



# USAID

NGA POPULLI AMERIKAN  
OD AMERIČKOG NARODA

## TRANSFORMATIONAL LEADERSHIP PROGRAM IMMERSION AND PUBLIC SERVICE COURSES **FINAL PERFORMANCE REPORT**

Closeout Report – April 25, 2014 to April 24, 2019



Cooperative Agreement Number: AID-167-A-14-00007  
Activity Start Date and End Date: April 25, 2014 to April 24, 2019

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

Str. Shpëtim Robaj

Tel: + 383 38 66 00 00

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

Artan Venhari – Deputy Chief of Party Email: avenhari@auk.org



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

---

This publication has been financed by the American People through the US Agency for International Development (USAID Kosovo) implemented by RIT Kosovo (A.U.K).

---

## I. THE TEAM



Visar Jasiqi, TLP IPSC  
Chief of Party (2014-2016)



Ylberina Morina Mala TLP IPSC  
Deputy Chief of Party (2014-2016)  
Chief of Party (2016-2019)



Peonare Caka, TLP IPSC  
Deputy Chief of Party (2016-2017)



Artan Venhari, TLP IPSC  
Deputy Chief of Party (2017-2019)



Blerta Avdiu, TLP IPSC  
Project Assistant (2014-2017)



Leonora Çerreti, TLP IPSC  
Project Assistant (2017-2019)

## II. ABOUT THE REPORT

Over the five years of implementation, and as requested by USAID, the program team collected data and information about all activities and reported on quarterly and annual basis. This final performance report includes all data and activities aggregated from annual reports including the last activities.

The main purpose of this report was to collect information about program achievements, outcomes and its legacy. Both components, AUPP & PPDL, form the link between the program and the citizens of Kosovo. The training curricula and programs produced over the project lifetime have and will continue having an effect on the people of Kosovo.

You, as a reader of this report, will come across numerous activities implemented for the sole purpose: to train citizens of Kosovo in in-country College preparatory training and in-country public service training.

This report includes detailed performance activities and its statistics. Its content is divided into two components/objectives: AUPP - Kosovo Citizens receive in-country training and PPDL - Kosovo Public Servants Receive in-country Public Service Training.

Managing the process of monitoring, analyzing, evaluating, and reporting progress toward achieving the purpose of this program and contributing to the overall objective, the program has followed the MEL Plan (formerly known as Performance Management Plan). All data presented in this report are generated from the program database and alumni reports.





### III. ABOUT TRANSFORMATIONAL LEADERSHIP PROGRAM – IMMERSION AND PUBLIC SERVICE COURSES

#### USAID TRANSFORMATIONAL LEADERSHIP PROGRAM

The purpose of the Transformational Leadership Program was to develop a cadre of leaders to drive significant change in Kosovo aimed at priority economic, political, and social development areas. This was to be accomplished through a five-year Cooperative Agreement that facilitated higher education scholarships, professional certifications, in-country training in immersion and public service, internships, exchanges and partnerships between Kosovo and American universities, with the aim of creating a lasting impact on Kosovo's socio-economic development.

The U.S. Agency for International Development (USAID) Kosovo has awarded the American University in Kosovo Foundation Inc (hereinafter referred as RIT Kosovo A.U.K), a grant to implement the Transformational Leadership Program – Immersion and Public Service Courses.

The **TRANSFORMATIONAL LEADERSHIP PROGRAM (TLP) IMMERSION AND PUBLIC SERVICE COURSES** was a five-year program, operating in all regions of Kosovo. The goal of this program was to enhance existing human capital and talent through implementation of its two strategic objectives.

The two strategic objectives of this program were:

**Objective 1:** to deliver in country University Preparatory Program to Kosovo citizens (AUPP);

**Objective 2:** to deliver in-country Public Service course to Kosovo Public Servants (PPDL).

Participants attending the Immersion Courses (hereinafter referred as AUPP), mostly those who did not have access to quality undergraduate programs, had the opportunity to meet their full potential and participate in educational opportunities. The Public Service Course (hereinafter referred as PPDL) aimed to assist the people and government of Kosovo in increasing the public policy development and leadership capacity primarily in central as well as municipal levels. The TLP Immersion and Public Service Courses were expected to deliver AUPP training to 1,150 participants; and PPDL training to 1,000 Kosovo Public Servants.





## IV. PROGRAM FUNDING AND MANAGEMENT

### PROGRAM FUNDING

On April 24, 2014, the president of RIT Kosovo (A.U.K) signed a cooperative agreement with USAID, agreeing to manage the TLP IPSC program. The effective date of this Award was 4/25/2014. The estimated completion date of this Award was 04/24/2019. The total estimated amount of the Award for the period shown above was \$2,799,999.59 USAID funds. The RIT Kosovo (A.U.K) as recipient of this award agreed to spend 18.2% in cost share.

During the lifetime of the program, seven modification contracts were made. On January 2018, the budget of the program was reduced from \$2,799,999.59 to \$2,049,999.00. Given the financial implications from USAID, RIT Kosovo (A.U.K) as an education institution and as an implementing partner of this program, presented slight modifications in the scope and budget, whereas programmatically accomplished the objectives set initially in the inception of the program.

### PROGRAM MANAGEMENT

The TLP IPSC Program was implemented by RIT Kosovo (A.U.K) College. Several private education providers were sub-contracted to assist the program in providing space and classrooms for the delivery of objective I. The decision to work with private universities and colleges was based under the notion that most of them had policies in place that ensured an environment free of discrimination and harassment, thus safeguarding a diverse student body that AUPP aimed to serve. All classes fulfilled the infrastructure criteria that promoted a safe and positive learning environment.

Whereas, regarding the program personnel, some changes involved internal and external employee turnover and involvement of new project assistants at the program. In the first two years, the program was lead (program director) and coordinated (training coordinator) by a team of two employees coming directly from Training and Development Institute<sup>1</sup>. During this period of time, the program director trained and mentored the training coordinator to take an enhanced role in the program. All key personnels assigned were prior approved by USAID.

---

<sup>1</sup> A.U.K Training and Development Institute is a continuing education department within RIT Kosovo (A.U.K) College.

## V. STAKEHOLDER PARTICIPATION AND INVOLVEMENT

The Ministry of Public Administration, Kosovo Institute for Public Administration and the National Qualifications Authority have been included as part of the working group to aid the accreditation process of PPDL by contributing in the development of a professional standard for the program.

Additionally, the program team has been committed to include project stakeholders in the AUPP and PPDL outreach process. The stakeholders involved in this process pertain to: Alumni and eligible institutions to apply for the respective courses. Specifically, PPDL Alumni have played a very important role in aiding the information session planning process for their respective institutions. In most institutions, they have served as a point of contact for information dissemination. Furthermore, eligible entities have been involved in the outreach process by serving as information channels to potential PPDL candidates. In particular, the Ministry of Public Administration has played a key role on this process as it has committed to disperse an official email for the PPDL call for application to all public servants of the Government of Kosovo. A great stakeholder participation and involvement was also given by municipality mayors, municipal directors of administration, and/or chiefs of cabinets.





## VI. SUMMARY OF RESULTS

Standard Indicators	Target	Annual Performance Achieved to the End of Reporting Period	Annual Performance Achieved to the End of Reporting Period (%)	On Target Y/N
Indicators				
Kosovo Citizens receive in country University Preparatory Program (AUPP) # of persons receiving short-term, in-country College preparatory training	1150	1150	100%	Y <sup>1</sup>
Kosovo Public Servants receive in-county public service training certificates (PPDL) # of persons receiving short-term, in-country public service training	1000	1044	104%	Y

1. Total number of students enrolled in **full pack** of AUPP training program.

## VII. PROGRESS FINAL REPORT

- I) AUPP - Kosovo Citizens receive in-country training
- 2) PPDL - Kosovo Public Servants Receive in-country Public Service Training

Objective I:

**AUPP - Kosovo Citizens receive  
in-country training**



Kick-off event



Environmental friendly promo bikes



Face-to-face marketing



Informative session in Prizren



Train-of-trainers workshop



Admission exam in Peja/Pec



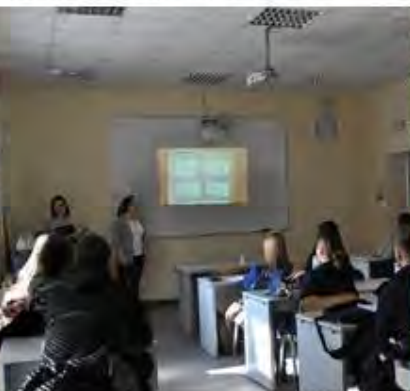
English Refresher Course in Prishtina



End of Discovery Course in Prishtina



TOEFL Inst. Based Testing in Peja/Pec



Peace Corps volunteers delivering a lecture in Discovery Class



Outdoor activities in Rugova Gorge

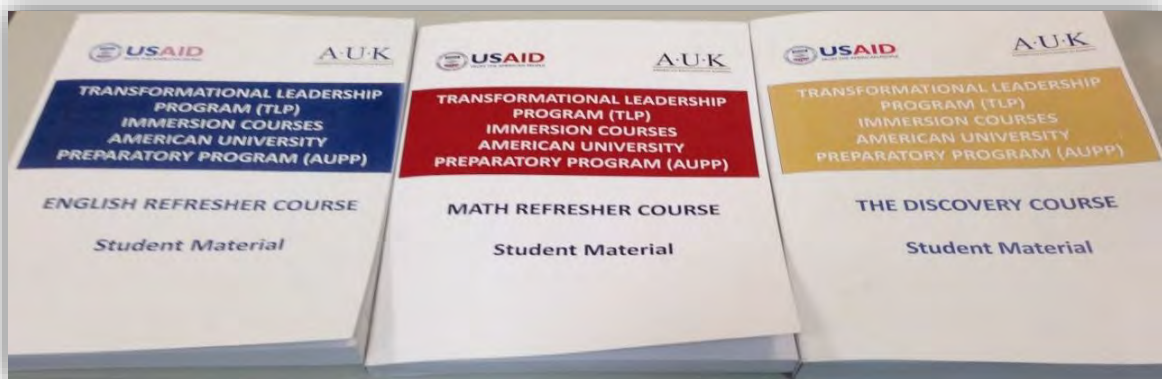


Certification ceremony – Cohort 2



During the project lifetime, training of this objective was delivered in 5 Cohorts, with the first one starting in July 2014, and the last one ending in October 2018. During this period, the project had received 4,260 applications of which 3,047 students were invited to take the admission test. Besides delivering the training to 1,150 students, which met the objective of the component of the project, 471 students had also benefited from the training on one or more AUPP courses (which excluded the TOEFL Course).

The courses consisting the AUPP component were: English Refresher; Math Refresher; Discovery; TOEFL Preparatory Course; GRE Preparatory Course and GMAT Preparatory Course.



Cohort 1 started in July 30, 2014 and was completed on February 19, 2015. Within this period the program team had received 1098 applications, of which 636 students took the admission test, of which 258 were admitted to the full pack, and 7 to the partial pack.

Cohort 2 started in March 2, 2015 and was completed in July 16, 2015. There were 1,205 applications for the program, of which 972 students took the admission test. Of these 350 were admitted to the full pack, and 2013 to the partial pack.

Cohort 3 started in December 1, 2015 and was completed in June 8, 2016. For this Cohort the program team received 917 applications, of which 637 took the admission test. 198 students were admitted to the full pack and 90 to the partial pack.

Cohort 4 started in October 26, 2016 and was completed in June 21, 2016. For this Cohort the program team received 756 applications, of which 581 took the admission test. 170 students were admitted to the full pack and 117 to the partial pack.

Cohort 5 was the final one and started in March 16, 2018 and was completed in October 31, 2018. Due to the financial implications, the plan was to register only a limited number of students. Thus, the program team conducted only limited outreach for this cohort - focus more on social media. For Cohort 5 the program team received 284 applications, of which 221 took the admission test. 174 students were admitted to the full pack and 44 to the partial pack.

The reason for the distance between Cohorts 4 and 5 was the budget revision that took place end of 2017 and beginning of 2018. Though there were budget cuts to the project, the program team decided to continue with the delivery of the courses in order to achieve the initially agreed targets of 1150 students receiving training through the AUPP Courses. However, the program had to undergo some adjustments, the main of which was to cut down on cost of delivery of the course throughout the regions of Kosovo, and concentrate on delivery of the courses within the facilities of RIT Kosovo (A.U.K).

IMMERSION COURSES / AUPP						
	Applications Received	Admission Test	Full pack (includes TOEFL)	1 or more AUPP Courses	Start Date	End Date
Cohort 1	1098	636	258	7	30-Jul-14	19-Feb-15
Cohort 2	1205	972	350	213	2-Mar-15	16-Jul-15
Cohort 3	917	637	198	90	1-Dec-15	8-Jun-16
Cohort 4	756	581	170	117	26-Oct-16	21-Jun-16
Cohort 5	284	221	174	44	16-Mar-18	31-Oct-18
TOTAL	4260	3047	1150	471		

## Activity: Promotion and Marketing

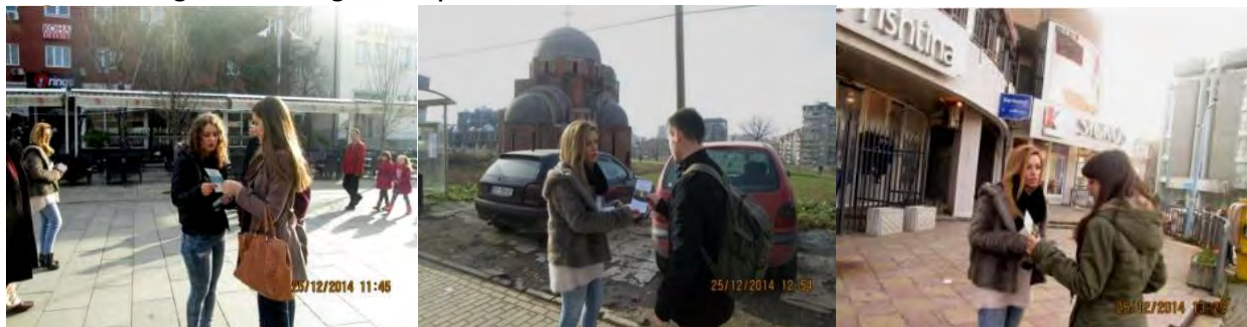
From Cohort 1 until Cohort 5 of AUPP, the program web page was developed and updated from RIT Kosovo (A.U.K) Media Center. It was published as a dedicated web section within the RIT Kosovo (A.U.K) main page under “Research and Training” with a direct access link: <http://www.auk.org/aupp>. The AUPP web section also hosted the online application for the AUPP with a direct link: <http://www.auk.org/aupp/apply>.

The online application was backed by a web based RIT Kosovo (A.U.K) server database that allowed easy access to all applicants’ data to be used for selection as well as for generating various reports.

To support the promotional activities, during the project lifetime, the project designed and distributed the following promotion materials: 80,000 threefold brochures; 10,000 datasheets; 750 posters; 13 roll-up banners; 1 standing booth and Newspaper ad design.

To encourage the application of marginalized groups, the team decided to encourage inclusion by providing an imagery call in the promotional material itself that encourages members of the marginalized groups (women and people with disabilities). This was followed by a text in all the materials which stated: *“Potential candidates coming from disadvantaged groups (Women, Disabilities, Rural, Minority, LGBT community) are strongly encouraged to apply.”*

Based on lessons learned in Cohort 1, the team decided to outsource some of the promotional marketing activities in Cohort 2. Face-to-face and direct marketing was conducted by a private marketing company performed in all cities of Kosovo. These activities were held in most crowded city areas, boulevards, and main streets. The end of the year atmosphere along with the benefits of AUPP Program, had a great impact on the audience.





Few designs of promotional materials including brochures, posters and factsheets:

**Application Eligibility**  
All applicants must be Kosovo citizens. Priority for admission is given to:  
University students in their last year of studies towards their undergraduate degree or those who have already finished their undergraduate studies.  
POTENTIAL CANDIDATES COMING FROM DISADVANTAGED GROUPS (WOMEN, DISABILITIES, RURAL, MINORITY, LGBT COMMUNITY) ARE STRONGLY ENCOURAGED TO APPLY.

**Application Period**  
November 26, 2016 - January 11, 2017

**Application Deadline**  
January 11, 2017

**Testing & Selection**  
January 15, 2017 - February 11, 2017

**AUPP Start Date**  
March 1, 2017

**TRANSFORMATIONAL LEADERSHIP PROGRAM (TLP)**  
**IMMERSION COURSES**

For more information contact us at:  
038 608 608 ext. 600  
049 774 112  
aupp@ukonline.org  
www.ukonline.org/aupp

A.U.K (Gerrini Campus)  
Office #101  
Str. Dr. Shpetim Robaj n.1.  
10000 Prishtine, Kosovo

American University Preparatory Program (AUPP)  
...FROM THE AMERICAN PEOPLE

USAID  
R.I.T Kosovo  
A.U.K

**AMERICAN UNIVERSITY PREPARATORY PROGRAM (AUPP)**  
**IMMERSION COURSES**

**LAST COHORT**

**COURSES**

1	2	3	4	5
REMEDIATION	REMEDIATION	DISCOVERY	TOEFL	GRE/GMAT
ENGLISH	MATH	COURSE	COURSE	COURSE

**APPLICATION PERIOD:**  
from 1 FEBRUARY to 15 FEBRUARY

This Program is made possible by the generous support of the American people through the US. Agency for International Development (USAID)

**USAID**  
NGA POPULLI AMERIKAN OD AMERIKOG NARODA

**A.U.K**  
AMERICAN EDUCATION IN KOSOVO

**TLP Immersion Courses**

*Class of 2017*

**USAID**  
FROM THE AMERICAN PEOPLE

**Transformational Leadership (TL) Immersion Program**

**A.U.K**  
AMERICAN EDUCATION IN KOSOVO

Transformational Leadership (TL) Immersion Program is a five-year program aiming to support the USAID Transformational Leadership Initiative by enhancing human capital and providing increased academic and economic opportunities for the citizens of Kosovo. This initiative is designed to meet the general academic needs of prospective university and graduate students. It will raise their English language proficiency levels, strengthen essential mathematical competencies, and offer adequate academic preparation focusing on providing the skills that will allow students to graduate from an American degree program. This means that TL Immersion Program will also give assistance in preparation for entrance examination such as TOEFL, GRE, and GMAT. It is referred to as A.U.K University Preparatory Program (AUPP).

Over a five-year period A.U.K will provide TL Immersion Program to 1,150 candidates. Registration for the 1st Cohort of AUPP Program will start in June and by July all participants will be notified for their admission. AUPP Program will start with 40 students in July and 40 students in August in Prishtine; 40 students in Peja and 40 students in Prizren; 20 students in Gllan, 20 students in Ferizaj, 20 students in Gjakova and 20 students in Mitrovica.

**Admission Test**  
Applicants will be scheduled to sit in the Admission Test (Average English and Mathematics) prior joining the AUPP Program. Based on the Admission Test Results, students are classified to sit in two different course categories:  
Students, who have demonstrated that they need additional preparation in English, writing and comprehensive skills, mathematics, or wish to prepare for additional undergraduate education in the United States, are scheduled to attend the Remedial Course.  
Students, who have demonstrated above average knowledge in English and Mathematics and are well prepared for direct admittance into an American Graduate program, will be scheduled to attend the Discovery Course.  
Students, who completed successfully the Discovery Course, will move to the Examination Prep Courses (TOEFL, GRE/GMAT).

**Remedial Course - 39 training hours**  
English Refresher Course Outline  
Speaking, Writing:  
• Sentence structure,  
• Grammar,  
• Mechanical skills,  
• Vocabulary.  
Math Refresher Course Outline  
• Algebraic fractions,  
• Factoring,  
• Exponents,  
• Radicals,  
• Solutions of linear and quadratic equations,  
• Graphing linear equation.  
After completing this course, students will be able to:  
• Understand the approach of speaking and writing in English,  
• Structure a full sentence by using correct grammar and good vocabulary,  
• Avoid and correct common errors in speaking, writing and researching,  
• Add, subtract, multiple signed numbers and fractions  
• Solve linear equations and inequalities, solve quadratic equations and factorize algebraic expressions.

**Discovery Course - 39 training hours**  
Course Outline  
• General Study Skills  
• Learning the American Academic System starting with an orientation,  
• Study skills - read with comprehension, learn how to study, ask questions, how to take notes from lectures and written materials, test taking strategies, and library/research skills.  
• Critical Thinking  
• Analyze ideas in texts and lectures  
• How to critique and construct arguments  
• Analyze problems in complex systems  
• Presentation  
• How to plan a presentation,  
• How to make effective use of visual aids,  
• How to use body language and other signals,  
• Practice and develop presentation skills.  
• Diversity  
• Introduction of cross-cultural/multicultural/ diversity topic fields,  
• Discuss various theories regarding groups, organizations and communities,  
• Develop awareness, sensitivity and understanding of various racial, religious, sexual orientation, cultural, and ethnic group.  
After completing this course, students will be able to:  
• Understand the American Academic System,  
• Critically read, listen, and write,  
• Understand the General issues in conducting research,  
• Develop intellectual and personal discipline,  
• Understand human behavior and social environment.

**Schedule:** 39 hours of training | 5 weeks | 3 times a week | 3 hours per day | Day/Night Schedules

**USAID**  
FROM THE AMERICAN PEOPLE

**A.U.K**  
AMERICAN EDUCATION IN KOSOVO

**TRANSFORMATIONAL LEADERSHIP PROGRAM (TLP)**  
**IMMERSION COURSES**





**TRANSFORMATIONAL LEADERSHIP PROGRAM (TLP) IMMERSION COURSES**



Training will be offered in **Ferizaj/Uroševac** and across all the regions of Kosovo



**APPLY NOW!**

Application Period: June 5 - June 20

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



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

Application Period: November 8, 2015  
AUPP start date: December 1, 2015

**American University Preparatory Program (AUPP)**

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



**Eligibility Criteria**

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

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

**How to apply**

Applications for the AUPP Program are accepted through the A.U.K.'s online application system. A completed On-line A.U.K. application consists of the following:

- WRITTEN ESSAY IN ENGLISH (200-500 WORDS). Choose one of the Essay Topics: Essay #1: How will the American University Preparatory Program (AUPP) help you enhance your professional career? Essay #2: Explain how you would apply the American University Preparatory Program experience in your future education endeavors?

**AUPP Courses**

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

**PREVIOUS EDUCATION DIPLOMA / GRADE TRANSCRIPT**  
**SCANNED PERSONAL ID / PASSPORT**  
**SELF-IDENTIFICATION DECLARATION (OPTIONAL)**

Training will be offered across all regions of Kosovo.

A.U.K. Statement: We are Kosovo's Future!  
020 486 444 ext. 301  
aupp@auk.org

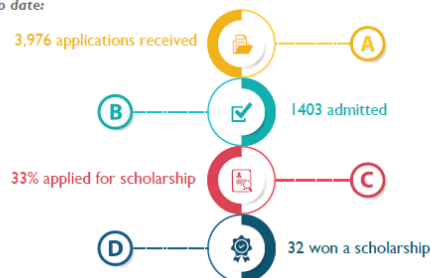


## The Transformational Leadership Program (TLP) Immersion and Public Service Courses Factsheet

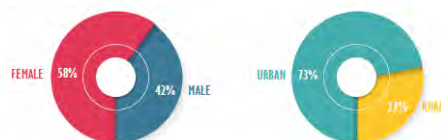
The Transformational Leadership Program (TLP) provides educational opportunities for Kosovo's most promising students in order to develop a cadre of leaders to drive significant change in Kosovo aimed at priority economic, political, and social development. This will be accomplished through university scholarships, partnerships, and student and faculty exchanges.

The AUPP program is designed to meet the general academic needs of prospective university and graduate students. Participants attending this program, who may not have had access to strong undergraduate programs, have the opportunity to meet their full potential and participate fully in educational opportunities. It will provide increased academic and economic opportunities for qualified and approved citizens of Kosovo who plan to attend universities in the United States, and to prepare them for the successful completion of their US studies. It will raise their English language proficiency levels, strengthen essential mathematical competencies, and offer adequate academic preparation focusing on providing the skills that will allow students to graduate from an American degree program. This means that TLP Immersion Courses will also give assistance in preparation for entrance examination such as TOEFL, GRE, and GMAT.

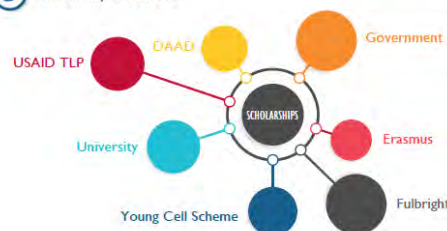
Up to date:



(B) from 1403 admitted students:



(D) Scholarships received:



### FINAL COHORT

The last cohort of USAID TLP Immersion Courses/AUPP is to be held in Prishtina only!  
174 students will be admitted.

Schedule:

March- April	March- April	May-June	June-July	September-October
Remedial English	Remedial Math	Discovery Course	TOEFL Prep Course	GRE/GMAT Prep Course

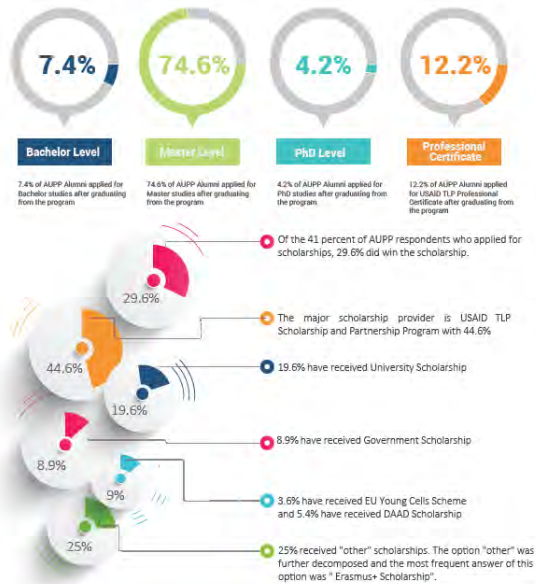
Dear Member of the AUPP Class of 2017,

Congratulations! Today you have accomplished another milestone in your academic life. Celebrate—you have a reason to.

On behalf of the USAID Transformational Leadership Program - Immersion Courses Component, it is our pleasure to congratulate you on your certification and to welcome you to the AUPP Alumni Network.



Based on the Alumni Survey acquired responses:



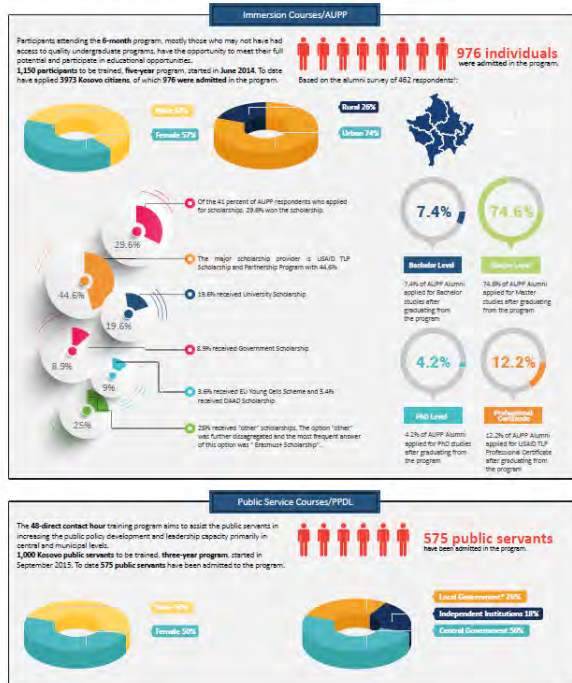
*This illustrates that you have made a smart choice with AUPP and that you will surely have a lot to look forward to in the future.*



### The Transformational Leadership Program (TLP) Immersion and Public Service Courses Factsheet



The Transformational Leadership Program (TLP) Immersion and Public Service Courses is a \$2.79M program funded by USAID with the goal to enhance existing human capital and talent through implementation of its two strategic objectives:  
1. To deliver Immersion Courses (also known as the American University Preparatory Program-AUPP) to Kosovo citizens;  
2. To deliver Public Service course (also known as Public Policy Development and Leadership-PPDL) to Kosovo Public Servants.



\*This statistic is generated from Alumni Report of AUPP Cohort 1, 2, and 3. AUPP Cohort 4 is ongoing and shall be by June 21st, 2017.

\*NOTE: Public servants from local government started attending the training program from Fall Semester 16/17.

Training will be offered across all regions of Kosovo.

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

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

**AUPP start date**  
December 1, 2015

**Eligibility Criteria**  
All applicants must be Kosovo citizens. Priority for admission is given to:  
• University graduates who have already finished their bachelor studies and have obtained a diploma or transcript to prove eligibility.  
• University students in their last year of studies towards their undergraduate degree.  
• High school students in their last year of high school.  
• High school students who have already finished high school and want to continue with university education.

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

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

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

**CONTACT INFORMATION:**  
A.U.K. Kosovo Contact: 00 383 462 8000  
Tel: 00 383 462 8000  
Email: auk@auk.org  
Web: auk.org  
Facebook: aukosovo  
Twitter: aukosovo

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

- Since 2014, A.U.K. will provide AUPP training for up to 1,100 students.
- In this cohort, we will be accepting 190 students.
- Enhance skills in English language, Mathematical competencies, entrance and proficiency exam preparation, and cultural diversity training.

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

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

**AUPP Courses**

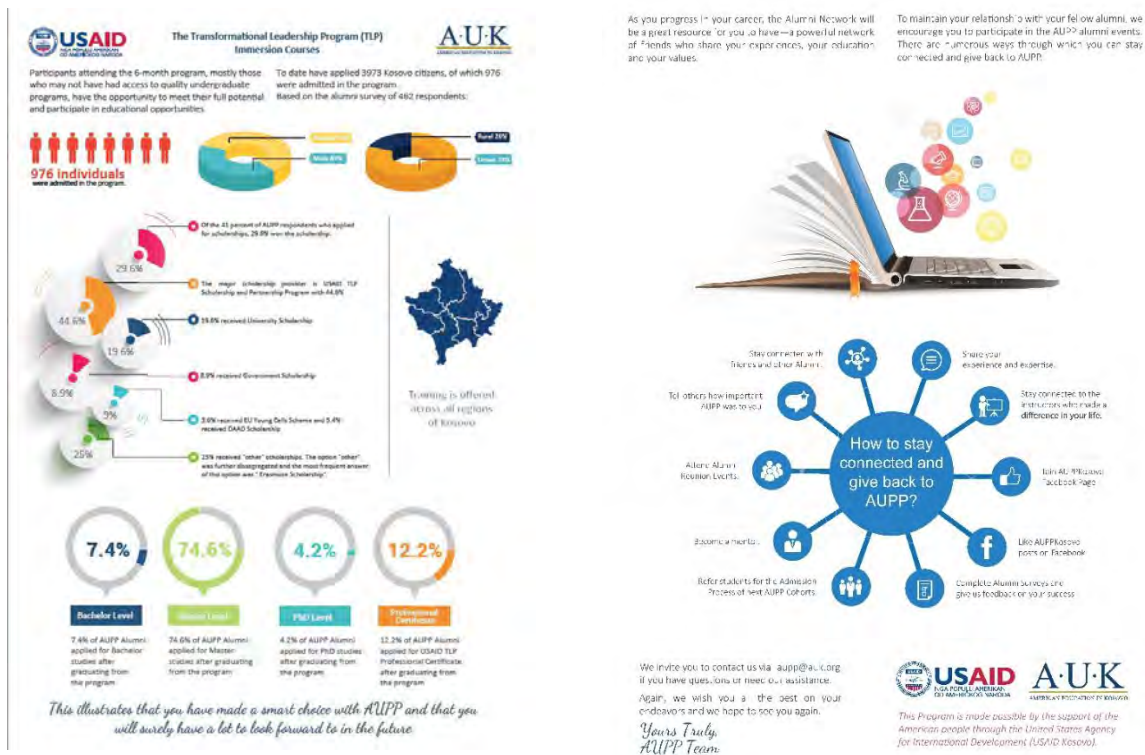
- Remedial English Course
- Remedial Math Course
- Discovery Course (General University Skills)
- USLEB Communication Preparatory Course
- GRE/SMAT/BE examination Prep. Course

**How to apply**  
Applications for the AUPP Program are accepted through the A.U.K. online application system. A completed On-line A.U.K. registration consists of the following:

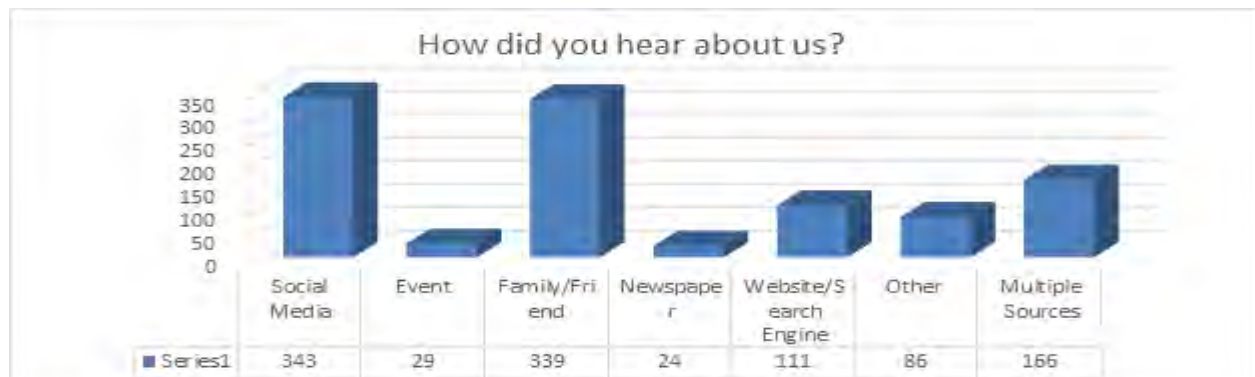
- WRITTEN ESSAY IN ENGLISH (300-500 WORDS)  
Choose one of the Essay Topics.  
Essay #1: How will the American University Preparatory Program (AUPP) help you enhance your professional career?  
Essay #2: Explain how you would apply the American University Preparatory Program experience in your future education endeavors?
- PREVIOUS EDUCATION DIPLOMA / GRADE TRANSCRIPT
- SCANNED PERSONAL ID / PASSPORT
- SELF-IDENTIFICATION DECLARATION (OPTIONAL)

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



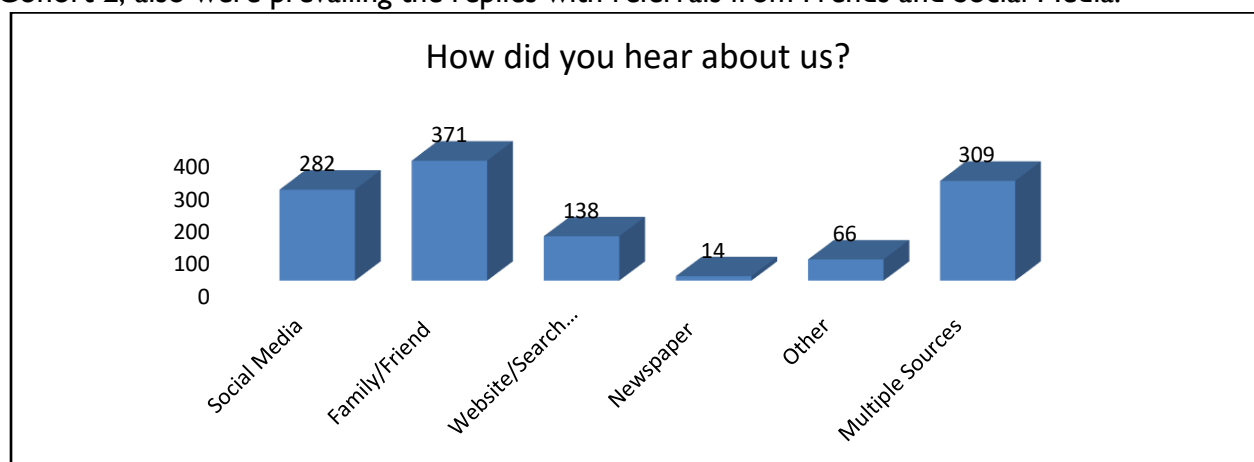


By the end of the application process, the candidates in Cohort I reported the following sources of information:



The types of direct promotion activities carried out in each region during the promotion of Cohort 2 included the Environmentally friendly Promo Bikes were introduced and hand-to-hand distribution of brochures / datasheets and presentation was organized in all regions of Kosovo, excluding Pristina.

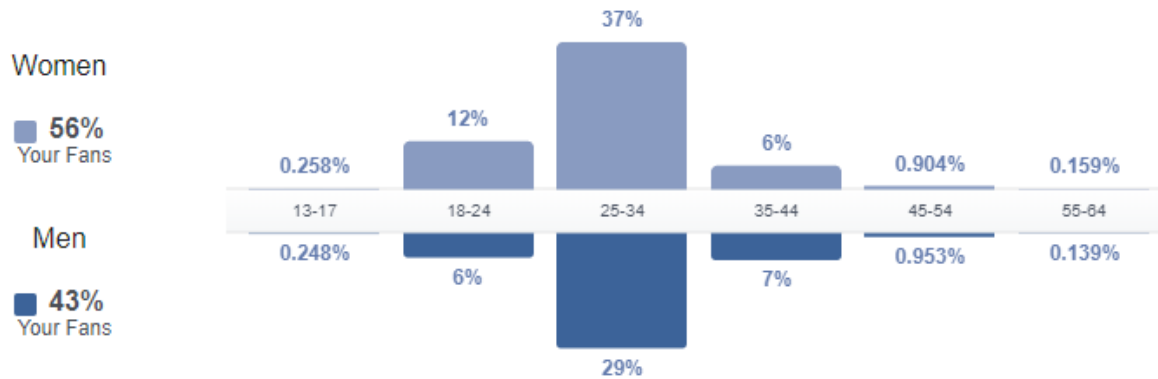
This form of marketing resulted to a high number of interested candidates applying for the program. We have doubled the application number in week 2. Hand to hand delivery and presentation was also practiced for Cohort 2 call in all regions of Kosovo. During Cohort 2, also were prevailing the replies with referrals from Friends and Social Media.



For this reason much of the efforts to promote the program have been spent on social media, primarily on [Facebook](#). The program team spent some of the marketing funds in increasing outreach using the paid outreach model in this medium. During the period of this report, the total page likes reached 10,072 people.

The demographic segregation includes 56% women and 43% men, mostly falling under the age between 18-34.

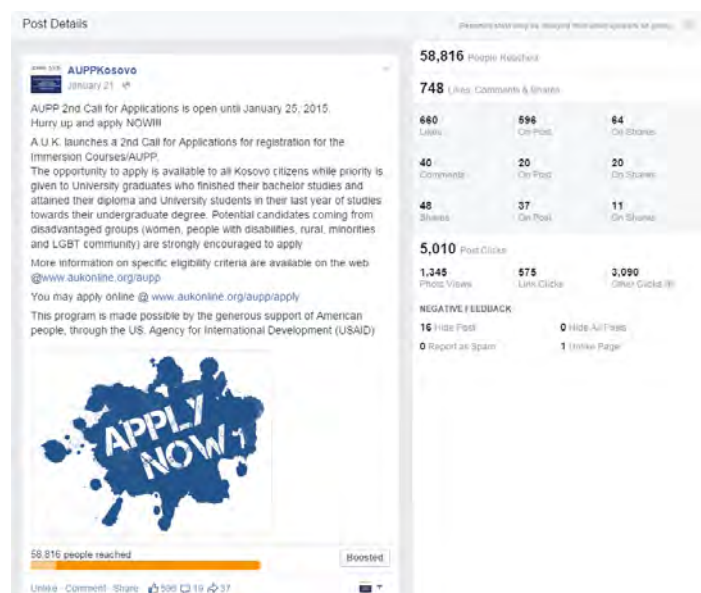




Facebook offered the possibility to reach audiences in specific locations, or those that use specific language. This enabled us to reach out to more specific minorities especially for the class we planned to open in Mitrovica North.

On each site presentation, the program team published the announcement on Facebook and gathered photos from the event and posted them there.

The page was also used to communicate directly with potential candidates who posed questions about the program using the message option of the platform.



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

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

In order to maintain a high level of faculty/staff/student community communication, the AUPP team created Facebook groups to be used exclusively by AUPP Cohort 2 and Cohort 3 students and AUPP Faculty. The Facebook groups were updated regularly with information and reminders to



USAID TLP Immersion Courses (3rd Cohort) - American University Prep Program

complete course evaluations, information about TOEFL ITP, photos of exam sessions, etc. Additionally, students were able to post comments and photos of in and out of class activities. At RIT Kosovo (A.U.K), we believe that both curricular and extracurricular activities make important contribution to student education. As a result, the AUPP seemed to have built a very strong academic community based on educational values. We project that our students will be much more socially engaged citizens, once they successfully finish our program. Furthermore, these groups will help us track students in the future in order to measure the impact of the training in the years to come.

A promotional video animation was prepared to promote the program. This customized video animation was published on Facebook and YouTube. The marketing ad including the a video animation, was designed by the RIT Kosovo (A.U.K) Media Center.

To reach out to as many potential applicants during the application period and make the video animation as visible as possible, the program team boosted the post on Facebook by investing some of the marketing funds. In this way, we reached to around 29,663 people through this promoted post. In order to reach the desired target audience for this cohort, 20,000 AUPP brochures and 150 posters were printed and distributed widely across the country. These brochures and posters were distribute these brochures and posters in all of Kosovo. Same as in previous cohorts, the program team outsourced some of the promotional marketing activities, such as face-to-face personal contact or direct marketing for which a private marketing company was hired for all cities across Kosovo. These activities were held in most crowded city areas, near universities and colleges, boulevards, and main streets.

The whole presentation campaign functioned well with many candidates being interested in different cities and organizations around Kosovo. On October 20, 2015, the program team met with QESH – an organization dealing with human rights while primarily focusing on LGBT rights.

Stationed in Prishtina, the organization invited activists to be present and listen to the presentations on the benefits of the AUPP program. It must be noted that during most of our presentations we met program alumni who voluntarily spoke on behalf of the program and recommended the program to other prospective candidates. We received a public praise by our LGBT alumni who said that the program is inclusive and the instructors and the team made them feel included and equal to every other student besides the fact that some of them disclosed themselves as LGBT.

Moreover, the team met with prospective candidates in Mitrovica North at the IBCM College to present the opportunity to prospective candidates from the north of Kosovo. There were a dozens of interested candidates present in the information session; however most of them reported that they do not hold Kosovo documents thus were ineligible to apply for the program.

The team also presented the program in Gjakova at the public University “Fehmi Agani.” The number of interested students was very high as it also resulted in the highest number of students applying in Gjakova. Gjakova remains the city with the most interested candidates which in the second cohort resulted with 2 groups running in this city. Furthermore, the group joined the World Learning and USAID education team to meet with local prospective students in the municipality of Sterpce and present at “Behar” a local NGO in Bazhdarane, Prizren to offer the program to both the Serbian community in Sterpce as well as the Bosnian and Roma, Ashkali and Egyptian community there.







Additionally, USAID Kosovo Education Team together with AUPP team members presented the AUPP courses in municipality of Skenderaj. AUPP team members presented the program to high school students and provided them with information on the opportunity to attend preparatory courses such as TOEFL, GRE, and GMAT for free.



Due to financial implications, the outreach for Cohort 5 included only social media presence. Even though, this cohort was planned to be organized in Prishtina only, the targeted audience for promotion, included all municipalities of Kosovo. As indicated in the work plan, the program team have built a strong media presence by interacting with potential students. Our plan was to have a strong social media plan and presence on the web, to promote the last and final cohort of AUPP.

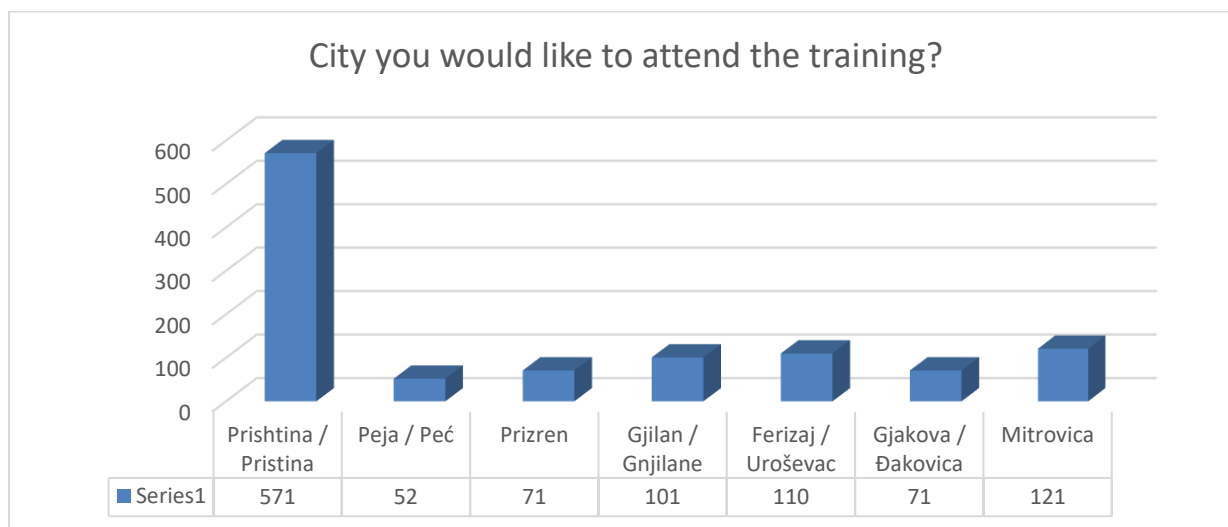
### Activity: Application and Kick off

Application for Cohort I started as planned, on June 5, 2014. It was preceded with a kick-off event held the same day at the RIT Kosovo (A.U.K) Auditorium.

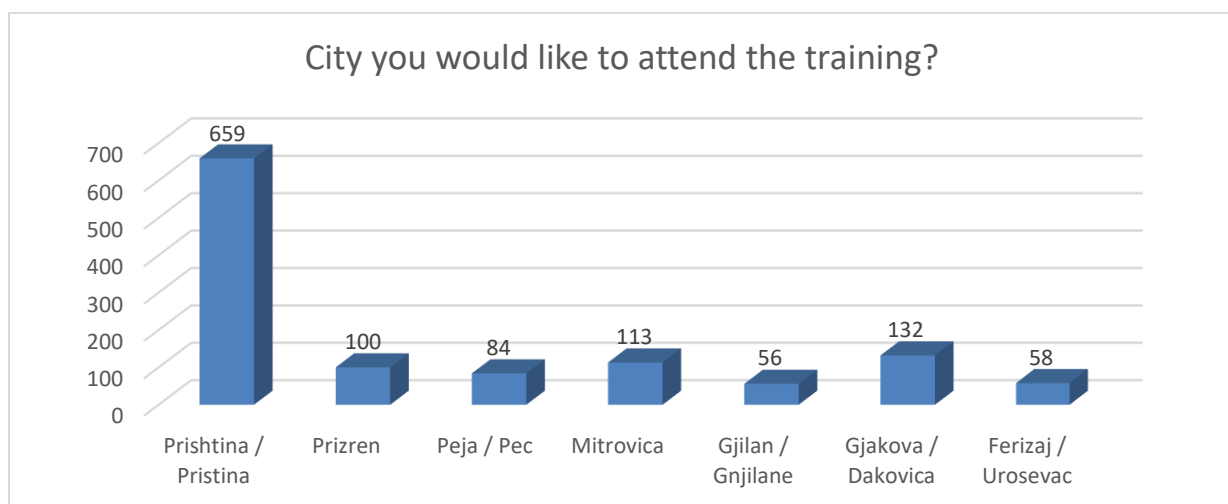
The main purpose of the event was to primarily serve as a PR event to kick-off the application process.



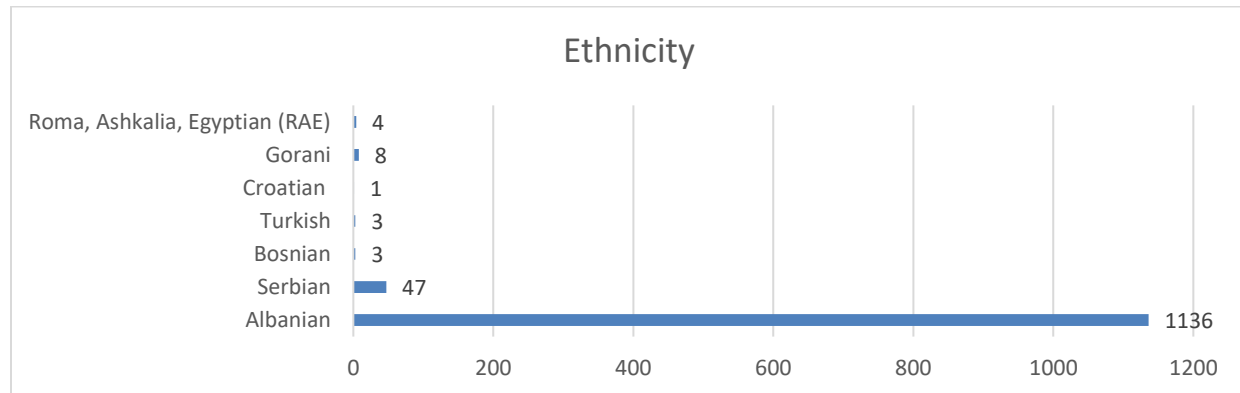
For cohort I, in a 23 day application period, we received 1,098 applications for 258 available seats for all regions in Kosovo, out of which 53% were females and 47% males. 13 applicants were from minority groups (Serbian, Bosnian, RAE and Turkish). In terms of geographical distribution, candidates preferred training in the following cities:



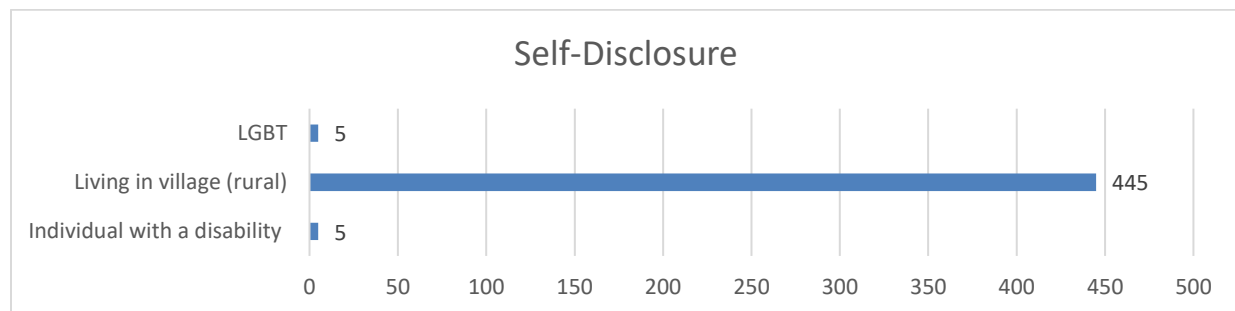
For Cohort 2, during a period of 9 weeks of application, we received a total of 1205 applications. In terms of gender segregation, 54% were female and 46% were male. The preferred schedule of the candidates was during the night, while more than 56% preferred Pristina as their training site.



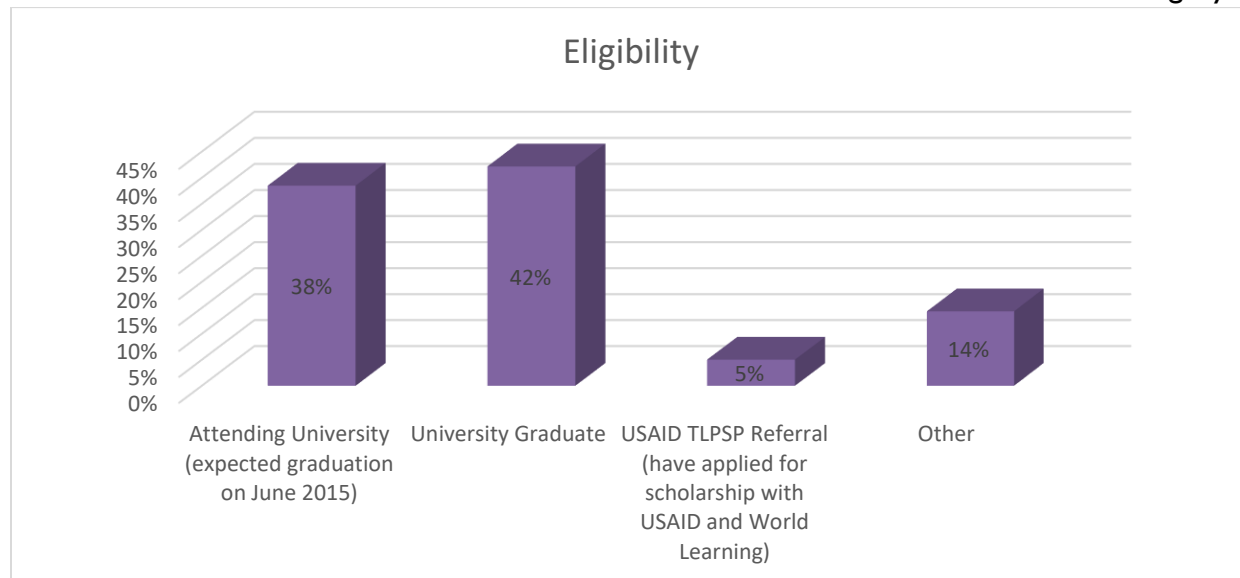
Due to a more proactive approach, the program team performed better than in the first Cohort in outreach to minority groups, thus increasing applications from minorities from 1% to 5.5% or 66 minorities in the second Cohort.



Based on voluntary self-disclosure, application for Cohort 2 included:

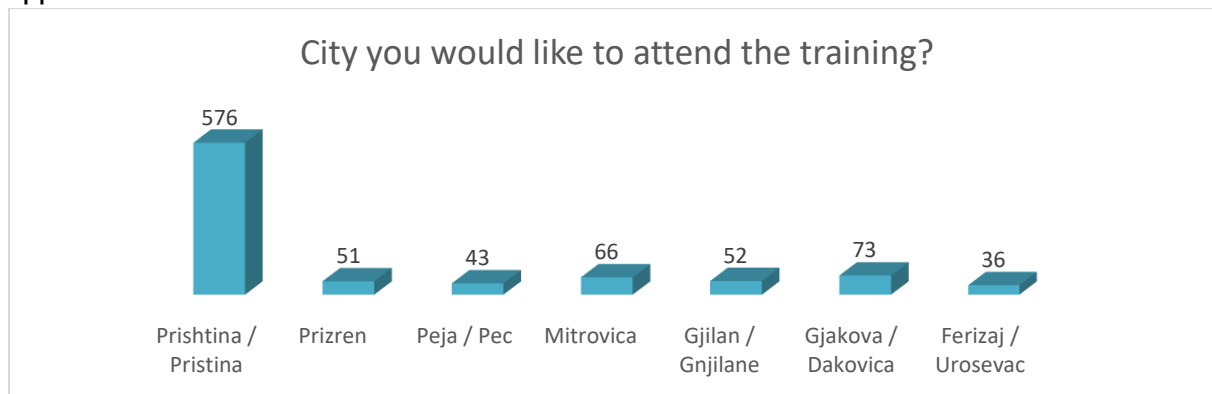


In terms of eligibility, 42% were university graduates, 38% were currently in their last year of bachelor studies, and 5% were referrals from TLP SP and 14% fallen under the other category.

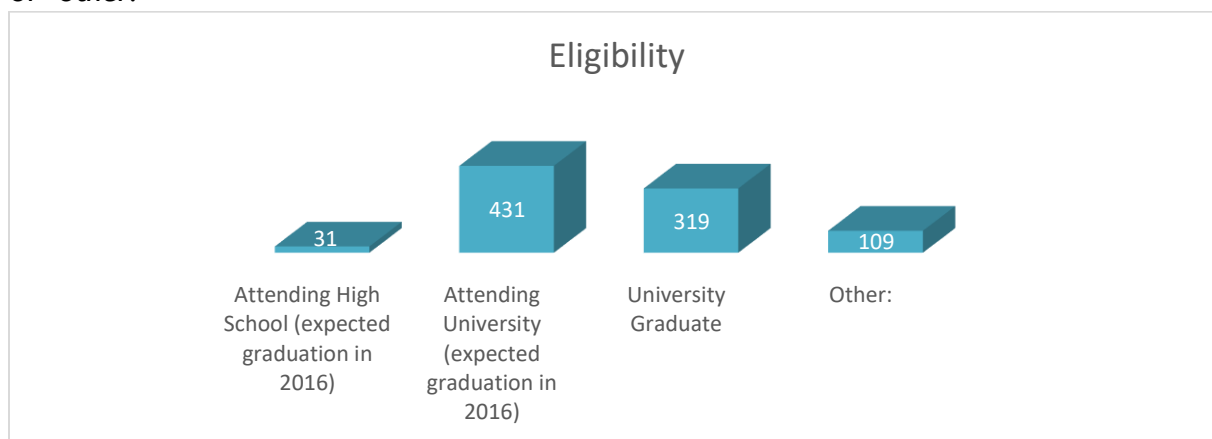


For cohort 3, during the open application period, we received 901 applications for 198 available seats from all regions in Kosovo, out of which 62% were females and 38% males. After additional outreach in Mitrovica North the total number of applicants reached 917.

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



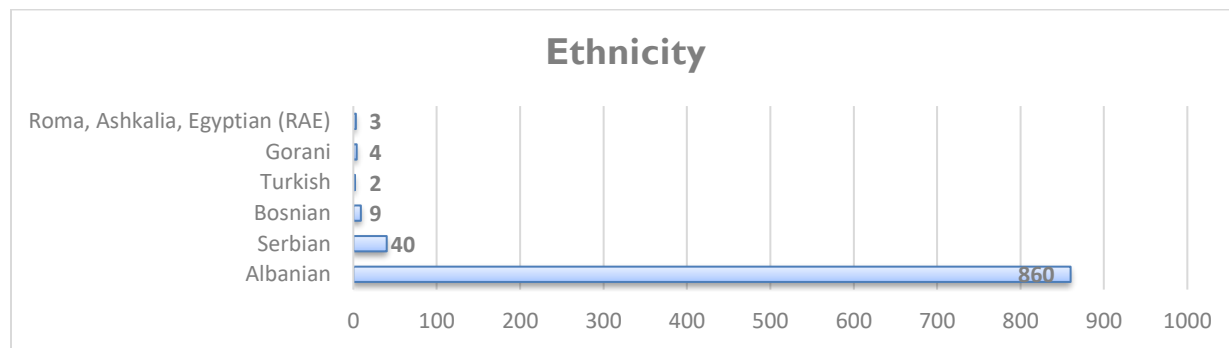
Of all applications received, 31 students were still attending high school and expected to graduate in May/June 2016. The vast majority of applicants interested in our program (431) were students attending university, expected to graduate in 2016. Moreover, 319 applicants reported to be university graduate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



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

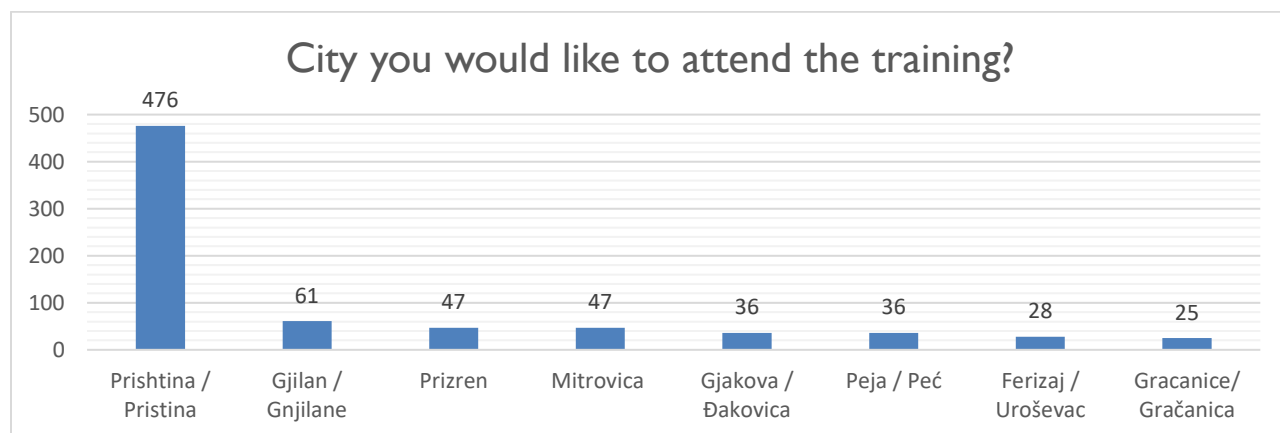
Out of 918 applicants, 860 reported to be Albanian, 40 Serbian, 9 Bosnian, 2 Turkish, 4 Gorani, and 3 Roma, Ashkali and Egyptian.





AUPP Cohort 4 application period was opened from September 19th to October 9th. For the municipality of Gracanica and North Mitrovica, the application deadline was extended until October 16th and October 23rd respectively. During this period, we received 756 applications for 170 available seats, from all around Kosovo. In terms of gender composition, 62% of the candidates were females and 38% of them were males.

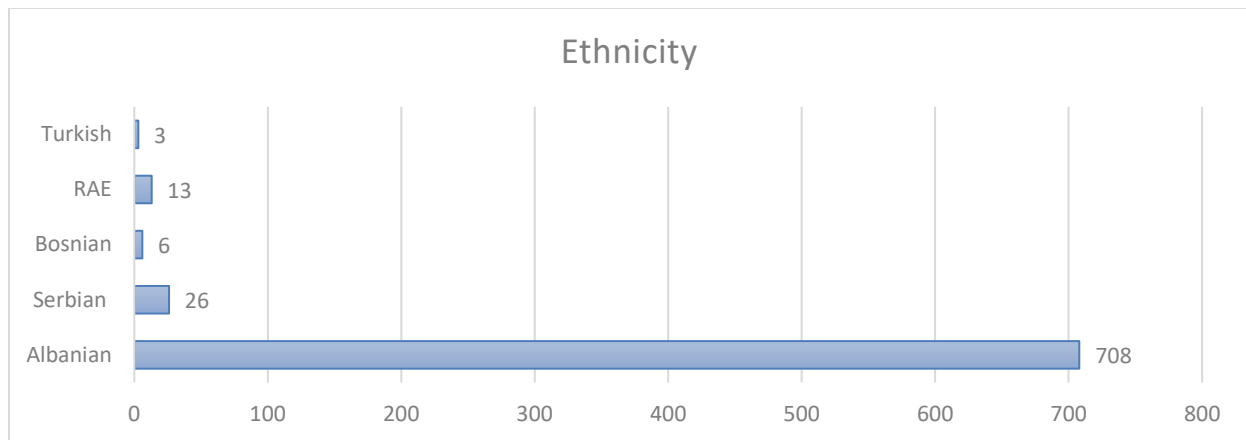
As in previous cohorts, the majority of applicants in cohort 4 were concentrated in Prishtina, mainly because of AUPP program running concurrently with lectures at public university and other higher education institutions in Kosovo. Out of the pool of those applying, 476 chose Prishtina as their preferred city of attending the training, while the applications for other cities were in lower numbers, with an average of 40 applications per city.



In terms of eligibility criteria, out of 756 applications received, 52 candidates were still attending high school and were expected to graduate in 2017. The majority of the candidates (341) were in their last year of university studies and were expected to graduate in 2017, followed by 273 who claimed that were university graduates, 3 USAID TLP SP Referrals and 87 who were classified in the category of other.

In the previous cohorts, in the voluntary self-disclosure application section, the program team noted that candidates during the application procedures had a tendency to affirm that they belong to one or another category, regardless if they did or not. In order to avoid confusion among candidates, the program team added another category for all of those who were not affiliated with any of the ones already set out. As a result, the inaccuracy decreased significantly and the

classification of candidates was as following: individual with a disability (3), LGBTI Community (2), Living in village (rural) (181) and 570 in the None category. As in previous cohorts, the majority of the candidates were Albanians (708), followed by Serbians (26), Bosnian (6), RAE (13) and Turkish (3).



Due to the introduction of budget cuts, the program team also decided to change the approach in the implementation of *Cohort 5*. Given the fact that this was the 5<sup>th</sup> cohort being held for AUPP and the targeted audience for this component is very active on Facebook, our program team proposed not to organize the kickoff event, and concentrate efforts in promoting the program to the targeted audience.

As done in previous cohorts, all applications forms were registered in an online database and archived in our institution's servers. This Masterfile of application forms served as the primary pool for the selection of prospects.

## Activity: Infrastructure set-up

For classes in Prishtina, RIT Kosovo (A.U.K) regular classes were procured for the delivery of the program. The infrastructure fulfilled the set criteria that promoted a safe and positive learning environment.

For the classes that were delivered outside of Pristina, the program team negotiated with private universities and colleges to use their classroom for the delivery of the AUPP Courses, under the condition that they meet the quality criteria's set in Year One work plan. The decision to work with private universities and colleges was based under the notion that most of them have policies in place that ensure an environment free of discrimination and harassment, thus safeguarding a diverse student body that AUPP aims to serve.

The project completed negotiations with all infrastructure providers. Throughout the project lifetime, the following infrastructure providers were contracted:

City	College
<b>Prishtina / Pristina</b>	RIT Kosovo (A.U.K)
<b>Peja / Peć</b>	European College Dukagjini
<b>Prizren</b>	Universum University College, Fama College
<b>Gjilan / Gnjilane</b>	Fama College, Public University "Kadri Zeka", Don Bosco School Center
<b>Ferizaj / Uroševac</b>	Universum University College
<b>Gjakova / Đakovica</b>	Universum University College
<b>Mitrovica</b>	International Business College Mitrovica
<b>Gracanica</b>	Cultural Club of Gracanica





## Activity: Trainer Selection / Train the trainer

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

During the Train of Trainer' we organized before the start of the course, we discussed about classroom management and teaching delivery styles. For classroom management, we talked about creating a sustaining classroom atmospheres free of hostility and threats and teachers were prepared to celebrate diversity and bring it up front as an asset. This was done for two reasons: 1) to raise awareness among instructors that diversity is indeed an asset, and 2) to prepare these students to function well in highly diverse settings. We particularly noted that diversity is not only ethnic and religious but it is also cultural, social, economic, sexual, and many more including learning skills of students participating in a class. This was accepted well and was appreciated by the instructors.



The instructor call for applications was released in May 12, 2014 on the RIT Kosovo (A.U.K) Employment Opportunity Section of the RIT Kosovo (A.U.K) website. The call was also published on online job portals: <http://www.telegrafi.com>, <http://www.kosovajob.com>, <http://konkurset.com>, <http://www.portalpune.com>, and it was distributed through the RIT Kosovo (A.U.K) email delivery system. The call was also forwarded to **KETNET - Kosova English Teachers' Network**. More than 100 potential trainers applied and went through the recruitment process supported by the RIT Kosovo (A.U.K) HR Specialist.

RIT Kosovo (A.U.K) engaged a full time Head English Professor in September 1, 2014 that is in charge of Quality Assurance and Curriculum Development for AUPP. Several Train of Trainer activities were conducted with the aim to ensure a uniform and standardized training in all the regions. Participants discussed instructional design, training delivery, instructor – student rapport,

syllabus review, lessons learnt, suggestions for the upcoming cohort, grading philosophy and approach, teaching approaches for specific components of the classes, delivery of rosters, schedule, presentation skills, facilitation and other teaching related supplies and other elements deemed necessary to discuss in each of the trainings. The ToT sessions were organized prior to the start of the training sessions in August, September and October in 2014 and January, February and March 2015. Numerous other meeting and online sessions were held with the aim of continuous improvement. RIT Kosovo (A.U.K) WebEx license for online meetings was utilized to organize ToT sessions that discussed strategies for improving student attendance and truancy prevention.

For the deployment of AUPP in all regions, the project contracted overall 137 teachers to deliver training in Remedial Courses, TOEFL, GRE, GMAT and Discovery. Although the program team made every effort to identify instructors coming directly from the region they were scheduled to conduct the training, this was not possible in many cases and trainers from Pristina were sent to deliver training in other regions.

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

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

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

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

Prior to the start of every course, a comprehensive syllabus review was conducted, with careful review of all teaching resources to be used in class, both the main booklet and other teaching resources, and conducted an extensive discussion on lesson plans and delivery methods. Most importantly, students' feedback was discussed while picking on common themes. We also brought up the positive feedback students provided and marked them as points of pride or achievements. New instructors made very good use of these discussions as they depicted what points they

needed to work hard on and learn how to gain the trust and respect of students by learning what they needed and appreciated more.

Throughout the ToT regular sessions, we realized the English Refresher and Math Refresher classes did not need any adjustments. We managed to bring both syllabi to a perfect fit to meet all our objectives. We may decide to conduct changes to these syllabi based on the feedback we receive from the alumni survey, though it is very unlikely. The Discovery syllabus, on the other hand, was slightly modified. The class was delivered in 4 different modules to prepare students to study, conduct research and write research papers, be confident public speakers, and communicate effectively with other cultures. After a careful consideration and receiving feedback from instructors, we decided that the first module of the class should include university application guidelines apart from life at the university. So, currently and in the future, apart from learning about different ways to make good use of life on campus, students will learn how to write a personal statement, completing an application form for a graduate program, and writing a CV and a cover letter.

As usual, use of resources to maximize learning, lesson planning and delivery, and teacher-student relationship were discussed and strategies were shared by instructors from their experience in class. The trainer focused on providing theoretical frameworks to all strategies discussed for the purpose of providing an academic texture to the discussion. Finally, additional classroom and home student learning resources were selected and created in a shared drive where teachers would be able to find appropriate documents for use in class and/or assign student homework. It is very important to mention that our instructors have become very confident about the delivery of all classes in our program and they have developed a deep identification with our program culture that we have managed to create together.

For the *Cohort 5*, the feedback received from students throughout the different cohorts and after delivery of each class, provided us with a clear comprehension on the impact of the class and the alterations we needed to conduct in order to best meet the needs of our students.

Even in cohort 5, prior to the start of every course, we conducted comprehensive syllabus reviews, where we carefully reviewed all teaching resources we wanted to use in class. For the deployment of the program from the beginning of Cohort 5 to date, the program has delivered the Remedial English and Math course.



## Activity: Admission Testing

The admission test for *Cohort I* was developed by RIT Kosovo (A.U.K) faculty and it consisted of 100 questions for the English Section and 20 questions for the Math Section. The English Section test mapped the Michigan Test of English Language Proficiency while the Math Section was completely a homegrown test (used by RIT Kosovo - A.U.K admissions office).



*Photos from admission exam day*

Participants were asked to complete the Self-Identification Form, where they provided information such as self-disclosure, nationality and their eligibility in joining the program. Afterwards, they were given 75 minutes to complete the English Section Exam. A 15-minute break was offered and they continued with 60 other minutes to complete the Math Section of the Exam. All participants were advised to bring their own calculator for the Math Section Exam. Smartphones and tablets were not allowed to be used as calculators.



During Cohort I testing, given the fact that correction of exams manually can result in mistakes, the AUPP team requested from RIT Kosovo (A.U.K) Admissions office to double-check each

corrected admission test and ensure minimum level of error. This process resulted in a longer period of time allocated for finalization of admission test results.

From *Cohort 2*, test applicants were required to sit in both sections listed below:

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

The admission test was closely monitored by the program team and exam proctors. The total time for completing the Admission Test was 2 hours.

Due to the prolongation of the scoring process in Cohort I, the AUPP team requested from RIT Kosovo (A.U.K) Admissions Office to invest in machinery that could expedite the testing results. RIT Kosovo (A.U.K) Admissions purchased a Scantron, which served as an exam correction tool and helped the project in two main dimensions: **time** – correction of admission tests requires approximately 5 seconds, and **accuracy and reliability** – the Scantron guarantees a 100% accuracy of results.

The Scantron Machine scored up to 35 tests per minute and generated item analysis and mean scores.





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



**Admission Test in Ferizaj- Universum College**



**Admission Test in Gjakove- Universum College**





**Admission Test in Gjilan- Don Bosko Center**



**Admission Test in Gracanice- Cultural Club Gracanica**



**Admission Test in Mitrovica- Fama College**



**Admission Test in Peje- Dukagjini College**



**Admission Test in Prizren- Fama College**



**Admission Test in Prishtine- RIT Kosovo (AUK)**



We ensured that the admission test in all centers were well-organized, and as a result, there were no problems indicated during the testing process. In close cooperation with our Head of Assurance and Curriculum Development, it was decided that due to their English skills, students in Gracanica should only sit the English section. Additionally, candidates in Gracanica did not show any interest to attend the GRE or GMAT Prep. Courses. As a result, in the admission test, they took only the English test.



## Activity: Selection, Placement and Procurement of Training Materials

For *Cohort 1*, English test scores were used as the main metric of selection and placement. Math scores were predominantly used to identify knowledge remedy needs before candidates can go into GRE or GMAT. Below is a description of proficiency depending on the score provided:

	SCORE	CONCEPT
<b>VERY POOR</b>	10 – 35	Some ideas and words isolated. Absolutely no English proficiency.
<b>POOR</b>	35 – 55	Limited Understanding, very simple sentences. Basic instructions, factual information on a predictable topic. The grammatical structures are not consolidated.
<b>BORDELIN/ BASIC</b>	60 – 65 - 69	Understands general conversations with doubts / difficulties over the telephone. Uses some kind of limited grammatical structures. Make himself / herself understood in a basic way.
<b>ACCEPTABLE</b>	70	In case of continuing further studies, may take up to ½ the normal academic load but needs a special intensive English course. Should have a better understanding of new short conversational situations and short lectures / some difficulties over the phone. Should be able to express ideas with better fluency / mistakes in advanced grammar are still very important. Without problem with intermediate texts / still slow and doubts with advanced texts.

<b>GOOD</b>	75 – 79	Very well in understanding on a fairly wide range of topics / occasional doubts over the phone Should be able to express ideas well and with fluency/ occasional mistakes in advanced grammar structures. Understands most of the texts / still some doubts with advanced texts
<b>VERY GOOD</b>	80	Minimum score of acceptance by some schools at the USA Universities. Good command of the language in a wide range of real world situations. Can keep up a casual conversation with a good degree of fluency, coping with abstract expressions / almost no doubts over the phone.
<b>HIGH COMMAND</b>	85	Minimum score of acceptance by most schools at the USA Universities. Good operational command of the language in most situations. Understanding generally successful.
<b>EXCELLENT</b>	90 – 95	Proficient enough in English to carry a full time academic program. Fully operational command of the language at a high level in most situations, e.g. can argue a case confidently, justifying and making points persuasively.
<b>OPERATIONAL</b>	96 – 100	Can compete with native speakers of English on equal or nearly equal terms. No restrictions for academic work

Below is a translation of RIT Kosovo (A.U.K) admission scores to TOEFL scores:

<b>TOEFL - COMPUTER</b>	<b>TOEFL - PAPER</b>	<b>TOEFL - iBT</b>	<b>AUK Admission Test (English Part)</b>
<b>300</b>	677	120	100
<b>267</b>	630	109	95
<b>237</b>	583	92 - 93	90
<b>213</b>	550	79 - 80	85
<b>200</b>	533	72 - 73	80
<b>183</b>	513	65	75
<b>170</b>	497	59 - 60	70
<b>157</b>	480	54 - 55	65
<b>143</b>	463	49 - 50	60
<b>130</b>	447	44	55
<b>103</b>	410	34	45
<b>90</b>	393	29	40

Candidates that scored 35+ on the English component of the admission exam were selected for further application consideration during this phase.

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

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

Positive discrimination in admission was applied to the following groups:

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

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

For the purpose of planning future support needed for people with disability, the 9 candidates that reported their disability status were contacted. In our inquiry to find out their types of disability (Physical, Sensory, Vision, Hearing, Olfactory and gustatory, Mental, Autism, Nonvisible, etc.), 12 candidates reported that they ticked this option by mistake.

The program team together with AOR, acknowledged that not all applicants will undergo all the courses of the Programs. Students with good test scores don't need to take the Remedial Courses. Undergraduate students with TOEFL test results in hand, will not need to sit the TOEFL Prep course again, but will directly go into GRE or GMAT prep courses. Those that have graduated from an American University in their undergrad programs will not need to take the

Discovery Course. Students who have just finished high school studies did not need GRE or GMAT. For this purpose, in the self-identification form we have asked the candidates to select the courses they would like to attend.

This decomposition of the program courses allowed RIT Kosovo (A.U.K) and USAID to increase the program reach and enroll more candidates that initially planned without affecting the approved budget.

For TOEFL/GRE/GMAT Preparatory courses, the project initiated procurement of student books following the RIT Kosovo (A.U.K) procurement policies. In total, the project procured the most up to date prep books:

- 1156 Kaplan TOEFL IBT Premier
- 465 GRE Premier
- 246 GMAT Premier

The books were distributed to enrolled candidates in all regions. All students and instructors signed the material hand-over form upon acceptance of the book/training material and data are stored in the files as well as electronically in the course tracker. One copy of each book was handed over to RIT Kosovo (A.U.K) library to be made available to students for renting, in case they lose their own copy.

As specified in the admission testing section of this report, English test scores were used as the main metric of selection and placement. Math scores are predominantly used to identify knowledge remedy needs before candidates can go into GRE or GMAT. The official English Placement Test Administration Manual contains guidance on how to interpret CamLa EPT Scores. CamLa EPT Scores are divided into six distinct levels: Beginner, Beginner (high), Intermediate (low), Intermediate, Advanced (low) and Advanced. The Skill Level Scores is very important since it guided us to determine the final cut scores that our program will be using.

**Table 4.12: Comparison of EPT Cut Scores**

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

Based on the above table, candidates who scored 69 points and above or 85% and above on the CamLa EPT Test of the admission test were selected to attend the AUPP Program for TOEFL Prep. Course and GRE/GMAT Courses. On the other hand, candidates who scored 51 points to 68 points or 63% to 84% on the CamLa EPT Test on the admission test were required to attend Remedial English Course prior joining the TOEFL Prep. Course.



Out of 1205 applications received, 972 applicants sat the Admission Test and 595 students were admitted to the program. Similar to the previous cohort, we dismantled the program into courses and placed students based on their admission test results, which included 345 candidates admitted in Remedial Course, 350 in TOEFL, 144 in GRE, 100 in GMAT and 345 in Discovery. Effective admission is considered to be at 350 following the full program.

In Cohort 2, out of 595 candidates admitted in sections of the program, 31 withdrew or did not attend. Out of 564 attending, 57% are female and 43% are male. In terms of their education status, 46% are in their last year of bachelor university students, 37% have completed their bachelor studies, 8% are in other studies and 9% are referrals from USAID TLPSP. In terms of declared ethnicity, 535 are Albanian, 17 Serbian, 5 Gorani, 3 from RAE community, 2 Turkish 1 Bosnian and 1 Croatian. Three candidates reported disability, four that they belong to LGBT community and 164 that are coming from Rural Area. 407 candidates, or 72% are from Marginalized Groups (note, cross-marginalized individuals are counted only once i.e. disability and living in rural areas, women and minority, etc.)

Based on instructor's lessons learned from Cohort 1 and student feedback, the training materials for the Remedial Courses were revised and improved for Cohort 2 candidates.

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

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

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

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

This decomposition of the program courses allowed RIT Kosovo (A.U.K) and USAID to increase the program's reach and enroll more candidates than initially planned, without affecting the approved budget.

This step enabled us to enroll 198 candidates in the AUPP Course pack, while allowing for 79 additional students to be accommodated in the other course separately, i.e. Remedial Courses,

GRE or GMAT. Furthermore, the program team has created a waiting list of potential candidates who can join the program, if some of the current admitted candidates decide to withdraw.

As previously stated, the application form and admission test results demanded a change of the previously planned class spread. Out of 917 applicants (including North Mitrovica applicants), 63% chose Prishtina as the city they would like to attend the training in. This was expressed even more in the admission exam, where out of the 673 candidates that sat the admission exam, 67% wanted to attend the training in Prishtina. This is mainly because Prishtina has historically been the predominant University City, where students from all other regions have been taking their courses here.

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

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

Applicants sitting for admission test for Cohort 4, received admission notification email upon the selection of the candidates from the program team. Considering that the admission test in Gracanica was held on the same day, October 21<sup>st</sup> 2016, the admission notification email to them was sent on October 25<sup>th</sup> 2016.

Given that CaMLA (EPT) exam was considered as an easy exam for this competitive process, it was decided that Cohort 4 candidates enter the Test of English Language Proficiency. As a result, the Test of English Language Proficiency Test was used as the main metric of selection and placement, while the Math scores were used to identify math knowledge before candidates can go into GRE or GMAT. Given that this English test was considered more difficult, the average score was 58% and only 83 candidates (out of 581) scored 80% and above.

For the implementation of *Cohort 5*, the program team printed and fotocopied training materials required for the delivery of Remedial English and Remedial Math trainings. All students and instructors signed the material hand-over form upon acceptance of the book/training material. If a candidate dropped a course, they were required to return the books.

## Activity: Training Delivery

During *Cohort 1*, the full program (English Refresher, Math Refresher, TOEFL, GRE, GMAT and Discovery) was successfully delivered in all regions of Kosovo. Student attendance and participation was reported to have been satisfactory. Almost all instructors possess Advanced degrees attained at internationally acclaimed universities in Europe and the United States.

The English trainings were carried out by English instructors from the respective cities where trainings were delivered. Most of the instructors were teachers in the local elementary, middle, or high schools and the advantage was that they were familiar with the local student population culture thus were able to differentiate their teaching styles according to students learning needs. We closely observed the trainings and conducted site visits and teaching observations to assure quality teaching and learning was at place. The English Refresher course was delivered three times a week, three hours per meeting. All classes in other cities were delivered in the evening (from 5 PM) while classes at RIT Kosovo (A.U.K) were delivered both from 2 and from 5 PM.

The syllabus for English refresher aimed at five general goals: 1) Reading; 2) Vocabulary; 3) Grammar and Mechanics; 4) Speaking; and 5) Writing. Even though the course lasted 5 weeks, delivered in 21 class hours, the instructors reported that they were able to cover the topics included in the plan. This course is provided as a refresher to prepare students to attend the TOEFL iBT class which requires more solid and refined English skills.



Since this course is a replication of the existing RIT Kosovo (A.U.K) College English class, we took an advantage of the fact and created a grading system accordingly. The aim of the grading was to introduce students to the American University grading system but also raise awareness of the importance of the class. Grades appeared to be satisfactory and teachers reported that even though students found the work overwhelming at times, they still appreciated the knowledge that they were receiving at that pace.

The Math trainings were delivered at the same time as the English trainings. It was particularly remarkable that we attracted instructors with very good academic profiles who had quite some experience in research and teaching math at the university level. They were all very diligent and committed. The syllabus was created in cooperation with them and the standards were set during the initial ToT meeting at RIT Kosovo (A.U.K). After the agreement the syllabus was developed and sent to all instructors for approval. The whole class was delivered in a very collaborative manner. After each class was delivered, instructors reported their class experiences which helped both instructors and us as a team to note advantages and disadvantages of the teaching philosophy behind the syllabus.

There were 18 class hours delivered and all elements were reported to have been covered. Each class was met three times a week, three hours per meeting. Ultimately, instructors reported that the number of classes allotted for the math class were not sufficient and that some classes could be added in order for all topics to be covered. It was also reported that some more topics could be added in order that the objective of the class is met. This class aims to introduce students to the math sections which appear in the GRE and GMAT test. As a result, we have decided that in the next cohort we will tailor the math syllabus to cover math topics which appear in the GRE and GMAT so that students better cope with the challenge when they attend these classes.

TOEFL Preparatory classes were carried out by English instructors from Prishtina as well as the respective cities where trainings were delivered. Most of the instructors were teachers in the local middle, or high schools and the advantage was that they were familiar with the local student population culture thus were able to differentiate their teaching styles according to students learning needs. We closely observed the trainings and conducted site visits and teaching observations to assure quality teaching and learning was at place.

GRE and GMAT courses were delivered by instructors mainly from Prishtina who commuted to different cities to deliver the course. For each of these course we used the KAPLAN book sets and provided instructors with needed equipment to deliver the course. Each group of instructors teaching a specific course (TOEFL, GRE GMAT) shared their materials and experiences as they delivered the class. Instructors reported that this practice, along with other materials being at place, ensured quality delivery of the class.

Prior to the start of each class (TOEFL, GRE GMAT), we conducted a structured training, mandatory for all instructors, to ensure quality delivery of the course. The focus of this training was on teaching techniques and approaches as well as lesson planning, use of resources, and teacher-student rapport.

Each of the syllabi for the above mentioned courses is student centered and has clear achievable and measurable objectives and outcomes.

The TOEFL class is designed to assist candidates learn strategies, techniques, and tips to help them improve their reading, listening, speaking, and writing scores on the TOEFL iBT test. Throughout the course, candidates are provided with practice tests including the opportunity to practice speaking and write essays. The purpose of this course is to help non-native English speakers practice and learn strategies and skills that will aid them to improve their TOEFL iBT (Test of English as a Foreign Language) scores. The course covers all four sections of the test such as reading, listening, speaking, and writing, while including authentic practice tests and an online learning center. Classes include individual and collaborative exercises and test simulations. Homework may be assigned on particular class topics/sections. Every assigned homework is discussed in class so each candidate is expected to complete homework on time. Overall, this class is based on practice both in class and outside of class. Candidates are expected to practice and use all class resources outside of class to maximize their chances of getting high scores when taking the actual test.





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

The GMAT was tailored for individuals interested in earning an M.B.A. abroad are required by a vast majority of business schools to submit scores from the GMAT exam as a measure of their intellectual ability. Our GMAT preparation course was designed to equip its participants with knowledge of the best practices for achieving a superior score on the GMAT. It covered how the test works, how it is scored, and strategies for optimal performance. The program's 'practice-oriented' design allowed participant to gauge themselves and ultimately use that knowledge to design a study program individually tailored to their strengths and weaknesses. The GMAT test measured general verbal, quantitative, and analytical writing skills that are developed over a long period of time and were associated with academic success in the core courses of graduate management programs. The GMAT examination did not presuppose any specific knowledge of business or of other specific content areas, nor did it measure achievement in any particular subject area.

It was remarkable that all sections of all three classes managed to cover the whole planned material. Student attendance and participation was satisfactory and as such instructors were able to apply all strategies included in their lesson plans.



In year one, the Discovery course was offered as the last course in the series of courses in the AUPP. The course is designed to introduce students to the United States higher education system, the American culture, diversity, the general communication discourse, and Public Speaking. It tackles the importance of culture in our everyday lives and the ways in which cultures interrelate. It serves as a foundation to increase students' understanding of intercultural and multicultural communication and ultimately prepare them to deal with diversity as well as function both socially and academically in an increasingly diverse environment. Moreover, it provides students with study skills necessary to succeed in a US based higher education institution. The course focuses on fundamental research techniques, general academic writing standards, in-text citations and referencing using the American Psychological Association (APA) writing style, how to avoid plagiarism, effective time-management, critical and creative thinking, intercultural communication competence, presentation skills (public speaking), library research, note taking and time management.

The format of each class in the Discovery course is designed to have students provide their input for all the topics and sub-topics included in the daily lesson plan. Instructors are trained to allow students to have a say and let them learn from one another while working on collaborative small class projects as well as debate on tangible academic, social, cultural, and world affairs. The class is divided into four modules and each module has clear outcomes.

The first module focuses on General Education Skills, American University Graduate School Requirements and Student Life and after its completion students need to produce a short paper explaining "Graduate Life in the United States: Tips on How to Succeed in Life and at School." Within this module, among other things, students are introduced to APA and MLA writing styles, Basics of Academic Writing, Critical Thinking, Argumentation, Constructive Criticism, in order that they start including related literature to their paper as the general course goal is for them to learn how to write a proper academically accepted research paper.

The second module then teaches students how to produce a research paper while they need to submit one by the end of module 4. In module 3, students learn about Interpersonal and Intercultural Communication and they are asked to produce a paper on "How to communicate effectively with other cultures without abandoning the values of your native culture?" Moreover, module 4 focuses on Public Speaking where students learn the essentials of public speaking including, but not limited to, informative speaking and persuasive speaking. On the very last class, in groups, students need to deliver an informative on a topic previously agreed with the instructor. Most instructors accepted the idea that it would be good if students were asked to choose a culture of their choice and present all cultural traits, values, artifacts, traditions, and everything associated with a culture, to their peers. The purpose of this was to once again reinforce the general aim of this class to have students explore about other cultures and ultimately appreciate diversity.

In *Cohort 2*, having learnt some lessons from cohort 1, both from practice and from student feedback, the team decided to conduct some curriculum changes. Given that Math had more hours (18-24), we decided to structure the Math class so that it covers all Math topics that appear in the GRE and GMAT. This is done with the purpose of covering all math concepts that appear

in the respective classes so that instructors don't have to teach these concepts when they deliver the GRE/GMAT class but rather focus on the test taking techniques. Our aim was also to have the same instructors who teach GRE/GMAT to deliver the Math class as it would help them with the previous student knowledge assumed part when instructors prepare lesson plans. This was reported as a very positive change both by instructors and students.

Moreover, the team decided to change the English Refresher syllabus based on the feedback we received from instructors delivering TOEFL, GRE, GMAT, and Discovery. According to them, students' writing skills appear to be in a low level and as such students cannot cope with the writing challenges in the TOEFL, GRE, GMAT, and Discovery. We looked at student writing samples and scores and realized that the English Refresher would need a change. Hence, we decided to create a syllabus that would focus on basic academic writing skills to bring students' academic English proficiency closer to the level required for taking the TOEFL Prep Course and to prepare them for taking further English classes in order that they can attend an American university program of study. The course is designed to equip students with basic and advanced academic writing skills while teaching sentence structure in a straightforward manner, using a step-by-step approach, high-interest models, and varied practices. Part 1 of the class focuses on paragraph writing and it encompasses paragraphs such as narrative paragraphs, descriptive paragraphs, process paragraphs, and comparison/contrast paragraphs. Part 2 of the class focuses on more advanced academic writing approaches. It offers a comprehensive approach to learning how to write process essays, cause/effect essays, comparison/contrast essays, and argumentative essays. Part 3 of the class focuses on critical reading and thinking as it is required for successful study and completion of any of the courses offered through the American University Preparatory Program (AUPP).

Finally, for cohort 2, in cooperation with our instructors, we carried out workshops prior to the beginning of all classes to alter the existing syllabi to better meet our learning outcomes. All other syllabi were slightly modified without any substantial changes.

In the finalization of *Cohort 3*, the TOEFL Prep Course was the fourth course of the AUPP program to end in April 2016. As in previous cohorts, the end of TOEFL Prep. Course was marked with an invitation of students to enter the TOEFL ITP Test. From 198 of the invited students registered in the TOEFL Prep. course, 137 students took the test. The test was organized in cooperation with RIT Kosovo (A.U.K) Admissions Office, in all 7 city centers where the training was offered such as Ferizaj/Urosevac, Gjakova/Djakovica, Gjilan/Gnjilane, Graçanica/Gracanica, Mitrovice/Mitrovica, Peja/Pec, Prishtina/Pristina, Prizren/Prizren. The purpose of the test was to assess our students' proficiency level in three different skills such a reading comprehension, listening comprehension, structure and written expression, while simultaneously helping them measure their skills obtained from the TOEFL Prep. Course in the program.

During this period, GRE and GMAT Prep. Courses were delivered in Prishtina/Pristina, Mitrovice/Mitrovica and Prizren/Prizren. Due to a low interest of students in Gjilan/ Gnjilane, Peja/Pec and Gjakova/Djakovica, the AUPP team decided not to offer the GRE and GMAT courses in the respective cities. However, the very few students from these cities initially

interested to register for GRE and/or GMAT courses, were contacted from our staff and were offered to attend the courses in other centers such as Prishtina/Pristina, Mitrovice/Mitrovica or Prizren/Prizren.



A total of six instructors were selected for both GMAT and GRE, out of which three instructors were engaged for GRE and three instructors for GMAT. The courses were offered three times a week on three academic hour sessions. Both GMAT and GRE courses were offered in two different schedules: a morning schedule from 9am and an evening schedule from 5pm. This allowed for different students to select the schedule that best fits them, while allowing employed students to attend the evening

schedules. As in previous cohorts, students were equipped with the course syllabus and the official Kaplan books. The courses incorporated different teaching methods and techniques in order to better prepare the students for the tests. Lectures, quizzes, tests, homework and discussions were combined and assessed throughout the course.

As with other AUPP Courses, the instructors used a Grading Rubric to evaluate and measure the progress and commitment of students for the course. The course grade was aggregated from score obtained on quizzes, tests and homework as well as students' attendance during the course. All individual scores were recorded in the student tracker and were reported individually to each student via email from the respective instructor.

The completion of GRE and GMAT courses marked the completion of Cohort 3 of the AUPP program.

After completion of the training for both GRE and GMAT, course evaluations were carried out using an internet based evaluation system (surveymonkey) which allows easy access for students and it's convenient for the administration to follow and generate end survey results. The elements that were surveyed included:

- *Content Evaluation,*
- *Instructor and Course Evaluation,*
- *Administration Evaluation,*
- *Logistics Evaluation,*
- *Self-Evaluation, and*
- *Overall Satisfaction*

All questions included a five scale survey (strongly agree, agree, neutral, disagree, strongly disagree) as well as a portion of open-ended questions to allow for qualitative data collection.

For Cohort 4, After finalizing the admission process and grouping participants, training began in the second half of October 2016. The specific dates for the municipalities are depicted below:



Municipality	Start Date	Course
<b>Prishtina</b>	26 October 2016	Remedial Math
<b>Ferizaj</b>	26 October 2016	Remedial English
<b>Gjilan</b>	27 October 2016	Remedial English
<b>Gjakove</b>	26 October 2016	Remedial English
<b>Mitrovica</b>	26 October 2016	Remedial English
<b>Peja</b>	26 October 2016	Remedial English
<b>Prizren</b>	26 October 2016	Remedial English
<b>Gracanica</b>	1 November 2016	Remedial English

As observed, apart from Prishtina which started with Remedial Math, all the other municipalities started with Remedial English. This change was implemented after receiving the AOR approval and was based on the fact that the program team wanted to engage RIT Kosovo (A.U.K) professors for the delivery of Remedial Math in Prishtina.

For the municipality of Gracanica, the training started on the 1<sup>st</sup> of November 2016 because the program team extended the application period for this particular municipality, in order to allow more time for candidates to apply. The extension was enacted after receiving the approval from the AOR.

During this reporting period, we successfully delivered Remedial English and Remedial Math and the Discovery Courses. Student attendance and participation was reported to have been very good. Given that this is the fourth cohort of the AUPP, we did not recruit any new trainers but continued with existing trainers who have proven to possess good teaching skills and outstanding evaluations from students. Given that the program team has continually learned from each cohort and thus adapted any potential changes to the curriculum to better mirror the needs of the participants and to better meet the objectives of the training, all syllabi and materials were revised and successfully completed and approved prior to the start of the training.

Both Remedial English and Remedial Math were carried out predominantly by local instructors coming from the respective municipalities. There were a few exceptions in which the instructors commuted from Prishtina, as is the case of Gracanica for Remedial English and Prizren and Gjakova for Remedial Math.

The Remedial Math course was not carried out in Gracanica due to no participants selecting GRE/GMAT as part of the training package. As such, the students from Gracanica finished only Remedial English and proceeded immediately with the Discovery Course and TOEFL correspondingly.

During the first quarter of Year 4, the program offered the GRE and GMAT courses in all centers across Kosovo. Due to the lack of direct scholarship offers through the TLP, the interest among candidates in enrolling into GRE and GMAT courses have dropped significantly. Given this fact, this cohort, there was a lower number of students who registered for GRE and GMAT across all centers.

Nevertheless, besides the challenge, all classes were delivered with due diligence by our instructors and goals and objectives were fully met. GMAT classes were offered only in Prishtina

this cohort hence two schedules were made available to students to choose from so that we best meet their working and busy schedules in the afternoons of all days during the week. Hence, different students chose from the two available sections offered during four days of the week.

As for GRE, the program offered two sections in Prishtina and to be able to serve the wider student population across the country, it decided it would offer one section in Peja, one in Prizren, and one in Mitrovica.

According to our records, attendance have been in a satisfactory level. Ever since the beginning of the program, the program team strived to create a structured culture of attendance given the previous experience with non-credit awarding programs in Kosovo. Besides the challenge, the team worked with instructors to be able to create a sense of belonging and identification with the program among students and it was successful. Nonetheless, the group of students in Mitrovica this cohort, showed absences so the team decided to terminate the class there. After a couple of days of close scrutiny and discussion with the instructor, the team was able to realize that students were different age groups with different short and long-term objectives about their futures. Some students had already completed master studies and some had just enrolled in their undergraduate studies. This, both according to our observations and the input from the instructor, created clash of abilities to tackle the GRE concepts as well as created a unique mixed-ability student group. Above all, the students who had already finished studies and had no clear goal of taking the GRE test, kept themselves busy with work on different projects in Mitrovica and as such missed classes. All of this resulted with termination of the class.

On average, on a GRE/GMAT in global this cohort, we had 10 students for the GMAT class and 13 for the GRE class. Again, this is a solid number for students whose ultimate goal was not to undertake the tests, with a few exceptions.

In other cities, including Prishtina, the GRE and GMAT classes were delivered as planned. Besides learning about the tests, students took the opportunity to learn a lot from the undergraduate and graduate experiences of our instructors, the majority of whom hold degrees from US higher education institution. Some of these instructors also teach other classes in our program which maximizes the benefit of our students.

The program team was particularly interested that the GRE and GMAT classes are delivered in a more personalized manner to meet all student needs particularly because some students came into these classes with no clear objective and outcome on what to do with the knowledge and skills gained. Our instructors used real world application examples of concept discussed in each of the classes as we wanted to make sure students who were not taking the GRE or GMAT tests bring something practical with them as they move along. They made sure to motivate students to attempt the GRE and GMAT tests so that they open new academic opportunities for themselves by applying to different programs in the United States. While they may have not been successful in the latter, they did report success in the former. By doing this, they created exigence among students so that they commit more to their classes.

With the selection and placement of applicants for *Cohort 5*, a timetable was devised and all successful applicants were notified of the dates for each of the courses.

Based on the application results, 151 students were invited to take classes for Remedial English, and 97 students were invited to take the classes for Remedial Math. The classes were planned to be held 2 times per week within the premises of the RIT Kosovo (A.U.K).

The 151 students admitted for Remedial English, were divided into 6 groups that were mentored by 5 teachers. The classes for remedial started on March 16 and continued until April 4. The groups consisted of approximately 25 students per group.

The Remedial Math continued immediately after the finalization of the Remedial English, starting on April 5 and lasting until April 26. The 97 students selected to attend these classes were divided in 3 groups, mentored by 3 teachers, of approximately 33 students per class.

The Discovery and TOEFL classes are planned to be held during May and June, while the GRE and GMAT are planned to be held during September and October 2018.

The Remedial Math continued immediately after the finalization of the Remedial English, starting on April 5 and lasting until April 26. The 97 students selected to attend these classes were divided in 3 groups, mentored by 3 teachers, of approximately 33 students per class.

After finishing the Remedial Math course on April, on May 2<sup>nd</sup> we started the Discovery course. In total six groups of 25 students started the Discovery course. The Professors that lectured the classes are Prita Bytyqi, Ivana Stevanovic, Enkele Rama, Jeton Mehmeti, Blerta Mustafa and Qatip Arifi. Every student was equipped with the Discovery book and class syllabus. In the beginning, attendance of the students was low because it was the time of the final exams; however, we immediately took action and contacted every student firstly through e-mail then via phone call; as a result, students responded positively and attended the rest of the course.



June 6<sup>th</sup> was the last day of Discovery course so we continued immediately with the TOEFL Prep. Course, which started on June 7<sup>th</sup>. Professors assigned for the six groups of the TOEFL Prep. Course are Enkele Rama, Mrika Hana, Blerta Shehu, Blerta Mustafa, Marigona Morina, Liridon Latifi. There were approximately 25-30 students per group. Because of the summer holidays, at the beginning, the number of students that attended the classes was low but after we personally contacted and made a suitable schedule for them, the number of the students that were attending the class started increasing.

## Activity: Certification Ceremonies

### AUPP Cohort 1 Certification Ceremony

On May 20, 2015, 1st Cohort Certification Ceremony of Transformational Leadership Program- Immersion Courses was organized. 220 certificates of completion were awarded to students for completing one or more AUPP courses. RIT Kosovo (A.U.K) President Winfred L. Thompson welcomed the guests and congratulated the students upon successful completion of the immersion courses. Meanwhile, Mr. Thompson expressed the gratitude that RIT Kosovo (A.U.K) had as an implementing partner in a project that aims at developing



a cadre of leaders who will drive significant changes in Kosovo. In addition, USAID Acting Mission Director Chris Edwards, gave a speech on the importance of education as one of the main pillars for economic development in Kosovo. Further, two AUPP students shared their special experience at AUPP. Shejlla Avdic, a graduate coming from Bosnian community, and Fis Malesori, a TLP SP scholarship winner, expressed their appreciation for the American people and RIT Kosovo (A.U.K) on the opportunity and the delivery of the courses. AUPP Cohort 1 students were strongly encouraged to apply for the final round of TLP SP Scholarships.

### AUPP Cohort 2 Certification Ceremony

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



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



*that we are very different at first; however, we came to learn that diversity is an asset if utilized in an inclusive way, just like my instructors did”.*

### **AUPP Cohort 3 Certification Ceremony**

The successful completion of AUPP Cohort 2 was officially marked on the 28th of June, 2016. 245 students were awarded with certificates of successful completion of one or more AUPP courses.

The program had the privilege to have Dr. Sharon Hart, the new RIT Kosovo (A.U.K) president address the audience as well as Mr. Mike de la Rosa, the USAID Kosovo Acting Mission Director who spoke about the importance of the program in building human capacities to assure a secure and sustainable development of economic and social standards in Kosovo.

Two of our cohort 3 students spoke about the impact the program in preparing them to be better students and more active and critical citizens.

The entire event was covered by the RIT Kosovo (A.U.K) Media Center with photographs and video. Following the Ceremony, RIT Kosovo (A.U.K) Media Center posted a press release on the RIT Kosovo (A.U.K) Website. The press release was also shared on social media by the program team and the event participants.

Furthermore, the event was covered also by Ekonomia Online and published in the respective online platforms.

In terms of marketing materials during this period, the program team created an Alumni Leaflet which was delivered to the students in the AUPP Cohort 3 Certification Ceremony held on June 28th, 2016. The leaflet was handed out to students together with their certificates. The primary objective of the leaflet was to serve as an Alumni Information Factsheet. It welcomed the Cohort 3 students to join the AUPP Alumni Network and presented the numerous ways on how they can stay connected and contribute to AUPP. Furthermore, the leaflet included information and statistics obtained from Alumni Survey of Cohort 1 and 2. The results generated from our Alumni survey served as an important input to present the current picture of what our Alumni did after graduating from AUPP followed by the types of scholarships received.

The leaflet was also promoted on social media.



### AUPP Cohort 4 Certification Ceremony

The successful completion of AUPP Cohort 4 was officially marked on the 5<sup>th</sup> July 2017. In total 239 students, out of 300 participating in one or more courses in Cohort 4, were awarded with certificates of successful completion of one or more AUPP courses.



The Certification Ceremony was carried out in the RIT Kosovo (A.U.K) garden, and the students and guests present at the ceremony were addressed by Ms. Sharon Y. Hart, PhD, President of RIT Kosovo (A.U.K.), Mr. Mike de la Rosa, Acting Mission Director of USAID Kosovo, followed by Ms. Agime Gashaj, a Graduate of TLP Immersion Courses Cohort 4, and Mr. Enkele Rama, one of the Trainers of the TLP Immersion Courses. The closing remarks for the project were delivered by Ms. Ylberina Morina Mala, Program Director, USAID TLP IPSC.



As sign of acknowledgement a number of certificates were also given to a number of Peace Corps Volunteers in recognition of the time and effort they had contributed as Volunteers for Cohort 4 in the delivery of Discovery Courses.





### AUPP Cohort 5 Certification Ceremony

The successful completion of the last cohort of the AUPP program was marked on 19th of December 2018 held at the RIT Kosovo (A.U.K) Auditorium. In this last cohort, in total 284 students applied to be part of the program, of which only 218 were admitted. From the admitted candidates, 174 of them attended the full training package and 44 the partial one and 168 students received certification of a successful completion of one or more AUPP courses.



Mr. Visar Jasiqi, the chief of operations and outreach officer at RIT Kosovo (A.U.K), on behalf of the implementing partner addressed the students followed by Mr. Brian Martalus, the director of Economic Growth office at the USAID Kosovo, Ms. Blerta Mustafa the TLP Immersion courses trainer, and AUPP alumni Ms. Qendresë Beqiri. Ms. Ylberina, Chief of Party USAID TLP IPSC, delivered the closing remarks for the project.

## Other Activities

### Development and launch of e-learning Platform

The project has foreseen the creation of online classes for three of the six classes in the program; Discovery, English Refresher, and Math Refresher. This project debuted this spring with the engagement of our three RIT Kosovo (A.U.K) students, Ardian Oroshi, Diar Kabashi, and Drakon Ispahiu who completed the Math Refresher course and made it available online by working on it from February 9 through April 23. This counted as a class project for them which was supervised by RIT Kosovo (A.U.K) Professor Dr. Venera Demukaj who upon completion provided academic credit to all three students.

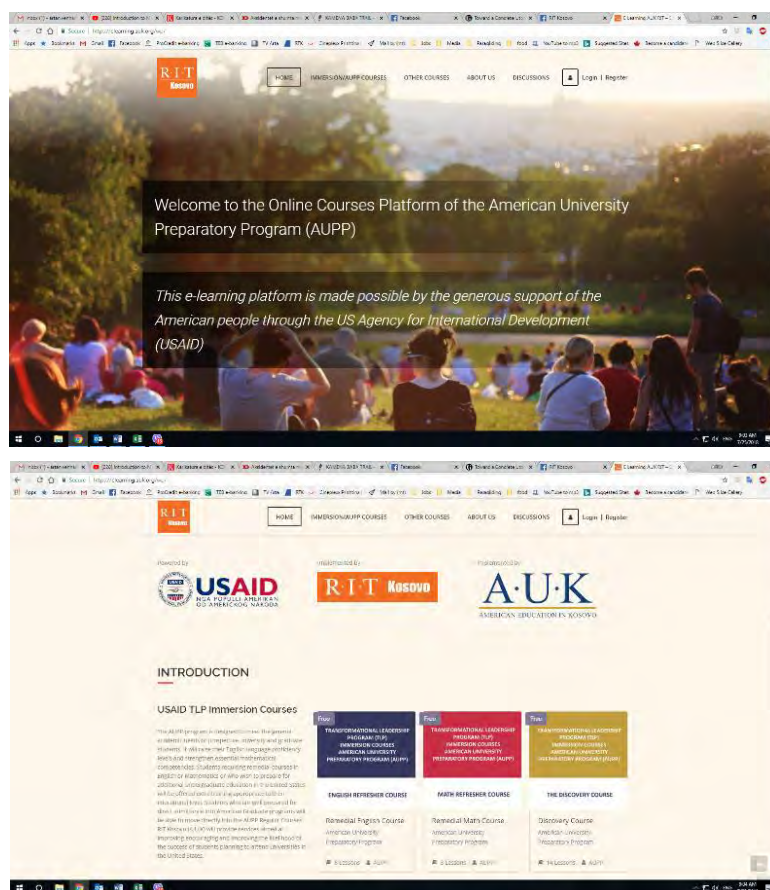
From the perspective of the program team at RIT Kosovo (A.U.K), the project was carried out with due diligence and was completed while following the provisioned guidelines by the program team. Students closely collaborated with the team, responded to requests timely, as well as applied suggestions by our Math Refresher instructor who provided course materials such as the syllabus, assignments, and lectures to be uploaded online.

As the course aims to assist students to gain competence with fundamental mathematical concepts that qualify as pre-requisites for the quantitative sections of the GMAT/GRE Preparatory Courses, it will also be available online to prepare students to apply these

fundamental mathematical concepts to GMAT/GRE type of questions that are seldom faced by students in the respective quantitative sections of these tests. Nevertheless, as mentioned above, the course also allows interested students to review as well as learn the fundamental topics of mathematics, including but not limited to: number properties, arithmetic, algebra, geometry, statistics, proportions and word problems.

To ensure sustainability and further support to the students who wish to strengthen their capacities for application in universities abroad, the project is developing an online platform accessible to all to take online classes in: Remedial English, Remedial Math, and Discovery.

Though initially, three RIT Kosovo (A.U.K) students were engaged as a class project in developing the online platform, the development of an online learning platform required more advance professional skills, for which on May 31st the project signed a contract with an external expert for developing the platform. On June 29th a final version of the platform was delivered to the project, and is currently in the process of fine tuning before it is made publicly accessible.



The developed online platform can be accessed at: <https://elearning.auk.org/wp/>



## Objective 2:

### PPDL - Kosovo Public Servants Receive in-country Public Service Training

## Informative Sessions



Ministry of Local  
Government Administration



Ministry of Public Administration



Municipality of Gracanica

## Curricula development & Faculty meeting



PPDL faculty meeting



Interviewing teaching assistants  
from Citizen Corps



Memorandum of Understanding  
with Citizen Corps

## Indoor and Outdoor class lectures



In-class lectures with  
Prof. Mentor Nimani



In-class lectures with  
Prof. Robert Muharremi  
& Prof. Vjosa Osmani



Outdoor-class lectures  
with Prof. Faton Bislimi

The implementation of the PPDL component started in 2015, once the first cohort of the AUPP component was completed. The objective of this component was to deliver “Public Policy Development and Leadership” training to 1,000 civil servants of the Republic of Kosovo. Training was held in the RITK campus and was available in all three official languages namely, Albanian, English, and Serbian. In total, the project has received 1,762 applications of which 1,044 were enrolled. After the successful completion of the training, participants who successfully passed all course requirements received either a certificate of completion or attendance<sup>2</sup>.

The table below includes the details regarding the application and enrollment statistics and the training delivery start and end dates per each cohort.

PUBLIC SERVICE COURSES / PPDL						
	Applications Received	Enrolled	Certificate of Completion	Certificate of Attendance	Start Date	End Date
Cohort 1	251	88	64	3	25-Sep-15	18-Dec-15
Cohort 2	145	110	87	5	31-Mar-16	22-Jun-16
Cohort 3	207	145	111	9	23-Sep-16	23-Dec-16
Cohort 4	360	233	144	39	28-Feb-17	16-Jun-17
Cohort 5	250	153	111	11	4-Oct-17	22-Dec-17
Cohort 6	379	241	196	10	6-Mar-18	25-Jun-18
Cohort 7	170	74	68	0	1-Oct-18	16-Nov-18
TOTAL	1762	1044	781	77		

Besides the regular lectures, the program team organized guest lecture series from which the participants had the opportunity to learn more from the experience of professionals in the public policy making in Kosovo.

<sup>2</sup> Certificate of Attendance: Attendance minimum 50% and final grade in the range of 50%-69.99%!  
Certificate of Completion; Attendance minimum 50% and final grade  $\geq 70\%$

## Activity: Promotion and Marketing

In Cohort 1, out of 251 applications received, 63% were male and 37% female. In terms of their education status, the majority (51%) have completed their Master studies, 38% have completed their Bachelor studies, 4% are PhD graduates and 7% stated other. The latter group was contacted by the program team, to confirm their their education status.

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

On the first phase of the application, we were able to register 66 civil servants coming from different ministries and/or agencies. Those candidates that requested to attend the PPDL in English language, were required to sit for CaMLA English Placement Test.

For cohort 2, during the open application period, we received a total of 145 applications, out of which 52% were female and 48% male. Out of 145 applicants, 142 reported to be Albanian and 3 Bosnian. As per their educational background, the majority (54%) stated that they had completed Master Studies, 36% stated that they had completed their Bachelor Degree, and only 4% had completed their PhD studies.

One of the most noted development in regards to the outreach was that RIT Kosovo (A.U.K) changed the web page of the institution from [www.auk.org](http://www.auk.org) to [www.kosovo.rit.edu](http://www.kosovo.rit.edu). The latter mirrored the trademark name of RIT Kosovo (A.U.K) undergrad programs as RIT Kosovo.

Furthermore, PPDL's webpage has been updated with information about the program. All the information in the webpage were available on three languages: Albanian, Serbian and English. The webpage supports the online application system in all three languages and allows for the program team to automatically aggregate and store all received applications.

To increase the number of applicants, during June 2016, program team sent the electronic information to all identified institutions in the Stakeholder Management Plan. We kindly requested from each representative of the respective institution to distribute the PPDL Program information to their staff and inform them about the application procedures.

In addition, program team created a new PPDL Factsheet with updated and detailed information on the application process and eligibility criteria. To increase the number of applicants, application was open all the time and applicants could apply on a rolling basis, along with different outreach activities serving as information tool to spread the open call for application to all public servants. Factsheet was translated in three official languages and distributed to all participants in the informative sessions. Moreover, we have made a significant addition in regards to promoting our program in social media.

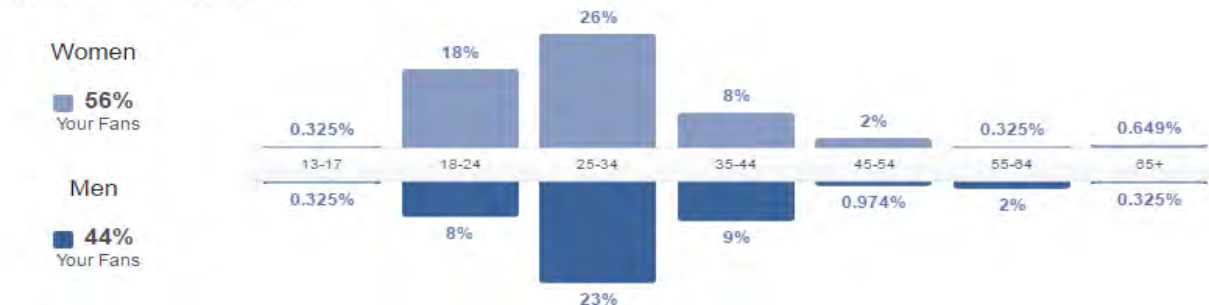
Our Media Center created the PPDL's Facebook page for the sole purpose - to serve as a promotional tool to reach our stakeholders. In a recod time, this page reached a high number of followers. Main activities undertaken through this time period, were posted on this page, so



potential candidates were aware that their institutions are eligible to apply. In addition to current activities, we also posted in-class discussions, presentations and alumni photos, so we could associate potential candidates with our PPDL alumni. PPDL Alumni were actively engaged in promoting this page by sharing it with their facebook friends.

The PPDL facebook page allowed us to include pictures of our activities such as meetings with secretary generals of different ministries, informative sessions with public servants, promotional videos, interview of our Chief of Party on the national television, and many other activities conducted during this phase. Apart from reaching the targeted audience through different means of marketing activities, this facebook page enabled the potential candidates to receive in-hand information by communicating directly with our program team through the page's private messages. Up to date, approximately 2,000 people have reached our posts/per post. Some information on age and gender demographic segregation of the PPDL Facebook subscribers are shown below:

The people who like your Page



As part of the promotion of the program, our video production team designed a short animated call for application targeted directly at public servants.

The full video can be accessed through the following link or can be found on our youtube channel at [goo.gl/Q8zEfg](https://goo.gl/Q8zEfg).

The sole purpose of the video was to be advertised through different national media channels on different shows targeting this particular audience. Our team established a Television Marketing Plan, which entailed the selection of optimal TV shows that might reach the identified PPDL audience. The video ad was broadcasted on national television (Radio Television of Kosovo – RTK) and was advertised on news prime time in Albanian language, and news/shows in Serbian language. This video ad was also aired on private national TV's such as KTV, RTV21 and Klan Kosova.



TV Marketing Plan - PPDL

[illegible]

Page 64 of 131



The factsheet was updated with information and made available in English, Albanian and Serbian. The factsheet was disseminated during regular informative sessions held in municipalities, and in meetings with staff from different ministries of central level. The factsheet contained information on the dynamics of the program, outcomes and how to apply. As per eligibility criteria, the program team did not make any modification.

Our program team used social media as an important tool in promoting our program. As such, our PPDL-Kosovo Facebook page contained information and events held in different institutions. Additionally, our Media Center department designed a poster in all three languages containing the necessary information on the benefits of joining such program, continuously emphasizing that this program is offered for free to public servants, hence made possible by the generous support of the American people through USAID in Kosovo. The poster was officially posted on Facebook group page.

Last but not least, our Chief of Party together with a PPDL Alumni, were interviewed in one of the national TV's of Kosovo – KTV. The CoP introduced the program, the application procedures and eligibility criteria to the audience; whereas, the PPDL Alumni discussed about his experience and knowledge received from the program, and its importance to the public service.

To continue supporting the promotional activities, the program team decided to design and print PPDL notebooks and pens, folders and paperbags. In total, we have printed 200 copies from each marketing material - all our candidates were equipped with materials. Along with the mentioned supplies, PPDL participants were equipped with hard-copies of the revised PPDL workbook and received supplementary training materials such as the *Guide to Policy-Making and the Legislative Process in the Government of the Republic of Kosovo* – a document prepared by Iniciativa Kosovare për Stabilitet and funded by British Embassy in Kosovo. On the first day of the training, our training coordinator administered all the groups and provided nametags to participants on each

training session, helping the participants feel welcome, facilitating collaboration among participants and professor, and helping the professor remember the participants' names.



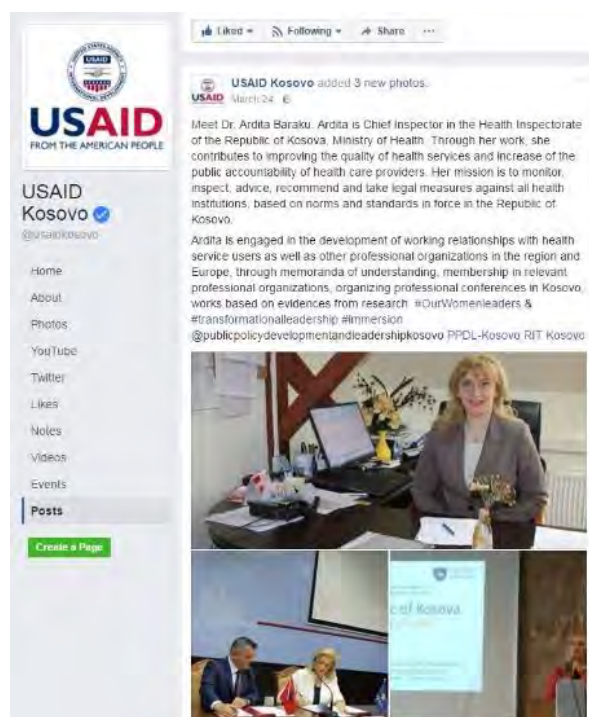
Public Policy Development and Leadership training program has been very active and focused on starting a remarkable and enjoyable cohort. To show more of its real value, USAID TLP Public Courses Team decided to use a marketing video as a promotional tool for this program. During October, November and December, the team has worked very hard to make this promotional video possible and access it in the social media. We have managed to gather people who play important roles in implementing and making this program possible like James Hope, Mission Director at USAID in Kosovo, Ylberina Morina Mala, our Chief of Party and our R.I.T Kosovo/PPDL Professor, Mark Baskin. As key individuals of the PPDL Training Program, they talked about the significance of the program, its goals and expectations that its benefits will hopefully have in public policy institutions in Kosovo. Along with it, Mrs. Ylberina Morina Mala briefly explained what the program is about and what are the students expected to accomplish



in the end of this training program. We also contacted Mr. Arton Berisha, secretary general of the Ministry of Public Administration and Rozafa Ukimeraj, secretary general of the Ministry of Local Governance Administration. They both explained how employees from their institutions were very interested in this program and how this training program helped them in improving current concerns and progress into the new ones. Also, we have contacted with alumni public servants of our previous cohorts of the program like Xhemail Pecani from Central Election Commission, Drita Desku from Energy Regulatory Office, Suzana Haxhimushovic from the Office of the President of the Republic of Kosovo, Masar Baxhaku from Central Bank of Kosovo and Adnan Preniqi, senior officer for energy policy coordination. They all shared their experiences with us through these interviews included in our promotional video.



In March 2017, USAID Kosovo started an initiative dedicating March as Month of Women recognizing successful women. Throughout the month of March, USAID shared with Kosovo audiences stories on successful women who were also beneficiaries of USAID. As such, our program team identified Dr. Ardita Baraku, chief inspector in the Health Inspectorate within Ministry of Health, and a PPDL Cohort 3 (Fall Semester 2016/2017) recipient, to be part of this initiative. Dr. Ardita is expected to complete her PPDL program by June 2017.





**USAID TLP TRAJNIME PËR SHËRBYES PUBLIK**

**THIRRJE PËR KOHORTËN E FUNDIT**

Programi për Zhvillim të Politikave Publike dhe LiderShip (PPDL)  
Trajtimi filloz në semestrin pranveror 2018!

**APLIKO TANI**  
për të qenë pjesë e grupit të FUNDIT të këtij programi!

Për më shumë informata rreth programit, vizito adresën:  
[KOSOVO.RIT.EDU/HYRJE](http://KOSOVO.RIT.EDU/HYRJE)

Afati: Aplikimi do të mbyetet i hapur deri në plotësimin e numrit të kandidatëve!

Ky program detajsh lehtë mundet me mbledhjet të grupit Amerikan përfaqësojnë Agencinë e Shteteve të Bashkuara të Amerikës për Zhvillim Ekonomik (USAID Kosovo) dhe ndihmon nga RIT Kosovo (A.U.K.).



**USAID TLP OBUKA ZA JAVNE SLUŽBENIKE**

**POZIV ZA POSLEDNJU GRUPU**

Program za Razvoj Javnih Politika i Liderstva (PPDL)  
Obuka počinje u proljetnom semestru 2018!

**PRIJAVITE SE SADA**  
da budete deo POSLEDNJE grupe ovog programa!

Za više informacija o programu, posetite našu stranicu:  
[KOSOVO.RIT.EDU/POCETNA-STRANA.HTML](http://KOSOVO.RIT.EDU/POCETNA-STRANA.HTML)

Rok: Aplikacija će ostati otvorena sve dok broj kandidata ne bude ispunjen

Ovaj program je omogućen uz podršku Američkog naroda preko Agencije Srednjih Američkih Odnosa sa Međunarodnim Razvojem (USAID Kosovo) i implementiran od RIT Kosova (A.U.K.).

The program team started the outreach with the plan to start the PPDL Fall Semester 2018-2019 (Cohort 7) with around 60 civil servants. For this reason the program team assessed that it would be sufficient to start with advertising in social media, and also spreading the call to civil servants through their official mail with the support of Ministry of Public Administration. The call was advertised in Albanian and Serbian.



**THIRRJE PËR KOHORTËN 7**

Trajtimi për Zhvillim të Politikave Publike dhe LiderShip (PPDL)

Program i akredituar nga Autoriteti Kombëtar i Kualifikimeve

**APLIKO TANI**  
për të qenë pjesë e grupit të FUNDIT të këtij programi!



**USAID TLP OBUKA ZA JAVNE SLUŽBENIKE**

**POZIV ZA POSLEDNJU GRUPU**

Program za Razvoj Javnih Politika i Liderstva (PPDL)

Program za sertifikaciju PPDL-a je akreditovan od strane Nacionalnog Autoriteta za Kualifikacije.

**PRIJAVITE SE SADA**  
da budete deo POSLEDNJE grupe ovog programa!

Za više informacija o programu, posetite našu stranicu:  
[KOSOVO.RIT.EDU/POCETNA-STRANA.HTML](http://KOSOVO.RIT.EDU/POCETNA-STRANA.HTML)

Rok za prijavljivanje:  
30. Avgust - 15. Oktobar 2018

Ovaj program je omogućen uz podršku Američkog naroda preko Agencije Srednjih Američkih Odnosa sa Međunarodnim Razvojem (USAID Kosovo) i implementiran od RIT Kosova (A.U.K.).

As part of the outreach for Cohort 7, but also with the purpose of providing more information on the TLP Immersion and Public Service Courses, Ms. Ylberina Morina Mala, the project Chief of Party, and Ms. Antigona Mustafa, the USAID Project AOR, were present in the morning show of the main national TV, RTK 1 on September 7.



After receiving 170 applications, the process of evaluation of essays took place the following week. As a result of the evaluation, 81 applicants received notification of admission to the program. However, 7 of the civil servants that were notified decided to withdraw from the program, thus the remaining 74 successful applicants were divided in the 3 groups, with the start date for the course in October 1<sup>st</sup>. The course is planned to be held two times a week and the 48 contact hours to be delivered until the November 16<sup>th</sup>.

## On site Presentations

Informative sessions were organized with each institution where we informed the same about the application period and process, the benefits of becoming part of this program and other relevant information regarding the admissions criteria. All electronic information regarding the application for PPDL were sent to all institutions. All promotional materials were prepared in three official languages – Albanian, English and Serbian.

The stakeholder list shown in chronological order is listed below:

- **Meeting with Kosovo Energy Corporation officials**

The meeting was organized by the KEC's human resources department where all department heads were invited to attend. The early morning meeting conducted in KEC's facilities resulted in a high interest to join our program. All department heads were eager to know more about the program and share the information with their employees.

- **Meeting with Prime Minister's Secretary General**

Besides providing thorough information about the program, the discussion with Secretary General, Mr. Fitim Krasniqi, resulted with the following outcomes: PM's Secretary Office will send an email to all general secretaries about the PPDL Program. Additionally, in the weekly meeting with all secretaries, Mr. Krasniqi, will inform all the participants and ask for their commitment to inform their staff.





#### - **Meeting with Kosovo Judicial Council**

Even though the meeting was confirmed by the director of KJC, Mr. Albert Avdiu, he couldn't join us because of an unexpected meeting that he had to attend. However, the informative session was presented to the head of training department. We thoroughly presented the benefits of the program and requested their cooperation in informing the KJC's staff about the application. Afterwards, the PPDL factsheet was sent to the training department and they distributed it widely to all the employees, including employees from the Supreme and Constitutional Court.

#### - **Meeting with Ministry of Education, Science and Technology (MEST) Acting Secretary General**

Our program team met with secretary Haki Sfishta from MEST. In this meeting, the Director for European Integration and Policy Coordination Mr. Ferit Idrizi explained the need for a public policy training for his department. On the other hand, secretary Haki Sfishta committed to inform all his staff.

#### - **Meeting with Ministry of Economic Development General Secretary**

On Tuesday, August 25<sup>th</sup>, Secretary General of the Ministry of Economic Development Mr. Nazmi Zenelaj met with us in the ministry's conference room. All the department heads attended the meeting and were interested in knowing more about the program. Our program team explained in detail the program and invited all their staff to apply, with priority given to the departments who deal directly with policies.

#### - **Meeting with Central Bank of Kosovo**

Since most of the CBK senior employees including deputy-governors were on summer break, our program team couldn't organize the meeting in early August, therefore, with the assistance of the CBK's HR, we were able to organize the meeting on the designated day. The informative session was organized by the training officer and almost all heads of departments attended the meeting. Our program team presented the PPDL program in detail and invited them to apply. One thing that was concerning for them was the application deadline. Having in mind that applicants will be reviewed based on their essay, CBK participants asked to extend the deadline so they can have enough time to inform their staff and inform about the essay writing. As such, we all agreed to extend the application deadline for September 1<sup>st</sup>.



**- Meeting with the Head of Public Procurements Regulatory Commission**

Our Chief of Party, Mr. Visar Jasiqi met with Mr. Safet Hoxha, the director of PPRC. Mr. Hoxha was happy to talk about the need for his office to attend this training program. Mr. Hoxha was well informed regarding the program. Mr. Hoxha, along with his coworkers, will apply for this training program.

**- Meeting with Ministry of Trade and Industry**

The program coordinator met with civil servants from the Ministry of Trade and Industry and presented to them the program and benefits of becoming part of it. The informative session organized in MTI resulted in a high interest to join our program, and as a result we received the highest number of applications from this ministry.

**- Meeting with Central Election Commission Secretariat**

The Chief of Party and project training assistant met with Mr. Enis Halimi (Chief executive), Mr. Kreshnik Spahiu (Acting director of IT department), Mr. Xhemail Peçani (Acting director of Department of Legal Issues) and Ms. Miradije Meha- Director of Administration. In the meeting, the program team promoted the program. Given that Mr. Halimi, Spahiu and Peçani are PPDL Alumni from the first (Fall Semester of 2015/2016) and second cohort (Spring Semester of 2015/2016), the meeting mostly consisted of additional information on the enrichment of curricula and lessons learned from the previous cohort. They were committed to inform their staff and invite them to apply for the program.

**-Meeting with Ministry of Culture, Youth and Sports**

The Deputy Chief of Party met with Mr. Feim Maliqaj and Mr. Feim Hoxha, Director on legal issues and introduced them with details on the program and the benefits they will receive from such a program. Only one candidate from this Ministry has been enrolled in the PPDL Program. Mr. Maliqaj and Mr. Hoxha showed their commitment and dedication to informing the staff of the Ministry and also to apply themselves in the program.

**-Meeting with Kosovo Institute of Public Administration**

The Chief of Party and project training assistant met with Ms. Refike Sulcevsj- director of the Kosovo Institute of Public Administration (KIPA) and Mr. Enver Haxhijaj- director of the department of trainings. They were presented the program and were willing to inform their staff on the program. Given that KIPA offers trainings for the public administration, including a two-day volume program for public policy, Mr. Haxhijaj had detailed questions regarding the curricula and professors of PPDL.

**-Meeting with Pristina Basic Court**

On the same day, the Chief of Party met with Ms. Kristina Shtufi (Acting office director for case management) and Mr. Enver Beha from Pristina Basic Court. They received detailed information on the program and the benefits that PPDL participants will receive from this training. They assured that they will distribute the information to their staff and encourage them to apply.

**-Meeting with Ministry of Diaspora**

The Deputy Chief of Party met with Mr. Osman Shahini- Secretary General and Mr. Abdyl Lipoveci- Director of Education and Culture to introduce the PPDL program and invite them to encourage their staff to apply for the program. Both Mr. Shahini and Mr. Lipoveci showed a high level of interest for the program and were highly cooperative in distributing the information with the staff of the Ministry.

**-Meeting with Kosovo Assembly**

Our program team met with Mr. Emrush Haxhiu- The General Directory for Administration and Mr. Nexhat Jashari- Director of Personnel. Since this was the second time meeting with them, both Mr. Haxhiu and Mr. Jashari were willing to help promote the program. In the meeting, the program team discussed over the opportunity of organizing an informative session in Kosovo Assembly for the staff of the Assembly.

**-Meeting with Ministry of Infrastructure**

The Chief of Party and project training assistant met with Mr. Xhelil Bekteshi- Secretary General and Mr. Mustafa Gara- Director of Department of Finance and General Services. Given that the Ministry of Infrastructure was not initially listed as an entity eligible to apply for the program, the program team thoroughly introduced the program and informed them on the benefits that their staff will receive from this program.

**-Meeting with Constitutional Court**

On the same day, our program team met with Mr. Milot Vokshi- Secretary General of Constitutional Court. We introduced the program to him and the benefits that his staff will receive from being part of it. Mr. Vokshi was informed about the program since some of his staff members had already completed the PPDL training.

### **-Meeting with Ministry of Health**

Our program director and project training assistant met with Ardian Mehmetaj- Secretary General, Zejdush Tahiri- Foreign political advisor, Bekim Murati- Chief of Cabinet and Jeta Statovci- Senior Assistant of the Minister. The program team introduced the program to them and invited them to inform their staff on the benefits of the program.



### **-Meeting with Ministry of Labor and Social Welfare**

Our program team met with Fatlume Jaha- Political Adviser to the Minister. Mrs. Jaha was informed about the program and the benefits that public servants from the ministry will receive. Given that Ministry of Labor and Social Welfare (MLSW) is the largest ministry based on the number of employees (public servants), we discussed the opportunity of organizing an informative session by the end of August. Mrs. Jaha committed to inform the staff about the program and help us organize the informative session.

### **- Meeting with Ministry of Public Administration**

The PPDL team held a meeting with Secretary General of Ministry of Public Administration, Mr. Arton Berisha and Ms. Erna Hasangjekaj, Director of the Department for Public Administration Reform Management. Apart from the presentation of the program, its' curriculum and professors, our chief of party also discussed over the possibility of MPA's inclusion in the following components: Disseminate the information for the program to MPA staff, disseminate the information for the program to all public servants, the possibility of having an info session in the respective ministry, the integration of the Serbian community, the organization of an informative session where all secretary generals and heads of departments will be invited, and last but not least, the accreditation of the program. The majority of the abovementioned activities, with great cooperation of the MPA staff happened during this period. The informative session will all secretary generals and heads of departments will be organized during January, 2017 and will serve as a kick-off event and outreach campaign for the Spring Semester 2016/17. In addition, negotiations for the accreditation process have moved from MESP to MPA, and the process is taking place in cooperation with IKAP and DASHC.

**- Meeting with Ministry of Finance**

PPDL team held a meeting with officials from Ministry of Finance, Director of Administration, Mr. Shyqyri Hyseni and Kaltrina Dauti-PPDL Alumni. During this meeting, our deputy chief of party presented the program and the application process for the upcoming cohort. Officials from the Ministry of Finance were supportive and committed to inform their staff and encourage them to apply. It is great to know that our PPDL Alumni are sharing their experience with the training and recommending the program to their colleagues.

**- Meeting with Ministry of Environment and Spatial Planning**

PPDL team held a meeting with Mr. Arben Çitaku- Secretary General from the Ministry of Environment and Spatial Planning (MESP). During this meeting, our chief of party together with Mr. Çitaku discussed over the program and details on the application procedures for the upcoming cohort. The addition of Energy Policy as an individualized topic and the enrichment of the curricula with case studies directly related to Kosovo issues was considered as beneficial for public servants from MESP and other entities eligible to apply. Our PPDL Alumni from MESP have had the opportunity to share their experience with Mr. Çitaku, and as a result the Secretary General was committed to further encourage his staff to apply.

**- Meeting with Ministry for European Integration**

PPDL team held a meeting with Mr. Ramadan Ilazi- Deputy Minister from Ministry of European Integration. This is the first time meeting the officials from this ministry, therefore, our chief of party presented the program thoroughly and informed the Deputy Minister about the positive impact that this program will have in career development for the public service. While discussing the importance of updating the curricula with case studies directly related to Kosovo issues such as Association/Community of Serb Majority Municipalities (A/CSM), Child Labor, Youth Unemployment and Migration and Kosovo, the deputy minister informed us that the Ministry of European Integration in cooperation with other agencies have drafted the Law on Interception of Telecommunications. Considering this as a debatable topic in recent times, our team is planning to incorporate this law and other proposed topics from eligible entities as part of the curricula in the upcoming cohort.

**Meeting with Ministry for Communities and Returns**

The PPDL team held a meeting with Mr. Nenad Stojčetočić- Secretary General from Ministry for Communities and Return. This is the first time meeting the officials of the Ministry for Communities and Return where we had the chance to present our program and its beneficial impact that it will have in the public servants' workplace. Our chief of party presented the detailed information of the program itself and its expectations. Among others, we emphasized the significance of integrating marginalized groups (minorities) in the program, while Mr. Stojčetočić committed to encourage his staff to apply.





### - Meeting with Municipalities from the North of Kosovo

The project Deputy Chief of Party, Artan Venhari, presented the program along with the application procedure and the admission criteria to potential candidates for the upcoming PPDL training. After the presentation, a Q&A session was held in order to give the participants the opportunity to ask questions and receive answers from the team. Invited to this meetings were heads of the personnel and administration from the municipality of Mitrovica, Vushtri, Skenderaj, Leposavic, Zubin Potok, and Zvecan; nevertheless, only the representatives of the Municipality of Mitrovica and Skenderaj attended the meeting. Even though the program team attempted three times to contact with the representatives of the other municipalities, two times via e-mail and the third time through phone call, unfortunately we did not receive any response from them.



Based on the feedback we received while we met with different ministry officials and directly with the civil servants, we came to realize that we needed to lower the work experience eligibility criteria from 5 to 2 years of experience in civil service. Due to this eligibility criteria limitation, we had to turn down many applicants that were very good, and directly deal with Public Policy Development Process. For example, the Department for EU Integration and Policy Coordination was established in 2012 in each Ministry and as such civil servants working in those departments do not have 5 years of experience but work in a department that is fully incorporated with policy formulation and implementation. Therefore, in order to increase the number of applicants and

register those that do belong in departments that will directly benefit from the program, we proposed to lower down the work experience eligibility criteria from 5 to 2 years of experience. 2 years of experience in the civil service seemed to be enough of an experiential period for a civil servant to attend the program. This being accepted, we reopened the application period. The program team made efforts to assess the level of interest of particular departments in attending the program, their willingness to release employees for the time needed to participate, specific areas of interest they might want to be included in the program, and the number of staff members who might participate. Additionally, informative sessions were held in auditoriums of the governmental institutions and civil servants were informed on the benefits of becoming part of such program.

Considering the positive results that the promotion of the program's activities on social media had shown, the open call for applications for the PPDL cohort five was also promoted here. The announcement was published in the three official languages of the program namely, English, Albanian, and Serbian.



In addition, in coordination with the Ministry of Local Government Administration, the announcement for the PPDL cohort 5 training application was disseminated to all civil servants by the aforementioned institution in three languages, English, Albanian, and Serbian via email. Another marketing tool that was used to promote the program and the open call for this cohort, was the dissemination of 500 brochures by the Prograf company that contained information regarding the PPDL training, the eligibility criteria, and the application process. The brochures were distributed in the main squares of Prishtina focusing more on the ones close to governmental institutions in order to reach the targeted audience.



Based on the request from public institutions to revise the list of eligible institutions to be able to attend the PPD, the request was sent to USAID Kosovo, and was agreed the revision of the list to include: Regional Basic Courts (Peja, Gjakova, Gjilan, Ferizaj, Prizren and Mitrovica); Civil Aviation Authority; Kosovo Prosecutorial Council (KPC); State Prosecutor, Independent Commission for Mines and Minerals (ICMM); the Kosovo Privatization Agency (KPA), and National Qualification Authority (NQA). These institutions shall be eligible to apply starting the coming Cohort 6 planned for Spring Semester 2017-2018. The program team met with the managements of the above mentioned institutions to provide more information on the process of application, and other requirements of the program.

The outreach officially started with the first meeting of the Chief of Party and USAID AOR, meeting with the advisor of the Ministry of Health. This meeting took place on November 6. During this period, the program team also met with representatives of a number of identified institutions individually in separate informative meetings. During the period November 16 – December 6 we met with representatives of the following institutions: Ministry of Public Administration; Ministry of Local Government Administration; Ministry of Culture, Youth and Sports; Ministry of Environment and Spatial Planning; Ministry of Finance; Office of the Prime Minister; Central Bank of Kosovo; Ministry of Economic Development; Ministry of Infrastructure; Civil Aviation Authority; Ministry of Trade and Industry; Ministry of Foreign Affairs; Ministry of Agriculture; Ministry of Labor and Social Welfare; Ministry of European Integration; Ministry of Justice; Kosovo Assembly; State Prosecutor and Prosecutorial Council.





For a more coordinated approach, with the positive experience from the outreach from the previous quarter, the team organized coordinated meetings with municipalities belonging to same region. The program team kicked off the outreach in municipalities with meeting with Mayors, Directors of Administration and Heads of HR from municipalities of Gjakova, Rahovec, Deçan and Junik (belonging to the Gjakova region). Apart from sharing factsheets and posters with each individual institution, majority of institutions also requested from the program team feedback on the status of participation of staff of respective institutions in the Cohorts 1-5 and the level of certification received of their respective participants.





However, the program team deemed that it was important to engage more actively with institutional representatives of Serb minority be it on central or municipal level. For this reason the program team organized a meeting with representatives of the Ministry of Communities and Returns, and the municipalities of Gracanica, Strpce, NovoBrdo, Partes, and Ranilug. The main purpose of the meeting was to inform them of the accreditation of the PPDL program, as well as of the content of the program, the achievements of the program to date, and the skills that civil servants shall gain after the completion of the PPDL program.



Regardless of this fact, the project received only a small number of applications with the request for the course in Serbian or English. There were only 3 requests for the course in Serbian and 5 for the course in English. For the Serbian case one of the applicants agreed to take the training in Albanian, as was the case with all of the applicants' applications for the course in English.

## Activity: Selection and Placement

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

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

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

- Written Essay in English, Albanian or Serbian (300-500 words). The essay contains three main questions:
  - What led you to seek a career in public service?
  - How does a leader make a good decision?
  - How will this training enhance your career prospects?

Then, candidates had to submit the following documents as part of the application:

- Employment Confirmation Letter (issued by the HR Department)
- Scanned copy of diploma
- Scanned copy of Identification Card / Passport
- A recommendation letter from the immediate supervisor

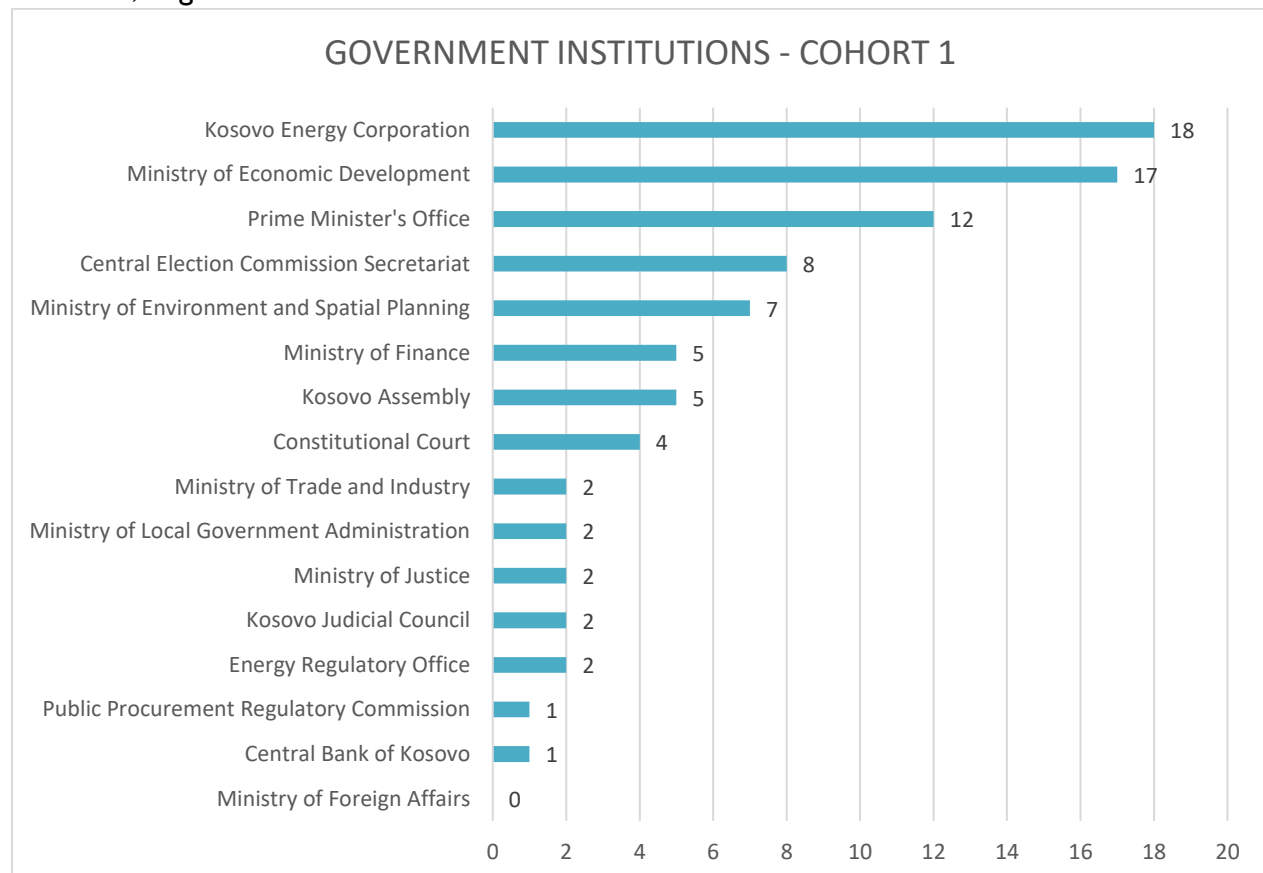
Apart from the rest of the requirements, essays were specifically scored and evaluated by RIT Kosovo (A.U.K)/PPDL faculty members who among other criteria, checked also for plagiarism. The cases where the latter would hold, have not been admitted into the program.

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

### Admission Testing

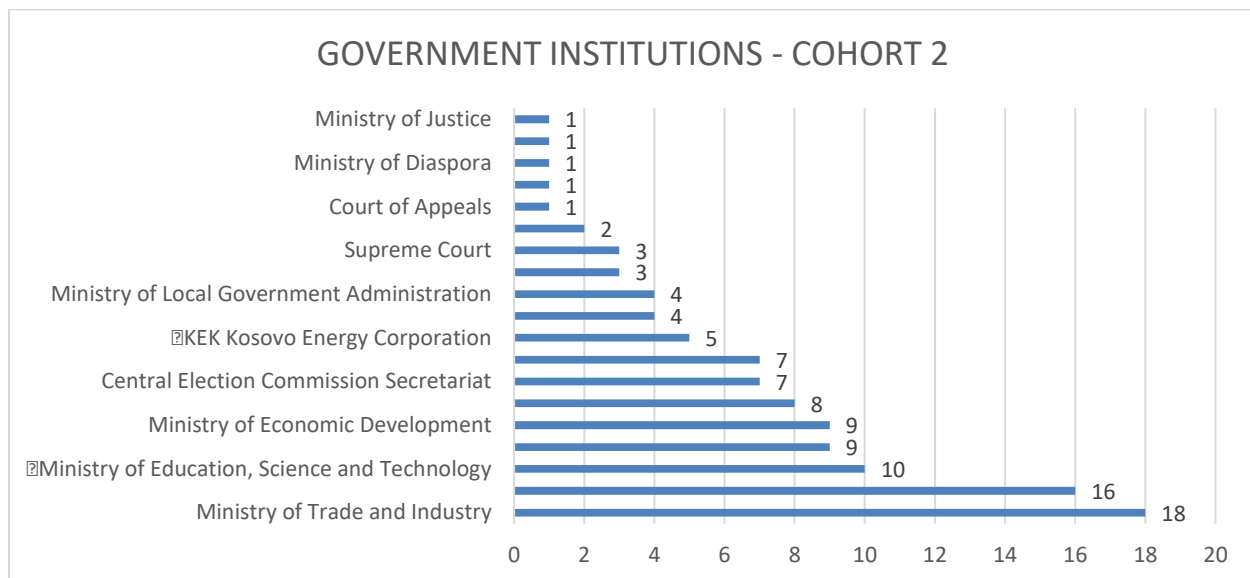
Admission Testing for PPDL was limited to only the English component only. Similarly, CaMLA English Placement Test assessed listening comprehension, use of English (vocabulary and grammar), and reading comprehension. The Admission Test was closely monitored by the program team and exam proctors also during testing period. Total time for completing the Admission Test was 1 hour.

In Cohort 1, a total of 251 candidates have applied. Out of the pool of applicants, 88 were eligible and admitted to be part of the program and had a satisfactory grade on the Admission Essay. Out of the pool of the eligible candidates 44% were female while 56% male. The distribution of entities to which the candidates belong is quite varied, with the Kosovo Energy Corporation “KEK” accounting for 20% of the applicants, followed by the Ministry of Economic Development with 19%, and the Prime Minister’s Office with 14%. The preferred language of lectures was Albanian with 71%, English with 26% and Serbian with 3%.



For Cohort 2 a total of 145 candidates have applied, and 110 were enrolled in the program. Out of the pool of applicants:

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



The distribution of entities to which the candidates belong is quite varied, with the Ministry of Trade and Industry accounting for 16% of the applicants, followed by the Ministry of Finance with 15%, and Ministry of Education, Science and Technology with 9%. The preferred language of lectures accounted of Albanian with 97% and Bosnian with 3%. Out of the pool of admitted candidates, 33 live in rural areas (30%).

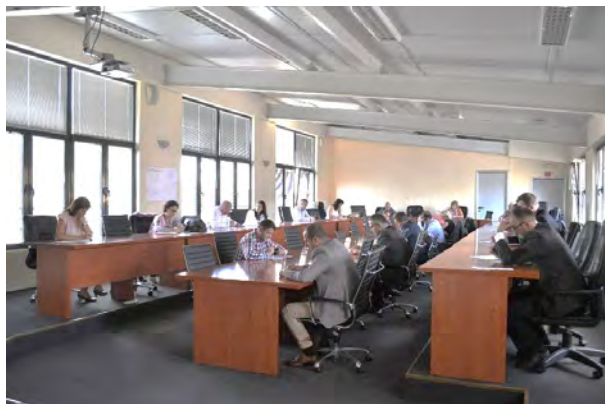
For PPDL Cohort 3 (Fall Semester 2016/2017), besides demographic questions, the online application, included the attachment of the essay which accounted as one of the key elements of admission. The candidates were asked to submit a written essay in English, Albanian or Serbian (300-500 words). Regardless of the PPDL team's effort to inform the potential candidates on the structure of the essay, the majority of the received essays were in the form of questions and answers. The applicants also had to attach the employment confirmation letter, which confirms their years of experience and fulfills the eligibility criteria of them having at least two years of experience in the public sector.

Upon successful submission of the application, the candidates were asked to submit the following documents:

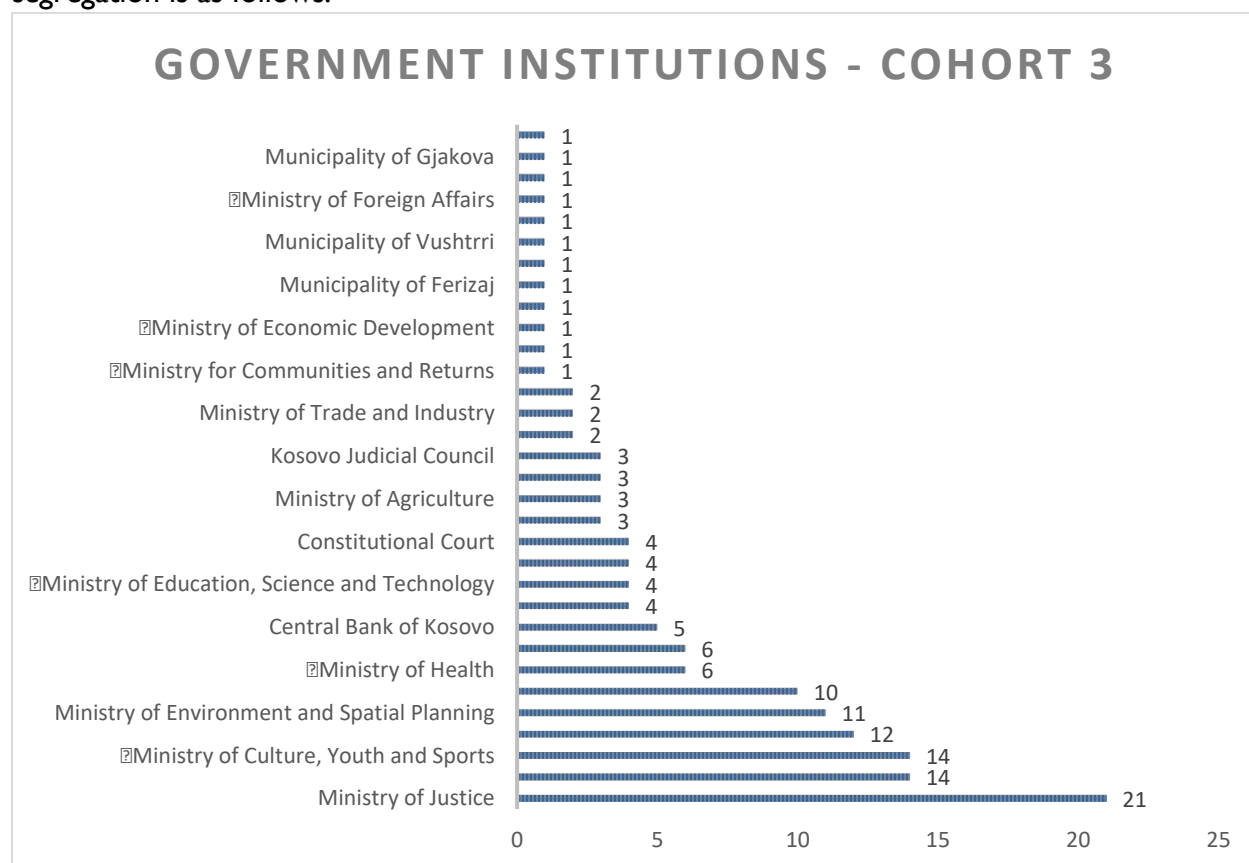
- Scanned copy of diploma (which fulfills the criteria of a candidate having at least a Bachelor Degree)
- Scanned copy of Identification Card / Passport (which fulfills the criteria of the candidate being a Kosovo citizen)
- A recommendation letter from immediate supervisor (further to the support that the supervisor shows for the candidate, it also shows that the supervisor is aware that the program will be held during working hours).

As in the previous cohort, the selection of the PPDL participants was based on the eligibility criteria set forth in the beginning of the program.

Once these criteria was fulfilled, candidates' selection was based on the scores of the submitted essay. Different from previous cohort, this time the evaluation of the essays was done only by one faculty member. Based on the high rate of plagiarized essays in the previous cohort, the PPDL team, in cooperation with the professor who was evaluating the essay, paid specific attention on the essays. Given that this "phenomenon" was identified during the application procedure, cases of plagiarism were informed and given a second chance to submit a plagiarism-free essay. Candidates resubmitting their essays, were included again in the application procedures, and therefore they were considered for admission.



During the application period for Cohort 3 (Fall Semester of 2016/2017), we have received 201 applications. 145 candidates were admitted in Cohort 3 (Fall Semester of 2016/2017). Out of the pool of those admitted, the majority come from central level. The employment institution segregation is as follows:





The largest number of admitted participants comes from the Ministry of Justice with 21 candidates, followed by the Ministry of Public Administration and Ministry of Culture, Youth and Sports, with 14 candidates each.

In terms of gender segregation, there is an equal distribution among participants with 50% being male and 50% being female. In terms of Ethnicity, the majority (141) come from Albanian community, 3 from Serbian, and 1 from Bosnian community. In terms of their Education status, the majority hold Masters Degree, followed by Bachelors Degree and only 3% with Ph.D.

The application period deadline for the PPDL Cohort 4 (Spring Semester of 2016/17) was initially set on the 14<sup>th</sup> of February 2017. However based on requests from municipalities to have more time to compile the municipal lists with information of the interested civil servants and on the opportunity to include more participants from the Ministry of Foreign Affairs, the application deadline was extended for two more days, i.e. for the 16<sup>th</sup> of February 2017. The deadline extension was approved by the AOR.

As for the previous PPDL Semesters, a complete application for the PPDL Spring Semester 2016/17 entailed:

1. **Completed Application Form** (which enables the team to have the required demographic and employment information of the applicant)
2. **Employment Confirmation letter** (which confirms the applicant's years of experience and fulfills the eligibility criteria of applicant having at least two years of experience in the public sector)
3. **Recommendation from Immediate Supervisor** (further to the support that the supervisor shows for the candidate, it also shows that the supervisor is aware that the program will be held during working hours).
4. **Admission Essay in Albanian, English or Serbian** 300 – 500 words (which serves as the selection element once all eligibility criteria are met)
5. **Scanned Copy of Diploma** (which fulfills the criteria of a candidate having at least a Bachelor Degree)
6. **Scanned Copy of Identification Card / Passport** (which fulfills the criteria of the candidate being a Kosovo citizen)

The application process format for the PPDL Cohort 4 (Spring Semester of 2016/2017) was slightly modified for the participants coming from the municipal level by allowing them to apply in another form, if preferred, other than through the online application, which among others requires computer literacy and internet connection.

Initially, the team used hard-copy individual applications (which entailed the Online Application in a hard copy format, without the Recommendation or Employment Confirmation Letter; see Annex I for a sample of the hard-copy application) during the Informative Sessions in Peja and Gjakova. The hard-copy applications, allowed the team to receive the demographic and employment information of interested participants who would later on be contacted by the PPDL team to submit the remaining documents.

However, due to the inability of organizing informative sessions in each municipality and thus collecting the hard-copy applications, the PPDL team expanded the application process by offering another method of application, namely: *Municipal Lists*. Through this method, the PPDL Team used the Directors of Administration and/or Mayors of Municipalities as points of contact of aggregating the demographic and employment information of interested candidates from a particular municipality in a single list. The joint event held in Prishtina and in Gjilan served this purpose well, by allowing the PPDL team to share the lists (in hard-copy and later on also via email) to the representatives of each municipality.

The completed list would be signed and stamped by either the Director of Administration or the Mayor of the Municipality. The lists were later on submitted electronically to the PPDL team, which followed up by requesting the additional documents from the applicants in order to complete the application. The Municipal list application method, would help the application process and the applicants from municipalities by directly fulfill two of the application process elements, namely **1. Completed Application Form** and **6. Recommendation from Immediate Supervisor**.

Consicely put, depending on the level of the government, i.e. municipal or central, the interested participants for the Cohort 4 (Spring Semester of 2016/2017) of the PPDL Program had the opportunity to apply in two formats as listed below:

**1. Central and Municipal Level**

**Online Application:** Individual Online Application via [www.kosovo.rit.edu/ppdl](http://www.kosovo.rit.edu/ppdl) in either English, Albanian or Serbian.

**2. Municipal Level Only**

**Municipal List:** Application through the Director of Administration/Mayor of Municipality in the respective Municipality by completing the designated PPDL List, which in the end was to be signed by the Director of Administration and/or the Mayor of the respective Municipality. The list, depicted below, was prepared in Albanian and Serbian and entailed the basic demographic and employment information as in the online application form.

As already explained, besides demographic and employment questions and other complementing documents to validate eligibility criteria, the application process entailed an admission essay which accounted as one of the key elements for admission. In the past, the candidates were asked to submit a written essay in English, Albanian or Serbian (300-500 words) which answered a total of *three questions*. However, regardless of the PPDL team's effort to inform the potential candidates of previous cohorts on the structure of the essay, the majority of the received essays were in the *form of questions and answers, they would only address one question, would submit a motivation letter instead of an essay or would pertain to a different topic/question altogether*.

Based on this experience with the previous cohorts, the essay component was changed by requesting applicants to answer only one question: "*What led you to seek a career in public service?*" in either English, Albanian or Serbian within a limit of 300-500 words. Furthermore, the PPDL team considered also the essays that did not necessarily answer the question, but were submitted either as a motivation letter or pertained to a different topic. Based on these two types of essays,

i.e. essay which answered the question asked OR essay which didn't answer the question but pertained to a different topic or was submitted as a motivation letter, the PPDL team updated the Grading Rubric.

As observed, applicants who answered the question asked in an essay within the 300 - 500 word limit, were graded out of a total of 90 points, whereas applicants who chose another topic or submitted a motivation letter, hence didn't fully follow the guidelines but did put effort in writing, were graded out of a total of 60 points. The remaining 10 points were allocated evenly to the submission of the Recommendation/Reference Letter (this point was automatically fulfilled for the applicants in Municipal Lists signed and stamped by the Director of Administration) and the Diversity Element for individuals who in the Self-Disclosure section declared that they belong in one of the marginalized groups, i.e. women, LGBTI, individual with disability, minority. The PPDL team made every effort to contact all candidates, both via email and phone, who showed interest and encourage them to submit all the required documents and complete the application.

As in the previous cohort, the selection of the PPDL participants for Cohort 4 (Spring Semester of 2016/2017) was based on the eligibility criteria set forth in the beginning of the program. Once these criteria were fulfilled, candidates' selection was based on the scores of the submitted admission essay (with an addition of 10 points if the applicant submitted a Reference/Recommendation and belonged to one of the Diversity groups). Different from previous cohorts, this cohort, evaluation and grading of the essays was conducted only by one PPDL faculty member.

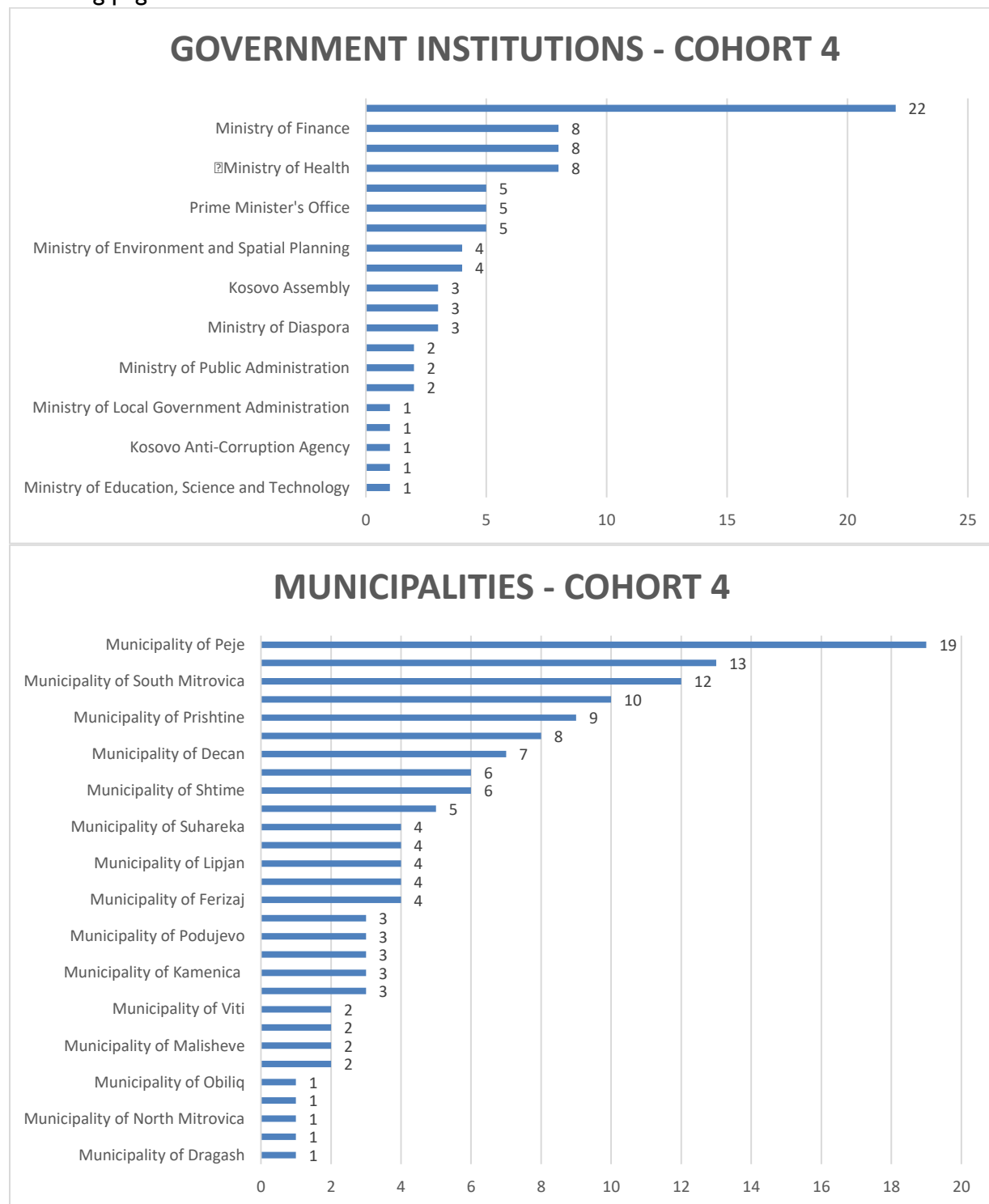
During the application period for Cohort 4 (Spring Semester of 2016/2017), we received 345 applications until the application deadline on February 16<sup>th</sup>, 2017. After the information session held in Gračanica on March 8<sup>th</sup>, additional 15 Serbian minority candidates were included, thus raising the number of applicants to 361. As in previous cohorts, candidates from previous Semesters who were eligible but either did not score well in the admission essay or could not attend for other reasons or did not fulfill the eligibility criteria of having five years of experience at the initial time of application, were contacted and asked whether they want their applications to be reconsidered for admission. Upon their approval, we had a total of 361 applications going through the evaluation process.

Out of the pool of 361 applicants, the applications were classified as follows:

- 232 (64%) fulfilled all eligibility criteria and were admitted into the program
- 90 candidates were not admitted due to eligibility criteria (bachelor, no years of experience, not an eligible institution)
- 19 withdrew from the application process and/or postponed their enrollment
- 15 candidates were not admitted due to plagiarism
- 5 were not admitted due to low essay scores

As already indicated, the pool of enrolled applicants come from both the central and the municipal level. The segregation in this respect is as follows:

The applications are diverse in terms of entity of employment and they can be observed in the following page:

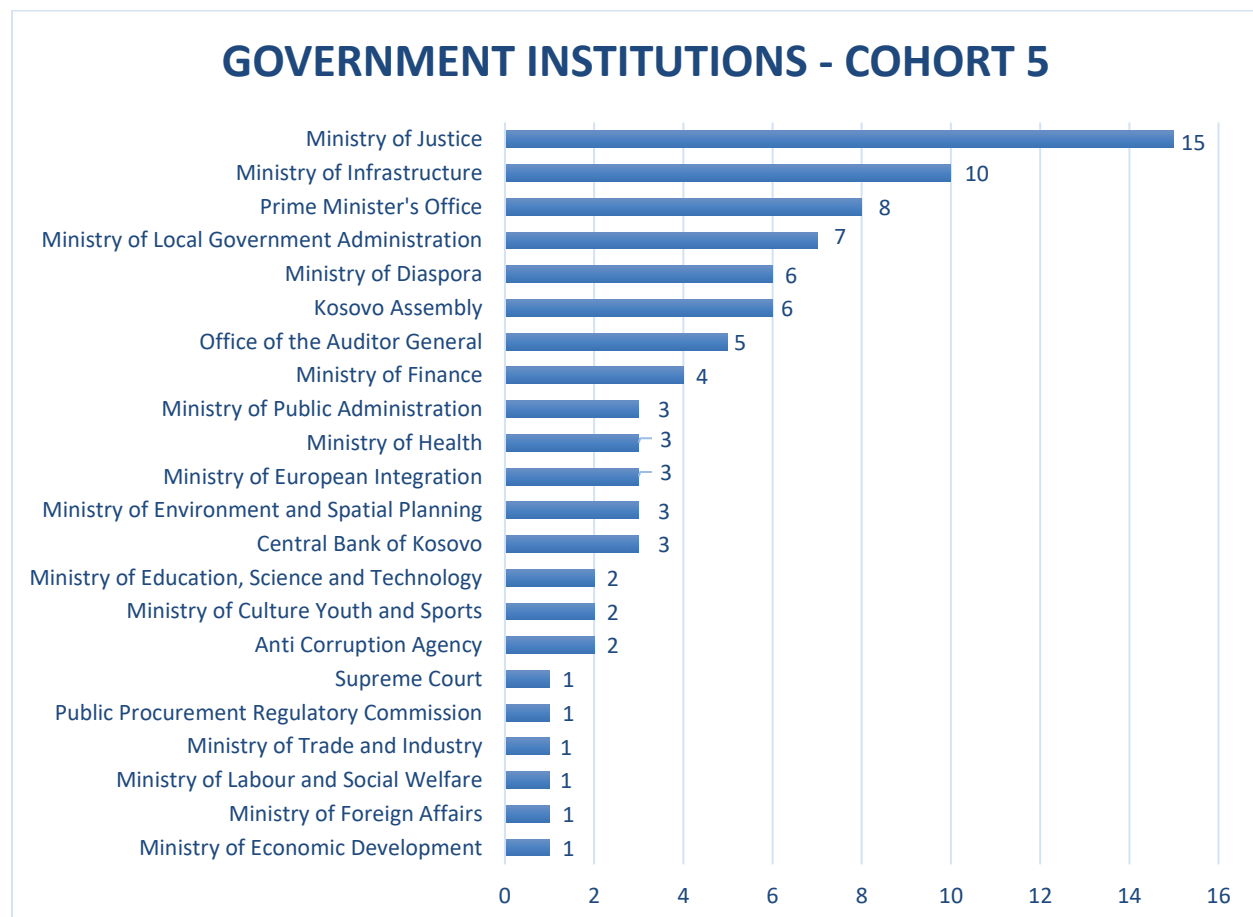


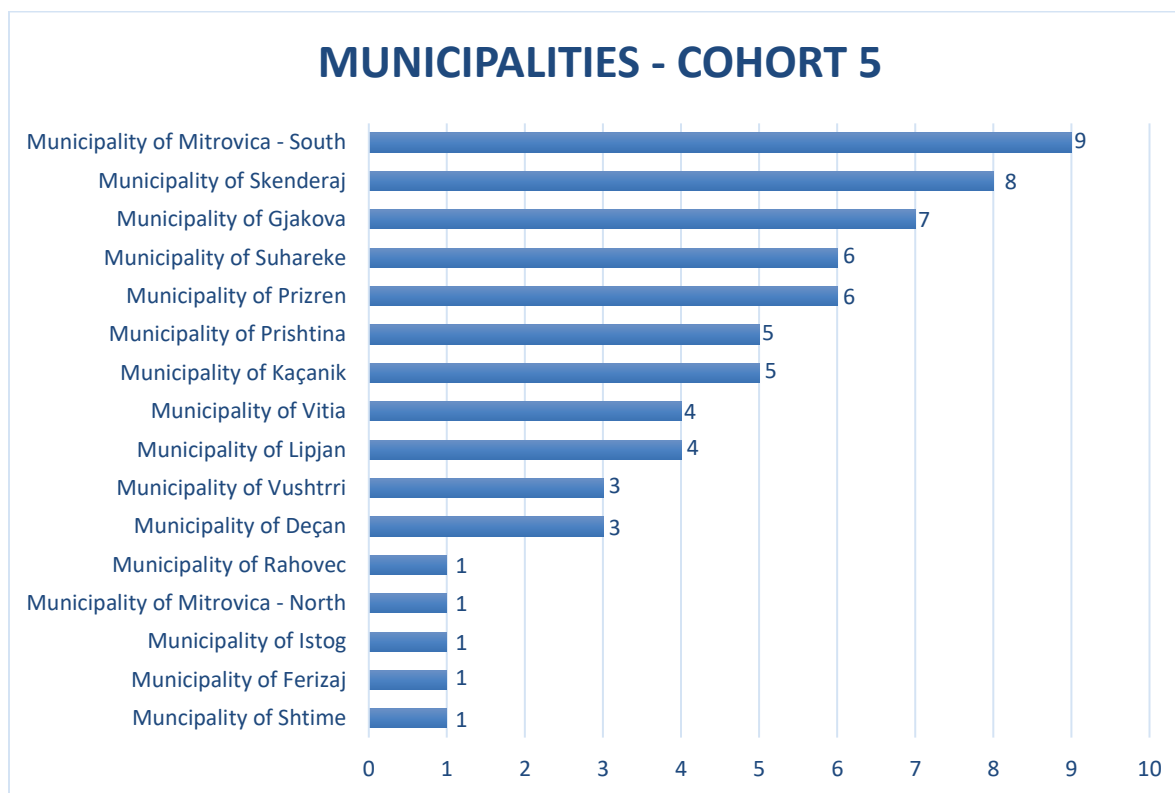


In terms of gender segregation, 50% are Female and 50% are Male. In terms of their Education status, 60% have a Bachelors Degree, 38% a Masters Degree, while the remaining 2% pertain to PhD and/or other.

In terms of Ethnicity, the majority or 93% (215) identified themselves as Albanian, 6% (14) as Serbian and the remaining 1% as either Turkish, Bosnian or Egyptian. The majority of applicants 87% (201) have selected Albanian as their preferred training language while 15 (6%) applicants have selected Serbian as their preferred language of training. 20 applicants initially declared that they felt comfortable in taking the training in English, however only 16 (7%) successfully enrolled in the English group. Out of the 20 candidates, 3 have not reached the minimum required score in the English placement test and 1 has willingly switched to the one of the groups in Albanian language.

In Cohort 5, after the evaluations of all 251 applicants, 153 were successfully identified and admitted to the PPDL course. Due to the extremely low number of applicants in Serbian language, with only 3 applicants, (one Serb and two Bosnians), they were given the option of either join a group in Albanian or English. The dispersion of the admitted candidates in terms of the institution level was 58% coming from the Central level and 42% from the Municipal level.





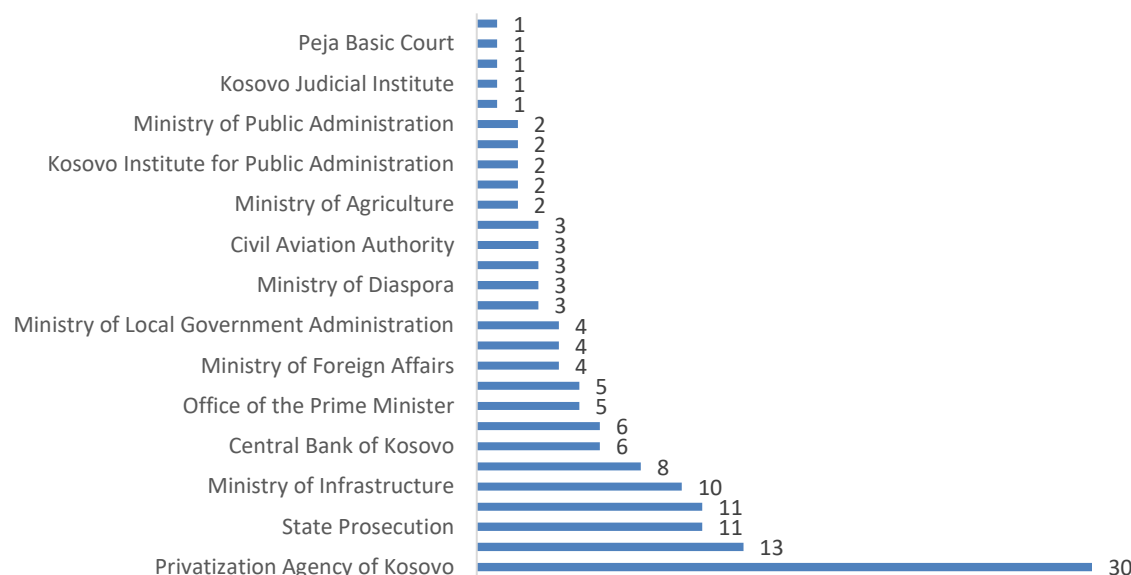
In this cohort, 72% of the candidates had the Bachelor level education, 27% the Master level and 1 % a PhD level. In terms of ethnicity, 98% were Albanian, 1% Serbian, and 1% Bosnian.

All participants were divided into seven (7) groups, of which six (6) groups to attend the training in Albanian and one (1) in English.

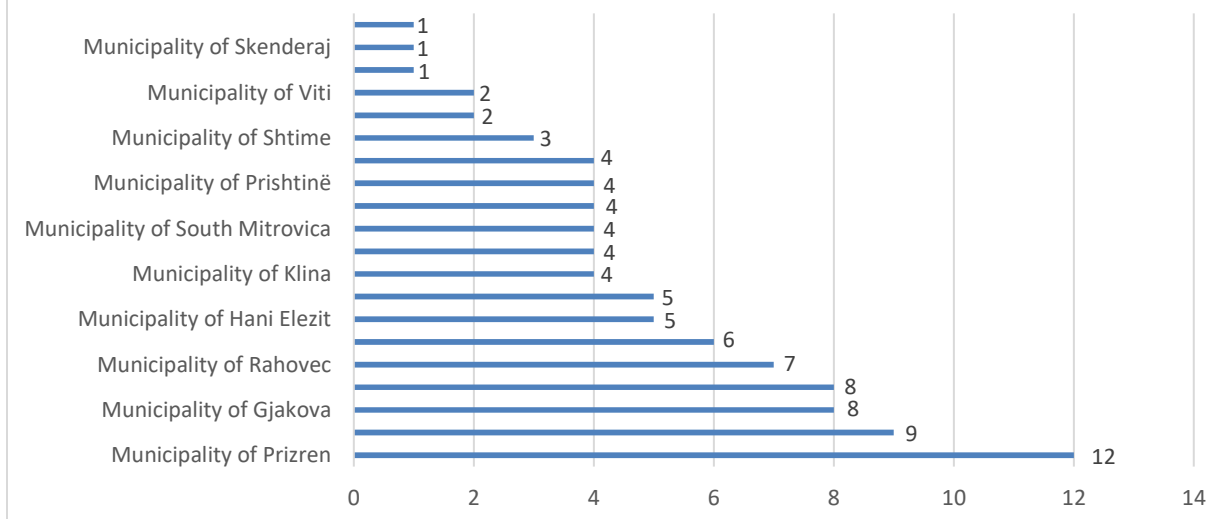
In Cohort 6, out of 375 applications received, 241 were admitted to the program. Of the total number of civil servants admitted, 147 came from the central level institutions and 94 from municipalities. The admitted applicants, based on their preferred language indicated in the process of application, were disseminated in 11 groups, of which 9 groups followed the course in Albanian, 1 Serbian and 1 in English.

In terms of gender segregation, there was an equal percentage, 50% were females and 50% males whereas in terms of education, 66% had the Bachelor level, 33% the Master level, and 1% the PhD level. In terms of ethnicity 95% were Albanian and the other 5% was consist of Turkish, Egyptian, Serbian, and Bosnian.

### GOVERNMENT INSTITUTION-COHORT 6



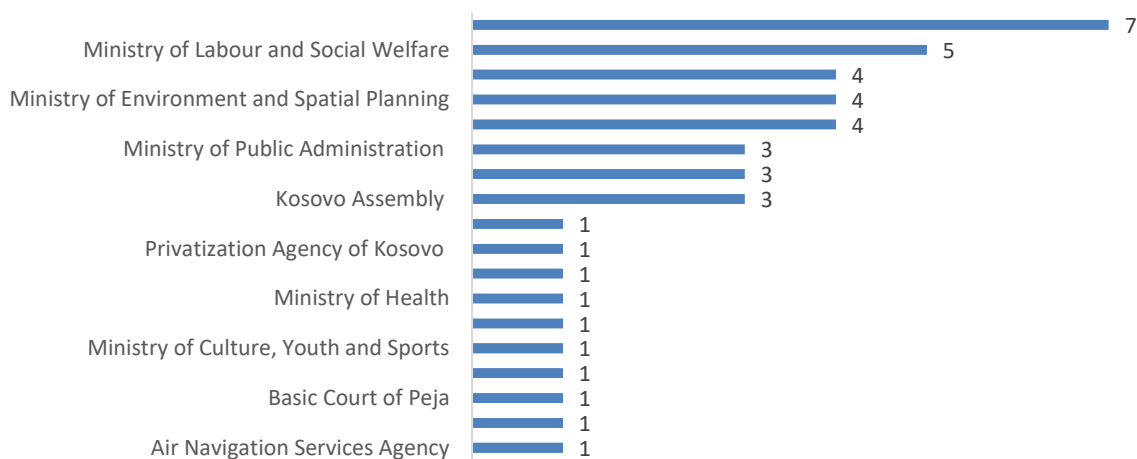
### MUNICIPALITIES-COHORT 6



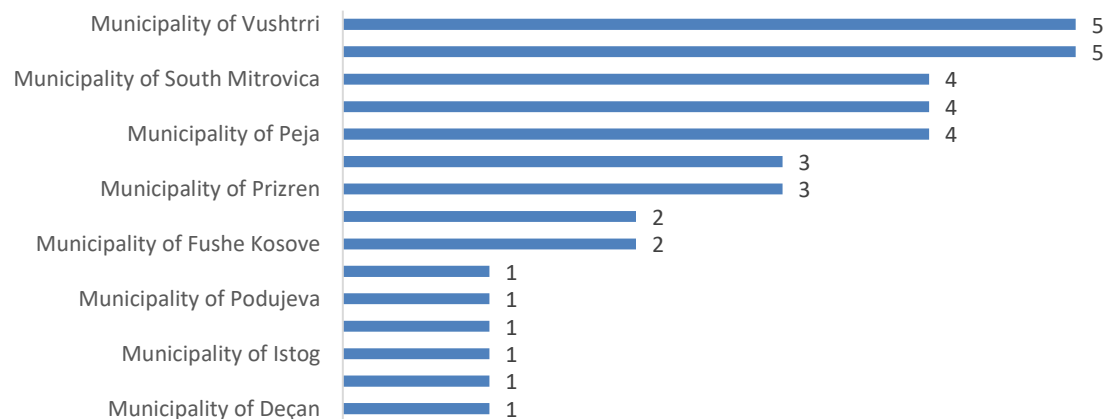
In Cohort 7, after receiving 170 applications, the process of evaluation of essays took place. As a result of the evaluation, 81 applicants received notification of admission to the program. However, 7 of the civil servants that were notified decided to withdraw from the program, thus the remaining 74 successful applicants were divided in the 3 groups; all in Albanian language. In terms of gender segregation, 40% were females and 60% males. In terms of the level of education, 58% had the Bachelor level, 41% Master level, and 1% PhD. This cohort as well, the majority of the candidates were Albanian (98%) and a very low percentage (2%) were Serbian and Bosnian.

The dispersion between the central and municipal level was 53% and 47% respectively.

### GOVERNMENT INSTITUTION-COHORT 7



### MUNICIPALITIES-COHORT 7





## Activity: Training Delivery

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

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

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

**Table 1: PPDL Preliminary Syllabus includes**

Module 1 Subjects	Hours	Objectives
Week 1: a.) Introduction / Public Policy Cycle	1.5	General Introduction to the course format, expectations, text, and an overview of the public policy making process. Students will be presented with a general outline of the public policy development process and their critical role in shaping policy. A model of the policy cycle (Agenda Setting, Policy Formulation, Policy Implementation, and Evaluation) will be introduced. Individual aspects of the process will be explored in greater detail as the course proceeds.
	.5	Outcome Measures: Students should have a general understanding of the course, of the policy process, and of their important role in shaping and evaluating public policy in Kosovo.
b.) Policy Memos	1.5	Break

and Witten Argumentation	<p>Clear and concise written communication in the form of Policy Memos is a key skill for every government worker or public policy advocate. Using a standard format presented in this course, students will learn techniques for writing a concise and effective argument. The use of evidence to support policy claims will be emphasized, and this writing format will be used throughout the course.</p> <p>Outcome Measures: Students should be able to make a well documented written argument for a policy position of their choice using the standard format presented in the course.</p>
Week 2: a.) Agenda Setting Models	<p>1.5 Using examples from Kosovo and abroad, students will explore how policy issues and goals have come to the attention of the public and policy decision-makers. Students will focus on understanding their crucial constituent service role in becoming aware of issues that have public attention.</p> <p>Outcome Measures: Students should be able to explain, using an agenda setting example from their personal experience, how a problem came to their attention or to the attention of their department, agency, or coworkers.</p>
b.) Policy Development: Collaboration and Developing an Inclusive Approach to Policy Formulation	<p>.5</p> <p>Break</p> <p>1.5 Once a problem has reached the public agenda, the process of developing possible solutions is considered. Policy options typically range from doing nothing, to making incremental adjustments to current practices, and to sweeping changes in current policy depending on public demand, budgets, and the range of possible solutions to a particular problem. Special attention will be given to collaboration and inclusion of diverse communities in the policy development process.</p> <p>Outcome Measures: Students should be able to articulate reasons for collaboration and inclusive policy development.</p>

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

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



Module 2 Subjects	Hours	Objectives
Week 7: a.) Policy Development Project Introduction	1.5	The Policy Development project is a practical exercise that will begin Week 7 and continue on the through final week of the course. The intent of this project is for each student and team to develop a proposal for a policy item that is relevant to his or her work. While the project will be developed and ultimately presented in a group, each student will write up the proposal individually. Teams may be made up of people from the same office or from a mix of offices to gain a more varied perspective at the instructor's and group's discretion. Students will be organized into teams of about five (depending on the cohort, and their workplace). The instructions for the final group project will be presented and students will begin to get organized as a team.
	.5	Outcome Measures: The students should be organized into project teams based upon mutual interests or departments.
b.) Policy Development Project, Cont.	1.5	Break
		Students will begin to identify a topic for a final Policy Proposal relevant to their specific fields or one that is interesting to the members of the group. It is important that the work take on a practical aspect that can be carried back to students' home institutions. The first stage will be writing a policy memo (as a group) identifying a relevant issue or problem that they will address in their final proposal. The problem statement discussed in the memo should follow the work from Module I and be as clearly defined and measurable as possible. The project will progress in stages over the course of the term.
Week 8: a.) Policy Development Project, Cont. Presentation / Discussion of Group Project Proposals,	1.5	Each Group will briefly present their Policy Memo on the group's proposal topic for class discussion. Class comments should be focused on helping everyone clearly define and refine their problem statements. Students will begin to explore solutions and potential alternative plans based on their problem statements with the aid of the instructor over the next four class meetings.
	.5	Break
	1.5	Class presentations will continue until completed.

b.) Presentation / Discussion of Group Project Proposals, Cont.		Outcome Measures: In this task the students will be evaluated as a group. The policy memo will be scored based on five criteria as specified in the guide to writing policy memos presented in the first week of Module I (Completing the task according to the instructions, a clear thesis in the first paragraph, use of appropriate evidence, balance and fairness, and grammar, punctuation and style). The final group project will be based on this proposal.
Week 9:		
a.) Topic: Rule of Law	1.5	In Kosovo, crime and corruption have been identified as the greatest threats to civil society. We will explore the Rule of Law and the importance of everyone working to combat corruption and enforce the rule of law at all levels of society.
	.5	Outcome Measures: Students should be able to express their commitment to combatting corruption and aiding all agencies in Kosovo in supporting the rule of law.
b.) Topic: Diplomacy	1.5	Break
		The role of the EU, the USA, and other foreign relations are critical to the future of Kosovo. In this respect it is important for everyone in and working around the government to have a basic understanding to the role of diplomacy in the region and broader world. In this task, students will gain an understanding of the basic factors that affect diplomatic relations among nations in the Balkan region, the EU, the USA and beyond.
		Outcome Measures: Students should be able to explain the basic relationships among the various international actors in Kosovo and their role in supporting the diplomatic efforts of Kosovo's government through the work of their offices, peers and themselves.
Week 10:		
a.) Topic: Sustainability, Environmentalism and Social and Cultural Values	1.5	Determining how to provide for the needs of future generations even as we meet the needs of our current generation is a critical task for everyone in positions of power in Kosovo. In this exercise we will explore what kind of future we want. Sustainability is more than simply providing some amount of wealth to the next generation. Important decisions will need to be made about what things are of sufficient value to protect for the future. Questions of how we can provide a clean and safe

		<p>environment and a society that values and protects social and cultural diversity into the future will be explored.</p> <p>Outcome Measures: Students should be able to articulate their role and the role of their office in facilitating or participating in protecting social, cultural and environmental resources based on core values and respect for others.</p>
b.) Infrastructure, Agriculture and Forestry, Land Use, Regional and Urban Planning	.5 1.5	<p>Break</p> <p>Over the next several decades, as Kosovo continues to develop, the country will face numerous challenges in how to use and allocate limited resources including, most importantly, the land. How well Kosovo's institutions coordinate the competing uses for land resources will decide future of the country. The importance and role of land use and infrastructure planning in Kosovo will be explored in the next two sessions.</p>
Week 11: a.) Topic: Infrastructure, Agriculture, Land Use, Regional and Urban Planning, Cont.	1.5	<p>Exploration of tradeoffs in land and resource use will continue.</p> <p>Outcome Measures: Students should have gained and understanding of Kosovo Planning Law and the challenges and importance of land use planning for infrastructure development, agricultural use, and for rural and urban development. Students should be able to explain in written form their agency's role in planning or providing information to those tasked with making planning decisions.</p>
	.5	
b.) Policy Development Project	1.5	<p>Break</p> <p>Students will receive individualized and peer help with the development of a set of policy options relevant to their identified problem. Later, these options will be evaluated and a choice will be made as to which one is most likely to meet with success. A key feature of developing the set of policy options will be using sufficiently precise language such that there is little ambiguity about what should happen in response to the actions taken from the proposal.</p>

		Outcome Measures: Students should have identified a range of options that might be used to address their problem.
Week 12:		
a.) Topic: Economic Development	1.5	Economic development is one of the greatest challenges facing the Republic of Kosovo. No single group or Ministry is solely responsible for this daunting task. In this exercise we will explore the need and strategies for economic development in Kosovo and the role of administrators at all levels and from all ministries in driving economic development through the work of their institution.
	.5	Outcome Measures: Students should be able to articulate a clear message about their role in driving economic development in Kosovo (both as individuals and as members of their respective organizations).
b.) Policy Development Project	1.5	Break
		Students will develop and use a set of evaluation metrics to identify the strongest of their policy alternatives for their final proposal. Students will receive individualized and peer help with the development of a final proposal relevant to their specific field. Students will be prepared to present their work at the end of the term.
		Outcome Measures: Using a group-derived set of evaluation metrics, each group will identify a policy solution for inclusion in their final proposal. The decision should be arrived at through the use of an unbiased set of metrics and should have the support of all member of the group.
Week 13:		
a.) Policy Development Project – 4	1.5	Students will receive individualized and peer help with developing a final presentation of the proposal relevant to their specific field. Students will be prepared to present their work as a group in the following sessions (Depending on the timing, some of the presentations may start during this period.).
	.5	Outcome Measures: Students should be prepared to submit their individually written proposals and to present their group proposal.
b.) Presentations	1.5	Break



		Oral Presentation of the Group Proposal / Submitting Individualized Written Policy Proposals
		Outcome Measures: Students will be scored as a group for their team presentation. A presentation evaluation rubric will be used to evaluate the quality and completeness of each proposal.
Week 14: Final		Oral Presentation of the Group Proposal / Submitting Individualized Written Policy Proposals, Cont.
a.) Presentations	1.5	
		Break
	.5	
b.) Presentations	1.5	Oral Presentation of the Group Proposal / Submitting Individualized Written Policy Proposals, Cont.
		Outcome Measures: Students should have presented their group's proposal (as a group) and completed and turned in an individually written report on their group's proposed solution to the problem or activity as identified by the group.

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

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



From week 1 to week 5, PPDL participants went through the fundamentals of public policy and public policy cycle. Participants were expected to have a general understanding of the course, of the policy process, and their important role in shaping and evaluating public policy in Kosovo were brought to attention. During these weeks, participants learned how to write policy memos using standard format with techniques in writing a concise and effective argument. Moreover,

during this time participants were advised to choose their members of the group who will work on the group project. Each group consisted of 5-6 participants per group, preferably participants coming from one entity or similar entities. Participants learned different models of agenda setting. Professors used examples from Kosovo and abroad, so participants explored different policy issues and goals relevant to public and policy decision-makers. Additional materials were added in the current student workbook. In week three, participants learned and discussed strategies for quickly getting to the root of a policy problem and developing a solution such as the Delphi Technique, the “5 Whys” Strategy, and Bardach’s Eightfold Path. These exercises were designed to teach strategies for increasing stakeholder involvement and incorporating minority opinion in the decision making process. Participants worked on assignments in class by setting five metrics to evaluate a program or activity from their professional work or as assigned by the professor. Participants identified a set of measures or criteria that would indicate whether or not policy goals have been met.

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

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

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

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



On week 7 of the training, participants were handed out the mid-term exam, which consisted of several case studies, where participants were asked to prepare a policy proposal. Considering the composition of the participants for this cohort, central and municipal level public servants, new case studies pertaining to this category were prepared by PPDL Faculty and were added as choices for the PPDL midterm exam. The case studies handed out to the participants were as following:

- Water for Prishtina: A dream turned into reality?
- Inclusion of Women and their Perspectives in Drafting the Socio-Economic Development Strategy of Gjilan
- Child labor and exploitation in Kosovo
- Migration and Kosovo
- Youth unemployment in Kosovo

### Revision of PPDL Curricula and Teaching Materials

Given the fact that the PPDL curriculum aims to not only equip participants with the theoretical framework of public policy and leadership, but also enhance their analytical skills on current topics that pertain to the everyday work of public officials, the program team together with PPDL professors initiated the process of curriculum revision in order to mirror the recent

developments in Kosovo as well as other case studies of value to the specialized topics. In particular, due to the advent of energy related development in Kosovo, energy policy was added to the scope of Module 2 as a specific specialized topic.

PPDL curriculum development was undertaken by PPDL professors, where each specialized topic revision was allocated to particular professors based on their main field of expertise. Module 1 was evaluated as complete and therefore it did not incur any changes.

The workload in terms of curriculum development was assigned in the following way:



PPDL Booklet Sections	Status	Professor in charge
<b>Module 1: Foundations</b>	Unchanged	NA
<b>Module 2: Specialized Topics</b>		
- <b>Rule of Law</b>	Revised	Prof. Vjosa Osmani
- <b>Diplomacy</b>	Unchanged	NA
- <b>Energy Policy</b>	Added	Prof. Chad Briggs
- <b>Rural and Urban Planning</b>	Revised	Prof. Chad Briggs
- <b>Social Policy</b>	Revised	Prof. Mentor Nimani
- <b>Econ Development Policy</b>	Unchanged	NA

Once the curriculum was revised and proofread, it was translated into Albanian and Serbian. The translated versions were revised by the professors once again prior to printing. The final draft of the booklet was printed in all three languages and handed over to each participant on the first day of the training.

### Faculty

In coordination with RIT Kosovo (A.U.K.)'s Public Policy and Governance Faculty Unit, the faculty assigned to teach PPDL were:

Armend Bekaj, MA; Chad Briggs, PhD; Faton Bislimi, MPA/ID; Garentina Kraja, MA; Luca J. Uberti, PhD; Mark Baskin, PhD; Mentor Nimani, MA; Michael Waschak, PhD; Robert Muharremi, PhD; and Vjosa Osmani, PhD.

### Teaching Assistants

A Memorandum of Understanding was signed between our project and TLP Citizens Corps in engaging TLP SP graduates as Teaching Assistants in the PPDL component. Our program team



sought well qualified and highly motivated TLP graduate students to help PPDL faculty with the conduct and delivery of PPDL courses.



Teaching assistants engaged by the project were:

Alketa Buçaj; Arzana Myderrizi, TLP Citizen Corps; Besfort Kosova, TLP Citizen Corps; Blerta Greiçevci, TLP Citizen Corps; Blond Gerqari, TLP Citizen Corps; Donjetë Murati, TLP Citizen Corps; Dren Puka, TLP Citizen Corps; Edona Peci, TLP Citizen Corps; Gent Salihu; Gresa Statovci, TLP Citizen Corps; Jeta Aliu, TLP Citizen Corps; Kaltrina Hoxha, TLP Citizen Corps; Lavdi Zymberi, TLP Citizen Corps; Merdiana Leci, TLP Citizen Corps; Nikola Aksić; Qëndresë Beqiri, TLP Citizen Corps; Rineta Hoxha, TLP Citizen Corps; Rinor Kurteshi, TLP Citizen Corps; Valmir Ismaili, TLP Citizen Corps; Vladan Jaćimović, TLP Citizen Corps.





## Activity: Guest Lectures

In order to enrich the PPDL program experience and provide opportunities for the participants to learn from different key individuals, as a program team with the approval of AOR and in coordination with the PPDL Professors, we incorporated Guest Lecturers as part of the PPDL Program.

- The first forum was held on the 25<sup>th</sup> of November 2016, with His Excellency, the British Ambassador, Ruairi O'Connell who discussed on the topic of: ***"The Role of Public Servants in Fostering Transparency and Fighting Corruption"***. The topic was directly related to components of the PPDL curriculum and enabled the participants to have more dimensions elaborated on the topic.
- The second forum was held on the 9<sup>th</sup> of December 2016 with Ms. Jeta Xharra, the BIRN Kosovo Director as well as the presenter and editor of the television debate show "Life in Kosova". Ms. Xharra was predominantly focused on topics related to ***"Whistle-blowers and the role of media on governmental policies"***.
- Guest lecture with the former President of the Republic of Kosovo, Ms. Atifete Jahjaga on ***"Women's role in the political sphere of the Republic of Kosovo"***.

Due to the high interest of PPDL students to listen to the lecture, the RIT Kosovo (A.U.K) auditorium was overwhelmed, and the project immediately situated the remaining number of student to an adjacent classroom providing a livefeed of the lecture for them to follow.



- The guest lecture with Mr. Erik Akse, the International Team Leader at Project to Support Policy Development on ***“Challenges of the policy-making process: What can be done better?”***.



- Guest lecture with the US Ambassador to Kosovo, Mr. Greg Delawie. The lecture focused on ***“Importance of Public Service in Building a Democratic and Prosperous Country”***.

Due to the high interest for participation expressed by PPDL students, the program team decided to organize the lecture at the Red Hall of the Youth, Culture and Sports Center



- Guest speaker, Stephanie Smith, a volunteer from Peace Corps, delivered a lecture on the topic ***"the Peace Corps and the need to volunteer"***.





- Guest speaker Igballe Rogova, The executive director of Kosovo Women's Network, delivered a lecture on the topic **"Gender Responsive Budgeting in Municipal Level"**



- Guest lecture with Ambassador of OSCE Mission in Kosovo, Jan Braathu, on the topic **"Countering Violent Extremism: Security and Cooperation in Europe"**.



- Guest lecture with Mr. Stephen Carpenter, the Chief of Party of the USAID Supported TEAM Project on **"Promoting Transparency and Accountability in Kosovo Municipalities"**.



- Guest lecture with Shqipe Malushi, a Writer, Leadership and Gender Issues Trainer and Human Rights Activist, lecturing on **“Culture as an influence in advancing Leadership in Building Communities”**.



All the guest lectures were held under “Chatham House Rules” and were followed by Questions and Answers sessions from the audience.





## Activity: Certification Ceremonies

### PPDL Cohort 1 Certification Ceremony

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

At the ceremony, Prime Minister during that time, Isa Mustafa noted that “The reform of the Public Administration poses a platform of success and the results of which impact the development and implementation of government policy in the wider context, especially for economic development and provision of services to citizens and businesses”.

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



### PPDL Cohort 2 Certification Ceremony

On November 3<sup>rd</sup>, 2016, a total of 92 civil servants belonging to Cohort 2 (Spring Semester 2015/2016) received their certificates in Public Policy Development and Leadership (PPDL) Program, in a ceremony organized at Sirius Hotel in Prishtina.

At the ceremony, Minister of Justice at that time, Dhurata Hoxha noted that “In the process of rule of law, civil servants play a key role as they are the base of the public administration and they ensure continuity of the functioning of our institutions administration.” She closed by emphasizing that “training and education in public policy, research and decision-making is crucial for civil servants.”



### PPDL Cohort 3 Certification Ceremony

In Cohort 3, 120 civil servants that attended the Public Policy Development and Leadership program received certificates, of which 111 Certificates of Completion and 9 received Certificates of Attendance.

As part of the beneficiary institution, but also one of the strong supporters of the project, spoke Ms. Rozafa Ukimeraj, Permanent Secretary of the Ministry of Local Government Administration. There was also one of the direct beneficiaries that also spoke to the classmates, Ms. Teuta Qilerxhiu, a representative of the Ministry of Health, that spoke of the program and the support of the project.



Certificate of Appreciations were handed to the representative of the Ministry of Public Administration, Ministry of Local Government Administration, and Ministry of Environment and Spatial Planning, acknowledging their support in the implementation and promotion of the program among civil servants. Furthermore, Certificates of Appreciation were given also to 4 TLP Citizen Corps volunteers, who served as Teaching Assistants for the program.





### PPDL Cohort 4 Certification Ceremony

The Cohort 4 certification ceremony took place to honor the achievement and dedication of 180 civil servants from central and local government. Initially, 367 candidates applied for admittance into the PPDL program. Only 232 fulfilled the criteria for admittance. Among the 232 candidates, 180 candidates successfully completed the training.



On behalf of the beneficiaries, Ms. Refike Sülçevsi, Director, Kosovo Institute for Public Administration and Mr. Dejan Jovanović, a representative of the Municipality of Gracanica, addressed the participants. Ms. Ferdeze Agaj – Mehmeti, an Alumni of the PPDL Cohort 4, shared her experience as a participant.

### PPDL Cohort 5 Certification Ceremony

In Cohort 5, 121 civil servants successfully finished the PPDL program, receiving either a certificate of completion or attendance.

Mr. Mahir Yağcılar, Minister of Public Administration at that time, spoke to the present as a representative of Kosovo Institutions, stressing that through programs like this and building skills of civil servants, Kosovo shall have a value based Administration.



### PPDL Cohorts 6 & 7 Certification Ceremony

Certification ceremony were organized to honor the achievement of the successful candidates from the last two cohorts namely, the cohort six and seven. In total, for the two cohorts there was a total of 315 enrolled candidates, of which 273 completed the training and received certification.



The USAID Kosovo representative, Mr. William Trigg, the Deputy Director of Economic Growth Office emphasized the focus and dedication of the USAID Kosovo in strengthening the Civil Service of Kosovo.

On behalf of the beneficiaries, Mr. Besnik Tahiri, the National Coordinator for State Reforms, of the Government of Kosovo, spoke of a well-prepared and professional civil service that is accountable to citizen.

## Other Activities

### Activity: Training Evaluation

The report aggregated the findings of three annually conducted follow-up questionnaires with AUPP participants and PPDL participants, as well as with the supervisors of the latter group. The main objective of this assessment was to measure the impact of these programs on participants' academic development and career development, respectively.

The AUPP survey findings suggested that out of those who attended the 'TOEFL IBT Preparatory Course', 26.5 percent took the official TOEFL IBT test. The average TOEFL score turned out to be 88; that is 6 points higher vis-à-vis the national average provided by ETS. Also, the AUPP findings further revealed that 9.7 percent of those who participated in the 'GMAT Preparatory Course' took the official GMAT test and of all participants who attended the 'GRE Preparatory Course', 7.7 percent took the official GRE test.

Furthermore, the AUPP findings indicate that 35.1 percent of all participants applied for scholarships (predominantly for Masters' level) after finishing the AUPP Program. The most common scholarships for which they applied were USAID TLP Scholarship, University Scholarship, and EU Young Cell Scheme. Of those who applied, 29.1 percent reported to have been awarded a scholarship, 46.5 percent received negative feedback, and 24.4 percent did not get the results yet. From all applications, those of USAID TLP turned out to be the most successful. The overwhelming majority of the awarded students claimed that the AUPP Program helped them a lot to win the scholarship.

#### Scholarship Awards by Type of Scholarship

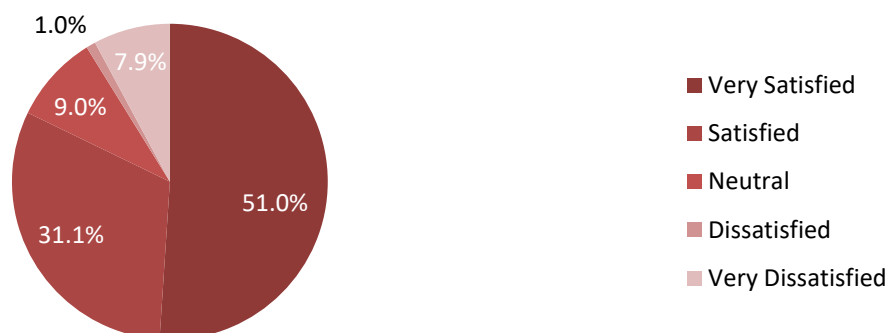


In addition to the question about scholarships, we also asked participants about university applications in general. The results show that 70.3 percent did not apply to any university; 19.3 percent applied and were admitted; 5.7 percent applied but haven't heard back from the university; and finally, 4.6 percent applied but were not admitted. Again, the vast majority of those who were admitted claimed that the AUPP Program helped them a lot to reach their goal.

The results further showed that 53.9 percent of AUPP participants are employed, while 46.1 percent are not. We further inquired the employed participants about the influence of the AUPP Program in finding a job; 53.9 percent of them got a job before starting the Program, while the rest got a job in the meantime. Close to half of the latter group believe that the AUPP Program helped them ‘to some extent’ or ‘to a great extent’ to find their job. Moreover, 70.0 percent of the employed participants have been promoted in their jobs after finishing the AUPP Program. Of those that have been promoted, almost half revealed that the AUPP Program has helped them to climb the work ladder.

In general, the AUPP participants seem to have been satisfied with the AUPP Program – 82.1 percent were either ‘very satisfied’ or ‘satisfied’. The greatest impact, according to participants, was on helping students to improve academic writing. In addition, the majority of participants shared the view that the AUPP Program helped them a lot to prepare for further studies and in regard to social growth. The vast majority would recommend all the courses they attended to other friends.

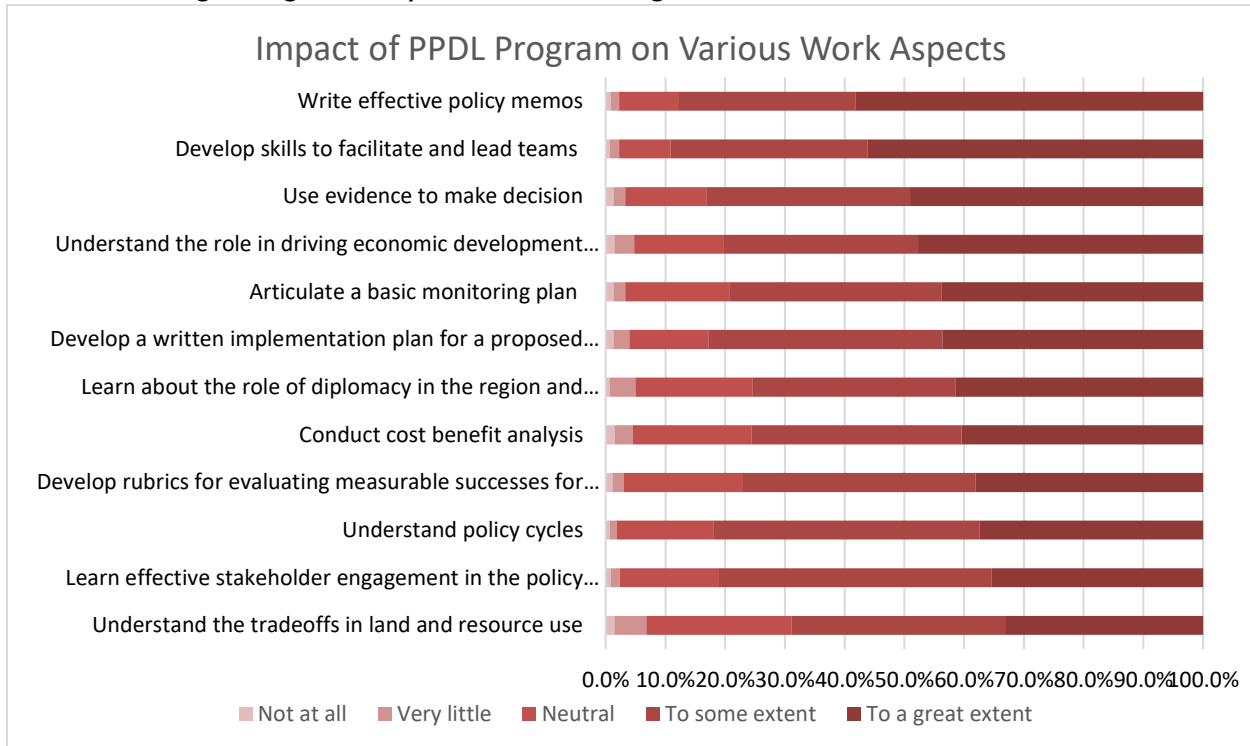
### Overall Satisfaction Level - AUPP Program



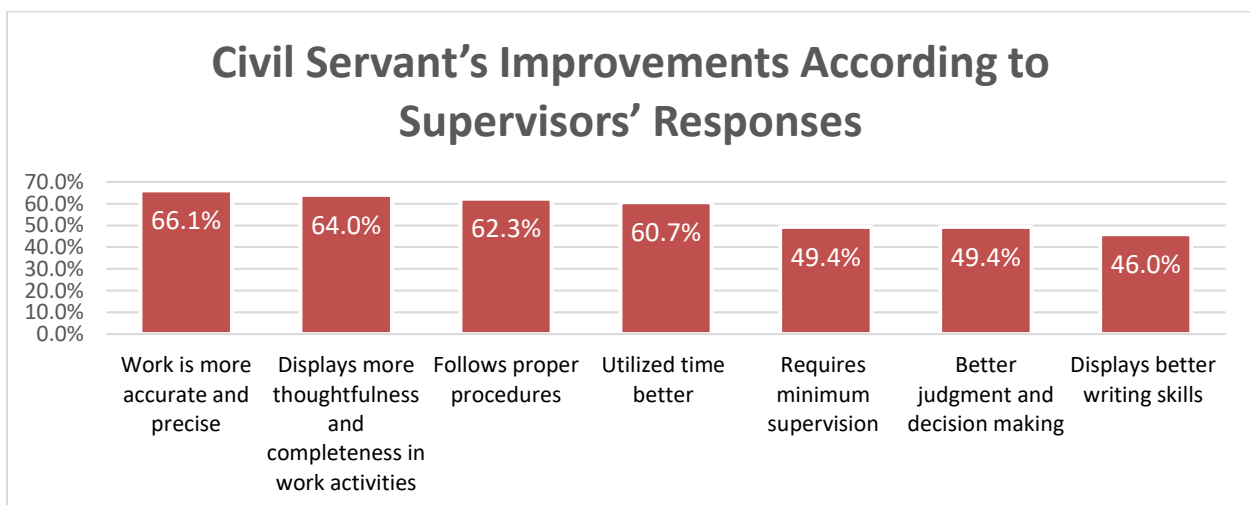
Whereas, the PPDL findings suggest that 69.3 percent of civil servants considered the quality of the PPDL Program to be ‘very good’. Moreover, 92.4 percent of them shared the opinion that the PPDL Program was ‘relevant’ or ‘very relevant’. It also has had a positive impact on their job performance; 93.1 percent claimed that the PPDL Program helped them (‘to some extent’ or ‘to a great extent’) to improve their job performance. In addition, 89.3 percent of the interviewed civil servants shared the knowledge gained with their colleagues.



Moreover, the greatest impact has been on their ability to write effective policy memos and on enhancing the skills to facilitate and lead their teams. Findings further reveal that 94.6 percent of civil servants would recommend the PPDL Program to their friends, and 85.0 percent would attend the Program again if they were to decide again.



Supervisors generally had similar (if not better) views with civil servants on questions related to the latter; around 96.0 percent shared the opinion that the performance of their civil servants has been improved 'to a great extent' or 'to some extent'. The vast majority indicated that after taking the PPDL Program, their employees are more accurate, cooperative and communicative.



As far as general satisfaction is concerned, 97.5 percent of all the supervisors surveyed were 'either satisfied' or 'somewhat satisfied' with their civil servants. Moreover, 90.4 percent indicated that they would recommend this Program to other employees.

### Level of Satisfaction with Civil Servants



## PPDL Accreditation

The efforts for accreditation of the PPDL course finally were concluded with the decision of the National Qualifications Authority on April 25, 2018, to validate and accredit the program with the qualification "Professionals/Specialist for Policy Administration". This program has been validated at level V under the National Qualifications Framework (NQF) by offering 13 credits in Vocational Education and Training (VET).

For the delivery of this program, RIT Kosovo (A.U.K) has received the accreditation for three years, for the period February 6, 2018 until February 6, 2021.

The formal decision of the National Qualifications Authority regarding the validation and accreditation of RIT Kosovo (A.U.K) for the delivery of the program was delivered to the program team on May 8th. With this, participants who successfully completed the PPDL program Cohort 6 and 7, were awarded with a certificate "Professionals/Specialists of Policy Administration" level V, receiving 13 VET credits.

After receiving the Accreditation of the PPDL Program, the program team continued communication with the representatives of the National Qualification Authority (NQA) and on June 12<sup>th</sup> met to discuss the need to implement the requirements stemming from the accreditation of the PPDL Program.



## Public Policy Reference Book

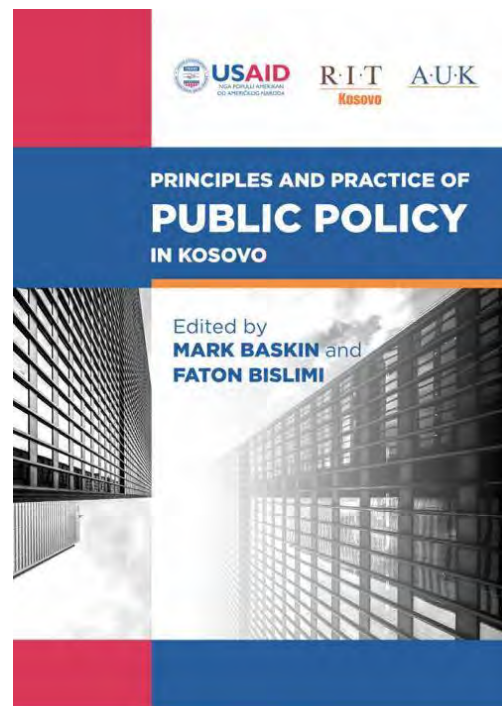
In June 2015, the RIT Kosovo (A.U.K.)'s Public Policy unit faculty developed the PPDL curriculum, student materials, and case studies, for the program. The faculty engaged in delivering the program components found that the literature on public policy in Kosovo was scarce.

Many participants in the program also raised this concern and observed that the absence of literature on public policy formulation in Kosovo provides a significant impediment to their learning. As we revised the learning material in order to mirror the recent developments in Kosovo, we decided to produce a volume that would leverage the faculty's areas of expertise and bring it together in a comprehensive, well-structured public policy reference book.

As the first book of its kind in Kosovo, the "The Principles and Practice of Public Policy in Kosovo" was written by experienced professionals in policymaking and in the field of public policy. The authors are faculty members of the RIT Kosovo (A.U.K), who were actively engaged in the project as lecturers, namely Besnik Bislimi Ph.D, Chad Briggs Ph.D, Faton Bislimi MPA/ ID, Garentina Kraja MA, Mark Baskin Ph.D, Mentor Nimani MA, Robert Muharremi Ph.D, and Venera Demukaj Ph.D.

The purpose of the book is to serve as a resource not only for public officials in understanding the general principles of public policy development processes in Kosovo, but also for all students focusing on the field of public policy. The specific areas covered in the book are: Rule of Law, Social Policy (including Marginalized groups), Management of Natural Resources, Security, Conflict Resolution and Counter Terrorism, Economic and Financial Policies, and Development of Local Governments (municipalities).

This book is available for free and can be found on the RIT Kosovo (A.U.K.)'s official website or by clicking [HERE](#).





## Compilation of Selected PPDL Project Proposals

After a process of selection of best policy proposals from all PPDL Training Cohorts (1-7), the program team has prepared a booklet of policy proposals consisting of 43 proposals in Albanian, 5 proposals in English and 3 proposals in Serbian. These are included in the booklet in the original language they were drafted. The booklet was distributed to all ministries and agencies of Republic of Kosovo.

The Booklet “Real Issues, Possible Solutions: Selected Policy Proposals” contains policy proposals developed by students. The booklet is comprised of different analysis of problems, and discusses the possible solutions to the problems that the PPDL participants have faced while delivering services to the public. Apart from providing a number of practical models on how problem analysis should be conducted and solutions should be proposed, it also serves as a register of problems and proposals that policy makers can use for further work.

The booklet was distributed for free to public institutions, public servants, private and public institutions and other event participants, with the aim of drawing on the experience and knowledge generated and shared by the participants of the PPDL course.



## VIII. CLOSEOUT CEREMONY

### Closeout Event for Transformational Leadership Program – AUPP and PPDL and Launch and Panel Discussion of The Principles and Practice of Public Policy in Kosovo Book and Real Issues, Possible Solutions: Selected Policy Proposals Booklet

The 29th of March, 2019 marked the successful completion of the 5-year program and the launch of the book titled “The Principles and Practice of Public Policy in Kosovo” and the booklet “Real Issues, Possible Solutions: Selected Policy Proposals.” Both of the books are products of the PPDL component of Transformational Leadership Program.



The launch of the book and the booklet was followed by a panel discussion. The panel discussion was moderated by Venera Demukaj, an Economics Professor at RIT Kosovo and co-author of the book, who opened the event and presented the panelists. Louis Sell, Board Member of RIT Kosovo, Mark Baskin and Mentor Nimani, both lecturers in RIT Kosovo and the PPDL Project and co-authors. Ardita Baraku, who was a PPDL Alumni.



In addition to the launch and Panel Discussion of “The Principles and Practice of Public Policy in Kosovo” Book and “Real Issues, Possible Solutions: Selected Policy Proposals” Booklet, the day was marked with the Closeout Ceremony for Transformational Leadership Program – Immersion - AUPP and Public Service Courses - PPDL (TLP IPSC).

Louis Sell, a board member in RIT Kosovo, recounted the establishment of the RIT Kosovo (A.U.K) 16 years ago, when there were only 67 students. Now, the institution has grown and has over 450 students and shall continue growing. The primary mission of the institution was and is to offer a degree of high quality, which will be taught completely in English language. The tools with which the institution reaches its goal is through the lecturers, who tackle international problems and situations and apply them to Kosovo.



Besnik Tahiri, State Reform National Coordinator of the Republic of Kosovo, in his speech emphasized: "The foundation of a good government is public service, and good decisions are made only when there are such programs where candidates go through a kind of evaluation. Thanking RIT Kosovo (A.U.K) and USAID that made this program possible, he asserted that thanks to this program many civil servants have taken initiatives regarding a better policy-making. "The soul of the State is at the civil servants, and such programs should always be present" he added.



The USAID Kosovo Mission Director, Ms. Lisa Magno, started her address with a quote from Benjamin Franklin “An investment in knowledge always pays the best interest.” She continued by saying that investing in youth is not an option but a necessity, as over 65% of the population are below the age of 25. Investing in Kosovo’s future is by investing in education and professional development of the young and emerging leaders.





## IX. MONITORING, EVALUATION & LEARNING (MEL)

The MEL Plan was an important activity of the program. Through this plan, the program followed the Performance Monitoring Plan (PMP) through numerous data collection tools to document the program's progress.

In order to assist in setting up and managing the process of monitoring, analyzing, evaluating, and reporting progress toward achieving the purpose of this program and contributing to the overall objective, RIT Kosovo (A.U.K) has prepared the following Performance Management Plan (PMP). It served to:

- Support institutional memory of definitions, assumptions, and decisions
- Alert staff to imminent tasks, such as data collection, data quality assessments, and evaluation planning
- Improve knowledge (and continual performance improvement), transparency of practice, and accountability.
- Document, share and promote successful practices

### **Objective I: Kosovo Citizens receive in country University Preparatory Program (AUPP)**

For objective I, the project relied on primary data collected from applications and admission test results. Furthermore, the project used online surveys and exams in order to collect data and information that served as a basis for the continuous monitoring of the training delivery and follow-up post training evaluation (in the form of surveys). The analysis of the following components including but not limited to, the effect of the prep training in College admission, the exam results, the receipt of scholarships and/or the inability to receive a scholarship, enabled the project to document the lessons learned to continually improve the training and inform USAID on potential next steps. The following indicators were set to measure the successful completion of this activity:

- *Number of application received*
- *Number of Admission tests administered*
- *Number of students enrolled in the full program*
- *Number of students enrolled in the partial program*
- *Number of students completing the full program*
- *number of students completing the partial program*
- *Percentage of students satisfied with the overall program (as declared in the final anonymous student evaluation form)*
- *Percentage of students to obtain a target score in TOEFL ITP (>500)*
- *Percentage of AUPP students reporting themselves as admitted into a University Program (as declared in the final AUPP Alumni Survey)*



**Objective 2: Kosovo Public Servants receive in-county public service training certificates (PPDL)**

For objective 2, the activities were carried out based on the Stakeholder Management Plan which was derived from the selected Government of Kosovo entities previously identified by USAID. The primary data for this objective were collected from applications, admission essays and English Test results (if applicable). Furthermore, data was collected from the attendance sheets, the grading rubric of the PPDL course which was developed in accordance with PPDL Professors and the follow-up post-training surveys. The following indicators were set to measure the successful completion of this activity:

- *Number of candidates initially enrolled in the program*
- *Number of candidates attending the program*
- *Number of candidates achieving the PPDL Certification*
- *Percentage of candidates reporting that they have shared what they learned and experienced with colleagues in their workplace*

**IMPLEMENTATION CHALLENGES****Objective 1: Kosovo Citizens receive in-country University Preparatory Program (AUPP)**

The project did not experience any major implementation challenge in the AUPP; however, several issues emerged that required immediate action and replanning for next calls.

- The most serious challenge encountered was active student participation in class and motivation to take the courses and/or continue enrollment. Intensive courses in the AUPP program were a little bit cumbersome for some of the students as they required from 9 to 12 contact hours a week (three to four times a week), with additional 9-12 self-study and homework assignments.
- Also, for the Mitrovica North group, we were very aware of the fact that students who applied, lacked Basic English skills to be able to attend classes in English; however, we still wanted to serve the Serbian community in Mitrovica North. We started with the English Refresher class thinking the class would help elevate students' English level so that they can continue with the program though results were not as anticipated. At the end of the course, we met with students to see if they would be able to cope with the requirements of the other classes in the program and unfortunately they unanimously decided they would withdraw. Given that we were advised not to alter the existing curriculum, we accepted their withdrawal.
- Students' lack of interest in other cities beside Prishtina, in joining GRE/GMAT classes. In Gjakova/Djakovica, Peja/Pec and Gjilan/Gnjilane, we had low interest of students in preparing for GRE/GMAT test. Their solely purpose of joining AUPP, was completing the TOEFL Course.

- An issue raised after the end of training, during the testing period, by one of the GRE lecturers, was the inadequately high temperatures in the facilities provided by one of the infrastructure providers.
- Last but not least, due to the budget cuts, the project was required to make the changes to the Work Plan. Because of the financial implications, the program team managed to make a plan that kept all the activities and the objective originally foreseen, however, changes were made to limit the regional coverage of the AUPP component, and plan for the new Cohort 5 to be held completely within the RIT Kosovo (A.U.K) premises in Prishtina.

## Objective 2: Kosovo public servants received in-country public service training certificates (PPDL)

- Number of enrolled candidates - some of the elements that may have hindered the number of applications received include the essay component which was a mandatory element of the application process. Based on the feedback of participants, many of them saw this element as tedious and choose not to apply at all as a result. In addition, the other important challenge was the access to institutions (local and central) due to elections. The project encountered a challenge to access to the higher managements of institutions (local and central level) following the elections. With the second round of local elections running during the time of outreach, the program team needed to postpone some of its activities in the municipalities waiting for the new mayors to be sworn in and the assemblies and managements to be established. This was an even bigger challenge in the efforts to access Minority governed municipalities, due to the lack of contact information.

## LESSONS LEARNED

### Objective 1: Kosovo Citizens receive in-country University Preparatory Program (AUPP)

#### **Intensive courses**

Intensive courses in the AUPP program were reported as cumbersome for students. In their training evaluation many students did not fully find the course tempo to be comfortable for them.

### Objective 2: Kosovo public servants received in-country public service training certificates (PPDL)

#### **PPDL guest lectures should be accounted for separately in the grading rubric**

An issue that arose at the final stage was regarding the grading of the attendance of participants in the training classes and the guest lectures.

#### **Clarification of lines of communication at the local level – the passing of powers from Director of Administration to the Head of Human Resources**

During the implementation of the outreach we have noticed that the obligation for assigning the duties of selection of appropriate attendees, and encouragement of possible participant to apply

for the PPDL course lies between the Director of Administration and the Head of Human Resources. The legislation in power has shifted this duty from the Director of Administration to the Head of Human Resources. Though there is some lack of clarity and different mode of operations from one municipality to the other, the position of the HR seems stronger and reporting directly to the Mayor of Municipality.

### **Cooperation with HR Departments in obtaining missing documentation of applicants**

In a number of cases, we were faced with the lack of documentation that either prove the experience of an applicant in the civil service, or proof of graduation. In some cases, because of lack of such documentation we were obliged to hold the participation of applicants with this problem until proof is presented.

### **Limited access to institutions in Central and Local level during elections**

One of the major challenges faced by the program team during this period was limited access to institutions, both central and local level, during 2017 due to election in central and local level. This challenge was even bigger when considering the efforts to access Minority governed municipalities, as after numerous attempt to reach out to them we were not granted access. For this reason, in order to mitigate this problem, we have reached an agreement with HR Departments of institutions eligible for participation in PPDL, that when such documents are lacking, we would be able to obtain through HR, as each institution in respective archives has the original documentation, or can provide upon request.

Though such data is classified as personal, applicants that are recommended by institutions as a part of the institutional list, when providing the required personal information also signed a column if they agree that in cases when required information is missing, that we can request such information from HR Departments.

In regards to access to institutions, we planned sufficient time for establishment of managements in relavant institutions in central and local level. As an example, only after the establishment of local governments in end of 2017, we managed to have some access and reach out to minorities and enroll a group of participants in Serbian language.

## PIRS – PERFORMANCE INDICATOR REFERENCE SHEET

DO 3: Enhanced Human Capital					
IR 3.2		Increased Professional Skill Base			
	Sub-IR 3.2.1	Increased number of professionally trained individuals through USG supported short-term training			
Program Objective 1: Kosovo Public Servants received in-county public service training certificates (PPDL)					
No	Indicator	Target TOTAL	Actual TOTAL	%	Description
1	Number of application received	2500	4260	170%	
2	Number of Admission tests administered	2500	3047	122%	
3	Number of students enrolled in the full program	1150	1150	100%	AUPP full program accounts only students registered in TOEFL pack i.e. <u>Remedial Courses (English &amp; Math), Discovery Course, TOEFL Prep. Course and GRE/GMAT Prep. Course or Remedial Courses, Discovery Course and TOEFL Prep. Course.</u>
4	Number of students enrolled in the partial program		471		AUPP partial program accounts only students registered in one or more AUPP courses (individual courses) i.e. <u>Remedial Courses and/or GMAT/GRE and/or Discovery only.</u> An addition to the enrollment in the full program, the target of 50% shall be enrolled in partial program i.e. in one or more AUPP courses.
5	Number of students completing the full program	1150	944	82%	Students completing the full program accounts for students who passed all TOEFL pack course requirements. In order to receive a certificate, candidates are required to have a score of 60% or higher.
6	number of students completing the partial program		372		Students completing the partial program accounts for students who passed one or more AUPP courses. The target per year indicates 60% of the total enrollment in the partial program, who have received the certificate of completion in one or more AUPP courses. In order to receive a certificate,candidates are required to have a score of 60% or higher.
7	Percentage of students satisfied with the overall program (as declared in the final anonymous student evaluation form)	>80%	91%		This statistic represent the overall satisfaction from AUPP Program (cohort 1 to 5).
8	Percentage of students to obtain a target score in TOEFL ITP (>500)	>60%	79%		TOEFL ITP scores include three section scores and a total score. Total scores are reported on a scale from 310 to 677. We have set the minimum score of TOEFL ITP for the AUPP Program to 500.
9	Percentage of AUPP students reporting themselves as admitted into a University Program (as declared in the final AUPP Alumni Survey)	>50%	58%		This statistic is derived from the total number of responses in the final Alumni report.



<b>Program Objective 2: Kosovo Public Servants received in-county public service training certificates (PPDL)</b>					
No	Indicator	Target TOTAL	Actual TOTAL		Description
10	Number of candidates initially enrolled in the program	1000	1044	104%	The initial enrollment in the PPDL program
11	Number of candidates attending the program	1000	909	91%	Total number of students attending the class. The assumption is that 70% and above attend one or more PPDL classes.
12	Number of candidates achieving the PPDL Certification	1000	858	86%	Total number of students receiving the PPDL certification - Certificate of Completion – minimum average score of 70% - Certificate of Attendance – minimum attendance of 50%, and average score lower than 70%. The assumption is that around 70% of the students attending the PPDL course, achieve Certification.
13	Percentage of candidates reporting that they have shared what they learned and experienced with colleagues in their workplace	>50%	89.3		This statistic represent the percentage of interviewed candidates reporting that they have shared the knowledge gained with their colleagues. The statistic is derived from the total number of interviewed candidates/responses in the Alumni Report.

## Annex I: PPDL - List of Eligible Governmental Institutions

List of Government of Kosovo Entities and Institutions for Public Service Courses

(Only civil servants of the entities listed below were eligible for the training)

### 1) Rule of Law

- Ministry of Justice
- Kosovo Judicial Council
- Cadastral Office
- Central Election Commission Secretariat
- Kosovo Assembly
- Constitutional Court
- Supreme Court
- Pristina Basic Court
- Peja Basic Court
- Gjakova Basic Court
- Gjilan Basic Court
- Ferizaj Basic Court
- Prizren Basic Court
- Mitrovica Basic Court
- The Court of Appeals
- Kosovo Prosecutorial Council
- State Prosecutor

### 2) Public Administration

- Ministry of Local Government Administration
- Public Procurement Regulatory Commission
- Kosovo Institute of Public Administration
- Kosovo Anti-Corruption Agency
- Ministry of Public Administration

### 3) Agriculture

- Ministry of Agriculture

### 4) Private Sector Support

- Ministry of Finance
- Central Bank of Kosovo
- Ministry of Trade and Industry
- Ministry of Environment and Spatial Planning

### 5) Cross-cutting and additional areas

- KEK Kosovo Energy Corporation

- Division of Finance
  - Division of Procurement
  - Department of Internal Audit
  - Tariff Department
  - Department of Environmental Compliance
  - Energy Regulatory Office
    - Tariff and Pricing Department
    - Legal and Licensing Department
    - Customer Protection Department
    - Energy Supply and Market Structure Department
  - Civil Aviation Authority
  - Independent Commission for Mines and Minerals
  - National Qualification Authority
  - Kosovo Privatization Agency
- 6) Ministry of Economic Development
- 7) Ministry of Education, Science and Technology
- 8) Prime Minister's Office
- 9) Office of the President of Republic of Kosovo
- 10) Ministry of Foreign Affairs
- 11) Ministry of Culture, Youth and Sports
- 12) Ministry of Diaspora
- 13) Ministry for EU Integration
- 14) Ministry for Communities and Returns
- 15) Ministry of Labor and Social Welfare
- 16) Ministry of Health
- 17) Ministry of Infrastructure

INTENTIONALLY  
LEFT BLANK



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

**Address: Shpëtim Robaj n.n. 10000 Prishtina**  
**Republic of Kosovo**  
**Phone: +383 (0)38 66 00 00**  
**Email: [aupp@auk.org](mailto:aupp@auk.org)**  
**Web: [www.kosovo.rit.edu](http://www.kosovo.rit.edu)**