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ADVANCEMENT AND DEVELOPMENT
THROUGH ENTREPRENEURSHIP PROGRAMS
AND TRAINING (ADEPT)

QUARTERLY REPORT
APRIL - JUNE 2016

July 29, 2016

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Cooperative Agreement Number: AID-486-A-13-00010

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The Advancement and Development through Entrepreneurship Programs and Training (ADEPT) Global Development Alliance (GDA) is pleased to submit its eleventh quarterly report to USAID, detailing progress and achievements for the period April – June 2016.

A. PROGRESS TOWARD OBJECTIVES

GENERAL

Indiana University (IU) Kelley School of Business (KSB) Institute for International Business (IIB) began the third quarter of its third implementation year with preparation during the long break of April's Thingyan (Water Festival – Burmese New Year) celebrations for strong programs in May and June with the Yangon University of Economics (YEco) and ADEPT's network of HP LIFE Center and P.A.C.E. life-skills partners.

TECHNICAL

- An MBA Program consulting team (Prof. Robert Ridlon, Christine Everett and Tim Smith) experienced in developing KSB's own program visited YEco from May 10th to 20th to assess the YEco program and develop recommendations for its revision. This assistance request by Dr. Moe Moe Khaing developed from interviews during the November-December study tour at IU, in 2015. The KSB consultants interviewed Management Studies Department faculty at all levels, enrolled full-time MBA students, e-MBA students and graduates, as well as senior YEco administration. Areas of focus for review include not only degree content and structure, but also the promotion and recruitment, admissions, orientation, quality assurance and graduate follow-up stages in the life-cycle of an MBA student. Recommendations will be reviewed by senior leaders at KSB for additional insights.

  YEco's interest in MBA program reform has been spurred by their study of the Kelley School and increased regional competition for higher-education degrees. Several directions are already started but will be further informed by KSB consulting recommendations:

  o Dr. Moe Moe Khaing intends to alleviate YEco's faculty staffing challenge in part by streamlining the MBA degree in line with KSB recommendations (both from YEco's study tours in 2015 and this consultative visit);

  o Student grading will be shifted toward increased participation, project and activity scores, and away from rote testing and exams;

  o YEco intends to position itself to implement more specialized MBA programs—including entrepreneurship development, though it seeks guidance on their structure and is waiting for passage of the National Education Law;

  o The MBA itself will be conformed to best-practices for international accreditation of such programs;

  o On advice by IU's Eric Metzler, Dr. Moe Moe Khaing has assigned MBA class assistant lecturer faculty to write a summary of learning outcomes for the classes they assist. Previously assistants were only required to taking attendance and perform other minor, non-academic support; their new role will provide both junior and senior faculty an internal quality feedback system and increase experience transfer;

  o YEco is working to break free from traditional teaching (lecturing) by including more activities focused on group assignment, projects, discussion during tutorial sessions, and etc;

KSB's final consulting report is expected during the next quarter after receiving additional, IU-based input. YEco's is scheduled to provide a written proposal to the Ministry of Education in November or December, 2016, formalizing their MBA program revision. *These activities support progress toward* **Subactivity 1.2a.**

- KSB Entrepreneurship and Management professors Fred Schlegel, Christopher Cook and Marty Pieratt provided four sessions of an integrated entrepreneurship seminar at YEco. These whole-day seminars focused on increasing student's entrepreneurship knowledge and innovative capacity both toward starting new businesses and acting as entrepreneurs within larger firms. Faculty sessions focused on entrepreneurial thinking within the teaching environment and the incorporation of innovation in traditional coursework. Attendance was good and impressed the IU professors with the quality of their interactions:

  o 31st May, 31 faculty attended (all female);

  o 2nd June, 46 students (39 female, 7 male);

  o 4th June, 13 faculty (12 female, 1 male); and

  o 6th June, 40 students (32 female, 8 male).

  Both faculty and students sessions were well received and participants demonstrated their understanding during activities. An additional 4 HP LIFE trainers were invited to join a student session as guests of YEco. *These activities support progress toward* **Subactivity 1.2a** *and* **Subactivity 1.3a.1.**

- ADEPT sponsored travel by for YEco to the Association to Advance Collegiate Schools of Business regional conference in Singapore May 29th through 31st. YEco accreditation leads Pro-Rector Dr. Tun Aung and Dr. Aye Thandar Soe (Management Studies Department) met with similar educators and administrators from other universities in the region, providing them the opportunity to discuss their case with AACSB officials before jumping into expensive assessments by the organization. YEco now intends to pursue AACSB membership in order to receive deeper consultation from the Association, and their observations from the conference's helpful workshops have been already further used to inform other Ministry of Education (MoE) universities on the challenges and processes for accreditation.

  YEco is pursuing a quality certification from the ASEAN University Network (AUN), as a stepping-stone in its broader accreditation efforts. For this, in April YEco organized five internal working groups in line with AUN's guidebook (program design, learning strategy, student quality, staff quality and stakeholders), and took the opportunity offered by the KSB consulting team to bring them into their May working group. YEco intends to undergo AUN quality assessment in early 2017, and are first determining if the assessment should first target an individual department or the university as a whole. *These activities support progress toward* **Subactivity 1.2b.**

- During the past period ADEPT contracted partner Project Hub Yangon (PHY) conducted several student activities with YEco, including:

  o The Internship in Entrepreneurship team of three YEco 1st year MBA students completed their program with a final investment pitch session on June 1st. Their business progressed well as a fully-functioning entity with customers during their 10-week internship with PHY and provided the students with rich experiential learning (see included Success Story below). Pitch guests included the IU and PHY teams, Dr. Moe Moe Khaing and YEco faculty.

  o The entrepreneurship and informational seminar for 1st-year MBA students, held on June 20th, as part of the kick-off for the next Business Idea Competition (BIC) on June 27th. These sessions were well-attended with 108 students and featured talks by alumni of ADEPT student programs

in 2015. The attendees are the full entering MBA class, as Dr. Moe Moe Khaing has made participation in hosted activities a part of student grades this year. The larger number of students provided 21 teams for the BIC, which will conclude in the first week of July.

BIC and Business Planning Competition events during the summer semester are not positioned as entry requirements for future activities, as ADEPT work with YEco closes after September. Both programs are intended as models for YEco's entrepreneurship center of excellence, in structure and execution. *These results support progress toward* **Subactivity 2.2a.3**.

- During the past quarter ADEPT initiated a series of workshops and additional skills classes at partner centers, timed to correspond with other, HP or PACE ToT-related travel. These classes present valuable business skills materials for the Burma environment not included as HP LIFE modules, while incorporating HP LIFE materials and introducing the e-learning program to participants. Topics range in short workshops from basic computer literacy to Mobile Information Literacy (Survey Monkey, Google drive, and etc.) to more in-depth looks at entrepreneurship tools such as the Business Model Canvas. Computer literacy classes where offered have been particularly successful in providing a sustainable income for implementing centers (Mudon, Hpa An).

  o The Mudon Development Computer Center, in collaboration with the Myanmar Computer Association, opened basic computer classes in April for 92 (65 female and 27 male) participants and in May for 98 participants (70 female and 28 male);

  o The Veranda Youth Community Café (YCC) offered basic computer courses six days per week in April to 50 (18 male and 32 female) participants and in May a similar class drew 27 (16 male and 11 female) at a nearby village. YCC also introduced HP modules during workshops at local private schools;

  o The Maubin Community Development Center began in April a series of basic computer classes attended by 12 participants (4 male and 8 female);

  o Myaung offered *Social Media and Online Business*, *PESTLE analysis*, *Entrepreneurship and Motivation*, and *The Business Model Canvas* April 21-24 for 15 participants (3 male 12 female);

  o Dawei provided *Mobile Information Literacy* April 22 to 25 for 26 participants (12 male and 14 female);

  o Maubin provided *Entrepreneurship and Motivation* on April 28 for 9 participants (2 male and 7 female);

  o Myaung held *Mobile Information Literacy* on April 29 and 30 for 25 participants (4 male and 21 female);

  o Dawei held *The Business Model Canvas* on May 1 for 17 participants (4 male and 13 female);

  o Maubin offered *Internet Marketing, PESTEL and SWOT Analysis* on May 5-6 for 8 participants (1 male and 7 female), followed by *Mobile Information Literacy* May 8-9 with 25 attendees (5 male and 20 female);

  o Mandalay (Yone Kyi Yar) hosted Business Model Canvas, Startup Business, *Internet Marketing*, and *PESTEL and SWOT Analysis* May 11-12 for 25 participants (12 male and 13 female);

  o Myaung offered *Mobile Information Literacy* again May 13-14 with 20 participants (4 male and 16 female); and

  o Maubin provided *The Business Model Canvas* on May 26 for 19 attendees (6 male and 13 female).

These workshops have been well-received as participants both gained the intended skills and knowledge and were better able to understand and appreciate HP LIFE modules. Discussion is in

place with other HP centers for extending these workshops and a series is planned in July for about 250 YEco undergraduate students to reach them with The Business Model Canvas and Digital Information Literacy workshops—as well as HP LIFE.

- ADEPT continues to provide refresher ToT at centers participating in topical workshops promoting HP LIFE, as well as alongside PACE training. The overlapping skills of partnership training staff enables specific instruction needs for local teachers to be addressed in a timely manner. Centers receiving training sessions during the quarter include Maubin, Dawei, Inle and Myaung. During the next period ADEPT expects to train Building Market's (BM) staff in the city of Mawlamyine, supporting the movement of Building Market's ADEPT Center from Mandalay in response to the closure of BM's office in the city. Mandalay will continue to be served by the HP LIFE Center with YKY in the city.

- During the quarter ADEPT celebrated the launch of two additional HP LIFE centers, making the total active locations 12.

    - Dawei Millennium Center (DMC) launched April 2nd with 80 very interested guests from local universities and NGOs. The HP LIFE center is the first business skills program in Dawei and the consideration of entrepreneurship is new to the community as most visitors said they have not thought they had what it takes to be successful.

    - Shwe Nyar Myae Self-Help Group (SNM), in Myaung, launched on May 4th with 59 guests: village heads and elders from the surrounding communities. Although the community broadly lacks ICT knowledge, guests are excited to try the HP LIFE modules and SNM has chosen first to pursue blended HP LIFE and Basic Computer Classes for their location.

    Equipment installation also took place for a small HP LIFE Center in Magway with the Pyinnyar Parami Library, due to launch July 5th. Magway represents the 13th and final HP LIFE center under ADEPT. *These results support progress toward* **Subactivity 2.1b**.

- ADEPT's partner, the Maubin Community Development Center, organized a PACE graduation celebration on June 26th for 24 women from Nyaung Wine village in Ayeyarwady District, inviting feedback from their family members and village elders on the impact of PACE in their community. Several participants offered testimonies on the impact of PACE for them:

    o Mrs. Hla Myo Than said "[PACE] has changed in her family life." She lives together with her mother and father-in-law and can now communicate with them very well; she has also improved in her speaking in other circumstances and situations.

    o Mrs. Myat Mon Htwe points to PACE as directly improving relations with her son and daughter; they obey better than before because she has learned to speak to them gently—even while disciplining them.

    This first PACE class cohort completed their 7-month course of communications, problem-solving and decision-making, time and stress management, and WASH (water, sanitation and hygiene) modules to gain considerable power over their household and work-life management.

- During June ADEPT provided PACE ToT to Pyinnyar Parami Library in Magway, for 21 participants (19 female), and they expect to begin both PACE and HP LIFE classes in July. Classes for the four PACE modules are conducted over a seven-month period, spaced to enable participants to integrate their learning at home and work, and return to class with observations. By the end of June ADEPT completed preparation for six partner locations (Maubin, Yangon, Hpa-An, Myaung, Dawei, Magway) to implement PACE in their communities, with 12 classes actively serving more than 310 participating women—and five more classes with an estimated additional 140 participants, including

the new location of Mandalay, due to start in July. *These results support progress toward* **Subactivity 2.1c**.

Lotus Impact (LI) is contributing to the Nexus Network—the intersection of SME mapping, micro- to small-loan financing, and SME consultative development work—as a component for its long-term investment strategy in Burma.

- Lotus Impact finalized their MOU and contract with MBE to implement their SME survey of enterprises in the Yangon area, which began in June and is expected to complete in the next quarter.

- KSB has secured access to the SME survey data collected by Building Markets in Yangon, Mandalay and Mawlamyein, and will analyze and develop a research report next quarter on the SME situation in Burma. The research, by KSB Prof. Hillol Bala, will lead to the development of a framework to describe and explain the success of SMEs in Myanmar. This framework will incorporate various dimensions of success and various factors that are associated with these dimensions. Thus, this framework will offer a holistic view of the current state of Myanmar's SMEs and offer insights on future outlooks. ADEPT anticipates the resulting report to be valuable for MNCs entering Burma as well as development and finance policy decision-makers. *This activity supports progress toward* **Subactivity 2.3a**.

COMPLETION TO DATE (QUARTER)

- ADEPT has conducted four (4) seminars or event outreaches through its contractor Project Hub Yangon to YEco students to improve entrepreneurship intention and capabilities, reaching 194 student contacts.

- ADEPT provided two (2) workshop outreaches to YEco faculty around development of entrepreneurship teaching skills, for 44 faculty contacts.

- HP metrics for Burma usage of HP LIFE show a baseline of 423 unique registered users as of October 1, 2013. As of March 31, HP LIFE had 2,230 unique registered users, and by June 30 at least—2,431 registered users, an increase of 201 during the period from last report and 2,008 over baseline. HP metrics were interrupted on December 9 for the HP LIFE architecture switchover, and again in June 2016, resuming in modified forms; registrations are conservatively estimated for June using project site-specific tracking.

- ADEPT, working with HP, completed public launches for two (2) centers, total 12.

- ADEPT, working with Gap and their in-Burma implementers CARE have begun training at six (6) training sites for more than 310 participants under class and 24 completed.

B. MANAGEMENT AND PERSONNEL CHANGES

There were no management or personnel changes during the quarter.

C. IMPLEMENTATION ISSUES

ADEPT has identified several different areas of potential problems, which may impact the speed of implementation in key areas if not creatively addressed. Below are included areas highlighted during ADEPT's Q10 report, with new developments where relevant.

- *HP LIFE user registration statistics,* while increasing, remain a concern. ADEPT has kicked off a series of supplementary business skills seminars at HP LIFE Centers and will begin student seminars at YEco next quarter. It has, with HP, identified registration process issues and work-around that have reduced HP LIFE registrations since HP LIFE's December platform migration. Paper participation documentation will be used to substantiate program activity and several work-arounds are in place for future participants at centers.

D. UPCOMING EVENTS AND PROGRAMS

- ADEPT will conduct a series of student seminars in July to highlight HP LIFE through digital information literacy and entrepreneurship tools, and to assist in HP LIFE's introduction at YEco.

- A public launch event for the Magway HP LIFE center is planned for July 5th, 2016.

- KSB's Dr. Patricia McDougall-Covin plans to visit YEco from August 15 through 19 for a series of student-focused workshops on Intercultural Communication. These workshops will be similar to the material introduced to faculty in February 2016.

- KSB's Prof. Terry Campbell will provide two-day workshops on problem-solving, critical thinking and business leadership skills as applied to integrated business challenges, for students and faculty of YEco from July 21 to 25.

E. SUCCESS STORIES

MBA Entrepreneurship Internship: incubating student business ideas

"We got great knowledge of how to start-up a real business in every aspect of management. We could now establish a birthday party organizer named @KhayParty!"

University students often have excellent observations on business opportunities, but lack the confidence, practical skills and coaching to nurture their ideas into flowering—or failing. Internships in MBA programs are a well-established method for providing students with experience in real-world companies to practice their skills and gain experiences to inform their career decisions. Combining these elements into a program for MBAs at the Yangon University of Economics made sense for the USAID-funded Advancement and Development Through Entrepreneurship and Training program (ADEPT).

What is it worth in experience for an aspiring entrepreneur to:

- Confirm their ideas with market research? (Surveyed approximately 100 target customers.)
- Launch their Facebook marketing campaign?
- Design and distribute marketing materials?
- Test their minimum viable product and sales skills?
- Make two sales (organizing two party events)?
- Developed a financial projection for their company?
- Pitch their business to a panel of experienced businesspeople and investors?

"Getting the sale is the success of our business because however or whatever our product is—innovative and high quality, we still need sales to flow revenue to continue our business."

Between March and May 2016, the traditional "summer break" in Burma, Indiana University led the first Entrepreneurship Incubation Internship program for a team of three 1st-year MBA students who came together during 2015's Business Idea Competition at the university. This team worked together to launch their business over the course of 3 months, in parallel with their MBA program's internship period, receiving course credit for the experience.

The Entrepreneurship Internship worked with Project Hub Yangon (PHY), a locally-based incubator and business facilitator, to organize a program of coaching, focused workshops by subject experts, mentoring and networking—a similar, if more intense experience to regular business incubation with PHY. Eleven workshops ranged from using the Business Model Canvas to marketing and finance, Lean Startup, organization skills and local business law, provided by five local company volunteers as well as PHY itself. The team received daily coaching from PHY as well as weekly reviews and independent volunteer mentoring by the Head of Business Sustainability at a Yangon multinational corporation.

Their company, "Khay Party", was developed to provide children's party arrangement and succeeded in recruiting two profitable customers and serving their events during the incubation. The capstone activity pitched their business to a panel of businesspeople and YEco faculty, where they received applause. The

students will finish their MBA degrees, but are armed with a unique story of success: *"of course, currently we have an entrepreneurship course during this semester and we can highlight the lecture with our own experience."*

The Khay Party team practiced on their own birthday, at a local orphanage: the children approved!

"Overall I learn how a real start-up business is and how it works in the real business environment. Specifically, I think I learned 'what are the fundamental factors that we need to know before launching a business product': for example like Demographic Factors, Market Research, diverse Marketing Strategies, Effective Communication Channels and Social Network, and etc. I learned how a group should be organized and to divide the responsibilities adequately depending on our skills, interest and knowledge backgrounds. I loved becoming the marketing and communication officer and I think that role suits me."

ADDITIONAL PHOTOS

Pete Silvester of Project Hub Yangon coaches the Khay Party entrepreneurship interns as they build out their plans. [LEFT]

"Yes, the program changed my idea about entrepreneurship because I got a vision or mindset that if you truly put your effort in your business with great passion and a wise way…. Then surely your business will grow; the only thing that we need to do is to have faith and belief in our work. Previously I thought to become an entrepreneur is like climbing Mount Everest!

The first PACE graduating cohort, 24 women from Nyaung Wine village near Maubin, displays their certificates. Included are the Maubin Community Development Center trainers (kneeling in white) and village elders and supporting monk (center). [BELOW]

Students at the Entrepreneurship Seminar on June 2nd work in teams to mock up their project. On the wall behind them is a Business Model Canvas partially filled. Experience with entrepreneurship concepts and skills is valuable for both start-ups and corporate careers. [RIGHT]

APPENDIX A: ADEPT WORKPLAN YEAR 3

ADEPT work plan updated May 2015 concurrent with modification adding Gap Inc.

| Version **29-July-16** | **ADEPT GDA Partnership Work Plan** |

Partner Key: 1-IU, 2-HP, 3-Lotus Impact, 4-BSR, 5-YEco, 6-MBE, 7-PHY, 8-Gap Inc., 9-CARE, 10-ICRW

#	PARTNER	ACTIVITY	O-15	N-15	D-15	J-16	F-16	M-16	A-16	M-16	J-16	J-16	A-16	S-16	Status Note
	Admin	**ADEPT Partnership Administration and Relationship Development**													
1	1,2,3,4,5,6,7	**Start-up: grant account, baselines (YEco, ECE, proj. admin), work plans, recruit HCN personnel**													
1.1	1	Set up financial accounts													Completed
1.2	1,2,3,4	Develop final draft Branding and Marking Plan/Communications Plan **[Oct. 30th]**													Completed
1.3	1,2,3,4,5,6,7	Develop final draft Work Plan for USAID approval **[Nov. 30th]**													Completed
1.4	1,6	Contract for HCN Country Director, recruit, interview and hire													Completed
1.5	1,5,6,7	Formalize MOU with YEco, contracts with private-sector implementing partners													Completed
1.6	1,6	Formalize MOU with MBE													Completed
1.7	1	Secure local vendors, documentation: MBE, HP distribution, PHY, others													Completed
2	1,2,3,4,5,6	**Formal launch event [A] for ADEPT partnership, planning**													
2.1	1,2,3,4,5,6	Plan venue, catering, itinerary													Completed
2.2	1,2,3,4,5,6	Develop and approve guest/participant list													Completed
2.3	1,2,3,4,5,6	Draft and approve press releases and speaking notes													Completed
2.4	1,2,3,4,5,6	Publically launch ADEPT in Myanmar													Completed (Feb 24, 2014)
3	1,2,3,4,6	**Identify and pursue additional GDA funding sources and relationships furthering the Objectives of ADEPT (ongoing)**													
3.1	1,2,3,4,5,6	Develop connections and collaboration with multinational investors in Burma, to extend ADEPT's partnership or link ancillary activities to benefit ADEPT stakeholders (ongoing)													Ongoing
3.2	1,6	Review and vet Burmese individuals and organizations for collaboration (ongoing)													Ongoing

#	Ref	Task	Timeline	Status
3.3	1,6	Develop as feasible collaboration with Ooredoo/Telenor CSR/outreach programs in Burma		Ongoing, connection with Ooredoo-sponsored SuleTech (result: Phandeeyar-based HP LIFE Center) and library telecenter project (Mandalay, Magway library centers)
3.4	1	Develop program for inclusion of GAP within ADEPT partnership		Completed
3.5	1,4,6	Identify issue education working group continuation funding, expansion capability if possible, including cross-project linkages for economic policy/issue advisory work		In-process: concept note under drafting by BSR, funding search underway by BSR/MBE
4	1,2,3,4,6,7	**Develop and implement project linkages with other business, human rights programs in Burma to enhance results, leverage resources, and avoid redundancies (ongoing)**		Ongoing
5	1	Periodic financial [A], quarterly [B] and annual [C] program performance reports	C A B A B A B A	

Objective 1		**Increase Higher Education Institutional Effectiveness**		
Activity 1.2		**YEco Capacity Building**		
Subactivity 1.2a		**MBA Program and Faculty Development**		
	1.2a.1	**Improved MBA curriculum using international best-practice materials, graduating individuals better prepared to provide measurable value in the business market**		**Number of YEco MBA graduates judged to be prepared for the international business market [200]**
6	1,5	**Review and revise YEco MBA curriculum**		
6.1	1,5	Review YEco MBA/other curriculum and syllabi for IU recommendations, develop revised courses with guidance notes, and specific curriculum to fill needed gaps		In-process: YEco materials received, contracting with IU faculty for revisions under way, 13 courses completed
6.2	1,5	As needed, facilitate with YEco of approval of revised courses by the MoE curriculum working group		Completed (first batch): WG held outside of ADEPT's direct influence
6.3	1,5	Monitor revised course effectiveness through student, faculty feedback systems		Ongoing: initial feedback positive
	1.2a.2	**YEco faculty and administration gain the skills, knowledge, and abilities to sustain the degree programs and ECE within an enabling institutional environment**		**Percent of YEco faculty and administrators prepared to sustain ECE and revised YEco MBA programs with minimal assistance [80%]**
7	1,5	**Develop targeted YEco faculty/administration capacity to support teaching and development demands**		YEco's development constraint is their human resources, and thus capacity building time alongside inefficient teaching methods

				Status
7.1	1,5	YEco administration to US - study tour, coordination and needs definition IU campus visit (2 persons)		Completed
7.2	1,5	Schedule for YEco Admin/Faculty, ECE, MBA Development; update [A]		Completed
7.3	1,5	Develop Organizational Needs assessment for YEco (faculty, curriculum, technology, resources) through evaluation consultant and distributed input (travel overlap with 8.2 and 11.1)	X	Completed – pursuing opportunity provided for deeper consultation on MBA program
8	**1,5**	**Improve YEco faculty/administration capacity to graduate qualified MBA students**		
8.1	1,5	Revise YEco faculty development schedule		Completed
8.2	1,5,7	Faculty consultations to YEco for development training/workshops - includes in-country educator resource utilization where feasible for cost/effectiveness (9 trips under grant funding). Includes impact assessments.	1 3	Completed
8.3	1,5,6,7	Engage YEco faculty through supplementary trainings (e.g. Tech use, English competency)		In-process (English classes on business and teaching topics introduced, scheduled as permitted)
8.4	1,5,6	Coach and develop YEco faculty research capabilities, projects in SMEs and HP LIFE use		Delayed for lack of faculty time
8.5	1,5	Periodic monitoring of YEco classroom effectiveness and faculty/student improvements		Ongoing
8.3	1,5	Develop teaching materials/library list, source, and install with YEco	X	Completed (including IU donation and materials accompanying activities)
	1.2a.3	**Effective entrepreneurship curriculum based on HP LIFE and ADEPT improvements are incorporated by the wider Burma HEI community under YEco facilitation**		**Number of Burmese HEIs that receive HP LIFE and KSB entrepreneurship curriculum materials under YEco facilitation [- of 4]**
9	**1,5**	**Monitor through YEco contacts and success stories, the promulgation of ADEPT-facilitated materials and changes within the Ministry of Education HEI network**		Provided: paper entrepreneurship degree curriculum, pedagogy videos, recordings of faculty workshops
Subactivity 1.2b		**YEco Accreditation**		
	1.2b.1 - 2	**YEco's human and institutional capacity improves to support accreditation and university best practice	YEco takes steps toward international accreditation through development of effective action plans/analysis**		**YEco national accreditation under the MoE as part of gap-analysis driven improvement action plan	YEco adopts action plan and analysis to guide international accreditation in a chosen program(s)**

#	Code	Description	Timeline	Status / Notes
10	1,5	**As feasible--facilitate YEco national accreditation and positioning for international accreditation**		Accreditation plan to be developed concurrently with YEco org assessment.
10.1	1,5	Provide information on applicable accreditation standards and measures for YEco, overlapping where feasible with national MoE accreditation requirements		Completed (MoE standards not released yet)
10.2	1,5	Develop with YEco an accreditation and institutional capacity building plan around requirements for national accreditation and international best practices	X	Completed
10.3	1,5	Implement accreditation preparations in conjunction with other activities, in accordance with accreditation action plan and needs assessment		In-process (included in KSB visit Dec 2015, planned AACSB Singapore May 2016)

Activity 1.3	**YEco Entrepreneurship Center of Excellence**

Subactivity 1.3a	**Entrepreneurship Center of Excellence**

	1.3a.1	**YEco furthers its culture of entrepreneurship and increase capabilities to develop new businesses**		**Number of seminars / events / outreaches to students, faculty and community that improve entrepreneurship intention and capabilities [30 of 39]**
11	1,5	**Build on YEco ECE to develop Center of Excellent competencies in entrepreneurship**		
11.1	1,5	Engage YEco faculty/admin in workshops, internal systems improvements to develop entrepreneurship support capacities - includes in-country educator resource utilization where feasible for cost/effectiveness (6 person-trips)	1 1 1	In-process (1 trip remaining)
11.2	1,5	YEco admin/faculty travel to IU or 3rd-party site for entrepreneurship support capacity building (4 person-trips total, including overlap with 7.2 above)	2 X	4 of 4 person-trips completed (KSB visit)
12	5,7	**Promoting Entrepreneurship for YEco Students/Faculty**		
12.1	5,7	Promote entrepreneurship seminar series and idea/business plan competitions to student body		In-process (July-August)
12.2	1,5,7	Develop and distribute topical surveys and assess student body understanding of key topic areas (baselines)		In-process (July-August)
12.3	5,7	Hold seminar series with transition to YEco-led events; topic rotation including at least: Entrepreneur's Skillset, Idea Generation, Team building, Developing unique value propositions, Business model development, Impact model development, Developing a pitch, Lean start-up strategies, Developing a Minimum Viable Product. Distribute post seminar		In-process (28 events for students, includes also Consulting Practicum and Entrepreneurship Internship)

		effectiveness surveys			
12.4	5,7	Promote Idea/Plan competition to YEco student body			In-process (July-August)
12.5	7	Hold competition workshops, mentoring sessions, and pitches. Award winner certificates.			5 competitions completed (Idea, Business Plan)
12.6	5,7	Post seminar assessment surveys, skill/understanding development (post evaluation)			In-process
13	5,7	**Develop Global Entrepreneurship Week Capability (GWE): Launch with YEco faculty**			
13.1	5,7	GEW faculty/admin kickoff sessions with YEco: brainstorming, planning			Completed
13.2	5,7	Joint planning, advisory sessions on YEco GEW events			Completed
13.3	5,7	Marketing and final preparations			Completed
13.4	5	Global Entrepreneurship Week: events with YEco participation			Completed (1 event)
13.5	1,7	Facilitate effectiveness feedback for YEco			Completed
13.6	1,5	Participate as needed and requested in development of subsequent YEco GEW participation			Completed: no 2015 GEW with YEco due to faculty constraints
1.3a.2		**YEco faculty and students gain direct, practical experience with entrepreneurship**			**Number of faculty and students who gain direct experience with SMEs through consulting and mentorship engagements [8 of 175]**
14	1,5,7	**Develop YEco faculty incubation and entrepreneurship capacity**			Modified: develop with PHY incubation in entrepreneurship pilot program example for YEco – In process
14.1	1,5,7	Faculty skill area baseline assessment [A] and topical survey [B]	B	B	
14.2	5,7	YEco faculty incubation and entrepreneurship development series			Completed: Faculty sessions held alongside student competition seminars
14.3	1,5,7	Post seminar assessment surveys, skill/understanding development (follow-up evaluation)			
15	1,2,5,6,7	**Develop YEco business engagement program for students and faculty**			
15.1	1,5	Explore methods of student engagement models for YEco based on IU experience			Includes discussions with IU faculty, PHY, AGILE KSB online MBA consulting teams on model transference to YEco
15.2	1,2,5,6,7	Formalize student engagement program (mentors, consultants), identify businesses			Completed (conducted with PHY facilitation during pilot)
15.3	1,2,5,6,7	YEco MBA Student Engagement with SME clients in Yangon area pilot (A) and roll-out			Completed: pilot consulting practicum with 5 students; faculty guidebook under

					development

Subactivity 1.3b	**Development Research Programs**		
	1.3b.1	Improved YEco research capabilities in entrepreneurship and MSME development	Number of research projects, focused on HP LIFE impact and SME development, undertaken by YEco business faculty coached through ADEPT [0 of 10]
16	1,5	**Coach and strengthen YEco faculty research projects in entrepreneurship and MSME development**	Cancelled – Yeco faculty lack time to implement and require close coaching
16.1	1,5	Develop research mentoring and review program with YEco faculty pursuing research ideas, implemented through Yangon-based mentors	Cancelled
16.2	1,5	Through research roundtables and small group sessions, coach research through proposal phases	Cancelled
16.3	1,5	Review and advise developed research, providing assistance toward appropriate publication channels	Cancelled
Subactivity 1.3c	**Design and develop a women's leadership curriculum**		
	1.3c.1	A leadership curriculum and program plan for college-aged women in Burma is developed, oriented for local HEI capacity and implementation capability	Developed College Women's Leadership Program curriculum and implementation plan [1]
38	1,5,6	**Develop program plan and curriculum materials for college-aged women's leadership program**	
38.1	1,5,6	Define curriculum and specific interventions with schedule, recruit and contract local implementers, coaches and speakers	Completed
38.2	1,5,6	Identify and recruit local companies for customized internship experiences within the CWLP	In-process
38.3	1,5,6	Develop participant survey and monitoring instruments for the CWLP	In-process
38.4	1,5,6	Local implementer travel to US for training in Women's Leadership Development and prep for program implementation	Completed
38.5	1,5	Finalize CWLP curriculum and plan [A] with refinement updates from first seminar series [B] and internship lessons [C]	
38.6	1,5,6	With YEco and local partners, design sustainability measures and secure commitments to continue CWLP following ADEPT close	
	1.3c.2	Prepare female students to take advanced and effective workplace roles upon graduation	Number of female HEI students who undergo the CWLP [50]

#	Code	Description	Timeline	Status
39	1,5,6	**Implement pilot CWLP at YEco**		Postponed to June 2016 due to semester timing
39.1	5,6	Recruit participating women [est. 50] from YEco business programs for the CWLP seminar and internship (Cycle 1)		In-process
39.2	1,5,6	Conduct with local implementers, coaches and YEco faculty, the CWLP seminar and speaker series, including internship prep (Cycle 1)		In-process
39.3	1,5,6	Facilitate focused internships in leadership-building capacities with local/MNC firms		
39.4	1,5	Prepare and host seminar for returning interns with student bodies (graduate and undergraduate) on leadership experiences and lessons-learned		
39.9	1,5,6	Monitor effectiveness of CWLP on participants		
Objective 2		**Strengthen MSMEs in Burma**		
Activity 2.1		**Entrepreneurial Skills Outreach**		
Subactivity 2.1a		**Extend HP LIFE e-learning to Burma environment**		
2.1a.1		**More aspiring, SME and necessity-based entrepreneurs have the opportunity to utilize HP LIFE e-learnings in the Burman language to improve their business efficiency and growth**		**Number of HP LIFE print, digital or mobile supporting materials adapted and provided to Burmese MSMEs and service providers [15 of 77]**
17	1,2,5,6,7	**Develop materials supporting the ecosystem of learning around HP LIFE**		Several (15) paper and video products developed in English and undergoing translation, others (33) under development
17.1	1,2	Secure USAID approval for re-alignment of HP leverage and ADEPT activities		Completed
17.2	1,2	Propose, review and approve material topics (print, digital or mobile products). Conduct initial research on topical holes in Myanmar.		Ongoing
17.3	1,2	Translate identified HP LIFE Educator Resources to the Myanmar language		Completed (2), In-process (14 items)
17.4	1,2,6	Develop key first-phase teaching assistance materials in coordination with HP and in-country partners (English and Myanmar language versions)		Completed (13), In-process (19 items)
17.5	1,2,6	Distribute materials through Burmese partner network and HP LIFE online resources		In-process
17.6	1,6	Monitor usage and develop refined material topics for 2nd-phase education support products		In-process

17.7	1,2,6	Develop 2nd-phase learner assistance materials in coordination with HP and in-country partners (English and Myanmar language versions)		In-process
17.8	1,2,6	Monitor usage and revise 2nd-phase, learner assistance materials based on feedback		
17.9	1,2	Design and prepare development for mobile and/or digital learning support products		Completed
17.10	1,2	Complete development design elements and programming needs (English and Burmese) for mobile and/or digital learning support products		Completed
17.11	1,2,5,6	Conduct digital/mobile user testing, QA and review/revisions		Delayed
17.12	1,2	Launch digital/mobile products		Delayed
17.13	1,5,6	Gather usage data and feedback on digital/mobile products		Delayed
17.14	1,2	Revise and update digital/mobile products with user testing and revision		
2.1a.2		**More aspiring, SME and necessity-based entrepreneurs have the opportunity to utilize HP LIFE e-learnings in the Burman language to improve their business efficiency and growth**		**Number of new HP LIFE trainings modules developed in response to Burmese MSME needs [1 of 1]**
18	1,2,5,6,7	**Develop first new HP LIFE module with stakeholders, focused on Burma business issue area**		Completed
18.1	1,2,5,6,7	Identify with local partners the most effective topics to guide new course development		Completed
18.2	1,2	Propose, review and approve course topic in close collaboration with HP. Conduct initial research.		Completed
18.3	1,2	Arrange and conduct story photo shoots in Myanmar		Completed
18.4	1,2	Develop and approve course outline, story scripts, specs (English and Burmese)		Completed
18.5	1,2	Complete graphic design elements and programming needs (English and Burmese)		Completed
18.6	1,2,5,6	Conduct course user testing, QA and review/revisions + soft launch		Completed
18.7	1,2	Launch first new course		Completed
2.1a.3		**HP LIFE training centers are emplaced to meet the access needs of participants, particularly from rural areas**		**Number of new HP LIFE training sites in Burma, including at YEco's lab [12 of 12]**
19	2,5,7	**Equip pilot HP-LIFE centers: YEco, MBE**		Completed (2 sites: MBE and YEco Main)

					Status
19.1	1,2	Develop and deliver IU cash grant (HP FY13) for site materials			Completed
19.2	1,2	Define standard HP LIFE Burma site technology solution and custom YEco and MBE pilot sites			Completed
19.3	1,2	Develop MBE and YEco site usage and support plans			Completed
19.4	1,2,5,6	Identify MBE and YEco site needs, local sourced materials and vendors			Completed
19.5	1,2,5	Develop and fulfill (HP FY13 or FY14) YEco centers grant from HP			Completed
19.6	1,5,6	Set up initial centers/labs (MBE, YEco), including supporting supplies			Completed
19.7	1,2	Qualify HP LIFE trainer for in-country ToT support			Completed
19.8	1,2	develop collaboration / training resources for MBE/YEco roll out			Completed
19.9	1,5,6	Provide initial HP LIFE ToT to MBE, YEco instructors			Completed
20	**1,2,6**	**Select training institutions for HP LIFE centers and install in Burma regions, including monitoring**			
20.1	1,2,6	Develop site selection plan, survey based on experiences with pilots			Completed
20.2	1,6	Identify best initial sites, training institutions			Completed
20.3	1,2,6	Facilitate HP second-round (FY14) equipment grants (4) to end-use training institution sites			Completed (4 of 4 completed: ISC and Phandeeyar, YEco Hlaing, Mandalay Building Markets)
20.4	2,6	Equip selected second-round training institutions with e-learning technology (computers, supporting needs)			Completed
20.5	1,5	Train second-round training institution trainers in HP LIFE facilitated classroom usage			Completed
20.6	1,2	Identify and select third-round training institutions and sites			Completed
20.7	1,2,6	Facilitate HP third-round equipment grants (6) to end-use training institution sites			Completed (7 of 6)
20.8	1,2,6	Equip selected third-round training institutions with e-learning technology, mobile centers			Completed (7 of 6)
20.9	1,5	Train third-round training institution trainers in HP LIFE facilitated classroom usage			In-process
21	**1,2,5,6**	**Design and implement awareness strategy for HP LIFE e-Learning component**			

Subactivity 2.1b   **Entrepreneurs in Burma are empowered through HP LIFE to increase business efficiency and grow**

		Improved Burmese entrepreneur knowledge and skills to enhance their business efficiency and growth		Number of individuals who undergo business skills training online or in training sites [2008 of 5400]
	2.1b.1	**Improved Burmese entrepreneur knowledge and skills to enhance their business efficiency and growth**		**Number of individuals who undergo business skills training online or in training sites [2008 of 5400]**
22	2,5,6,7	**Monitoring and evaluation of HP LIFE usage (online, in-country) and community**		2,008 over baseline
Subactivity 2.1c		**Provide P.A.C.E. Silver training to women in Burma**		
	2.1c.1	**P.A.C.E. training center capacity is established to teach the curriculum**		**Number of new P.A.C.E. training sites in Burma [6 of 7]**
33	1,6,8,9	**Develop ADEPT Master Trainer capacity for "Silver" PACE module set**		
33.1	1,6	Identify based on Gap selection criteria and recruit ADEPT trainer cohort for PACE ToT		Completed
33.2	1,6	Identify and secure ToT location venue in Yangon		Completed: MBE
33.3	1,6,8,9	Conduct Silver (Core + WASH modules) PACE ToT training (6 days-3 weekends), including Master Trainer testing and certification		Completed, 3 trainers certified as Master
34	1,6	**Recruit PACE training implementing organizations from HP LIFE Center locations**		
34.1	1,6	Identify partner HP LIFE Center NGO implementers with best organization, trainers and venues for PACE classes, and secure participation		In-process: MBE, Maubin, Myaung, Hpa-An, Dawei, Magway, Mandalay
34.2	1,6,8,9	Arrange NGO ToT for 7 implementers		In-process (6 Completed: MBE, Maubin, Myaung, Hpa-An, Dawei, Magway)
34.3	1,6,8,9	Develop recruitment plans with implementing NGOs		Completed concurrent with class starts
34.4	1,6,8,10	Develop monitoring and evaluation plan based on ICRW process with implementing NGOs		Completed
	2.1c.2	**Foundational skills and support to women in Burma is provided through P.A.C.E., strengthening their capacity to positively influence their environment**		**Number of women who undergo P.A.C.E. silver training [24 of 420]**
35	1,6,8	**Pilot PACE training**		
35.1	1,6,8	Identify community partner org and venue (expected to be in Yangon)		Completed: for concurrent implementation with full-roll out Oct-Nov, Maubin and MBE
35.2	1,6,8	Develop pilot recruitment plan and secure participants (est. 20)		Completed: for concurrent implementation with full-roll out Oct-Nov, Maubin and MBE

35.3	1,6,8	Conduct Pilot PACE training		Completed: Est. 30 participants
36	1,6,8	**Deploy full PACE Silver training for women with partner implementing NGOs**		In-process (12 classes, 310 women; plus 24 completed)
36.1	1,6,8	Training cycle 1 (est. 20 participants ea.)		In-process: NOTE Gap requested period is 7 months
36.2	1,6,8	Training cycle 2 (est. 20 participants ea.)		In-process: NOTE Gap requested period is 7 months
36.3	1,6,8	Training cycle 3 (est. 20 participants ea.)		In-process: NOTE Gap requested period is 7 months
37	1,6,8,10	**Monitor and Evaluate PACE impact toward strengthening women's capacity to influence positively**		In-process: GAP M&E conducted organically to PACE training after each module. ICRW evaluates data.
37.1	1,6,8,10	Arrange ICRW training/support to ADEPT for monitoring participants using developed PACE tools		Completed
37.2	1,6,8,10	Monitor and evaluate PACE participants using Gap Inc-approved ICRW systems		Ongoing
Activity 2.2		**YEco Entrepreneurship Center of Excellence**		
Subactivity 2.2a		**Entrepreneurship Center of Excellence**		
2.2a.1		**Improved SME leader knowledge, skills through consultations with YEco faculty and students**		**Number of SMEs reporting increased business knowledge, skills resulting from free consultations with the ECE, not including 2.2a.2 incubatees [1 of 40]**
23	1,5,6,7	**Monitor impact of YEco business engagement program for MSMEs** (per 14, above)		
2.2a.2		**Robust YEco/business incubator connection serving to channel student/faculty business ideas through start-up**		**Number of business start-ups from consultations with the ECE/Incubator [1 of 9]**
24	1,5,7	**Integrate sponsored student business incubation program for YEco**		
24.1	1,5,7	Groom applicants for incubation internship program at PHY, inductees from student competitions (per 11, above)		Completed (through incubation internship program)
24.2	1,5,7	Incubate (3 mo.) student entrepreneur businesses [9] at PHY as interns, formal program with YEco faculty review and capacity building, toward graduation requirements		Completed (1 business)
24.3	1,5,7	Internship reports, assessment of post-graduation business continuation		In-process

				Status
24.4	1,5,7	Develop sustainability planning, local sponsorship for future student entrepreneurship interns		In-process
Activity 2.3		**Nexus Network**		
Subactivity 2.3a		**SME Mapping**		
	2.3a.1	**Comprehensive map of SMEs in Burma, useful for creating economic opportunities for SMEs through MNCs seeking potential local partnerships**		**Number of MNCs and other investors who use the SME Map for contacting SMEs or developing partnership opportunities via the Nexus Network [0 of 3]**
25	3	**Establish Nexus Network and initiate development of SME Mapping framework**		
25.1	3	Development of social impact indicators		Completed
25.2	3	Development of SME mapping process outline		Completed
25.3	3	Nexus network database/web portal contracting, design, development and testing		Completed
25.4	3	Identify SMEs in Yangon and Ayeyarwady regions through existing surveys		In-process
25.5	3	Conduct SME mapping in Yangon through local staff		In-process: conducting surveys; acquiring Building Markets dataset for research analysis
25.6	3	Review data from Yangon surveys		
25.7	3	Conduct SME mapping in Ayeyarwady through local staff		
25.8	3	Review data from Ayeyarwady surveys and analyze mapping results		
25.9	3	Compile and review results for incorporation into SME web portal		
26	3	**Expand SME Map through additional phases in further regions**		
27	1,3,6	**Monitor Nexus Network and SME map usage and facilitate connections with local SMEs where feasible**		
28	3,5	**Establish and publicize ADEPT/Lotus Impact small/student loan offerings in pilot period**		Cancelled
28.1	1,3,5	Identify YEco student loan coordination staff and hold initial planning		Completed - Cancelled
28.2	1,3,5	Survey student body to establish parameters of student loans		Completed - Cancelled
28.3	3	Identify and negotiate local Burmese MFI partner to administer loans under relevant law		Completed - Cancelled

				Status
28.4	1,3,5	Develop draft MOU with YEco for offering of loans to student body		Cancelled
28.5	1,3,5	Finalize LI/YEco MOU under existing IU memorandum or with MoE as necessary		Cancelled
28.6	1,3,5	With YEco, local partners, develop promotion plan for LI small loans		Cancelled
28.7	3	Roll out small loan offerings		Cancelled
28.8	3	Evaluate small/student loan pilot offerings		Cancelled
29	3,5	**Bring to market small and student loans**		Cancelled
29.1	3,5	Small and student loan ongoing offerings revised as needed based on evaluation findings		Cancelled
29.2	3	Evaluate small loan offerings		Cancelled

Subactivity 2.3b	Issue-focused Working Groups			
	2.3b.1	**SMEs gain knowledge of social, governance and environmental standards and performance, resulting in positive impact to the perceptions, attitudes and action of business leaders in Burma**		**Number of SMEs participating in issue-focused Working Groups indicating increased understanding an intention of addressing standards issues [20 of 22]**
30	1,2,4	**Facilitate HP cash grant to IU for BSR issue education workshops**		Completed
31	2,4,6	**MBE capacity building for Issue-Focused Working Groups Organization**		
31.1	2,4,6	Develop working group structure, charter, process, and direction		Completed
31.2	4,6	Host first Issue Education WG Yangon		Completed (May 30th)
31.3	2,4,6	WG follow-up, review, revise next steps as needed; 2nd WG [A]		In-process
	2.3b.2	**Local capacity to facilitate outcome-based business dialogue on sustainability issues is developed**		**Number of local NGOs who demonstrate capability to facilitate issue Working Groups [0 of 1]**
32	6	**Subsequent WG cycles [A], held on 4-month basis, MBE funds permitting**	A ... A ... A	Funding identification in process

APPENDIX B: Report on Assistance to the Government of Burma Q1 FY16

Reporting Period	Awardee/Recipient	Number of Recipients/Units	Summary and Justification	Type of Asst to GoB	*Value	Percentage of GOB Assistance to Activity Amount
05/10/16 – 05/20/16	Ministry of Education/Yangon University of Economics faculty	1	"MBA Program Revision" consulting project: summary initial evaluations and fact-finding investigation for YEco Management Studies Department, development of recommendations report for YEco use.	Technical Assistance	$19,716.88/participant ($19,716.88 total)	100%
05/31/16 – 06/06/16	Ministry of Education/Yangon University of Economics faculty	130	"Integrated Entrepreneurship Seminar" for students and faculty of YEco by three KSB faculty, reaching 86 students (71 female, 15 male) and 44 faculty (43 female, 1 male) in four sessions.	Technical Assistance	$136.86/participant ($17,791.15 total)	100%
04/01/16 – 06/30/16	Ministry of Education/Yangon University of Economics faculty	402	"Managing Across Cultures" book for MBA students in August (101 units), "The New business Road Test" library copies for integrated entrepreneurship seminar (5 units), "Education for Judgement" library copies for business challenges seminar (7 units), "Zen & the Art of Motorcycle Maintenance" library copies for business challenges seminar (4 copies), Harvard Business Case for business challenges seminar (140 units), selected readings on leadership for business challenges seminar (5 units), "Management Learning" article for business challenges seminar (140 units).	Training Equipment	$12.59/unit ($5,062.13 total)	100%
05/29/16 – 05/31/16	Ministry of Education/Yangon University of Economics faculty	2	Sponsored travel and attendance or YEco faculty (1 male, 1 female) to the Association to Advance Collegiate Schools of Business (AACSB) regional conference in Singapore.	Technical Assistance	$3,001.50/participant ($6,003 total)	100%

*Approximate U.S. dollar value includes resources directly supporting the activity described. This *excludes* extraneous costs such as staff salaries not involved in the activity, office rental costs, or general support costs. Costs represent best estimates or actuals for ticket prices, the total cost of training for one individual, or that which would be considered a benefit accruing to an individual.

APPENDIX C: Partner Contribution Summary for ADEPT
Quarter: April to June 2016

HP (Hewlett Packard)								
Cash								
Amount	Receiving Organization	Date of Transfer			Total	Name of Individual Validating	Date of Validation	Method of Validation
					$ -			
Expertise (Labor)								
Name	Area of Expertise	Billable Rate	Unit Type	# of units	Total	Name of Individual Validating	Date of Validation	Method of Validation
Jean Matfin	HP Marketing	$ 400.00		3	$ 1,200.00			
Debbie Ledbetter	HP Project Management	$ 400.00		10	$ 3,800.00			
Technology								
Item	Purpose/Description	Unit Value ($)	# of units		Total	Name of Individual Validating	Date of Validation	Method of Validation
					$ -			
					$ -			
		$ -	0		$ -			
Travel-related expenses								
Type	Purpose/Description	Unit Value ($)	# of units	Name of traveling individual	Total	Name of Individual Validating	Date of Validation	Method of Validation
Airfare		$ -	0		$ -			
Meals and Incidentals		$ -	0		$ -			
		$ -	0		$ -			
Communications-related expenses								
Communications Materials	Purpose/Description	Unit Value ($)	# of units		Total	Name of Individual Validating	Date of Validation	Method of Validation
		$ -	0		$ -			
		$ -	0		$ -			
Equipment								
		$ -	0		$ -			
Item	Purpose/Description	Unit Value ($)	# of units		Total	Name of Individual Validating	Date of Validation	Method of Validation
Other								
Item	Purpose/Description	Unit Value ($)	# of untis		Total	Name of Individual Validating	Date of Validation	Method of Validation
		$ -	0		$ -			
			Total Contributions:		**$ 5,000**			

BSR (Business for Social Responsibility)

Cash

Amount	Receiving Organization	Date of Transfer			Total	Name of Individual Validating	Date of Validation	Method of Validation
$ -					$ -			
$ -					$ -			

Expertise (Labor)

Name	Area of Expertise	Billable Rate	Unit Type	# of units	Total	Name of Individual Validating	Date of Validation	Method of Validation

Technology

Item	Purpose/Description	Unit Value ($)	# of units		Total	Name of Individual Validating	Date of Validation	Method of Validation
		$ -	0		$ -			
		$ -	0		$ -			

Travel-related expenses

Type	Purpose/Description	Unit Value ($)	# of units	Name of traveling individual	Total	Name of Individual Validating	Date of Validation	Method of Validation
Airfare		$ -	0		$ -			
Meals and Incidentals		$ -	0		$ -			
		$ -	0		$ -			

Communications-related expenses

Communications Materials	Purpose/Description	Unit Value ($)	# of units		Total	Name of Individual Validating	Date of Validation	Method of Validation
		$ -	0		$ -			
		$ -	0		$ -			

Equipment

Item	Purpose/Description	Unit Value ($)	# of units		Total	Name of Individual Validating	Date of Validation	Method of Validation
		$ -	0		$ -			
		$ -	0		$ -			

Other

Item	Purpose/Description	Unit Value ($)	# of untis		Total	Name of Individual Validating	Date of Validation	Method of Validation
		$ -	0		$ -			
		$ -	0		$ -			
				Total Contributions:	$ -			

Lotus Impact

Cash

Amount	Receiving Organization	Date of Transfer			Total	Name of Individual Validating	Date of Validation	Method of Validation
					$ -			
$ -					$ -			

Expertise (Labor)

Name	Area of Expertise	Billable Rate	Unit Type	# of units	Total	Name of Individual Validating	Date of Validation	Method of Validation

Technology

Item	Purpose/Description	Unit Value ($)	# of units		Total	Name of Individual Validating	Date of Validation	Method of Validation
		$ -	0		$ -			

Travel-related expenses

Type	Purpose/Description	Unit Value ($)	# of units	Name of traveling individual	Total	Name of Individual Validating	Date of Validation	Method of Validation
Airfare		$ -	0		$ -			
Meals and Incidentals		$ -	0		$ -			
		$ -	0		$ -			

Communications-related expenses

Communications Materials	Purpose/Description	Unit Value ($)	# of units		Total	Name of Individual Validating	Date of Validation	Method of Validation
		$ -	0		$ -			
		$ -	0		$ -			

Equipment

Item	Purpose/Description	Unit Value ($)	# of units		Total	Name of Individual Validating	Date of Validation	Method of Validation
		$ -	0		$ -			

Other

Item	Purpose/Description	Unit Value ($)	# of untis		Total	Name of Individual Validating	Date of Validation	Method of Validation
		$ -	0		$ -			
		$ -	0		$ -			
			Total Contributions:		$ -			

The Gap Inc.

Cash

Amount	Receiving Organization	Date of Transfer			Total	Name of Individual Validating	Date of Validation	Method of Validation
$ -					$ -			

Expertise (Labor)

Name	Area of Expertise	Billable Rate	Unit Type	# of units	Total	Name of Individual Validating	Date of Validation	Method of Validation
		$ -		0	$ -			
		$ -		0	$ -			

Technology

Item	Purpose/Description	Unit Value ($)	# of units		Total	Name of Individual Validating	Date of Validation	Method of Validation
		$ -	0		$ -			
		$ -	0		$ -			

Travel-related expenses

Type	Purpose/Description	Unit Value ($)	# of units	Name of traveling individual	Total	Name of Individual Validating	Date of Validation	Method of Validation
Airfare		$ -	0		$ -			
Meals and Incidentals		$ -	0		$ -			
		$ -	0		$ -			

Communications-related expenses

Communications Materials	Purpose/Description	Unit Value ($)	# of units		Total	Name of Individual Validating	Date of Validation	Method of Validation
		$ -	0		$ -			
		$ -	0		$ -			

Equipment

Item	Purpose/Description	Unit Value ($)	# of units		Total	Name of Individual Validating	Date of Validation	Method of Validation
		$ -	0		$ -			
		$ -	0		$ -			

Other

Item	Purpose/Description	Unit Value ($)	# of untis		Total	Name of Individual Validating	Date of Validation	Method of Validation
P.A.C.E. Program	curriculum and training materials	$ 12,500.00	3	per month valuation	$ 37,500.00	J. Crum	1/31/2016	Calculation from agreed value
CARE Training of Trainers	ToT instruction and monitoring	$ 12,500.00	1	per quarter valuation	$ 12,500.00	J. Crum	1/31/2016	Calculation from agreed value
		$ -	0		$ -			
				Total Contributions:	**$ 50,000**			