



TRANSFORMATIONAL LEADERSHIP PROGRAM – SCHOLARSHIPS AND PARTNERSHIPS

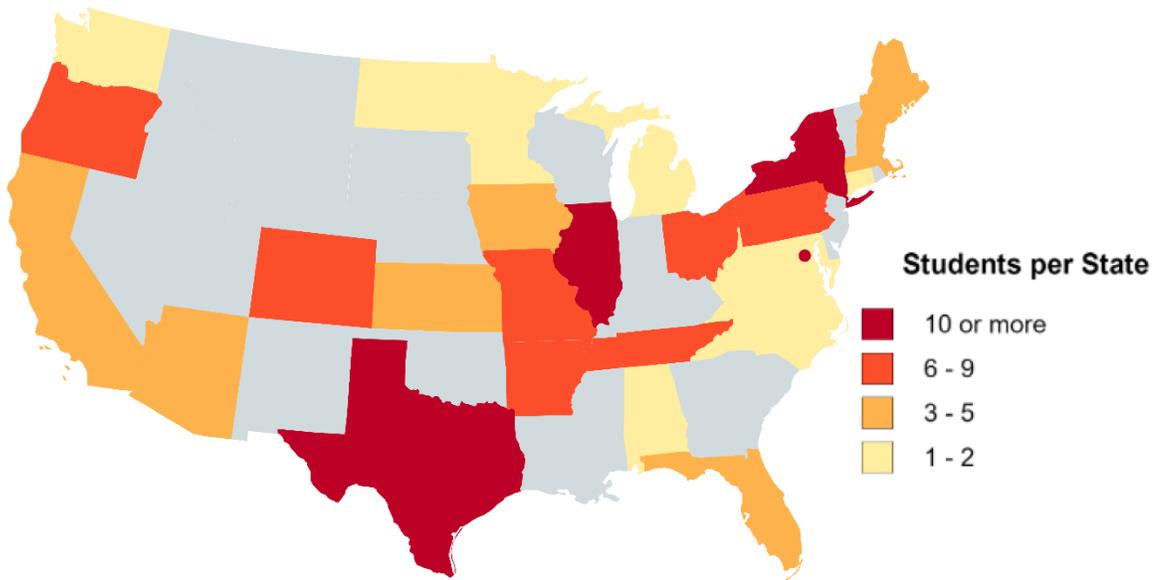
QUARTERLY REPORT

Reporting period: March 1, 2016 – June 30, 2016

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

Effective Dates: 02/26/14 – 02/25/19

Prepared for: USAID Kosovo
July 29, 2016



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ACRONYMS

AC	Advisory Committee
ASU	Arizona State University
CTE	Center for Teaching Excellence
DC	Dartmouth College
FYP	First Year Project
GPA	Grade Point Average
GRID	Gender Research Institute at Dartmouth
ICT	Information and Communication Technology
IR	Intermediate Result
IT	Information Technology
IU	Indiana University
KITFRES	Kosovo Interdisciplinary Task Force on Renewable Energy and Sustainability
LGBTI	Lesbian, Gay, Bisexual, Transgender and Intersex
MA	Master's Degree
NGO	Non-Governmental Organization
PC	Professional Certificate
PDO	Pre-Departure Orientation
PR	Public Relations
SPSS	Statistical Package for the Social Science
SRFI	Security Risk and Fraud Inquiry
TEMPUS	Trans-European Mobility Scheme for University Studies
TLP	Transformational Leadership Program
TLP-SP	Transformational Leadership Program – Scholarships and Partnerships
U.S.	United States of America
UMN	University of Minnesota
UP	University of Prishtina
USAID	United States Agency for International Development
USG	United States Government

PROJECT OVERVIEW

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

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

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

1. The creation of an Advisory Committee (AC) that will oversee the entire Transformational Leadership Program (TLP), including the creation and management of a Secretariat for that Committee;
2. The placement and monitoring of 185 scholarship participants in U.S. Master's degree programs, and 100+ participants in Professional Certificate (PC) programs;
3. The creation of university partnerships and exchanges that will support collaboration between U.S. universities and the University of Prishtina (UP) and/or other higher education institutions in Kosovo.

EXECUTIVE SUMMARY

This report covers the three-month period of activities from March 1, 2016 through June 30, 2016.

Under Objective 1:

- **Two new members** (one member and one external expert) joined the Advisory Committee
- The Venture Incubation subcommittee **published one white paper** on *"Building Venture Incubation at Public Universities in Kosovo – Strategy, Costs, Benefits, & Approach"*
- **Three subcommittees** on marketing, membership and inclusion **were formed**

Under Objective 2:

- Master's Cohort One (MA1):
 - **Forty-three students have completed their Master's degree programs and returned to Kosovo to date.** Of the remaining three students in the first cohort, one student returned to Kosovo and will graduate in August 2016; one student returned to Kosovo and will graduate in December 2016; and one student is in the U.S. and will graduate in August 2016.
 - **Collectively, the students in the first cohort excelled academically with a combined cumulative GPA of 3.68** with five scholars maintaining a perfect 4.00 GPA during the course of their program.
- Master's Cohort Two (MA2):
 - **Eleven students completed their Master's degree programs and returned to Kosovo during the reporting period.** An additional student returned to Kosovo and will graduate in August 2016.
 - **Second cohort students earned a combined cumulative GPA of 3.63 for the spring 2016 term** with 21 scholars receiving a perfect 4.00 GPA for the term.
 - All scholars completed their spring 2016 term and are engaged in a combination of coursework, internships, research assistantships or international travel to Kosovo for the summer 2016 term.
- Master's Cohort Three (MA3):
 - **The Project submitted over 200 applications to relevant Master's degree programs at 77 universities** on behalf of the 55 principal and 10 alternate candidates that comprise MA3.
 - By the end of the reporting period, Project staff had successfully placed 55 scholars at diverse Master's degree programs in 37 universities located in 25 states around the U.S.
- Professional Certificate Cohort One (PC1):
 - **Ten students completed their programs and returned to Kosovo during the reporting period;** and an additional two returned to Kosovo and will graduate in the upcoming reporting period.
 - **Four students are attending** their programs.

- **Two students have not started** their programs.
- Professional Certificate Cohort Two (PC2):
 - **Nineteen students received their placement offers** across eight universities and six U.S. states.
 - **One student returned to Kosovo** and will graduate in the upcoming reporting period.
 - **Three students deferred** to next cohort.

Under Objective 3:

- University Wide Activities:
 - **Fifteen mid-level management staff** from UP **received certifications** from attending a Change Management & Leadership Seminar.
 - **Fourteen TLP-SP alumni** stated that they are interested to help establish UP alumni association
 - **The new website for the UP Center for Teaching Excellence** was launched
- Arizona State University:
 - **Three seminars** on “Signal Processing and Machine Learning,” “Renewable Energy and Sustainability,” and “Best Practices for Successful Research Grant Proposal Writing” **were organized.**
- Indiana University:
 - **Seven research clusters continued to work** on topics ranging from Kosovo cultural heritage, the role of ICT in teaching and early childhood rating scales.
 - **Two professors from the Faculty of Education** completed Academic Exchange Programs at Indiana University.
 - **One seminar on research methods** was organized.
 - **One ‘Scientific Summer Symposium’** took place in cooperation with TEMPUS.
- University of Minnesota:
 - **One seminar called “Farm to Table”** was organized.
- Dartmouth College:
 - **Five professors from the Faculty of Economics and Faculty of Philology** completed Academic Exchange Programs at Dartmouth College.
 - **One seminar on “Building Grass-Root Organizations at the University of Prishtina”** was organized and five different student clubs were established afterwards at the Faculty of Economics.

PROGRAM ACTIVITIES AND PROGRESS (REPORTING PERIOD MARCH – JUNE 2016)

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

General Assembly Meetings: During the reporting period, there were no general assembly meetings.

Subcommittee Meetings: During the reporting period, Advisory Committee members received an electronic questionnaire asking which of the following subcommittees they would like to join:

- Subcommittee on social inclusion;
- Subcommittee on marketing, promotion and dissemination;
- Subcommittee on membership.

**3 NEW
SUBCOMMITTEES**

The Secretariat reviewed and finalized the list of members for each subcommittee. The following initial subcommittee meetings took place in April and June:

- Subcommittee on marketing, promotion and dissemination, on April 25;
- Subcommittee on membership, on April 27;
- Subcommittee on social inclusion, on June 15.

All three of the subcommittees have begun working and have had follow-up meetings from that point on. The existing subcommittees on venture incubation and ICT continued their work during the reporting period as well.

The subcommittee on ICT is continuing their work on the first white paper, with the working title "University of Prishtina ICT Needs Assessment".

**1 WHITE PAPER
PUBLISHED**

The subcommittee on venture incubation published its first white paper titled "Building Venture Incubation at Public Universities in Kosovo – Strategy, Costs, Benefits, & Approach." The white paper is available in Annex 1.

The subcommittee on social inclusion discussed the next steps for producing a white paper on promoting inclusion for persons from rural backgrounds in accessing higher education institutions. By focusing on the rural demographic, the other underserved communities (i.e., women, persons with disabilities, etc.) will also be indirectly included.

New Memberships: During the reporting period, one new member was proposed to join the Advisory Committee. This new member, and a second member who was proposed to join in the previous reporting period, were unanimously approved as new member by the Advisory Committee.

2 NEW MEMBERS

One external expert was invited to join the sub-committee on marketing, promotion and dissemination to help analyze the branding and positioning of the Advisory Committee.

The new subcommittee on membership drafted a new document outlining the Advisory Committee membership process. The new membership document is available in Annex 2.

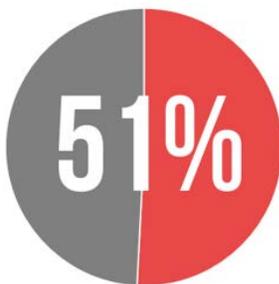
OBJECTIVE 2. KOSOVO CITIZENS WILL RECEIVE U.S. POST-GRADUATE DEGREES AND PROFESSIONAL CERTIFICATIONS

Objective Two of the Project is comprised of two primary components: Master’s Degree Scholarships and Professional Certificate Scholarships.

I. MASTER’S DEGREE SCHOLARSHIPS:

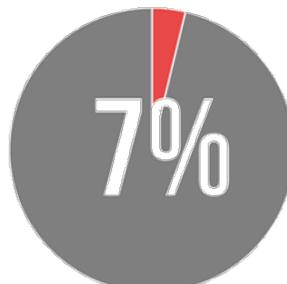
- During this reporting period, 45 Master’s students returned from their studies in the United States, of which 34 were MA1 students, and 11 were MA2 students. **The average final GPA** of all returned Master’s students **is 3.681**.
- Fifty-five Master’s Cohort Three students have been placed into programs at U.S. universities.

With the placement of 55 Master’s Cohort Three students complete, all 185 planned Master’s scholarships have been awarded.



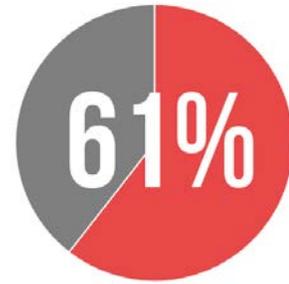
GENDER

Over half of all Master’s Degree scholarship recipients are women.
Across the three cohorts, 94 of



ETHNIC MINORITIES

Members from all five ethnic minorities in Kosovo have received Master’s Degree scholarships: seven Serbians



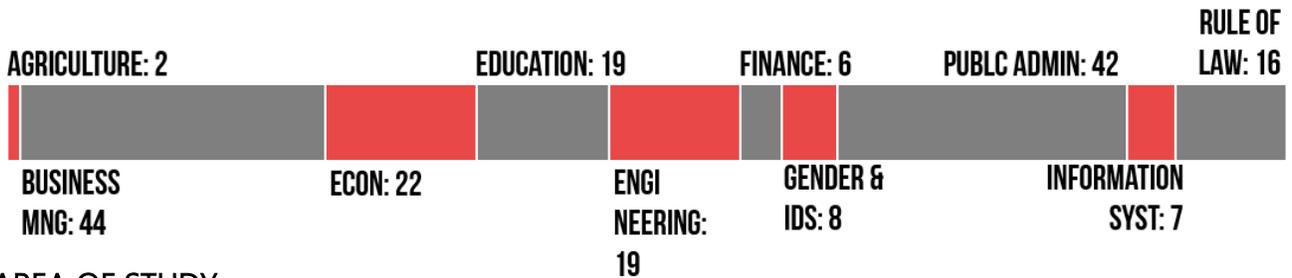
UNDERSERVED COMMUNITIES

Approximately *two thirds of the scholarships* have been awarded to persons belonging

the 185 scholarship recipients were women.

(3.8%), two Bosnians (1.1%), two Turks (1.1%), two Gorani (1.1%) and one Roma (0.5%).

to at least one of these *underserved communities*: women, persons from rural backgrounds, ethnic minorities, LGBTI individuals and persons with disabilities.



AREA OF STUDY

The most common areas of study across all three cohorts are *Business Management* (23.8%), *Public Administration* (22.7%) and *Economics* (11.9%).

i. MASTER’S DEGREE PROGRAM – COHORT ONE

Student Monitoring: Project staff continued to closely monitor the academic performance of cohort one students through monthly monitoring calls, site visits, and ongoing consultations as needed. As the majority of scholars prepared to complete their programs in May or June 2016, Project staff also provided guidance to scholars as they applied for graduation and handled all end of program tasks including closing U.S. bank accounts, ending housing leases, and completing 2016 tax forms.

Collectively, the students in the first cohort continued to excel academically following the end of the spring 2016 term with a combined cumulative GPA of 3.68 and five scholars maintaining a perfect 4.00 GPA during the course of their program.

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RETURNED MA1 STUDENTS

Completion of Master’s Degree Programs: By the end of June, an additional 34 MA1 students had returned to Kosovo after completing all program requirements for their Master’s degree programs. Of the 46 students who comprise the first cohort, **43 have now completed their programs.** In regards to the remaining three scholars who have not yet completed their programs, one student has returned to Kosovo and will complete their program in August 2016, one student will return to Kosovo in August 2016 after they complete their thesis, and the final scholar, who had previously returned to Kosovo to complete their degree remotely in August 2015 due to personal reasons, has until August 2016 to complete

all coursework and until December 2016 to complete their thesis per the deadlines established by their university. For a full list of the returned students see [Annex 3](#).

The 34 graduated students completed the following Master's degree programs:

UNIVERSITY	MASTER'S PROGRAM(S)
American University	<i>Master of Arts in International Economics</i>
Arizona State University	<i>Master of Public Administration</i>
Babson College	<i>Master of Business Administration</i>
California State University East Bay	<i>Master of Business Administration</i>
Florida Institute of Technology	<i>Master in Aviation Safety</i>
Illinois Institute of Technology	<i>Master of Business Administration; Master of Public Administration</i>
Indiana University	<i>Master of Public Affairs; Master of Instruction System Technology</i>
Kent State University	<i>Master of Education in Curriculum and Instruction</i>
North Dakota State University	<i>Master of Engineering; Master of Science in Educational Leadership</i>
Pennsylvania State University	<i>Master of International Affairs</i>
Rochester Institute of Technology	<i>Master of Business Administration; Master of Science in Information Sciences and Technologies</i>
University of Arizona	<i>Master in Development Practice</i>
University of Arkansas	<i>Master of Public Administration; Master of Education in Teaching English to Speakers of Other Languages</i>
University of Denver	<i>Master of Arts in Conflict Resolution; Master of Arts in International Studies</i>
University of Kansas	<i>Master of Arts in Global and International Studies</i>
University of Maine	<i>Master of Arts in Economics; Master of Science in Resource Economics and Policy</i>
University of Pittsburgh	<i>Master of Science in Telecommunications</i>
University of Rochester	<i>Master of Science in Teaching and Curriculum</i>
Vanderbilt University	<i>Master of Arts in Economic Development</i>
Willamette University	<i>Master of Business Administration</i>

Meeting with Returned Scholars: In May, TLP-SP staff organized an informal meeting of cohort one and two returned scholars. World Learning’s Director of Exchange and Training attended the meeting in order to learn more about the students’ experiences in the U.S.

Visa Processing: Project staff processed the necessary documents to obtain a new J-1 visa for one student who extended their program through the summer 2016 term in order to complete their thesis.

U.S.-Based Leadership Activities, Internships, and Community Service: During the reporting period, numerous students engaged in supplemental activities such as internships, conferences, and assistantships that directly contributed to the development of new knowledge and skills in their respective areas of study.

Of the 43 MA1 students who completed their Exit Surveys, 32 indicated that they completed at least one internship, teaching assistantship, research assistantship, job or other activity (74.4%). Twenty-four students participated in volunteer work while in the United States.

ALUMNI STORIES # 1
STUDENTS LAUNCH OWN ORGANIZATION

Four TLP-SP Alumni have launched their own non-profit organization, called Democracy Plus, during this reporting period. The organization has already secured an array of projects in the areas of good-governance and rule of law, with funding from the Kosovo Foundation for Civil Society, USAID, and Advocacy Training & Resource Center.

The team and organization place a high priority on social inclusion across all of its projects. At its core, it strives to be a model for citizen participation in democracy.

For a breakdown on the types of supplemental activities completed by students, please reference the chart below. It should be noted that some students completed multiple activities, and the breakdown counts activities, rather than students:



ii. MASTER’S DEGREE PROGRAM – COHORT TWO

Student Monitoring: During the reporting period, Project staff provided ongoing guidance and support to students on a variety of topics including health and accident coverage, academic

resources on-campus, and internships as they completed their spring 2016 term. Collectively, the second cohort scholars continued to perform well in their academic programs with a combined cumulative GPA of 3.63 for the spring 2016 term with 21 scholars receiving a perfect 4.00 GPA for the term.

In order to assess scholars' academic progress and to continue to monitor their overall program experience, TLP-SP staff conducted site visits to the following universities:

- Colorado State University
- University of Colorado – Denver
- University of Denver
- University of the Incarnate Word
- University of Texas at Dallas

While on-campus, TLP-SP staff met with scholars and their academic advisors as well as staff from the International Students and Scholars Offices and International Admissions Offices in order to explore possible placement opportunities for MA3 scholars and to discuss new opportunities for cost share.

In addition, Project staff continued to provide high-quality, personalized support to scholars as needed. For example, one scholar informed TLP-SP staff prior to the end of the spring 2016 term that they were suffering from

ALUMNI STORIES # 2

STUDENTS VOLUNTEER IN UNITED STATES

Of the returned MA1 and MA2 students who completed the TLP-SP Exit Survey, thirty-four students stated that they had volunteered in the U.S. during their time as TLP-SP scholars (70.3%).

A great number of students did work to help underserved communities in their college towns, including working with members of the Special Olympics program, members of the LGBTI community and supporting food drives for refugees.

a mental health concern and requested to return to Kosovo immediately. As the Project's top priority is the health and safety of all scholars, Project staff arranged for an immediate appointment with a mental health professional on-campus, and then scheduled a return flight to Kosovo. After ensuring that the scholar's immediate wellbeing was confirmed, TLP-SP staff then worked closely with the scholar and their academic advisor to arrange for the remote completion of their spring 2016 classes from Kosovo. In addition, Project staff conducted a weekly Skype call with the scholar over the next two months until they had recovered and were ready to return to the U.S. to begin their summer 2016 term. To date, the scholar has successfully completed all spring 2016 coursework and continues to progress well in their summer term.

Summer 2016 Term: Per USAID regulations, all scholars are required to maintain the equivalence of full-time student status during the summer term if scholars remain in the U.S. As a result, staff supported scholars with identifying and confirming their summer term plans which included a combination of coursework, internships, assistantships, and international travel to Kosovo.

By the end of the reporting period, 23 MA2 scholars had secured internships during the summer term at diverse private and non-profit organizations including the United Nations, Chemonics, Kodak, Project Management Institute, World Bank, Bose Corporation, and the World Health Organization in Kosovo. In addition, 10 scholars planned to complete Graduate Research Assistantships with their academic advisors or other professors in their academic departments. Please reference [Annex 4](#) for a sampling of internships, research assistantships and other supplemental activities conducted by students during the reporting period.

Program Termination: In March, one student terminated his program due to personal reasons. The termination was a mutual agreement between the student and the university. Following the termination, one alternate for the third Master’s cohort was promoted as a principal candidate.

11 /84



RETURNED MA2 STUDENTS

Program Completion: By the end of June, 11 MA2 students had returned to Kosovo after completing their Master’s degree program requirements. Please find below a list of the programs that the 11 students attended.

UNIVERSITY	MASTER’S PROGRAM(S)
American University	<i>Master of Laws in International Legal Studies</i>
Harvard University	<i>Master of Public Administration</i>
Indiana University	<i>Master of Laws</i>
Johns Hopkins University	<i>Master of International Economics and Finance</i>
Ohio State University	<i>Master of Laws</i>
University of Pittsburgh	<i>Master of Laws</i>
University of the Incarnate Word	<i>Master of Science in Accounting</i>

For a complete list of students who returned from their studies, please reference [Annex 5](#).

iii. MASTER’S DEGREE PROGRAM – COHORT THREE

SRFI and Supporting Documents: Project staff assisted in compiling all required documents in order to process SRFIs for all principal and alternate candidates.

55_{/55}

**PLACED MA3
STUDENTS**

Placement: During the reporting period, Project staff completed the placement process for the 55 principal and 10 alternate candidates that comprise the third cohort of Master’s students. Overall, the Project’s main objective with the MA3 placement process was to place students in a Master’s degree program that had the *best overall value* when taking into account a scholar’s academic objectives, total program cost and the desire to place scholars in diverse degree programs and minimize clustering of students within the same university.

As a result, Project staff identified and applied to at least three Master’s degree programs on behalf of each scholar based upon the information provided by the candidate in their TLP-SP application and needs assessment form. Other factors that TLP-SP staff considered included the candidate’s academic and professional qualifications, quality of academic program, availability of cost share, range of support services for international students available at the university, overall campus environment, and the flexibility of application deadlines.

200+ **UNIVERSITY APPLICATIONS
SUBMITTED AT 70+ UNIVERSITIES**

Of the three programs applied to for each candidate, the Project included a reach, target and safety program. For those candidates whose academic or professional qualifications were lower than the average applicant in their identified area of study, Project staff applied to more than three programs in order to increase the likelihood that the candidate would be accepted to at least one degree program. By the end of the application process, the Project had submitted over 200 applications to relevant Master’s degree programs at 77 universities.

Upon receipt of admission decisions, Project staff negotiated with each university in order to obtain maximum cost share, and due to budgetary constraints, the Project set an ambitious target of an average program cost of \$75,000 per student. Following the budget negotiations and release of admission decisions, Project staff provided each scholar with a final placement offer that represented the *best overall value*.

By the end of the reporting period, Project staff had placed all 55 scholars in diverse Master’s degree programs at 37 universities located in 25 states around the U.S. Of the 37 universities, 17 of the institutions had not previously hosted a MA1 or MA2 scholar, which is a reflection of the Project’s dedication to increasing the diversity of institutions. The average program cost per MA3 scholar is \$73,000, which is less than the target budget of \$75,000 per scholar. In addition, the 37 universities have pledged a combined total of approximately \$1,030,000 in cost share toward the Master’s

degree programs of MA3 students. Please reference [Annex 6](#) for a complete list of all final placements for MA3 students.

Alternate Promotions: Over the course of the reporting period, six students withdrew from the scholarship program due to obtaining other scholarship opportunities or declining their final placement. A seventh student, who was initially an alternate, withdrew as well. Moreover, the Project withdrew the scholarship offer from one student due to their unresponsiveness. During the reporting period, nine of the ten alternates have been promoted to be finalists.

Visa Processing: Project staff assisted all students with the J-1 visa process. All necessary documents were collected and processed accordingly. Visa interviews were scheduled at the U.S. Embassy in Pristina. During the reporting period, two students received their J-1 visas; 20 students had their visa appointments scheduled; 15 students' DS-2019 forms are being shipped from the U.S.; and 18 students are still awaiting their DS-2019 forms to be processed.

Pre-Departure Orientation: Project staff conducted a comprehensive Pre-Departure Orientation on June 23 for four students departing to the U.S. before the larger Pre-Departure Orientation event, which is scheduled for July 27 and July 28, 2016.

U.S. Arrival: One MA3 student arrived in the U.S. in June 2016 and began her Master's in Public Administration program at Syracuse University. The remaining 54 MA3 scholars will arrive in the U.S. during the next reporting period.

II. PROFESSIONAL CERTIFICATE SCHOLARSHIPS

- Twelve Professional Certificate students returned from their studies in the United States, of which all are Cohort One students. **The total number of returned Professional Certificate students to date is 36.**
- The **average final GPA** of returned Professional Certificate students in this reporting period is **3.51.**

i. Professional Certificate's Cohort One (PC1)

Student Monitoring: Project staff continued to closely monitor the academic performance of PC1 students through monthly monitoring calls and ongoing consultations as needed. In addition, during May and June 2016, Project staff prepared for their departures and re-entry to Kosovo. No site visits were conducted during the second quarter 2016.

35/45

Program Completions: By the end of June, ten students completed their programs at the following universities:

RETURNED PC1 STUDENTS

INSTITUTION	CERTIFICATE PROGRAM(S)
Illinois Institute of Technology	<i>International Certificate Program</i>
Indiana University	<i>Certificate Program in Public Budgeting and Financial Management</i>
Institute for Professional Excellence in Coaching	<i>Certified Professional Coach</i>
University of California, Los Angeles Extension	<i>Certificate in General Business Studies – Marketing; Certificate in Strategic Branding and Public Relations; Certificate in General Business Studies - Human Resources Management</i>

For a full list of persons who completed their Professional Certificates to date, see [Annex 7](#).

Placement: Project staff submitted numerous applications to relevant Professional Certificate programs in the U.S. for the remaining five PC1 finalists and alternates. The placement process for all 45 PC1 students is complete.

Activities included securing placements in relevant programs; ongoing efforts toward placement of additional approved PC candidates; negotiating cost-share with universities and reaching out to universities for short-term, custom-made, affordable certificate programs to fit TLP-SP parameters. Program staff consulted individually with each participant to match the available certificate program opportunities with their professional and academic needs.

Visa Processing: Project staff assisted with the visa process for all students. All necessary documents were collected and processed accordingly. Visa interviews were scheduled at the United States Embassy in Pristina.

Pre-Departure Orientations: A PDO was held on May 24 for five students from PC1, and two students from PC2.

ii. Professional Certificate's Cohort Two (PC2)

19_{/31}

**PLACED PC2
STUDENTS**

Placement: Project staff submitted numerous applications to relevant Professional Certificate programs in the US for both PC2 finalists and alternates. Three students deferred to the next year.

Activities included securing placements in relevant certificate programs; continuing efforts toward placement of additional approved PC candidates; negotiating cost-share with universities and reaching out to universities for short-term, custom-made, affordable certificate programs to fit TLP-SP parameters. Program staff consulted individually with each participant to match the available certificate program opportunities with their professional and academic needs.

One student withdrew from the program, having obtained permanent U.S. residency status. One student moved up from the alternate list.

Nineteen students have been placed at 10 U.S. universities in seven states across the U.S. One student attended their program and is currently in-country finishing their studies.

The complete placement table for PC2 students is available in [Annex 8](#).

Visa Processing: Project staff supported the visa process for all students. All necessary documents were collected and processed accordingly. Visa interviews were scheduled at the United States Embassy in Pristina.

Two students received their J-1 visas, one of whom attended their program. Sixteen students are pending SRFI clearance.

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

I. University-Wide Activities

World Learning's vision for the university-wide activities plan to remake UP into a world-class public research university depends upon World Learning's ability to build institutions within the larger institution (UP). During the reporting period, the project staff met with the new UP rector on several occasions. The project team worked closely with UP management to move forward on these cross-cutting activities:

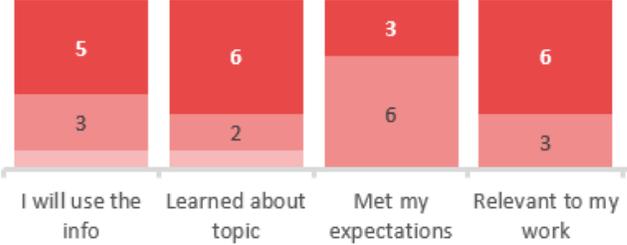
Change Management & Leadership: The Project team of consultants organized one seminar on change management and leadership for mid-level UP management staff on May 4 - 5. The two-day seminar was held in Gjakova. A total of nine mid-level management staff attended the seminar.

The Seminar was delivered using the methodology based upon Kouzes and Posner’s “The Leadership Challenge,” a leading leadership development approach used by universities, business schools and high-performing organizations.

Participants’ satisfaction and behavior change is being monitored through a series of pre- and post-seminar surveys.

15 MID-LEVEL MANAGEMENT CERTIFIED

A second offering of the seminar began on June 30, and will continue on July 7 – 8. The call for application was distributed through the UP Human Resources office. A total of six mid-level management staff are attending this seminar. In this offering of the seminar, participants received a copy of the Kouzes and Posner’s book “The Leadership Challenge.”



The first group of nine mid-level management staff completed a satisfaction survey. As the graphic to the right shows, the majority were either satisfied (pink) or extremely satisfied (red).

PR and Communications Plan

During the reporting period, Project staff submitted the Public Relations and Communications Plan to the University of Prishtina.

In November 2015, TLP-SP hired a local PR Consultant and an International Higher Education Expert, Dr. Ed Cooper, to draft a PR and Communication Plan for the University of Prishtina.

The team gathered data and analyzed the current situation at UP in order to draft the strategy of internal and external communications; and create a solid PR plan that will benefit the university to improve its image.

The main idea of this plan was to engage students and staff and make them feel part of the university. This plan’s intention is to create a transparent way of communication and give the audience an easy and better way of interacting with each other.

This strategy contains a detailed analysis of the audience in order to create a brand statement and a tag line for UP.

During the drafting phase, the team conducted two focus group sessions with University of Prishtina students and alumni to identify key challenges and opportunities at UP and to test tagline options for the PR and Communication Strategy Plan.

The insights gathered from these panels provide an important asset for the development of the PR and Communication Plan. They also highlight several key areas for further testing and assessment in the upcoming phases.

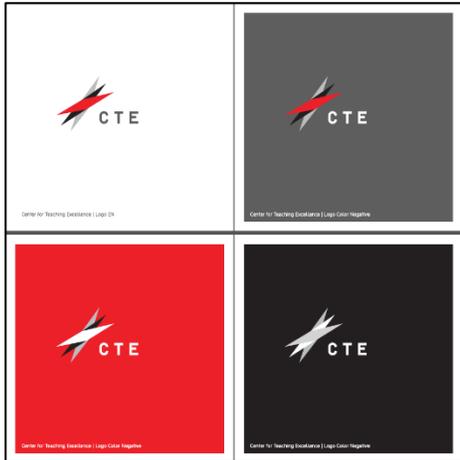
Part of this plan is also the initiative of creating and establishing an Alumni Association of UP.

The PR and Communication Plan contains a list of activities and tasks that should be implemented by UP in order for this plan to work: establish a PR office; hire staff; adopt strategy; design UP's Graphic Standards Manual; create an electronic newsletter; design study program brochures; generate press releases; launch a guest speaker program; and initiate a TLP-Talks Program.

This plan was completed and sent for translation by the end of February 2016. Both the English and Albanian version of the PR and Communication Plan was delivered to UP's new management in March 2016.

Following the drafting of the PR and Communications Plan, Project staff issued an initial survey to TLP-SP Master's Degree scholarship alumni who completed their bachelor studies at the University of Prishtina on the topic of launching a UP Alumni Association

The survey included questions on the willingness to volunteer in creating an Alumni Association, and the interest in having an Alumni Association in the first place. Thirteen persons completed this initial survey.



Center for Teaching Excellence:

Project staff oversaw the development of a branding and marking plan for the Center for Teaching Excellence (CTE) in three languages: Albanian, Serbian and English. The branding for the CTE is harmonized with the University of Prishtina’s general branding and logo, in terms of containing similar creative elements and being in the same color palette.

Following the development of the new CTE branding and marking plan, on June 14, Project staff oversaw the [launch of the new CTE website](#).

Image 1: Center for Teaching Excellence Logos

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

During the reporting period, the four university partners made progress in exchange visits, curricula development and the development of a research community at the University of Prishtina. The project team also introduced monthly conference calls with all four U.S. partner universities.

7 UP PROFESSORS COMPLETED EXCHANGE VISITS IN US

i. Arizona State University (ASU):

During the reporting period, Arizona State University organized the following seminars, conducted by ASU professors visiting Kosovo:

- Signal Processing and Data Analytics with Applications to Smart Power Grids Seminar, March 10 and 11 at UP

In March, 2016, ASU distinguished Professor Visar Berisha delivered a seminar on the use of “big data” in maximizing energy efficiency. As reported by the ASU team this approach “holds out remarkable potential for energy providers to address generating efficiencies and manipulate the problems of peak demand.” This two-day seminar attracted many scholars, professors, graduate students, and practitioners from the energy sector. ASU team reported to World Learning that the value of the seminar goes *“beyond the intrinsic importance of the topic as an example of how the new science of energy engineering has moved well beyond traditional “power engineering” as taught in the UP Faculty of Electrical and Computer Engineering.”*

- Renewable Energy and Sustainability Seminar, May 30 to June 10 in Prizren

As reported in the previous quarterly report, ASU project team, in consultation with TLP-SP management, decided to reconfigure its exchange / semester-in-residence program to focus more on activities in Kosovo. In response to the open call for applications issued in February 2016, 32 candidates applied to take part in the two-week seminar. The eligible candidates were interviewed by ASU team and the TLP-SP team, which resulted in 11 finalists. The seminar participants came

from different faculties: Faculty of Electrical and Computer Engineering, Mechanical Engineering, Biology, Sociology, and Education. One participant was from the new University of Mitrovica.

SEMINAR IMPRESSIONS #1:

ASU report to World Learning: “What the seminar participants all came to acknowledge, as documented by some of the responses on the final seminar evaluation form, was the importance of cross-faculty transdisciplinary collaboration in a field that is as fundamentally interdisciplinary as energy studies. Participants all came to memorize the comment of Mike Pasqualetti, one of the ASU professors, who opened the third day of the seminar noting that energy is a social issue with an engineering component, not the other way around.”

Taught by internationally regarded scholars, the seminar was a first step to initiate discussion on the future of “Renewable Energy and Sustainability” studies at UP. The seminar topics were intentionally transdisciplinary to cover the

economic, public policy, and engineering aspects of solar, wind, and biomass renewable energy sources.

Outcomes of the seminar were: 1) individual “action plans” indicating the specific contribution that each seminar participant is committed to making to the development of curriculum in the field of renewable energy and sustainability; 2) a preliminary draft curriculum prepared by the seminar participants as a group for a future baccalaureate certificate program, complete with learning objectives and desired educational outcomes; and 3) a capability statement articulating the potential research capacities of the seminar

**11 UP PROFESSORS
RECEIVED CERTIFICATIONS**

participants, a group that for now is identified as the “Kosovo Interdisciplinary Task Force on Renewable Energy and Sustainability” (KITFRES).

Eleven professors received certificates for their participation in the seminar.

- Best Practices for Successful Research Grant Proposal Writing Seminar, June 15 and 16 at UP

Forty UP faculty members participated in this successful seminar, after a call for applications to all UP faculty members having university email accounts.

The ASU project team designed this interactive seminar to include an overview of fellowships, group research, and institutional grant opportunities open to UP scholars—a wide range of funding opportunities. In addition, ASU emphasized the importance of robust Monitoring and Evaluation in projects both locally and internationally funded projects.

This important seminar has created synergies between the proposed TLP-SP crosscutting initiatives and the Faculty Partnerships, bringing together leading research scholars from different UP faculties to produce a joint work product that would ultimately improve higher education in Kosovo.

ii. Indiana University (IU):

During the reporting period, Indiana University organized the following activities, facilitated by IU professors visiting Kosovo:

- Research Clusters and Weekly Research Seminars, Fridays at UP

In April, an IU professor provided in-person support to the Faculty of Education to identify key research clusters on the following topics:

- Relations between academic performance and well-being of students, including those with learning difficulties
- ICT to improve primary natural science
- Discourse analysis of historical books
- Early childhood environment rating scale in preschool institutions in Kosovo
- Kosovo cultural and natural heritage
- Perceptions, beliefs and practices about technology among preschool teachers in Kosovo
- Role of ICT in teaching society and environment in preschool education

These research clusters were linked to IU School of Education faculty to aid in the research process and serve as mentors to the UP Faculty of Education staff who attended weekly research seminars. The specific mentors were chosen based on similar research interests or expertise in content or methodology.

- Semester in Residence Summer 2016 Exchange Visits

In May, two professors from the Faculty of Education travelled to Bloomington to participate in academic exchanges at IU. While on program, the two professors met with faculty, administrators and other representatives from IU's School of Education.

During the exchange visit, the visitors also met with the Dean and Associate Dean for Research and Development of the School of Education to discuss how the Office for Research and Development supports faculty research and other initiatives. During their three-week stay at IU, the UP professors attended three undergraduate and graduate courses, visited five different schools in Bloomington and Indianapolis and met with over 25 School of Education faculty and staff.

- Research Workshop on SPSS and mixed methods research, June 13 at UP

In June, three IU professors travelled to Pristina to hold workshops in statistics, SPSS and research methods.

The Indiana University faculty members who delivered the workshops started the day off with an introduction to the statistical software SPSS, working through examples of producing descriptive analyses, linear regressions, ANOVAs and t-tests, among other functions. The tutorials were delivered using examples and data sets from the IU professors' own research in the field of special education.

Afterwards, the IU professors introduced the Qualtrics platform, a powerful online surveying tool for collecting both qualitative and quantitative data. In the spirit of combining qualitative and quantitative data, the workshop continued with a lecture on how using mixed-methods during one's research can help answer different research questions, and how to best design such a mixed-methods approach.

- Scientific Summer Symposium: Enhancing Education Research at UP's Faculty of Education, June 14 and 15 at UP

The first ever 'Scientific Summer Symposium: Enhancing Education Research at the University of Prishtina's Faculty of Education' took place at the Faculty of Education on June 14 and 15. This symposium was organized in collaboration between TLP-SP and TEMPUS.

Professors involved in the seven research clusters mentioned previously presented the first drafts of their research at the symposium. The symposium offered participants time for meaningful

reflection, conversation with educational research experts, and planning time to facilitate the implementation of the research strategy.

- Translation and Publication of Textbooks

Indiana University obtained permission from Sage Publications, Ltd. to translate the following textbooks into Albanian:

1. How to Conduct a Survey: A Step by Step Guide, by Arlene Fink, and
2. Research Methodology: A Step by Step Guide for Beginners, by Ranjit Kumar

The agreements were executed in June. A review committee has been established with the Vice Dean of the Faculty of Education as lead to edit the books after the translation is complete to ensure the level of the language used is appropriate and the scientific articulation of the theories and definitions are accurate. IU is working with the Translation Center in Kosovo to finalize timelines and costs.

iii. University of Minnesota (UMN):

During the reporting period, the University of Minnesota organized the following activities, facilitated by UMN professors visiting Kosovo:

- Farm to Table Seminar, May 10 to May 13 at UP:

Two professors from the University of Minnesota travelled to Pristina to hold a four-day "Farm to Table" seminar. The first day of the seminar consisted of a series of presentations on animal health problems, different animal diseases (listeria, tuberculosis etc.), quality of milk, Kosovo legislation on milk hygiene and similar. On the second day of seminar, participants divided into four groups and collected milk samples in different dairy farms. The third day was laboratory work: participants conducted sample testing for parasites, antibiotic residues, toxins and bacteria. On the last day of the seminar, all groups presented their findings and recommendations.

SEMINAR IMPRESSIONS #2

UMN report to World Learning: "Faculty and students alike found the seminar to be intense yet a great learning experience. Highlights for the students were the interdisciplinary, practical, and system based learning throughout the course. In line with student recommendations, faculty members are considering offering a similar Farm to Table seminar on an annual basis, potentially focusing on a different food system each time."

The seminar was attended by 21 final-year undergraduate students from the fields of Agro-Economics, Food Technology, Management of Zootechnics and Veterinary Medicine. The seminar was co-delivered by both a UMN professor and nine other UP faculties and teaching staff.

- Microbiology Lecture, May at UP

Following the “Farm to Table” seminar, the professors from the University of Minnesota focused on delivering lectures in Microbiology course at UP. In addition to those lectures, the professors from the University of Minnesota also organized working sessions with management from the Faculty of Agriculture on upcoming activities planned under the Partnerships’ component.

iv. Dartmouth College (DC):

During the reporting period, Dartmouth College organized the following activities, facilitated by DC PhD students visiting Kosovo:

- Professor Exchange Visits

During the reporting period, five UP professors went on exchange programs at Dartmouth College. **Three professors** from the Faculty of Economics went to the Tuck School of Business, and **two professors** from the Faculty of Philosophy went to the Gender Research Institute at Dartmouth (GRID). The exchange professors worked with their Dartmouth mentors through course auditing on the development of curricula based on experiential learning methodology.

The Tuck School of Business arranged for the professors to work with First Year Project (FYP) faculty and staff members. The Faculty of Economics professors observed and participated in discussions about *project-based experiential learning courses*. In addition, the exchange professors were able to attend Tuck classes in areas of interest. Furthermore, they worked on designing a pilot project-based, experiential learning course to be implemented in fall 2016 with support of the OnSite team working under the guidance of professors Steve Powell and Besnik Krasniqi. The course plan for fall 2016 includes the course on “Business Consulting” which is a pilot course module, modeled after Tuck’s First Year Project core course. This course will be piloted October-December 2016. As soon as the exchange professors returned, they started developing course materials and translated them into Albanian. This is an ongoing activity, and will be completed in the fall 2016, prior to new academic semester.

Two professors from Faculty of Philosophy were primarily focused on the GRID spring Symposium series. The Spring Symposium focused on the topic: Gender Matters – Feminist Ecologies and Materialisms. Exchange professors have actively participated in GRID Fellows meetings, symposium planning sessions and classes, and they attended all events associated with the Symposium. They

were hosted by senior faculty members in Women's and Gender Studies, and met with Dartmouth senior administrators.

In addition, one professor will be involved in an ongoing research project with a Dartmouth faculty member as part of his Public Policy class. This project involves a faculty and student team working in Kosovo (July-August 2016) to conduct research on women's access to healthcare. The exchange professor will engage with the Kosovo Women's Network and as reported by Dartmouth team, has made arrangements for them to work in her class and with her students during their stay. Furthermore, she will incorporate this research into her class.

- Building Grass-Roots Organizations at the University of Prishtina Workshop, May 31 to June 1, at UP

A team of six students from the Tuck School of Business travelled to Pristina at the end of May and held a seminar on the topic of "Building Grass-Roots Organizations at the University of Prishtina". During the week that the team was in Pristina, five different clubs were established at the Faculty of Economics. As Dartmouth quarterly report emphasized the team "develop a framework by which students at the University of Pristina may establish and build sustainable student-led organizations (i.e. clubs) and (ii) share such framework with a select group of students from the University of Pristina via an in-person workshop in Pristina. The scope of such organizations is intended to be career focused and/or skills-development focused."

TUCK SCHOOL AND UP STUDENT CLUBS:

Six UP student club ambassadors established the following 5 student clubs:

1. *International Students: Focused on helping students gain international experience through conferences, scholarships etc.*
 2. *Young Leaders: Focused on public speaking and presentation skills*
 3. *E-Commerce: Focused on helping students develop skills required for success in e-commerce, including search engine optimization, social marketing, etc.*
 4. *Women in Business*
 5. *Entrepreneurship*
-

While in Kosovo, the Tuck team conducted research, with UP students, in identifying best practices for student-led organizations. Their findings were used to develop a framework for such organizations and were shared with larger group of students at UP. In addition, in their research they also included topics of organization metrics, specifically those related to tracking the progress and establishing accountability of student-led organizations.

The Tuck team selected six students from Faculty of Economics who worked closely with them (remotely in the spring then in-person during the week of the workshop in Pristina). In addition, the group required input from faculty and students from the University of Pristina with respect to potential ideas for clubs.

Additionally, the Tuck Team while in Prishtina (from May 29, 2016 and June 2, 2016), delivered a

two-day workshop to Club Ambassadors and held a launch event for a larger student population (50 attendees) to announce the clubs selected and have club leaders make their pitches for members.

SUMMARY OF PROGRESS AGAINST TARGETS AND INDICATORS:

Project staff continued its monitoring and evaluation of all three components within TLP-SP. Highlighted in this section are the results for some of the indicators for Quarter 1 of Year 3. As per the TLP-SP Performance Monitoring Plan, the report summarizes the following indicators, which are related to Enhanced Human Capital, Increased Professional Base, and Improved University Management and Pedagogy in Selected Faculties.

TLP-SP Advisory Committee Indicators:

Indicator 1. Number of active members who join Advisory Committee

During the reporting period two new members (one woman, one man) joined the Advisory Committee. One comes from the NGO sector; the other comes from the public sector. In addition, the Project team has engaged an advisor who will serve as temporary member for the sub-committee on PR and Branding.

Indicator 2. Number of AC activities that help build networks of highly skilled individuals and professional associations in several different sectors.

This indicator captures activities such as meetings of the sub-committees, roundtable discussions, activities that result in networking and connecting highly skilled individuals with AC membership. During the reporting period, three activities/sub-committee meetings took place. Each were focused on different topics which were of Advisory Committee interest.

DO3: Enhanced Human Capital:

Indicator: % of Master degree graduates supported through USG sponsored post-graduate scholarships reporting themselves as employed:

Fifty-four returned students responded to our exit survey or follow-up email. Two have declared that they are continuing further education, while 18 (34.6%) reported themselves as employed. Out of the 18 employed, eight are women, ten are men. Three are working in the public sector, one in government and fourteen are either in the private or NGO sector. **Note:** The project team will follow up with return students with another survey to confirm employment and update the actuals for this indicator. This is annual indicator; however, the Project team collects this information immediately after return of graduates.

IR 3.2: Increased Professional Skill Base

Sub IR 3.2.1. Number of USG-sponsored beneficiaries of scholarships for post-graduate Master's degrees completing training and returning.

During the reporting period, a total of 45 Master's Degree students completed their degrees and returned to Kosovo. Of the 45, 34 are Master's Cohort One students, and the other 11 are Master's Cohort Two students. Of the 45, **18 are women** and **27 are men**. Forty-two of the returned students are Albanian, one is Roma and two are Serbian.

In terms of underserved communities, **27 belong to at least one underserved community**. Alongside the **eighteen women and three ethnic minorities**, seven persons come from **rural areas**, two are persons with a disability, and one is a member of the LGBTI community.

Nine students studied Business Management, seven studied Economics, five studied Education, two studied Engineering, one studied Finance, one studied Information Systems, 12 studied Public Administration and eight studied Rule of Law.

In terms of their municipalities, 24 are from Pristina, six are from Gjilan, and two each are from Ferizaj, Podujeva and Vushtrri. One each is from Gjakova, Mitrovica, Peja, Leposavic, Klina, Obiliq, Skenderaj, Shtime, and Suhareka.

Sub IR 3.2.1. Number of USG-sponsored beneficiaries of scholarships for professional certificates completing training and returning.

During the reporting period, a total of 11 PC students completed their program and returned to Kosovo. Of the 11, seven **are women** and **four are men**. Eight of the returned students are Albanian, and **three are Serbian**.

In terms of underserved communities, **nine belong to at least one underserved community**. Alongside the seven **women and three ethnic minorities**, two persons come from **rural areas**.

Five students studied Management, three studied Public Administration, one studied Engineering/IT, one Agriculture and one studied Rule of Law.

In terms of their municipalities, five are from Pristina, two are from Gračanica and one each is from Prizren Ferizaj, Vushtrri and Zvečan.

Project Indicator: % of Master's scholars completing a U.S. based internship, assistantship or additional academic enhancement activity

Out of 121 (active graduate students), **65 (53.7%) students** have completed a U.S.-based internship, assistantship or additional academic enhancement activity.

Out of the 65, thirty-three are women, eight are persons from rural areas, two are ethnic minorities, two are persons with disabilities, and one is LGBTI.

IR 3.2.2: Improved University Management and Pedagogy in Selected Faculties

Project Indicator: # of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education programs

During the reporting period, seven faculty or teaching staff from UP completed USG-supported tertiary education programs. These seven faculty or teaching staff completed exchange visits at U.S. partner universities.

Of the seven, in terms of gender, four were women and three were men; and in terms of their UP faculty, three came from the Faculty of Economics and did exchange visits at Dartmouth College, two from the Faculty of Philosophy and did exchange visits at Dartmouth College, and two from the Faculty of Education that did exchanges in Indiana University.

Project Indicator: Annual improvement in University of Prishtina management as a result of USG interventions (milestone indicator)

During the reporting period, the team has not conducted a thorough analysis of improvements listed in the UP Action Plan. This is due to changes in the UP Management and the need to allow the new staff to develop their own strategy. At this stage, the team has nothing to report on this specific indicator, however, will follow up on this in coming months.

Project Indicator: Number of activities initiated and completed to improve student services

During the reporting period, four activities were initiated to improve student services. These activities were: one Leadership and Change Seminar that took place in early May; one workshop on Building Student Organizations at the University, organized by the Dartmouth College partners, that took place late May; one Grant Writing Seminar, organized by the Arizona State University partners, that took place mid-June; and a second offering of the Leadership and Change Management Seminar that took place late June.

Over 60 people attended these activities in total.

Project Indicator: Number of exchanges of professors or staff completed (US to UP, UP to US)

During the reporting period, a total of 26 exchanges took place between the U.S. partner universities and the University of Prishtina. Of the 26 exchanges, 19 were exchanges where academic staff traveled from the U.S. partner universities to the University of Prishtina, and seven were exchanges where University of Prishtina academic staff visited the U.S. partner universities for short-term visits.

From the 19 exchanges in the U.S. to UP direction, in terms of gender, three were women and 16 were men; and in terms of U.S. University, seven came from Arizona State University, six from Dartmouth College, four from Indiana University and two from the University of Minnesota.

From the seven exchanges in the UP to U.S. direction, in terms of gender, four were women and three were men; and in terms of their UP faculty, three came from the Faculty of Economics and did exchange visits at Dartmouth College, two from the Faculty of Philosophy and did exchange visits at Dartmouth College, and two from the Faculty of Education that did exchanges in Indiana University.

CONTRACTUAL

During the reporting period, World Learning and USAID worked together to address the significant foreign exchange losses – estimated at approximately \$2.3 million - that resulted from a weakened Euro.

World Learning has adjusted expenses to ensure that the Project continues to make progress on all project dimensions, within the limits of a reduced budget, and during the reporting period requested a budget realignment

PROGRESS OF THE ACTIVITIES AGAINST TARGETS AND INDICATORS¹:

	Indicator / Definition	Data Source	Frequency	Target	Actual Mar - Jun 16
DO3: Enhanced Human Capital					
Required	<p>% of Master degree graduates supported through USG sponsored post – graduate scholarships reporting themselves as employed</p> <p>"Programs are parts of a tertiary institution, such as a USG-supported faculty or department, or the university if USG support is directed at the whole institution. Employed is a job or self-employment within one year of graduation. Calculated by dividing the number of graduates employed (including self-employed) (numerator) by the number of graduates of the same programs minus the number going on for further education, training, or other non-employment activity (denominator.)" Note: It may not be possible to measure the final 95 (60 MA and 35 Certificates) scholars in that they return near the close of the project.</p>	Scholars surveyed one year upon return	Annually	80%	This is an annual indicator
IR 3.2: Increased Professional Skills Base					
Required (Sub IR 3.2.1)	<p>Number of USG-sponsored beneficiaries of scholarships for post-graduate Master's degrees completing training and returning</p> <p>Required CDCS indicator, this measures the number of scholars who complete their MASTER'S program. Indicator is fulfilled upon scholar return to Kosovo.</p>	Copy of Master's Degree Diploma, transcripts or a letter from U.S University	Annually (intermittent reporting)	50	45
Required (Sub IR 3.2.2)	<p>Number of USG-sponsored beneficiaries of scholarships for professional certificates completing training and returning</p> <p>Indicator measures the number of scholars who complete their CERTIFICATE program. Indicator is fulfilled upon scholar return to Kosovo.</p>	Copy of Certificate Diploma, Transcript and / or Letter from the US university	Annually (intermittent reporting)	40	12
Sub-IR 3.2.2: Improved University Management and Pedagogy in Selected Faculties					
Required (Sub IR 3.2.2.1)	<p># of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education programs</p> <p>The University Partnerships (between Kosovo and US universities) will include exchanges of UP professors, who will be involved in co-teaching, mentoring, and curriculum development. The indicator measures the number of UP professors who are provided the opportunity to participate in an exchange program in U.S. University.</p>	Program Records; TraiNet; U.S. partners reports	Quarterly, Annually	12	7
Required (Sub IR 3.2.2.2)	<p>Annual improvement in University of Prishtina management as a result of USG interventions (milestone indicator)</p> <p>The UP Action Plan addresses broad challenges and needed institutional reforms. Working with UP and the University Partners, these initiatives were developed into concrete milestones. The indicator measures each instance where the milestone has been achieved. A milestone is the completion of a series of activities.</p>	Program Report / Assessment; reports from UP and University Partners	Quarterly, Annually	5	N/A

¹ The following table presents the results under each indicator for the Transformational Leadership Program – Scholarships and Partnerships.

	Indicator / Definition	Data Source	Frequency	Target	Actual Mar - Jun 16
Program Objective 1: Coordinated collaborative oversight of the Transformational Leadership Program through an Advisory Committee					
1	Number of active members who join Advisory Committee This indicator measures the number of members (representing governmental, non-governmental, and educational and private sector entities) that regularly participate to the work of the Committee over time.	Participant sign in sheet; Minutes, if no formal role is used	Quarterly, Annually	5	2
2	Number of recommendations proposed by the AC as guidance for HEIs on new and advanced curricular development that effectively match the labor market needs and trends One of the main goals of the Advisory Committee is to advise HEIs on interventions on high priority development areas identified by Government of Kosovo strategy. This will be accomplished through AC activities that will result in white paper strategies.	Program records, AC activity reports; white papers published/distributed	Annually	2	This is an annual indicator
3	Number of AC activities that help build networks of highly skilled individuals and professional associations in several different sectors The Advisory Committee will organize roundtable discussions on the topics emerging from the four Grand Challenges. The work of Sub-Committees will be designed to help UP and its institution's (i.e. UP Career Development Center to organize promotional activities, such as Job Fairs and training workshops that are designed to connect highly skilled individuals with professional associations.) These connections could build association membership and help socialize skilled individuals into professional norms of specific sectors.	Sub-committee meeting notes; program records, AC activity reports	Quarterly	3	3
Program Objective 2: Kosovo Citizens will receive U.S. post-graduate degrees and certificates					
4	Percentage of employed alumni reporting that they are using new skills, practices and methods gained from the program in their parent institution, workplace or community. Using the Kirkpatrick Model for Evaluation, this is a Level 2 (Learning), Level 3 (Behavioral Change) and Level 4 (Results) result, that is, transformation of acquired knowledge, used new skills, practices and methods, and shared these with others in the workplace or community. The indicator is fulfilled when an alumnus reports using new skills, practices and methods in their jobs, or community, and has shared them (by survey). It is calculated by dividing the number of alumni who report by the total number of alumni who have responded to the survey. Data is collected using a Likert Sale of agreement, and fulfillment requires a response of at least 4 on a 5 point scale.	Survey and alumni response	Annually	50%	This is an annual indicator
5	Percentage of employed alumni who report that they have been promoted and/or given higher levels of responsibility Using the Kirkpatrick Model for evaluation, this is a Level 4 result. Being promoted or given higher levels of responsibilities demonstrates that alumni are becoming leaders in their workplace and / or institutions. The indicator is fulfilled when an alumnus reports that they have been promoted, given higher levels of responsibilities, or, some other leadership enhancement, such as leading an organizational task force. It is calculated by dividing the number of employed alumni who report by the total number of employed alumni who have responded to the survey. Data is collected using a Likert Scale of agreement, and fulfillment requires a response of at least 4 on a 5 point scale. Note that achieving this Level 4 result may require an extended time period.	Survey and alumni response	Annually	30%	This is an annual indicator
6	Percentage of Master's scholars completing a US-based internship, assistantship or additional academic enhancement activity World Learning will facilitate scholar inclusion in US-based internships and community volunteerism whenever possible, so they will become acquainted with the processes and prepare for their anticipated "give back" commitment. The indicator measures the % of Master's scholars that complete at least one of these activities in a year.	AETR and monitoring sheets	Annually	50%	This is an annual indicator

	Indicator / Definition	Data Source	Frequency	Target	Actual Mar - Jun 16
Program Objective 3: Improved university management and pedagogy in selected faculties of UP and/or other universities through partnerships and exchanges with US universities					
10	<p>Percentage of professors using improved curricula or teaching methods</p> <p>Over the course of TLP-SP, new teaching methods, technologies and updated information will be provided to UP Professors through exchange program with U.S Universities. While in the U.S. teaching faculty will receive training, attend workshops and seminars, and receive coaching and mentoring in teaching methods and improved curricula.</p>	Survey to exchange professors	Annually	60%	This is an annual indicator
11	<p>Number of U.S.-host country joint research projects</p> <p>"Joint research projects are those undertaken as part of a U.S.-supported university partnership program or other similar arrangement. The joint research serves to strengthen the host country institution and draw it into application and market priorities." In TLP-SP these are research projects carried out in concert between UP and one or more of the university partners.</p>	University Partners reports	Annually	4	This is an annual indicator
12	<p>Number of UP-US university partnerships formalized</p> <p>A university partnership (between UP and an American university) is set forth in a sub-award outlining the terms and conditions of the partnership (mutual goals and objectives, resources committed by each side, faculty exchange plans, etc.). The indicator measures the number of sub-awards that have been codified.</p>	Sub-awards signed	Annually	0	This is an annual indicator
13	<p>Number of activities initiated and completed to improve student services</p> <p>The problem statement of the RFA pointed out that there are "poor relationships between students and their professors." Any improvement in this relationship and other areas identified (financial viability, student admissions and services, internships, teaching quality, PR and Communication, lack of scientific research work, constraints in facilities, infrastructure & equipment etc) will be tracked and reported. TLP-SP activities envisaged in the University Wide Activity Plan will seek to address many of the above-mentioned challenges.</p>	Progress Report on University Wide Activity Plan and University Partners Reports	Quarterly	5	4
14	<p>Number of exchanges of professors or staff completed (US to UP, UP to US)</p> <p>An exchange is the act of one faculty member going to another university for a period of time, for the purposes of teaching, research or giving/receiving hands-on mentoring. The indicator reflects the number of approved travel documents to initiate the exchange.</p>	TraiNet; University Partner Reports	Quarterly, Annually	42	26

Bibliographic Information:

USAID Award Number:	AID-167-A-14-00002
USAID Strategic Objective Title and Number:	Building a New Generation of Leaders – SO13
USAID Program Area and Element:	Education Development Office
Author:	World Learning
Contractor Name:	World Learning
Sponsoring USAID Agency Operating Unit:	USAID/Kosovo
AOR:	Merita Teliqi
Date of Publication:	July 29, 2016
Language of Document:	English
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