture Incubators at Kosovo universities for the purpose of allowing students opportunities for applied learning by launching their own ventures. The deliverable of this sub-committee is a strategy to build such venture incubators at Kosovo Universities. The first draft of the strategy will be presented to AC members on February 23<sup>rd</sup> for review and final development.

Progress with the sub-committee on **Center for Sponsored Research** to be launched at UP has been laborious because UP has not been able to hire a director for a sponsored research office at UP. However, the members of the sub-committee agreed that by June 2016 it will complete a project design which will have a business plan and rationale, which will lead to functioning of the actual center by June 2016. By this time, World Learning expects that the University of Prishtina will take this step.

In addition, the Advisory Committee also discussed the need to “market” the work products that come out of the AC sub-committee using the most advanced public relations tools and practitioners so that the AC becomes recognized as the leading Kosovo **think-tank** on higher education issues. The AC will debate issues of identity and branding in year three of the TLP-SP.

During the reporting period, the World Learning COP worked closely with some of the less active of the AC to make them more active. The Secretariat also added the first returned TLP Scholar (Certificate Program – ICT Specialist) to the AC and is exploring ways to gently remove and replace members who are not participating actively. In order to generate maximum forward momentum that leads to sustainability over the next two years, the AC must have a membership that fully participates and feels a sense of ownership and pride.

#### GENERAL ASSEMBLY MEETING:

On February 23, 2016, the Advisory Committee held its first general assembly meeting for 2016. A summary of TLP achievements in 2015 was presented to AC members highlighting the Master’s and Professional Certificate Scholarships, four partnerships between U.S. university partners and UP faculties and cross-cutting activities with the UP management team and central

administration (center for teaching excellence, career center, change management training, PR and communications strategy and internships).

In this meeting the sub-committee on venture incubations presented their first draft of a white paper and the sub-committee on ICT informed the General Assembly that the group had engaged two UP professors as consultants to prepare the framework of its white paper. The sub-committee finalized the first section of the paper dealing with AC governance model and it will continue the research in the coming months.

An AC member presented some best practices on promotion and publication highlighting three types of activities: press conferences, roundtables with stakeholders and social media.

The AC Secretariat agreed to meet with sub-committee chairs to identify the needs for support from the Committees; and the next survey will be conducted to identify other topics of interests for sub-committees.

### LESSONS LEARNED, CHALLENGES ENCOUNTERED, RECOMMENDATIONS

If we've learned a lesson, it's that members appointed purely for reasons of broad representation and inclusion is not enough to ensure meaningful participation. On the bright side, presenting opportunities for challenging work has separated the wheat from the chaff, allowing us to understand which members we can rely upon to participate and lead us forward.

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

Objective Two of the Project has two components: A) Master's Degree Scholarships and B) Professional Certificate Scholarships. This second annual report encompasses five cohorts: three cohorts for the Master's degree scholarships and two cohorts for the Professional Certificate scholarships.

During the reporting period, Project staff continued to support and monitor the academic progress of the first cohort of Master's degree students in the U.S. as well as oversaw the successful degree completion of nine students. Concurrently, the Project placed 84 students in the second Master's degree cohort in relevant academic programs throughout the U.S. Following placement, Project staff coordinated the J-1 visa process and prepared students for their departure with a comprehensive, two-day Pre-Departure Orientation. Project staff then oversaw the cohort two students' successful U.S. arrival and provided ongoing monitoring and support during their first academic term. Further, Project staff launched the third cohort of Master's degree students by conducting an extensive outreach and recruitment campaign that resulted in the largest number of applicants received to date amongst the three Master's cohorts. Next, Project staff carried out all selection processes and announced the selected principal and alternate candidates that will comprise the third cohort.

Placement processes and monitoring continued for the first cohort of Professional Certificate candidates. Recruitment outreach sessions were carried out for the second cohort of Professional Certificate scholarships, following all selection processes leading up to – but not including – the announcement of the second cohort finalists of the Professional Certificate scholarships. Visa processing, Pre-Departure Orientations and various monitoring and outreach activities were carried out throughout the reporting year.

## A. FIRST COHORT OF MASTER'S DEGREE STUDENTS

### ACTIVITY 1. DEFERRED STUDENTS

Of the four students from the first Master's degree cohort who had requested a year deferment, two students ultimately withdrew from the program, while the remaining two deferred candidates were successfully placed at U.S. universities and are currently pursuing their studies as part of cohort two.

### ACTIVITY 2. MONITORING

Completion of the Master's Degree Program: Nine students (seven women and two men) successfully completed their Master's degree programs at the following universities listed in the chart below. Please note that seven of the nine returned students are currently employed.

UNIVERSITY	MASTER'S PROGRAM
American University	<i>Master of Public Administration</i>
Dartmouth College	<i>Master of Arts in Comparative Literature, Gender Studies</i>
Indiana University Purdue University Indianapolis	<i>Master of Laws</i>
New York University	<i>Master of Arts in Educational Theater</i>
Rochester Institute of Technology	<i>Master of Science in Finance</i>
Syracuse University	<i>Master of Public Administration</i>
University of Missouri	<i>Master of Laws in Dispute Resolution</i>
University of Pittsburgh	<i>Master of Laws</i>
Vanderbilt University	<i>Master of Arts in Economic Development</i>

Monthly Monitoring: Project staff continued to closely monitor the academic performance of cohort one students through monthly monitoring calls, site visits, and ongoing consultations as needed. In addition, Project staff provided guidance on a variety of topics including health and accident coverage, housing, and transportation. Moreover, Project staff assessed each student's plan of study and proposed class schedule for each term to ensure that those students with anticipated graduation dates of May 2016 remained on track to complete all program requirements as planned.

To further support MA1 and MA2 students and monitor their academic progress and overall wellbeing, Project staff conducted site visits to the following universities:

- Arizona State University
- University of Arizona
- University of Denver
- Willamette University
- California State University, East Bay.
- Illinois Institute of Technology

- University of Chicago
- University of Iowa
- Golden Gate University
- Indiana University-Purdue University Indianapolis
- University of Missouri
- Ohio State University
- Michigan State University
- Indiana University-Bloomington
- Mississippi State University
- Colorado State University
- University of Colorado-Denver
- New York University
- The New School

During the site visits, Project staff met with the students' academic and international advisors to review plans of study, assess academic performance and to address any individual challenges that the students confronted. In addition, Project staff met with International Admissions staff as well as several representatives from academic departments to explore potential program placement and cost share opportunities for MA3 candidates.

***The average cumulative GPA for cohort one to date is 3.5, and nine students achieved a 4.00 GPA for the fall 2015 term.*** One of the 46 students in the cohort who is on track to graduate in May 2016 failed to meet the Project's 3.00 GPA requirement following the fall 2015 term after the student unexpectedly performed poorly during final exams. To address this concern, Project staff immediately developed an action plan, which includes biweekly check-ins with the student and continued frequent engagement with their academic advisor in order to identify any challenges that the student may be facing early in the next term. If the student does identify concerns, Project staff will provide the student with all available resources including tutoring if needed.

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 I](#) for a sampling of activities conducted during the reporting period by students.

Community Service: Project staff ***launched the E-Pal community service project***, which connects 24 students from the first Master's cohort 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-SP 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. SECOND COHORT OF MASTER'S DEGREE STUDENTS**

Of the 91 students in the initial finalist list, 84 students currently comprise the second Master's degree cohort and are pursuing their studies at over 30 different U.S. universities. The other students not in the group of 84 either withdrew from the program, were rejected by the program or requested to be deferred to the next cohort. This cohort includes two deferred students from

the first cohort of Master's students. Please find below a disaggregation of the second cohort by gender, ethnicity, underserved communities, and areas of study.

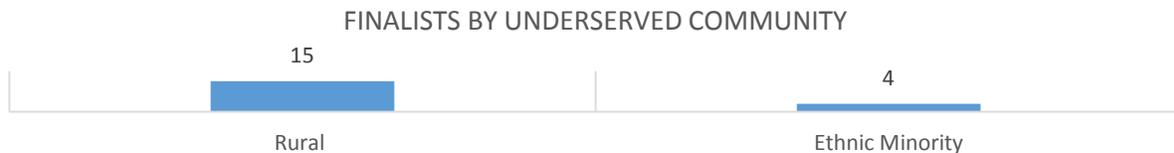
**Gender:** Of the 84 students in the second cohort, 49 are men (58.3%) and 35 are women (41.7%).



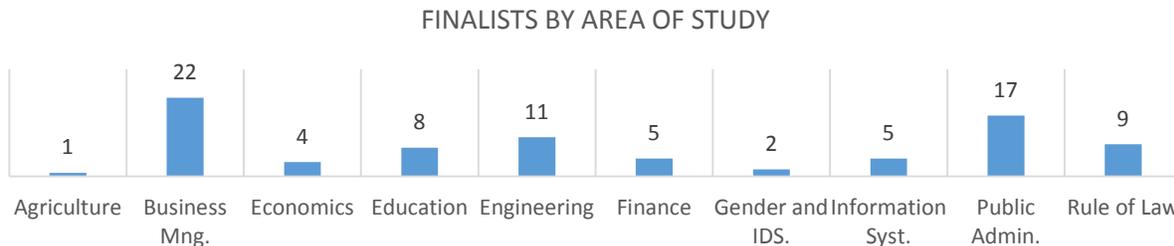
**Ethnicity:** Of the 84 students in the second cohort, 80 are Albanian (95.2%), two are Bosnian (2.4%) and two are Serbian (2.4%).



**Underserved Communities:** Of the 84 students in the second cohort, 15 came from rural areas (17.9%), and four are ethnic minorities (4.8%). **Overall, 46 of the 84 finalists (54.8%) belong to at least one underserved community (including gender).**



**Area of Study:** The area of study with the greatest number of second cohort students is business management with 22 students followed by public administration with 17 students. Please reference the below chart for all other areas of study.



## ACTIVITY 1. PLACEMENT INTO U.S. UNIVERSITIES

In order to identify relevant degree programs, Project staff conducted extensive research on Master's programs offered by U.S. universities and colleges within the areas of study supported by the Project. Upon identifying relevant degree programs, Project staff conducted outreach to

the respective universities and explored each institution's academic offerings, services available to international students, professional development opportunities available outside of the classroom, potential cost share, and international admissions processes and requirements.

Based upon the extensive research, Project staff identified three Master's programs for each student. For those students with lower academic qualifications or those in highly competitive areas of study, Project staff identified more than three universities in order to increase the likelihood of securing an acceptance to a relevant Master's degree program. In making the determination of which programs to apply to on behalf of the students, Project staff considered numerous factors including relevance to student's professional and academic interests, quality of academic program, availability of cost share, campus environment, flexibility of application deadlines, holding the appropriate accreditation, availability of support services for international students, and offerings of professional development activities such as internships and community service. Ultimately, **over 200 applications were submitted on behalf of the students, with application dossiers informally reviewed by additional universities.**

Upon receipt of the admission decisions, Project staff analyzed several factors when determining final placements including the quality of the academic program, total program costs and availability of cost share, on-campus resources for international students, and campus environment. In addition, Project staff sought the direct input of the students by providing them with multiple placement options to select from when feasible. Ultimately, the 84 students in cohort two were placed at **34 different** universities across the U.S. Please reference the below chart for a list of universities. In addition, three students were approved for deferrals to the third cohort. Upon finalizing each student's placement, **Project staff negotiated an estimated \$1,200,000 in cost share from the respective universities.**

UNIVERSITY	NUMBER OF STUDENTS
American University	5
Colorado State University	2
Dartmouth College	2
Duke University	1
Emerson College	1
Golden Gate University	4
Harvard University	1
Illinois Institute of Technology	10
Indiana University	3
Indiana University – Purdue University Indianapolis	1
Johns Hopkins University	1

UNIVERSITY	NUMBER OF STUDENTS
Kansas State University	1
Miami University of Ohio	1
Michigan State University	1
Northern Illinois University	1
Ohio State University	1
Rochester Institute of Technology	8
Syracuse University	5
The New School	2
University of Arizona	1
University of Arkansas	2
University of Central Florida	1
University of Colorado Denver	4
University of Denver	1
University of Iowa	1
University of Missouri	2
University of Pittsburgh	5
University of Rochester	2
University of Texas at Dallas	1
University of the Incarnate Word	6
Vanderbilt University	1
Virginia Tech	1
Willamette University	4
Yale University	1

**ACTIVITY 2. OBTAINING USG - SPONSORED VISA**

In accordance with USAID procedures, Project staff worked closely with students to apply for and obtain their J1 exchange visitor visas. Specifically, Project staff supported students in completing the following tasks: obtaining medical clearance, signing the conditions of sponsorship form, obtaining proof of health insurance, completing the DS-160 visa application form and securing all other required documents related to visa processing. Moreover, Project

staff collaborated closely with USAID to schedule visa appointments for the students to ensure that they received their visas on time.

### ACTIVITY 3. 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 Pre-Departure Orientation (PDO) sessions were conducted for 84 students at the Nartel Hotel in Prishtina from July 20 to 23, 2015. Students were divided into two groups for the two-day workshops, which included detailed and interactive sessions on the Project's goals, requirements, policies and procedures.

Sessions also focused on the U.S. higher education system, with 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 and plagiarism issues. Other sessions explored U.S. culture, U.S. cultural values, gender roles and norms, disability rights, diversity, and culture shock.

The PDO concluded with a reception on July 24, 2015 at Collection Restaurant in Prishtina. The Minister of Education, Science and Technology and the USAID Mission Director congratulated the students and wished them well on 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 U.S. culture as well as to assess the participants' understanding of program regulations.

### ACTIVITY 4. STUDENT ARRIVAL IN THE U.S. AND ORIENTATION

Project staff arranged international flights and ground transportation for students to their respective university campuses. All 84 students 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.

### ACTIVITY 5. MONITORING

Project staff provided ongoing guidance and support to students on a variety of topics including cultural transition to the U.S., tips for effective studying, course selection, housing, and health and accident coverage. In addition, Project staff arranged for tutoring in statistics and quantitative coursework for one student to ensure that he had access to the needed additional instruction to successfully complete his first term coursework.

An example of World Learning's close monitoring and support efforts is the case of an MA2 student who encountered challenges in adapting to life on campus. Specific actions taken by Project staff to support the student's specific concerns included: conducting a site visit to meet with her on campus and collaboratively explore university resources to support her transition; purchasing a meal plan to reduce financial burden within her MMA (given the high cost of living in her area); and exploring possible transfer options by applying to three new Master's degree programs for a spring 2016 transfer. Ultimately, the student chose to remain at her current university rather than accept an offer of a spring 2016 transfer. Project staff will continue to monitor her transition and academic progress.

All 84 students completed their first academic term with a cumulative GPA of 3.68. Only one of the 84 students did not meet the Project's requirement to maintain a 3.00 GPA. After extensive discussions with the student and their academic advisor, the Project developed an action plan with the student which includes biweekly check-ins and frequent discussions with the academic advisor. The student understands their responsibility to improve their GPA during the spring 2016 term, and now that they have transitioned to the U.S. system of higher education, the student is confident that they have the resources and support to perform better in the next semester. Project staff will continue to closely monitor the student's academic progress.

On February 11, the Project received an official request from one of the cohort two students to change their area of study after they discovered that they no longer desired to pursue a career in that professional field. Project staff conducted its due diligence by completing a site visit to the university in order to meet with the student, their academic and international advisors, and academic faculty from the new preferred area of study. After assessing all possible options, it was deemed not possible for the student to transfer to a new area of study without extending their program by one full year and incurring significant additional costs. As a result, the student had the option to continue in their current course of study. Upon considering that option, the student ultimately decided to withdraw from their Master's degree program and USAID scholarship. The university supported this decision, and both parties signed a letter of mutual agreement to the withdrawal. Following the student's withdrawal, the Project promoted one of the MA3 alternates to principal status in order to meet the Project's target of 185 students completing Master's degree programs.

U.S.-Based Leadership Activities, Internships, and Community Service: Numerous students engaged in supplemental activities such as conferences and volunteer activities that directly contributed to the development of new knowledge and skills in their respective areas of study, and to their development as leaders. Please see [Annex I](#) for a sampling of activities conducted during the reporting period by students.

#### ACTIVITY 6. MID-PROGRAM LEADERSHIP WORKSHOP

To complement MA2 students' academic learning, World Learning planned and implemented ***The Path of Leadership: Kosovo Scholars Workshop*** from January 13-15, 2016. Held in Washington, DC the workshop convened all MA2 scholars to focus on concepts of leadership that are at the core of the TLP-SP. To create content that was aligned with students' interests and delivered at the right skill level, World Learning asked them to complete a needs assessment. Based on those responses, we developed the workshop's purpose and objectives:

**Purpose:** To motivate and focus participants on how they will leverage the knowledge, skills, and awareness acquired in their TLP-SP experience as emerging leaders and change-makers in their institutions, communities, and country.

**Objectives:** At the end of the workshop, participants will have:

1. Deepened their understanding of the concept of leadership;
2. Increased their self-awareness regarding their style as a leader;
3. Strengthened professional skills and tools to effect change in organizations; and
4. Developed preliminary plans for putting their U.S. education and experience into practice in Kosovo.

After an introductory session on the first evening, workshop attendees took a deep dive into leadership theory, exploring the Trait, Skills, and Style Theories, among others. With this common theoretical grounding in place, the workshop facilitator engaged the students in experiential learning related to the concepts of individual and organizational leadership. These intensive sessions were followed by leadership skill-building seminars on presentation, advocacy, and network and alliance building – each delivered by an outside expert.

The workshop continued the following day with discussions on Societal Leadership and Creating the Future. In one of the most engaging and lively sessions, students identified “Kosovo’s Three Wicked Questions” – the most vexing challenges facing Kosovo – and brainstormed solutions to them. Students also heard remarks from two outstanding leaders: the Ambassador of Kosovo to the U.S. and the USAID Assistant Administrator for Europe & Eurasia. The workshop concluded with “The Leader’s Journey,” which provided participants with the space to develop their own *Personal Leadership Development Plan* based on their learnings from the workshop. See [separate attachment](#) to the report for the Participant Handbook, which includes the agenda and key readings.

#### Workshop Evaluations

**What activities during the leadership workshop did you find particularly valuable?**

“The activity in which we had to show how we will contribute once we go back to Kosovo. It was valuable because I learned different points of view regarding different problems there.”

**What skills, ideas or discussions will you take away with you from this workshop?**

“Be patient and have the courage to go back to Kosovo and help our country develop in our respective areas of study.”

“How to deal with a variety of people and be able to still work together despite differences.”

### C. THIRD COHORT OF MASTER’S DEGREE STUDENTS

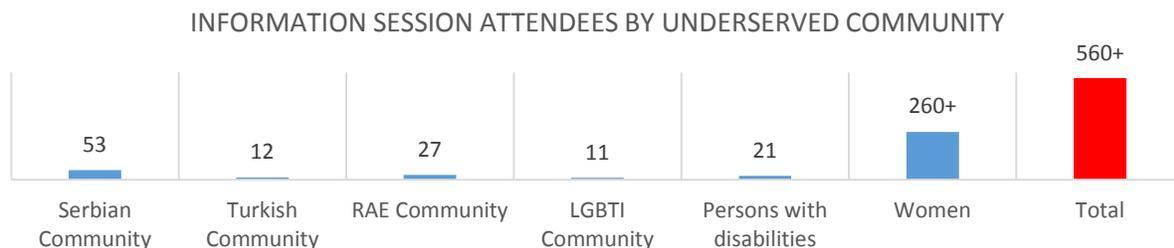
#### ACTIVITY 1. LAUNCHING THE CALL FOR THE FINAL ROUND OF MASTER’S DEGREE SCHOLARSHIPS

The official launch event for the final round of the TLP-SP Master’s degree program was held on June 17, 2015, at the University of Prishtina, Faculty of Philology. The USAID Mission Director, the Minister of Education, Science and Technology, the University of Prishtina Rector and a TLP-SP scholar spoke at the event, testifying to the significance of the broader transformational leadership initiative and of U.S.-Kosovo relations as one cornerstone for Kosovo’s future development. Major broadcast and print media covered this well-attended event.

## ACTIVITY 2. OUTREACH AND CALL FOR APPLICATIONS

Outreach for the third cohort of the Master's degree program began in early March 2015 with activities organized by USAID in the Northern municipalities in Kosovo. The Project prioritized conducting an outreach campaign that raised awareness of the program to target audiences including underserved communities (such as the Roma community and members of the LGBTI community).

The Project's multi-pronged approach to outreach included conducting information sessions around the country as well as media appearances, newspaper advertisements, poster placement at various locations around Kosovo, fact sheet distribution, and online communications. The information sessions, which consisted of a presentation on how to apply and a question and answer session afterwards, were conducted in a four-week period, with up to three sessions scheduled per day. **Over 560 interested participants attended the information sessions.** A majority of the information session attendees belonged to underserved communities.



The official call for the third cohort of the Master's degree program was launched on June 1, 2015 and ended on July 15, 2015. Project staff worked closely with USAID to develop the call for applications and the application form, taking into consideration the lessons learned from earlier cohorts. In anticipation for the call for applications for the third Master's degree cohort, Project staff prepared the following documents:

- Call for Applications (Master's degree 2016)
- Fact Sheet
- Application Form
- Frequently Asked Questions for website
- PowerPoint Presentation
- Poster
- Teaser / Information Cards

## ACTIVITY 3. APPLICATION AND SELECTION PROCESS OVERVIEW

**Eligibility Screening Stage:** The extensive outreach efforts for the final round of Master's degree scholarships resulted in the highest number of received applications to date. **A record number of 449 applications were received by the deadline.** All applications were screened internally by World Learning staff to ensure they met USAID eligibility criteria. To be eligible, applicants had to 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.

Following the initial screening of applications received, 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 having obtained a Bachelor's degree yet.

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

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

In regards to underserved communities, 55 applicants came from rural areas (14.1%), 20 were ethnic minorities (5.1%), four were members of the LGBTI community (1.0%) and two were persons with disabilities (0.5%). **Overall, 247 of the 390 complete applications (63.3%) belonged to at least one of the above mentioned underserved communities (including gender).**

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: World Learning 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 members 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 (14.6%).**

Reader Stage: 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.

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.

Interview Stage: 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 to 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.

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.

The morning of the interview, interview panel members received folders for each candidate containing the following documents:

- Interview Schedule
- Disclosure and Confidentiality Form
- Interview and Scoring Instructions
- Activity Brief
- Interview Questions and Scoring Rubric
- Candidate Application Materials

Testing Stage: Following the interview stage, the top 105 candidates with the highest interview panel scores were invited to move forward to the testing stage of the selection process. Of the invited candidates, two immediately withdrew from the competition, and one candidate withdrew later by not sitting for her TOEFL iBT exam twice. **The remaining candidates sat for their TOEFL iBT, GRE and GMAT exams as scheduled.**

Of the candidates who completed the exams, two-thirds (67 in total) of the candidates were women (65.7%). In addition, seven of the 102 candidates represented ethnic minorities (7.8%).

Other members of underserved communities invited to the testing stage included 12 individuals from rural backgrounds (11.8%), three members of the LGBTI community (2.9%) and two persons with disabilities (2.0%). **Altogether, 79 of the 102 candidates in the testing stage belonged to at least one of the underserved communities mentioned above (77.5%).**

Of the 102 candidates in the testing stage, 98 requested to sit for the TOEFL iBT exam. The remaining candidates had previously completed the TOEFL iBT exam and received the minimum score mandated by the Project. When utilizing each candidate's highest TOEFL iBT score, 88 of the 102 candidates passed the program minimum requirement (86.3%). **The average TOEFL iBT exam score for this cohort was 94.7.**

Selection of Finalists: The final selection process for the third cohort of the Master's degree scholarship recipients took place after all the standardized testing scores were received. A formula for calculating students' final scores was agreed upon by USAID and World Learning after several scenarios taking into account different variables to be considered were produced by Project staff. All semi-finalists who met the minimum interview score and TOEFL iBT score thresholds were considered. For the purposes of selection, candidates did not receive additional

points for TOEFL iBT scores greater than 90. Students' final scores, which determined placement in the top 52 available scholarship spots, was calculated by giving equal weights to their capped TOEFL iBT scores and interview scores. If a semi-finalist was a member of an underserved community defined as ethnic minority, person with disability, member of the LGBTI community, or resident of a rural area, then the candidate was automatically promoted and selected as one of the 52 scholarship awardees. This action was taken to ensure that the Project was inclusive of qualified candidates from underserved communities.

The initial list of 52 finalists based on the above mentioned formula was sent to Project staff in Washington, DC for review and feedback on whether or not the finalists' academic and professional qualifications, coupled with their new standardized exam results, would qualify them for acceptance at a Master's degree program at a U.S. university. Following Project staff's review on the ability of candidates to be placed, a final list of 52 principal candidates and 10 alternates was produced. The 52 principal candidates were ranked based upon the previously detailed formula, and the alternates were ranked based upon other factors affecting university placement including exam scores, GPAs, and their overall academic and professional qualifications.

Among the initial 52 finalists, three women withdrew to proceed with different scholarship programs (two students chose the Fulbright scholarship, and one student chose the KAEF scholarship). As a result, the Project promoted the three highest ranked alternates, two women and one man, to principal status. There are now seven remaining alternate candidates.

**The third cohort finalists were announced at a reception held on February 5, 2016.** Special guests to the reception included USAID Mission Director, James Hope; the Minister of Education, Science and Technology, Arsim Bajrami; and the Rector of the University of Prishtina, Ramadan Zejnullahu. Alumni from cohort one of the Master's program were also present and spoke at the event.

Of the 52 current finalists, 33 are women (63.5%) and 19 are men (36.5%).



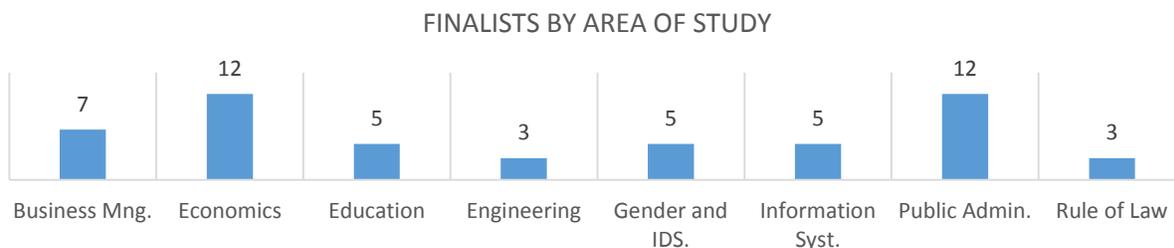
In terms of ethnicity, 46 are Albanian (88.5%), three are Serbian (5.8%), two are Gorani (3.9%) and one is Turkish (1.9%).



In regards to underserved communities, 11 candidates reside in rural areas (21.2%), six are ethnic minorities (11.5%), two are members of the LGBTI community (3.9%) and one is a person with disability (1.9%). **Overall, 44 of the 52 finalists (84.6%) belong to at least one underserved community (including gender).**



For a breakdown on the finalists' areas of study, see the graph below:



### ACTIVITY 3. COLLECTION OF DOCUMENTS

All 52 students in the finalist list received, signed and returned their Scholarship Commitment Forms. Next, students were contacted to complete mandatory forms and submit additional documents to aid in the university placement process including short biographies, writing samples, copies of official transcripts and diplomas, updated recommendation letters, and professional portfolios as required, etc.

### ACTIVITY 4. RETESTING

Three students were requested to complete a standardized exam in February after changing their original area of study that they included in their application forms. Two students, that switched their areas of study from Rule of Law to Public Administration and Gender and Interdisciplinary Studies respectively, sat for the GRE exam on February 15, 2016. One student, who had taken the GMAT exam in November 2015, sat for the GRE exam on February 23, 2016. All three students are members of underserved communities.

### ACTIVITY 6. NEEDS ASSESSMENT AND UNIVERSITY RESEARCH AND OUTREACH

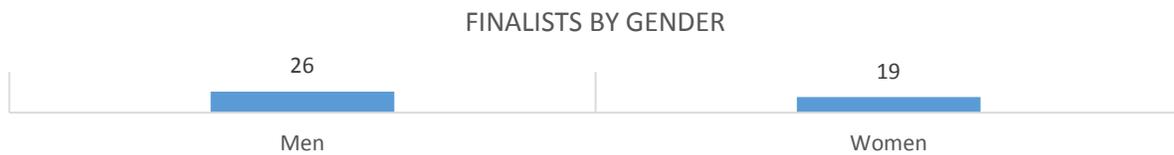
To address the challenge identified with cohort two where several students desired to change their preferred type of Master's degree program late in the university application process, Project staff developed a Needs Assessment form that collected key information from students including details about their preferred degree program type as well as the types of coursework that they were interested in completing. The form also captured information about the specific knowledge and skills that the students desired to gain from their degree program and how they planned to apply those skills upon their return to Kosovo. By administering this form, Project staff were better able to identify students' interests and preferences, which will support the Project in identifying and placing students in relevant Master's degree programs.

With the key information provided in the Needs Assessment form, Project staff conducted extensive research on Master's degree programs offered by U.S. universities and colleges within the areas of studies supported by the Project. Upon identifying relevant degree programs, Project staff conducted outreach to the respective U.S. universities and explored each

institution's academic offerings, services available to international students and those with disabilities, professional development opportunities available outside of the classroom, potential cost share, and international admissions processes and requirements. In addition, Project staff began submitting informal student dossiers to universities in order to receive feedback on the admissibility of the student for their desired degree program. In the next reporting period, Project staff will submit at least three applications to universities on behalf of both principal and alternate candidates. By securing offers of admission for alternate candidates, the Project will be well positioned to promote an alternate if a principal candidate withdraws from the program at a late stage.

#### D. FIRST COHORT OF PROFESSIONAL CERTIFICATE CANDIDATES

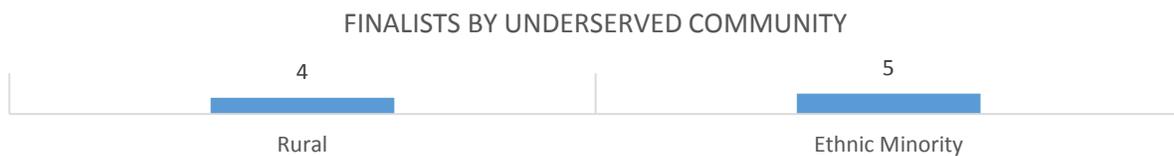
Of the 45 students in this cohort, 26 are men (57.8%) and 19 are women (42.2%).



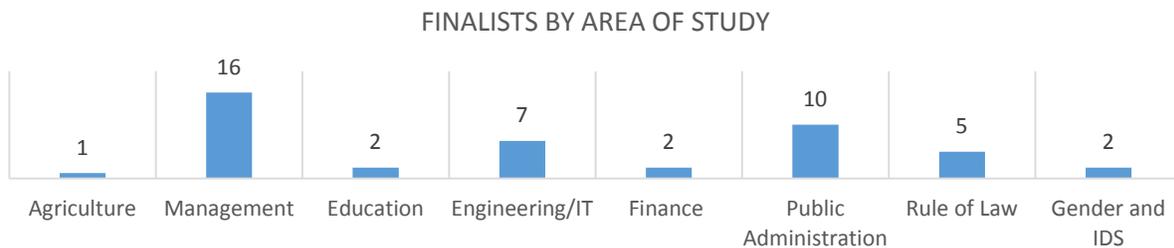
In terms of ethnicity, 40 are Albanian (88.9%) and five are Serbian (11.1%).



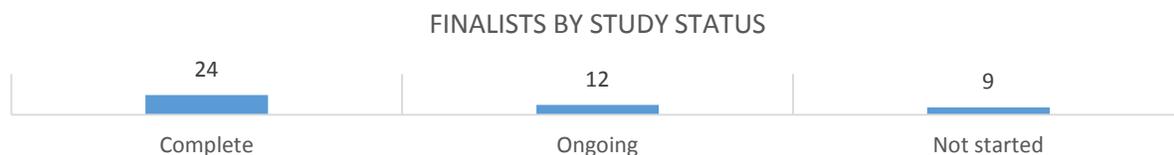
Four students come from rural areas (8.9%), and five are ethnic minorities (11.1%). **Overall, 23 of the 45 students (51.1%) belong to at least one underserved community (including women).**



For a breakdown on the students' area of study, see the chart below:



**Twenty-four of the 45 students completed their certificate programs** (53.3%), twelve are currently pursuing their programs (26.7%) and another nine have not started their programs (20.0%).



#### ACTIVITY 1. PLACEMENT

World Learning worked intensively on applications and placements for the remaining certificate candidates in cohort one. **Program staff consulted individually with each participant** to match the available certificate program opportunities with their professional and academic needs.

World Learning continues to research and reach out to institutions for short-term and affordable programs that fit within TLP-SP parameters.

Two of the students who were placed requested postponement of their programs to fall 2016 and 2017 respectively, and the Project accommodated these deferrals.

#### ACTIVITY 2. OBTAINING USG - SPONSORED VISA

During the reporting period, World Learning worked closely with selected professional certificate candidates to obtain USG-sponsored visas. Project staff followed USAID procedures to obtain USG visas for the selected scholars. Project staff, with the help of USAID, scheduled visa appointments for all Professional Certificate candidates.

#### ACTIVITY 3. PRE-DEPARTURE ORIENTATION AND ESCORTING

Because professional certificate candidates travel at different times and in small groups, multiple Pre-Departure Orientation sessions were scheduled in smaller groups. The PDO workshop for this type of program is shorter than for the Master's Degree students and focuses on U.S. laws, J-1 visa regulations, and program goals, requirements, policies and procedures. Additional sessions focus on understanding diversity in the U.S. context, an introduction to the U.S. academic environment, effective study strategies, and academic honesty. The PDO also includes a focus on U.S. gender roles and norms, disability rights, and safety and empowerment strategies.

#### ACTIVITY 4. STUDENT ARRIVAL IN THE U.S. AND ORIENTATION

Project staff purchased airline tickets in compliance with the Fly America Act. Ground transportation was also arranged to and from the airport in Prishtina.

#### ACTIVITY 5. MONITORING

Completion of the Professional Certificate Programs: Twenty-four candidates completed their Professional Certificate programs. The eight women and sixteen men completed their certificate programs at the following ten institutions:

HIGHER EDUCATION INSTITUTION	CERTIFICATE PROGRAM
American University	<i>Certificate in International Legal Studies: Rule of Law</i>
Dartmouth College	<i>Graduate Certificate in Women's, Gender and Sexuality Studies</i>
Illinois Institute of Technology	<i>Master Certificate in IT Leadership, Innovation and Governance; Master Certificate in Information Technology</i>
Indiana University Bloomington	<i>Certificate in Tax Policy and Administration</i>
San Diego State University	<i>TESL/TEFL Certificate</i>
San Jose State University	<i>Certificate in Community Design and Development</i>
The West Virginia University	<i>Certificate in Forensic Accounting and Fraud Examination</i>
University of California, Berkley Extension	<i>International Diploma Program in Management and Leadership</i>
University of California, Irvine Extension	<i>Marketing Certificate Program</i>
University of California, Los Angeles Extension	<i>Certificate in Project Management; Certificate in General Business Studies with Concentration in Finance; Certificate in Business and Management of Entertainment</i>

Twenty-two of the returned candidates are employed.

Monthly Monitoring: Project staff held regular monthly monitoring calls with students, covering topics including academic progress, cultural adaptation, and health/safety. The team also responded to routine requests from participants outside of the monthly monitoring cycle. World Learning collected participants' plans of study and transcripts. Site visits were conducted at the following universities: University of California Los Angeles Extension, San Jose State University, University of California Berkeley Extension, Indiana University, and the Illinois Institute of Technology.

All students, without exception, are pleased with their programs. In discussions with project staff, they emphasized in particular their **satisfaction with the faculties' 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.

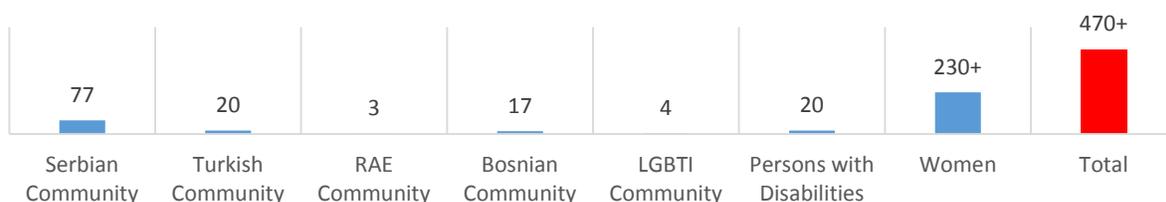
## E. SECOND COHORT OF PROFESSIONAL CERTIFICATE CANDIDATES

### ACTIVITY 1. OUTREACH

Program staff conducted a four-week intensive outreach campaign to promote the call for applications for the second round of Professional Certificate scholarships.

**Over 25 information sessions – with over 470 attendees – were conducted around Kosovo.** Alongside information sessions, the outreach campaign included various television appearances by program staff and Professional Certificate cohort one alumni, information posters, leaflets and info-cards, newspaper and online advertisements, and a social media campaign. Extensive efforts were made to reach out to underserved communities.

INFORMATIVE SESSION ATTENDEES BY UNDERSERVED COMMUNITY



### ACTIVITY 2. APPLICATION AND SELECTION PROCESS OVERVIEW

**Eligibility Screening Stage:** A record number of 244 applications for the Professional Certificate Program were submitted and received by the application deadline. Of the 244 applications, 218 were complete, four were incomplete and another 22 were ineligible to move forward.

**Application Demographics:** Of the 218 applicants to submit complete applications, 112 were women (51.4%) and 106 were men (48.6%). Nine of the applicants were ethnic minorities (4.1%). Besides women and ethnic minorities, other members from underserved communities included 18 persons from rural areas (8.3%), 2 members of the LGBTI community (0.9%) and one person with a disability (0.5%).

The most common area of study among complete applications is Management, with 78 instances; followed by Engineering with 38 instances, and Public Administration with 26 instances. The least common area of study is Agriculture, with five instances.

**Plagiarism Check:** All complete applications underwent plagiarism check, performed through TurnItIn, a plagiarism-detection software. **Thirteen applications were disqualified from the process due to not passing the plagiarism check (6.0%), leaving the remaining 205 to proceed to the Reading Stage.** Of the thirteen who did not pass the plagiarism check, eight were women (61.5%) and five were men (38.5%).

**Reading Stage:** Following the plagiarism check, 205 applications were sent to the Reader Stage and were reviewed by two independent readers. After the initial reader evaluation was complete, 100 applications received two positive recommendations and were thus automatically moved forward, 42 were not recommended and received regrets letters, and another 63 had mixed recommendations and were sent for the evaluation of a third reader.

Once reviewed by a third reader, another 45 from the 63 received positive recommendations and were moved forward. Regrets letters were sent to an additional 18 candidates who received negative recommendations from the third reader. **A total of 145 candidates were moved forward to be invited for the interview stage.**

**Interviewing Stage:** Of the 145 candidates that were moved forward to be invited for the interview stage, one was disqualified due to eligibility criteria. Of the remaining 144 invited for interviews, two withdrew from the process during the interviewing week, and one person was marked as a no-show due to missing their interview without prior notice. **As a result, a total of 141 candidates participated in the interviews.**

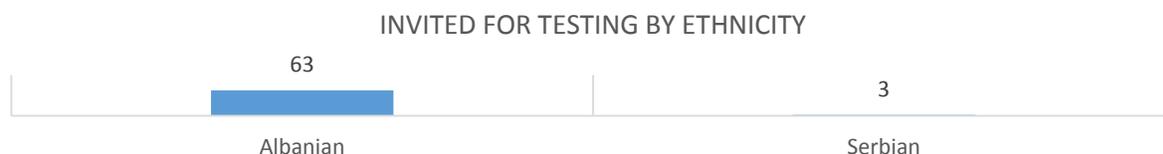
Seventy-six of the candidates participating in the interviews were women (53.9%), and 65 were men (46.1%). Five of the candidates were ethnic minorities (3.5%).

Other than women and ethnic minorities, other members of underserved communities who attended the interviews included: 15 persons from rural areas (10.6%), one member of the LGBTI community (0.7%) and one person with a disability (0.7%). In total, 88 candidates belonged to at least one underserved community (62.4%)

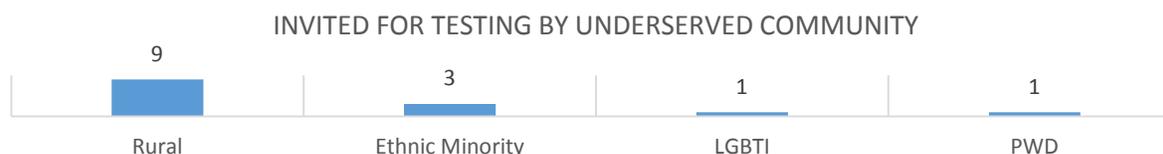
In terms of areas of study, the most common area of study is Management, with 46 instances; followed by Engineering with 25 instances and Public Administration with 19 instances. The least common area of study is Agriculture, with three instances.

**Testing Stage:** Of the 141 candidates who attended interviews, the top 66 candidates were invited to the testing stage. The final score from the interview panel was the determining factor on which candidates progressed to the testing stage. **The top 66 persons with the highest interview panel score were moved forward.**

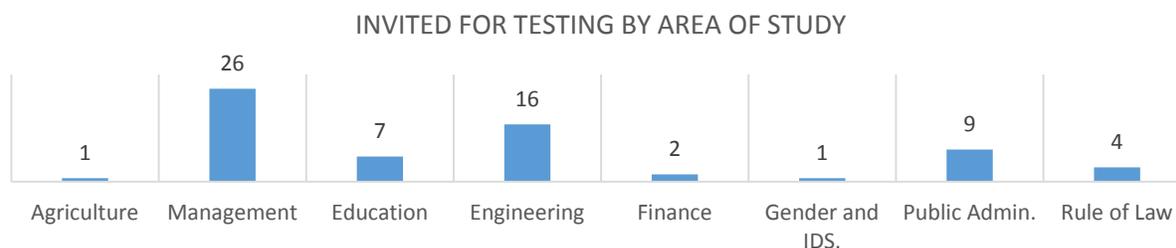
Of the 66 invited to the testing stage, 37 were women (56.1%) and 29 were men (43.9%), three were ethnic minorities (4.5%) from the Serbian community, and the remaining 63 were Albanian.



Other members of underserved communities invited to the testing stage, besides women and ethnic minorities, include nine persons from rural backgrounds (13.6%), one member of the LGBTI community (1.5%) and one person with disability (1.5%). **Altogether, 45 of the 66 candidates in the testing stage belong to at least one of the underserved communities listed below (68.2%)**



The most popular area of study among individuals invited for testing is Management, with 26 instances, followed by Engineering/IT, with 16 instances, and Public Administration, with nine instances. The least common areas of study are Agriculture and Gender and Interdisciplinary Studies, with one instance each.



The TOEFL iBT test was scheduled and arranged for 65 candidates. One candidate already had valid scores and did not wish to re-take the exam.

Of the 66 tested candidates, 51 have received a passing score of 79 points and above. One of the candidates sat the exam, but left mid-way. He withdrew, stating his eagerness to re-apply for the next cohort. **The average number of points scored in the TOEFL iBT exam for this cohort is 88.5.**

Selection of Finalists: A formula for calculating candidates' final scores was agreed upon by USAID and World Learning. All semi-finalists who passed the minimum Interview score and TOEFL score thresholds were considered. Candidates' final scores, which determined their ranking in the finalist and alternate list, was calculated by giving equal weights to their TOEFL scores and Interview scores.

If a candidate was a member of an underserved community other than women (ethnic minority, person with disabilities, member of the LGBTI community, or came from a rural area), the candidate received a boost to their final score so that they would float to the top of the finalist list. This was done to make sure candidates from underserved communities who passed the minimum Interview score and TOEFL score thresholds are included in the list of finalists.

A preliminary list of 31 finalists and nine alternates was sent to USAID for vetting purposes. Two finalists in the initial list did not pass the vetting stage, and thus were replaced by the first two alternates. **This resulted in a final list of 31 finalists and seven alternates.**

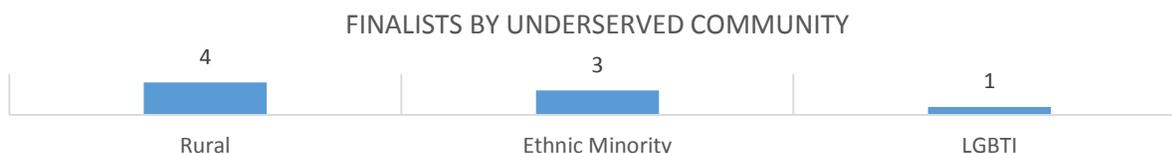
Of the 31 finalists, 17 are women (54.8%) and 14 are men (45.2%).



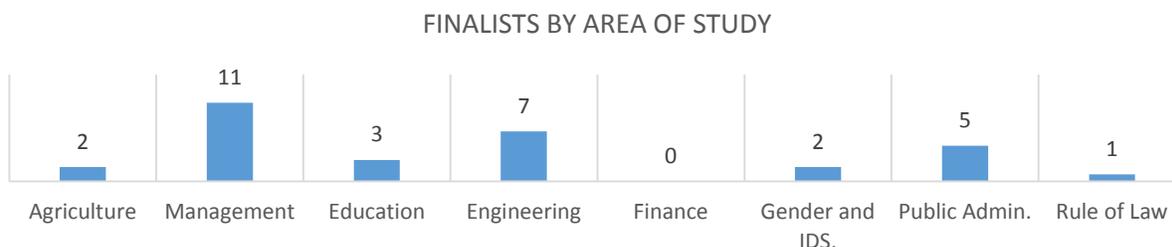
In terms of ethnicity, 28 are Albanian (90.3%), and three are Serbian (9.7%).



When looking at underserved communities, four candidates come from rural areas (12.9%), three are ethnic minorities (9.7%), and one is a members of the LGBTI community (3.2%). **Overall, 22 of the 31 finalists (71.0%) belong to at least one underserved community (including women).**



For a breakdown on the finalists’ areas of study, see the graph below:



## LESSONS LEARNED, CHALLENGES ENCOUNTERED, RECOMMENDATIONS

Professional Certificate Program (2015): 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. Candidates have repeatedly said that they cannot be away from Kosovo and their current jobs for more than 3-4 weeks at a time, complicating the placement process even more.

Online certificates could be supplemented with 2 week study tours, perhaps in small groups. The study tour plus online certificate program would serve the professional needs of students and provide a true American experience. 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:

### 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/semester 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.

### Master's Degree Scholarship Program

During the reporting period, Project staff identified and documented challenges encountered with the three Master's cohorts. Project staff then took steps to address these challenges as well as made recommendations for any future cohorts of Master's degree students.

- 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 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.
- One challenge encountered with the second cohort of Master's students was that several finalists requested a change in area of study late in the placement process after Project staff had already researched and identified programs that met their professional objectives as stated in their TLP application. To address this challenge, Project staff leveraged its relationship with universities and secured admissions to relevant programs, even though application deadlines had passed.

### 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. 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. This strategy was incorporated into the placement process for the third cohort of students, and it allowed Project staff to identify these students early in the process and to discuss alternate areas of study with the candidates that would still meet their professional objectives, but where they could also receive an offer of admission. As a result, Project staff were able to successfully set expectations and collaborate with the students to find a relevant degree program that aligned with their professional and academic qualifications. Project staff would recommend this strategy be incorporated into future placement processes as well.
- To minimize the challenge of finalists requesting a change in area of study late in the university placement process, Project staff designed a Needs Assessment form for cohort

three finalists that was distributed and collected immediately after they accepted their USAID scholarship award. The form provided students with an opportunity to review their previously identified preferred Master's degree programs and to again articulate their ideal type of Master's program as well as provide information about desired coursework and the knowledge and skills that they aimed to gain during their program. The utilization of the Needs Assessment form not only allowed Project staff to identify early in the placement process if students had changed their focus, but it also provided additional information to help Project staff identify relevant Master's degree programs. The Project would recommend that any future Master's cohorts also utilize this form and have all principal and alternate candidates complete it immediately after they are announced as finalists.

### 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

Cooperation between U.S. faculty members and their UP colleagues will advance modern teaching methods, build capacity for hybrid and online e-learning course delivery and related interactive teaching methodologies, advance research capacities, enhance access to western scientific literature, and lead to cooperation with U.S. universities in seminars that address cutting-edge applied research and research methodologies.

In April 2015, World Learning launched the University Partnerships, the third objective of TLP-SP. Partnerships between four UP faculties and four U.S. university partners will enable the institutions to provide high-quality partnerships in many of Kosovo's priority sectors. In year two of the Project, Arizona State University worked closely with the Faculty of Electrical and Computer Engineering; Indiana University with the Faculty of Education; Dartmouth College with the Faculty of Economics; and the University of Minnesota with the Faculty of Agriculture and Veterinary Science.

During the reporting period, representatives of the U.S. partner universities delivered their first workshops with UP partners, primarily aimed at building relationships and understanding immediate needs in order to finalize work plans that best address those needs. In order to gain a better understanding of the situation in the higher education system in Kosovo, U.S. partners also met with relevant government ministries and agencies, as well as representatives of the private sector and the donor community.

Partnership activities continued with the selection of the university professors who spent a semester in the U.S. and had the opportunity to experience first-hand living, teaching and interacting with U.S. colleagues. By strengthening local teaching and research capacity, these activities will provide for a higher level of human capital to support Kosovo's economic growth and reform efforts.

In addition, the World Learning team worked closely with the UP's Center for Teaching Excellence (CTE) in preparing for trainings; drafted the Public Relations (PR) Strategy for University of Prishtina; drafted rules and regulations to establish a financial advisory committee within UP; and held the first training with mid-level management at UP.

This report presents the achievements in the University Wide Activities below, followed by the specifics on each U.S University partner.

## **A. UNIVERSITY WIDE ACTIVITY PLAN**

Following USAID's approval of the "UP – University-Wide Activities Plan," the Project team began development of a detailed implementation plan which was presented to the UP Management. World Learning's vision for the university-wide activity plan to help remake UP into a world-class public research university depends upon World Learning's ability to build institutions within the larger institution (UP). During the reporting period, World Learning worked closely with UP management to move forward each of the cross-cutting activities.

Three strategic objectives were identified in the plan:

- Strategic Objective 1: Enhance Revenue Generation and Financial Viability
- Strategic Objective 2: Improve the Quality of Academic Staff and Teaching
- Strategic Objective 3: Develop Rectorate's Management, Internal Communications and Public Relations Capabilities

### **Strategic Objective 1: Enhance Revenue Generation and Financial Viability**

The former Rector's Action plan considered financial viability to be the "most formidable issue facing UP,"<sup>1</sup> and the Rector's Work Plan described the decrease in the university's operating budget due to a "decrease of internal revenue generation."<sup>2</sup>

#### **A. Activity One – Support Formation of Rector's Financial Development Advisory Committee**

A World Learning international expert worked with a local consultant to design the Rector's Financial Development Advisory Committee. The international consultant and the local consultant designed the structure and regulations needed for this activity. Several models of UP Financial Advisory Committees were investigated and three examples (University of Leicester in the UK, University at Buffalo (SUNY) in the US and Dalhousie University in Canada) were thoroughly examined. Based on the research of best practices in creating a Financial Advisory Committee, the study recommends that the committee should be established by the Rector's office, and its mission should be to support the University of Prishtina, its management and board in fundraising and endowment building, better financial planning and internal auditing. The committee should consist of 7 to 11 members, external to the university and appointed by the Rector with a three-year mandate.

This body would help the university in identifying revenue generation possibilities, attract external funding as well as in reducing costs and create better (internal) auditing practices.

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<sup>1</sup> Rector's Action Plan, supra.

<sup>2</sup> Technical Assistance to the Rector, p. 14; Rector's Work Program, p. 8.

A draft proposal for establishing a Financial Advisory Committee at the University of Prishtina was submitted to USAID. The actual implementation of this activity will be take place once new UP management comes on board.

## **Strategic Objective 2: Improve the Quality of Academic Staff and Teaching**

### **A. Activity One – Providing Teaching Instruction for Faculty**

The Center for Teaching Excellence (CTE) is a logical place for TLP-SP to focus its technical assistance to ensure that the Center (1) offers cutting edge instruction to faculty to improve their teaching; and (2) sustains itself over the long term. A Center for Teaching Excellence was created through donor funding in 2007, but when the donor funding expired, the university was unable to maintain the Center’s functionality. By ensuring that revenue captured in Strategic Objective 1 is funneled to the Center for Teaching Excellence, TLP-SP can help to ensure its durability.

World Learning assisted UP management with revitalization of the UP CTE through a training series, website re-design, publication of training materials, and other activities. World Learning anticipates that in Year three, Arizona State University (ASU) will continue to support UP in building the Center for Teaching Excellence. In addition to traditional teaching themes, ASU will focus on helping UP launch a web-based Learning Management System for which the CTE will provide support and user training. By empowering UP professors to make better use of IT solutions, CTE will create better, more productive teachers, and stronger learning outcomes. This will translate into more cost-effective education.

World Learning’s team provided technical assistance to CTE in reviving the center. During the reporting period, the CTE trained and certified 54 university instructors in better teaching methods and PhD student mentorship. Additionally, participants were trained by local and international instructors through a series of three seminars on topics in research and teaching, ethics, assessment, and professor-student relations. The Project website hosts an item about the Certificate Ceremony.

World Learning also helped design a new website and branding for the CTE, to be unveiled when the new UP management comes on board.

### **Activity Two - Support to ‘Service-Learning’ and Credit-Bearing Internships with UP Career Center and Partner Faculties**

Career Center/Internships/Applied Learning: World Learning designed a model for credit-bearing internships for our four partner faculties, using four local consultants. The team of four consultants was hired to design a single model of a credit bearing internship approach and a functional model for the UP Career Center. Their first workshop, “How to Create a Functional Career Center,” was held on Friday, January 22, 2016 with participants from MEST, UP, USAID and other representatives from the donor community. The team of local consultants presented some regional practices of career centers, results from a small survey conducted with 25 local companies and an internship approach developed by one of the banks operating in Kosovo. The purpose of this workshop was to collect feedback and comments from the relevant stakeholders before the local consultants develop a credit-bearing internship approach. Finally, on February 19, 2016 the consultants made the final presentation of credit-bearing internship approach and

career center model. This model will serve as basis for the work with four partner faculties and the UP Career Centre towards building a functional approach to internships for UP students.

On the applied learning front, the Dartmouth team gathered data from students and alumni to inform the design of more applied learning courses in the Faculty of Economics. In addition, the AC is preparing a strategy for venture incubation at UP which could link to this activity.

### Strategic Objective 3: Develop Rectorate's Management, Internal Communications and Public Relations Capabilities

During the reporting period, World Learning worked with UP Management to develop a comprehensive Public Relations Strategy. Enhancing outreach to internal UP stakeholders (students, faculty, staff) is essential since students and faculty have extremely limited access to information about activities and initiatives of the Rectorate or university-wide programs or opportunities.

**UP Public Relations & Communications Strategy:** The World Learning team, supported by international and local PR consultants, spent two intensive weeks in November and December of 2015 working with UP and other actors to design a PR plan, a new website, improved social networking, a brand-book, and a comprehensive strategy to represent a new UP both inwardly and outwardly. Conditional upon UP hiring two PR and Communications staff, TLP-SP will provide the equipment necessary to generate high-quality video and other imagery in support of UP's efforts to rebrand and rebuild confidence in the institution internally and externally.

World Learning engaged a returned TLP Scholar to work with and support the PR effort. The Scholar had completed a post graduate certificate in marketing at University of California Irvine, finishing at the top of her class. By including her in our effort to rebrand UP, we are building her skills and perhaps positioning her for a role within UP implementing the plan.

Following two focus groups organized on January 20 and 21, 2016 with two different audiences (UP alumni and current students), the team finalized the UP Public Relations and Communications Plan. The Plan was also translated into Albanian and will be presented to the new UP management team. The project team plans to support the implementation of this plan through a series of activities proposed in the year two university wide activities plan.

**UP Change Management Strategy:** In January 2016, the international higher education expert worked with a local expert in institutional strengthening of UP and developed a comprehensive change management plan. On January 28, 2016 World Learning's team of experts held the first Workshop on Leadership and Change Management for the University of Prishtina. The participants were eight heads of departments of the UP Central Administration: Secretary General, IT Department, Human Resources, Budget and Finance, International Relations, Student Service, Academic Service and Academic Development. This Workshop focused on developing a personal framework and the foundations of leadership and change management. This was a first in a series of workshops building participant's knowledge, skill and action plans in leadership, organizational change, management, organizational structure and design thinking.

This is part of a long-term professional development strategy that will support change in the University of Prishtina and would become part of the internal training and certificate structure of the university. The seminars will expand to new groups of administrators every three months.

This plan will need to be worked over the duration of this project, and beyond. It will be based upon the idea of shared ownership of the institution and its brand by students, faculty, staff, alumni, and society. This strategy will tie closely with the PR and communications strategy, and be supported by the success of our cross-cutting initiatives.

Investing in the middle management at UP is crucial, because those are the key stakeholders of the TLP-SP, individuals that basically run the university. The Project plans to train and empower this layer while continuing to work with the Rector and team on driving systemic change in the culture of UP.

## **B. U.S UNIVERSITY PARTNERSHIPS**

### **ARIZONA STATE UNIVERSITY**

During the reporting period, Arizona State University (ASU) participated in three site visits to Pristina.

During the launch ceremony and seminar visit in April 2015, an ASU representative made an important introductory presentation to the University of Prishtina Faculty of Electrical and Computer Engineering (FECE) which outlined the eligibility criteria for exchange visits. Additionally, at the close of the University Partnerships launch week, an ASU representative offered a seminar for FECE colleagues and interested external audiences, including international agencies in attendance, on "Curriculum Development for Renewable Energy."

Faculty Fellowship - Exchange Visits: ASU's second site visit was timed to fall immediately after the deadline date for receipt of partnership applications to the semester-in-residence program. ASU received eight completed applications for the program, with a goal to accept up to four candidates for the fall 2015 semester. While special effort was made to solicit applications from FECE, the application process was open to candidates from other UP faculties but with the goal to focus particularly on energy engineering and within that subject a secondary focus on renewable energy. On 1 June, all eight applicants were interviewed at the UP Rectorate and based on the quality of the applications and the individual interviews, the committee of four agreed upon the selection of five initial fellows, two of whom were accepted for half-semester residencies. Subsequently, one of the three full-semester candidates was found to be ineligible (the candidate did not have a full-time position with UP), and one of the half-semester candidates did not pass the security check with the U.S. Embassy. The candidate was replaced with an alternate candidate.

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. The third exchange professor traveled to Arizona on October 15 2015.

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.

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. Highlights of that Friday seminar curriculum included sessions with the manager of the solar energy generating operations on the ASU campus, a site visit to Salt River Project (a leading energy generating and distributing company in Arizona), and guest presentations from faculty members of the ASU Fulton School of Electrical, Computer, and Energy Engineering, including a Kosovar-American professor. The concluding seminar sessions were devoted to the presentation of syllabi by the respective UP visiting faculty members.

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.

Between October 1, 2015 and December 15, 2015 three UP faculty members completed extended residences at the ASU Melikian Center, attending classes and preparing syllabi for new and revised courses in the fields of energy engineering and sustainability. The structure of that residence program involved UP faculty attendance in at least two courses, typically one at the graduate level and one at the undergraduate level. Based on that coursework, the faculty members prepared syllabi for classroom use upon return to UP. Each Friday afternoon, the coursework and independent reading was augmented by a special seminar devoted to state-of-the-art issues in energy engineering and renewable energy.

The success of the residencies can be seen in the direct curricular impact that the extended residences are already having at UP. One professor is teaching from his revised "Electrical Power Plants" syllabus, which now is infused with the online lectures and materials from classes attended at ASU. Two other professors will be introducing two brand new courses to the UP curriculum in fall 2016—"Energy and the Environment" (2 hours weekly; 3 ECTS credits); and "Renewable Energy" (2 hours weekly; 3 ECTS credits). Those courses will both be taught at the graduate level. Rarely have we seen such an immediate curricular impact from semester-in-residence programming such as this, and that is a tribute both to the individual faculty members and to the design of the project, which built syllabus preparation into the structural design of the partnership.

Call for Applications for Exchange Professors (2016): The Application Call for the new group of exchange professors was issued on September 29 2015. Due to an insufficient number of

qualified professors from UP, ASU in consultation with World Learning changed the approach of the partnership. The decision was made that ASU will no longer bring UP faculty members to ASU for extended semester-in-residence scholarly work, but rather build more trans-disciplinary, cross-faculty programs in “energy and sustainability.” The seminar will be held in June of 2016.

International Software Engineering: A Case Study of the Honeywell Experience Workshop: On June 3, the second in the ASU series of short-term seminars was presented by visiting Melikian Center board member, Ronald Birks. Birks’s seminar presentation, “International Software Engineering: A Case Study of the Honeywell Experience,” was presented to an audience of approximately 35 UP colleagues and representatives of software start-up companies. The seminar was hosted in the offices of the Kosovo Association of Information and Technology (STIKK), a non-profit association representing the interests of professionals in the ICT industry. Birks is a software engineer for Honeywell, where he works closely with Honeywell operations in India, Russia, and the Czech Republic. Professor Berisha used the remaining days of the visit to meet with UP personnel regarding future operations of the ASU-UP partnership.

Best Practices in Energy Regulatory Regimes Workshop: Per the partnership design, the semester-in-residence program at ASU has been paralleled by a series of short ASU seminars conducted for both university and non-university professionals at the UP Faculty of Electrical and Computer Engineering. In November 2015, one of the most successful of those seminars was conducted over the course of the week of November 2-6. The seminar, “Best Practices in Energy Regulatory Regimes,” was conducted by a former USAID energy consultant in Kosovo who now serves on the Advisory Board of the ASU Melikian Center. The quality of the discussion and interchange with graduate students and faculty members of the UP Faculty of Electrical and Computer Engineering, as well as key representatives from the energy sector in Kosovo, was exciting. As one of the attendees noted, “We have never had at the Faculty that good a discussion and exchange on energy regulation before.” More than 75 academics and professionals attended the sessions at varying times over the course of the week. This ability to draw together both “town and gown” on issues of great societal importance was one of the highlights of the overall partnership to date.

## INDIANA UNIVERSITY

The Center for International Education, Development and Research (CIEDR) in the Indiana University (IU) School of Education in collaboration with IU’s Office of International Development, is working with the Faculty of Education (FE) at UP to create scholarly learning communities to build research culture and to foster teacher education reform.

During the reporting period, Indiana University (IU) participated in four site visits to Pristina.

Consistent with IU’s plan to provide in-person consultation, an IU faculty member was in Kosovo twice for a long-term visit during which time he supported the Faculty of Education to develop scientific research activities and enhance teaching methodologies for the improvement of the education system in Kosovo. Specific activities 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. In the meantime, IU worked

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.

Workshops: In April 2015, representatives of CIEDR/IU facilitated a two-day workshop with more than 20 members of the FE). The workshops were part of a two-week visit, and included participants such as Dean and the Vice-Dean of FE along with faculty members from multiple educational disciplines, namely science, language, mathematics, psychology, technology, early childhood and clinical education, special education, and educational research.

Participants engaged in a SWOT (strengths, weaknesses, opportunities, and threats) analysis of the FE and then moved on to an examination and refinement of the goals and objectives of the TLP-SP to ensure the FE management team and academic staff had ownership of the process. These efforts were followed by discussions and action planning toward the development of a platform to more formally emphasize institutional evaluation for the FE, with the ultimate goal of specific program enhancement. Day two focused on how the FE could promote a more collaborative and supportive research agenda for the academic staff. Discussions centered on how to capture current expertise and build ongoing support for research.

There was strong interest among the FE in becoming far more research oriented. The outcome of the workshops was the creation of two Scholarly Learning Communities (SLC) during the afternoon of the second day. One of the SLCs will focus on Pedagogy and Educational Psychology (with an early childhood-primary level emphasis) and the other will focus on Content Areas (with secondary level emphasis). Leaders were selected for each SLC, and criteria for participation in short- and long-term visits to IU were established, including English proficiency; level of experience (i.e., faculty who are close to completing, or have recently completed, their Ph.D. so as to ensure many years of contribution to FE); and an individual plan describing what the applicant hopes to achieve and how s/he will contribute to the FE based on the U.S. visit.

Exchange Professors: During the period of reporting, the partnership between Indiana University (IU) and the UP Faculty of Education was hindered by challenges IU faced in identifying appropriate candidates for the first group of exchange professors. IU was unable to receive any teaching faculty for semester in residence during 2015. This was beyond IU's or World Learning's control, because the U.S. Embassy denied the visa application for the selected candidate from the Faculty of Education (FE).

IU faculty were however in Kosovo from September 22 to November 13, 2015 to assist the FE in organizing Research Seminars. This support resulted in three research seminars in which teaching staff presented their current research papers and had discussions with their colleagues on their research methodology etc.

Additionally, in February 2016, IU representative came back and held third research seminar with FE faculty. The objective was for each Research Clusters to present its ideas and lead a

discussion about study design. Five of the seven research clusters did presentations. As per IU report, discussions were rich and interesting.

The seven research clusters include the following:

- Music in children's socialization (3 research members);
- Develop teachers to assess pupils in Advance Placement (AP) (2 research members);
- Discourse in history books (2 research members);
- Curriculum development (3 research members);
- Kosovo cultural and natural heritage (4 research members);
- Information communications technologies (ICT) to improve primary natural science (5 research members);
- ICT in early childhood education (3 research members)

The topics were chosen by the faculty members of FE based on their research interest. Each cluster has identified a research question for their study and are engaged in conducting a literature review and deciding upon their research methodology. The results of their work will be presented in a symposium which will be held in June 2016.

Following workshops, IU representative conducted two more interviews with faculty who applied for faculty residence program at IU for fall 2016.

In December 2015, IU opened the call for applications for FE teaching faculty, for the spring semester 2016. 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 visited 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.

Course Management Platform: An IU alumnus who is a leading entrepreneur in learning management systems (LMS) has a new company called Course Networking. He met with UP faculty who travelled to Bloomington and agreed to provide a free, three-year use of his platform to be rolled out across UP in order to improve instructors' ability to teach, interact, manage, etc. The application is based upon a Facebook-type social platform. In discussions with the alumnus, the gift could be worth from several hundred thousand dollars to two million dollars.

### ACTIVITY 3. UNIVERSITY OF MINNESOTA

During the reporting period, University of Minnesota (UMN) participated in three site visits to Pristina.

In April 2015, UMN representatives traveled to Pristina for the University partnership launch. The objectives of this visit included relationship and partnership building between World Learning and faculties at UMN and UP, teaching skills needs assessment and prioritization, and delivery of an intensive faculty skills development workshop co-delivered by teaching faculty from Faculty of Agriculture (FA) and UMN. In addition, UMN met with representatives from the Kosovo Food and Veterinary Agency, the Ministry of Agriculture, and USAID stakeholders in agricultural growth and rural development to introduce the project, and identify areas of shared interest and potential synergy. World Learning organized site visits to seven food processing industries and farms throughout the surrounding region with representatives from the FA, identifying skills and training needs for the private and public sectors.

During their first visit, the University of Minnesota and the FA designed a selection process outline and criteria for the Faculty Development Fellowship along with a timeline for the process. The UMN project team highlighted the following accomplishments for the reporting period:

- 1) development of a partnership plan detailing two years of activities between the Faculty of Agriculture at UP and UMN;
- 2) establishment of a “faculty development fellowship” program to bring teaching faculty from Kosovo to UMN for a ten-week program to develop teaching capacity and research partnerships;
- 3) recruitment and selection of the first cohort of two faculty development fellows to travel to Minnesota in August 2015.

Faculty Development Fellowships – Semester in Residence: One of the challenges reported by UMN was a lower number of interested candidates than anticipated for faculty development fellowships in Minnesota. Two faculty development fellowships per year bring FA teaching faculty to Minnesota for an extended visit to help strengthen the primary work plan objectives of 1) curriculum, 2) pedagogy and 3) research. Only two candidates (assistant professors) submitted applications, both from the veterinary medicine department. Their fellowship plan included: auditing courses selected in consultation with UMN faculty mentors (members of the project’s UMN faculty steering committee), participation in experiential field trips in Minnesota to network with food technology and food production companies, and curricular design activities.

The FDFs came back with a draft research proposals developed in collaboration with UMN. In addition one of the teaching assistants plans to add new teaching methodology and quiz

Workshops: Four workshops (see below), targeting teaching faculty and the other for students, were conducted in collaboration with counterparts from the Faculty of Agriculture on April 27 and 28, 2015. The UMN project team highlighted the following accomplishments regarding workshops:

- Four workshops delivered to faculty and students introducing the project and soliciting input for future workshop and development needs. Private sector representatives contributed during the second workshop session.

- Nineteen (19) teaching faculty completed a post workshop survey demonstrating interest in participating in future project activities held in Kosovo and learning new teaching methods.
- Twenty-three (23) students completed a post workshop survey highlighting areas of interest, desired skills for development and career aspirations in the agricultural sector.

Extension Education and Rural Advisory Services Workshop: 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 Workshop: 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.

The third short-term UMN Faculty Exchange was conducted in November 2015. A UMN representative traveled to Kosovo to spend a week at UP. The goals of this trip were to follow up on the Faculty Development Fellowships, begin planning for the April 2016 Faculty Exchange Institute, as well as continued partnership building for current leadership. This visit resulted in mentorship with Faculty Development Fellows to establish a research institute on food technology, veterinary and plant protection. Additionally, UMN is exploring on possibility to provide access to online journals through UP Faculty of Medicine who has University level agreement.

## DARTMOUTH COLLEGE & TUCK SCHOOL OF BUSINESS

The Tuck School of Business at Dartmouth College is partnering with the UP Faculty of Economics to address Kosovo's most pressing needs in management education. In this Partnership, Tuck is utilizing its experiential, project-based learning courses as the primary vehicles in achieving partnership objectives. Dartmouth is also offering interdisciplinary efforts to the Faculty of Economics that focus on women and entrepreneurship through its Gender

Research Institute.

Partnership activities include a series of consulting engagements organized by Tuck's distinctive OnSite Global Consulting and First-Year Project courses, combined with a bilateral exchange of faculty, student engagement, and programs designed to facilitate the incorporation of curricular innovation.

The Tuck School has a decades-long history of training MBA students in business analysis and project management through participation in authentic consulting engagements around the globe. Dartmouth and UP will have the opportunity to leverage this successful teaching and learning model through joint consulting teams at the undergraduate and graduate levels, working under the guidance of faculty advisors from each institution. Workshops and exchanges will reinforce these efforts, while providing tools that will enable members of the Faculty of Economics to apply experiential learning techniques in their own teaching and scholarship.

Teams from Tuck School of Business and the Gender Research Institute at Dartmouth (GRID) were in Kosovo for three weeks and one week, respectively, November-December 2015. In the first phase of the Tuck School's OnSite Global Consultancy Project in Pristina, faculty and graduate students worked intensively with members of the Faculty of Economics, with the Rectorate and World Learning conducting surveys, holding workshops, and gathering information that will be used to refine and adapt our programs going forward.

Faculty Workshop on Experiential and Active Learning: Professor from the Tuck School of Business, offered a two-hour workshop on experiential and active learning to selected members of the Faculty of Economics. Twelve faculty members from the UP Faculty of Economics attended the session. About half of those in attendance were junior faculty/teaching assistants. The workshop introduced the concepts and motivations behind experiential and active learning. Participants were asked to consider introducing these approaches into new and existing Faculty of Economics courses.

Interview Skills Workshop: The Tuck consulting team presented two 90-minute sessions on December 16, 2015 on resumé writing and interview skills incorporating active learning techniques. Approximately 75 students attended the first session, and 45 the second session. In addition, the team conducted a mock interview session in front of the class to highlight best/worst practices, then spent 20 minutes having UP students give each other mock interviews with Tuck students providing feedback and coaching.

The result of this visit was that the Tuck team had a direct and immediate impact on students that could be incorporated by UP faculty members into their own classes as the project continues to evolve.

GRID Workshop: "Times of Crisis": The workshop drew approximately 20 faculty members from across the university and led to a developing dialogue between Dartmouth and World Learning on the best ways to incorporate issues of gender into activities planned for future year of the partnerships.

In addition, the Tuck School of Business has created an online platform for Tuck and Gender Research Institute materials to be shared with UP via Skype with Tuck personnel, the Gender Institute, Dartmouth principal investigator, and designated UP Faculty of Economics liaison

(please see enclosed call agenda that was used in our conference last week)

Exchange Visits: In consultation with World Learning, two out of the six invitations extended to members of the UP Faculty were sent to members of the Faculty of Philosophy and three invitations were sent to the Faculty of Economics. One UP faculty member was nominated for a Fellowship because of her particular expertise in conference organization and working with civil society organizations. Five members of the UP faculty were also invited to Dartmouth during this time period, as Visiting Fellows for the spring term 2016. Preparations are now under way at Dartmouth to build appropriate and effective programs for these visitors, and to find ways in which what they bring back to Pristina will be of lasting value to the University.

### LESSONS LEARNED, CHALLENGES ENCOUNTERED, RECOMMENDATIONS

During the reporting period, several university partners faced the challenge of a small pool of applicants for semester in residence opportunities. We've learned that it is difficult to build sustained interest among faculty members in Pristina because a) faculty are stretched by excessive teaching workloads; b) sub-standard facilities; and c) Financial hardship that doesn't allow for 3-4 months away from their jobs at UP. ASU addressed this by bringing its experts to Kosovo to offer Professional Certificates to interested faculty professors. This will allow the program to provide support to a larger audience at UP.

IV. PROGRESS OF THE ACTIVITIES AGAINST TARGETS AND INDICATORS<sup>3</sup>:

OBJECTIVE 1: COORDINATED COLLABORATIVE OVERSIGHT OF THE TLP THROUGH ADVISORY COMMITTEE						
Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Target FY15	Actual Year 2 (Feb 2015 - Feb 2016)
DO3: Enhanced Human Capital	<p><b>Percentage of TL Secretariat staff supplied by the Recipient replaced by GOK staff</b>  <b>Definition:</b> TL/SSP 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.  <b>Disaggregated by:</b> Gender (reported as the percentage of positions filled by females, and underserved groups); Institutions; Ethnicity  <b>Unit:</b> percentage</p>	Program Records	Quarterly in Year 5	0	N/A	N/A
	<p><b>Number of new members who join Advisory Committee</b>  <b>Definition:</b> 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.  <b>Disaggregated by:</b> Sector (governmental, non-governmental, educational and private sector entities)  <b>Unit:</b> Number (of members, which in turn represents entities)</p>	Committee Membership Roles (or minutes if no formal role is used)	Quarterly (Summarized annually)	0	27	1
Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Target FY15	Actual Year 2 (Feb 2015 - Feb 2016)

<sup>3</sup> The following table presents the results under each indicator for the Transformational Leadership Program – Scholarships and Partnerships.

DO3. Enhanced Human Capital	<p><b>Number of public service placements supplied by the Advisory Committee members</b>  <b>Definition:</b> 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)  <b>Disaggregated by:</b> gender; underserved groups; placement entity  <b>Unit:</b> Number</p>	Data to be sourced from the Citizen Corps project	Annually	0	N/A	N/A
	<p><b>Number of HICD-identified organizational systems established in Advisory Committee</b>  <b>Definition:</b> 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.  <b>Disaggregated by:</b> N/A  <b>Unit:</b> Number</p>	Program records, verified by confirmation by the Committee	Quarterly	0	0	N/A

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Target FY15	Actual Year 2 (Feb 2015 - Feb 2016)
DO3: Enhanced Human Capital	<p><b>Number of Advisory Committee members trained</b>  <b>Definition:</b> 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).  <b>Disaggregated by:</b> gender; underserved groups  <b>Unit:</b> Number</p>	Program Records	Quarterly	0	27	27  male: 16 female: 11  2 underserved groups
	<p><b>Number of promotional activities carried out to publicize the TL Program</b>  <b>Definition:</b> The success of the TL Program will, in part, hinge 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.  <b>Disaggregated by:</b> type of outlet; targeted to women or underserved groups (Serbs, minorities, rural)  <b>Unit:</b> Number</p>	Program Records	Quarterly	0	1	90 <sup>4</sup> (20 events happened in last quarter)

<sup>4</sup> 5 event targeted the Serbian, Roma and Bosniak Community in Gracanica / Gracenica; Zvečan / Zvečan, Leposavic / Leposavić; Zubin Potok, Prizren, Gjakova / Đjakovica etc. In addition, the Project continues with its media appearances in TV and different radio stations. The Call for the Master's Degree Call was also published in local newspapers.

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

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Target FY15	Actual Year 2 (Mar 2015 - Feb 2016)
<b>DO3: Enhanced Human Capital</b>	<p><b>% of Master Degree graduates supported through USG-sponsored post-graduate scholarships reporting themselves as employed (PPR Indicator)</b>  <b>Definition:</b> "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.)"  <b>Disaggregated by:</b> Gender; Area of study  <b>Unit:</b> 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	0	77.8% 7 out of 9 returned scholars
<b>Sub IR 3.2: Increased Professional Base</b>	<p><b>Number of USG-sponsored beneficiaries of scholarships for post-graduate Master's degree completing training and returning (PPR Indicator)</b>  <b>Definition:</b> Required CDCS indicator, this measures the number of scholars who complete their <b>MASTER'S</b> program. Indicator is fulfilled upon scholar return to Kosovo.  <b>Disaggregation:</b> Gender, area of study, ethnicity, other disadvantaged groups  <b>Unit:</b> Number</p>	Scholars	Annually	0	0	Nine participants have completed their Master's degrees. Of these nine participants, seven are female and two are male.

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Target FY15	Actual Year 2 (Mar 2015 - Feb 2016)
Sub IR 3.2: Increased Professional Base	<p><b>Number of USG-sponsored beneficiaries of scholarships for professional certificate completing training and returning (PPR Indicator)</b>  <b>Definition:</b> Indicator measures the number of scholars who complete their <b>CERTIFICATE</b> program. Indicator is fulfilled upon scholar return to Kosovo.  <b>Disaggregation:</b> gender, area of study, ethnicity, other disadvantaged groups  <b>Unit:</b> number</p>	Scholars (Scholars report themselves as arrived and deliver transcripts and other documentation.)	Annually	0	35	24
	<p><b>Percentage of alumni reporting that they have introduced a new practice, method or program in their parent institutions attributable to their training</b>  <b>Definition:</b> 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.  <b>Disaggregation:</b> Gender  <b>Unit of Measure:</b> Percentage</p>	Alumni (Follow on survey approximately 6-9 months following return.)	Annually	0	0	The project will conduct a survey approximately 6-9 months following return to determine if students have introduced new practices in their parent institutions.

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Target FY15	Actual Year 2 (Mar 2015 - Feb 2016)
Sub IR 3.2: Increased Professional Base	<p><b>Percentage of alumni who report that they have been promoted and/or given higher levels of responsibility</b>  <b>Definition:</b> 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.  <b>Disaggregation:</b> Position, Institution, Gender, Age, Ethnicity, underrepresented group  <b>Unit:</b> percentage</p>	Alumni Follow on survey approximately 6-9 months following return	Annually	0	0	The project will conduct a survey approximately 6-9 months following return.
	<p><b>Percentage of alumni reporting that they are using new skills, practices and methods they gained from the program</b>  <b>Definition:</b> 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.  <b>Disaggregation:</b> gender  <b>Unit:</b> percentage</p>	Alumni Follow on survey approximately 6-9 months following return.	Annually	0	0	The project will conduct a survey approximately 6-9 months following return.

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Target FY15	Actual Year 2 (Mar 2015 - Feb 2016)
Sub IR 3.2: Increased Professional Base	<p><b>Percentage of alumni reporting that they have shared what they learned and experienced with colleagues in their parent institution, workplace or community</b></p> <p><b>Definition:</b> 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).</p> <p><b>Disaggregation:</b> gender <b>Unit:</b> percentage</p>	Alumni / Survey (the survey will allow for qualitative responses to provide greater depth and identify success stories for promotion)	Annually	0	0	The project will conduct a survey approximately 6-9 months following return.
	<p><b>Number of scholars and participants completing a U.S.-based internship, assistantship or additional academic enhancement activity</b></p> <p><b>Definition:</b> 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.</p> <p><b>Disaggregation:</b> gender, underserved group <b>Unit:</b> number</p>	Alumni Regular monitoring calls and the supplement to the AETR will collect information on how they are progressing	Quarterly	0	>75%	<p>Quarter 4 Total: 93 participants took part in an enhancement activity. Of the 93 participants, 39 are female, 18 are from a rural area, 5 are from an ethnic minority and 1 is a person with disability.</p> <p>Year 2 Total: 118 participants took part in an enhancement activity. Of the 118 participants, 52 are female, 21 are from a rural area, 7 are from an ethnic minority, 1 is identified as LGBTI, and 2 are persons with a disability.</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	Target FY15	Actual Year 2 (Feb 2015 - Feb 2016)
<p><b>Sub IR 3.2.2</b>  <b>Improved University Management and Pedagogy in Selected Faculties</b></p>	<p><b># of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education program. (Standard F Indicator)</b>  <b>Definition:</b> 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.  <b>Disaggregation:</b> Faculty, Gender  <b>Unit:</b> Number</p>	<p>Program Records (University partners will report on their activities)</p>	<p>Progress reported quarterly, summarized annually</p>	<p>0</p>	<p>0</p>	<p align="center"><b>Total: 7</b>                      Fac. of Economics  <i>Total: 0</i>                      F 0 M 0</p> <p align="center">Fac. of Agriculture                      Total: 2                      F 0 M 2</p> <p align="center">Fac. of Engineering                      Total: 3                      F 0 M 2</p> <p align="center">Fac. Math-Natural Science                      F 0 M 1</p> <p align="center">Fac. of Education                      Total: 3                      F 1 M 2</p>

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Target FY15	Actual Year 2 (Feb 2015 - Feb 2016)
<b>Sub IR 3.2.2 Improved University Management and Pedagogy in Selected Faculties</b>	<p><b>Annual improvement in University of Prishtina management as a result of USG interventions (milestone indicator) (Standard F Indicator)</b></p> <p><b>Definition:</b> 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><b>Disaggregation:</b> Area of Action Plan</p> <p><b>Unit of Measure:</b> number</p>	Reports from UP and University Partners	Quarterly	0	0	15 <sup>5</sup>

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<sup>5</sup> Develop business training partnerships; Raise admission standards; Adjust faculty sizes based on past enrollment data; Create centralized UP admissions office; Enforce regulations against interference in admissions process; Track retention data; Develop and implement academic suspension/ expulsion policies; Implement new policies limiting exam 'retakes'; Schedule research skills courses in Center for Teaching Excellence with current UP researchers as faculty; Study student enrollment in each Faculty – including student-faculty ratio; Conduct salary study, determining total income of all academic staff, including bonuses/honoraria/add-ons; Publicize and enforce new Academic Staff Code of Ethics/Conduct to improve teaching quality; Create new academic staff evaluation standards and process, including performance standards. Performance evaluation should be based on (- Assessment of student learning; - Integration of modern technology and interactive teaching methods;- Publications in international peer- reviewed journals, considering Impact Factor; - University and/or community service) Create new academic staff evaluation standards and process, including performance standards. Move student course evaluations to online system; Expand teaching methodology and teaching technology instruction via Center for Teaching Excellence; Automate student records system;

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Target FY15	Actual Year 2 (Feb 2015 - Feb 2016)
Sub IR 3.2.2 Improved University Management and Pedagogy in Selected Faculties	<p><b>Percentage of professors using improved curricula and teaching methods</b>  <b>Definition:</b> Over the course of TL/SPP 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.  <b>Disaggregated by:</b> gender; faculty  <b>Unit:</b> percentage</p>	Faculty, verified by observers	Annually	0%	N/A	14.2 % (Prof. Skender Kabashi is using the improved curricula at the master level)
	<p><b>Number of U.S.-host country joint research projects</b>  <b>Definition:</b> 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  <b>Disaggregated by:</b> N/A  <b>Unit:</b> Number</p>	University Partners	Annually	0	0	0

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Target FY15	Actual Year 2 (Feb 2015 - Feb 2016)
Sub IR 3.2.2 Improved University Management and Pedagogy in Selected Faculties	<p><b>Number of UP-US university partnerships formalized</b>  <b>Definition:</b> 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 <b>MOUs</b> that have been codified. 4 US-Kosovo partnerships are required by the award  <b>Disaggregated by:</b> N/A  <b>Unit:</b> Number</p>	University Partners	Progress in developing MOUs reported quarterly, number completed reported annually	0	4	0
	<p><b>Number of exchanges of professors or staff completed (U.S. to UP, UP to U.S.)</b>  <b>Definition:</b> 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.  <b>Disaggregated by:</b> gender; faculty  <b>Unit:</b> number</p>	Program Records / TraiNet	Quarterly, summarized annually	0		<p><b>Total: 26</b></p> <p>Dartmouth to UP - Total: 6  F 4 M 2  UP to Dartmouth  Total: 0</p> <p>Ag to US - Total: 2  F 0 M 2  Minnesota to UP  Total: 4  F 1 M 3</p> <p>Arizona to UP - F 0 M 4  FECE to US  F 0 M 2  FMNS to US  F 0 M 1</p> <p>Indiana to UP - Total: 4  F 3 M 1  FEDU to US:  Total: 3  F 1 M 2</p>

Intermediate Results	Indicator/Definitions	Data Source	Frequency	Baseline	Target FY15	Actual Year 2 (Feb 2015 - Feb 2016)
<b>Sub IR 3.2.2 Improved University Management and Pedagogy in Selected Faculties</b>	<p><b>Number of activities facilitated to improve relations between professors and students</b>  <b>Definition:</b> 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.  <b>Disaggregated by:</b> N/A  <b>Unit:</b> number</p>	Program Records	Quarterly	0	0	15 (3 co-lectures to MA students by IU, 1 training by Dartmouth, 3 seminars by ASU and 3 seminars by UMN, 5 CTE trainings on teaching, assessment, mentoring and interactive learning in HE)

# Bibliographic Information:

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