



**USAID**  
FROM THE AMERICAN PEOPLE

# TRANSFORMATIONAL LEADERSHIP PROGRAM IMMERSION AND PUBLIC SERVICE COURSES ANNUAL PERFORMANCE REPORT

Second Annual Report – April 25, 2015 to April 24, 2016

Submission Date: June 03, 2016

Cooperative Agreement Number: AID-167-A-14-00007

Activity Start Date and End Date: April 25, 2015 to April 24, 2016

Submitted by: **American University in Kosovo Foundation Inc.**

Str. Shpëtim Robaj

Tel: +381 38 608 608 ex: 601

Authors: Ylberina Morina Mala – Chief of Party Email: ymorina@auk.org

Peonare Caka – Deputy Chief of Party Email: pcaka@auk.org



This Report is made possible by the support of the American people through the United States Agency for International Development (USAID Kosovo).

\*Disclaimer: The author's views expressed in this publication do not necessarily reflect the views of United States Agency for International Development or the United States Government.



## Contents

I. PROGRAM OVERVIEW / SUMMARY .....	3
Program Description/Introduction .....	3
Summary of Results to Date .....	4
II. ACTIVITY IMPLEMENTATION PROGRESS.....	5
Progress Narrative Highlights   Executive Summary .....	5
I.1.1 Activity: Program Web Page / Online Application / Marketing Materials .....	8
I.1.2 Activity: Application and Kick-Off Event.....	10
I.1.3 Activity: On-site Presentations.....	15
I.1.4 Activity: Infrastructure set-up.....	21
I.1.5 Activity: Trainer Selection / Train of Trainer.....	22
I.1.6 Activity: Admission Testing.....	24
I.1.7 Activity: Selection & Placement.....	27
I.1.8 Activity: Selection and Procurement of Training Materials.....	32
I.1.9 Activity: PPDL Curricula Development and Teaching Materials .....	33
I.1.10 Activity: Stakeholder Management Plan.....	42
I.1.11 Activity: Training Delivery / Evaluation .....	44
AUPP Cohort 2 Post-training evaluation results.....	51
AUPP Cohort 3 Post-training evaluation results.....	57
AUPP Alumni Survey Results .....	70
PPDL Post-training evaluation results .....	75
I.1.12 Activity: Institutional Based TOEFL.....	79
I.1.13 Activity: Certification Ceremony .....	80
III. IMPLEMENTATION CHALLENGES .....	83
IV. STAKEHOLDER PARTICIPATION AND INVOLVEMENT .....	84
V. LESSONS LEARNED .....	85
VI. PLANNED ACTIVITIES FOR NEXT YEAR INCLUDING UPCOMING EVENTS.....	87
ANNEX A: Progress Summary.....	88
APPENDIX A: PPDL Candidate Application Essay Rubric .....	92
APPENDIX B: PPDL online Media Coverage .....	93

# I. PROGRAM OVERVIEW / SUMMARY

<b>Program Name:</b>	<b>Transformational Leadership Program: Immersion and Public Service Courses</b>
<b>Activity Start Date And End Date:</b>	April 25, 2015 to April 24, 2016
<b>Name of Prime Implementing Partner:</b>	American University in Kosovo Foundation Inc.
<b>Cooperative Agreement No:</b>	AID-167-A-14-00007
<b>Major Counterpart Organizations</b>	USAID Kosovo
<b>Geographic Coverage (cities and or countries)</b>	Kosovo. Training implemented in 7 Kosovo regions: Prishtina/Pristina; Peja/Peć, Prizren, Gjilan/Gnjilane, Ferizaj/Uroševac, Gjakova/Đakovica and Mitrovica.

## Program Description/Introduction

The ***Transformational Leadership Program (TLP) Immersion and Public Service Courses*** is a five-year project, operating in all regions of Kosovo. The goal of this project is to enhance existing human capital and talent. Participants attending the Immersion Courses (also referred as the “American University Preparatory Program - AUPP”), mostly those who may not have had access to quality undergraduate programs, have the opportunity to meet their full potential and participate in educational opportunities. The Public Service Course (also referred as “Public Policy Development and Leadership - PPD”) aims to assist the people and government of Kosovo in increasing the public policy development and leadership capacity primarily in central as well as municipal levels.

The strategic objectives of this component of TLP are:

- *to deliver* in country University Preparatory Program to Kosovo citizens (AUPP);
- *to deliver* in-country public service course to Kosovo Public Servants (PPDL).

The TLP Immersion and Public Service Courses are expected to deliver AUPP training to 1,150 participants; and PPD training to 1,000 Kosovo Public Servants.

This document describes the project progress upon completion of Year 2, deliverables, as well as expected contributions to life-of-program results during the period of Year 3 (April 25, 2016 to April 24, 2017). The report also highlights selected project activities, outputs, results, successes, challenges, opportunities, and provides a snapshot of project accomplishments and the status of milestones as of the beginning, and includes work plan for Year 3.

## Summary of Results to Date

Standard Indicators	Annual Target	Annual Performance Achieved to the End of Reporting Period	Annual Performance Achieved to the End of Reporting Period (%)	On Target Y/N
Indicators for Cohort 2				
AUPP: Number of application received	500	1202	240.40%	Y
AUPP: Number of Admission test administered	500	972	194.40%	Y
AUPP: Number of candidates enrolled into AUPP	240	350[1]	145.83%	Y
AUPP: Number of training hours executed	2370[2]	3360	143.42%	Y
AUPP: Number of candidates finishing training with more than 80% attendance	170	176	103.53%	Y
Percentage of candidates to satisfied from the training	>80%	132	92%	Y
Indicators for Cohort 3				
AUPP: Number of application received	500	917	183.40%	Y
AUPP: Number of Admission test administered	500	637	127.40%	Y
AUPP: Number of candidates enrolled into AUPP	240	198	82.50%	N*
AUPP: Number of training hours executed	2370	1713 [3]	72.28%	N*
AUPP: Number of candidates finishing training with more than 80% attendance	170	116	68.24%	N*

[1] Based on the agreement with AOR, we have increased the number of admitted candidates for 110 in Cohort 2. Although we have admitted 595 individuals in one or more AUPP courses, only those admitted into the full program (including TOEFL) have been counted.

[2] Training hours of 2370 were planned for 240 candidates. For 350 we needed a total of 3465 hours to be delivered, however only 3360 hours were delivered due to the cancellation of four Discovery Courses in the cities of Prishtina and Gjakova/Djakovica. The course cancellation occurred as a result of low number of students attending class.

[3] 1713 represent the number of training hours executed up to April 30, 2016 for 198 candidates registered in cohort 3.

**\*NOTE: These targets have not been met when compared to the baseline values, due to the exceeded number of registered students in cohort 2. The plan for Cohort 3, 4 and 5 with the baseline plan is 240, 240 and 190 respectively. However, due to the 145% increase in AUPP enrollment for cohort 2, the enrollment plan for the upcoming cohorts has been affected in the following way: 198, 170, and 174, respectively.**

## II. ACTIVITY IMPLEMENTATION PROGRESS

### Progress Narrative Highlights | Executive Summary

The overall program activities progress for the current reporting period is on track in accordance with the approved Work Plan and targets set for Year 2.

This report includes an aggregated systematic quarterly progress presentation which highlights the implementation progress of the Transformational Leadership Program – Immersion and Public Service Courses, during the period of April 25, 2015 to April 24, 2016.

The first quarter of Year 2, was specifically focused to successfully deliver TOEFL, GRE/GMAT preparatory classes as well as the Discovery Course within the AUPP Program-Cohort 2. It also included details on organizing the outreach and promote the PPDL Program to selected entities listed in the Cooperative Agreement. AUPP training was delivered as planned, and it was closely monitored by the TLP Project Team ensuring that training quality criteria were met. After successful completion of TOEFL, students were invited to take the TOEFL Institutional based testing (TOEFL ITP). Out of 350 TOEFL students registered in Cohort 2, 247 students took the TOEFL ITP Exam. The detailed evaluation and statistics of TOEFL ITP results for cohort 2 can be found under the [activity of Institutional Based TOEFL](#) (see page 80-81).

As far as the PPDL Program is concerned, our project team created a preliminary Stakeholder Management Plan of the initially proposed organizations included in the Cooperative Agreement. Beginning June 2015 and continuing into July 2015, the project team conducted outreach and advertisement to the selected organizations. The team attended individual meetings with secretary generals of selected ministries and assessed their level of interest in participating in the program. The team also discussed specific areas of interest that secretary generals might want to include in the program, which would be beneficial for their staff members. The same hand, on June 2015, the A.U.K. Public Policy and Governance Unit faculty led by Professor Michael Waschak, started developing the PPDL curricula and prepare the corresponding teaching materials to be used during the 1st Cohort. PPDL classes commenced on Sept 25, 2016, with three groups delivered: two groups were held in Albanian language, and one group in English language. The selection process was developed in coordination with USAID and the participating department. The pool of applicants was drawn from the list of eligible entities approved by USAID. All applicants had to go through the eligibility criteria and pass the essay requirements, in order to be admitted in the 1st cohort of PPDL. Essay scoring was used as one of the main criteria for selection in this cohort. Individual essays were graded by our PPDL professors in a structured and nondiscriminatory fashion based on a systematic and transparent scoring rubric ([see appendix A](#)).

A total of 88 candidates were conditionally accepted in the PPDL Cohort 1. Prior to admitting them in the program, the list of candidates was sent to USAID AOR Office in Kosovo for clearance. In terms of gender segregation, 56% of candidates were male while 44% were female. As stipulated in the requirements, all candidates have at least a Bachelor's Degree, followed by a Master's (51%) and PhD's (4%). Out of 88, 67 civil servants were able to attend and finish their PPDL training on December 18th, 2016. Last week of the program, participants had to present their final group projects. Final group projects included various policy problems related to participants' field of work.

On Feb 9, 2016, sixty seven (67) civil servants received their Certificates for attending and completing the PPDL Program, in a ceremony organized at the A.U.K Auditorium. Graduates were greeted by Prime Minister Isa Mustafa, US Ambassador Greg Delawie, A.U.K. representatives, USAID Mission Director James Hope and other high level governmental officials. The project itself received good coverage on different TV networks, as well as printed and electronic media. The detailed information on this event, can be found under the [activity of Certification Ceremony](#) (see page 82).

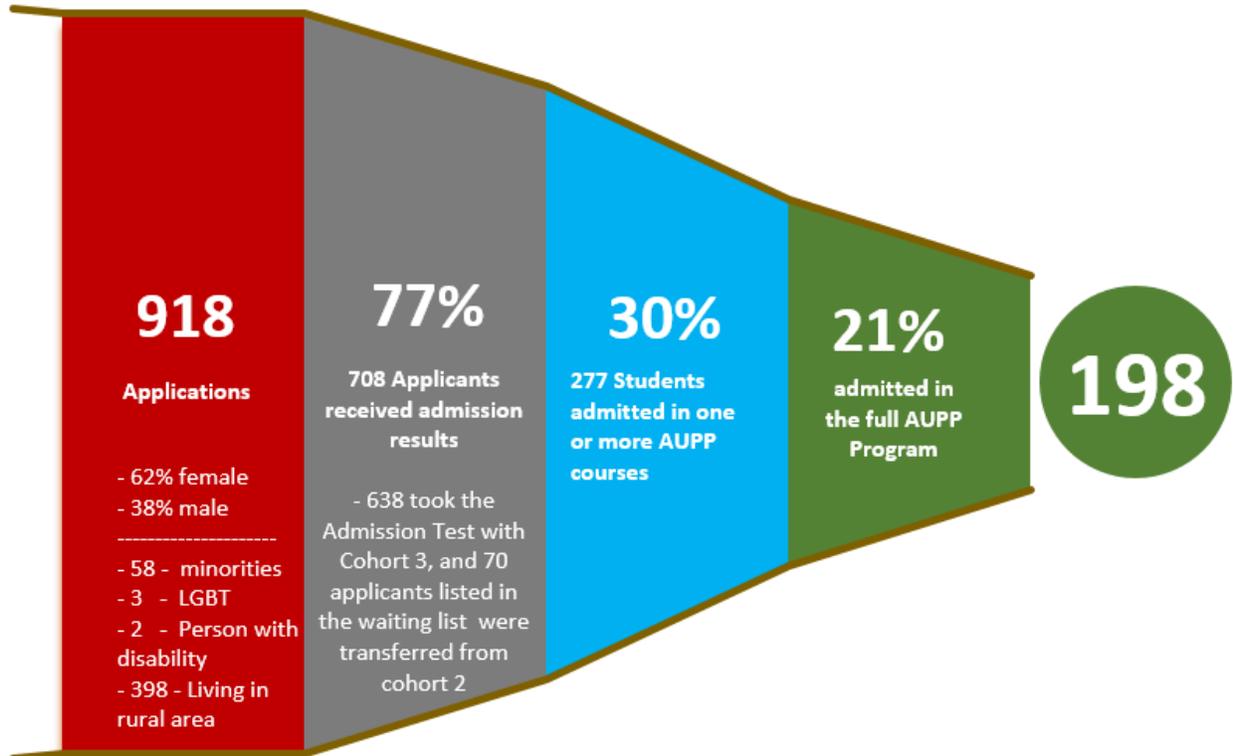


For AUPP Cohort 3, marketing and promotional activities were delivered as planned. The project used the dedicated website for the AUPP program, produced in Year 1, followed by social medial pages and presence. Around 20k AUPP brochures and 150 posters were distributed in all Kosovo regions, associated with presentations delivered in universities/colleges and organizations representing marginalized groups. The program outreach continues to result higher than the anticipated interest in the program. In order to formally launch the 3<sup>rd</sup> cohort of Immersion Courses, our project team organized a kickoff event where major key stakeholders were invited to attend. The whole presentation campaign for AUPP was focused in presenting the educational opportunities to prospective students coming from marginalized groups. Various informative sessions were organized where our team, along with World Learning, presented the call for applications for AUPPKosovo and Professional Certificate opportunities. Our team explained the application procedures, benefits of joining our program and addressed participants' questions. Application was open from October 19<sup>th</sup> until November 8<sup>th</sup>, 2015. The AUPP presentation campaign continued throughout November in different cities of Kosovo. In December, the team scheduled a meeting event in Gracanica where we were able to present and meet with the director of culture, sport and youth of the city. The application deadline was November 8th, whereas for Gracanica students, this deadline was extended until late December. Our project team members were able to meet individually with key stakeholders including potential students and infrastructure providers.

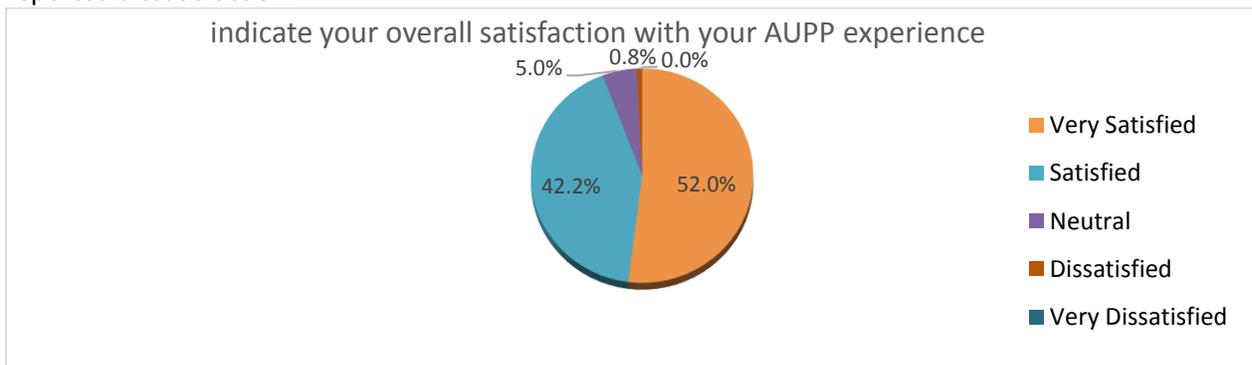
In Cohort 3, our project team managed to offer one or more AUPP courses to around 277 students in all cities of Kosovo (Prishtina, Mitrovica, Peja, Prizren, Ferizaj, Gjilan, Gjakove, Gracanica, and North Mitrovica)– effective admission is considered to be at 198 attending the full program. Approximately 578 applicants attended the admission exam in Pristina only, where 64% of applicants stated Pristina as the city they would like to attend the training. Out of 277 students admitted in different sections of the program, 15 students withdrew from the program. Out of the pool of those attending AUPP courses, 65% are female and 35% are male. In terms of their education status, 51% of the applicants were attending university, 36% were university graduates, 5% were in their last year of high school, and none were referred from USAID TLP-SP. In terms of declared ethnicity, 86% of the applicants were Albanians, and 14% of applicants came from different minority groups such as Serbians, Bosnians, Gorani, and the RAE Community. None from the Turkish community applied for this cohort. 90 applicants declared that they live in the rural areas and 2 applicants reported that they belong to the LGBTI Community.

As a result of continuously meeting with local education representatives in Gracanica, we were able to increase the number of participants coming from marginalized groups by targeted outreach efforts concentrated in Gracanica. On January 19th, the AUPP Program was successfully launched in the Cultural Club of Gracanica. Twenty (20) students were registered to attend the Remedial English course in this city.

Figure 1: AUPP Cohort 3 Application & Registration Statistics



Another major milestone achieved during this year, was the AUPP Alumni questionnaire delivered to students who have been part of one or more courses of AUPP. The AUPP Alumni questionnaire was sent to students on Jan 18, 2016. 401 students responded to the questionnaire out of which 55.4% were female, 44.1% male, and 0.5% other. Overall, out of 377 students who provided feedback on their general satisfaction with the program, 52% reported to be very satisfied with the academic experience they had while attending the program, 42.2 reported to be satisfied, 5% remained neutral, and 0.8% (3 students) reported dissatisfaction.



For more on alumni statistics and data, please refer to the Training Delivery / Evaluation section of this report: [sub-activity AUPP Alumni Survey Results](#) . (see pages 71-75).

### I.I.I Activity: Program Web Page / Online Application / Marketing Materials

#### The AUPP Component

For Cohort 3, the TLP Immersion Courses dedicated webpage, under the A.U.K's official webpage ([www.auk.org/aupp](http://www.auk.org/aupp)), was updated and administered by the A.U.K.'s Media Center. The updates included information regarding the Cohort 3 application process and procedures. As in previous cohorts, the online application form for Immersion Courses was available by clicking directly to the link: <http://www.auk.org/aupp/apply>.



During the three cohorts in the AUPP, we noticed that the best way to reach our prospective program stakeholders is through social media. Social media outreach provided us connection with potential students while engaging them to post class photos, extracurricular group activities, notifications, information on available scholarship, and tips on how to prepare the application for the TLP Scholarship.

On our social media pages, we posted information on the final round of TLP Master Degree Scholarships, KAEF Scholarships, and posted photos of guest speakers from the Peace Corps delivering presentations to our Cohort 2 students about the American student life and academic expectations in graduate school in the United States. In addition, we posted information on scholarship programs for undergrad and master studies such as Young Ambassadors Programme 2016- Switzerland, RIT Kosovo, Ministry of Education, Science and Technology - Scholarships to study in Hungary, Erasmus+ Kosovo etc. As of today, the AUPPKosovo Official Facebook Page has reached 9,445 likes.

In order to maintain a high level of faculty/staff/student community communication, the AUPP team created Facebook groups to be used exclusively by AUPP Cohort 2 and Cohort 3 students and AUPP Faculty. The Facebook groups were updated regularly with information and reminders to complete course evaluations, information about TOEFL ITP, photos of exam sessions, etc. Additionally, students were able to post comments and photos of in and out of class activities. At A.U.K., we believe that both curricular and extracurricular activities make important contribution to student education. As a result, the AUPP seems to have built a very strong academic community based on educational values. We project that our students will be much more socially engaged citizens, once they successfully finish our program.



Furthermore, these groups will help us track students in the future in order to measure the impact of the training in the years to come.

The AUPP Facebook group (AUPPKosovo Cohort 2- Official) has a total of 567 members – comprised solely by cohort 2 students and instructors. In addition, the AUPP Facebook group (AUPPKosovo Cohort 3 2015/2016) has a total of 221 members.

A promotional video animation was prepared to promote the TLP Immersion Courses – Cohort 3. This customized video animation was published on Facebook and YouTube. The marketing ad including the [video animation](#), was designed by the A.U.K Media Center.

To reach out to as many potential applicants during the application period and make the video animation as much visible as possible, the project team boosted the post on Facebook by investing some of the marketing funds. In this way, we reached to around 29,663 people through this promoted post.

In order to reach the desired target audience for this cohort, 20k AUPP brochures and 150 posters were printed and distributed widely across the country. These brochures and posters were distribute these brochures and posters in all of Kosovo. Same as in previous cohorts, the project team outsourced some of the promotional marketing activities, such as face-to-face personal contact or direct marketing for which a private marketing company was hired for all cities across Kosovo. These activities were held in most crowded city areas, near universities and colleges, boulevards, and main streets.



**Transformational Leadership Program (TLP) Immersion Courses**

- Until 2019, A.U.K. will provide AUPP training for up to 1,100 students.
- In this cohort, we will be accepting 110 students.
- Enhance skills in English language, Mathematical competences, entrance and proficiency exam preparation, and cultural diversity training.

**USAID Transformational Leadership Program**  
The purpose of the Transformational Leadership Program is to develop a cadre of leaders to drive significant change in Kosovo aimed at priority economic, political, and social development areas.

**American University Preparatory Program (AUPP)**  
AUPP Program is by definition academic and replicates existing A.U.K. classes to help students excel in their current and future academic endeavors. Our 7-month program consists of well-structured courses which aim to prepare students to take specific admissions examinations focusing a lot on refreshing students' general education knowledge.

**AUPP Courses**

- Remedial English Course
- Remedial Math Course
- Discovery Course (General University Skills)
- TOEFL® Examination Preparatory Course
- GRE® (GMAT) Examination Prep. Course

**How to apply**  
Applications for the AUPP Program are accepted through the A.U.K.'s online application system. A completed Official A.U.K. application consists of the following:

- **WRITTEN ESSAY IN ENGLISH 100-500 WORDS**  
Choose one of the Essay Topics. Essay #1: How will the American University Preparatory Program (AUPP) help you enhance your professional career? Essay #2: Explain how you would apply the American University Preparatory Program experience in your future education endeavors?
- PREVIOUS EDUCATION DIPLOMA / GRADE TRANSCRIPT
- SCANNED PERSONAL ID / PASSPORT
- SELF-IDENTIFICATION DECLARATION (OPTIONAL)

**APPLY NOW**  
[www.auk.org/aupp/apply](http://www.auk.org/aupp/apply)



Training will be offered across all regions of Kosovo.

**USAID**  
**A.U.K.**

**TRANSFORMATIONAL LEADERSHIP PROGRAM (TLP) Immersion Courses**

**Application Period**  
October 19, 2015 - November 6, 2015

**Testing & Selection**  
November 9, 2015 - November 30, 2015

**AUPP start date**  
December 1, 2015

**Eligibility Criteria**  
All applicants must be Kosovo citizens. Priority for admission is given to:

- University graduates who have already finished their bachelor studies and have obtained a diploma or transcript to prove eligibility
- University students in their last year of studies towards their undergraduate degrees
- High school students in their last year of high school
- High school students who have already finished high school and want to continue with university education.

**POTENTIAL CANDIDATES COMING FROM DISADVANTAGED GROUPS: WOMEN, PEOPLE WITH DISABILITIES, RURAL, MINORITIES, & LGBT COMMUNITY) ARE STRONGLY ENCOURAGED TO APPLY.**

**CONTACT:**  
A.U.K. Remedial Courses  
c/o U.S. State Dept. E.O. 13526  
1000 Pristina  
Tel: 00381 045 461 047  
www.auk.org/aupp  
aupp@auk.org

**SOCIAL MEDIA:**  
Facebook: auppkosovo  
Twitter: @auppkosovo

This program is made possible by the generous support of the American people through the US Agency for International Development.

## PPDL Component

For Cohort 2, the TLP Public Service Courses/PPDL's dedicated webpage, under the A.U.K.'s official webpage (<http://www.auk.org/web/usaidd-ppld-home.html>), has been constantly updated and administered by the A.U.K.'s Media Center. As in the previous cohorts, the dedicated webpage for TLP Public Service Courses/ PPDL was available in three official languages- Albanian, English and Serbian.

During January and March, electronic information regarding the application for PPDL were sent to all institutions. All promotional materials were prepared in Albanian, Serbian and English.

## 1.1.2 Activity: Application and Kick-Off Event

### AUPP Component

Application for Cohort 3 was opened on October 19. As in the previous cohorts, a [kick-off event](#) was held on the same day in the A.U.K Auditorium. The event was moderated and hosted by our program coordinator, Ms. Ylberina Morina-Mala. Visar Jasiqi, the program director, addressed the audience along with keynote speakers Mr. Scott Cameron, Director of USAID's Economic Growth Office, Mr. Daniel Cosentino, RIT/A.U.K's Vice President for Academic Affairs and English Instructor Blerta Mustafa explaining in details the benefits of joining such courses.

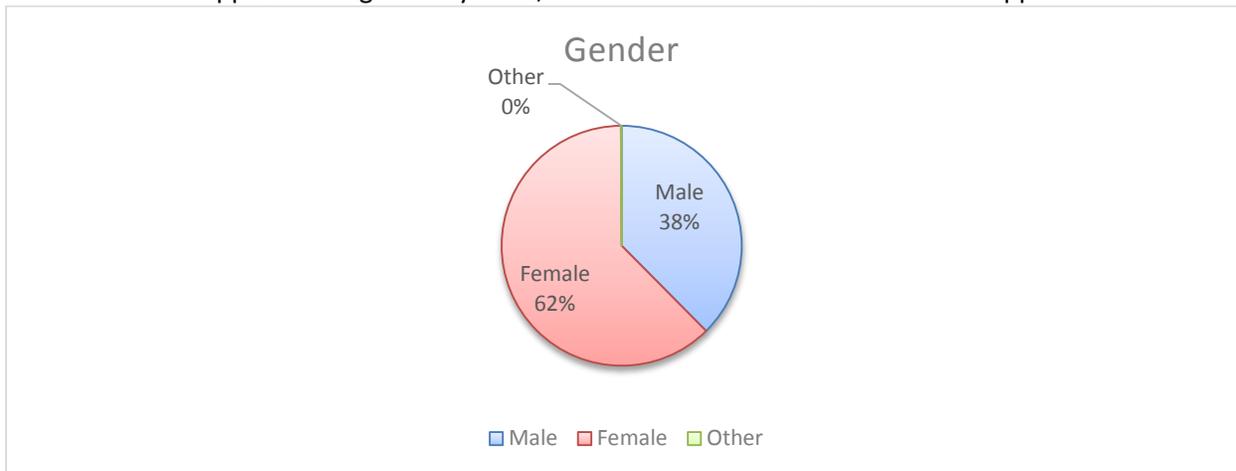


The main purpose of the event was to primarily serve as a PR event to kick-off the application process and reach out to as many prospective applicants across Kosovo.

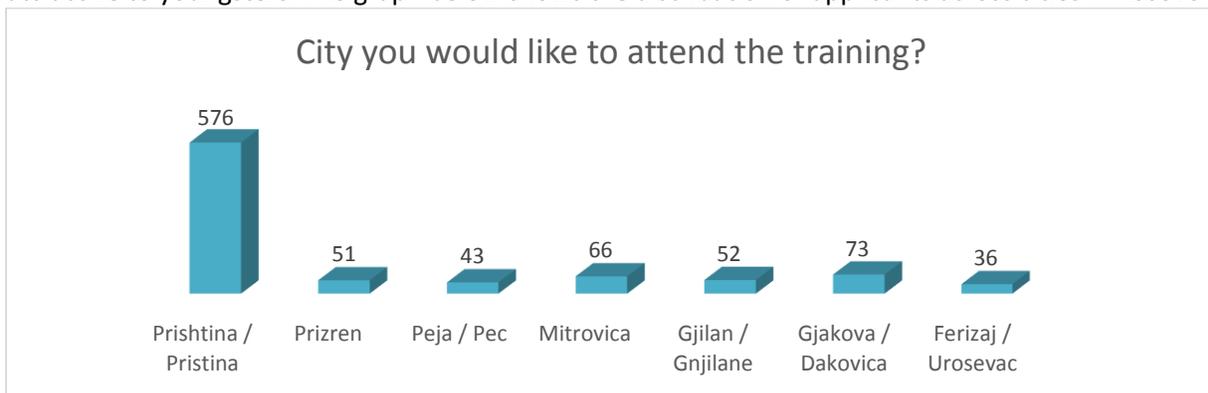
Other TLP implementing partners were present in the event who also used the opportunity to answer questions from prospective candidates about the certificate scholarship program managed through World Learning.

The application deadline for AUPP was November 8<sup>th</sup> whereas testing and selection was conducted during the period of November 9 to November 30. AUPP Classes commenced on December 1<sup>st</sup> and 2<sup>nd</sup> in all cities across Kosovo.

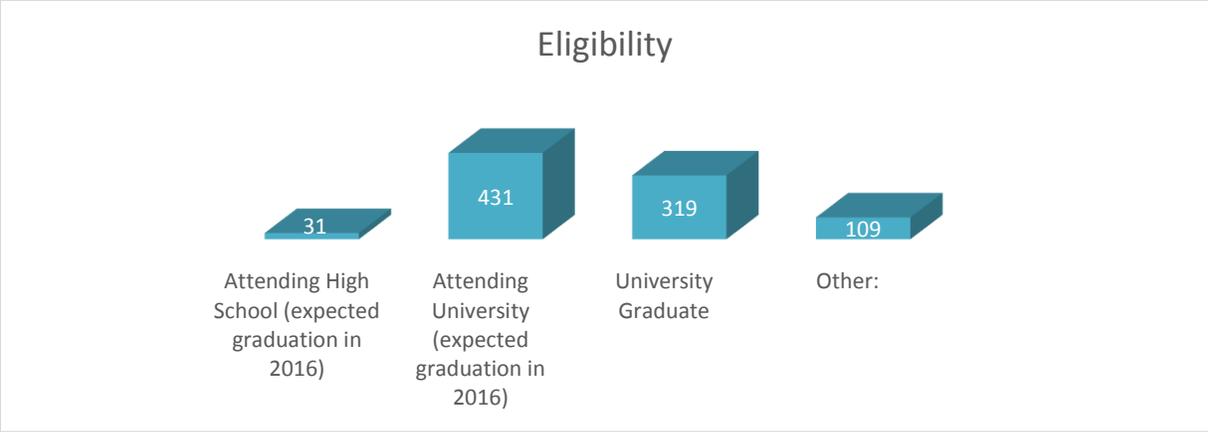
For cohort 3, during the open application period, we received 901 applications for 190 available seats from all regions in Kosovo, out of which 62% were females and 38% males. Additional 17 students from Mitrovica North applied during January 2016, which increased the total number of applications to 918.



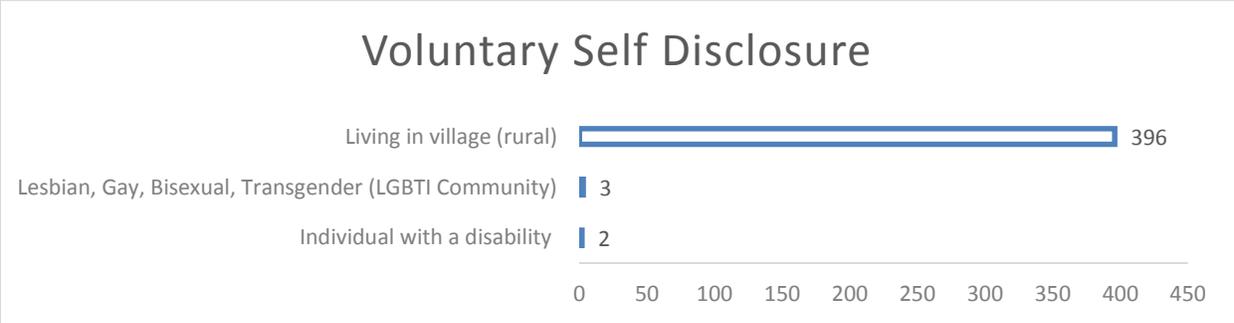
The program received applications from all regions of Kosovo. 576 candidates applied to attend the program in Prishtina while in the rest of the regions we received an approximately even number of applications with an average number of applications of around 46 candidates. The city of Gjakova apparently received more applications (73) yet remains the city where our program is mostly considered attractive to youngsters. The graph below shows the distribution of applicants across cities in Kosovo.



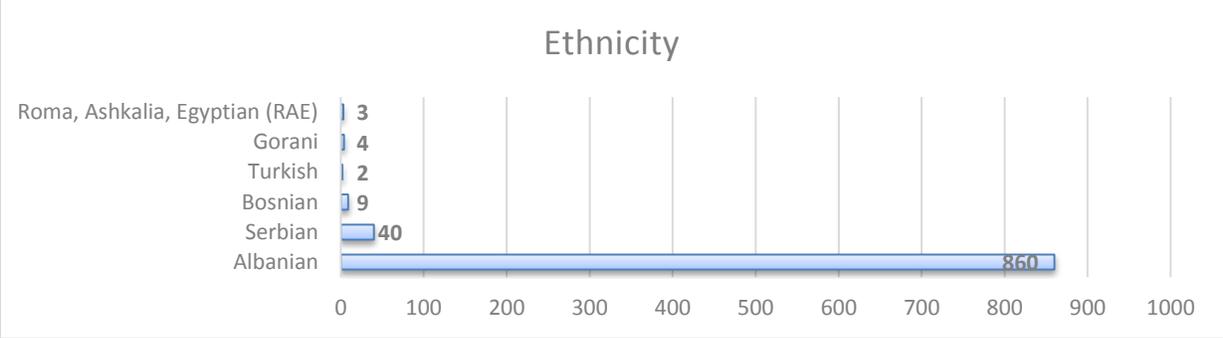
Of all applications received, 31 students were still attending high school and expected to graduate in May/June 2016. The vast majority of applicants interested in our program (431) were students attending university, expected to graduate in 2016. Moreover, 319 applicants reported to be university graduate or holders of Bachelor degrees whereas 109 reported to fall in the category of "other."



The application page was set to allow applicants to voluntarily self-disclose information about themselves which would serve the program to get hold of information regarding the number of minorities or marginalized groups in our program. This would serve both as a feedback to our outreach efforts as well as for pedagogical reasons. 2 applicants reported to have disabilities whereas 3 reported to belong to the LGBTI community. The largest number (396) of applicants who decided to disclose information about themselves reported to live in a village. The program remains attractive for minority groups, especially those who live in the rural areas of Kosovo, a group which was neglected before the existence of our program. We must bear in mind that many more applicants decide not to self-disclose for a variety of personal reasons.



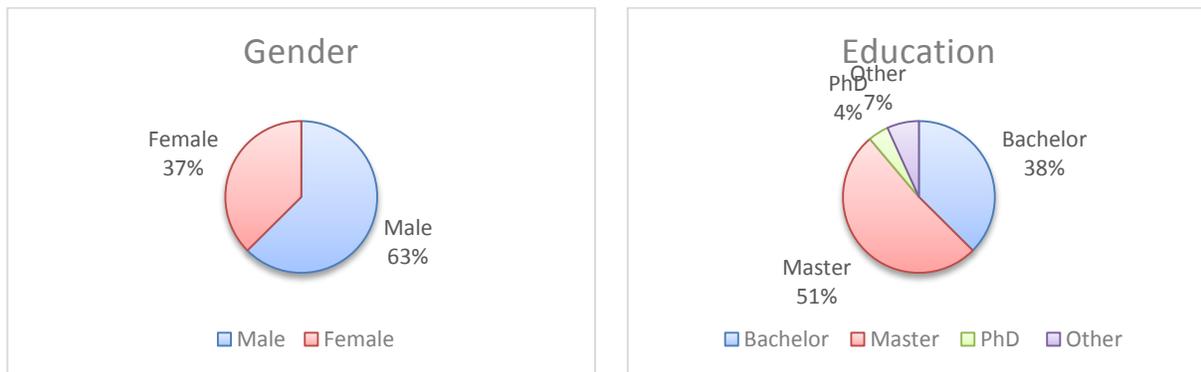
Out of 918 applicants, 860 reported to be Albanian, 40 Serbian, 9 Bosnian, 2 Turkish, 4 Gorani, and 3 RAE.



## The PPDL Component

The application system for Public Service Courses receives applications on a rolling basis. We started receiving applications for Cohort 1 in the period between July to September 2015, and for Cohort 2 in the period between January to March 2016.

Application for Cohort 1 started at the end of July 2015 and continued through the end of September. In Cohort 1, out of 251 applicants, 63% are male and 37% are female. In terms of their education status, the majority (51%) have completed their Master studies, 38% have completed their Bachelor studies, 4% are PhD graduates and 7% stated other. The latter group was contacted by the project team, to confirm their their education status. We were informed that the majority were attending their Master studies but had not graduated yet.



Two applicants reported that they have a physical disability and 56 reported that are coming from a rural area.

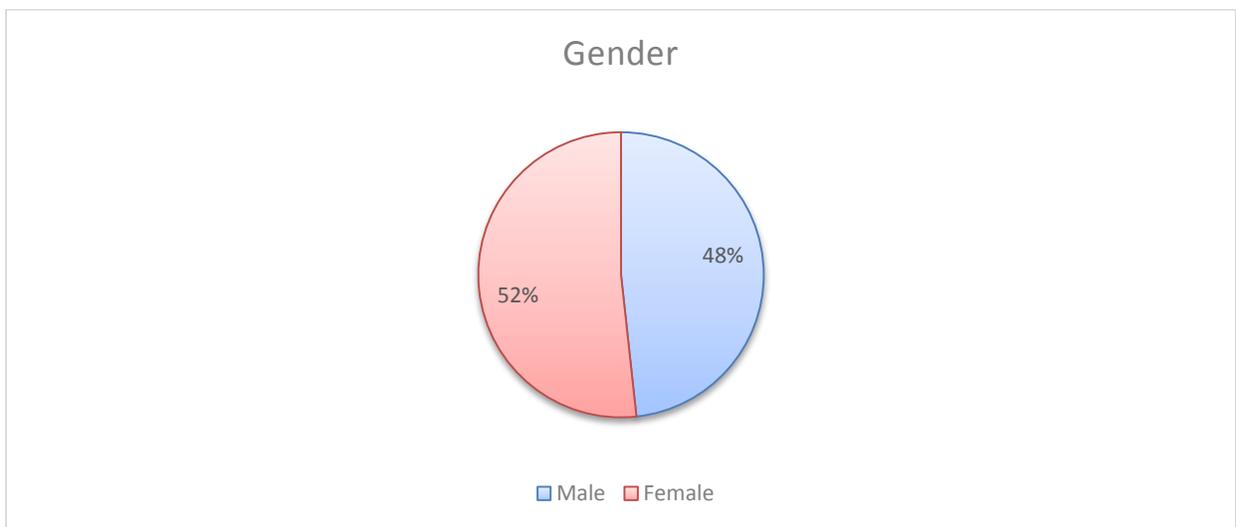
Application for Cohort 2 was officially opened in January 2016. Given that for this cohort a kick-off event was not held, the certification ceremony of Cohort 1 served as a PR event to kick-off the application process and reach out prospective applicants at a central governmental level. In the certification ceremony, held on February 9, we invited key governmental officials, including the Kosovo Prime Minister, Ministers/employers of the graduates, U.S. Ambassador, USAID mission Director and other key stakeholders involved in the program. The certification ceremony served to publicize the program among employers of civil servants. The application deadline for PPDL was February 28th.

Based on the feedback we received while we met with different ministry officials and directly with the civil servants, we came to realize that we needed to lower the work experience eligibility criteria from 5 to 2 years of experience in civil service. Due to this eligibility criteria limitation, we had to turn down many applicants that were very good, and directly deal with Public Policy Development Process. For example, the Department for EU Integration and Policy Coordination was established in 2012 in each Ministry and as such civil servants working in those departments do not have 5 years of experience but work in a department that is fully incorporated with policy formulation and implementation. Therefore, in order to increase the number of applicants and register those that do belong in departments that will directly benefit from the program, we proposed to lower down the work experience eligibility criteria from 5 to 2 years of experience. 2 years of experience in the civil service seemed to be enough of an experiential period for a civil servant to attend the program. This being accepted, we reopened the application period from March 24th to April 3rd. We informed all our identified stakeholders about the new application

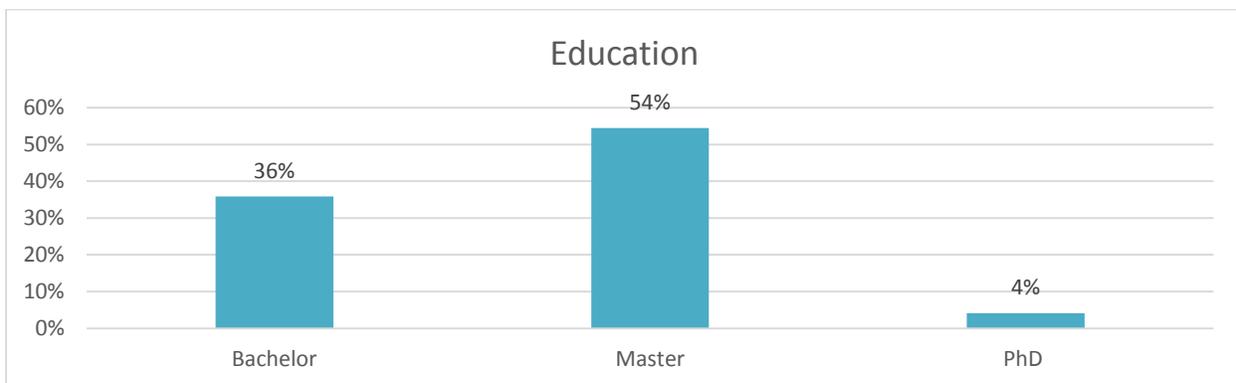
period and encouraged their staff to apply. During this period, the PPDL webpage was updated with information regarding the change in eligibility criteria and all institutions were informed.

On the first phase of the application, we were able to register 66 civil servants coming from different ministries and/or agencies. Those candidates that requested to attend the PPDL in English language, were required to sit for CaMLA English Placement Test. CaMLA English Placement Test (EPT) assessed listening comprehension, use of English (vocabulary and grammar), and reading comprehension. It was a 60 minutes test with 80 multiple choice questions. Based on their language and training schedule preferences, participants were divided into groups, initially forming three groups of PPDL: 1 group in English Language, and 2 groups in Albanian Language. Classes started on March 31<sup>st</sup> and April 1<sup>st</sup>.

For cohort 2, during the open application period, we received a total of 145 applications, out of which 52% were female and 48% male.



Out of 145 applicants, 142 reported to be Albanian and 3 Bosnian. As per their educational background, the majority (54%) stated that they had completed Master Studies, 36% stated that they had completed their Bachelor Degree, and only 4% had completed their PhD studies.



### 1.1.3 Activity: On-site Presentations

#### The AUPP Component

On-site Presentations for Cohort 3 were held during the months of October and November, 2015. Following the Kick-off event, the project team embarked into a series of presentations of the program to different audiences.

Our main advertising and informative tool was social media through which the program targeted prospective candidates. The Facebook page dedicated to the program received quite some

publicity and generic likes by prospective candidates. As a result, it was utilized as a major tool to inform prospective candidates that the program team would be at their city/site to present the benefits of the program. Now that we have two cohorts of students certified, we do have a word-of-mouth spread among the young Kosovars as it appears that this publicity tool functions very well in a collectivistic and a young society in Kosovo. Given this reality, the program team focused on attracting and informing minority groups so that they are involved in the program as well through our sites at IBCM in Mitrovica north and Gracanica.



The whole presentation campaign functioned well with many candidates being interested in different cities and organizations around Kosovo. On October 20, 2015, the project team met with QESH – an organization dealing with human rights while primarily focusing on LGBT rights. Stationed in Prishtina, the organization invited activists to be present and listen to the presentations on the benefits of the AUPP program. It must be noted that during most of our presentations we met program alumni who voluntarily spoke on behalf of the program and recommended the program to other prospective candidates. We received a public praise by our LGBT alumni who said that the program is inclusive and the instructors and the team made them feel included and equal to every other student besides the fact that some of them disclosed themselves as LGBT.

The AUPP program director, Mr. Visar Jasiqi, participated in a meeting with prospective candidates at the municipality of Gracanica on October 22, 2015. There he met with prospective candidates from this community who primarily tend to be Serbian. Primarily due to this effort and additional efforts by the project team, we will be running the program in Gracanica, come January 2016.

Moreover, the team met with prospective candidates in Mitrovica North at the IBCM College to present the opportunity to prospective candidates from the north of Kosovo. There were a dozens of interested candidates present in the information session; however most of them reported that they do not hold Kosovo documents thus were ineligible to apply for the program. Further outreach efforts were made through contacting local NGO's, thus a group of thirteen students was formed, and started its Remedial English course on February 18.

The team also presented the program in Gjakova at the public University "Fehmi Agani." The number of interested students was very high as it also resulted in the highest number of students applying in Gjakova.

Gjakova remains the city with the most interested candidates which in the second cohort resulted with 2 groups running in this city. Furthermore, the group joined the World Learning and USAID education team to meet with local prospective students in the municipality of Sterpce and present at “Behar” a local NGO in Bazhdarane, Prizren to offer the program to both the Serbian community in Sterpce as well as the Bosnian and RAE community there.

Following were meetings with Law students at the University of Prishtina, University Kadri Zeka in Gjilan, Don Bosko high school in Gjilan, KAAD – Kosovo Agency for Advocacy and Development, the American Corner in Prishtina, and the English department at the University of Prishtina.

Below is a list of sites where presentations took place.





On January 28, USAID Kosovo Education Team together with AUPP team members presented in Skenderaj the Transformational Leadership Program- Immersion Courses. AUPP team members presented the program to high school students and provided them with information on the opportunity to attend preparatory courses such as TOEFL, GRE, and GMAT for free.

Figure 2: The table below lists the on-site presentations used for outreach activities for the AUPP component.

Date	Institution	Online Link:
20 October	QESH – Prishtina	
22 October	Municipality of Gracanica	<a href="#">LINK</a>
23 October	Kick Off Event	<a href="#">LINK</a>
27 October	IBCM Mitrovica	<a href="#">LINK</a>
28 October	University “Fehmi Agani” – Gjakova	<a href="#">LINK</a>
29 October	American Corner – Prishtina	<a href="#">LINK</a>
29 October	Department of English Language and Literature – University of Prishtina	<a href="#">LINK</a>
30 October	Municipality of Sterpce and NGO “Behar” Bazhdarane, Prizren	
30 October	KAAD – Kosovo Agency for Advocacy and Development	
28 January	USAID Kosovo Education Team- Skenderaj	<a href="#">LINK</a>

### PPDL Component

Throughout the month of August, the project team continued to conduct numerous meeting activities with key stakeholders identified in the Stakeholder Management Plan. Informative sessions were organized with each institution where we informed the same about the application period and process, the benefits of becoming part of this program and other relevant information regarding the admissions criteria. During July and August, all electronic information regarding the application for PPDL were sent to all institutions. All promotional materials were prepared in three official languages – Albanian, English and Serbian.

Even though most of the governmental officials were on summer holidays, we were able to hold numerous informative meetings with key stakeholders. The stakeholder list shown in chronological order is listed below:

- August 24<sup>th</sup>, 2015
  - **Meeting with Kosovo Energy Corporation officials**  
The meeting was organized by the KEC’s human resources department where all department heads were invited to attend. The early morning meeting conducted in KEC’s facilities resulted in a high interest to join our program. All department heads were eager to know more about the program and share the information with their employees.
  - **Meeting with Prime Minister’s Secretary General**  
Besides providing thorough information about the program, the discussion with Secretary General, Mr. Fitim Krasniqi, resulted with the following outcomes: PM’s Secretary Office will send an email to all general secretaries about the PPDL Program. Additionally, in the weekly meeting with all secretaries, Mr. Krasniqi, will inform all the participants and ask for their commitment to inform their staff.
  - **Meeting with Kosovo Judicial Council**  
Even though the meeting was confirmed by the director of KJC, Mr. Albert Avdiu, he couldn’t join us because of an unexpected meeting that he had to attend. However,

	<p>the informative session was presented to the head of training department. We thoroughly presented the benefits of the program and requested their cooperation in informing the KJC's staff about the application. Afterwards, the PPDL factsheet was sent to the training department and they distributed it widely to all the employees, including employees from the Supreme and Constitutional Court.</p> <p><b>- Meeting with Ministry of Education, Science and Technology (MEST) Acting Secretary General</b></p> <p>Our project team met with secretary Haki Sfishta from MEST. In this meeting, the Director for European Integration and Policy Coordination Mr. Ferit Idrizi explained the need for a public policy training for his department. On the other hand, secretary Haki Sfishta committed to inform all his staff.</p>
August 25 <sup>th</sup> , 2015	<p><b>- Meeting with Ministry of Economic Development General Secretary</b></p> <p>On Tuesday, August 25<sup>th</sup>, Secretary General of the Ministry of Economic Development Mr. Nazmi Zenelaj met with us in the ministry's conference room. All the department heads attended the meeting and were interested in knowing more about the program. Our project team explained in detail the program and invited all their staff to apply, with priority given to the departments who deal directly with policies.</p>
August 27 <sup>th</sup> , 2015	<p><b>- Meeting with Central Bank of Kosovo</b></p> <p>Since most of the CBK senior employees including deputy-governors were on summer break, our project team couldn't organize the meeting in early August, therefore, with the assistance of the CBK's HR, we were able to organize the meeting on the designated day. The informative session was organized by the training officer and almost all heads of departments attended the meeting. Our project team presented the PPDL program in detail and invited them to apply. One thing that was concerning for them was the application deadline. Having in mind that applicants will be reviewed based on their essay, CBK participants asked to extend the deadline so they can have enough time to inform their staff and inform about the essay writing. As such, we all agreed to extend the application deadline for September 1<sup>st</sup>.</p> <p><b>- Meeting with the Head of Public Procurements Regulatory Commission</b></p> <p>Our Chief of Party, Mr. Visar Jasiqi met with Mr. Safet Hoxha, the director of PPRC. Mr. Hoxha was happy to talk about the need for his office to attend this training program. Mr. Hoxha was well informed regarding the program. Mr. Hoxha, along with his coworkers, will apply for this training program.</p>
September 3 <sup>rd</sup> , 2015	<p><b>- Meeting with Ministry of Local Government Administration (MLGA) General Secretary</b></p> <p>Initially, this meeting was scheduled to be held on August 26<sup>th</sup>, but the meeting was postponed for the 3<sup>rd</sup> of September. MLGA officials were previously informed that on the initial day we planned the meeting, the application period would be closed. However, we met with MLGA officials and informed them about the benefits of the program and the possibility of applying for the 2<sup>nd</sup> cohort.</p>

As per cohort 2, beginning in January 2016 and continuing into March 2016, the PPDL project team conducted meetings with governmental organizations. The project team made efforts to assess the level of interest of particular departments in attending the program, their willingness to release employees for the time needed to participate, specific areas of interest they might want to be included in the program, and the number of staff members who might participate.

Additionally, informative sessions were held in auditoriums of the governmental institutions and civil servants were informed on the benefits of becoming part of such program. Participants of the informative sessions received firsthand information from our team members, and they were invited to apply for the program.

Throughout the period of January through March, the project team conducted numerous meeting activities with key stakeholders identified in the Stakeholder Management Plan. Informative sessions were organized with each institution where we informed them about the application period and process, the benefits of becoming part of this program and other relevant information regarding the admissions criteria.



The stakeholder list ordered chronologically:

<p>January 29<sup>th</sup>, 2016</p>	<p><i>Meeting with Ministry of Trade and Industry</i> The program coordinator met with civil servants from the Ministry of Trade and Industry and presented to them the program and benefits of becoming part of it. The informative session organized in MTI resulted in a high interest to join our program, and as a result we received the highest number of applications from this ministry.</p>
<p>February 4<sup>th</sup>, 2016</p>	<p><i>Meeting in the Government Building</i> On February 4<sup>th</sup>, PPDL team in cooperation with key stakeholders organized an informative session in one of the auditoriums in the Government building. Prospective candidates from different governmental institutions were invited to be part of this informative session. The project team explained in detail the program and invited all the participants to apply.</p> <p><i>Meeting with Central Bank of Kosovo</i> On the same day, February 4<sup>th</sup>, the program coordinator organized an informative session in the Central Bank of Kosovo. Our project team presented the PPDL program</p>

in detail and invited them to apply. Here as well, the number of applicants was considerably high.

March 30 <sup>th</sup> , 2016	<i>Meeting with Ministry of Education, Science and Technology (MEST) Secretary General</i> Given that the deadline for application was postponed, on March 30, PPDL team managed to schedule a meeting with the General Secretary of the Ministry of Education, Science and Technology, Mr. Alush Istogu. In the meeting, Mr. Istogu was informed about the program and the benefits that those being part of the program will receive. Mr. Istogu committed to inform all his staff, and as a result the number of applicants from MEST increased significantly.
-------------------------------	--

When contacting key stakeholders, the PPDL factsheet was sent for more detailed information on the program.

### 1.1.4 Activity: Infrastructure set-up

Most of infrastructure providers identified in Year 1 continue to offer classroom facility service for Year 2. Class Lease Agreements expired on August 30, 2015 and class lease extension agreements were prepared and signed by landlord and tenant.

#### The AUPP Component

In Cohort 3, one infrastructure provider was changed in Gjilan/Gnjilane and one provider was added in Gracanica City.

- Due to the fact that University Kadri Zeka in Gjilan/Gnjilane is the only public university in Gjilan, a large number of students are registered in their bachelor studies. We had difficulties in booking the classroom for AUPP because of regular classes held there. As such, starting from this cohort, the AUPP team contracted Don Bosko Center, a private school with new facilities and a classroom dedicated only for the AUPP. The agreement was signed in November and we continue to deliver courses in this school.



- In a meeting with the director of Department of Education, Culture, Youth and Sports of Municipality of Gracanica, Mrs. Gordana Toskic and Mr. Ivan Stojković from the Cultural Club of Gracanica, we agreed to offer the AUPP Program in the city of Gracanica. Mr. Stojkovic was able to promote and invite a good number of participants to attend the admission test. In coordination

with Mrs. Toskic from the Municipality of Gracanica, we were able to contract the Cultural Club of Gracanica as an infrastructure provider in this city. The infrastructure administration was responsible to arrange a classroom setup with all the required infrastructure criteria set by our program.

**Figure 3: final list of infrastructure providers**

City	Institution
Prishtina / Pristina	A.U.K
Peja / Peć	European College Dukagjini
Prizren	Fama College
Gjilan / Gnjilane	Don Bosco School Center
Ferizaj / Uroševac	Universum University College
Gjakova / Đakovica	Universum University College
Mitrovica South	Fama College
Mitrovica North	International Business College Mitrovica
Gracanica	Cultural Club of Gracanica

At this stage, all the above infrastructure providers do meet the required infrastructure criteria.

### The PPDL Component

For the PPDL training, A.U.K classes are used. A.U.K classes fulfill the infrastructure criteria that enable fostering and maintaining a safe and positive learning environment.

### 1.1.5 Activity: Trainer Selection / Train of Trainer

#### AUPP Component

The selection of trainers for the Year 2 included two main courses of action:

1. Continuing the contracts of already hired trainers for Cohort 1 and Cohort 2: The continuation of contracts was subject to several factors, including the performance evaluation of students, performance evaluation of the Head English Professor in charge of Curriculum Development and Quality Assurance and in-class observations from academic advisors.
2. Hiring of new trainers for some municipalities, courses and corresponding schedules that could not be accommodated with the already existing trainers. The selection and acquisition of new trainers was based on the initially set criteria, including but not limited to experience in teaching, American education, integrity and pedagogical skills.

For the deployment of the TOEFL Prep Course, we contracted 14 teachers, for GRE/GMAT 12 teachers and for Discovery course (which was not part of the Year 1 reporting period) the project team contracted 13 teachers. For Cohort 3, the project contracted 24 teachers to deliver training in the first courses corresponding to the reporting period. These include Remedial English, Remedial Math, Discovery and TOEFL. Although the project team made every effort to identify trainers coming directly from the region they were scheduled to conduct the training, this was not possible in many cases and trainers from Pristina were sent to deliver classes in other regions.

As usual, before every course commences, we conduct professional development sessions will all instructors. These sessions are designed to serve two main purposes: serve as ToT for the newly hired

trainers and as activities that aid the course improvement process in general. The latter is primarily attributable to the previously engaged instructors, who based on the past AUPP experience and the student feedback, improve the class organization and adjust the content of the course to the latest trends. Several deliverables have come out of the professional development sessions. First and foremost, a new lesson plan template was introduced to help instructors prepare more comprehensive and structured lessons. The template includes instructional goal, performance objective, rationale, lesson content, instructional procedures, evaluation procedures, and a list of materials and aids used in class to deliver the lesson. Instructors created a sample lesson plan during the initial meeting and decided to adopt the template. Also, for each course a review of the syllabus was conducted as well. The trainer and instructors looked at possible syllabus alterations and together decided to make adjustments for the Discovery Course syllabus, while maintaining the other syllabi the same in content and order of topics.

For the Discovery Course, which apart of the other programs covers a wide range of topics that pertain to different dimensions of the academic preparation including but not limited to academic writing, presentations, cultural diversity and enculturation, listening effectively, critical thinking and argumentation, adjustments were made to the syllabus in terms of content. Instructors suggested materials to be added to the booklet and most were accepted. In the initial ToT, each module was discussed and topics were explained to each instructor in order to clarify the link between topics, modules and the whole syllabus. It is important for instructors to understand and assess the link among topics, assignments, assessments, and different learning activities to assure achievement of previously set learning outcomes. The last stage was evaluation of testing in place to measure learning outcomes.

The next stage was about the difference between objectives and outcomes in order for instructors to clearly depict the difference between objectives and learning outcomes as both are included in the Discovery course syllabus.

The last session of the ToT was focused on use of resources to maximize learning, lesson planning and delivery, and teacher-student relationship. For lesson planning, instructors were provided different lesson plan models from the University of Hawaii and one was chosen as the most appropriate for all instructors. Instructors were placed in groups and each group was asked to create a lesson plan on one of the topics available in the syllabus.

Additional classroom and home student learning resources were selected to assure uniformity of using resources to aid comprehension of concepts. Moreover, for the teacher student relationship portion of the ToT, Mckeachie's teaching tips were utilized and presented to the instructors along with Parker Palmer's 'Courage to Teach' tips and insights.

### **The PPDL Component**

For PPDL, A.U.K. faculty are delivering the training. Since the training is offered in three main languages (English, Albanian and Serbian), we have identified qualified A.U.K. faculty in the field of public policy, able to teach in different languages.

During the first quarter, the A.U.K Public Policy and Governance Faculty Unit led by Professor Michael Waschak (link of professors: <http://www.auk.org/web/academics/faculty.html>) developed the syllabus and selected course materials to be used by all professors in this course.

Additionally, in coordination with A.U.K's Public Policy and Governance Faculty Unit, the PPDL Faculty selected for Cohort 1 in Academic Year 2015-2016 include:

1. **Michael Waschak, Ph.D.** Curriculum Development – PPDL Component
2. **Robert Muharremi, Ph.D.**, PPDL Faculty

3. **Mark Baskin, Ph.D.**, PPDL Faculty
4. **Mentor Nimani, ESQ. LLM/MA, MALD**, PPDL Faculty

Depending on each participant's preferred language of training, this list of professors is subject to change. All selected professors went through a Train of Trainer workshop organized in the first week of September 2015. ToT intends to assure uniformity of syllabus and training materials used by all professors in the program.

For Cohort 2, in coordination with A.U.K's Public Policy and Governance Faculty Unit, PPDL Faculty selected for Cohort 1, Academic Year 2015-2016 included the same professors as in Cohort 1, but with two new additions:

1. **Armend Bekaj, Ph.D.**, PPDL Faculty
2. **Vjosa Osmani, Ph.D.**, PPDL Faculty

The two newly hired PPDL Faculty members have been contracted to co-teach with **Robert Muharremi, Ph.D.**, PPDL Faculty in two PPDL sessions. The division of assignments for these sessions is as follows:

- **Robert Muharremi, Ph.D.**, delivers Module 1 of PPDL curricula and Final Project group selection
- **Armend Bekaj, Ph.D.** and **Vjosa Osmani, Ph.D.**, deliver Module 2 of the PPDL curricula which focuses on specialized topics on Diplomacy and Rule of Law, Economic Development, Social Policy and Rural, Urban and Regional Planning. Furthermore they are responsible for mentoring and evaluating the Final Group Project.

Also during Cohort 2, PPDL professors in conjunction with the PPDL project team, agreed to continually upgrade the teaching materials as we move along. In the weekly Thursday meetings, the PPDL team, together with professors, agreed for lectures to be included in every upcoming week. This method helped us in continuous improvement of both the training delivery and the teaching materials used for the class.

### **I.1.6 Activity: Admission Testing**

#### **The AUPP Component**

Admission Testing of Cohort 2 was already implemented and successfully completed and incorporated in the last annual report. In accordance with the AOR, the cohort 3 application process was open from October 19<sup>th</sup> to November 8<sup>th</sup>, and classes were scheduled to commence on December 1<sup>st</sup>, 2015, in all cities of Kosovo, except Gracanica. In order to complete the work within the initial timeframe, we anticipated to complete admission procedures and notify AUPP Cohort 3 selectees latest by November 28<sup>th</sup>, 2015.

With the intention to serve the Serbian community in Kosovo, we managed to register a group of students in Gracanica. Therefore, in Gracanica we anticipated to complete admission procedures and notify students latest by the beginning of January 2016, while classes were scheduled to start on January 19<sup>th</sup>, 2016.

Out of 901 AUPP applications received, 621 applicants attended the admission test in all cities of Kosovo.

Municipality	Date	Number of applicants attending the admission test
Pristina	21-Nov-15	386
Ferizaj/Urosevac	23-Nov-15	27
Gjakova/Djakovica	22-Nov-15	50
Gjilan/Gnjilane	23-Nov-15	38
Mitrovica	23-Nov-15	36
Peja/Pec	22-Nov-15	25
Prizren	23-Nov-15	40
Gracanica	5-Dec-15	19

In the third cohort, besides the challenge of not having enough motivated students to apply for the program, the team managed to start classes in Mitrovica North. We were very aware of the fact that the students who applied lacked Basic English skills to be able to attend classes in English; however, we still wanted to serve the community in Mitrovica North. On February 5<sup>th</sup>, the admission test was held in the IBCM premises. The application statistics are included under the activity of application and kick-off event. On February 18<sup>th</sup>, thirteen (13) students from North, started their Remedial English course. Classes were held in the IBCM premises.

Following the application process and documentation completion, candidates went through the Admission Testing process, which comprised of two main components:

1. **English Component:** CaMLA English Placement Test (EPT) assesses listening comprehension, use of English (vocabulary and grammar), and reading comprehension. It is a 60 minutes test with 80 multiple choice questions.
2. **Math Component:** Math Test assesses Basic skills- performing a sequence of basic operations; Applications- applying sequences of basic operations to novel settings or in complex ways and Analysis- demonstrating conceptual understanding of basic operations of principles and relationships in mathematical operations. It is a 60 minutes test with 20 multiple choice questions.



All candidates were previously notified for their Admission Test date and were asked to confirm their participation beforehand. Candidates were also advised to have an Identification Document (ID), which would prove the identity of the candidate. Before each Admission Test session, the project team and the exam proctors were present to make sure all dimensions are accounted for and that everything is set for the Admission Test to commence. All candidates were equipped with a test booklet (English and Math in consecutive order) and an Answer Sheet.

The Admission Test was closely monitored by the project team and exam proctors also during the testing period. Total time for completing the Admission Test was 2 hours, with the English Test lasting 60 minutes and the Math Test lasting 60 additional minutes.

Once the Admission Test was finished, all test booklets and answer sheets were collected and delivered to the USAID TLP Immersion Courses Office. As it is a practice, all tests were scored by the Scantrone Machine which requires the Answer Sheets for each individual test. This machine has helped our project in two main dimensions: **time** – correction of admission tests requires approximately 5 seconds, and **accuracy and reliable** – the Scantrone guarantees a 100% accuracy of results.

### **The PPDL Component**

Admission Testing for Cohort 2 of PPDL was limited to only the English component only. Similarly, CaMLA English Placement Test (EPT) assesses listening comprehension, use of English (vocabulary and grammar), and reading comprehension. It is a 60 minutes test with 80 multiple choice questions.

Given the language preference selection of lectures, all candidates that selected English and/or English/Albanian as their preferred language of instruction were invited to sit the admission test.

As with AUPP, all candidates were previously notified for their Admission Test date and were asked to confirm their participation beforehand. Candidates were also advised to have an Identification Document (ID), which would prove the identity of the candidate. Before each Admission Test session, the project team and the exam proctors were present to make sure all dimensions are accounted for and that everything is set for the Admission Test to commence. All candidates were equipped with an English test booklet and an Answer Sheet.

The Admission Test was closely monitored by the project team and exam proctors also during testing period. Total time for completing the Admission Test was 1 hour.

Once the Admission Test was finished, all test booklets and answer sheets were collected and delivered to the USAID TLP Immersion Courses Office. As usual, all admission tests were scored by the Scantrone Machine which requires the Answer Sheets for each individual test. This machine has helped our project in two main dimensions: **time** – correction of admission tests requires approximately 5 seconds, and **accuracy and reliable** – the Scantrone guarantees a 100% accuracy of results.

## 1.1.7 Activity: Selection & Placement

### The AUPP Component

Selection and placement for Cohort 3 was based predominantly on the English test scores, which were used as the main metric of selection and placement. Math scores were predominantly used to identify knowledge remedy needs before candidates can go into GRE or GMAT.

The official English Placement Test Administration Manual contains guidance on how to interpret CamLa EPT Scores. CamLa EPT Scores are divided into six distinct levels: Beginner, Beginner (high), Intermediate (low) Intermediate, Advanced (low) and Advanced. The Skill Level Scores is very important since it guided us to determine the final cut scores that our program will be using.

CEFR Level Scores		Skill Level Scores	
Level	Score Range	Level	Score Range
A1	0–30	Beginner	0–26
A2	31–38	Beginner (High)	27–40
B1	39–52	Intermediate (Low)	41–50
B2	53–60	Intermediate	51–61
C1	61–80	Advanced (Low)	62–68
		Advanced	69–80

Based on the table, candidates who scored 69 points and above or 85% and above on the CamLa EPT Test of the admission test were selected to attend the AUPP Program for TOEFL Course and GRE/GMAT Courses.

All candidates were tested under the program eligibility criteria, and priority for admission was given to:

- University students in their last year of studies towards their undergraduate degree or those who have already finished their undergraduate studies.

Positive discrimination in admission was applied to the following groups:

- Candidates coming from disadvantaged groups (Women, Disabilities, Rural, Minority, LGBT community)
- Candidates referred by the TLP Scholarship and Partnership Program

Each candidate was contacted by phone and email to supply additional information and material for their application (i.e. a copy of their diploma, transcript, other documents proving their study status, etc.). Their motivational letter was also analyzed to understand their best interest and benefit from the program. Furthermore, students were asked about their schedule preferences (day or night courses).

An individual email was sent to each candidate to inform them about their admission to the program and courses that they need to attend. All candidates were required to sign an electronic student contract in order to complete the admission requirements.

The project team, together with the AOR, informed the candidates that not all applicants will attend all courses of the Program, namely the AUPP Course Pack. Undergraduate students with TOEFL test results in hand, will not need to sit in the TOEFL Prep course again, but will directly go into GRE or GMAT prep courses. Those who have graduated from an American University in their undergrad programs will not need to take the Discovery Course. Students who have just finished high school studies will not need GRE or GMAT. For this purpose, in the self-identification form we have asked the candidates to select the courses they would like to attend.

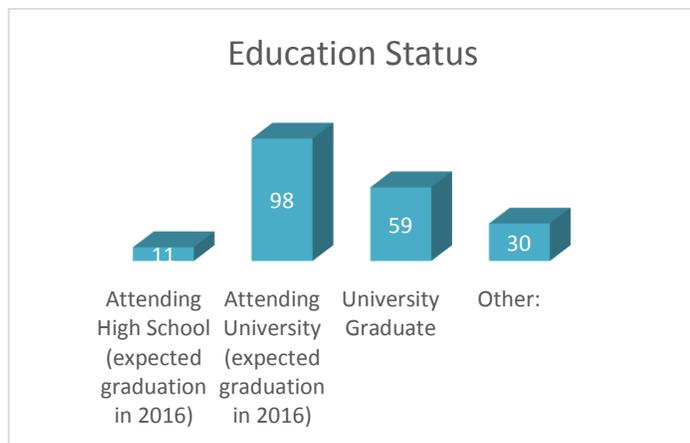
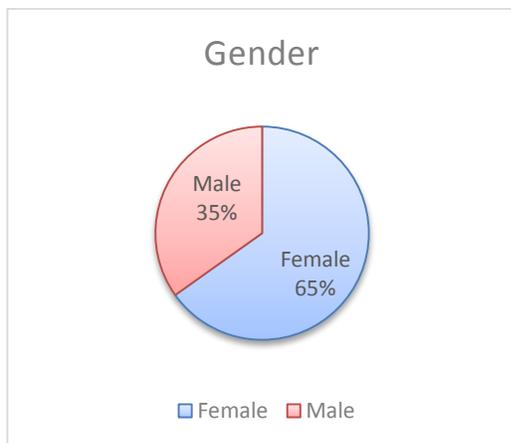
This decomposition of the program courses will allow A.U.K and USAID to increase the program’s reach and enroll more candidates than initially planned, without affecting the approved budget.

This step enabled us to enroll 198 candidates in the AUPP Course pack, while allowing for 79 additional students to be accommodated in the other course separately, i.e. Remedial Courses, GRE or GMAT. Furthermore, the project team has created a waiting list of potential candidates who can join the program, if some of the current admitted candidates decide to withdraw.

As previously stated, the application form and admission test results demanded a change of the previously planned class spread. Out of 918 applicants (including North Mitrovica applicants), 63% chose Prishtina as the city they would like to attend the training in. This was expressed even more in the admission exam, where out of the 673 candidates that sat the admission exam, 67% wanted to attend the training in Prishtina. This is mainly because Prishtina has historically been the predominant University City, where students from all other regions have been taking their courses here.

After reviewing the attendance report from instructors, each student who was absent was contacted by phone and asked whether they intend to take the training. These changes could be made only on the first week of the training. Enrolling new students by means of replacement after a week of training does not work in intensive training, as a lot of material would be covered and would be difficult for students to catch-up.

In Cohort 3, out of 198 candidates admitted in the whole course pack, 65% were female and 35% male. In terms of their education status, 49% are in their last year of bachelor studies, 30% have completed their bachelor studies, 6% are in their last year of high school, 15% belong to the other category that does not pertain to any of the above. In terms of declared ethnicity, 168 are Albanian, 3 from RAE community, 22 Serbian, 2 Gorani, and 3 Bosnian. One candidate reported that they belong to the LGBT community, and 72 reported that they come from rural areas. 149 candidates, or 75% are part of Marginalized Groups (note: cross-marginalized individuals are counted only once i.e. disability and living in rural areas, women and minority, etc.)





### PPDL Component

Selection and placement for Cohort 1 and Cohort 2 of PPDL was based on the eligibility criteria set forth in the beginning of the program. Specifically, the selection criteria include:

- Kosovo civil servants from predefined selected entities
- Candidates should have completed at least their Bachelor's Degree
- Candidates should have more than 5 years of service in the civil service sector

Once the eligibility criteria were met, the selection was based on the completion and content of the following items:

- Written Essay in English, Albanian or Serbian (300-500 words). The essay contains three main questions:
  - What led you to seek a career in public service?
  - How does a leader make a good decision?
  - How will this training enhance your career prospects?
- Employment Confirmation Letter (issued by the HR Department)
- Scanned copy of diploma
- Scanned copy of Identification Card / Passport
- A recommendation letter from immediate supervisor

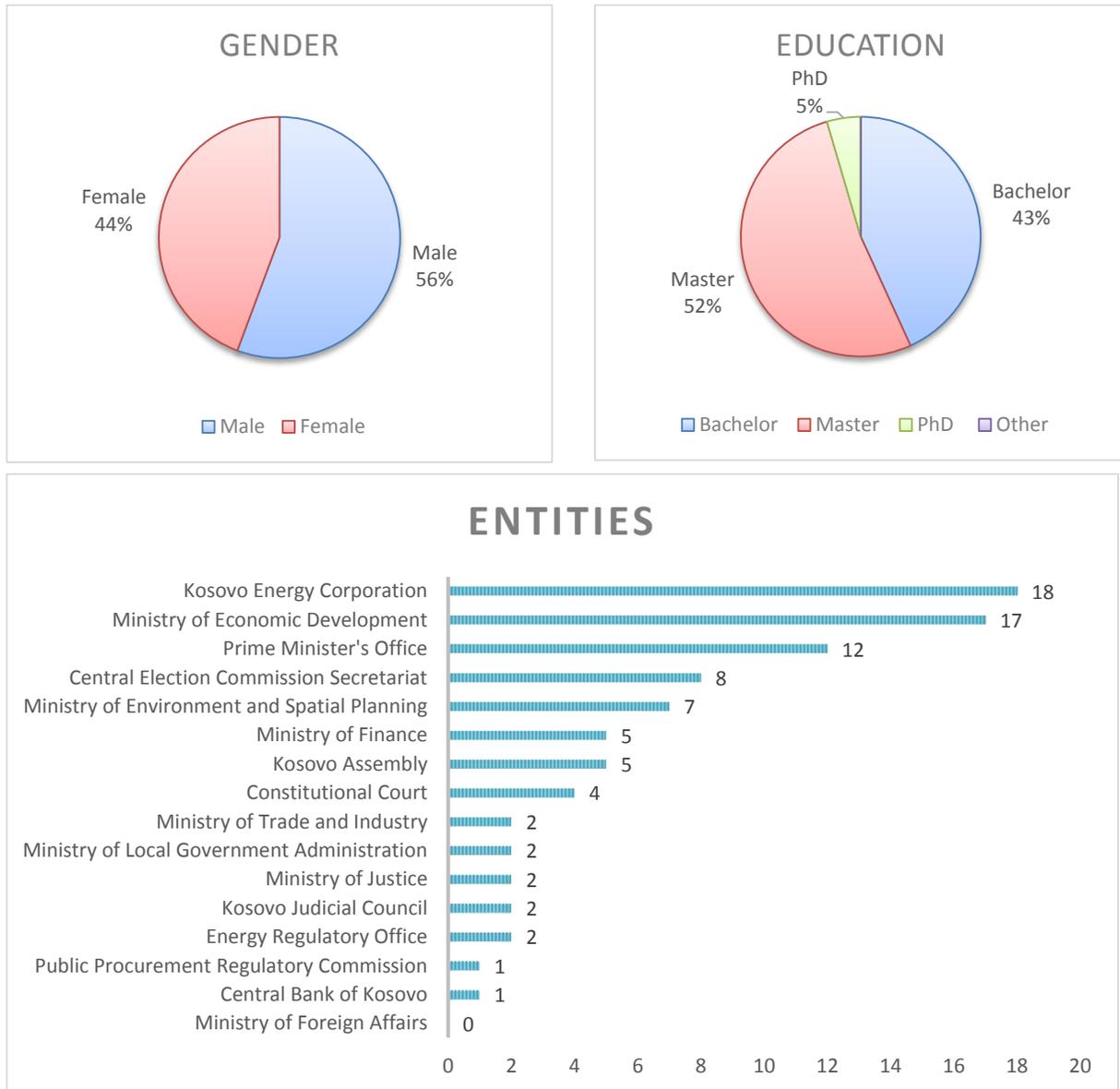
Apart from the rest of the requirements, essays were specifically scored and evaluated by A.U.K/PPDL faculty members who among other criteria, checked also for plagiarism. The cases where the latter would hold, have not been admitted into the program.

As with AUPP, positive discrimination in admission was applied to the following groups: Candidates coming from disadvantaged groups (Women, Disabilities, Rural, Minority, LGBT community)

For **Cohort 1** a total of 251 candidates have applied. Out of the pool of applicants, 88 were eligible and admitted to be part of the program and had a satisfactory grade on the Admission Essay. Out of the pool of the eligible candidates 44% were female while 56% male. Education wise, 52% hold a Masters Degree, 43% a Bachelor, followed by 5% with a PhD. The distribution of entities to which the candidates belong is quite varied, with the Kosovo Energy Corporation "KEK" accounting for 20% of the applicants, followed by

the Ministry of Economic Development with 19%, and the Prime Minister’s Office with 14%. The preferred language of lectures was Albanian with 71%, English with 26% and Serbian with 3%.

Out of the pool of admitted candidates, 2 are individuals with disabilities (2%) and 15 live in rural areas (17%).



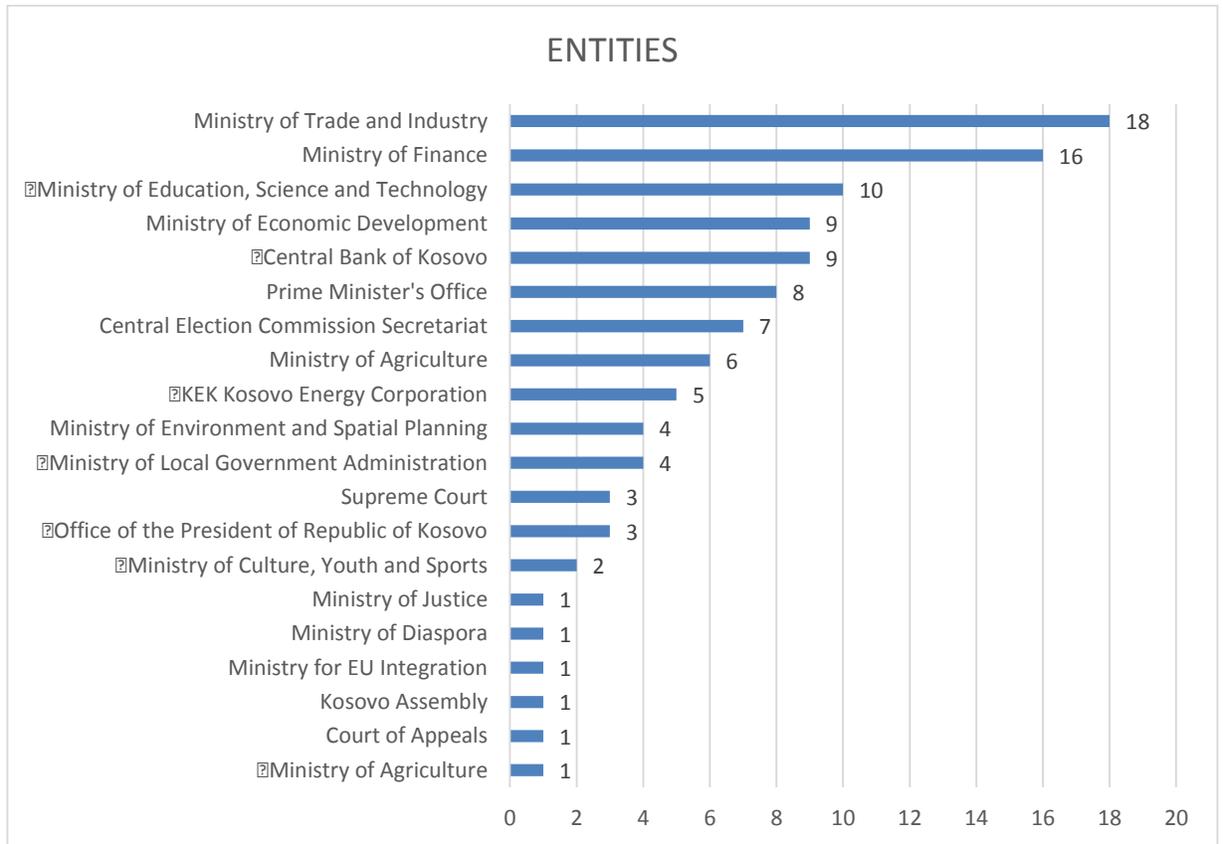
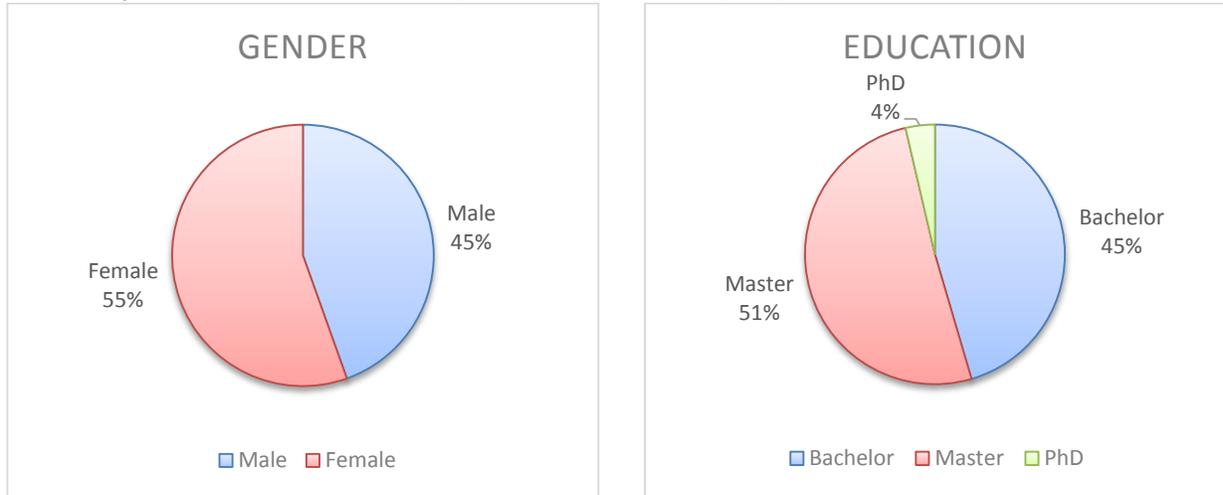
For **Cohort 2** a total of 145 candidates have applied. Out of the pool of applicants:

- 3 candidates were not admitted due to plagiarism in the admission essays
- 23 candidates came from entities that are not eligible to be part of the program
- 6 candidates had less than two years of work experience.

110 were eligible to be part of the program and had a satisfactory grade on the Admission Essay. Out of the pool of the eligible candidates 55% were female while 45% male. Education wise, 51% hold a Masters

Degree, 45% a Bachelor, followed by 4% with a PhD. The distribution of entities to which the candidates belong is quite varied, with the Ministry of Trade and Industry accounting for 16% of the applicants, followed by the Ministry of Finance with 15%, and Ministry of Education, Science and Technology with 9%. The preferred language of lectures accounted of Albanian with 97% and Bosnian with 3%.

Out of the pool of admitted candidates, 33 live in rural areas (30%).



## 1.1.8 Activity: Selection and Procurement of Training Materials

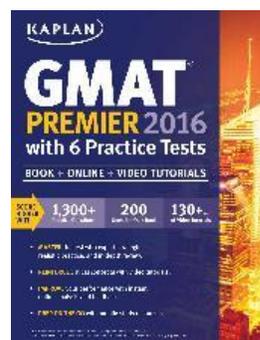
### AUPP Component

Learning materials used for the program are continuously updated to meet student needs, as well as to keep in touch with research and publishing trends. As noted in our earlier reports, for the Math Refresher, English Refresher, and the Discovery course, we use authentic textbooks created by the head English professor in cooperation with instructors who teach for the program. The Math Refresher class uses online materials which are not withheld by any copyright laws, as well as other select materials from existing textbooks that we use at A.U.K. The Math Refresher course was updated at the beginning of the second cohort with new materials and methods in order to meet the new objectives and outcomes set for the class. In the third cohort, the team and instructors decided not to make any changes but continue with the 24 allocated teaching hours and use the same updated materials as in the second cohort when the major change was carried out. For English Refresher and Discovery, the same textbooks were used and no changes were initiated.

The project team printed and multiplied student workbooks that were distributed to students and trainers at the beginning of the course and supported with additional handouts during the delivery of the course.

For TOEFL/GRE/GMAT Preparatory courses, the project initiated procurement of student books following the A.U.K procurement policies. The most up to dated prep books were ordered for Cohort 3 and students were equipped with the following official books:

- 200 Kaplan TOEFL iBT Premier 2016-2017 with 4 Practice Tests: Book + CD + Online + Mobile (Kaplan Test Prep)
- 30 Kaplan GRE Premier 2016 with 6 Practice Tests: Book + Online + DVD + Mobile
- 40 Kaplan GMAT Premier 2016 with 6 Practice Tests: Book + Online + DVD + Mobile (Kaplan Test Prep)



The project team decided to procure the newest editions of the TOEFL, GRE and GMAT preparatory textbooks. Once a committee conducted a review on the new editions, it was unanimously decided that the new books are in line with the changes that are applied to the tests, hence were purchased accordingly. The new editions do not provide new units as the tests still have the same sections; however, the new editions provide new methods of preparing for the same sections of the test. The new editions offer comprehensive preparation as a result of KAPLAN's commitment to continuous research based on teaching many thousands of students the skills needed to perform better in the tests.

The new editions of the books were distributed to enrolled candidates in all regions. All students and instructors signed the material hand-over form upon acceptance of the book/training material and data are stored in the files, as well as electronically in the course tracker. One copy of each book was handed over to the A.U.K library to be made available to students for renting, in case they may need an additional one.

If a candidate dropped a course, they were required to return the books.

### **PPDL Component**

Training materials for the PPDL component have been selected and prepared by the A.U.K. Public Policy and Governance Faculty. However, in agreement with our PPDL professors, we decided to enrich the training content with supplemental materials to be added on a weekly basis. On the first week of the training, PPDL administration team along with the PPDL professors decided to add supplemental materials on Stakeholder Management Plan, Gantt Chart, and Diplomacy. Every week, PPDL participants were equipped with new materials and case studies.

All PPDL supplemental documents along with the PPDL workbook were translated in two languages: Albanian and English.

### **1.1.9 Activity: PPDL Curricula Development and Teaching Materials**

On June 2015, the A.U.K. Public Policy and Governance Unit faculty led by Professor Michael Waschak, started developing the PPDL curricula and prepare the corresponding teaching materials to be used during the 1st Cohort.

The training in Module 1 introduced participants to the foundations of public policy development and analysis, techniques of effective leadership, and respect for diversity. This module provided participants with an intensive course on the policy cycle (from agenda setting to implementation and policy evaluation). In addition, participants will learn strategies for effective stakeholder engagement in the policy process. Key tools that the participants will use include; applying cost benefit analysis and other evaluation techniques to policy evaluation, developing strategies for writing effective policy memos, and using evidence in decision making.

Module 2 was built on the general foundation from Module 1, providing an overview of competencies common to all agencies in the country and then giving participants individualized instructions focusing on specific challenges and opportunities in policymaking targeted to their individual organizations or offices in Kosovo. Module 2 began with four weeks of specialized training on Diplomacy and Rule of Law, Economic Development, Social Policy, Rural, Urban, and Regional Planning. The specialized training was used to reinforce program goals, build stronger connections among the participants, and broaden the scope of the participants' base knowledge. This module supplemented the participant's individual project (developed around a current project or problem from their personal work) in developing a policy proposal in their field which they can take back to their home institution upon completion of the program.

**Table 1: PPDL Preliminary Syllabus includes**

Module 1 Subjects	Hours	Objectives
Week 1: a.) Introduction / Public Policy Cycle	1.5	<p>General Introduction to the course format, expectations, text, and an overview of the public policy making process. Students will be presented with a general outline of the public policy development process and their critical role in shaping policy. A model of the policy cycle (Agenda Setting, Policy Formulation, Policy Implementation, and Evaluation) will be introduced. Individual aspects of the process will be explored in greater detail as the course proceeds.</p> <p>Outcome Measures: Students should have a general understanding of the course, of the policy process, and of their important role in shaping and evaluating public policy in Kosovo.</p>
	.5	Break
b.) Policy Memos and Witten Argumentation	1.5	<p>Clear and concise written communication in the form of Policy Memos is a key skill for every government worker or public policy advocate. Using a standard format presented in this course, students will learn techniques for writing a concise and effective argument. The use of evidence to support policy claims will be emphasized, and this writing format will be used throughout the course.</p> <p>Outcome Measures: Students should be able to make a well documented written argument for a policy position of their choice using the standard format presented in the course.</p>
Week 2: a.) Agenda Setting Models	1.5	<p>Using examples from Kosovo and abroad, students will explore how policy issues and goals have come to the attention of the public and policy decision-makers. Students will focus on understanding their crucial constituent service role in becoming aware of issues that have public attention.</p> <p>Outcome Measures: Students should be able to explain, using an agenda setting example from their personal experience, how a problem came to their attention or to the attention of their department, agency, or coworkers.</p>
	.5	Break
b.) Policy Development:	1.5	<p>Once a problem has reached the public agenda, the process of developing possible solutions is considered. Policy options typically</p>

Collaboration and Developing an Inclusive Approach to Policy Formulation

range from doing nothing, to making incremental adjustments to current practices, and to sweeping changes in current policy depending on public demand, budgets, and the range of possible solutions to a particular problem. Special attention will be given to collaboration and inclusion of diverse communities in the policy development process.

Outcome Measures: Students should be able to articulate reasons for collaboration and inclusive policy development.

Week 3:  
a.) Policy Development: Evidence-Based Policy Formulation

1.5

Developing a set of policy goals and programmatic alternatives is the first step in choosing the most productive action in a particular situation. Students will improve their ability to read research in order to develop policy alternatives and will explore the use of evidence in developing policy alternatives and proposals.

Outcome Measures: Students should be able to read basic quantitative and qualitative data, understand the strengths and weaknesses of each data (numbers vs. values), and articulate reasons for using different kinds of evidence to support their policy claims.

.5

Break

1.5

b.) Team building and Leadership

In this course we take a positive normative approach to building and leading collaborative public policy in an inclusive environment. Leaders should see themselves more as facilitators of a process rather than as dictators whose whims should be followed. By including diverse stakeholders, policy workers should expect a bumpy road in the policy development process. However, including all parties and working through the interests of each in the development process should make it easier to implement policies and programs because of stakeholder buy-in. This process takes leadership and commitment to team building. Therefore, facilitating the process and leading teams are critical skills for policy workers. Students will engage in a process of team building for organizational results including how to handle mistakes, how to commit to continuous improvement, and how to celebrate the successes of the team. Each student will participate in leading a team, developing a message that will engage their team, and in creating team structures that support their vision in a particular organizational context (In course cohorts from the same parent organization this exercise should focus on their home institution. In mixed cohorts groups will be assembled and develop a plan based on group consensus.).

<p>Week 4: a.) Team building and Leadership, Cont.</p>	<p>1.5</p>	<p>On week 3, students will continue to develop their leadership and team building skills while exploring policy alternatives.</p>
		<p>Outcome Measures: Students should be able to articulate the key attributes of team leadership and team building. Students should understand the symptoms of dysfunctional groups. Students should understand why leaders need to be skilled facilitators who operate in an open, transparent, inclusive, and effective style.</p>
	<p>.5</p>	<p>Break</p>
<p>b.) Developing Metrics for Decision-Making &amp; Evaluation</p>	<p>1.5</p>	<p>Criteria-based decision-making is critical to fair and transparent public policy development. Students will acquire skills in developing and using decision metrics that align with policy or program goals. Students will develop skills in applying cost/benefit analysis incorporating qualitative and quantitative data in their decision process. A key factor in this process is developing measurable metrics that can be compared.</p>
<p>Week 5: a.) Developing Metrics for Decision-Making &amp; Evaluation, Cont.</p>	<p>1.5</p>	<p>On week 4, students will participate in an exercise designed to teach them strategies for increasing stakeholder involvement and incorporating minority opinions in the decision-making process.</p>
		<p>Outcome Measures: Students should be able to develop a decision matrix using measurable variables and use the economic technique of cost / benefit analysis to make an unbiased and transparent decision based on their identified set of criteria and analysis.</p>
<p>b.) Program Implementation</p>	<p>.5</p>	<p>Break</p>
	<p>1.5</p>	<p>After decision-makers have made a choice from the available policy or program options that might meet their goals, the policy initiatives need to be presented to the public and implemented. Program implementation, is a key phase in the policy cycle, requiring aligning the work of potentially diverse stakeholder groups and gaining the buy-in of people with varying interests. Once a specific course of action has been decided upon, the critical next step is bringing everyone together to get the work done. In this activity students will develop an implementation plan for a proposed project.</p>
		<p>Outcome Measures: Students should be able develop a written implementation plan for a proposed program or activity.</p>

Week 6:		
a.) Monitoring & Evaluating	1.5	<p>Policy makers have a duty to ensure that policy initiatives are monitored and evaluated for success based on measurable criteria and established goals. Students will gain an understanding of required data gathering, policy and program evaluation techniques, and developing a mindset for constant quality and program improvement.</p> <p>Outcome Measures: Students should be able to articulate a basic monitoring plan and to develop rubrics for evaluating measurable successes for a particular program or policy.</p>
	.5	Break
b.) Stakeholder / Public Involvement	1.5	<p>Stakeholder involvement is one of the key distinctions between public service institutions and private businesses. A business serves customers for profit and are therefore motivated to provide the best possible service for the highest profits. Things are different in the public sector and no individual worker typically gains directly from the quality of their work. The clients, the public, are the ones who gain when public workers provide high quality service. Therefore in this exercise we will be exploring ways to motivate public sector workers toward excellent service.</p> <p>Outcome Measures: Students should recognize that they are servants of their constituents and that public service institutions are required to demonstrate measurable results to the people of Kosovo. Students should be able to articulate a personal commitment to public service and to ongoing improvement in the quality of their work.</p>

Module 2 Subjects	Hours	Objectives
Week 7: a.) Policy Development Project Introduction	1.5	<p>The Policy Development project is a practical exercise that will begin Week 7 and continue on the through final week of the course. The intent of this project is for each student and team to develop a proposal for a policy item that is relevant to his or her work. While the project will be developed and ultimately presented in a group, each student will write up the proposal individually. Teams may be made up of people from the same office or from a mix of offices to gain a more varied perspective at the instructor's and group's discretion. Students will be organized into teams of about five (depending on the cohort, and their workplace). The instructions for the final group project will be presented and students will begin to get organized as a team.</p>

	.5	Outcome Measures: The students should be organized into project teams based upon mutual interests or departments.
b.) Policy Development Project, Cont.	1.5	<p>Break</p> <p>Students will begin to identify a topic for a final Policy Proposal relevant to their specific fields or one that is interesting to the members of the group. It is important that the work take on a practical aspect that can be carried back to students' home institutions. The first stage will be writing a policy memo (as a group) identifying a relevant issue or problem that they will address in their final proposal. The problem statement discussed in the memo should follow the work from Module 1 and be as clearly defined and measurable as possible. The project will progress in stages over the course of the term.</p>
Week 8: a.) Policy Development Project, Cont. Presentation / Discussion of Group Project Proposals,	1.5	Each Group will briefly present their Policy Memo on the group's proposal topic for class discussion. Class comments should be focused on helping everyone clearly define and refine their problem statements. Students will begin to explore solutions and potential alternative plans based on their problem statements with the aid of the instructor over the next four class meetings.
	.5	Break
b.) Presentation / Discussion of Group Project Proposals, Cont.	1.5	<p>Class presentations will continue until completed.</p> <p>Outcome Measures: In this task the students will be evaluated as a group. The policy memo will be scored based on five criteria as specified in the guide to writing policy memos presented in the first week of Module 1 (Completing the task according to the instructions, a clear thesis in the first paragraph, use of appropriate evidence, balance and fairness, and grammar, punctuation and style). The final group project will be based on this proposal.</p>
Week 9: a.) Topic: Rule of Law	1.5	In Kosovo, crime and corruption have been identified as the greatest threats to civil society. We will explore the Rule of Law and the importance of everyone working to combat corruption and enforce the rule of law at all levels of society.

b.) Topic: Diplomacy	.5	Outcome Measures: Students should be able to express their commitment to combatting corruption and aiding all agencies in Kosovo in supporting the rule of law.
	1.5	<p>Break</p> <p>The role of the EU, the USA, and other foreign relations are critical to the future of Kosovo. In this respect it is important for everyone in and working around the government to have a basic understanding to the role of diplomacy in the region and broader world. In this task, students will gain an understanding of the basic factors that affect diplomatic relations among nations in the Balkan region, the EU, the USA and beyond.</p> <p>Outcome Measures: Students should be able to explain the basic relationships among the various international actors in Kosovo and their role in supporting the diplomatic efforts of Kosovo's government through the work of their offices, peers and themselves.</p>
Week 10: a.) Topic: Sustainability, Environmentalism and Social and Cultural Values	1.5	<p>Determining how to provide for the needs of future generations even as we meet the needs of our current generation is a critical task for everyone in positions of power in Kosovo. In this exercise we will explore what kind of future we want. Sustainability is more than simply providing some amount of wealth to the next generation. Important decisions will need to be made about what things are of sufficient value to protect for the future. Questions of how we can provide a clean and safe environment and a society that values and protects social and cultural diversity into the future will be explored.</p> <p>Outcome Measures: Students should be able to articulate their role and the role of their office in facilitating or participating in protecting social, cultural and environmental resources based on core values and respect for others.</p>
b.) Infrastructure, Agriculture and Forestry, Land Use, Regional and Urban Planning	.5	Break
	1.5	<p>Over the next several decades, as Kosovo continues to develop, the country will face numerous challenges in how to use and allocate limited resources including, most importantly, the land. How well Kosovo's institutions coordinate the competing uses for land resources will decide future of the country. The importance and role of land use and infrastructure planning in Kosovo will be explored in the next two sessions.</p>

Week 11:	1.5	Exploration of tradeoffs in land and resource use will continue.
a.) Topic: Infrastructure, Agriculture, Land Use, Regional and Urban Planning, Cont.		Outcome Measures: Students should have gained and understanding of Kosovo Planning Law and the challenges and importance of land use planning for infrastructure development, agricultural use, and for rural and urban development. Students should be able to explain in written form their agency's role in planning or providing information to those tasked with making planning decisions.
	.5	
b.) Policy Development Project	1.5	Break
		Students will receive individualized and peer help with the development of a set of policy options relevant to their identified problem. Later, these options will be evaluated and a choice will be made as to which one is most likely to meet with success. A key feature of developing the set of policy options will be using sufficiently precise language such that there is little ambiguity about what should happen in response to the actions taken from the proposal.
		Outcome Measures: Students should have identified a range of options that might be used to address their problem.
Week 12:	1.5	Economic development is one of the greatest challenges facing the Republic of Kosovo. No single group or Ministry is solely responsible for this daunting task. In this exercise we will explore the need and strategies for economic development in Kosovo and the role of administrators at all levels and from all ministries in driving economic development through the work of their institution.
a.) Topic: Economic Development		Outcome Measures: Students should be able to articulate a clear message about their role in driving economic development in Kosovo (both as individuals and as members of their respective organizations).
	.5	
b.) Policy Development Project	1.5	Break
		Students will develop and use a set of evaluation metrics to identify the strongest of their policy alternatives for their final proposal. Students will receive individualized and peer help with the development of a final proposal relevant to their specific field. Students will be prepared to present their work at the end of the term.

		Outcome Measures: Using a group-derived set of evaluation metrics, each group will identify a policy solution for inclusion in their final proposal. The decision should be arrived at through the use of an unbiased set of metrics and should have the support of all member of the group.
Week 13:	1.5	Students will receive individualized and peer help with developing a final presentation of the proposal relevant to their specific field. Students will be prepared to present their work as a group in the following sessions (Depending on the timing, some of the presentations may start during this period.)
a.) Policy Development Project – 4		
	.5	Outcome Measures: Students should be prepared to submit their individually written proposals and to present their group proposal.
b.) Presentations	1.5	Break
		Oral Presentation of the Group Proposal / Submitting Individualized Written Policy Proposals
		Outcome Measures: Students will be scored as a group for their team presentation. A presentation evaluation rubric will be used to evaluate the quality and completeness of each proposal.
Week 14: Final	1.5	Oral Presentation of the Group Proposal / Submitting Individualized Written Policy Proposals, Cont.
a.) Presentations		
	.5	Break
b.) Presentations	1.5	Oral Presentation of the Group Proposal / Submitting Individualized Written Policy Proposals, Cont.
		Outcome Measures: Students should have presented their group's proposal (as a group) and competed and turned in an individually written report on their group's proposed solution to the problem or activity as identified by the group.

After completion of the course, participants learned strategies for effective stakeholder engagement in the policy process; learned how to apply cost benefit analysis and other evaluation techniques commonly applied in policy evaluation, and learned about specific challenges and opportunities in policymaking.

For translation of PPDL workbook, the project has initiated procurement process of translation services following the A.U.K. procurement policies. A professional translation company has been contracted to translate PPDL advertisements, teaching materials and workbooks in three different languages.

### I.1.10 Activity: Stakeholder Management Plan

In Year 1, our project team met regularly with the USAID AOR and created a Stakeholder Management Plan identifying key participating organizations in correspondence to Annex 2 of the Cooperative Agreement. More specifically, the team created a list of major stakeholders, and their corresponding contact information, within the selected entities that can promote the program, disseminate information or provide other forms of support. In the case of Ministries, this included, but was not limited to:

- Minister
- Secretary General
- Head of Department listed in the Annex 2
- Head of Personnel (HR)
- Training Coordinator

The initial list of entities defined in the Annex 2 of the Cooperative Agreement was created in 2012 during the initiation of the project. Since then, many agencies and/or ministerial departments that do policy making or deal with policies have been established. In November 2015, our project team initiated a list change for the selected entities eligible to apply. Based on the feedback we received while we met with each Ministry's Secretary General or directly with the civil servants, we were in need to make changes to the existing list to accommodate the shifting needs at the Central Government Institutions. Due to department listing limitations, we had to turn down many applicants that were very good, and that directly deal with Public Policy Development Process. For example, in Cohort 1, we have had good applicants (mostly women) that we couldn't admit based on the current eligibility list. Those included:

- Applicants from "Licensing and Standardization Department" in **Central Bank of Kosovo**
- Applicants from "General Directory for Legal and Procedural Affairs" and "Protocol and International Relations" in the **Kosovo Assembly**
- Applicants from "Kosovo Environmental Protection Agency" and "Department of Deproperitizing" in the **Ministry of Environment and Spatial Planning**
- Applicants from "Central Harmonization Department" in the **Ministry of Finance**
- Eight applicants from "Agency for Administration of Sequestered or Confiscated Assets" in the **Ministry of Justice**
- Senior Policy Officer from the Department of Industry and Senior Officer for Policies of Industrial Development and Projects from the **Ministry of Trade and Industry**. Furthermore, also applicants from "Department of Controlling, Trading on Strategic Goods" and "European Integration and Policy Coordination Department" from the same Ministry

Based on lessons learned, we recommended the following solution:

1. In the Central Government and Agencies, to grant entitlement to the institutional level, without specifying the departments.
2. Add ministries in the list of eligible entities, such as:
  - a. Ministry of Culture, Youth and Sport
  - b. Ministry of Public Administration
  - c. Ministry of Local Self-Governance
  - d. Ministry of Diaspora
  - e. Ministry for EU Integration
  - f. Ministry for Communities and Return
  - g. Ministry of Labor and Social Welfare

- h. Ministry of Health
- i. Ministry for Infrastructure

The recommendation was approved by the USAID AOR, and all the abovementioned ministries and/or agencies were added in the selected entities to apply for PPDL Program in cohort 2. On April 5, 2016, the Office of Auditor General have been added to the list of entities, and starting from Cohort 3, civil servants from OAG will be invited to apply for the training.

For PPDL cohort 2, the already approved list of selected entities to apply, was used to create and update the Stakeholder Management Plan. By using this plan we aimed to create a positive relationships with potential participating organization through the appropriate management of their expectations and agreed objectives. It is important to remember that although stakeholders may be both organizations and people, ultimately we must communicate with people, and we need to make sure that we identify the correct individual stakeholders within a stakeholder organization. The Stakeholder Management Plan included the list of all stakeholder contacts that the project team intended to reach in its outreach campaign.

### I.I.II Activity: Training Delivery / Evaluation

#### AUPP Component

In the first quarter of year 2, we continued to deliver trainings for TOEFL, GRE, and GMAT, courses part of the AUPP Program Cohort 2. Students attended classes regularly and instructors were satisfied with the high attendance rate. Courses were taking place simultaneously in all cities, except Prizren, where due to a change of location at the beginning of TOEFL, GRE, and GMAT classes, it was necessary to start trainings later. The TOEFL, GRE/GMAT classes were completed in June, 2015.



GRE/GMAT students had their final exams as the last portion of their grading, while TOEFL students were invited to enter the TOEFL ITP test, which was a good opportunity to evaluate how much the students had benefited from the TOEFL course in the AUPP. The completion of TOEFL, GRE/GMAT classes marked the beginning of the last mandatory course in the AUPP. The Discovery course started later in Prizren; however, classes were scheduled at a faster pace in order that the cohort is concluded by July 16, 2015. The beginning of Discovery course came along with relatively low attendance rate. Even though students were contacted by email and phone regularly to maintain good attendance, the low number of students attending the course remained a concern for the administration. As a result of some sections having low student attendance, the administration decided to merge sections attended by a low number of students with larger sections. Students were promptly informed and consent was granted by them. In Prishtina, the project team decided to involve two Discovery instructors to co-teach one section of this class. These two instructors collaborated and prepared the class materials so students can have a smooth transition from one instructor to the other. Student feedback showed that students enjoyed the class taught by these two instructors and we may consider offering co-teaching opportunities to our instructors should there be a need. The other merged class was delivered in Gjakova/Djakovica. This transition did not cause any discrepancy in delivering the class, whatsoever.



**Figure 4: Samantha Monteith – Peace Corps Volunteer. Guest Speaker in Discovery Class.**

We continued to involve Peace Corps volunteers in our Discovery courses in the capacity of guest lecturers. Same as in previous cohorts, we sent the Peace Corps office a schedule of our classes including the names of our instructors and their email contacts so that we could receive the names of the Peace Corps volunteers in order that we put both parties in contact to work on the specifics. Peace Corps volunteers were involved in the program and delivered guest lectures on various topics as asked by each instructor. Most topics covered cultural differences between Kosovo and the United States and

life and study at an American university. Instructors and students provided very positive feedback and Peace Corps volunteers reported that they were well accepted and appreciated by the AUPP students. This practice should and will be implemented in the cohorts to come.



During Year Two and up to date, English Refresher, Math Refresher, the Discovery class, and TOEFL were delivered in full, whereas GMAT and GRE are scheduled to run through June 8, 2016. Student attendance and participation was reported to have been satisfactory.

It is worth mentioning that all our instructors possess Advanced degrees attained at internationally acclaimed universities in Europe, the United States, while some of them have degrees from local public universities. This is a point of pride as we can proudly declare that the AUPP team has managed to acculturate its instructors within the A.U.K academic work environment and has managed to make instructors commit to the program. All of them are by now willing to invest their time in trainings offered through the project team outside of the working hours. They have become an embedded part of the team and are conscientiously offering their input for the further development of the program.

On top of offering the class in all major cities across the country, we managed to put together a group in Gračanica to serve the local community there. The Remedial English class started in January, later than in other cities due to administrative procedures taking place usually before the program starts.

Due to low number of students interested to attend GRE/GMAT prep courses in the city of Gjakova/Djakovica, Peja/Pec and Gjilan/Gnjilane, AUPP team decided to cancel these courses and proceed with Discovery courses in the abovementioned cities.

The revised English course has become very popular among our students and instructors. Given the fact that it helps advance students to a level closer to tackling the TOEFL and the Discovery class, a request came from the instructors to make the class mandatory for all students registered in the program, regardless of the track they choose. The team closely reviewed the request and conducted an assessment of outcomes and link among the three classes. The head English professor who is in charge for curriculum development reported that the class does help students improve writing for the Discovery course assignments (Essay 1 and Synthesis Research Paper) and for the TOEFL class writing sections. The class, among other elements, teaches students how to write compare contrast essays and argumentative essays. Most importantly, it teaches students how to construct basic sentences and paragraphs for which instructors reported that students faced difficulties when they enrolled in their Discovery classes and TOEFL classes without having taken the English Refresher. The Head English Professor forwarded the request and the managing team approved it. Learning outcomes are reported to be in a higher level as far as writing is concerned.

Math classes were delivered after the English ones. As noted in our earlier report, instructors' and students' feedback on the lack of hours allocated for the Math Refresher class was taken into consideration and more hours were allocated to the Math class. Moreover, the class syllabus was redesigned to add more topics and concepts so that the class covers concepts which appear in the GRE

and GMAT tests. The whole idea behind this is to allow instructors to teach these concepts in the Math class while giving them space to only practice the same for the GRE and the GMAT tests. This approach was introduced during a ToT meeting and was well accepted by all instructors. We made sure we trained all math instructors that the teaching approaches they use in the Math classes differ from those they use in the GRE and GMAT classes as we want to assure more test practice in the latter. Another important element the team implemented is the hiring of the same instructors to teach the Math class as the GRE or the GMAT classes. This was applied particularly because we needed to make sure that in the GRE and GMAT classes instructors do not teach concepts but rather practice them to prepare students to tackle the tests successfully.

Based on the course evaluations that we received from our students after the completion of the courses and also based on the experience with cohort 1 and cohort 2, we proposed to flip the Discovery Course as it was initially supposed to be. In other words, we started with the Remedial courses and after that we immediately continued with the Discovery course, followed by TOEFL Examination Prep Course, and GRE/GMAT Examination Prep Courses, marking the last series of courses offered at AUPP. Discovery Course was offered three times a week, three hours per meeting. Total training hours dedicated for Discovery Course was 39.

Our TOEFL class is a point of pride for our program. The last cohort was a proof that we have established a solid approach to delivering the class while allowing a lot of student input during classes. Our aim was to first find the best model of organizing classes and class sections and then designing the best pedagogical approach to teaching classes/sections. We made sure that a communicative and a task-based approach is at place in all classes in all regions which allow for students to practice test strategies and find the ones that fit each individual student. One huge advantage was that this cohort we had a lower number of students in our classes and as such it makes it easier for the instructors to engage all students in the classroom activities and work with them individually. Another important strong aspect of the TOEFL class is the permanent collaboration among instructors coordinated by the Head English Professor who worked on creating a pool of additional useful classroom materials to use for each lesson plan.

During all ToT sessions for all classes in our program, we focused on training instructors for lesson planning and we introduced a new lesson plan approach which is widely used in academia nowadays. Our aim was to create lesson plans with measurable outcomes with clear guidelines on the use of resources. Another element we established is a link between learning outcomes and assessment techniques. We made sure all assessment types used for each of our classes are in sync and assess both the general class outcomes as well as outcomes indicated in each class lesson. The ToT sessions also focused use of resources in the classroom for maximum learning impact. Teacher-student rapport remains a focal point for every ToT session as we believe learning, attendance and participation are dependent on a strong teacher-student rapport where students feel safe and at home to show their maximum learning capacity.



GRE/GMAT Preparatory classes started on April 22<sup>nd</sup>, and were delivered by instructors mainly from Prishtina who commuted to different cities to deliver the course. For each of these course we use the KAPLAN book sets and provide instructors with needed equipment to deliver the course. Each group of instructors teaching a specific course (TOEFL, GRE GMAT) share their materials and experiences as they delivered the class. Instructors report that this practice, along with other materials being at place, ensured quality delivery of the class. Training is being held three times a week, three hours per work, and based on the training agenda, these courses are expected to end on June 8<sup>th</sup>, 2016. Thus, GRE/GMAT training delivery and evaluation statistics will be reported in the next upcoming report.

The GRE test is an admissions requirement for most graduate schools in the United States. The GRE is a standardized test, not related to any specific field of study, which aims to measure students' critical thinking skills through three distinct sections: verbal reasoning, quantitative reasoning, and analytical writing. The GRE is supposed to measure the extent to which undergraduate education has developed an individual's verbal and quantitative skills in abstract thinking. Our GRE course is designed to help students build and improve their skills each week and increase their confidence level over the span of 10 weeks. The course is a ten-week, in-person, classroom-based course consisting of 60 hours of instruction time.

The GMAT test is tailored for individuals interested in earning an M.B.A. abroad are required by a vast majority of business schools to submit scores from the GMAT exam as a measure of their intellectual ability. Our GMAT preparation course is designed to equip its participants with knowledge of the best practices for achieving a superior score on the GMAT. It covers how the test works, how it is scored, and strategies for optimal performance. The program's 'practice-oriented' design allows participant to gauge themselves and ultimately use that knowledge to design a study program individually tailored to their strengths and weaknesses. The GMAT test measures general verbal, quantitative, and analytical writing skills that are developed over a long period of time and are associated with academic success in the core courses of graduate management programs. The GMAT examination does not presuppose any specific knowledge of business or of other specific content areas, nor does it measure achievement in any particular subject area. It was remarkable that all sections of all three classes managed to cover the whole planned material. Student attendance and participation was satisfactory and as such instructors were able to apply all strategies included in their lesson plans.

In the third cohort, besides the challenge of not having enough motivated students to apply for the program, the team managed to start classes in Mitrovica North. We were very aware of the fact that the students who applied lacked Basic English skills to be able to attend classes in English; however, we still wanted to serve the community in Mitrovica North. We started with the English Refresher class thinking the class would help elevate students' English level so that they can continue with the program though results were not as anticipated. At the end of the course, we met students to see if they would be able to cope with the requirements of the other classes in the program and unfortunately they unanimously decided they would withdraw. Given that we were advised not to alter the existing curriculum, we accepted their withdrawal. The team remains open and will make extra efforts to reopen the center in Mitrovica North and serve the community there. In this respect, it must be noted that the team has managed to establish a center in Gracanica and offer the program there. Last cohort was a success and we will strive for higher student participation in the cohorts to come.

## The PPDL Component

As per PPDL, we were able to register 88 civil servants in Cohort 1. However, due to participants' continually withdrawing from the start and during the program, a slight change in class size occurred in all three groups. In cases when participants were unable to physically attend the training sessions, they received emails from professor which included the materials covered during the missed session followed by assignments where applicable. The grading scheme for the PPDL courses comprised of the accumulated grades/scores allocated to the different assignments delivered to participants throughout the course and most importantly, to the final capstone project.

Training was delivered at A.U.K., every Friday on a schedule from 9:00 to 12:30 for one group (instruction in Albanian language), whereas from 13:00 to 16:30 with two groups (instruction both in English and Albanian language). Training curricula and materials have been prepared and translated in two languages: Albanian and English.



From week 1 to week 5, PPDL participants went through the fundamentals of public policy and public policy cycle. Participants were expected to have a general understanding of the course, of the policy process, and their important role in shaping and evaluating public policy in Kosovo were brought to attention. During these weeks, participants learned how to write policy memos using standard format with techniques in writing a concise and effective argument. Moreover, during this time participants were advised to choose their members of the group who will work on the group project. Each group consisted of 5-6 participants per group, preferably participants coming from one entity or similar entities. Participants learned different models of agenda setting. Professors used examples from Kosovo and abroad, so participants explored different policy issues and goals relevant to public and policy decision-makers. Additional materials were added in the current student workbook. In week three, participants learned and discussed strategies for quickly getting to the root of a policy problem and developing a solution such as the Delphi Technique, the "5 Whys" Strategy, and Bardach's Eightfold Path. These exercises were designed to teach strategies for increasing stakeholder involvement and incorporating minority opinion in the decision making process. Participants worked on assignments in class by setting five metrics to evaluate a program or activity from their professional work or as assigned by the professor. Participants identified a set of measures or criteria that would indicate whether or not policy goals have been met.

Additional materials included the following case studies: Deforestation in Kosovo, Youth Unemployment in Kosovo, Child Labor, Migration and Kosovo. Whereas, other materials such as Association/Community of Serb majority municipalities in Kosovo and Rule of Law were added to the training workbook.

A mid-term exam was prepared and handed out to participants on week 7. Participants were asked to select one of the case studies and prepare a policy proposal for either the Office of the Prime Minister or the agency in which they work. Participants were asked to follow the fundamental steps in creating a policy following the pattern below:

1. Define the Problem
2. Assemble Some Evidence
3. Construct Alternatives
4. Select the Evaluation Criteria
5. Project the Outcomes
6. Confront the Trade-offs
7. Decide
8. Tell Your Story

Individual progress evaluation of participants (in the form of grading and instructor feedback) is key when determining the success of a delivered course/training. Attendance of participants in the training is acknowledged as an important component. However, given the profile of the participants and their full-time engagement in governmental agencies, attendance wasn't incorporated in the final grading scheme of the participants. In cases when participants were unable to physically attend the training sessions, they were sent emails which included the materials covered during the missed session followed by assignments where applicable. The grading scheme for the PPDL courses comprises of the accumulated grades/scores allocated to the different assignments delivered to participants throughout the course and most importantly, to the final capstone project.

Out of 88, 67 civil servants were able to attend and finish their PPDL training on December 18<sup>th</sup>, 2015. During the last week of the program, participants had to present their final group projects. Final group projects included various policy problems related to participants' field of work.

As per Cohort 2, in phase one, three groups started their PPDL training at A.U.K. These groups comprise of participants coming from different ministries and/or agencies. Depending on their training language and schedule preferences, participants were placed into groups. In order to complete training before the summer season, for some groups project team decided to tighten up the training agenda by offering lectures two days per week. Therefore, participants had to choose their preferred training schedule and attend the one that best fit. As a result, we were able to form two groups (English and Albanian language groups) to be held on a schedule Tuesdays and Thursdays from 9:00 to 12:30, and complete training in 7 weeks; and one group (Albanian language group) to be held on a schedule Fridays from 9:00 to 12:30 and complete training in 14 weeks.



**Figure 5: PPDL C2/Group 1 (Albanian Language):  
Professor Mentor Nimani**



**Figure 6: PPDL C2/Group 2 (English Language):  
Professor Mark Baskin**



**Figure 7: PPDL C2/Group 3 (Albanian Language):  
Professor Robert Muharremi**

In the second phase of the application, we were able to register 44 civil servants in PPDL Program. Thus, forming two additional groups with 18 participants per group – classes commenced on April 21<sup>st</sup> and 22<sup>nd</sup>. The remaining 8 participants that requested the training to be held in English language, were added to the existing group with Professor Mark Baskin. Prior joining the existing group, they attended make up classes with Professor Baskin and were equipped with all necessary materials for successful completion of the training.



**Figure 8: Professor Mark Baskin lecturing his  
PPDL group.**



**Figure 9: PPDL participants attending class.**

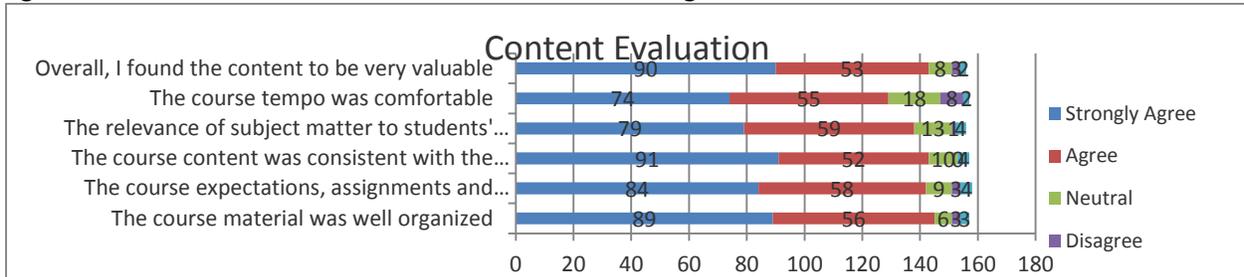
Training is expected to end on May 24<sup>th</sup> and July 1<sup>st</sup>, respectively. Training delivery and evaluation statistics for these groups will be reported in the next upcoming report.

## AUPP Cohort 2 Post-training evaluation results

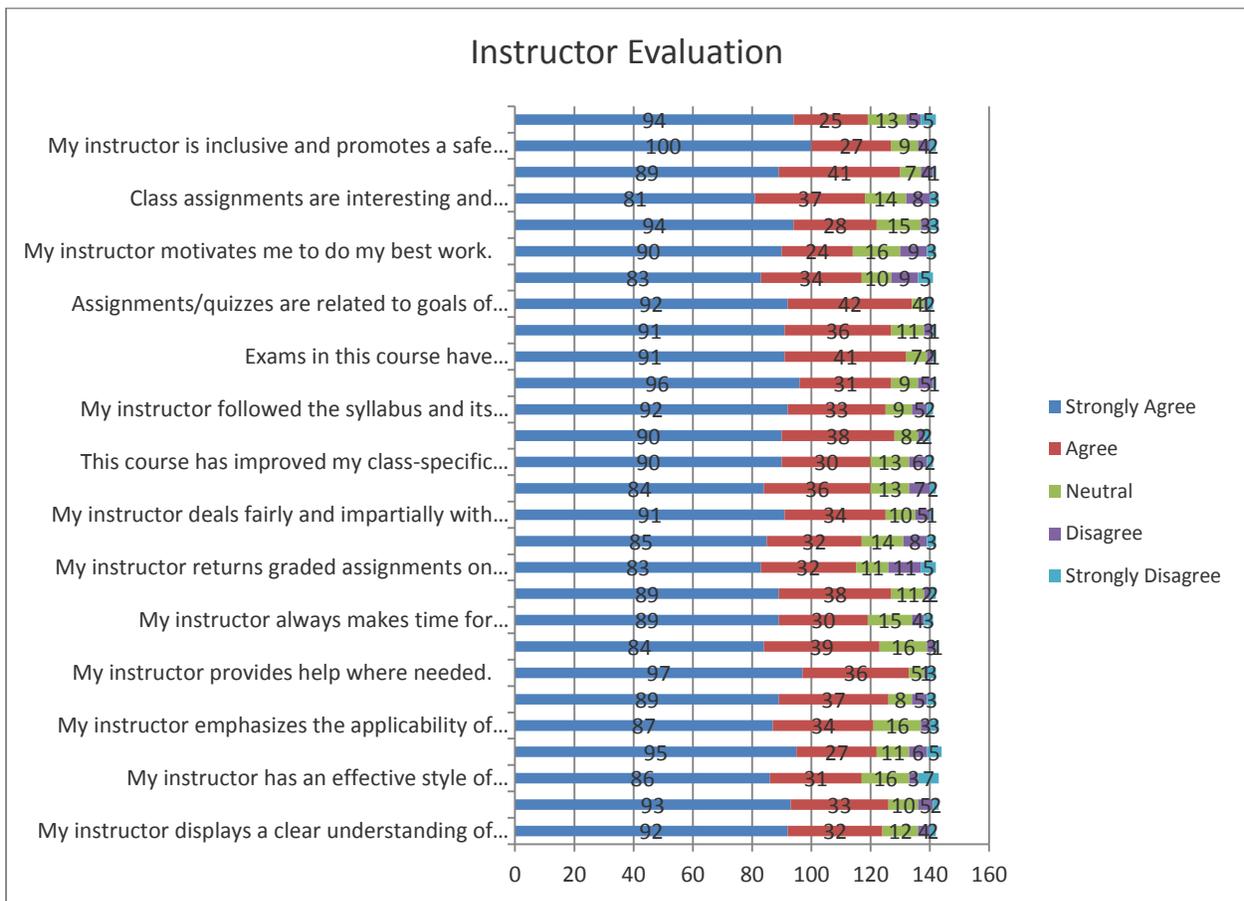
As in the past, Course evaluations were carried out using the internet based evaluation system which allows easy access for students and it's convenient for the administration to follow and generate end survey results. All questions included a five scale survey (strongly agree, agree, neutral, disagree, strongly disagree) as well as a portion of a qualitative survey.

### **Toefl iBT Prep Course**

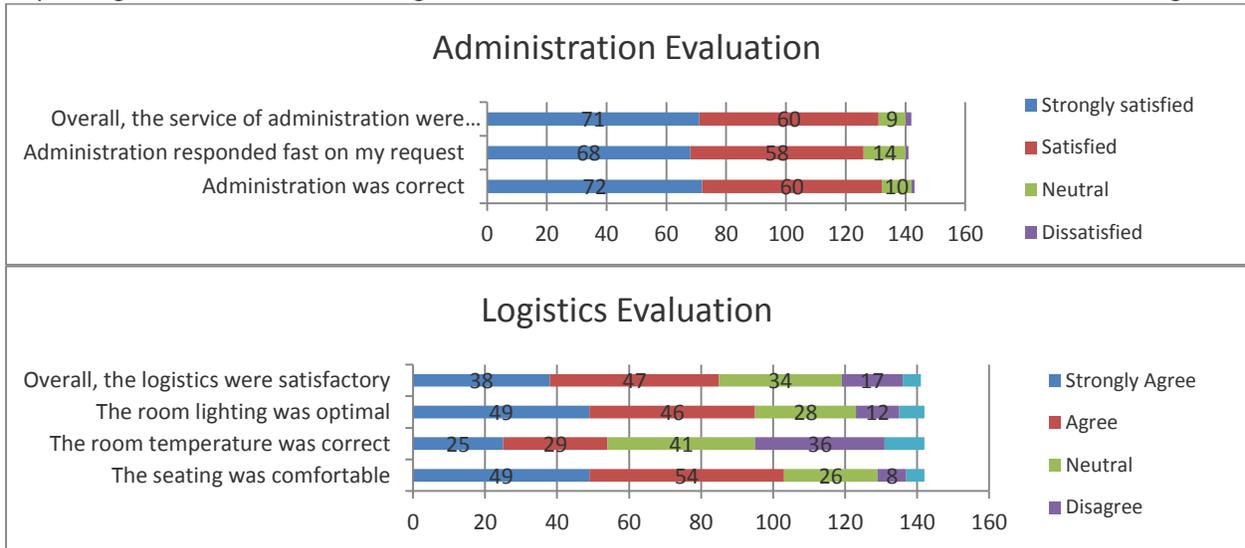
As indicated in the graph below, the majority of students (89%) out of 158 responses agree and strongly agree with the content and materials used in the training.



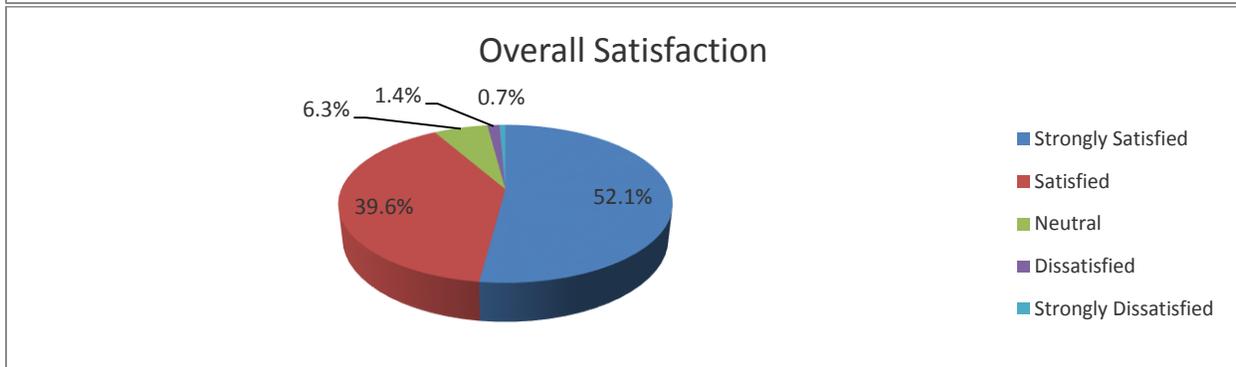
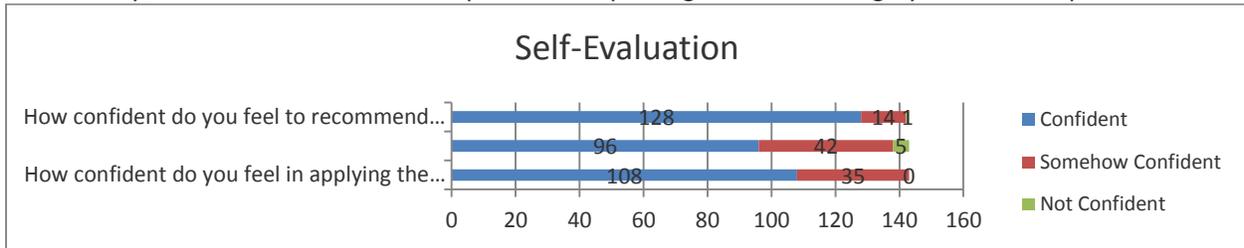
The instructor evaluation is also highly satisfactory with 89% of 144 respondents showing a high level of satisfaction with almost all 28 components pertaining to the performance of instructors.



The majority of respondents show high satisfaction rate with respect to administration. However, some dissatisfaction is visible in the evaluation of logistics. To tackle this, the administration has put effort in improving the conditions of training venues outside Prishtina in which the evaluations tend to be negative.

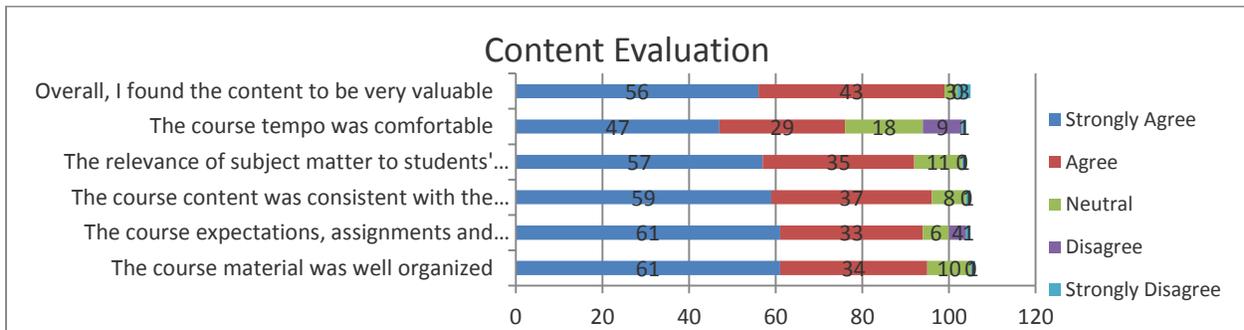


The self-evaluation components of respondents together with the overall reported evaluation is highly satisfactory, with more that 90% of respondents reporting satisfied to highly satisfied responses.

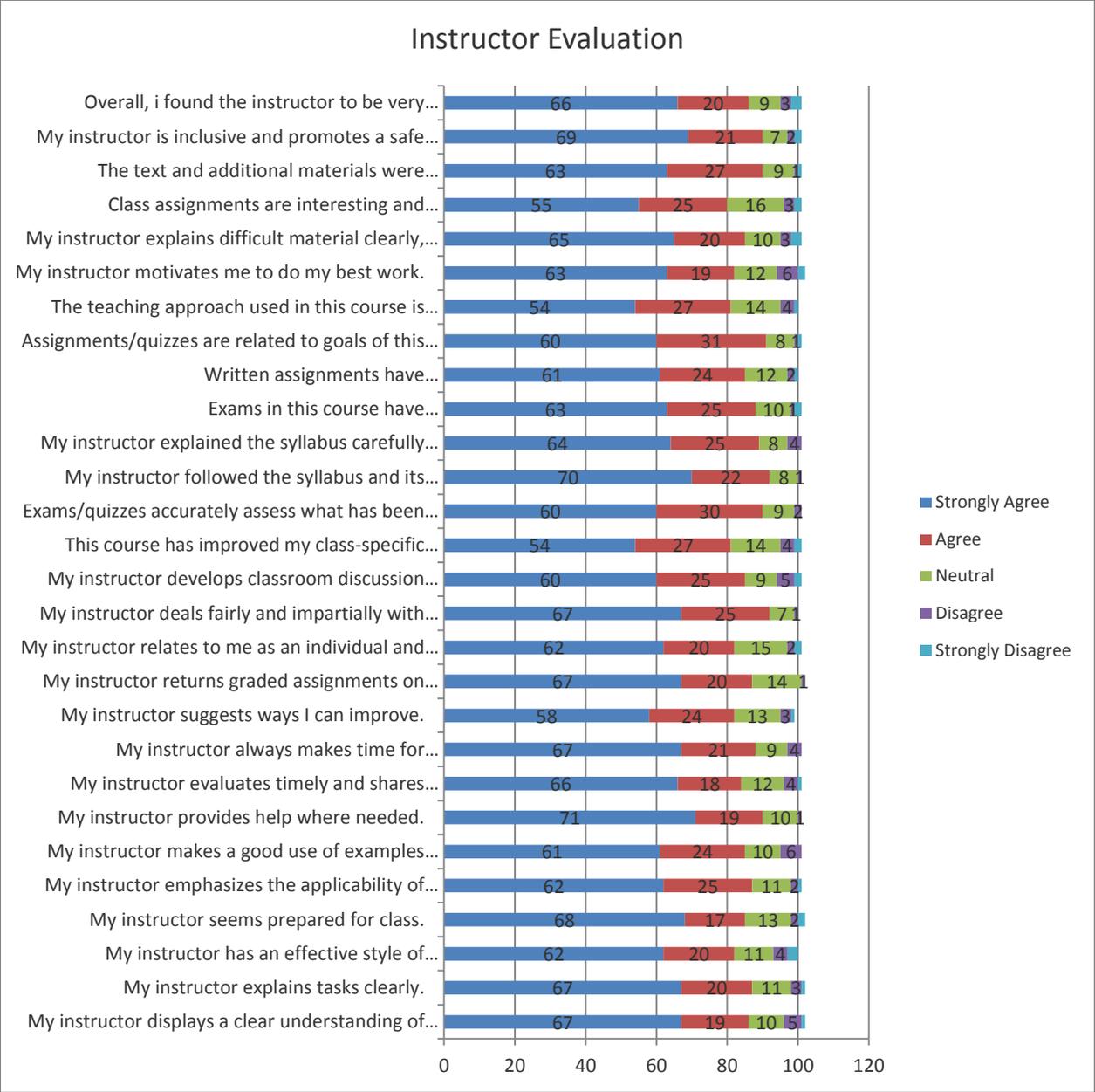


#### **GMAT/GRE Course**

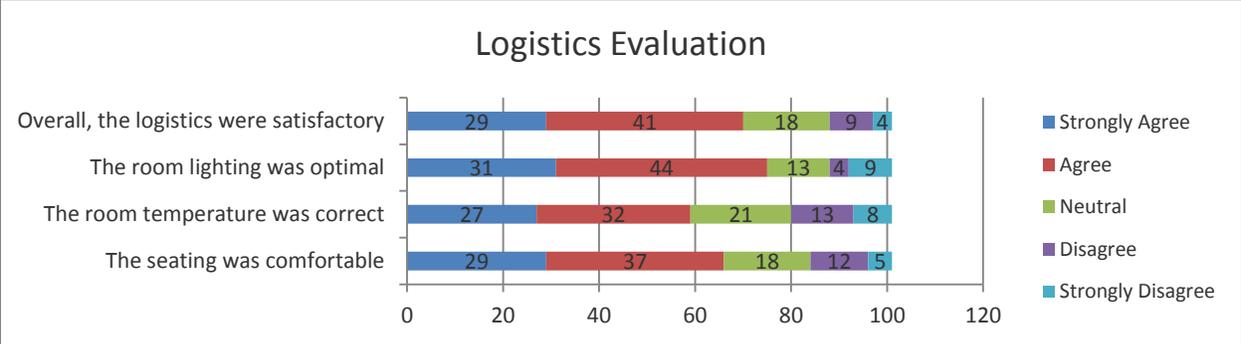
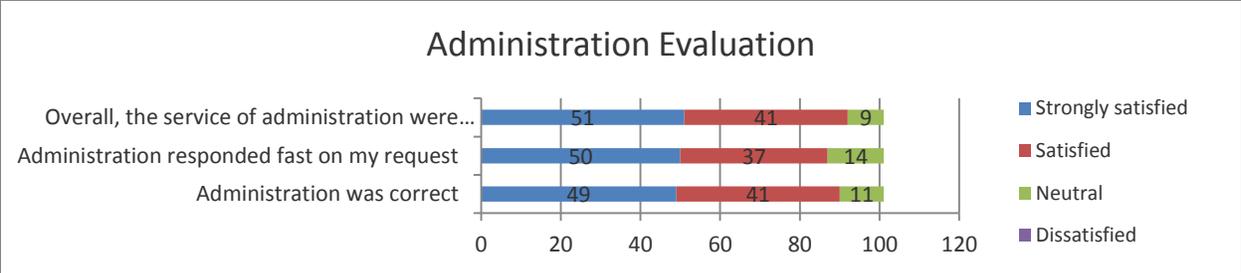
As indicated in the graph below, the majority of students (94%), agree and strongly agree with the content and materiales used in the training.



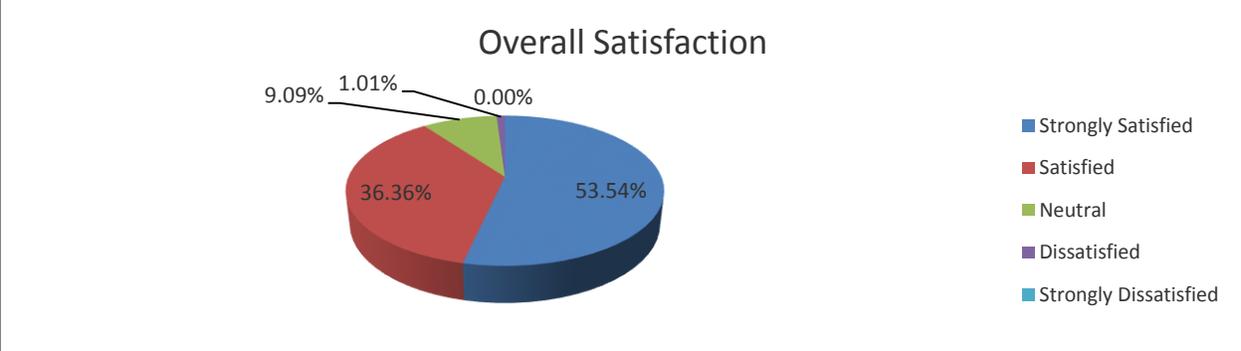
The instructor evaluation is also highly satisfactory with 81% of 102 respondents showing a high level of satisfaction with almost all 28 components pertaining to the performance of instructors.



The majority of respondents show high satisfaction rate with respect to administration. However, some dissatisfaction is visible in the evaluation of logistics. To tackle this, the administration has put effort in improving the conditions of training venues outside Prishtina in which the evaluations tend to be negative.

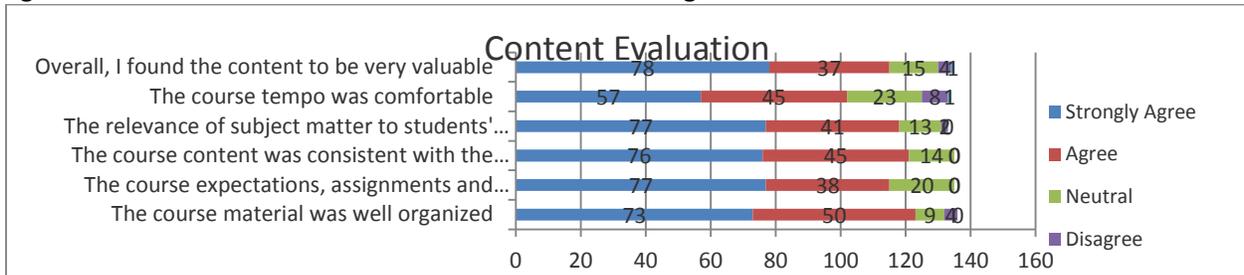


The self-evaluation components of respondents together with the overall reported evaluation is highly satisfactory, with more than 90% of respondents reporting satisfied to highly satisfied responses.

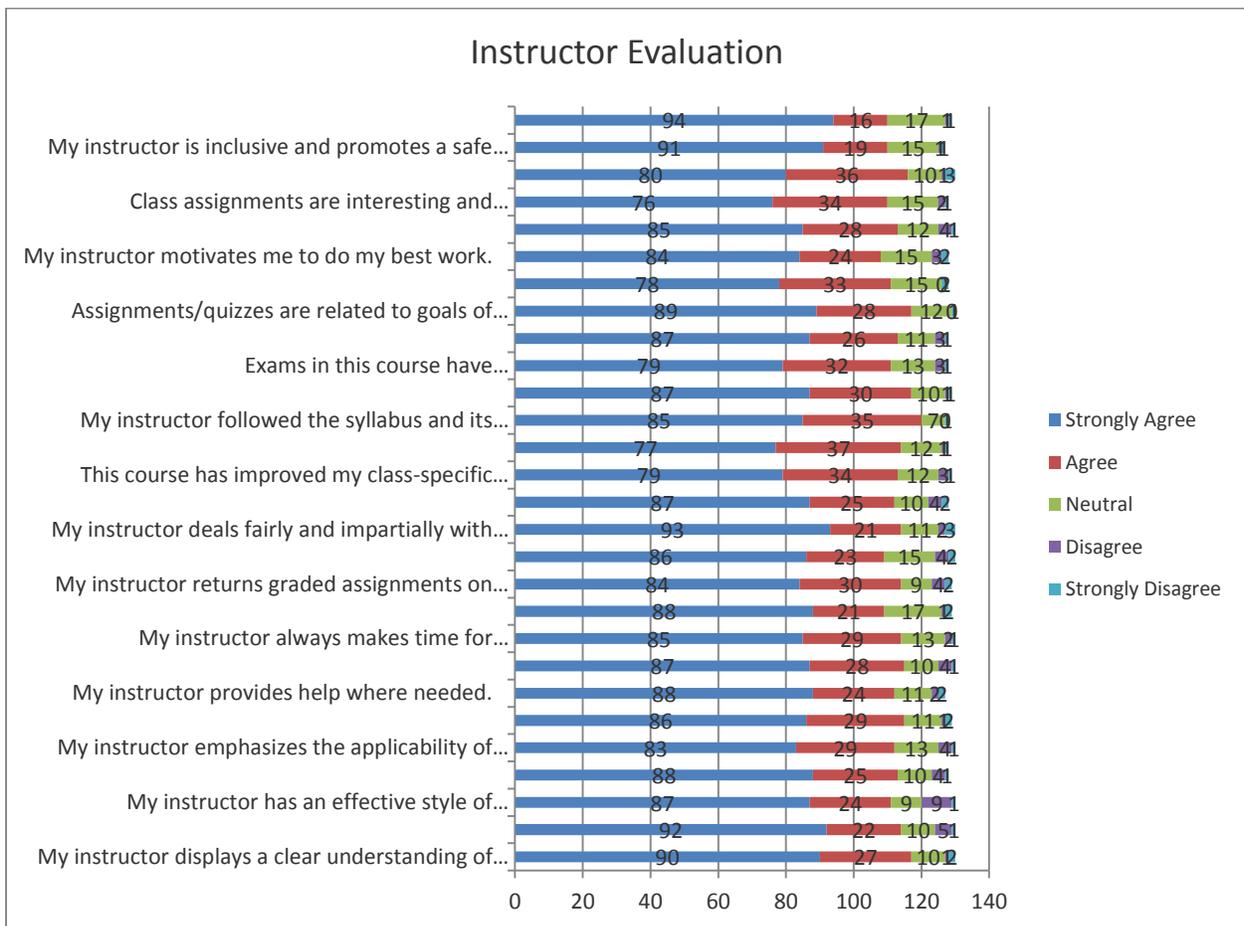


## Discovery Course

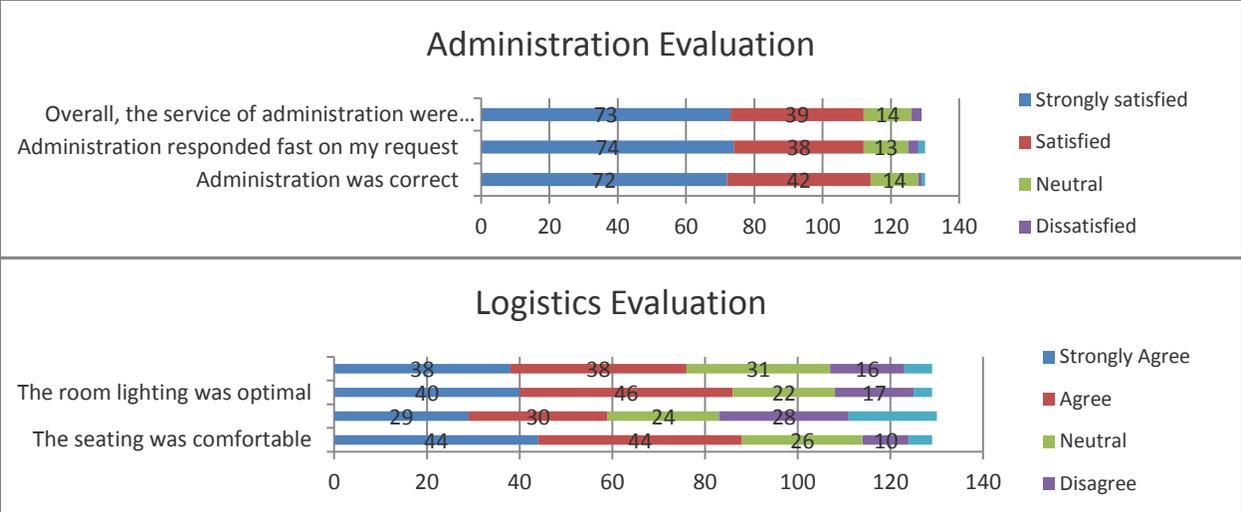
As indicated in the graph below, the majority of students (85%) out of 136 responses agree and strongly agree with the content and materials used in the training.



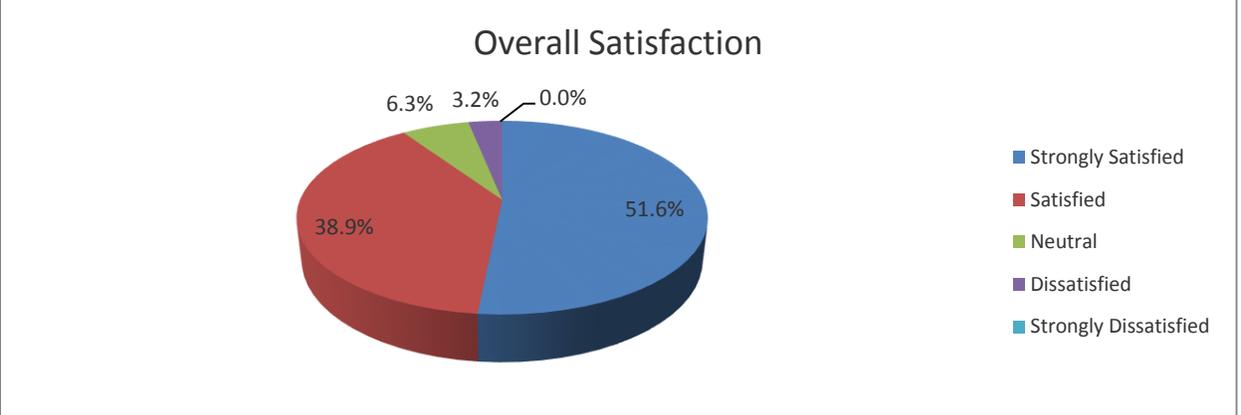
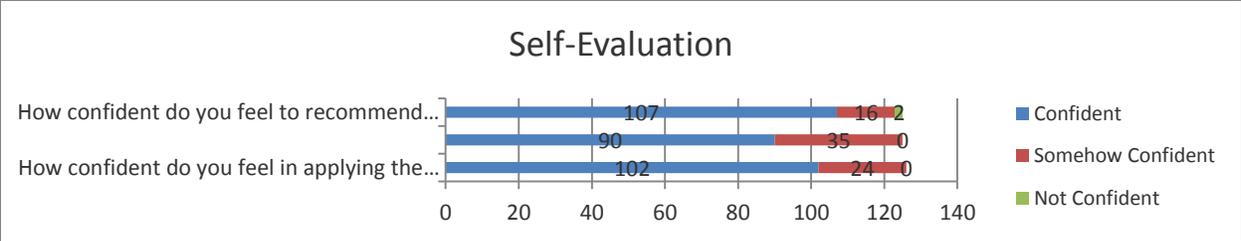
The instructor evaluation is also highly satisfactory with 85% of 129 respondents showing a high level of satisfaction with almost all 28 components pertaining to the performance of instructors.



The majority of respondents show high satisfaction rate with respect to administration. However, some dissatisfaction is visible in the evaluation of logistics. To tackle this, the administration has put effort in improving the conditions of training venues outside Prishtina in which the evaluations tend to be negative.



The self-evaluation component of respondents together with the overall reported evaluation is highly satisfactory, with more than 90% of respondents reporting a level of *satisfied* to highly *satisfied* responses.



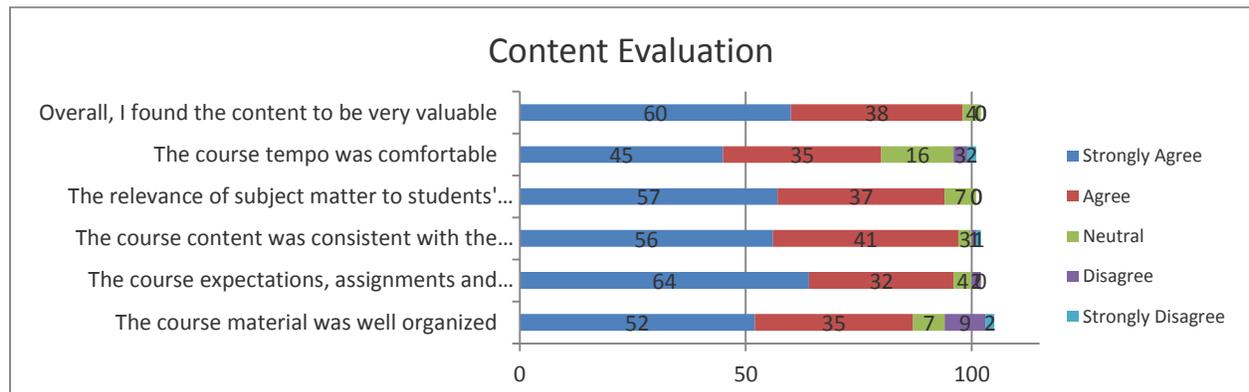
## AUPP Cohort 3 Post-training evaluation results

As in the past, Course evaluations were carried out using the internet based evaluation system which allows easy access for students and it's convenient for the administration to follow and generate end survey results. All questions included a five scale survey (strongly agree, agree, neutral, disagree, strongly disagree) as well as a portion of a qualitative survey.

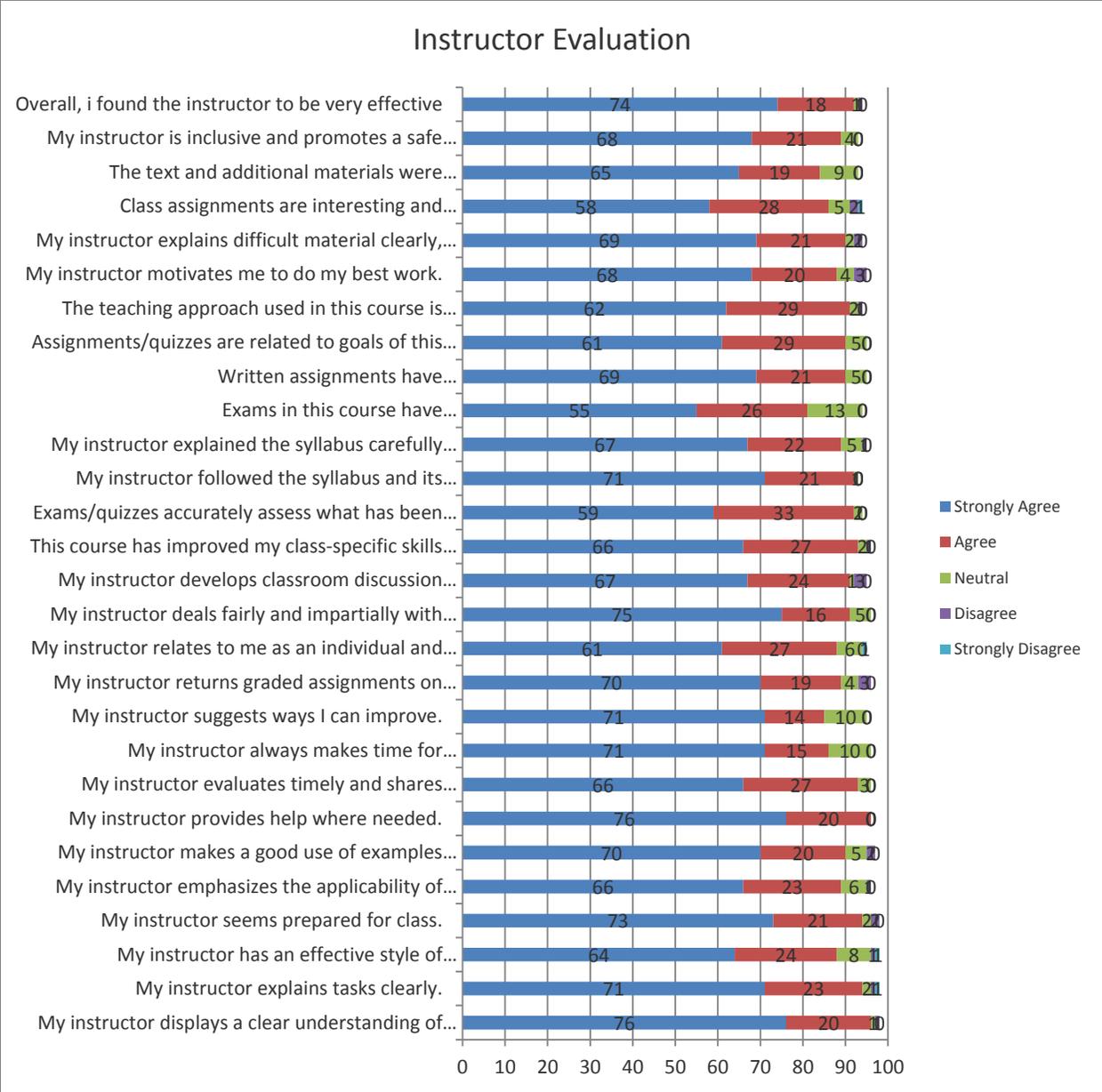
### English Refresher

Each Training Evaluation survey comprised of the following components Training Content/Material Evaluation, Trainer/Instructor Evaluation, Administration Evaluation, Logistics Evaluation, Self-Evaluation, and Overall Satisfaction.

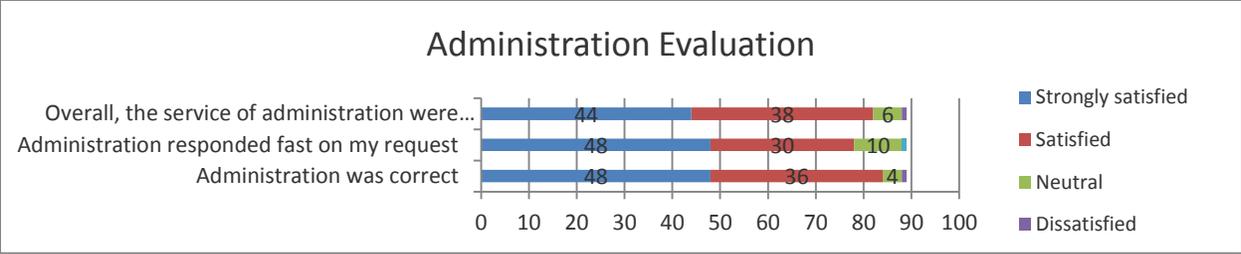
105 students provided insights on content. Overall, 52 students reported to strongly agree and 35 students reported to agree that the content of the course is valuable. It is remarkable to note that the highest number of positive responses was allocated to the course tempo. Previous students have not shown support over the fact that the course is offered three times a week. This time, 64 students clicked on the strongly agree button and 32 students on the agree button. This tier does not indicate any worrisome information which would alert us as an administration to act upon.



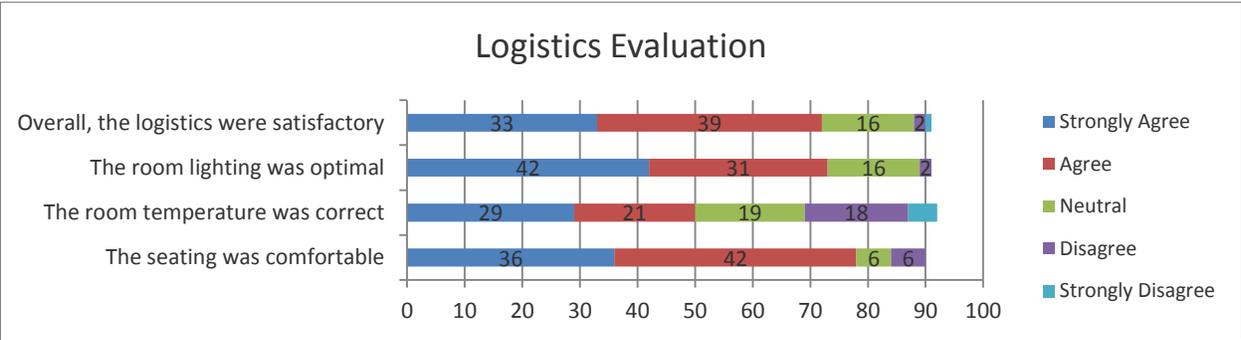
98 students provided feedback on instructors. It is truly remarkable that results are very positive. On all statements provided in the electronic evaluation sheet, a great number of students provided “strongly agree” answers. 76 students (which is the highest number of students to click on a strongly agree button) strongly agree that their instructor displayed a clear understanding of course topics. Moreover, the same number of students reported that they strongly agree that their instructor provided help where needed. On the other hand, 10 students remain neutral on the statement that their instructor always makes time for consultations. This is a valid observation as our instructors are hired part-time and are accommodated according to their free schedules during the day. As such, they are unable to organize office hours for students. Given the condition, we train our instructors to meet students after classes and provide written feedback via email, which they have managed to accomplish successfully. Overall, no major disagreements are noted in the instructor evaluation category.



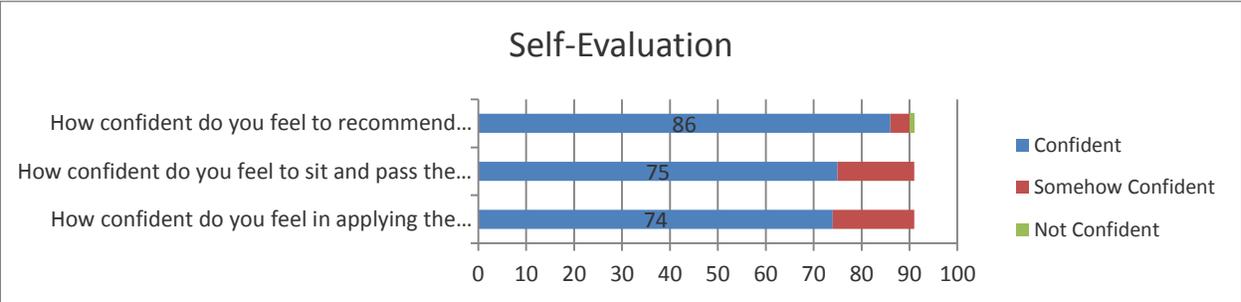
The AUPP administration has received praise in the 3<sup>rd</sup> cohort of studies. In past cohorts, students reported some minor concerns; however, the administration addressed those in the regular staff meetings and measures were taken to create action plans on how to better meet students' needs and requests. 89 students provided feedback and insights in this category out of which 48 claim that the administration was correct, for which they are strongly satisfied, and 36 report to be satisfied with the administration being correct towards students. In this category, as it is displayed in the graph below, 10 students show neutrality on the claim that the administration responded fast enough upon a particular request. These numbers used to be higher in the previous cohorts which means that improvement is at place. We are firm that by the end of the 3<sup>rd</sup> cohort these issues will be fully resolved.



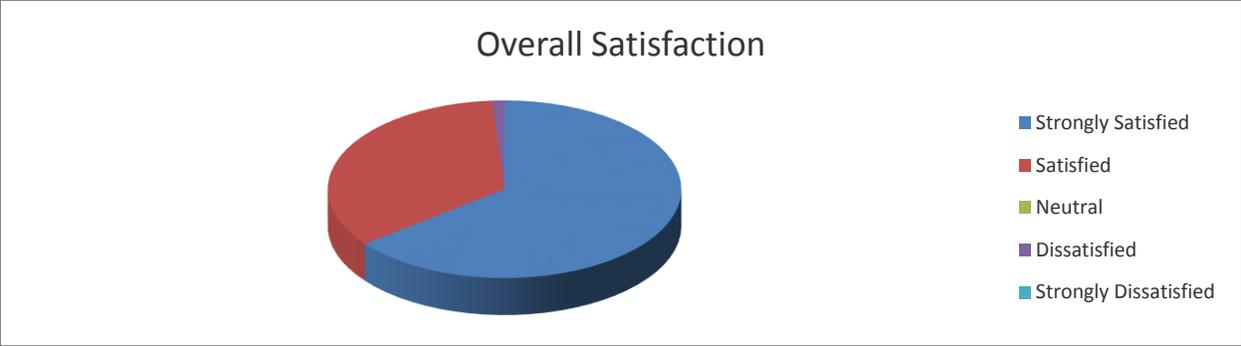
In the previous cohorts, students continuously showed concerns with logistics. They reported concerns on room temperature and seating in most of the cases. The administration took measures and changed three sites across the country. After no measures were not taken upon our requests to improve logistics, the administration managed to find new contractors to provide us classrooms with needed support in Mitrovica, Prizren, and Gjilan. Sites outside of A.U.K remain a huge challenge for the program as very often, electricity is temporarily cut off, internet wi-fi signal is weak, and other minor issues. These results show improvement; however, further inspections will be carried out to minimize all student concerns.



As in the past, student confidence remains high enough. Out of 91 students, 90 show high confidence in applying skills they learnt, take standardized exams, and recommend the class to other friends. This is another result which shows that expected class outcomes were met.



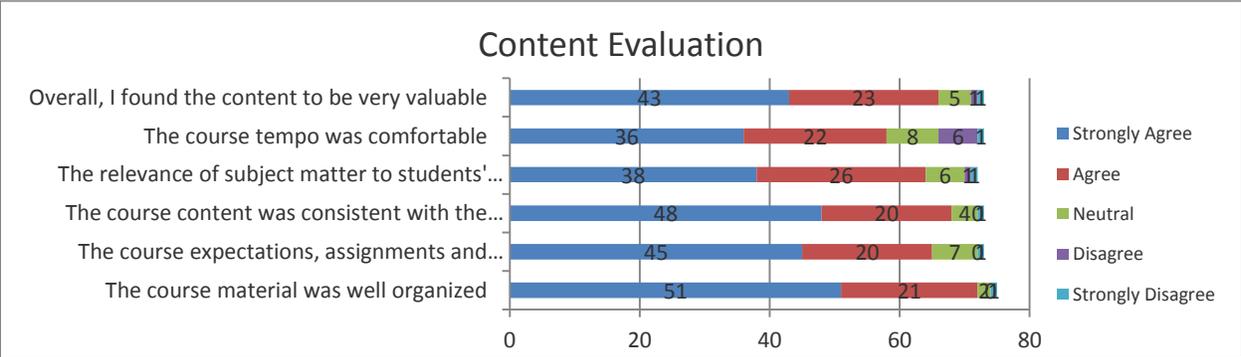
Finally, students maintain high satisfaction with the training they have received and the academic experience altogether. Out of 90 students, 65% remain strongly satisfied, 34% satisfied, whereas only 1% dissatisfied (one student).



**Math Refresher**

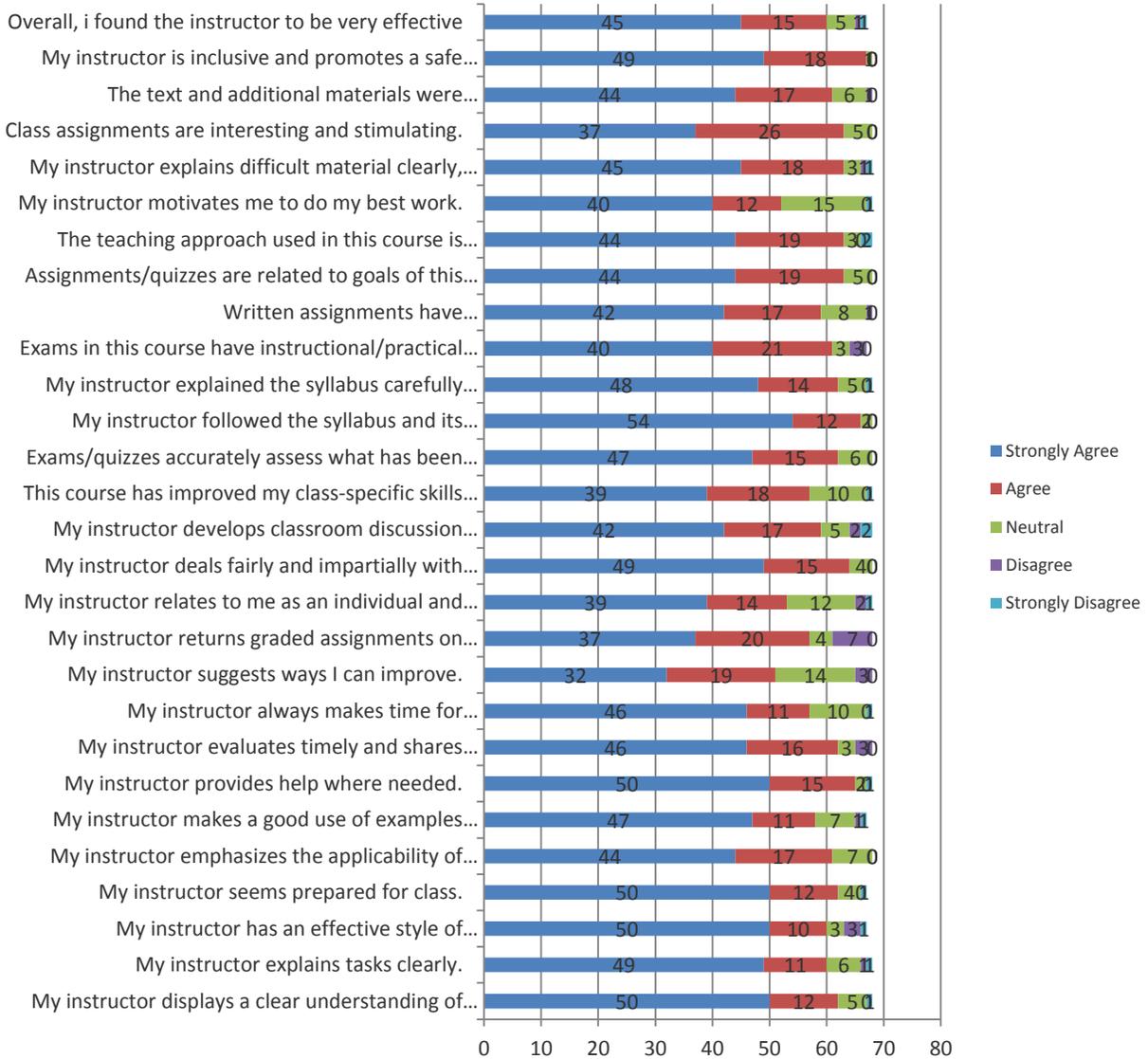
Similar to the English Refresher course, the elements that were surveyed for the math refresher course, among others, included Content Evaluation, Trainer Evaluation, Administration Evaluation, Logistics Evaluation, Self-Evaluation, and Recommendation Confidence.

A total of 75 students responded to the survey while providing responses with a general positive tendency. For the content evaluation tier, out of 75 (see graph below), 51 agree that the course material was well organized while 36 find the tempo of the course to have been comfortable. However, the number of students who disagree with this statement is only 6 which is still low compared with the two other positive responses. On average, 43 students agree that the content of this course was valuable, which is a good number to determine that this tier is positively evaluated by respondents.

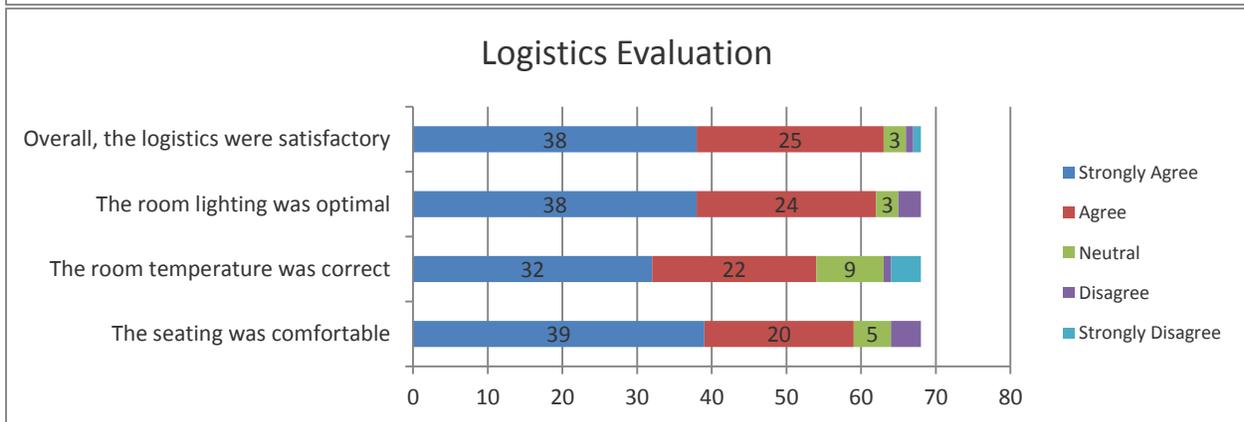
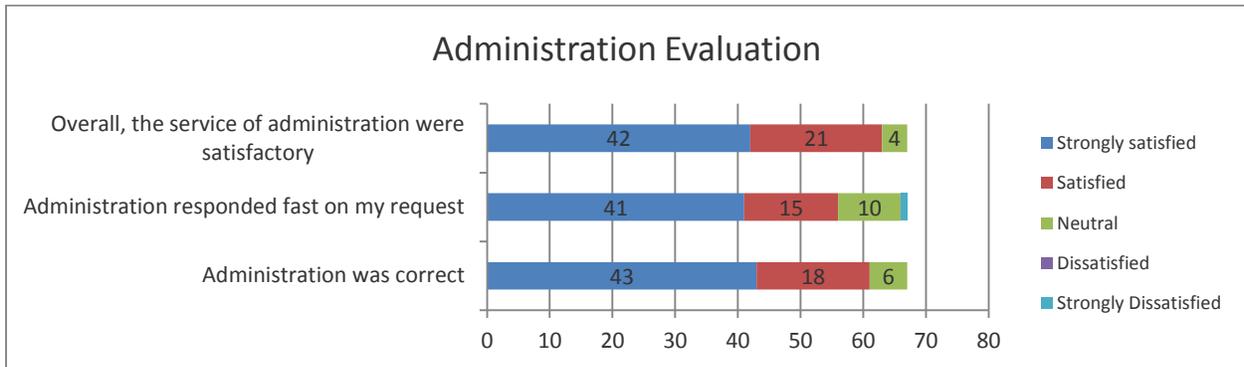


The trainer evaluation tier was assessed by a total of 77 students taking the math course. Out of 28 statements related to the course instructor, three were mostly positively evaluated.

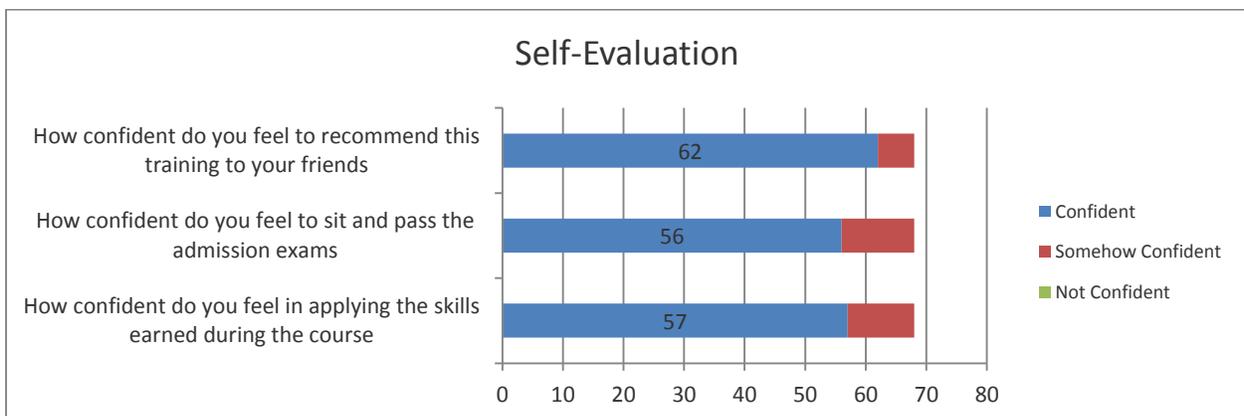
## Instructor Evaluation



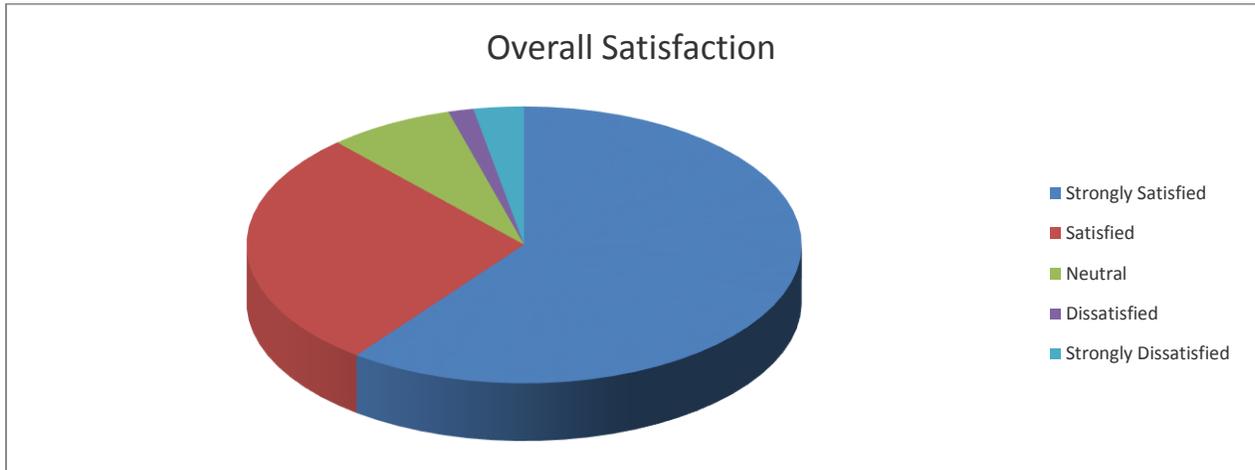
Moreover, the administration and logistics are evaluated with the 5 scale evaluation method, similar to the English refresher course. Out of 77 respondents, 43 believe that the administration was correct, with 18 responding satisfied and 6 being neutral. On the other hand, 77 responses were received from students attending the course, out of which 39 find the seating to be comfortable while 20 only agree with the statement and 4 disagree. Anyway, logistics appears to be positively evaluated.



Likewise, students evaluated their confidence with positive responses. 57 students appear to be confident in applying the skills earned during the class. Furthermore, 56 students feel confident to take a standardized exam in math while 12 being only somehow confident. Last but not least, 62 students appear to be confident to recommend this training to their friends.



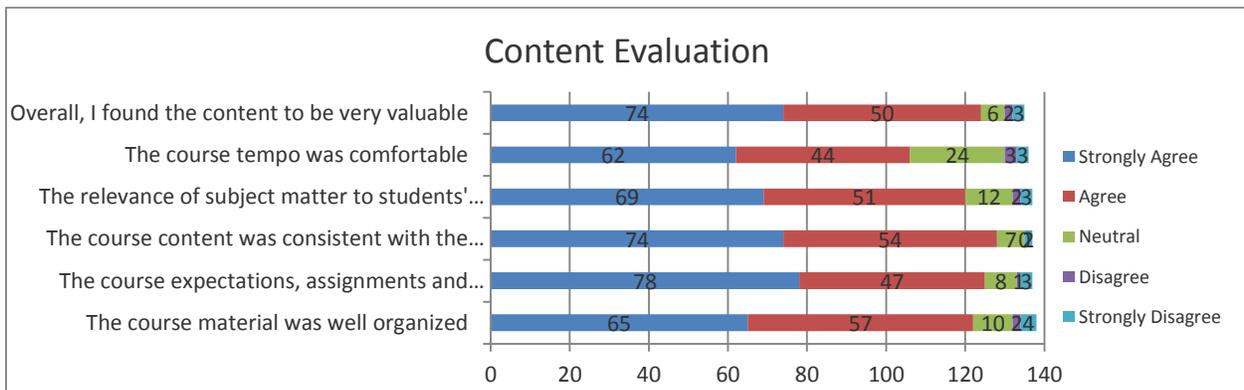
Last but not least, out of 77 responses, 60.3% of students are fully satisfied with the training, with 27.9% satisfied, 7.4% neutral and only 2 students responded negatively with strongly dissatisfied.



### Discovery Course

Similar to the Refresher courses, the elements that were surveyed for the math refresher course, among others, included Content Evaluation, Trainer Evaluation, Administration Evaluation, Logistics Evaluation, Self-Evaluation, and Overall Satisfaction.

A total of 138 students responded to the survey while providing responses with a general positive tendency. For the content evaluation tier, out of 138 (see graph below), 74 strongly agree that the course material was well organized while 62 find the tempo of the course to have been highly comfortable. However, the number of students who disagree with this statement is only 3 which is still low compared with the two other positive responses. On average, 88% of respondents agree that the content in general and the other complementing dimensions of the course resulted in satisfaction.

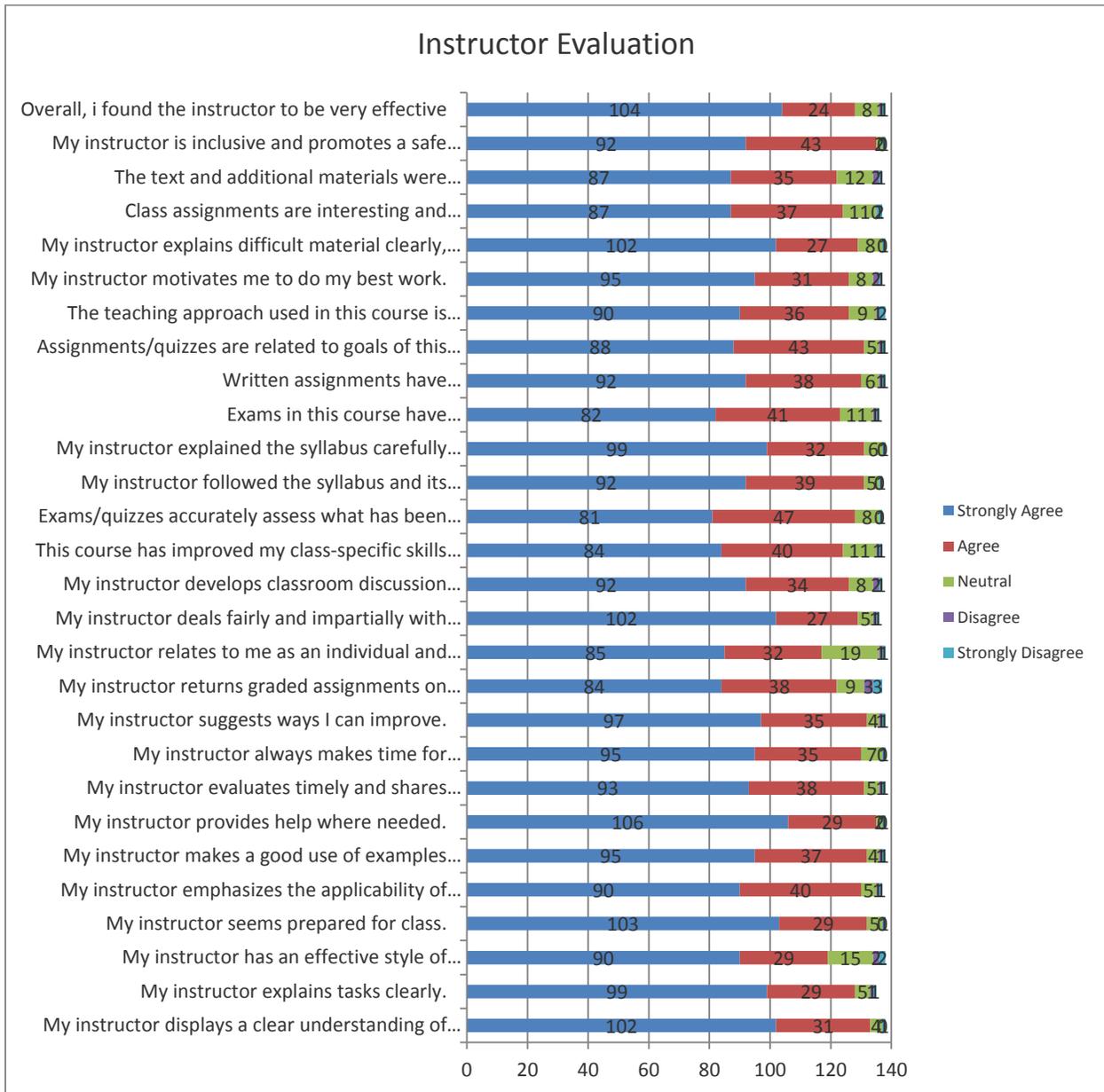


The trainer evaluation tier was assessed by a total of 138 students taking the discovery course. Out of 28 statements related to the course instructor, three were mostly positively evaluated with 133/138 satisfied respondents:

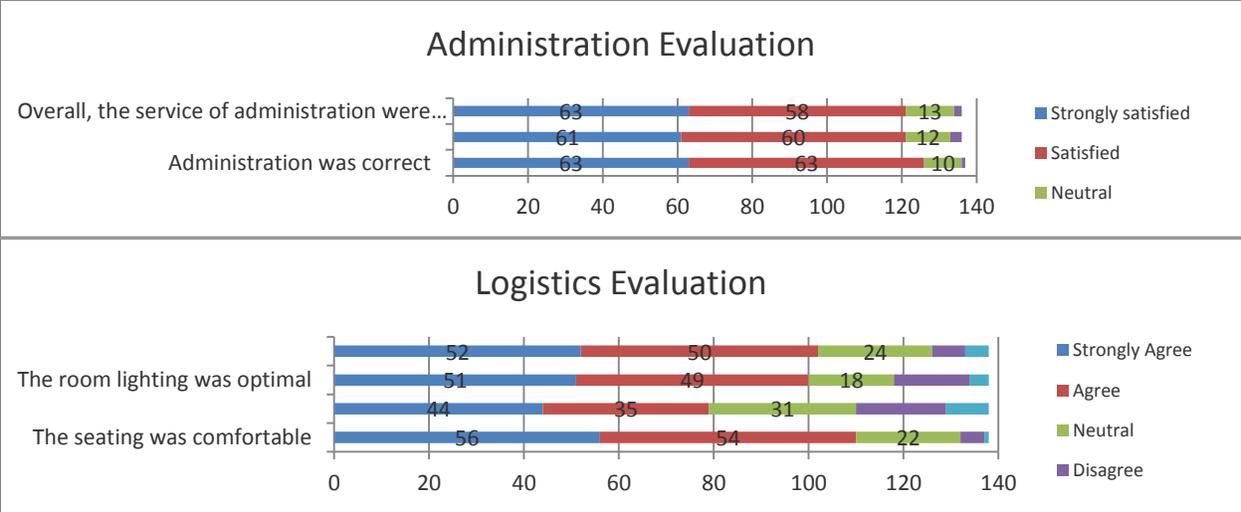
- My instructor displays a clear understanding of course topics.
- My instructor provides help where needed.

- My instructor is inclusive and promotes a safe and positive learning environment

Overall the range of satisfaction with the instructor corresponds to 93% of respondents satisfied with the training instructors.



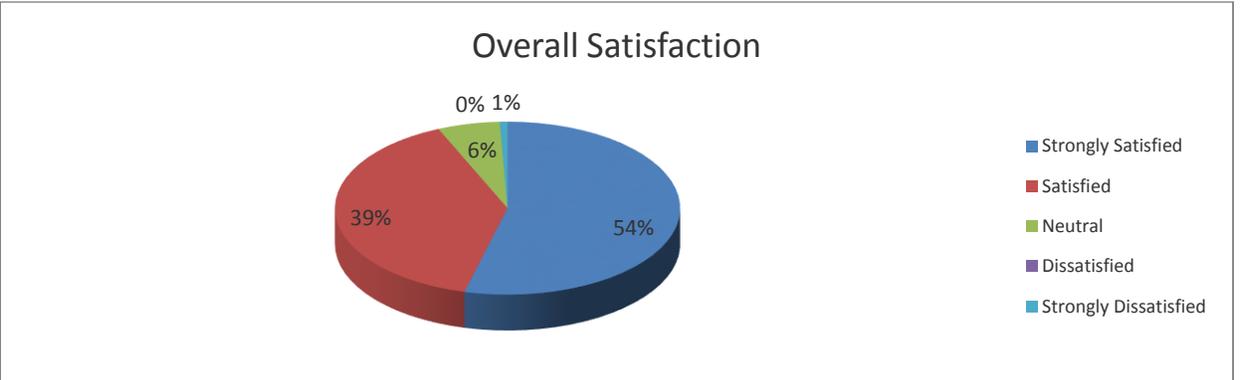
Moreover, the administration and logistics are evaluated with the 5 scale evaluation method, similar to the refresher courses. Out of 137 respondents, 126 believe that the administration was correct while 121 highly agree that the administration responded fast to their requests. On the logistics component, out of 138 responses, 74% have been satisfied with the logistics of the classrooms overall.



Likewise, students evaluated their confidence with positive responses. Out of 138 responses, 113 students appear to be confident in applying the skills earned during the class. Furthermore, 98 students feel confident to take a standardized exam in math while 39 being only somehow confident. Last but not least, 123 students appear to be confident to recommend this training to their friends.

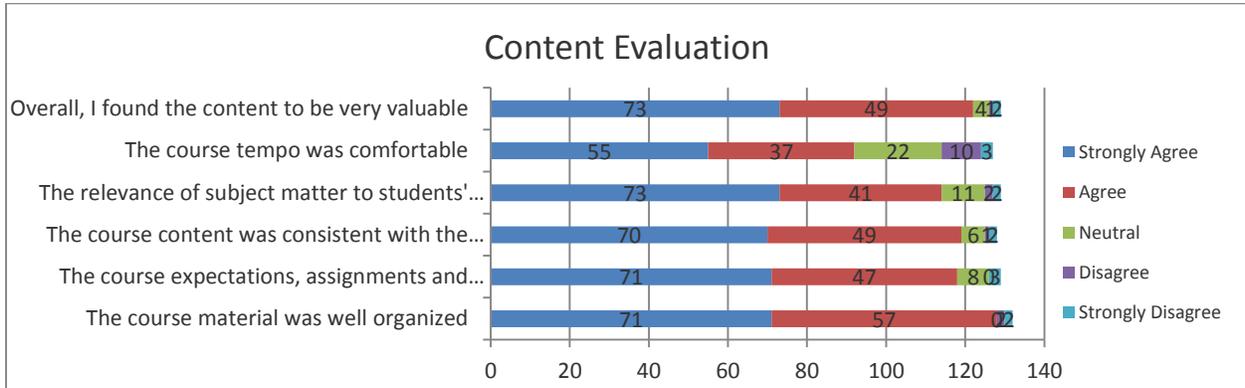


Last but not least, out of 138 responses, 54% of students are strongly satisfied with the training, 39% satisfied, 6% neutral and only 1 student responded negatively with strongly dissatisfied.



## TOEFL iBT Preparatory Course

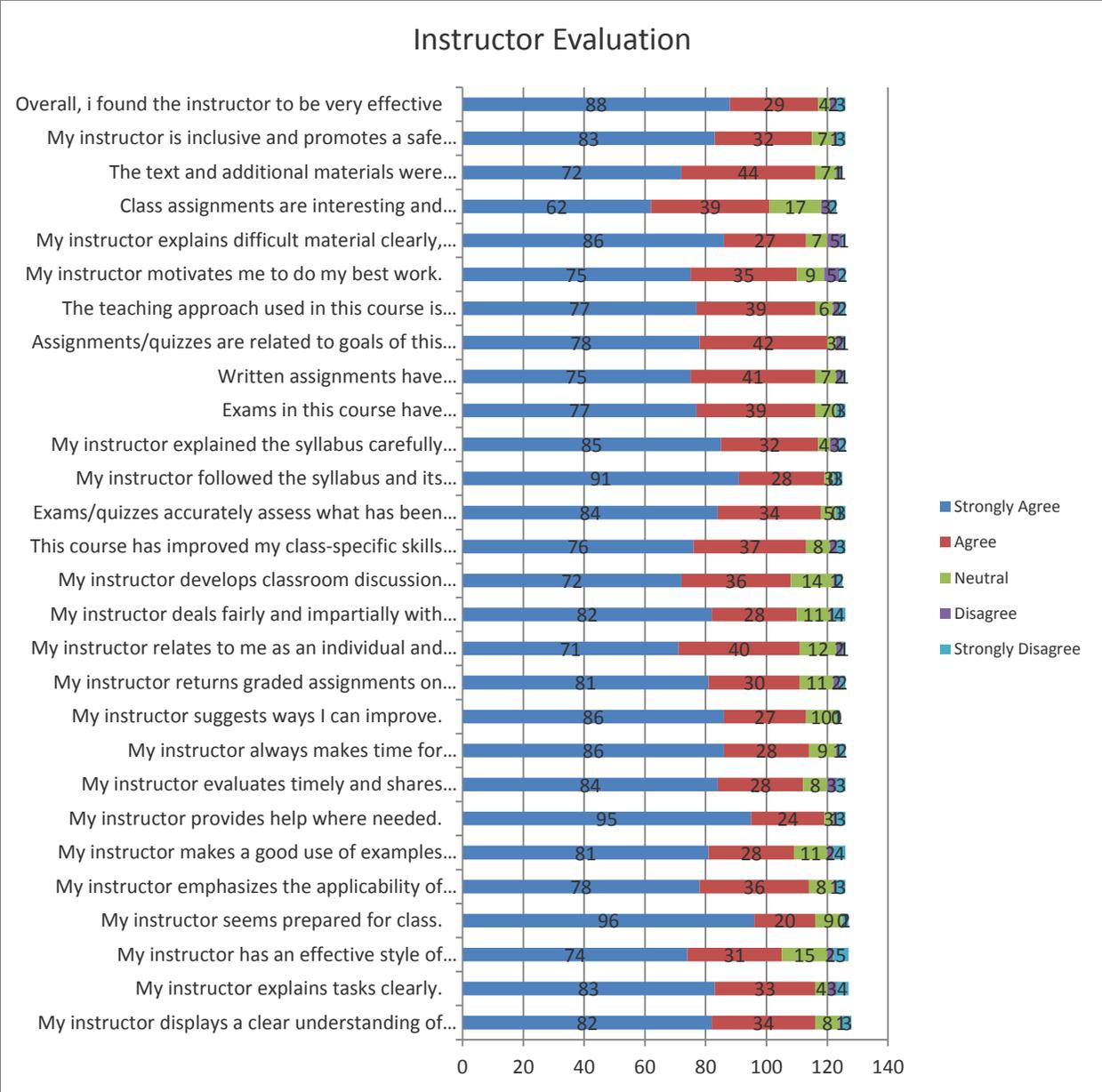
A total of 132 students responded to the survey while providing responses with a general positive tendency. For the content evaluation tier, out of 132 (see graph below), 71 strongly agree that the course material was well organized while 55 find the tempo of the course to have been highly comfortable. However, the number of students who disagree with this statement is only 13 which is still low compared with the two other positive responses. On average, 90% of respondents agree that the content in general and the other complementing dimensions of the course resulted in satisfaction.



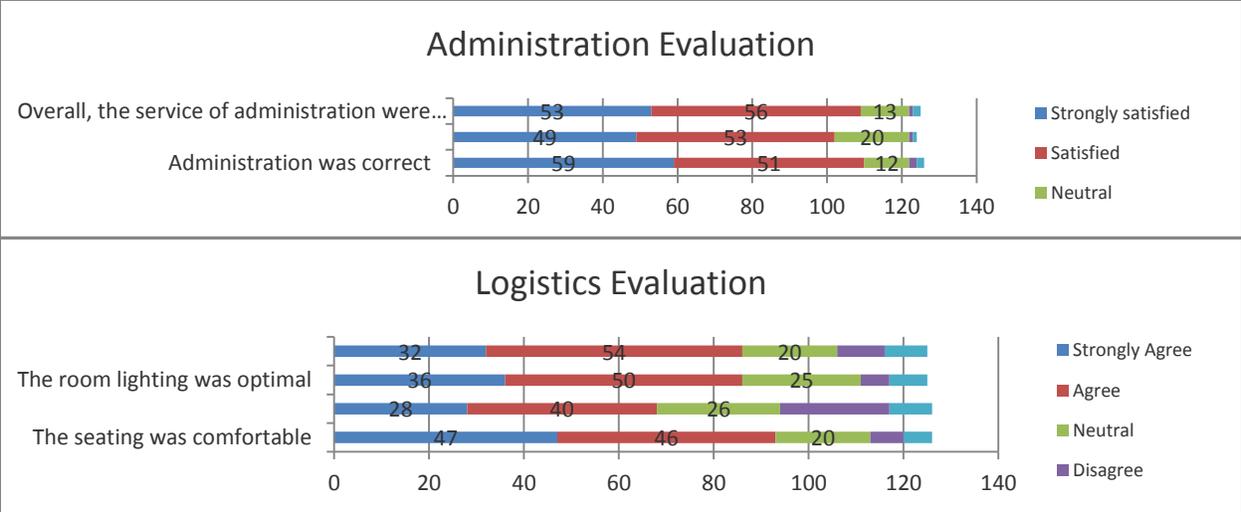
The trainer evaluation tier was assessed by a total of 128 students taking the TOEFL course. Out of 28 statements related to the course instructor, three were mostly positively evaluated with 126/132 satisfied respondents:

- My instructor provides help where needed.
- My instructor followed the syllabus and its schedule carefully.
- Assignments/quizzes are related to goals of this course.

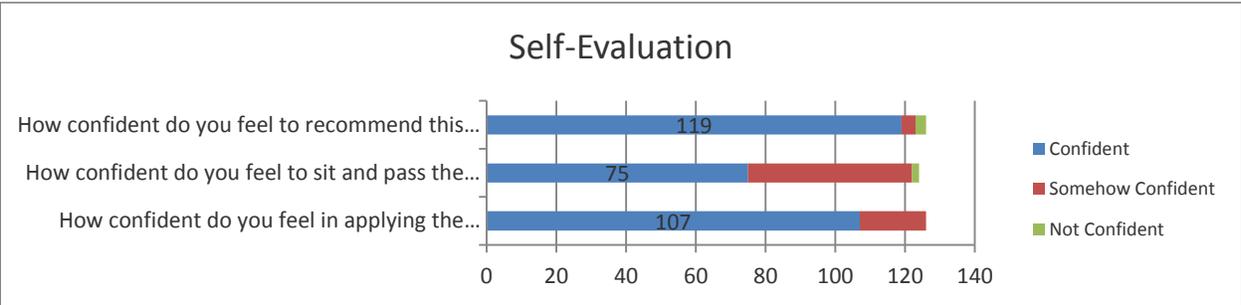
Overall the range of satisfaction with the instructor corresponds to 90% of respondents satisfied with the training instructors.



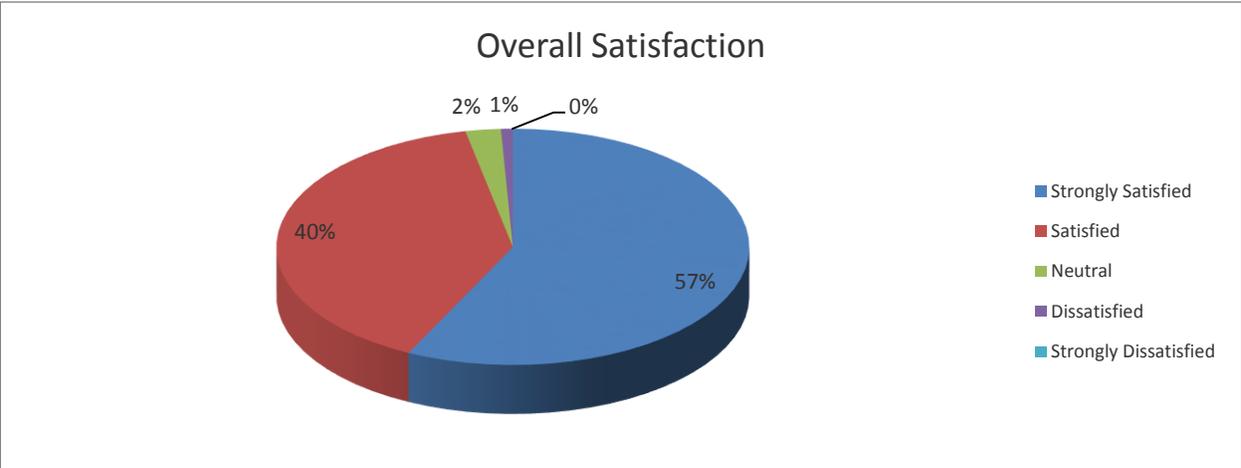
Moreover, the administration and logistics are evaluated with the 5 scale evaluation method, similar to the other courses. Out of 126 respondents, 110 believe that the administration was correct while 102 highly agree that the administration responded fast to their requests. On the logistics component, out of 126 responses, 69% have been satisfied with the logistics of the classrooms overall.



Likewise, students evaluated their confidence with positive responses. Out of 126 responses, 107 students appear to be confident in applying the skills earned during the class. Furthermore, 75 students feel confident to take a standardized exam in math while 47 being only somehow confident. Last but not least, 119 students appear to be confident to recommend this training to their friends.



Last but not least, out of 124 responses, 57% of students are strongly satisfied with the training, 40% satisfied, 2% neutral and only 1 student responded negatively with dissatisfied.

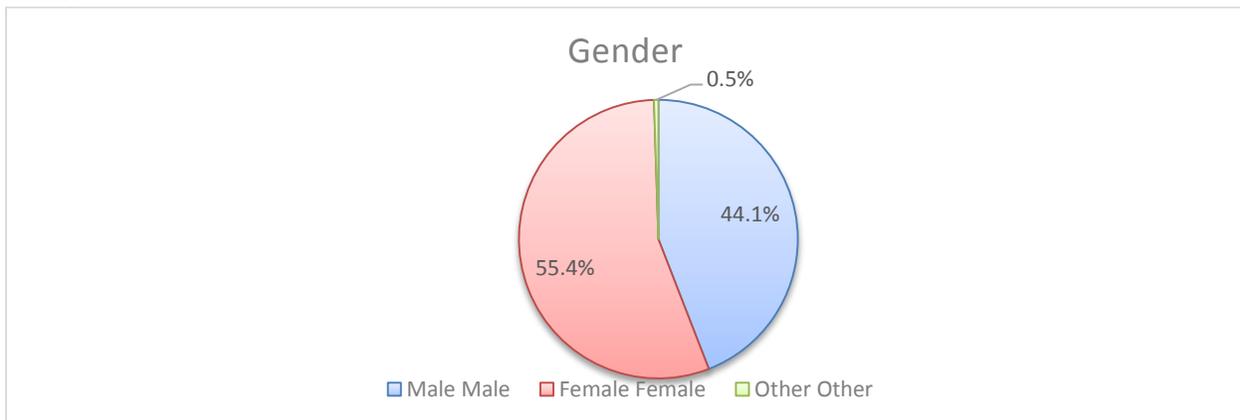


## AUPP Alumni Survey Results

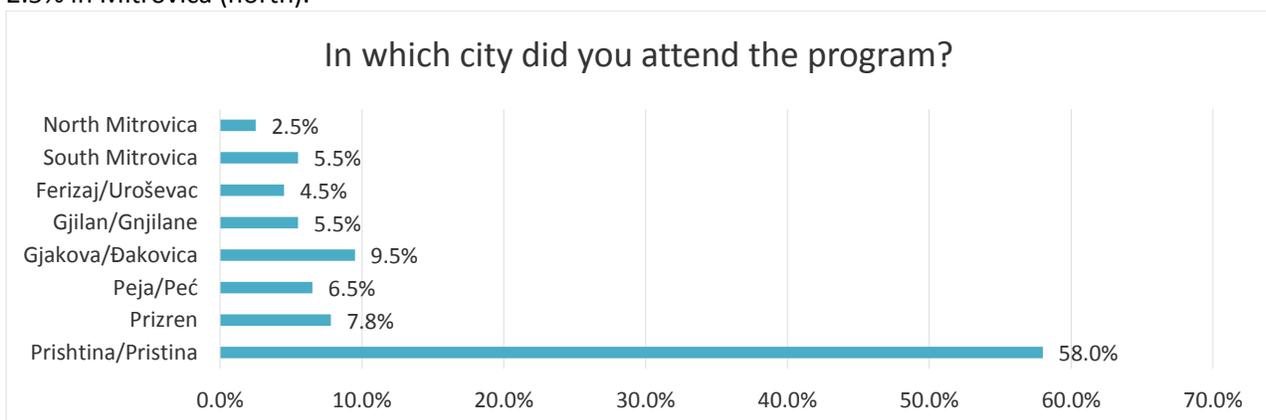
The AUPP team conducted an online survey with AUPP students who attended the program in the first and the second cohort of studies. Our intention was to generate information on their current academic and professional standing and to measure how the AUPP has helped them pursue any of their desired quests.

Apart from asking for demographic information, the survey asked questions on current employment status and how much the AUPP helped students get the desired position, maintain the current one or get promoted, further studies and how the AUPP helped them pursue them, information on standardized test acquisition, and most importantly, a set of questions which specifically asked students on AUPP program outcomes. This set included questions on progress on Academic writing, essay composition, writing research papers, appreciation of diversity, intercultural communication competence, analytical and quantitative analysis skills.

401 students responded to the questionnaire out of which 55.4% were female, 44.1% male, and 0.5% other.



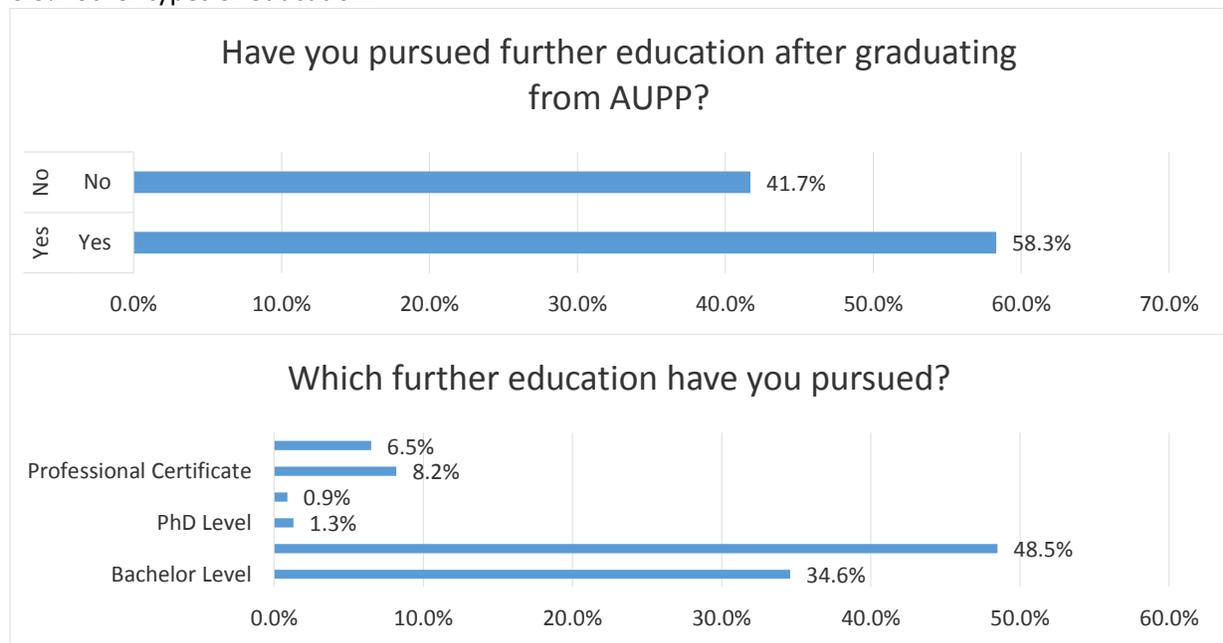
58% of the respondents claimed that they attended classes in Pristina, 7.8% in Prizren, 6.5% in Peja/Pec, 9.5% in Gjakove/Dzakovica, 5.5% in Gjilan/Gnjilane, 4.5% in Ferizaj/Urosevac, 5.5% in Mitrovica (south) and 2.5% in Mitrovica (north).



Moreover, as far as employment is concerned, out of 204 respondents who decided to provide feedback on this question, only 13.2% of them claimed that the AUPP has helped them get employed. Obviously, the expected outcomes of the AUPP are particularly academic; however, its impact in job-hunting is visible as well.

8. Did AUPP help you get employed?		
Answer Options	Response Percent	Response Count
Yes	13.2%	27
No	86.8%	177
<b>answered question</b>		<b>204</b>
<b>skipped question</b>		<b>197</b>

Our primary survey interest was to measure the academic impact the AUPP may have had on our alumni. 398 former students provided answers on the question whether they have pursued further education. 58.3% claimed that they have pursued further education whereas 41.7% claimed they haven't. Out of 398 who provided answer on this tier, only 231 decided to provide additional information on the level of education they have pursued. 48.5% responded they have pursued a Master Level of studies, 34.6% Bachelor level, 1.3% Doctoral level, 0.9% Master and Doctoral level, 8.2% Professional Certificate, and 6.5% other types of education.



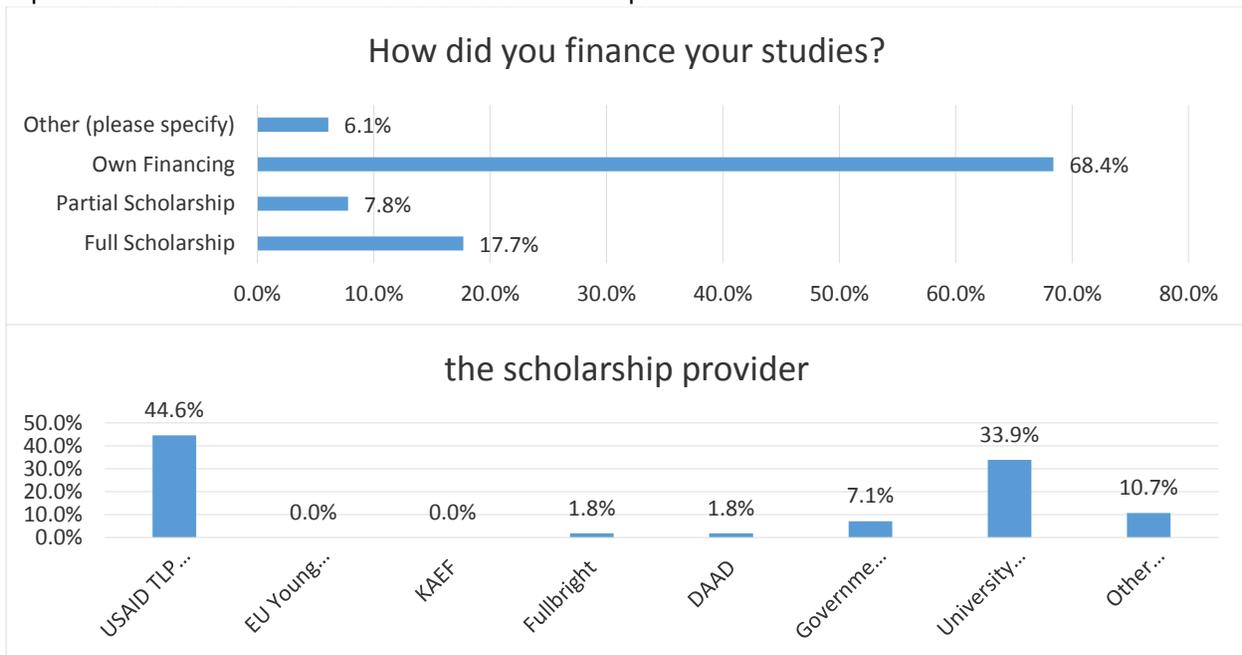
Another element we surveyed, among others, is how helpful the AUPP was in meeting admissions requirements for the students who pursued further education. Out of 226 respondents in this tier, 86 claimed the AUPP was very helpful, 86 said it was helpful, 29 remained neutral, 17 believe it was somewhat helpful and 8 only claimed the AUPP was not at all helpful for their further studies. These results are expected and enriching for us as a program as they show that the academic outcome that we measured is applicable in the real world and shows positive results.

## 16. AUPP Program and university enrollment

Answer Options	Not at all helpful	Somewhat helpful	Neutral	Helpful	Very helpful	Rating Average	Response Count
How helpful was AUPP Program in meeting admission requirements?	8	17	29	86	86	4.00	226
						<i>answered question</i>	226
						<i>skipped question</i>	175

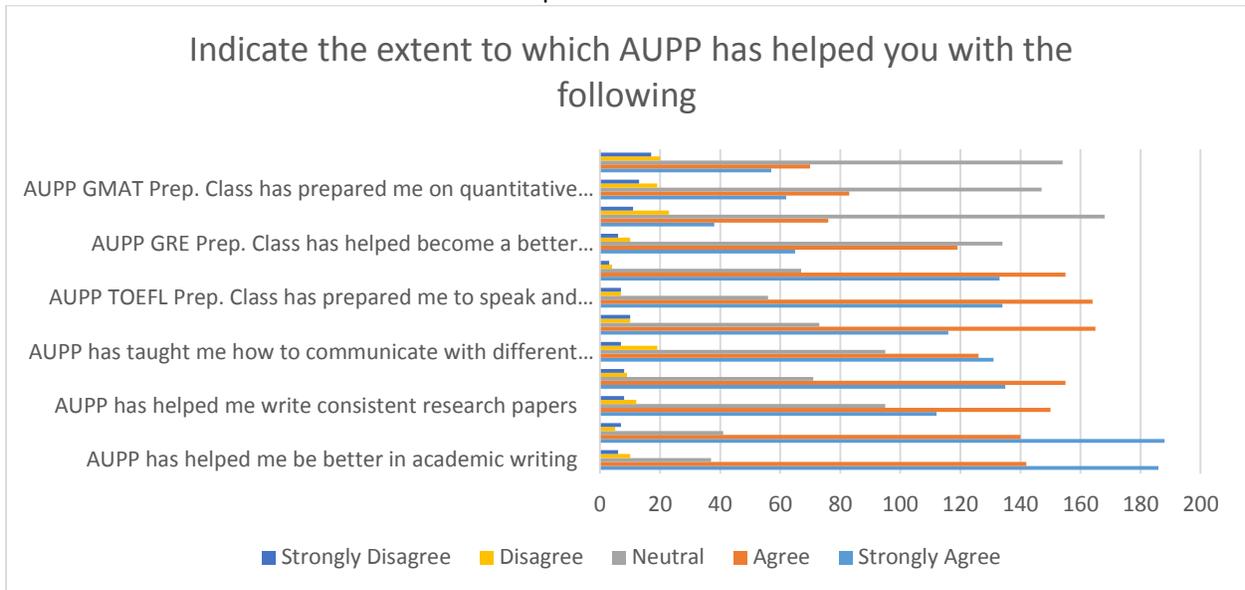
Financing was another element we studied. We were interested to survey and find out how students financed their further education. Out of 231 students, 68.4% claimed they used own financing resources to cover the school tuition fees, whereas 17.7% declared that they received a full scholarship. Moreover, 7.8% claimed that they received a partial scholarship and 6.1% clicked on the “other” option.

USAID TLP is reported as the main provider of scholarships. Out of 56 students who provided information in this tier, 44.6% of students claimed that USAID TLP is the provider of their scholarship. Other scholarship providers are noted with a very low percentage such as 1.8% (Fulbright), 1.8% (DAAD), 7.1% (Governmentally sponsored scholarships), and 33.9% (University scholarships). Finally, 10.7% (6 students) report to have received another source of scholarship.

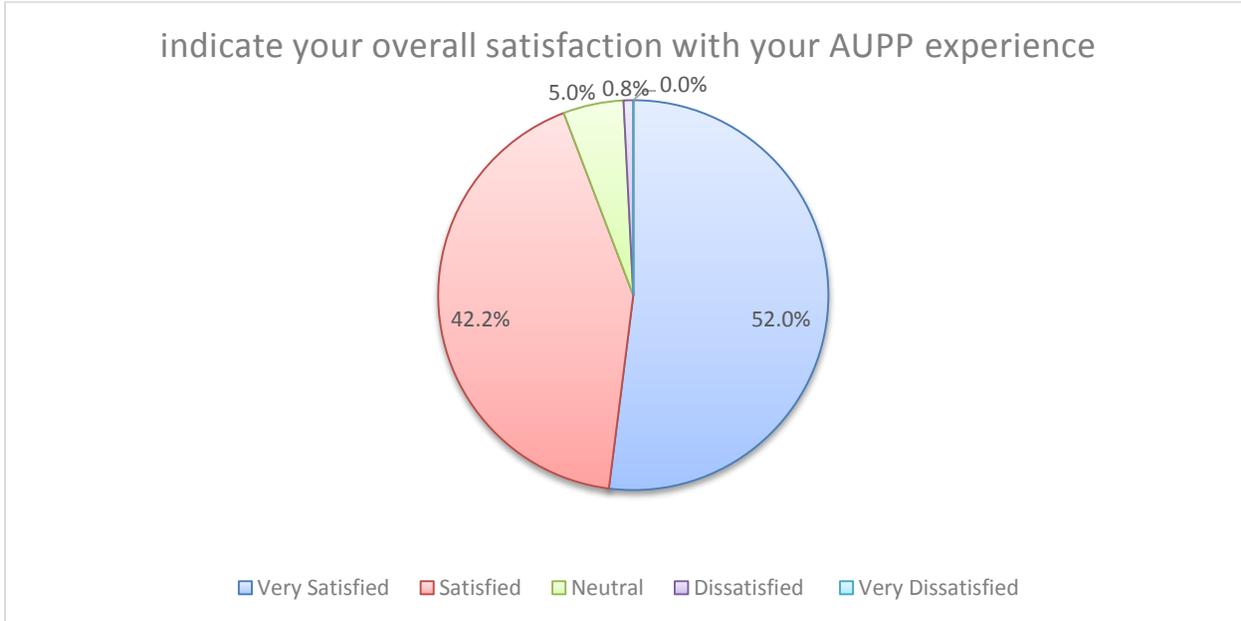


Another major research interest of the program managing team was to gain insights on particular skills students have gained while attending the program. We studied the extent to which the AUPP has helped students with academic writing, intercultural communication, analytical and quantitative skills, and more. 381 students provided answers in this category and the majority seem to be positive with a somewhat neutral stance on the GRE and GMAT classes. 186 students strongly agreed and 142 agreed that the AUPP has helped them be better in academic writing. Similarly, 188 students strongly agreed and 140 agreed that the program has helped them write essays correctly. 150 students agreed that the AUPP has helped them write consistent research papers in addition to 112 who strongly agree that the program has taught them write research papers. Moreover, appreciating diversity and communicating effectively with different cultures are yet another two elements highly appreciated by students. Along the same lines, the TOEFL class is highly regarded as an effective one with 164 students who agreed that the TOEFL class has

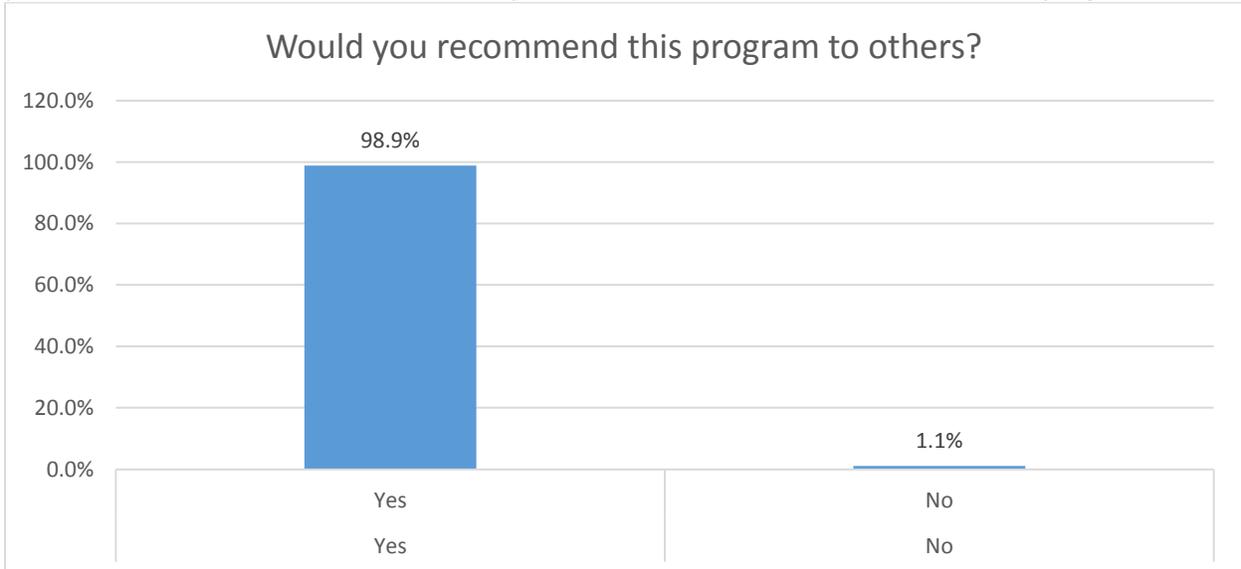
helped them speak and write and 134 who strongly agree with that statement. As far as the GRE and GMAT preparatory classes go, students provide positive trends in numbers; however, compared to other elements surveyed in this tier, we can see a lower number of students showing confidence. More precisely, if we look at the number of students who remain neutral on each statement in this tier (see chart below), we can see an increasing trend among students who show neutrality as we get closer to the statements about GRE and GMAT. Similarly, the number of students who disagree and strongly disagree is slightly higher as the statements on GRE and GMAT appear in the category. According to these results, we can easily say that the GRE and GMAT classes remain challenging for our students besides the fact that our GRE and GMAT instructors are the most qualified in the team.



Overall, out of 377 students who provided feedback on their general satisfaction with the program, 52% are very satisfied with the academic experience they had while attending the program, 42.2 are satisfied, 5% remain neutral, and 0.8% (3 students) are dissatisfied.



Finally, 98.9% of the surveyed students would recommend the program to other students. 372 students provided their answers on this tier and only 4 of them (1.1%) wouldn't recommend the program.

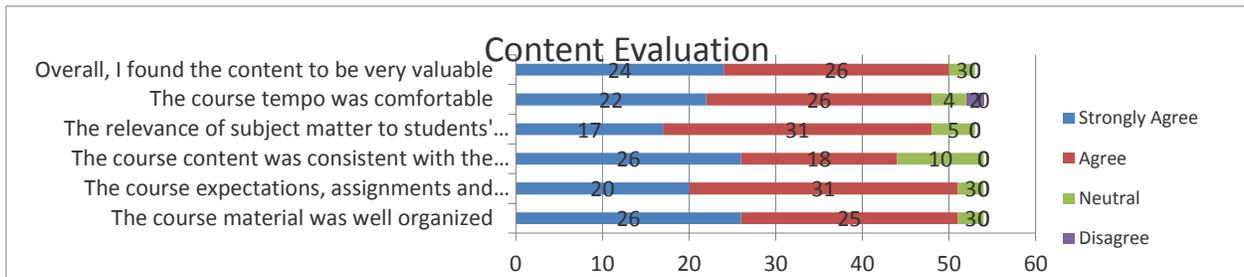


## PPDL Post-training evaluation results

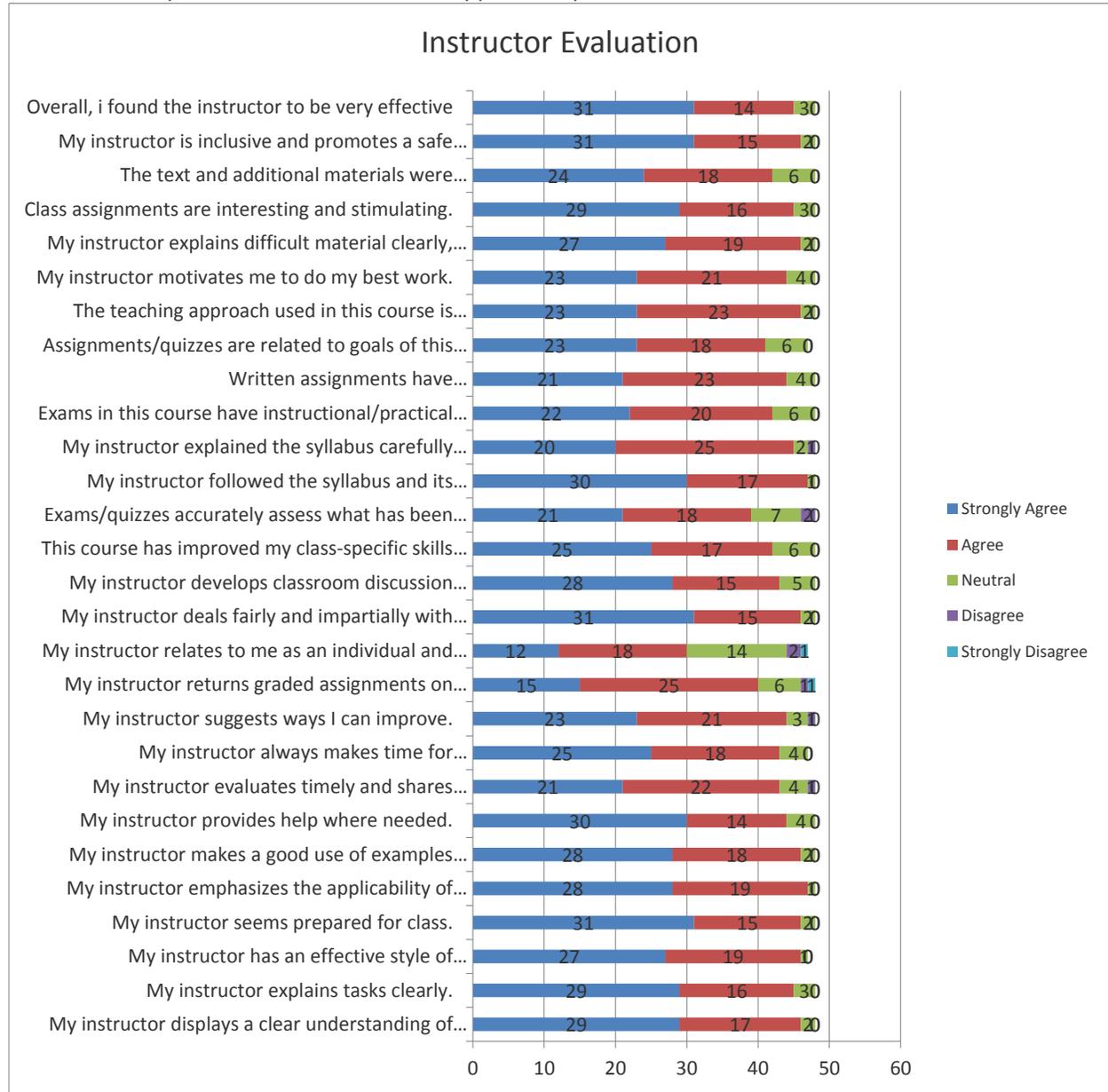
PPDL Course Cohort 1 evaluations were carried out using an internet based evaluation system which allows easy access for civil servants and it's convenient for the administration to follow and generate end survey results. All questions included a five scale survey (strongly agree, agree, neutral, disagree, strongly disagree) as well as a portion of a qualitative survey.

80% of PPDL participants completed the survey providing answers for the elements such as Content Evaluation, Trainer Evaluation, Administration Evaluation, Logistics Evaluation, Self-Evaluation, and Recommendation Confidence.

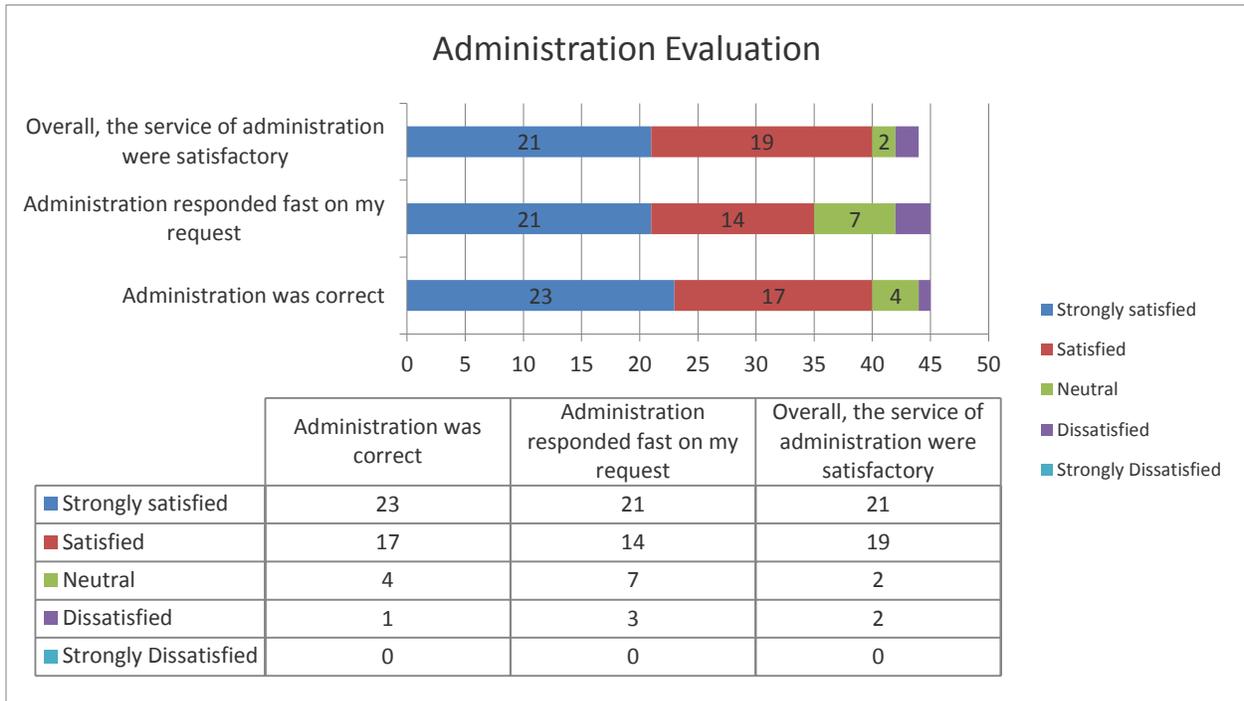
Overall, the survey was positively evaluated. The question 'Overall, I found the content to be very valuable,' 24 PPDL students reported to strongly agree, 26 agree and 3 neutral.



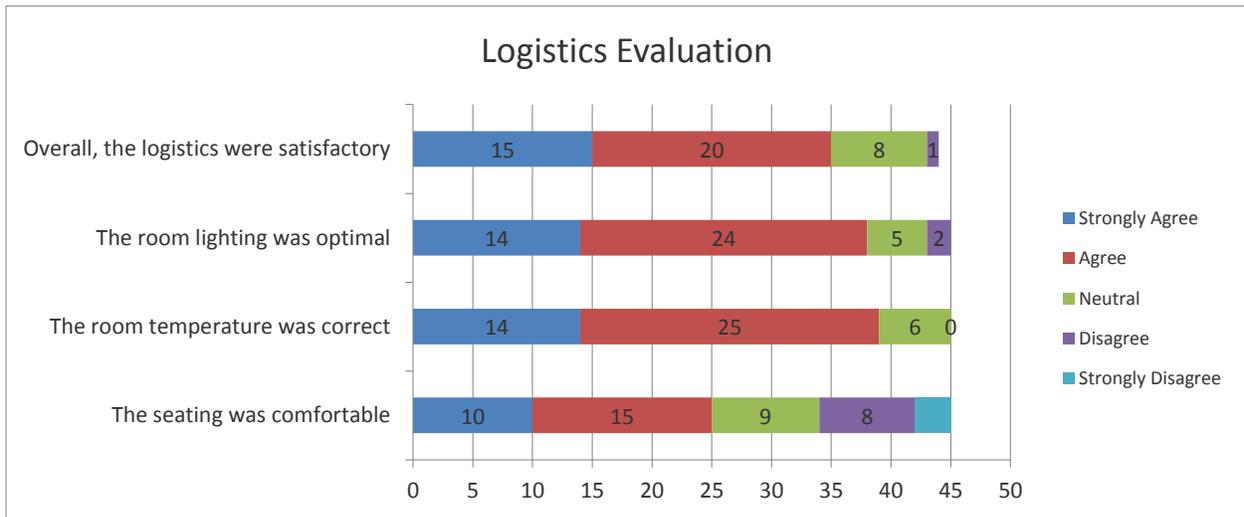
Moreover, trainers were also positively assessed. For all 28 questions provided (see graph below) the majority of students reported to *agree* with the positive statements. Out of 57 respondents, 48 answered the question while 9 students skipped the question.



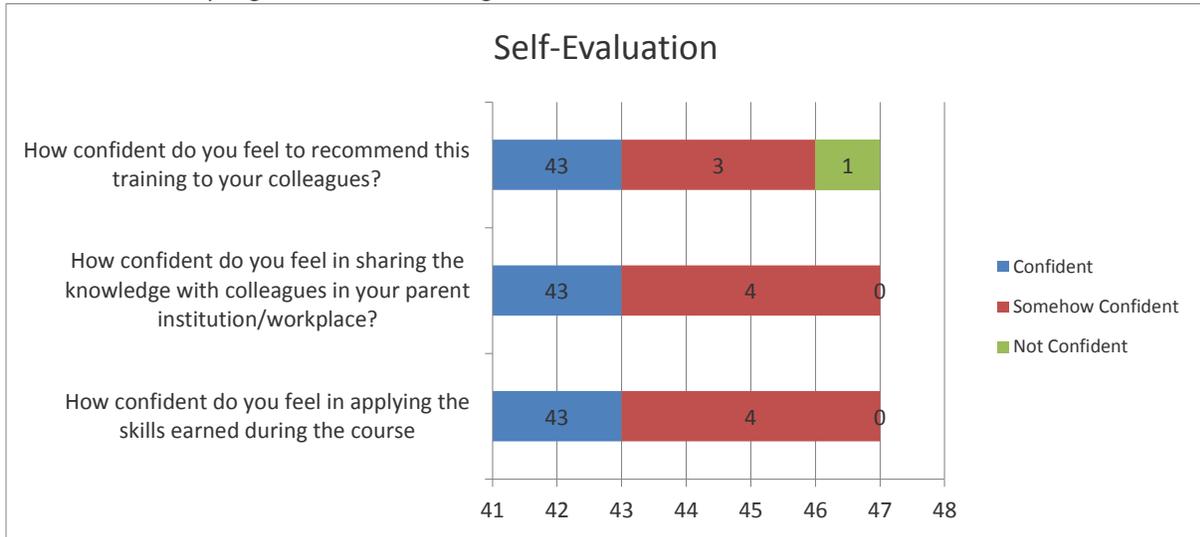
Likewise, the Administration was evaluated positively. For this tier, a scale of 5 possible answers was utilized to determine the satisfaction of students (see graph below).



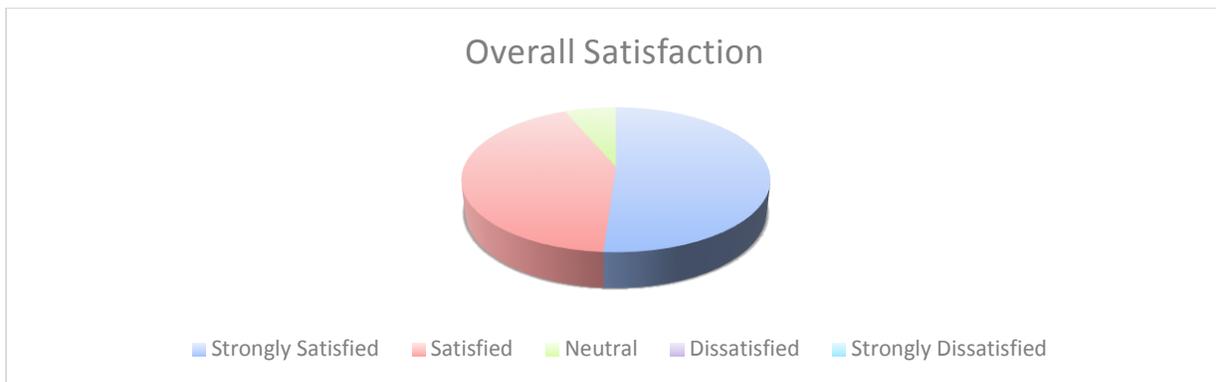
As per logistics, 15 students responded strongly agree to the overall satisfactory of logistics, 20 responded agree, 8 neutral and 1 disagree. A group of students in PPDL Group 002 claimed that seating wasn't comfortable and PPDL administration responded quickly by changing the classroom for this group. The rest of the groups were satisfied with the overall logistics at A.U.K.



The self-evaluation tier seems to present interesting results. The majority of the respondents feel confident to apply and share the knowledge earned during the program, and they feel very confident to recommend this program to their colleagues.



Finally, the majority of the respondents feel strongly satisfied with the program – this absolutely puts the program in a superior level.



## I.I.12 Activity: Institutional Based TOEFL

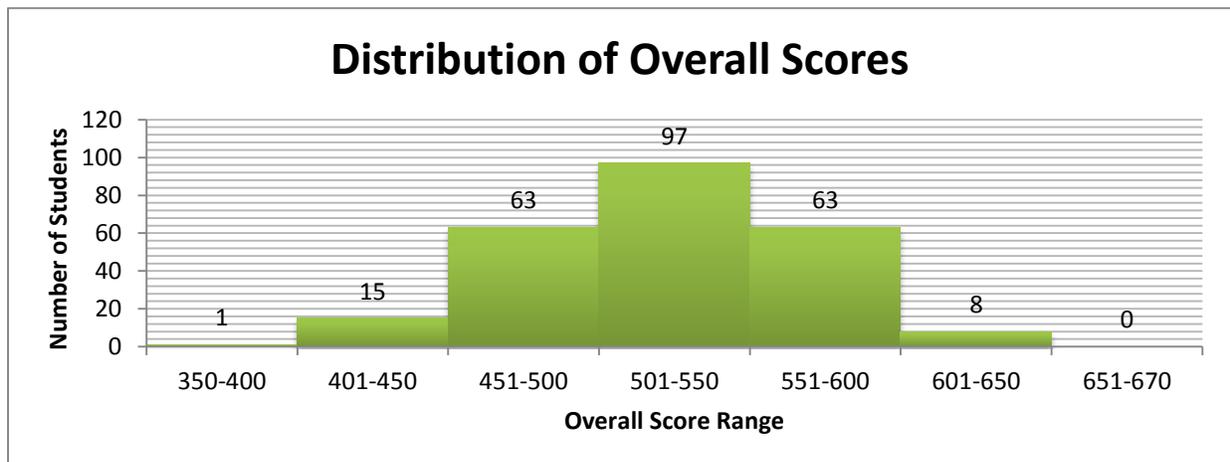
### AUPP Component

After successful completion of the TOEFL Preparatory Course in June 2015, we invited all AUPP students to sit for the TOEFL Institutional Based Testing, as means of measuring their readiness to take the Internet Based TOEFL iBT.

The Test of English as a Foreign Language, TOEFL®, sets a global standard for English-language assessment in academic environments and is a member of the TOEFL® product line. The TOEFL® ITP test offers colleges, universities, English language learning programs and other organizations, the opportunity to administer a convenient, affordable and reliable assessment of English language skills. The TOEFL® ITP test assesses students proficiency levels and the skill areas of reading and listening comprehension, structure, and written expression. The TOEFL® ITP test replaces the paper-based TOEFL® PBT test that was discontinued in 2012, even though it is identical in format and point scale.

Out of 350 TOEFL students registered in Cohort 2, 247 students took the TOEFL ITP Exam. The exam was held during the last week of June, 2015. Similar as in the previous cohorts, the TOEFL ITP was administered by the A.U.K. admissions office throughout all AUPP centers across Kosovo.

The average score was 525 points out of a maximum 677 points. Ninety four (94) students scored more than 543 points in the exam, whereas fifteen (15) students achieved a total score of 600 or above, which in turn is considered a very good result. The distribution of overall scores is presented in the graph below:



The TOEFL ITP Exam evaluates skills in three main areas such as Listening Comprehension, Structure and Written Expression, and Reading Comprehension. Scores are presented below:

Overall		Listening		Grammar		Reading	
Average Score	525.0	Average Score	54.4	Average Score	52.19	Average Score	51.0
Lowest Score	390	Lowest Score	43	Lowest Score	31	Lowest Score	31
Highest Score	623	Highest Score	63	Highest Score	68	Highest Score	65

A Test Confirmation Letter was sent to each AUPP student notifying them about the score of each section and the total score. To better understand the scores that they achieved, we included a table presenting the scaled scores for the TOEFL ITP tests to the Common European Framework of Reference (CEFR).

As per cohort 3, TOEFL ITP tests were held during the month of April 2016. The answer sheets were sent to ETS.

### 1.1.13 Activity: Certification Ceremony

#### **AUPP Cohort 1 Certification Ceremony**

On May 20, 2015, 1st Cohort Certification Ceremony of Transformational Leadership Program- Immersion Courses was organized. 220 certificates of completion were awarded to students for completing one or more AUPP courses. A.U.K President Winfred L. Thompson welcomed the guests and congratulated the students upon successful completion of the immersion courses. Meanwhile, Mr. Thompson expressed the gratitude that A.U.K had as an implementing partner in a project that aims at developing a cadre of leaders who will drive significant changes in Kosovo. In addition, USAID Acting Mission Director Chris Edwards, gave a speech on the importance of education as one of the main pillars for economic development in Kosovo. Further, two AUPP students shared their special experience at AUPP. Shejlla Avdic, a graduate coming from Bosnian community, and Fis Malesori, a TLP SP scholarship winner, expressed their appreciation for the American people and A.U.K on the opportunity and the delivery of the courses. AUPP Cohort 1 students were strongly encouraged to apply for the final round of TLP SP Scholarships.



## AUPP Cohort 2 Certification Ceremony

On October 1, 2015, 478 certificates of completion were awarded students who were participants of our American University Preparatory Program, supported by USAID Kosovo. This was the second generation of Transformational Leadership Program – Immersion Courses. As in the previous cohort, A.U.K President Winfred L. Thompson and USAID Kosovo Mission Director James Hope congratulated the students on their certification and wished them success in their future endeavors.



Two AUPP students, Andela Mirkovic – an AUPP graduate from Gracanica, and Arber Selmani – human rights activists, were chosen to speak about their experience at AUPP and the benefits of attending a comprehensive program, which considers diversity as an asset. As Andela stated during her speech: *“AUPP proved that there is a possibility for a young Serbian girl to be engaged in a program and help make it more diverse [...] I felt very safe and included in the process during the whole time and I made a lot of friends with people from different cultures. Both, me and them, probably thought that we are very different at first; however, we came to learn that diversity is an asset if utilized in an inclusive way, just like my instructors did”*.

## PPDL Cohort 1 Certification Ceremony

In February 2016, our project team in cooperation with USAID's Outreach and Communication Department, organized the first PPDL Certification Ceremony, certifying 67 successful graduates in PPDL.

A.U.K President, Winfred L. Thompson welcomed guests and congratulated the graduates on their new skills along with new experiences that are going to help them as they go forward in their professional lives in the public service.

At the ceremony, Prime Minister Isa Mustafa extended his appreciation for the US Embassy, USAID Kosovo and A.U.K in continuing to support human capacity development in the Government of Kosovo. Prime Minister Mustafa noted that "The reform of the Public Administration poses a platform of success and the results of which impact the development and implementation of government policy in the wider context, especially for economic development and provision of services to citizens and businesses".

US Ambassador Greg Delawie congratulated the candidates and shared his extensive experience in the public service in the United States of America, by emphasizing that regardless of whether we agree with a certain policy choice, as a public servant we are bound to implement the policy directed by the citizens through the election of the political leaders. Ambassador Delawie reiterated his priorities in supporting the enhancement of the Rule of Law and Economic Development in Kosovo.

Mr. Besim Veselaj, a candidate of the first PPDL Cohort spoke about the elevating experience they had while participating in the program and the benefits of inter-ministerial communication and collaboration in the class. Visar Jasiqi, Program Director, informed the audience about the benefits of joining such program and officially opened the call for the second Cohort in the PPDL Program.



### III. IMPLEMENTATION CHALLENGES

#### **AUPP Component**

For the Mitrovica North group, we were very aware of the fact that students who applied, lacked Basic English skills to be able to attend classes in English; however, we still wanted to serve the community in Mitrovica North. We started with the English Refresher class thinking the class would help elevate students' English level so that they can continue with the program though results were not as anticipated. At the end of the course, we met with students to see if they would be able to cope with the requirements of the other classes in the program and unfortunately they unanimously decided they would withdraw.

Given that we were advised not to alter the existing curriculum, we accepted their withdrawal.

Another implementation challenge worth mentioning, is the active participation in the city of Gracanica. Initially, the training had high interest however, students somehow found challenging enough to complete the course. In Remedial English course, 16 students out of 20 or 80% attended class regularly. This percentage drastically changed in TOEFL course. Out of 20 students initially registered, only 6 students attended TOEFL regularly. These students were contacted by email and through phone, and their response is that the TOEFL course is quite challenging and they cannot cope with the rest of the group.

Last but not least, is the students' lack of interest in other cities beside Prishtina, in joining GRE/GMAT classes. In Gjakova/Djakovica, Peja/Pec and Gjilan/Gnjilane, we had low interest of students in preparing for GRE/GMAT test. Their solely purpose of joining AUPP, is completing the TOEFL Course. As such, we did not offer these courses in these cities and increased the number of GRE/GMAT courses in Prishtina. According to the agenda, these three cities completed their AUPP studies on March 2016, whereas the rest of the cities, will complete AUPP on June 2016.

#### **PPDL Component**

As per the PPDL component, in order to prevent the drop in attendance because of summer holidays, our project team was obliged to offer PPDL in an intensive mode by offering sessions twice per week while completing the course in 7 weeks. However, we still managed to offer one session on a regular schedule (once a week), so participants were able to choose their preferred training schedule. This implementation challenge did not cause any discrepancy in delivering the class, whatsoever.

## IV. STAKEHOLDER PARTICIPATION AND INVOLVEMENT

During the project, several stakeholders were engaged to promote and provide feedback to the program:

### AUPP Component

- AUPP Cohort 2 & 3 students
- Center for Community RAE – Gjakova/Dakovica
- Center for Equality and Liberty (CEL) Kosovo
- Center for Peace and Tolerance, NGO in Gracanica
- College AAB – in Pristina | Ferizaj/Urosevac | Gjakova/Dakovica
- College BIZNESI – Gjakova/Dakovica
- College DUKAGJINI – Peja/Pec
- College UNIVERSUM – Pristina | Ferizaj/Urosevac | Gjakova/Dakovica
- Cultural Club of Gracanica
- American Corner – Mitrovica North
- International Business College Mitrovica – Mitrovica | South and North Campus
- Network of Roma, Ashkali and Egyptian Organizations of Kosovo
- NGO QeSH, Pristina
- Prime Minister office for Community Affairs
- Public University "Haxhi Zeka" – Peja/Pec
- Public University "Fehmi Agani" – Gjakova/Dakovica
- Public University "Hasan Prishtina" – Faculty of Economics | Faculty of Engineering | Faculty of Law
- Public University "Isa Boletini" – Mitrovica
- Public University "Kadri Zeka" – Gjilan/Gnjilane
- Public University "Ukshin Hoti" – Prizren
- RAE NGO Prosperiteti – Gjakova
- Regional Community Resource Center – Mitrovica North
- The network of RAE, Woman Organization of Kosovo
- University of Prishtina Alumni and Career Center
- World Learning – USAID TLP Scholarship and Partnership Program
- All other public and private universities and colleges
- All municipalities

### PPDL Component

- Ministry of Education, Science and Technology – Secretary General
- Ministry of Economic Development
- Central Bank of Kosovo
- Kosovo Judicial Council
- Ministry of Finance
- Ministry of Trade and Industry
- Kosovo Election Commission Secretariat
- Prime Minister's Office
- Kosovo Assembly

## V. LESSONS LEARNED

### **AUPP Component**

Intensive courses in the AUPP program were reported as cumbersome for students. Even though, in the cohort 1 evaluation form, students reported to slow the pace of the schedule for TOEFL and GRE/GMAT, we found a difficulty in offering these courses three times per week. We must bear in mind, that we have students who work full time and coming to AUPP courses right after work three times per week, is a hassle and exhausting. Therefore, from the next cohort we will do our best to offer AUPP especially TOEFL, GRE/GMAT courses on a schedule twice per week. By doing so, we might maintain a good percentage of participation in these classes.

Given the fact that Remedial English has become mandatory for all students to attend, we must not formally accept more students and list them in the waiting list, so if spaces become available in the AUPP full pack, we offer admission to those recorded in the waiting list.

### **PPDL Component**

As per PPDL, given the civil servants' work load and possibility to travel outside of Kosovo for work purposes, the majority of participants reported that they would rather shift to the old training schedule, i.e. training to be held once per week, in a total of 14 weeks. By shifting to the initial training schedule, participants can still cover the materials within the week and be prepared for the upcoming PPDL session.

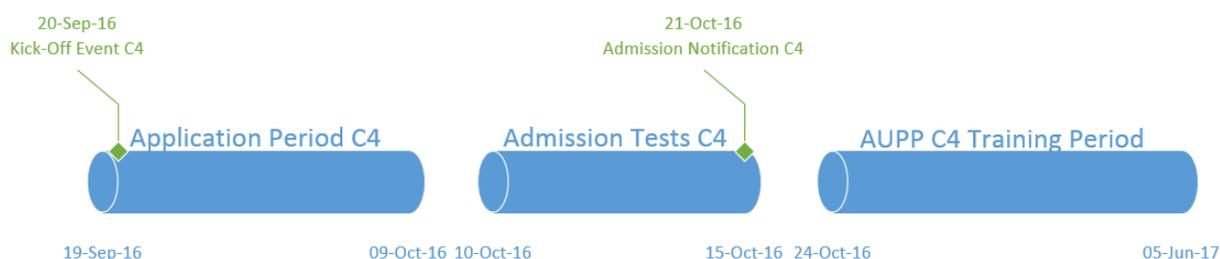


## VI. PLANNED ACTIVITIES FOR NEXT YEAR INCLUDING UPCOMING EVENTS

### AUPP Component

The certification ceremony for Cohort 3 is scheduled for June 28, 2016. Around two hundred and forty two (242) have fulfilled the requirements in one or more AUPP courses, and will be awarded with the certificate issued by A.U.K and USAID.

**Table 2 Timeline for upcoming major activities for the start of AUPP Cohort 4.**



Our initial plan for Cohort 4 is to enroll 170 students in all regions of Kosovo. We plan to have a total of 12 groups in all eight cities of Kosovo – the majority of groups will be concentrated to start in Prishtina region due to the new academic year (October 2016) at public universities. The project team is basing its plan on a matrix of previous cohort experience and number of applicants per city.

The AUPP project team will put extra effort in promoting the program to marginalized groups, with emphasis on minority groups.

			groups size
<b>Total number of students enrolled</b>		170	10-20
<b>Prishtina/Pristina</b>		4	80
<b>Prizren</b>		1	12
<b>Peja/Peć</b>		1	10
<b>Gjakova/Đakovica</b>		1	10
<b>Gjilan/Gnjilane</b>		1	10
<b>Ferizaj/Uroševac</b>		1	12
<b>Mitrovica (South &amp; North)</b>		2	24
<b>Gracanica</b>		1	12
	Total	12	

**Table 3: Enrollment Plan for Cohort 4**

### PPDL Component

As per PPDL, our project team aims to register 180 candidates (6 groups) in the first semester (Fall 2016) and another 180 candidates (6 groups) in second semester (February 2017). Classes will be held once per week, on a schedule from 9:00 to 12:30 for one A.U.K. Semester lasting 14 weeks.

During summer period, we intend to enrich and further develop the student material with additional case studies and include topics that were discussed in first two cohorts. The student material will be updated by one of our PPDL professors. Since we aim to offer more PPDL groups in the third year of the project, we need to allocate more professors in our PPDL component. As such, each potential professor will undergo through a ToT session to ensure that all professors are harmonized with the developed curricula.

# ANNEX A: PROGRESS SUMMARY

**Table 1(a): PMP Indicator progress - USAID Standard Indicators and Project Custom Indicators**

DO 3: Enhanced Human Capital												
Indicator	Data Source	Baseline data		FY 2015-16		Quarterly Status – FY 2015-16				Q3 April 2016	Annual Performance Achieved to Date (in %)	Comment(s)
		Yr.	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q3 April-May-June 2015	Q4 Jul-Aug-Sept 2015	Q1 Oct-Nov-Dec 2015	Q2 Jan-Feb-Mar 2016			
<b>Intermediate Result (IR): 3.2: Increased Professional Skills Base</b>												
<b>Sub-IR: 3.2.1: Increased number of professionally trained individuals through USG supported short-term training</b>												
<b>Program Objective 1: Kosovo Citizens receive in country University Preparatory Program (AUPP)</b>												
Number of application received – Cohort 3	Applications	2015	Nr.	500	917			901	16		183.40%	
Number of Admission test administered – Cohort 3	Exams	2015	Nr	500	637			621	16		127.40%	
Number of candidates enrolled into AUPP – Cohort 3	Admission notification	2015	Nr.	240	198			198			82.50%	Number of candidates enrolled into AUPP decreased due to the exceeded enrollment in Cohort 2 by 46%. *AUPP accounts only for students registered in Toefl Pack
Number of training hours executed – Cohort 2	Time-sheet/ Attendance	2015	Nr	2370	2802	2490	312				118.23%	

Number of training hours executed – Cohort 3	Time-sheet/ Attendance	2015 - 2016	Nr.	2370	1713			210	1218	285	72.28%	
Number of candidates finishing training with more than 80% attendance – Cohort 2	Grade book	2015	Nr	170	176		176				103.53%	Out of 350 registered students, 176 students have attended training more than 80% in AUPP.
Number of candidates finishing training with more than 80% attendance – Cohort 3	Grade book	2015 - 2016	Nr	170	116					116	68.24%	Out of 198 registered students, 116 students have attended training more than 80% in AUPP.
Percentage of candidates satisfied from the training – Cohort 2	Training evaluation	2015	%	>80%	91.00%	91%	90%				113.75%	*Q3 Y.2015 aggregated satisfaction score for Toefl, GMAT and GRE. *Q4. Y.2015 aggregated satisfaction score for Discovery only.
Percentage of candidates satisfied from the training – Cohort 3	Training evaluation	2015 - 2016	%	>80%	95.00%	0%	0%	99%	92%	97%	118.75%	*Q1 Y.2015 aggregated satisfaction score for Remedial English. *Q2 Y2016 aggregated satisfaction score for Remedial, Discovery. *Q3 Y.2016 is for TOEFL Course only; whereas, GRE/GMAT will be reported on the next quarter report since we expect them to be completed by June 2016.

Percentage of candidates to obtain a target score in TOEFL, GMAT, GRE - Cohort 2	Student Tracker, TOEFL ITP ETS Score	2015	%	>60%	57%	57%	0%	0%	0%	0%	95.00%	This percentage is derived from adding up the score of TOEFL ITP (>500pts), final score of GRE prep. Course (>60%) and final score of GMAT Prep. Course (>60%).
Percentage of candidates to obtain a target score in TOEFL, GMAT, GRE - Cohort 3	PBT, USAID TLP SPP, other	2016									0	Statistics to be generated in Fall 2016.
Percentage of students admitted into University Program - Cohort 1 & 2.	AUPP Alumni Survey	2015	%	>50%	0%	0%	0%	58.30%	0%	0%	116.00%	This statistic is derived from the total number of responses in the AUPP Alumni Survey. Out of 398 total responses, 232 declared that they have pursued further education after graduating from AUPP.
Percentage of AUPP Alumni graduate from University Program	Follow-On Questionnaire, other	2016 - 2017	%	>30%	0	0	0	0	0	0	0%	Statistics to be generated in Fall 2016.
Number of AUPP Alumni employed / future outcome	Follow-On Questionnaire, other	2016 - 2017	%	>20%	0	0	0	0	0	0	0%	Statistics to be generated in Fall 2016.

Sub-IR: 3.2.1: Increased number of professionally trained individuals through USG supported short-term training												
Program Objective 2: Kosovo Public Servants received in-county public service training certificates (PPDL)												
Number of candidates enrolled into the program	Admission notification	2015 - 2016	Nr.	300	198		88		67	43	66.00%	
Number of candidates achieving the certificate of completion	Grade book	2015 - 2016	Nr.	210	67	0		67			31.90%	
Percentage of candidates reporting that they have shared what they learned and experienced with colleagues in their parent institution, workplace or community	Follow -On Questionnaire, other	2016 - 2017	%	>50%	0	0		82%			0%	Statistics to be generated in Fall 2016.

# APPENDIX A: PPDL CANDIDATE APPLICATION ESSAY RUBRIC

USAID / PPDL Candidate Application Essay Rubric

Candidate Name: \_\_\_\_\_

Reviewer: \_\_\_\_\_

Score Max	Total Points
100	

What led you to seek a career in public service?	Lowest Quality (0)	Low Quality (3 points)	Average Quality (6 points)	Highest Quality (10 Points)	Possible	P. Scored
Reasoning (The attention to both of the two parts of the question and the ability to connect them demonstrates the highest level of sophisticated reasoning)	Applicant says nothing about their past and gives no reason for being in the public service	Applicant says nothing about their past but gives some reasons for being in the public service	Applicant says something about their past and gives some reasons for being in the public service but does not draw a clear connection between the two	Applicant says something about their past and clearly connects their life experiences with reasons for working in public service	(Max = 10)	
Argumentation style (The PPDL course is designed to develop and improve argumentations skills. Good fundamentals will increase the likelihood of a participant's success)	Applicant did not address the question asked	Applicant addressed the question using bullet points or other outline notation without clear reasons	Applicant wrote an essay using some form or argumentation (in paragraphs) to answer the question asked	Applicant wrote an essay using a highly evolved form of argumentation that used examples to illustrate their answer	(Max = 10)	
Writing Quality / Grammar (Basic standard writing is required so that we may develop the participant's ability to make clear and convincing policy arguments through the training course)	Applicant uses non-standard written language.	Applicant uses standard written language with significant errors	Applicant uses standard written language with some errors	Applicant uses standard written language with very few errors and a great deal of sophistication	(Max = 10)	
<b>How does a leader make a good decision?</b>	<b>Lowest Quality (0)</b>	<b>Low Quality (3 points)</b>	<b>Average Quality (6 points)</b>	<b>Highest Quality (10 Points)</b>	<b>Possible</b>	<b>P. Scored</b>
Reasoning (The attention to both of the two parts of the question and the ability to connect them demonstrates the highest level of sophisticated reasoning)	Applicant does not discuss leadership or decision making	Applicant does not discuss leadership but explains something about decision making   Or discusses leadership without reference to decision making	Applicant discusses leadership and good decision making but does not draw a clear connection between the two	Applicant clearly connects leadership to good decision making	(Max = 10)	
Argumentation style (The PPDL course is designed to develop and improve argumentations skills. Good fundamentals will increase the likelihood of a participant's success)	Applicant did not address the question asked	Applicant addressed the question using bullet points or other outline notation without clear reasons	Applicant wrote an essay using some form or argumentation (in paragraphs) to answer the question asked	Applicant wrote an essay using a highly evolved form of argumentation that used examples to illustrate their answer	(Max = 10)	
Writing Quality / Grammar (Basic standard writing is required so that we may develop the participant's ability to make clear and convincing policy arguments through the training course)	Applicant uses non-standard written language.	Applicant uses standard written language with significant errors	Applicant uses standard written language with some errors	Applicant uses standard written language with very few errors and a great deal of sophistication	(Max = 10)	
<b>How will this tr. enhance your career prospects?</b>	<b>Lowest Quality (0)</b>	<b>Low Quality (3 points)</b>	<b>Average Quality (6 points)</b>	<b>Highest Quality (10 Points)</b>	<b>Possible</b>	<b>P. Scored</b>
Reasoning (The attention to both of the two parts of the question and the ability to connect them demonstrates the highest level of sophisticated reasoning)	Applicant does not discuss the training or their career prospects	Applicant does not discuss the training but explains something about their career prospects   Or their career prospects without reference to the training	Applicant discusses the training and their career prospects without making a clear connection between the two	Applicant clearly connects the training to their career prospects	(Max = 10)	
Argumentation style (The PPDL course is designed to develop and improve argumentations skills. Good fundamentals will increase the likelihood of a participant's success)	Applicant did not address the question asked	Applicant addressed the question using bullet points or other outline notation without clear reasons	Applicant wrote an essay using some form or argumentation (in paragraphs) to answer the question asked	Applicant wrote an essay using a highly evolved form of argumentation that used examples to illustrate their answer	(Max = 10)	
Writing Quality / Grammar (Basic standard writing is required so that we may develop the participant's ability to make clear and convincing policy arguments through the training course)	Applicant uses non-standard written language.	Applicant uses standard written language with significant errors	Applicant uses standard written language with some errors	Applicant uses standard written language with very few errors and a great deal of sophistication	(Max = 10)	
	<b>0 points</b>		<b>5 points</b>		<b>Possible</b>	<b>P. Scored</b>
Reference letter	Candidate does not have a reference (zero points)		Candidate has a reference by its direct supervisor / HR or Senior Manager		(Max = 5)	
			Meets One (3 points)	Meets Two or More (5 Points)	<b>POSSIBLE BONUS</b>	<b>P. Scored</b>
Diversity Criteria (Disadvantaged groups: self Identified women, individuals with disabilities, LGBT or ethnic minorities), will receive a selection bonus of 3 or 5 points:	Candidate does not meet the diversity criteria (zero points)		Candidate Meets One of the Diversity Criteria (add 3 points)	Candidate Meets Two or More of the Diversity Criteria (add 5 points)	(Max = 5)	

## APPENDIX B: PPDL ONLINE MEDIA COVERAGE

This is part of online media coverage for PPDL Certification Ceremony.

- <http://www.kryeministri-ks.net/?page=1,9,5577>
- <http://koha.net/?id=27&l=97695>
- <http://www.kosovapress.com/sq/siguri/universiteti-amerikan-certifikon-67-punonjes-civile-63939/>
- <http://lajmi.net/mustafa-mori-pjese-ne-certifikimin-e-sherbyesve-civile-ne-programin-lidershipi-transformues/>
- <http://www.ata.gov.al/prishtine-auk-certifikata-trajnimi-per-zhvillimin-e-politikave-publike-dhe-udheheqje-371462.html>
- <http://botasot.info/kosova/512821/universiteti-amerikan-certifikon-67-punonjes-civile/>
- <http://www.indeksonline.net/?FaqeID=2&LajmID=209459>
- <http://www.ekonomia-ks.com/?page=1,23,385613>
- You can view the full PPDL certification ceremony online by clicking at the link:  
<https://www.youtube.com/watch?v=uiVYaBiAJrw>

INTENTIONALLY  
LEFT BLANK

USAID Transformational Leadership Program – Immersion and Public Service Courses  
**RIT KOSOVO / A.U.K**

**Address: Shpëtim Robaj n.n. 10000 Prishtinë  
Republic of Kosovo**

**Phone: +381 (0)38 608 608 ext. 600**

**Fax: +381 (0)38 608 024**

**Email: [aupp@aukonline.org](mailto:aupp@aukonline.org)**

**Web: [www.aukonline.org/aupp](http://www.aukonline.org/aupp)**