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USAID/KOSOVO TLP Performance and Impact Evaluation

IMPACT EVALUATION OF THE TLP SCHOLARSHIP PROGRAM

Endline Study and Final Report

February 2020

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Acronyms

AC	Advisory Committee
ASU	Arizona State University
COR	Contracting Officer Representative
DC	Dartmouth College
GOK	Government of Kosovo
EU	European Union
IBI	International Business Initiatives
IU	Indiana University
LGBT	Lesbian, Gay, Bi-Sexual and Transgender
M&E	Monitoring and Evaluation
MA	Master of Arts
MBA	Master of Business Administration
MEST	Ministry of Education, Science and Technology
MLQ	Multifactor Leadership Questionnaire
MPA	Master of Public Administration
PhD	Doctor of Philosophy
TLP	Transformational Leadership Program
TLP-SP	Transformational Leadership Program – Scholarships and Partnerships Project
UMN	University of Minnesota
UN	United Nations
UP	University of Prishtina
USAID	United States Agency for International Development
WL	World Learning

Executive Summary

United States Agency for International Development/Kosovo (USAID/Kosovo) has contracted with IBI International (IBI) to conduct an impact evaluation of the Transformational Leadership Program's (TLP) U.S. Master's degree Scholarships component as well as a performance evaluation of the TLP's University Partnerships component. This report presents the overall findings of the impact evaluation (including the endline study) of the Scholarships component.

USAID and the Government of Kosovo (GOK) have jointly funded TLP, which seeks to enhance human capital in Kosovo, build a cadre of skilled professionals capable of addressing Kosovo's economic and democratic development priorities and address some of the gaps in the education system. Two of TLP's five components – the Scholarships component and the University Partnerships component, collectively referred to as TLP Scholarship and University Partnerships (henceforth TLP-SP project) – were implemented under a cooperative agreement between USAID and World Learning Inc. (WL) and its partners and are the subject of this evaluation. The objectives of the TLP-SP were to support selected citizens of Kosovo with obtaining U.S. post-graduate degrees (Master's degrees) and professional certifications for (Scholarships component) and support improved university management and pedagogy in selected faculties of the University of Prishtina (UP) and/or other universities through partnerships and exchanges with U.S. Universities (University Partnerships component). The Scholarships component of the TLP program was designed to create a cadre of talented professionals that could rapidly bring critical leadership and innovation skills to the largest number of Kosovars across all segments of the society and help Kosovo address the demands of a modern market economy and bring transformational change to the country.

This evaluation examines the impact of the Master's degree programs in U.S. universities and colleges on the recipients of the TLP scholarships (for Master's program only). The evaluation addresses the following broad questions:

- How have the participants utilized their training since the completion of their studies? (If not, why not?) What significant constraints or barriers, if any, do the returned participants face in fully utilizing their new knowledge/skills?
- In what ways are U.S.-returned beneficiaries contributing to Kosovo's development and how have the skills acquired in the U.S. added to that contribution, particularly at the organizational level?
- In what ways does the perception of TLP scholarship recipients as leaders change over the course of the program?
- Given a-c above, how and to what extent have the experiences of the returned scholarship recipients differed from their non-recipient peers?

This evaluation provides stakeholders, USAID and the Government of Kosovo with an understanding of how various investments in the scholarships for Master's have increased the knowledge and skills of the individual participants, and determines the effectiveness of the program in training participants to act as change agents.

Study Approach

The evaluation followed the progress of scholarship recipients over a period of four years from the time they were awarded a scholarship to two years after their return to Kosovo. In order to estimate the impact of the Scholarships program, a control group was selected from among the applicants to the TLP Scholarships program who met the TLP-SP project criteria for applicants and qualified for the interview but were not selected for the scholarship or were selected but did not join for any reason. This control group was followed over the same time period as the scholarship recipients to estimate the counterfactual. All (185) of the scholarship recipients from the three cohorts were included in the sample for the evaluation. Employers of the TLP scholarship recipients who had at least three scholarship recipients on their staff were interviewed to get a broader perspective on the effects of the program.

Quantitative data were collected through surveys of the scholarship recipients and their comparison group, which had an overall response rate of 85 percent for scholarship recipients and 63 percent for the comparison group. These data were supplemented with qualitative data collected from review of project documents, through focus groups with scholarship recipients, and through interviews and informational meetings with a variety of stakeholders, including TLP-SP staff, MEST, USAID, senior management at the University of Prishtina (UP), implementers of the TLP Citizen Corp program and select employers of the scholarship recipients. Each cohort was evaluated thrice: (i) at baseline – upon start of the Master’s program; (ii) at midterm – upon completion of Master’s program and return to Kosovo; and (iii) at endline at a point two years after completion of the Master’s program. Data collected at endline are compared with data from baseline and midline as well as the comparison group to respond to each of the study questions and assess the contributions of the scholarship program, changes in status of participants, and their contribution to Kosovo.

Limitations of the Study

A few caveats and limitations must be kept in mind as we review the results from this study. First, the assessment of the contribution of the scholarship recipients to Kosovo is based on self-reports and information provided by the respondents themselves. Even though this was triangulated with information from other stakeholders, the bias due to self-reporting remains. Second, since most of the scholarship recipients are employed, it was very difficult at endline to get them to participate in focus groups. While the issue was resolved by offering multiple opportunities for focus groups as well as accommodating requests for individual in-person or phone interviews at times convenient to the respondents, there is some concern of self-selection in the sample and the possibility of a bias. Incentives were offered to both the scholarship recipients (15 Euros per completed survey) and the comparison group (35 Euros), but the concern remains.

Main Findings

Overall, the TLP scholarships program has been well received and has had a positive impact in the short-run. Of the 185 scholarships that were awarded for the Master’s degree programs (three cohorts: 2014, 2015 and 2016), 181 recipients have completed a Master’s program from a U.S. University or college. Many participants studied in inter-disciplinary programs not available in Kosovo. Participants in the program from all three cohorts have by and large been satisfied with the study experience in the U.S. and speak highly of the quality of program and the skills developed because of that experience. A majority of the participants report being satisfied with the support, including the stipend, provided by the program to help them get settled as well as in ensuring their academic and physical well-being.

Most TLP scholarship recipients have completed the mandatory 400 hours of volunteer work upon return to Kosovo. TLP scholarship recipients volunteered their time with public and private universities, think tanks, and NGOs working on climate change, domestic violence, gender issues, and on teaching coding to girls. Several reported working as teaching assistants and research assistants, consultants and legal advisors and mentoring those planning start-ups.

Overall, the TLP Scholarship recipients are doing as well, if not better, than their peers. Out of 154 scholarship recipients that completed the endline survey, only eight reported being unemployed. Most others reported being employed in mid-to-senior level positions within the private sector, NGOs, government and public universities in Kosovo. Most of these positions are better paid and come with greater responsibility within the organization than the participants' positions prior to their joining the scholarships program. And in most cases, the positions are related to the field of study that the participants selected for the Master's program in the U.S. Conversations with employers suggest that the scholarship recipients have indeed developed the skills and leadership potential that was expected from their participation in the program and have already begun to contribute substantially to the achievement of the overall purpose of TLP objectives.

However, the program had its challenges as well. To complete the Master's program, the scholarship recipients are required to stay in the U.S. between 12 and 24 months, as a result of which many experienced a reverse culture shock and a problem settling back. They also felt that they had lost their social and professional networks and needed to start afresh. Many also reported issues in transitioning from volunteering to motivating themselves into applying and interviewing for employment opportunities. Participants reported being disappointed in the limited employment opportunities available to them upon their return to Kosovo, realizing quickly that they needed work experience in addition to their degrees to find a suitable job.

Use of Skills and Contribution to Kosovo's Development

Since most scholarship recipients have been back in Kosovo for only two years, it is rather early to assess the impact that they are having in their workplace and their contribution to Kosovo's development. However, self-reports by scholarship recipients and assessments by their employers and supervisors suggest early indications of positive contributions and transformational leadership.

- The scholarship recipients are enhancing the stock of skills in Kosovo by returning with specializations gained in disciplines not hitherto available in Kosovo, such as Aviation Management, Sustainable Urban Planning, Cyber Security, Environmental Policy, and Social Enterprise.
- Scholarship recipients are bringing advanced skills in communication, including fluency in the English language, writing and conducting research to the country and to their work place.
- Scholarship recipients are demonstrating readiness to lead multi-disciplinary teams, including teams with international experts, and are demonstrating capacity in knowledge-building within the country.
- Scholarship recipients – by working as teaching staff at various private universities/colleges in

Kosovo and volunteering their time as Teaching Assistants in the University of Prishtina (UP) -- have begun contributing to reforming the teaching and learning culture at UP.

- Scholarship recipients, as researchers at the university, in governments and in NGOs, are demonstrating the use of ethical ways of conducting research and using research data to support discussions/advocacy.
- TLP scholars are not only engaged in jobs that are directly related to their fields; they are also using their expertise in related fields, introducing the concept that skills learned in one subject area can also be applied to another field thereby expanding the employment opportunities.
- TLP scholars are creating new job opportunities in Kosovo. Several scholarship recipients have started their own businesses and are working with international partners, bringing new opportunities to Kosovo. Others are working on supporting companies in Europe while living in Kosovo, bringing in revenue for the country.
- And finally, scholarship recipients are introducing a culture of volunteerism in Kosovo. They are helping support their communities and grass roots NGOs by helping write research grants and by conducting research to support advocacy for policy change. Some are also leading and helping with providing training to disadvantaged populations within their communities.

All these initiatives and changes in approach have a good potential to sustain themselves and positively contribute to culture change within Kosovo. Indeed, participants from Cohorts 1 and 2, especially those who have had time to settle down, are rapidly climbing to senior and responsible levels within their organizations and are increasingly getting into positions from where they can model and push for more ethical ways of doing things. Comparison with their peers shows that they are doing things better than most of their peers and are more likely to be leaders within their organizations, willing to take the time to build trust, model ethical behaviors and coach and mentor their teams.

However, there are some challenges here as well, as several scholarship recipients are showing signs of frustration as they meet deeply entrenched ideas in the Kosovar fabric of life that resist new ways of thinking and doing things and limiting the impact that returning participants thought they could have. The paucity of resources and organizational support for sharing new ideas also poses barriers to the use of newly acquired skills.

The employers also voiced a note of caution, saying that since the TLP scholars were well trained and highly marketable, they were unlikely to stay in one position within the same organization for any length of time – or for that matter, within Kosovo, as there were so many opportunities for highly trained and skilled personnel in other countries in Europe, especially Germany. The employers noted that while the mobility of TLP scholars across organizations was generally good for commerce and industry, it also made it risky for employers to invest significantly in recruiting and training new employees.

Recommendations

Several recommendations emerge from the evaluation of the TLP Scholarships program:

- The premise underlying the TLP-Scholarships program was that it would create a cadre of talented professionals with the leadership and innovation skills necessary to address the demands of a modern market economy and bring transformational change to Kosovo. This would happen through improved job performance and improvements in the public and private organizations where the TLP scholars get employment. Early evidence suggests that while the TLP scholars working in the private sector are already beginning to have an impact, no discernible effects are being seen in the public sector. First, very few TLP scholars have found positions within the government. Bringing about meaningful advancements in capacity development and demonstrating different ways of doing things and directly influencing policy, would require a larger number of TLP scholars to be placed in the government. Second, bringing about reforms in the government system typically takes more time than in the private sector. We therefore recommend that future programs connect the beneficiaries of such efforts and the government, with the latter committing to utilizing the services of the graduates for two to three years.
- In addition to increased presence within the public sector, we recommend setting up an institutionalized process by which TLP scholars can routinely meet with officers in government and public institutions and share their skills and experience. Creation of an advisory committee of scholarship recipients, academia and policy experts to support officials in various Ministries would go a long way in realizing this objective.
- The public universities within Kosovo support the majority of the students for higher education. There is a shortage of skilled staff for several disciplines. But they have not been able to absorb many of the TLP scholars due to the current rules and regulations regarding hiring teaching staff. We recommend that in future programs there is some coordination with the University of Prishtina (the single largest public university in Kosovo) to see if there is a way to support the University to fill the skills gap.
- Volunteer work has helped both the TP scholars upon their return as well as their communities. The TLP scholars had something meaningful to do upon their return while they waited to hear back from job interviews, and the communities got some world-class assistance in grant writing and advocacy materials or in the cause they support. We recommend that volunteering continues to be included in future programs as well, preferably with a small stipend to help them tide over the period during which they are seeking employment. A higher stipend could be offered to those willing to work in rural areas, which would incentivize at least some of the graduates to temporarily move there and help some far-flung communities.
- One downside that many TLP scholars have experienced of being away from Kosovo for two years is that of losing their social and professional networks. Strengthening support to the Alumni Association established by the TLP program would help TLP scholars enhance networking opportunities and share experiences and knowledge and exchange ideas.
- In order to mitigate the reverse-culture shock that many TLP scholars have reported facing, we recommend that future programs include training and support services to facilitate their reentry to Kosovo. These support services could cover topics such as culture in the workplace, optimal use of skills in a culturally-appropriate manner, taking initiative in the workplace, etc. A small subsistence allowance to cover the first few weeks of return to Kosovo would help the recipients to avoid rushing to take the first job offered.

- We further recommend that prospective employers be offered guidance on the training received by the TLP scholars in the Master's program in the U.S. This would help ensure that employers have reasonable expectations of the capabilities and interest of the returning scholarship recipients, which would mitigate frustration on both sides.
- Discussions with a sample of employers suggest that TLP scholars who had some work experience prior to going to the U.S. for higher studies are more mature in their expectations and have been better at adjusting upon their return to Kosovo. We recommend that a two-year work experience be built in as a criterion for obtaining the scholarship.
- The beneficiaries of the program have had to reactivate their social and professional networks. They have found that the networks of TLP graduates are more useful for them due to a shared understanding of their training and challenges upon return to Kosovo. We recommend continued support for the TLP Alumni Association.
- Finally, we recommend that scholarship recipients in future programs be invited to a mandatory refresher course on leadership conducted in Kosovo. This would serve to remind the scholarship recipients of the training provided to them while in the U.S., and would offer practical suggestions on the practice of leadership within the context of the workplace and prevailing culture in Kosovo.

1 INTRODUCTION¹

USAID/Kosovo has contracted with IBI International (IBI) to conduct a concurrent evaluation of two components of the Transformational Leadership Program (TLP) – an impact evaluation of the U.S. Master’s degree scholarships component and a performance evaluation of the University Partnerships component (contract scope of work is found in Annex I). Even though the evaluation of the two components has been completed concurrently, the findings are reported separately. This report presents the overall findings of the impact evaluation (including the endline study) of the Scholarships component, including the results of the endline study for all cohorts of scholarship recipients.

The rest of this section contains a brief description of the country context, the TLP program and the TLP scholarships and partnerships project and components evaluated, followed by a section that describes how the rest of this evaluation report is organized.

1.1 Kosovo Country Context

Kosovo declared independence from Serbia on February 17, 2008 after years of strained relations between its Albanian and Serb populations. It is recognized as an independent country by 114 out of 193 United Nations (UN) members and by 23 out of 28 EU members.² Kosovo is a potential candidate for EU membership and in recent years has accelerated its EU integration process.

Kosovo’s population of about 1.8 million is the youngest in Europe, with an average age of 26 years.³ A lower-middle-income country that has experienced solid economic growth over the last decade, Kosovo is one of only four countries in Europe to experience growth in every year since the onset of the global financial crisis in 2008. Despite this, Kosovo remains one of the poorest countries in Europe, and its average per capita income of approximately U.S. \$3,877 (October 11, 2018) is about one-tenth that of EU levels.⁴ More than 80 percent of the population lives under the World Bank standardized poverty rate, defined by a threshold of U.S. \$5 per day at purchasing power parity, and about 30 percent of the population lives below the domestic poverty line, defined by the Kosovo Agency of Statistics as Euro 1.72 per day (2011 prices). Kosovo has a relatively low Gini index and flat consumption distribution, with poverty rates declining gradually. No significant differences exist between urban and rural poverty, but regional differences are notable. Extreme poverty is disproportionately high among children, the elderly, households with disabled members, female-headed households, and certain ethnic minority households (especially Roma, Ashkali, and Egyptian communities). As in many other countries, there is a strong negative correlation between education and poverty in Kosovo.⁵

² The World Bank group (2018). Country Context. <https://www.worldbank.org/en/country/kosovo/overview>. There have been some reports recently of some countries withdrawing support. See, for instance, B92, News article, TANJUG, December 3, 2018 found in Wikipedia at <https://en.wikipedia.org/wiki/Kosovo> Accessed on Sep 1, 2019.

³ The World Bank Group (2017): FY17–21 Country Partnership Framework for Republic of Kosovo. Report No. 112337-XK. <http://documents.worldbank.org/curated/en/297951496160148830/Kosovo-Country-partnership-framework-for-the-period-FY17-FY21> accessed on August 25, 2019.

⁴ See the World Bank Group (2017): Kosovo – Country Snapshot. Accessed on January 5, 2018 at <http://pubdocs.worldbank.org/en/912841507748392027/Kosovo-Snapshot-Fall2017.pdf>

⁵ See the World Bank Group (2016): Kosovo – Country Program Snapshot. Accessed on February 27, 2017 at <http://pubdocs.worldbank.org/en/419461462386476530/World-Bank-Kosovo-Program-Snapshot-April-2016.pdf>

Although Kosovo's economic growth has outperformed its neighbors and been largely inclusive, it has not been enough to significantly reduce the high rates of unemployment; provide formal jobs, particularly for women and youth; or reverse the trend of large-scale outmigration. In the past two decades, since its declaration of independence, Kosovo's economy has changed substantially. The current growth model relies heavily on remittances to fuel domestic consumption but has recently shifted toward more investment- and export-driven growth.⁶ Education is an essential part of Kosovo's efforts to boost economic growth, increase productivity and wages, and reduce high unemployment. The Kosovo Education Strategic Plans of 2011-16 and of 2017-2021, developed by the Ministry of Education, Science, and Technology (MEST), tackle a host of issues related to inclusion, access, quality of education, accountability and improved management, as well as implementation of standards at all levels of education to ensure that its citizens possess the knowledge and skills that make them employable, both within the country and abroad.⁷

1.2 Description of the TLP Program and the TLP-SP Project

1.2.1 The TLP Program

As a step towards enhancing human capital in Kosovo, building a cadre of skilled professionals capable of addressing Kosovo's economic and democratic development priorities and addressing some of the gaps in the education system, USAID and the Government of Kosovo (GOK) have jointly funded the multi-pronged Transformational Leadership Program (TLP). The TLP program seeks to upgrade the knowledge and skills of talented professionals through short- and long-term educational opportunities and increase the capacity of select faculties at institutions of higher learning in Kosovo through a comprehensive, multi-faceted approach comprised of five separate but interrelated activities (components).⁸ These components, executed by a mix of implementing partners, are:

1. U.S. Scholarships (Master's degree and professional certificates) – competitively awarded and open to all citizens of Kosovo.
2. Immersion Program to strengthen the skills of potential graduate students (especially those from marginalized groups).
3. Citizens Corps – a program to help and ensure that returned Master's graduates fulfill their two-year "give back" commitment through either by working in the public sector and/or through approved community service.
4. Short-term public service training in Kosovo to upgrade skills of current public service staff in key Kosovar government institutions
5. University Partnerships – partnerships between U.S. and Kosovar universities (most notably the University of Prishtina) to upgrade university management and pedagogy in selected faculties.

⁶ The World Bank Group (2018). The World Bank in Kosovo – Overview. <https://www.worldbank.org/en/country/kosovo/overview> accessed on August 25, 2019

⁷ Kosovo Ministry of Education, Science and Technology (2016). Kosovo Education Strategic Plan 2017-2021 accessed at http://www.kryeministriks.net/repository/docs/Kosovo_Education_Strategic_Plan. Pdf on August 25, 2019

⁸ Description from Contract document: AID-167-TO-15-00002– TLP Impact and Program Evaluation

1.2.2 The TLP-SP Project

Two of the five TLP components – the Scholarships component and the University Partnerships component, collectively referred to as TLP Scholarship and University Partnerships (henceforth TLP-SP project) – were implemented under a cooperative agreement between USAID and World Learning Inc. (WL) and its partners, Arizona State University (ASU), University of Minnesota (UMN), Dartmouth College (DC) and Indiana University (IU).⁹ Funded by USAID and GOK, in particular by Ministry of Education, Science, and Technology (MEST), the TLP-SP project was implemented over a period of five years from February 26, 2014 to June 30, 2019, and had the following three objectives:

- Objective 1: Coordinated and collaborative oversight of the transformational leadership initiative through an Advisory Committee (AC)
- Objective 2: U.S. post-graduate degrees (Master's degrees) and professional certifications for selected citizens of Kosovo (Scholarships component)
- Objective 3: Improved university management and pedagogy in selected faculties of the University of Prishtina (UP) and/or other universities through partnerships and exchanges with U.S. Universities (University Partnerships component)

The Scholarships and the Partnerships components are the subject of this evaluation. This report focuses on the TLP Scholarships (for Master's studies) component, briefly described below.

1.2.3 The TLP Scholarships Component

With the overall goal of creating a cadre of talented professionals, through U.S. Master's degree programs as well as shorter-term targeted courses, who can more quickly bring critical leadership and innovation skills to the largest number of Kosovars across all segments of the society, thereby helping Kosovo address the demands of a modern market economy and bring transformational change to the country, the Scholarships component of TLP-SP project (henceforth called the TLP Scholarships program) was designed to provide:

- 160-190 scholarships to citizens and residents of Kosovo, selected over a period of three years from 2014 to 2016, to obtain Master's degrees at U.S. universities and colleges. At least 50 percent of the scholarships are expected to be provided to women and other underserved populations; (185 such scholarships have been awarded in three cohorts) and
- Scholarships for shorter-term targeted programs that award professional certifications to help create an environment open to reform.

The Scholarships program has awarded scholarships to 185 Kosovars since 2014 for a Master's degree program in the U.S. The scholarships were awarded in three rounds: Cohort 1 (2014) had 46 recipients, Cohort 2 (2015) 84 recipients, and Cohort 3 (2016) 55 recipients.¹⁰ While the proportions varied by cohort, overall female recipients made up 51 percent of the scholarship recipients and when combined with those from ethnic minorities, living in rural areas, LGBT and with physical disabilities, 66 percent of the scholarship recipients in this cohort came from under-represented communities (women, ethnic minorities, living in rural areas, LGBTQ and physical disability).

⁹ To help the TLP-SP project better respond to the realities on the ground, some of its planned activities were modified during implementation to: (i) limit the activities to focus primarily on UP; and (ii) revisit the planned support for the implementation of select priorities from the UP Action Plan of 2013 to make it more relevant (see Annex 6 for details).

¹⁰ Please note these are the final numbers as provided by the TLP-SP project.

Table 1. Demographic description of scholarship recipients, by Cohorts

Demographic variables		Cohort 1	Cohort 2	Cohort 3	Total	
Total Awards		N	46	84	55	185
Percent						
Gender	Female	54	42	64	51	
	Male	46	58	36	49	
Ethnicity	Albanian	91	95	91	93	
	Serbian	4	2	5	4	
	Other (Gorani, Roma, Turkish, Bosnian)	4	2	4	3	
Disadvantaged/ underrepresented	(LGBT, physical disability; rural, ethnic minority)	22	23	29	24	
	Above + female	70	55	80	66	

Note: Data from analysis of TLP-SP database on Scholarship recipients.

The program assisted the recipients with placement in U.S. universities and colleges and the scholarships covered all expenses for the recipients for a maximum of two years with the stipulation that upon completion of their Master's program, the recipients would return to Kosovo for a period of two years and volunteer/work in the government or private sector.¹¹ The scholarship recipients were placed in 62 U.S. universities and colleges. Depending on the field of study, the Master's programs ranged from 9 months to 2 years in duration, as a result of which the participants have returned to Kosovo at various points. All scholarship recipients were required to complete 400 hours of volunteer work, with an exception made for those employed in the government. They were supported by Citizen Corp, a program under the TLP umbrella, to identify these volunteer opportunities, a support that was well received by all participants.

1.3 Organization of the report

The rest of the report is organized as follows. Section 2 presents the objectives of the evaluation and outlines the approach used to conduct the study. Sections 3 to 6 discuss the four evaluation questions that guide the overall evaluation of the Scholarships component. Section 7 presents the conclusions and recommendations for future programs. The report has five annexes, which contain: (i) scope of work for this evaluation; (ii) evaluation methodology; (iii) list of people interviewed and focus groups conducted for the endline study; (iv) sources of data and a list of documents reviewed; and (v) select data tables expanding upon data included in the body of the report.

¹¹ There have been a few exceptions to this stipulation with a small number of scholarship recipients permitted to stay on in the US for the completion of further studies,

2 STUDY OBJECTIVES AND APPROACH

As stated in the previous section, USAID/Kosovo has contracted with IBI International (IBI) to conduct a concurrent evaluation of two components of TLP-SP project – an impact evaluation of the Scholarships component and a performance evaluation of the University Partnerships component – implemented by VWL and its partners. Annex I contains the scope of work.¹² The TLP scholarships program, described in section 1.2, provided scholarships for Masters studies and for professional certificate programs from US universities and colleges. This impact evaluation, as per the scope of work, is focused only on the recipients of scholarships awarded to Kosovars for the completion of Master’s degree programs in U.S. universities and colleges and followed the three cohorts of scholarship recipients from the time they were accepted into the program until a time two years after their return to Kosovo. It also followed a comparison group over the same time period to provide the counterfactual.

2.1 Evaluation Objective

The evaluation, comprising a series of studies to assess the overall impact of the Scholarship Program, is designed to:

- (i) provide stakeholders with an understanding of how various investments in scholarships (for Master’s level studies in US Universities and colleges) under TLP-SP increased the knowledge and skills of the individual participants; and
- (ii) determine the effectiveness of the program in training participants to act as change agents who can affect social and economic development upon their return to Kosovo and transition to work.

The results of this impact evaluation and the lessons learned will constitute a potential input to inform future decision-making by the stakeholders, including the GOK (Ministry of Education, and other Ministries), University of Prishtina (UP), USAID and other donors.

2.2 Evaluation Questions

The evaluation of TLP scholarship program is guided by the following sets of questions as posed by USAID in the evaluation scope of work (See Annex I):

- a. How have the participants utilized their training since the completion of their studies? (If not, why not?) What significant constraints or barriers, if any, do the returned participants face in fully utilizing their new knowledge/skills?
- b. In what ways are U.S.-returned beneficiaries contributing to Kosovo’s development and how have the skills acquired in the U.S. added to that contribution, particularly at the organizational level?
- c. In what ways does the perception of TLP scholarship recipients as leaders change over the course of the program?
- d. Given a-c above, how and to what extent have the experiences of the returned scholarship recipients differed from their non-recipient peers?

¹² The evaluation focuses only on the recipients of the Master’s scholarship and does not include the beneficiaries of the scholarships for professional certificates, per TLP Impact and Program Evaluation Contract #: AID-167-TO-15-00002

2.3 Study Approach

This study attempts to answer each of the evaluation questions listed above by following the progress for scholarship recipients over a period of four years, from the time they were awarded a scholarship to a point two years after their return to Kosovo, using a quasi-experimental design and a variety of qualitative and quantitative methods.¹³

The theoretical construct underlying the TLP Scholarships program is that as a result of their participation in the program and the experience gained through the Master's level studies in U.S. universities and colleges, participants will learn new skills that will contribute to the leadership and critical thinking needed to foster innovation and economic growth in Kosovo. This principle has also shaped the design of this evaluation.

A distinctive feature of this study is the implied focus on causality and attribution. In order to estimate the causal effect or impact of the Scholarships program on this expected outcome, it is necessary to estimate the counterfactual, i.e., what the outcome would have been for program participants if they had not participated in the program. This was done by identifying a control group to estimate what would have happened to the scholarship recipients without the program and following this group over the same time period as the scholarship recipients.

Sample Selection

All (185) of the scholarship recipients from the three cohorts were included in the sample for the evaluation. A purposive comparison/control group for all three cohorts of scholarship recipients was selected from among the applicants to the TLP Scholarships program. The sample was selected from among those who met the TLP-SP project criteria for applicants and qualified for the interview stage of the selection process but were not selected for the scholarship or were selected but did not join for any reason. The comparison group was oversampled at baseline to account for anticipated attrition over time and ensure there would be at least half as many respondents from the comparison group as for the scholarship recipients' group at endline. The midline and endline data for the comparison group were collected from all those that responded to the baseline survey.

Employers of the TLP scholarship recipients who had at least three scholarship recipients on their staff were selected for interviews and informational meetings to get a broader perspective on the effects of the program rather than impressions formed on the basis of a single employee. Non-TLP employees of the organization were used as a proxy for the comparison group.

Data Collection

The assessment methodology employed follows the logic of the scholarships program and examines all aspects of this component to determine progress and impact. A mixture of qualitative and quantitative methods was employed for the collection of primary and secondary data.

- Primary data for the evaluation were collected from: (i) web-based surveys of scholarship recipients and their comparison group; (ii) focus groups with scholarship recipients; and (iii) interviews and informational meetings with a variety of stakeholders, including TLP-SP staff, MEST, USAID, senior

¹³ See USAID (2013): Conducting Mixed-Method Evaluations. Accessed on November 29, 2015 at https://www.usaid.gov/sites/default/files/documents/1870/Mixed_Methods_Evaluations_Technical_Note.pdf

management at the University of Prishtina (UP), implementers of the TLP Citizen Corp program and select employers of the scholarship recipients (see above).

- Secondary data was collected from a review of project records and databases already in place for tracking TLP scholarship applications and project monitoring and evaluation (M&E). Documents such as the TLP-SP quarterly and annual reports, work plans and other technical reports were also reviewed to get a sense of the program. Data on activities undertaken by the scholarship recipients during their Master's program as well as their volunteer work upon returning to Kosovo was obtained from the participants themselves and through a review of the TLP-SP website and records maintained by the TLP Citizen Corp program.

Using similar but separate web-based surveys for scholarship recipients and their comparison group, data were collected on the following: general demographics; participants' level of education; current location and employment status; self-perception of skills developed and utilization as well as any barriers to use of skills; self-perception as leaders and their contribution to Kosovo. Additional questions were included for each group to explore factors not common between them, such as experience with the Scholarships program or return to Kosovo after their Master's program for scholarship recipients.

Survey data

To assess the impact of the Scholarships program, each cohort was evaluated thrice: (i) baseline – upon start of the Master's program; (ii) midterm – upon completion of Master's program and return to Kosovo; and (iii) endline – at a point two years after completion of the Master's program. Baseline data was collected on beneficiaries as well as control groups to assess the effectiveness of the program, and by defining measures of the success of the Scholarships program, help focus the program on intended results.¹⁴ Baseline studies were conducted in 2015 for cohorts 1 and 2 and in 2016 for cohort 3. Midline studies were conducted between 2016 and 2018. All scholarship recipients that had completed their program and returned, regardless of cohort were included in the study. Similarly, endline studies were conducted between 2018 and 2019, and included everyone at a point two years post completion of Master's program. As described above, data from the comparison group were also collected at the same points. Incentives, in the form of phone credits, were provided to the comparison group to encourage completion of surveys at all three points (baseline, midline and endline), and to the scholarship group at endline. To allow for comparability of data from baseline to midline and again to endline, the survey instruments and protocols used at baseline were used at midline and endline. They were revised and updated to include any additional questions needed to gather information about the impact of the program over time. Table 2 presents the survey response rates by year for the baseline, midline and endline studies.

¹⁴ The baseline study for Cohorts 1 (2014) and 2 (2015) was conducted in 2015, and for Cohort 3 (2016) in 2016. Midterm studies for Cohorts 1, 2 and 3 were conducted in 2016, 2017 and 2018 respectively, after majority of the cohort had completed their program and returned to Kosovo. This report is focused on the endline studies for cohorts 1,2, and 3 and comparison of the findings to baseline and midline as needed.

Table 2. Sample size and response rates by cohort and point of data collection

	Scholarship Recipients						Comparison Group					
	Baseline		Midline***		Endline***		Baseline		Midline		Endline	
	N	Response rate	N	Response rate	N	Response rate	N	Response rate	N	Response rate	N	Response rate
2014	46	96%	60	90%	60	82%	40	40%	40	50%	32	66%
2015	91*	79%	76	86%	76	86%	70	69%	68	59%	55	58%
2016	55	89%	45	80%	45	91%	95	83%	90	59%	82	65%
Total	192	86%	181	86%	181**	85%	205	70%	198	57%	169	63%

*some scholarship recipients from cohort 2 dropped out of the program

**four scholarship recipients were unable to complete the program for various reasons

***data at midline was collected from all scholarship recipients who had completed their program irrespective of cohort, as such cohort one included some early completes from cohort 2 and so on

In addition to surveys, focus groups were conducted with scholarship recipients and interviews were conducted with a select group of employers and other stakeholders. Semi-structured focus group and interview guides were developed as appropriate to guide focus groups with scholarship recipients and interviews and informational meetings held with other stakeholders listed above. The focus groups, which provided an insight into the program from the participants' perspective, and helped clarify the challenges participants faced in using skills learned in the program and how they believed they were exercising leadership. The interviews and informational meetings with various stakeholders also elicited the stakeholders' perception of how the program had helped the scholarship recipients improve their skills. The interviews and focus groups were also an opportunity for the participants to share their thoughts on how the program could be improved and made more relevant.

The endline data for all three cohorts of scholarship recipients who had completed their Master's program and returned to Kosovo as per the terms of their scholarship was collected during two time periods: October 2018 to March 2019 for Cohort 1 and August 2019 to November 2019 for Cohorts 2 and 3, using the same methodology as employed in the baseline and midline studies for all three cohorts.¹⁵ Following the protocols established for the collection of data at baseline, all 181 scholarship recipients from the three cohorts that completed the Master's program were invited to complete the endline survey, with an overall response rate of 85 percent (49 percent female). For the comparison group, the endline sample of 169 was based on the midline sample after excluding those who had asked to be removed from the sample or for whom valid contact information was not available. The comparison group had a response rate of 63 percent (64 percent female).¹⁶ In addition, focus groups and individual interviews were conducted for the endline study in Prishtina with 47 scholarship recipients from all three cohorts (25 percent of the total; 28 males and 19 females), which yielded valuable data on the participants' experience during their Master's degree program and re-entry into Kosovo as well as on their experience with working in Kosovo and contributing

¹⁵ See the following reports submitted to USAID by IBI International under the Transformational Leadership Impact and Performance Evaluation Project: Impact Evaluation of the Scholarship Program. Baseline Study Cohort 3. January 2016; Impact Evaluation of the Scholarship Program. Midterm Study Cohort 1 Scholarship Recipients. March 2017; and Impact Evaluation of the Scholarship Program. Midterm Study Cohort 2 Scholarship Recipients. March 2018.

¹⁶ Follow-up to survey invites included multiple reminders and phone calls. Both the comparison and the scholarship recipients' group were provided token incentives in the form of phone charge as a way to encourage them to complete the survey at endline. The incentives for the comparison group were larger than those for the scholarship recipients' group.

to its development.¹⁷ Data were also collected through interviews with 17 employers of scholarship recipients (each with at least 3 TLP scholars on their pay roll, for a total of over 50 scholars), and other stakeholders including TLP-SP project staff.

Data Analysis

Quantitative data from web-based surveys were cleaned and analyzed using univariate and multivariate analysis. Data collected at endline are compared with data from baseline and midline as well as the comparison group to respond to each of the study questions and assess the contributions of the scholarship program, the changes in status of participants and their contribution to Kosovo. To the extent possible all data have been disaggregated by gender and cohort. Qualitative data were analyzed for themes and patterns and incorporated in the analysis.

Annexes 2 and 3 contain the list of key people interviewed and documents reviewed, respectively. Annex 4 contains the survey questionnaires.

2.4 Limitations of the study

Even though they do not materially affect the outcome of the evaluation, there are a few caveats and limitations that must be kept in mind as we review the results from this study.

1. The assessment of the contribution of the scholarship recipients to Kosovo is based on self-reports and information provided by the respondents themselves. Even though this was triangulated with information from other stakeholders, the bias due to self-reporting remains.
2. Given that most of the scholarship recipients are employed, at endline it was very difficult to get them to participate in focus groups. While the issue was resolved by offering multiple opportunities for focus groups as well as accommodating requests for individual in-person or phone interviews at times convenient to the respondents, there is some concern of self-selection in the sample and the possibility of a bias.
3. There are concerns regarding: (i) low response rates for the comparison group in the follow-on survey; and (ii) the possibility of survey fatigue in scholarship recipients as a result of surveys from various TLP partners. In order to overcome these potential challenges, incentives were offered to both the scholarship recipients (15 Euros per completed survey) and the comparison group (35 Euros). But the concern remains.

¹⁷ The criteria for selection included cohort, duration of Master's program and Serbian participants living in the North.

3 EVALUATION QUESTION 1: USE OF SKILLS AND TRAINING

This section answers the first set of evaluation questions as posed in the scope of work: *How have the participants utilized their training since the completion of their studies? (If not, why not?) What significant constraints or barriers, if any, do the returned participants face in fully utilizing their new knowledge/skills?*

One of the theoretical constructs underlying the Scholarships program was that as a result of completing their Master's program in a U.S. University or college, the scholarship recipients would have the opportunity for exposure to new skills and new ways of doing things and upon their return would bring these skills with them to Kosovo. It was expected that this would be a quick way of filling the gap in skills within the country.

As stated previously, 181 of the 185 scholarship recipients completed their Master's degree program (four dropped out for various reasons). As per the terms of the scholarship, all scholarship recipients have since returned to Kosovo. This section provides a brief description of what the scholarship recipients are doing at endline and discusses how they are utilizing their training and the skills developed.

3.1 Current status of Scholarship recipients

Most scholarship recipients returned to Kosovo between 2016 and 2018 and at the time of the endline studies had been in the country for anywhere from 12 months (for Cohort 3) to a little over two years (for Cohort 1).

Table 3. Employment status of scholarship recipients at endline

Employment status	Total (N=154)	Cohort			Gender	
		Cohort 1 (N=40)	Cohort 2 (N=68)	Cohort 3 (N=46)	Female (N=75)	Male (N=79)
	Percent*	Percent*			Percent*	
Employed (includes self-employed)	88	88	76	85	80	84
Self-employed**	15	15	13	9	9	15
Unemployed and looking for a job	5	5	12	2	9	6
Taking a break, not looking for a job	0	0	0	2	0	1
Volunteering	5	5	7	9	0	0
Enrolled in an academic program	8	8	6	2	8	3

*Note: Respondents could select more than one category; **included as a separate category to show extent of self-employment

Survey data show that 136 of the 154 scholarship recipients¹⁸ (88 percent) who completed the survey are employed (including self-employed) and the rest are enrolled in academic programs (8 percent) or volunteering (8 percent) to complete their scholarship requirements (respondents could select more than one category).¹⁹ Only a small proportion (5 percent) are unemployed and looking for a job. (Table 3). Survey respondents also indicated that those who are just returning (Cohort 3) are beginning to reintegrate to life in Kosovo, completing volunteer activities (to complete their program obligations) and looking for jobs. Participants reported that they were living in Prishtina or other towns in Kosovo (73 percent and 27 percent respectively). Data from focus groups supported these findings with participants reporting that since several

¹⁸ All 181 of the scholarship recipients were invited to take the survey, 154 completed it (85 percent response rate).

¹⁹ All TLP scholarship recipients were required to complete 400 hours of volunteer work as a part of a mandatory give back to the community.

of them were still looking for a position or, in case of those employed, a better position, living in cities and towns provided them with a larger number of employment opportunities. Several also reported that they were living in other towns but commuting to Prishtina for work.

3.1.1 Employment

Most of those employed are engaged in full time positions (91 percent), and over half are working in the private sector (49 percent) or with NGOs (23 percent). A few individuals are working with the government (11 percent) or with multinational organizations (12 percent). A small proportion are working for public sector organizations such as universities (4 percent) or are free-lancing as consultants (7 percent). Table 4 has the details. Many TLP scholarship recipients working in the private sector are with smaller organizations and start-ups (including some with their own).

Table 4. Primary place of employment for scholarship recipients at endline

Employment status	Cohort 1 (N=38)	Cohort 2 (N=56)	Cohort 3 (N=42)	Total (N=136)
	Percent (col. ppercent)			
Government	8	9	17	11
Public organization including Universities	11	4	0	4
Private organization including Universities	39	57	48	49
NGO	24	23	21	23
Multinational/donor organization	18	7	12	12
Other	0	0	2	1

Of those employed, 41 percent reported that they head their organization or are in a senior/leadership position and 35 percent have a mid-level supervisory position. Only 11 percent of all respondents said they were in an entry level position (4 male and 11 female) in their organization.

Endline survey data indicate that of those working, only a handful (5 percent) of the scholarship recipients are in the same job as before joining their Master's program. Most have a position that is very different from what they had prior to the Master's program (80 percent) in a new organization, and about 40 percent are in a position that is senior to their previous position. Even though many of them had gone back to their previous job upon return to Kosovo (see discussion below), at endline, two thirds of the survey respondents had changed jobs within the past year or so for a senior position or a different position with another organization (32 and 52 percent respectively) with a higher salary and/or additional responsibilities. Scholarship recipients from Cohorts 2 and 3 appear to be more mobile than those from Cohort 1.

A majority of survey respondents (92 percent, midline data) reported that they had found their first position using their own networks while a small proportion (4 percent) reported they had received help from Citizen Corps. Focus group discussions with the scholarship recipients and survey responses indicate that majority of the scholarship recipients had found a job, though not necessarily the best one, within about three months of returning to Kosovo. Most others found a job within about six months. Several participants reported that either due to lack of better opportunities or for reasons of expediency they had gone back to working for the organizations they were working with prior to accepting the TLP scholarship. Participants, especially those from Cohorts 2 and 3, stated that they had learned from the experience of their colleagues from

Cohort I who had difficulty with finding a job, and had accepted whatever position was available to them upon return to Kosovo. Over time, they had moved to a better position more in line with their skills and interests.

Regardless of whether they were in the same or in a new organization, most respondents agreed (strongly agreed or agreed) that their current position was better paid and included greater responsibility (82 and 73 percent respectively) than positions they held prior to completing the Master's program. Almost two thirds of the respondents (62 percent) reported that they were very satisfied with their current positions, while a quarter (24 percent) said that this was an interim position to tide them over while they were looking for a better position.

While about a third of the scholarship recipients are working in fields directly related to their field of study (for example graduates with a business management major working in marketing or law graduates working for a law firm), the rest are using their skills to support other fields (for example law graduates working in construction or in the field of finance, graduates with degrees in economics working for development companies, etc.). The positions held by the scholarship recipients, especially those at the smaller organizations, require them to wear multiple hats and take on multiple tasks in the organization. A little less than half of those employed indicated their responsibilities included mentoring others (48 percent), while over forty percent were engaged in conducting research and working on multi-disciplinary teams (42 and 40 percent respectively). Others reported their responsibilities include, inter alia, program administration (36 percent), product development (29 percent), strategy development (33 percent), new business development and grant writing (33 and 25 percent respectively). Interviews with employers and focus groups with the scholarship recipients supported these findings.

3.1.2 Volunteer work

At endline, a majority (95 percent) of the TLP scholarship recipients had completed their mandatory 400 hours of volunteer work upon return to Kosovo.²⁰ With a few exceptions, in which the scholarship recipients decided to complete their volunteer hours at a later date, most scholarship recipients tried to complete their volunteer hours immediately upon return, and prior to starting full-time work. They found the volunteer positions through their own networks as well as with help from TLP Citizen Corps program which partnered with 178 public and private institutions, including NGOs, private sector, and public and private universities for this purpose.²¹ While many were able to complete their required hours at one place, others did so by combining anywhere from 1-4 shorter term assignments (minimum of 50 hours). Data from a survey of TLP scholarship recipients showed that a majority had volunteered with NGOs and multinational donor organizations (48 percent), while the rest had volunteered time with public and private universities (12 and 16 percent respectively) and with private organizations (15 percent). Their responsibilities included providing hands-on services and working in entry level positions (46 percent) and supporting research activities, writing grants or background papers for research papers/policy/strategy development (31

²⁰ The TLP scholarship agreements mandated that recipients must complete 400 hours of volunteer activities upon their return, preferably in the government or the public sector. For those working in the government, this requirement could be waived.

²¹ USAID has contracted with Leadership and Growth Council (LGC) for the establishment of the TLP Citizen Corps program designed to support returning graduates with placement in volunteer opportunities in Kosovo. The program has active partnerships with 178 organizations including: media agencies, public and private sector organizations including universities, and NGOs and multinational organizations where it can place the returned scholarship recipients. The placements can range from 50-400 hours in duration and the hours are cumulative.

percent). Some were also engaged in providing administrative support for programs.

A large proportion of the Scholarship recipients reported that their volunteer activities were related to their field of study (86 percent) and that they could utilize the skills learned as a result of the TLP program (92 percent) and share skills with their colleagues (76 percent). Thirty percent of the survey respondents hoped that the volunteer position would be a stepping-stone to future employment .

Focus group discussions supported these findings. The participants reported that they had volunteered with public and private universities, think tanks, and NGOs working on climate change, domestic violence, gender issues, and on teaching coding to girls. Several were working as teaching assistants and research assistants, consultants and legal advisors and mentoring those planning start-ups. Depending on where they were placed, their responsibilities included writing papers, preparing reports, doing data analysis, supporting development of business plans, and other hands-on services. Several reported working as project coordinators. A few of them also reported that while they had officially completed their volunteer requirements, they were continuing with the work started as they found it to be very interesting and valuable for the community/organization. For several, particularly from Cohort 1, these volunteer opportunities also turned into full time positions.

3.2 Training and skills development

Data from the survey respondents as well as a review of the TLP-SP project reports indicate that the TLP Scholarship recipients completed their Master's Degrees from U.S. universities and colleges in variety of subjects, the most popular being Business Management (24 percent), Public Administration (23 percent), Economics (12 percent), Education (11 percent) and Engineering (10 percent). Table 5 shows the details. While the programs in Law were less than a year in duration, most Master's programs were 18 months (33 percent) to 24 months (58 percent) in duration, and about a third (33 percent) included an internship component.

Table 5. Master's Degree pursued, Scholarship Recipients Cohorts 1, 2 and 3

Major of Study	Cohort 1	Cohort 2	Cohort 3	Total
N	45	83	53	181*
Agriculture <i>Including Agribusiness and management</i>	2	1	0	1
Business Management <i>Majors in Business Administration; Business Enterprise and Business Analytics, Aviation management</i>	20	27	23	24
Economics and Finance <i>Including majors in Economics and Accounting</i>	18	11	21	16
Education <i>Majors in Education, Educational Policy, Linguistics and Teaching English</i>	13	10	11	11
Engineering <i>Including Majors in Software Engineering, Computer Science, Architecture and Sustainable Urban Planning,</i>	4	13	11	10
Gender and Interdisciplinary Studies <i>Including majors in Gender and interdisciplinary studies and Global and international studies</i>	2	1	6	3
Information Systems	2	6	2	4

Major of Study	Cohort 1	Cohort 2	Cohort 3	Total
<i>Majors in Information Systems, Interactive Entertainment, Cyber Forensics and Security, Information Technology and Management</i>				
Public Administration <i>Including Majors in Public Administration, International Studies, Environmental Policy, and Social enterprise</i>	31	20	19	23
Rule of Law	7	11	8	9

*As noted previously, even though 185 scholarships were awarded, for various reasons four dropped out and 181 completed their Master's degrees.

The broad areas of study in themselves offer a wide range of added skills to Kosovo. In addition, an examination of the data revealed that many of programs were multi-disciplinary and included studies on topics not available in Kosovo, thereby bringing in new expertise to the country. For example, the broad areas of Business Management included specialization in areas such as Social Enterprise, Agribusiness, Business Enterprise and Business Analytics, and Aviation Management; Engineering included the more traditional areas of Software Engineering, Computer Science, Information systems, as well as studies in new areas such as Interactive Entertainment, Cyber Forensics and Security, Information Technology and Management; Education included Education policy, Linguistics and Teaching English, Theater Education, etc. while Public Administration included specialization in areas such as Environmental Policy, International Security, International Peace and Conflict Resolution, and International Relations (Table 5).

While only about a third (31 percent) of the survey respondents indicated that their Master's program included a practicum or internship component, a majority (82 percent) reported participating in some form of volunteer activities. This was especially true for most scholarship recipients who had enrolled in the longer programs (18 months or more). Several participants in focus groups also reported being placed as teaching assistants to professors or as administrative assistants in the library or administrative offices of their school (university), which offered them hands-on experience with teaching, grading, or doing office work, even though it could not be categorized as either a formal internship/practicum or community service.

At midline, soon after completing the Master's program, scholarship recipients reported that the practice-oriented programs helped them develop critical thinking, analytical and writing skills as well as leadership skills that they could use in the field of work and day-to-day life. Almost all participants (96 percent agree or strongly agree) reported that they had an in-depth understanding and methodological knowledge in their field of study and felt empowered to be able to share it with others (91 percent). Over 90 percent (agree or strongly agree) reported that because of their participation in the Master's program, they could see the "big picture", work in multi-disciplinary teams and were able to communicate effectively. They also reported that they could see themselves in a leadership role or taking on greater responsibility (89 and 88 percent respectively) and leading teams that include international experts in their field and beyond (81 percent). They saw themselves as the ones building consensus around areas of importance for their organization (88 percent). Participants also reported having developed analytical skills, as well as skills in problem solving, conducting research in an ethical manner, organizing ideas and finding information, and writing efficiently and clearly – all skills that are invaluable in everyday life. Tables 5 and 6 have the details.

The survey data were supported by focus groups with participants. They indicated that the Master's programs were of "high quality," useful and flexible, in that very few of the courses were compulsory and they could choose from several others based on their interests. The participants found the programs to be

very intense, but the coursework provided them with exposure to new fields and skills. They valued the fact that the Master's program provided them with new ways of thinking about things and doing analysis, an opportunity to learn writing skills as well as practice in making presentations. Several participants reported they received exposure to analytical software other than excel (SPSS, R Studies, etc.). Exposure to the case study method, talking to people at events, making elevator speeches and working in groups were all well-received by the participants as useful skills for future use. Several participants reported being able to attend conferences and seminars organized at their university and elsewhere and being exposed to cutting-edge research and knowhow. (See Tables 6 and 7).

Table 6. Skills developed by Scholarship Recipients during their Master's program

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
		Percent (row percent)					
Organizing ideas	124	2	0	6	48	44	100
Finding information	124	2	1	4	39	55	100
Writing skills: writing productively, efficiently and clearly	124	1	1	4	40	55	100
Reading skills	124	1	1	7	36	55	100
Creativity	124	1	3	17	37	42	100
Ability to work with numbers and graphs	124	2	7	12	40	40	100
Ability to conduct research	124	1	1	6	31	60	100
Ability to ask questions	124	2	2	10	32	54	100
Methodological knowledge	124	1	1	6	42	51	100
Analytical skills	124	1	0	5	40	54	100
Problem solving skills	124	1	1	6	39	54	100
Time management	123	1	1	15	39	45	100
Using digital and multimedia tools	124	1	6	18	37	38	100
Ethical research	123	1	2	8	37	52	100

Ref: Midline survey of scholarship recipients

Table 7. Skills developed by Scholarship Recipients during their Master's program

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
		Percent (row percent)					
I have developed critical thinking skills	138	1	0	6	36	57	100
I have developed an in depth understanding in my area of studies	138	1	1	2	33	63	100
I am encouraged to take more leadership roles in any institution and context	137	1	1	9	33	55	100
I now see myself as a person with potential to take leadership positions	139	1	1	9	34	55	100
I am now encouraged to take initiatives in any work environment	138	1	2	8	36	53	100
I feel empowered to transfer the knowledge in my field of study to others	138	3	1	5	34	57	100
I feel equipped with the sufficient level of knowledge in the area of study to be able to transfer skills to others	137	1	1	6	42	50	100
I feel prepared to be able to work in an institution under the leadership of others	138	1	1	9	46	43	100
I am able to communicate effectively with others inside and outside my field	138	1	1	3	36	59	100
I can work effectively in multi-disciplinary teams	138	1	1	4	32	63	100
I can lead teams that include international scientists/think tanks inside/ outside my field	138	1	1	17	36	46	100
I am able to build consensus around issues important to my organization	136	2	1	9	40	48	100
I am able to see the “big picture”	138	1	1	6	30	62	100

Ref: Midline survey of scholarship recipients

3.3 Utilization of training and skills

Scholarship recipients reported using the skills developed as a result of their Master's program – in critical thinking, in-depth knowledge of their subject, communication, leading interdisciplinary teams, research and analytical skills, organizing ideas, creativity, problem solving, etc. (see Section 3.2 - Training and Skills Development) – both in their place of employment as well as in their volunteer work.

Survey data for those employed indicated that about three-quarters of the respondents had taken on a leadership role (80 percent, agree and strongly agree), and had introduced new ways of thinking and problem solving especially at the organizational level (83 percent). They reported using participatory methods for consensus building (75 percent) and discussion as ways to resolve problems (79 percent). They also reported using ethical ways to conduct research (86 percent), and the findings from research and data analysis to support advocacy (80 percent) and policy making (76 percent). About half reported leading interdisciplinary teams and using digital and multimedia tools to support advocacy and policy making (54 and 52 percent respectively). Almost all respondents reported using their training in organizing ideas (84 percent) and preparing concise well-written reports (90 percent). Tables 8, 9 and 10 have the details.

In addition, most respondents (between 80-90 percent) said they were able to use critical thinking and research skills in their work and were proficient at finding information and problem solving. They also

reported that the ability to be creative in their work, to ask questions (without fear of reprisal) and time management, learned as a part of their Master's program, were useful in their day-to-day work. (Tables 8, 9 and 10).

Approximately three quarters of all survey respondents agreed that as a result of their participation in the Master's program, they could see the "big picture" (86 percent) and are able to take the initiative and a leadership role in any work situation (87 and 81 percent respectively). They see themselves as team players (81 percent) who are able to work effectively in multidisciplinary teams and lead teams that include international experts in their field and beyond (86 and 71 percent). Over three quarters of the scholarship recipients indicated that they were able to build consensus around areas of importance for their organization (77 percent) and communicate effectively with others in their field or from other fields (81 percent). (Tables 8, 9 and 10).

Qualitative data from focus groups with scholarship recipients and interviews with select employers of TLP graduates supported the survey data. Several focus group participants said that as a result of the exposure provided by the Master's program they were able to use new ways of thinking about things and doing analysis, which was helping them get ahead at the workplace. They reported that unlike the education system in Kosovo, in the US system the students were encouraged to ask questions in class and penalized for not asking questions. This had helped them to get out of their shell and feel comfortable in asking questions. They went on to say that as a result of this exposure, they had also learned that the "professor did not always have all the answers, and it was okay for a leader to not know everything." Most of the focus group participants said that the soft skills developed during their Master's program were serving them well. Their skills in working in teams, building consensus, time management and ability to deliver on time had helped them get ahead within their organizations. While some reported feeling awkward that they were now managing people older than themselves, most said that now that they were in a senior or leadership position within their organization and were able to introduce new and ethical ways of thinking and doing things.

Interviews with select employers confirmed students' self-reports. Several employers said that the TLP scholars stood apart within the organization and quickly made themselves indispensable and were only now (two years after completing their Master's program) beginning to reach their full potential. They went on to say that even though the TLP scholars needed training (like all other new hires) to learn the ways of the organization they were working with, the TLP scholars stood apart due to their ability to learn what they were required to do very quickly. The employers also suggested that the TLP scholars had made rapid progress in their careers because they had a better work ethic and "were likely to complete things to the end, no matter what it takes," were more likely to take initiative and to volunteer for activities, and they attributed these qualities to the TLP Master's training. In addition, employers also suggested that the TLP scholars' ability to "think outside the box," use soft skills, write well and fluency in English made them very valuable to the employers and rise quickly to positions of greater responsibility within the organization. Several said that the TLPs commanded higher salaries than the graduates from Kosovar Universities, and one went to the extent of saying they had doubled the salary of a TLP graduate working for them to try and keep the employee.

Some of the employers who had been the supervisors of the TLP graduates before and after the TLP program reported noticing a big change in the graduates after the program. The employers said that the

scholarship recipients showed a lot of change in the confidence and ability to conduct analysis and present findings, as well as in the communication and writing skills. They were more open, better able to ask questions, and in general were quicker at whatever they did. They were better able to organize their thoughts, manage deadlines and turn things around rapidly. Due to their ability to manage time, the employers felt comfortable in leaving the TLP scholars in charge.

Several employers, and not just the ones who had supervised TLP graduates previously, felt that TLP scholars who had a job before they received the scholarship were likely to do better than those who went to the U.S. directly after completing their undergraduate programs. The employers said that those with prior work experience had gained more from the scholarship program and were better able to apply their learning to their work. They also felt that the TLP graduates with prior work experience were more well-grounded, understood the realities of the job market and set more realistic expectations in terms of work conditions and salary packages, health insurance, etc., for themselves.

Table 8. Scholarship recipients' use of skills developed during their Master's program

		No response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
	N	Percent (row percent)						
Critical thinking	154	3	1	3	10	36	47	100
Organizing ideas	154	3	1	1	11	32	52	100
Finding information	154	3	1	1	7	36	53	100
Writing skills – writing productively, efficiently and clearly	154	3	1	0	6	31	59	100
Reading skills	154	3	1	1	12	31	53	100
Creativity	154	3	1	1	21	29	45	100
Ability to work with numbers and graphs	150	0	1	3	19	35	42	100
Ability to conduct research	150	0	1	1	10	33	55	100
Ability to ask questions	150	0	1	2	9	36	52	100
Methodological knowledge	150	0	1	2	11	39	47	100
Analytical skills	150	0	1	1	8	32	58	100
Problem solving skills	148	0	1	2	8	31	57	100
Time management	147	0	1	4	14	39	41	100

Table 9. Utilization of skills developed by Scholarship recipients during their Master's program

		No response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
	N	Percent (row percent)						
Share and demonstrate in-depth understanding in my area of studies	116	5	1	2	4	33	55	100
Take initiative in any work environment	154	3	3	0	8	32	55	100
Transfer the knowledge in my field of study to others	154	3	2	1	12	31	53	100
Work with and under the leadership of others	154	3	1	1	14	36	45	100

		No response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
	N	Percent (row percent)						
Communicate effectively with others inside and outside my field	154	3	1	1	14	32	49	100
Work effectively in multidisciplinary teams	154	3	1	1	9	32	53	100
Lead teams that include international scientists/think tanks inside and outside my field	154	3	2	0	23	36	36	100
Build consensus around issues important to my organization	154	3	3	2	16	46	31	100
See the “big picture”	154	3	1	0	10	36	49	100
I have taken on a leadership role and am introducing new ideas to my organization and community	154	3	1	3	13	32	48	100

Table 10. Use of skills by scholarship recipients at the organizational level

		No response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
	N	Percent (row percent)						
I have introduced new ways of thinking and problem solving, by sharing skills with colleagues	149	0	1	4	12	45	38	100
I am using ethical ways to conduct research	154	3	2	2	7	44	42	100
I use data and analysis for policy making	154	4	4	4	12	35	41	100
I use discussion as a way to resolve problems at the organizational level	154	4	3	1	13	39	40	100
I use more participatory methods for consensus building, especially at the organizational level	154	3	2	1	19	39	35	100
I use research to support discussion and advocacy	154	3	2	1	14	36	44	100
I am leading interdisciplinary teams to work with national and international partners	154	3	4	7	32	27	27	100
I am using digital and multimedia tools to support advocacy and policy making	154	5	5	12	26	34	18	100

3.4 Constraints or barriers to utilizing knowledge/skills

While most survey participants reported being able to use their skills, they also cited some limitations. They felt that despite being senior enough in their organization to make a change (at endline only 25 percent of the respondents said they were not senior enough), they were unable to do so as there was no organizational support for sharing new ideas (46 percent) or there was a lack of sufficient resources to introduce new ideas (59 percent). They went on to say that there was an unwillingness of the community

and or organizations to change (40 percent) as there were no incentives to change (41 percent). Many (55 percent) also said that changing deeply-entrenched ideas took time and that they were working on introducing change through demonstrating new ways of doing things and mentoring others. Table 11.

Table 11. Barriers to utilizing skills at the organizational level

	N	Not Applicable	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
		Percent (row percent)						
Unwillingness of the organization/community to change	149	2	23	15	19	26	14	100
Lack of sufficient resources to engage people and introduce new skills and concepts	154	3	5	12	19	44	15	100
There is no organizational support for sharing of new ideas	154	2	8	16	25	33	13	100
I am not senior enough within the organization to make a change	154	1	18	31	22	16	9	100
Deeply entrenched ideas take a while to change	154	2	4	15	20	36	19	100
There are no incentives for change	154	1	8	15	31	26	15	100

Focus group discussions with participants confirmed the findings from the survey data with regard to the use of skills in their organizations. Several of the participants said that now that they were in senior positions and management roles, they had started introducing new ideas and ways of working. However, it was difficult to bring about a change when people had very set habits. Despite change and modernization, the culture in Kosovo is still one of “the boss is always right,” and until the TLP graduates have proven themselves, there is a sense amongst colleagues that the TLP graduates are showing off just because they have returned from the US, making it difficult to share new skills.

Given the tight job market, the employers in Kosovo are very protective of their own positions and some see the TLP graduates as a threat. This is especially true in the public institutions, which makes it difficult for TLPs to get hired. At the same time, in the words of a TLP graduate in a senior position with the government, “the change [in the government] has to come from within, there is no way someone can come in as a consultant, hold weekly meetings and hope to change the systems in place.” Interviews with employers revealed that a majority of the TLP graduates expect a better package in terms of working conditions, salary, health benefits, etc., more than UP graduates, often making it difficult for the private companies to hire them. Further, according to the employers, since the TLP scholars were highly marketable, it was difficult to keep them for long. While this was good for Kosovo in that more organizations got exposure to new ways of thinking and doing things, it also gave private organizations pause as they weighed the cost of hiring the TLP graduates and then having to replace them, with the benefits of new ways of doing things.

Finally, there is a sense that the TLP graduates are a little more qualified than the Kosovar market can absorb at this point. The Scholarship recipients have completed their Master’s in new majors, which may or may not have application within Kosovo. For example, a TLP graduate in Artificial Intelligence is supporting a German company while living in Kosovo, as there are no opportunities for him at this point in Kosovo.

4 EVALUATION QUESTION 2: CONTRIBUTION TO KOSOVO

This section responds to the second of the four evaluation questions addressed by this study: *In what ways are U.S.-returned beneficiaries contributing to Kosovo's development and how have the skills acquired in the U.S. added to that contribution, particularly at the organizational level?*

Most scholarship recipients have returned between the summer of 2016 to 2018 and by the endline survey had been in Kosovo for only 12- 24 months. While it is thus rather premature to assess their contribution to Kosovo's development, there are early indications of positive contributions based on self-reports by scholarship recipients (focus groups and survey, see Table 12), corroborated by interviews with their employers as well as other stakeholders including the senior management at University of Prishtina.²² A brief discussion is below.

New Subject Matter Expertise

The TLP scholars have completed their Master's degrees in nine broad areas (see Table 5). As stated earlier, several have completed Master's programs in multi-disciplinary fields and with majors not available in Kosovo, thereby increasing the subject matter expertise available within the country. This is especially true of newer academic areas such as architecture, sustainable urban development, aviation management, gaming, cyber security, conflict resolution, interactive entertainment, cyber forensics and security, information technology and management, environmental policy, international security, and international peace and conflict resolution.

Enhanced Capacity at the Organizational Level

In addition to academic knowledge, scholarship recipients have also learned new ways of thinking, problem solving and work ethic, soft skills such as team work, participatory learning, and technical skills such as writing and communication, data analysis and management. All these skills are supporting change and development of Kosovo in many ways.

Communication and writing

There is enhanced capacity within the country for preparing proposals for grants and contracts as well as for advocacy and marketing pieces that meet international standards. Scholarship recipients report developing skills in communication; writing productively, efficiently and clearly; and conducting research using international standards. They are using these skills in their current jobs as well as in any volunteer work that they are/were engaged in to:

- Prepare grant applications and write proposals for new business and community development projects, a skill much appreciated by the various NGOs and private sector organizations in Kosovo.
- Support the development of white papers, background documents and in the conduct of research studies for strategy development and to support advocacy. Several of the scholarship recipients reported, and the management of University of Prishtina confirmed, that the support provided by the TLP scholars in developing the current (2016) UP strategy was invaluable and helped speed up

²² The scholarship recipients volunteered their time at the University of Prishtina to support the various centers at the University of Prishtina; they were also working as Teaching Assistants and Research Assistants at the University. Some of the recipients were also volunteering their time with the TLP-SP Advisory committee where they were supporting the ongoing research for developing white papers on current policy issues. Others have volunteered at various NGOs and multinational organizations.

the process considerably. Several focus group participants reported that they have helped clarify the mission statement and the strategy for the organization they are working for.

- Support the development of brochures for marketing, tourism, etc.
- Support new initiatives, start-ups, etc., and build capacity of the individuals, communities and organizations they have worked with, bringing about change and greater awareness of new ways of doing things.

New ways of teaching and learning

The TLP graduates have been exposed to active teaching and participatory learning methods in their Master's programs, in an environment where students can ask questions without fear of repercussions. Now that many of them are working as teaching assistants at UP and as teaching staff in private colleges in Kosovo, this provides them with the right forum to bring their experience from the Master's program to their current placements, introduce more interactive ways of teaching and contribute to changing the teaching and learning culture at these institutions of higher education.

Data management and analysis

The TLP graduates have also brought with them expertise and skills in data management and analysis which together with the time management skills are helping support better quality and timely reports. This is also helping them make better and more persuasive presentations of their work. As researchers at the university, at NGOs or in the government, the TLP scholars are demonstrating the use of ethical ways of conducting research and using research data to support discussions/advocacy.

Work ethic and time management

The TLP scholars have brought with them a new way of thinking and working. Most employers praise the work ethic of the TLP graduates and the energy that they bring to their work. They also praise their time management skills. Since their return two years ago, many TLP scholarship recipients have been promoted to senior management positions in their organizations. They are beginning to introduce new ways of thinking and doing things in their organizations. By working in teams they are being able to demonstrate the use of these ideas to their organizations and set an example for the rest of the employees.

Economic Development

TLP scholars are not only engaged in jobs that are directly related to their fields but are also using their expertise in related fields, introducing the concept that skills learned in one subject area can also be applied to another field thereby expanding the employment opportunities. Several TLP scholars have started their own businesses and are partnering with international partners, creating new job opportunities in Kosovo. Others are working on supporting companies in Europe while living in Kosovo, bringing in revenue for the country. They have been successful in creating linkages for companies within Kosovo with others in Europe and beyond for possible partnerships. (Table 12)

TLP scholars are taking on new initiatives in their workplace and working in and leading multi-disciplinary teams, including teams with international experts, helping bring and utilize new knowledge, funding and expertise. They TLP scholars are also building the capacity of other start-ups in Kosovo by helping them develop their business plans, accounting spreadsheets, acting as legal advisors and even providing mentoring to the owners and employees to increase productivity and professionalism in their way of working.

Volunteerism

Scholarship recipients are introducing a culture of volunteerism in Kosovo. Over half of the survey respondents said that they were continuing to volunteer time, beyond the mandatory required hours, to help support their community and to share skills with new businesses. Focus group participants reported working with various NGOs to help them bring the message to far-flung communities and supporting the training offered. Others reported that they were supporting efforts to bring about a change in their community by conducting research to support advocacy for policy change and by helping write research grants.

Table 12. Ways in which TLP scholarship recipients are supporting the development of Kosovo

	N	Not Applicable	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
		Percent (row percent)						
I am building capacity of my colleagues at work	154	3	3	4	25	39	27	100
I have developed/clarified the strategy for my organization to attain its vision	154	3	3	8	29	33	24	100
I am contributing to the economic development of Kosovo through my start-up and entrepreneurial efforts	154	4	12	18	27	21	18	100
I have brought new business to Kosovo through international partnerships	154	4	19	22	30	8	16	100
I support organizations within Kosovo through knowledge sharing	150	0	11	19	18	30	23	100
I support organizations by helping them establish linkages/network with other organizations inside and outside Kosovo	149	0	8	12	21	33	26	100
I volunteer my time (beyond the mandatory hours) to support and build capacity of organizations in my community	154	3	5	11	24	31	27	100
I provide support with research and writing grants that bring about change in my community	148	0	7	12	24	31	26	100

5 EVALUATION QUESTION 3: PERCEPTION OF TLP SCHOLARSHIP RECIPIENTS AS LEADERS

This section responds to the third of the four evaluation questions addressed by this study: *In what ways does the perception of TLP scholarship recipients as leaders change over the course of the program?*

All scholarship recipients attended a Leadership Seminar organized by the TLP-SP project in Washington D.C., which imparted practical guidance on the concept of leadership and the skills that described a leader in addition to observing the skills demonstrated by those leading the Master's program.. This section discusses the changes in the self-perception of the TLP scholars of themselves as leaders as well as perceptions of employers and other stakeholders.

5.1 Self-perception of scholarship recipients

At endline, 81 percent of the scholarship recipients reported that they were working in a leadership role and introducing new ideas to the community. Over two-thirds of the survey respondents believe that their colleagues, employees and community members look up to them as a leader. (Table 13).

Table 13. Leadership – Self-Perception of TLP scholarship recipients

	N	Not Applicable	Not at all	Once in a while	Some times	Fairly often	Frequently, if not always	Total
		Percent (row percent)						
I am a leader in my organization and community	154	7	1	8	18	32	34	100
My colleagues think of me as a leader	154	3	0	5	21	36	36	100
My employers look upon me as a leader	154	8	0	7	12	37	36	100
My community thinks of me a leader	154	9	0	10	18	32	32	100

IBI administered the Multifactor Leadership Questionnaire (MLQ), a self-assessment tool to measure leadership style and to designate behavior, to scholarship recipients at baseline, midline and again at endline to understand how their self-perceptions of their own leadership style changed over time.^{23,24,25} The questionnaire includes 45 items meant to measure the whole spectrum of leadership style (Transformational Leadership, Transactional Leadership, Passive Avoidant/*Laissez Faire* leadership) as well as perception of the desirable Outcomes of Leadership (motivates others to extra effort; productive or effective in their interactions at different levels of the organization; and feeling of satisfaction in working with others). A brief description of the underlying constructs and a description of the various dimensions of leadership as defined by MLQ is included in Box 1 and also in Annex 6.²⁶

²³ The same tool was used for collection of baseline data and was also administered to a carefully selected comparisons group of respondents who qualified for but did not receive the scholarship.

²⁴ See Bass, B. M., & Avolio, B. J. (2000). MLQ: Multifactor questionnaire: Third edition manual and sampler set. Redwood City, CA: Mind Garden,

²⁵ IBI holds a remote license to reproduce and administer the survey for the purpose of this evaluation.

²⁶ The questionnaire employed in this survey is included as a part of the survey instrument placed in Annex 4. Details of various dimensions of multi-factor leadership styles and associated behaviors are placed in Annex 6.

Box 1: Leadership Styles and Outcomes of Leadership

Leadership Styles

Transformational leadership is a process of influencing by which leaders change their associates' awareness of what is important, and move them to see themselves and the opportunities and challenges of their environment in a new way. Transformational leaders are proactive: they seek to optimize individual, group and organizational development and innovation, not just achieve performance "at expectations."

On the other hand, **transactional leaders** display behaviors associated with constructive and corrective transactions. The constructive style is labeled contingent reward and the corrective style is labeled management-by-exception. Transactional leadership defines expectations and promotes performance to achieve these levels. Contingent reward and management-by-exception are two core behaviors associated with 'management' functions in organizations.

The **passive avoidant leadership** style is passive and 'reactive': it does not respond to situations and problems systematically. Passive leaders avoid specifying agreements, clarifying expectations, and providing goals and standards to be achieved by followers. This style has a negative effect on desired outcomes – opposite to what is intended by the leader-manager. In this regard it is similar to *laissez-faire styles* – or 'no leadership'. (Bass et al., 1990)

Outcomes of Leadership

Extra Effort: This 3-item scale measures the frequency in which leaders are perceived to be able to influence their followers to do more than they are expected to do or motivate them to extra effort.

Effectiveness: This 4-item scale measures the frequency in which leaders are perceived as being effective when interacting at different levels of the organization.

Satisfaction with the Leadership: This 2-item scale measures the frequency in which raters are satisfied with their leader's methods of working with others.

MLQ questionnaire was structured on a five-point Likert scale while response choices ranged from "Not at all" to "Frequently, if not always". Transformational leaders are expected to exhibit high scores in the scales of Idealized Influence (attributed), Idealized Influence (behavior), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. (Jones et al., 2007)

Source (Bass et al 1990, Jones et al 2007) .

Table 14 presents a summary of the responses to the MLQ questionnaire. Responses are presented in the form of mean values for scholarship recipients and compared with similar data from the baseline study. In both cases, respondents were asked to respond to specific dimensions of leadership characteristics on a five-point scale ranging from "not at all" through to "frequently, if not always", with the options "once in a while", "sometimes" and "fairly often" falling in between. Means were obtained by assigning values 0 (not at all) through 4 (frequently if not always) to each of these options and aggregating the values according to the relevant grouping of responses. Annex 5 has the detailed frequency tables.

Table 14. Scholarship recipients change in MLQ scores from Baseline to Endline

	Scholarship Recipients									
Leadership Style and Associated Dimensions (summary scores)	Baseline			Midline Study			Endline			BL-EL
	N	Mean	Standard Deviation	N	Mean	Standard Deviation	N	Mean	Standard Deviation	t values
Transformational										
Idealized Influence – Attributes (builds trust)	116	2.9605	.0583	126	2.8214	.7415	140	2.9304	.5976	2.014†
Idealized Influence – Behaviors (acts with integrity)	116	3.0955	.0534	127	3.0276	.6372	138	3.0996	.5149	-0.085
Inspirational Motivation (encourages others)	116	3.4001	.0481	124	3.3044	.6412	138	3.2047	.5269	3.9796†
Intellectual Stimulation (encourages innovative thinking)	116	3.3477	.0469	130	3.2346	.6378	138	3.2192	.5103	2.7016†
Individual Consideration (Coaches & Develops People)	116	3.1918	.0511	126	3.0079	.6826	139	3.1942	.4740	-0.054
Transactional										
Contingent Reward (rewards achievement)	116	3.2091	.0511	125	3.0040	.7128	137	3.0748	.5228	2.755†

	Scholarship Recipients									
Leadership Style and Associated Dimensions (summary scores)	Baseline			Midline Study			Endline			BL-EL
	N	Mean	Standard Deviation	N	Mean	Standard Deviation	N	Mean	Standard Deviation	t values
Management-by-Exception: Active (monitors deviations & mistakes)	116	2.1250	.0734	126	1.9187	.9401	139	2.5036	.6876	-5.901†
Passive Avoidant/Laissez faire										
Management-by-Exception: Passive (fights fires)	116	.6624	.0523	125	.6840	.7406	138	2.6504	.6504	-26.501†
Laissez Faire (avoids involvement)	116	.3994	.0492	129	.5310	.6732	141	2.6117	.5782	-41.073†
Outcomes of Leadership										
Generates Extra Effort	116	3.4024	.0494	147	2.7982	1.1824	153	2.9739	.9960	4.6272†
Is Productive and Effectiveness	116	3.3844	.0401	130	3.2212	.6415	145	3.1397	.6528	4.0295†
Generates Satisfaction	116	3.4397	.0446	147	2.9354	1.2040	153	3.0359	.9819	4.4240†

† difference is statistically significant; ‡ difference is statistically weakly significant

The data suggest that the scholarship recipients, at endline relative to baseline, are significantly more focused on the transformational and less on the transactional end of the leadership continuum, are less laissez faire about their work and are more likely to carry these traits with them as they grow in their organizations. The scholarship recipients continue to view themselves as proactive transformational leaders who take pride in their work and encourage others to do the same. They act with integrity and consider the moral and ethical consequences of decisions. They build trust among their teams and encourage innovative thinking. In addition, as at baseline, they display a sense of confidence, and believe in coaching and mentoring others. While continuing to emphasize the importance of rewarding achievement, at endline they are also beginning to see themselves as more proactive leaders rather than passive transactional leaders who focus their attention on irregularities, mistakes, exceptions, and deviations from standards or believe in not getting involved. As leaders they continue to be focused on pushing themselves and their teams to try to work harder and beyond their current scope of work, effectively meeting the organizational requirements and using a leadership style that is effective and works with the team. (See Table 14).

Focus group discussions with scholarship recipients supported these findings. Several focus group participants reported that they felt more comfortable working in and leading teams, recognized the value of team accountability and felt confident enough of their own abilities to share knowledge and provide mentoring and guidance to others. As they get placed in senior and management roles in their organizations these qualities will help them become stronger leaders ready to bring in new and innovative thinking to their organizations, necessary for Kosovo to grow as a country and compete on the international stage. Some focus group participants also voiced concern that since they worked hard themselves and encouraged others to do the same, they may begin micro-managing the teams and making them less creative. This self-reflection is a positive quality in a leader who is constantly evolving and reflecting on her own abilities to meet new challenges in the workplace.

5.2 Perception of employers and stakeholders

There is a significant positive change in the opinion of employers over the two years between midline and endline data collection. At endline, the employers overall are much more appreciative of the TLP graduates and their skills than they were at baseline. The employers said that even though the TLP scholars needed

training to learn the ways of the organization, they stood out due to their ability to take on leadership roles and learn what they were required to do very quickly. One employer reported that he had just doubled the salary of a TLP scholarship recipient, just to be able to keep him with the organization. This is a very different sentiment from that expressed at midline by some of the employers, who had felt that the TLP graduates came with an attitude and were not willing to learn, and that they were acting like senior managers rather than as new hires.

Several TLP scholarship recipients, after completing their Master's programs, have gone back to work for their previous organizations either in a senior role or in the same position with additional responsibility and been promoted since. Employers who have had the experience of working with the TLP scholars before and after they completed the Master's degree said that there was a very noticeable difference in the self-confidence levels of the scholarship recipients after they returned from the U.S. The scholars were able to communicate better, their English fluency had improved, and they had significantly better writing skills. Most TLP scholarship recipients demonstrated a strong work ethic and were prepared to do "whatever it took to get the job done." These skills are well-appreciated by the organizations that they are working for and have paved the way for promotions to senior positions for the scholarship recipients. The employers feel that the TLP scholars are able to learn the basic skills and understand what was expected of them more quickly than others. They are also more likely to take initiative and volunteer for tasks. The employers went on to say that from their perspective, TLP scholarship recipients who had work experience prior to receiving the scholarship had benefitted more from the program and due to their previous work experience, are better-grounded and able to re-adjust to working and living in Kosovo.

The employers also voiced a note of caution, worrying that since the TLP scholars were well-trained and highly marketable, they were unlikely to stay in one position within the same organization, or even within Kosovo, for any length of time. The employers were concerned that this may make it difficult for companies to significantly invest in recruiting and training new employees.

6 EVALUATION QUESTION 4: COMPARISON WITH NON-RECIPIENT PEERS

This section responds to the last of the four evaluation questions addressed by this study: *Given a-c above, how and to what extent have the experiences of the returned scholarship recipients differed from their non-recipient peers?*

In order to study the impact of the TLP Scholarships program on its recipients, the beneficiaries of the scholarship program were compared with a comparison group of peers that applied for but did not get into the Scholarships program. As at baseline and midline, endline data were collected using a very similar survey instrument for both scholarship recipients and the comparison group. For the comparison group, 106 respondents (29 percent male and 71 percent female) completed the survey, and like the scholarship recipients, the vast majority were Albanian (97 percent). This section compares scholarship recipients with their peers on various dimensions.

6.1 Current status

Of the comparison group, 75 percent of those that completed the survey are currently based in Kosovo, and the rest are in Europe (23 percent) and U.S. (2 percent). Over four-fifth of this group (82 percent) are employed, including those self-employed (8 percent), and about 7 percent are enrolled in academic programs. About 15 percent of the comparison group reported being unemployed and looking for a new or better employment, a number significantly higher than for the scholarship group ($p < .05$). (Table 15).

Table 15. Employment status of scholarship recipients and comparison at endline

	Scholarship recipients (N-154)	Comparison (N-106)	t-value
Employment status			
	Percent*		
Employed (includes self-employed)	88	82	3.3927†
Self-employed**	15	9	0.3483
Unemployed and looking for a job/taking a break and not looking for a job	5	14	-3.0658†
Volunteering	5	3	0.1902
Enrolled in an academic program***	8	13	-2.0705†

Note: *Respondents could select more than one category; **included as a separate category to show extent of self-employment; ***respondents currently in Masters programs are studying along with work; †difference is statistically significant ($p < .01$)

6.2 Training and skills development

A bachelor's degree was a minimum requirement to apply for the TLP scholarships program. Of the comparison group, at endline most (68 percent) had a Master's degree, a handful (5 percent) reported a doctoral degree, while twenty-one percent reported a bachelor's degree as their highest degree. Three-quarters of those with a Master's degree had enrolled in and completed their Master's program after unsuccessfully competing for the TLP scholarship program. While most of the comparison group had completed their Master's and PhD programs from University of Prishtina, about a third had done so from a university in U.S. or Europe.

Like the scholarship recipients, members of the comparison group also reported that they had developed multiple skills. Almost all respondents from the comparison group agreed (between 81 and 94 percent,

agreed or strongly agreed) that they had learned to see the “big picture” and developed an in-depth knowledge of their area of studies and felt able to transfer knowledge to others. They reported having developed critical thinking and analytical skills as well as skills in time management, organizing ideas, problem solving and conducting research. Tables 15 and 16 present the mean scores for the two groups, calculated by assigning a value of one to strongly disagree and 5 to strongly agree on a five-point Likert scale.

Table 16. Skills developed by scholarship recipients and comparison group

Skills	Scholarship Recipients			Comparison			t-values
	N	Mean	Standard Deviation	N	Mean	Standard Deviation	
Critical thinking	154	4.19	1.071	98	4.53	.645	-2.8502†
Organizing ideas	154	4.24	1.079	97	4.55	.646	-2.5231†
Finding information	154	4.29	1.060	97	4.28	.813	0.1100
Writing skills- writing productively, efficiently and clearly	154	4.40	.987	96	4.44	.765	-0.2955
Reading skills	154	4.27	1.043	97	4.29	.889	-0.1246
Creativity	154	4.10	1.089	97	4.45	.778	-2.8015†
Ability to work with numbers and graphs	150	4.13	.922	95	4.41	.676	-2.5914†
Ability to conduct research	150	4.41	.778	97	4.45	.722	-0.4762
Ability to ask questions	150	4.37	.789	97	4.43	.776	-0.6492
Methodological knowledge	150	4.30	.801	95	3.93	.959	3.2932†
Analytical skills	150	4.45	.756	95	4.11	.805	3.4232†
Problem solving skills	148	4.41	.832	95	4.55	.665	-1.3333
Time management	147	4.16	.904	94	4.09	1.012	0.5700

† difference is statistically significant ($p < .01$); ‡ difference is statistically weakly significant ($p < .05$)

Compared to the reference group, TLP scholars assessed themselves lower than the comparison group on critical thinking, organizing ideas, creativity, and ability to work with numbers (difference statistically significant in all cases). The comparison group assessed themselves lower than TLP scholars in methodological knowledge and analytical skills (both differences statistically significant).

6.3 Employment

Two-thirds of those in the comparison group reported themselves to be employed, 78 percent reported working in different positions than when they had applied for the Scholarships program, while 19 percent reported they were in the same position at endline as at the time of applying for the TLP scholarships program. Among the employed, 43 percent are working with private organizations, less than the scholarship recipient group (difference statistically significant; $p = .0394$), 18 percent are working in government jobs compared to scholarship recipients (11 percent, difference statistically significant, $p = .0056$), 23 percent are working with NGOs and 11 percent with multinationals, not much different from the scholarship recipient group (22 and 12 percent respectively; difference not statistically significant). Table 17 has the details. Twenty-nine percent reported they were in a senior position than at the time of applying for the scholarship, with greater responsibility (49 percent) and better pay (43 percent). Thinking back to when they had applied for a job, the comparison group reported that it had taken them between one to six months to find a job.

Table 17. Primary place of employment – recipients and comparison group

Primary place of employment	Recipients (N=136)	Comparison (N=86)	p value (*= $p < .05$)
	Percent		
Government	11	18	-2.7079†
Public organization – University, institution	4	1	0.8717
Private organization – University, institution	49	43	2.0723†
NGO	23	23	0.0784
Multinational/donor organization	12	11	0.9421
Other	1	1	0.3304

*respondents allowed to select multiple responses; ** respondents currently in Masters programs are studying along with work;

†difference is statistically significant ($p < .01$)

TLP scholars employed in the private sector are engaged in software development, research, policy development and advocacy, providing consulting services and supporting other groups with international contracts, etc. and work in organizations that have more international clients, more use of English language skills, and a fast-paced work environment. In addition, the managers in these organizations are themselves graduates of other American scholarship programs, such as Fulbright, Kosovo American Education Fund), etc. TLP scholars, with the training and exposure that they have received in their studies in U.S. universities, seem to be preferring the distinctive characteristics of such environments.

6.4 Volunteer activities

Almost all TLP scholars had either completed 400 hours of volunteer work since returning from the U.S. or were working on it, but only about 16 percent of the survey respondents from the comparison group reported volunteering as one of their activities and 36 percent reported having completed some volunteer activity since they had applied to the scholarship program. Forty-three percent reported that they had neither engaged in any kind of volunteer work nor were they planning to. Those who were volunteering were doing so through NGOs doing community level work or advocacy in areas of education, gender and human rights. However, since there is no verifiable record of volunteer work, unlike for the scholarship recipients,²⁷ it is difficult to draw meaningful comparisons.

6.5 Utilization of training and skills

Over 80 percent of scholarship recipients had taken on a leadership role and were introducing new ways of thinking and problem-solving to others in their place of work. Almost all (86 percent) reported using ethical ways to conduct research, using research to support advocacy and using discussion as a way of problem-solving at the organizational level. Self-reports by the comparison group shows very similar patterns, with over 85 percent reporting taking on a leadership role, introducing new ways of thinking and problem-solving with colleagues as well as using data for decision making. It is interesting to note that while the patterns are similar, more of the comparison group report using these skills than the scholarship recipients. Table 18 has the details.

²⁷ Citizen Corp, a USAID funded sister project to the TLP-SP project, helped organize volunteer placements for the TLP scholarship recipients and kept track of the hours worked.

Table 18. Use of skills within organizations – recipients and comparison group

Use of Skills by those employed (based on a 5 point scale)	Scholarship Recipients			Comparison			t-values (*p<.05)
	N	Mean	Standard Deviation	N	Mean	Standard Deviation	
I have taken on a leadership role and am introducing new ideas to my organization and community	154	4.16	1.109	97	4.41	.718	-1.9741‡
I have introduced new ways of thinking and problem solving, by sharing skills with colleagues	149	4.13	.875	94	4.27	.792	-1.2594
I am using ethical ways to conduct research	154	4.12	1.120	94	4.45	.682	-2.5786†
I use data and analysis for policy making	154	3.94	1.292	95	4.24	.942	-1.9634‡
I use discussion to resolve problems at the organizational level	154	4.01	1.204	94	4.50	.684	-3.6049†
I use more participatory methods for consensus building, especially at the organizational level	154	3.94	1.139	94	4.22	.735	-2.1274†
I use research to support discussion and advocacy	154	4.10	1.142	94	4.35	.786	-1.8687‡
I am leading interdisciplinary teams to work with national and international partners	154	3.55	1.247	94	3.72	1.062	-1.1002
I am using digital and multimedia tools to support advocacy and policy making	154	3.34	1.305	93	3.81	1.066	-2.9317†

†difference is statistically significant (p<.01); ‡ difference is statistically weakly significant (p<.05)

However, when it comes to the use of skills developed for capacity-building and economic development of Kosovo, the scholarship recipients are significantly more engaged. Even though members of the comparison group see themselves as being ready to take on leadership positions, lead multidisciplinary teams and communicate effectively, more scholarship recipients report using their skills to contribute to the economic development of Kosovo through their start-ups and entrepreneurial efforts, supporting their organizations by helping them establish linkages/network with other organizations inside and outside Kosovo and conduct research to bring about change in the community (all differences weakly or strongly significant). See Tables 18 and 19.

Table 19. Use of skills to support Kosovo – recipients and comparison group

Use of Skills by those employed (based on a 5 point scale)	Scholarship Recipients			Comparison			t-values
	N	Mean	Standard Deviation	N	Mean	Standard Deviation	
I am building capacity of my colleagues at work	154	3.75	1.12785	95	3.72	1.117	0.2555
I have developed/clarified the strategy for my organization to attain its vision	154	3.58	1.19749	94	3.44	1.113	0.9713
I am contributing to the economic development of Kosovo through my start-up and entrepreneurial efforts	154	3.04	1.40439	93	2.70	1.232	1.9292‡
I have brought new business to Kosovo through international partnerships	154	2.68	1.41284	92	2.55	1.171	0.7286
I support organizations within Kosovo through knowledge sharing	150	3.35	1.30634	96	3.58	1.167	-1.4034
I support organizations by helping them establish linkages/network with other organizations inside and outside Kosovo	149	3.57	1.22615	95	3.23	1.115	2.1795†
I volunteer my time (beyond the mandatory hours) to support and build capacity of organizations in my community	154	3.55	1.2787	96	3.36	1.224	1.1057
I provide support with research and writing grants that bring about change in community	148	3.57	1.1904	94	3.21	1.235	2.2274†

†difference is statistically significant; ‡ difference is statistically weakly significant

6.6 Change in self-perceptions of leadership potential

The MLQ questionnaire was also administered to the comparison group as a part of their survey. Table 19 presents a summary of the MLQ section of the survey for the comparison group and compares data for the endline study with the baseline study (for the comparison group) to assess changes in this group over the years. (Annex 5 has the detailed frequency tables). And similarly, endline scores for the scholarship recipients were compared with those for the comparison group (Table 20).

Table 20. Change in Leadership Style – Comparing Comparison Group to the Scholarship Recipients

	Scholarship Recipients (SR)			Comparison (C)			Comparison (C)			C to C	SR to C
	Endline			Baseline			Endline			BL-EL	EL-EL
Leadership Style and Associated Dimensions	N	Mean	Standard Deviation	N	Mean	Standard Deviation	N	Mean	Standard Deviation	t values	t values
<i>Transformational</i>											
Idealized Influence-Attributes (builds trust)	140	2.930	0.598	60	2.845	0.096	76	2.740	0.691	1.1604	2.1130†
Idealized Influence – Behaviors (acts with integrity)	138	3.100	0.515	64	2.766	0.118	76	2.964	0.600	-2.601†	1.7404
Inspirational Motivation (encourages others)	138	3.205	0.527	64	3.138	0.123	75	3.167	0.636	-0.353	0.4673
Intellectual Stimulation (encourages innovative thinking)	138	3.219	0.510	64	2.918	0.118	76	3.112	0.557	-2.7303†	1.4249
Individual Consideration (Coaches, Develops People)	139	3.194	0.474	64	2.727	0.123	76	2.980	0.653	-3.0614†	2.7585†
<i>Transactional</i>											
Contingent Reward (rewards achievement)	137	3.075	0.523	64	2.938	0.123	74	3.047	0.576	-1.4952	0.3520
Management-by-Exception: Active (monitors deviations and mistakes)	139	2.504	0.688	64	2.277	0.132	76	2.010	0.860	2.4633†	4.597†
<i>Passive Avoidant/Laissez faire</i>											
Management-by-Exception: Passive (Fights fires)	138	2.650	0.650	64	0.813	0.080	106	0.538	0.761	2.8747†	23.3472†
Laissez Faire (avoids involvement)	141	2.612	0.578	64	0.480	0.074	76	0.559	0.756	-0.8295	22.3348
<i>Outcomes of Leadership</i>											
Generates Extra Effort	153	2.974	0.996	64	3.000	0.117	106	2.267	1.511	3.8701†	4.5362†
Is Productive and Effectiveness	145	3.140	0.653	64	3.138	0.118	106	2.325	1.530	4.236†	5.7367†
Generates Satisfaction	153	3.036	0.982	60	3.450	0.068	106	2.354	1.561	5.428†	4.3133†

†difference is statistically significant

An examination of the mean scores on various MLQ traits for the comparison group shows that between baseline and endline, the comparison group, like the scholarship recipients' group, has changed in leadership style. At endline, more respondents from the comparison group reported acting with integrity, encouraging innovative thinking, and coaching and mentoring others. At the same time, more respondents saw extra effort to achieve goals, being effective and productive in communication and creating an overall feeling of satisfaction among the team as the outcomes of their leadership. (See Table 20).

A comparison of the MLQ scores at endline for scholarship recipients and members of the comparison group show that significantly more scholarship recipients view the outcomes of leadership as helping others develop a heightened desire to succeed and to try harder (extra effort), working in a way that is productive as well as working with others in a way that is satisfying for all (satisfaction). Relative to their non-recipient peers, more scholarship recipients are likely to be transformational leaders willing to make the effort to build trust and act as a mentor or coach to their colleagues, while helping their teams meet expectations by defining upfront what is expected of them. In addition, the scholarship recipients are less likely (highly significant) to have a laissez faire attitude towards work or a passive attitude to work where they wait for things to go wrong before they “put out the fires.”

6.7 Perception of employers and stakeholders

Data from interviews with employers corroborated the above findings. Comparing scholarship recipients with their non-scholarship recipient employees (as a proxy for the comparison group), most employers felt that the scholarship recipients were stronger and more effective leaders. They were better able to manage their work and were receiving quicker promotions. The employers reported encouraging the TLP scholars to apply for more senior roles within the organization as a way of retaining them in the organization. However, they reported being cautious about the investment in the scholarship recipients as they felt they were very mobile and were likely to leave not just their organization, but also the country. Some employers noted that while the scholarship recipients were good at their work and at managing teams, they were a little out of touch with the local networks. Two years is a long time in a country like Kosovo and the TLP scholarship recipients, by being away for the Master’s program, could likely have lost some of their social and professional networks and are thus seeing the need to start afresh.

6.8 Plans for the future

All survey respondents, scholarship recipients and their peers were asked about their satisfaction with their current job and plans for the future. Almost two-thirds of the scholarship recipients (62 percent) and the comparison group (66 percent) reported being very satisfied with their current jobs, while about a quarter (21 percent comparison and 24 percent scholarship recipients) reported being somewhat satisfied and looking for a change. A small proportion (4 percent) from both groups reported not being satisfied with their jobs and actively seeking change. While a small proportion of the two groups was planning to stay in their current jobs and grow there (19 percent of the comparison and 25 percent of the scholarship group), about a quarter from each group reported planning to change jobs for a better option (28 percent of the comparison and 20 percent of the scholarship group, difference significant $p < .05$). A small proportion of both groups was also planning to join a PhD program in the US or elsewhere (28 percent of the comparison group and 30 percent scholarship recipients). The data for the scholarship recipients were also supported by the data from focus groups, which showed that the TLP scholars were looking to get a higher degree in their field at some point in the future, preferably from somewhere in Europe as “the US was too far away and it made it difficult to visit home frequently.”

7 CONCLUSIONS AND RECOMMENDATIONS

Guided by a set of questions posed by USAID, this evaluation has been conducted to assess the overall impact of the TLP Scholarship Program on its recipients, provide stakeholders with an understanding of how various investments in scholarships (for Master's level studies in US Universities and colleges) under TLP-SP increased the knowledge and skills of the individual participants, and determine the effectiveness of the program in training participants to act as change agents who can affect social and economic development upon their return to Kosovo and transition to work.

The evaluation has assessed the progress of the TLP Scholarships program since its inception and evaluated the impact on the recipients. Qualitative and quantitative data for the evaluation were collected from the recipients of the TLP scholarships for a Master's program at US universities and colleges, and a carefully selected comparison sample of their peers who had not received the award. Data were collected from each cohort of scholarship recipients and their peers at three points – baseline conducted at the time of award, midline upon return from the US after completing the Master's program, and endline conducted two years after the completion of the program and return to Kosovo – to understand the final impact of the TLP scholarships program. The first round data of data provided a baseline of attitudes and skills, against which the midline and endline studies data were compared. Specifically, the midline study focused on experience with the academic program as well as interim changes if any in attitudes and thinking, and the endline data provided the final comparator to evaluate the changes since the inception of the program.

Overall, the TLP scholarships program has been well received and has had a positive impact in the short-run. Against 185 scholarships that were awarded over three cohorts (2014, 2015 and 2016), 181 candidates completed the Master's programs from US Universities and colleges. Participants in the program from all three cohorts have by and large been satisfied with the study experience in the U.S., and speak highly of the quality of program and the skills developed because of that experience. A large majority of the participants report being satisfied with the support, including the stipend, provided by the program to help them get settled as well as in ensuring their academic and physical well-being. The program, which has afforded opportunities for participants to study in the U.S. and take courses in subjects not offered in Kosovo, has greatly expanded the horizons for participants and increased their exposure to new ways of studying and new skills. Many participants studied in inter-disciplinary programs not available in Kosovo. The participants report having developed skills in communication, writing and conducting research – skills that they have already begun to use in their jobs. While the participants were not all that satisfied with the support from the TLP program in helping them identify volunteer/community service opportunities and internship opportunities while in the U.S., they are very satisfied with the support provided upon return to Kosovo. Many TLP scholars have continued to participate in volunteer opportunities, preparing grant applications, writing proposals, and supporting development of background documents and research studies for strategy development – contributing in areas that they probably would not have had it not been for the exposure and opportunities they received as part of the program. All in all, the Scholarships program has contributed extensively to increasing the level of confidence and bringing about a positive change in the way that the participants articulate their ideas and expound upon them.

The program was not without its challenges, however. Many participants, upon completion of their course work in the U.S., reported experiencing a reverse culture shock and a problem with settling back. Many also

reported issues transitioning from volunteering to motivating themselves into applying and interviewing for employment opportunities. Participants reported being disappointed in the limited employment opportunities available to them upon their return to Kosovo, realizing quickly that they needed work experience in addition to their degrees to find a suitable job. In addition to the general paucity of employment opportunities in Kosovo, competition from graduates from similar programs from Kosovar and European universities further constrained the market and associated opportunities.

A comparison of the scholarship recipients with the peer group of those who were unable to secure participation in the Scholarships program suggests that the TLP scholars are doing as well, if not better, than their peers. Out of 154 scholarship recipients that completed the endline survey, only eight reported being unemployed. Most others reported being employed in mid-to-senior level positions within the private sector, NGOs, government and public universities in Kosovo. Most of these positions are better paid and come with greater responsibility within the organization than the participants' positions prior to their joining the scholarships program. In most cases, the positions are related to the field of study that the participants selected for the Master's program in the U.S. Conversations with employers suggests that the scholarship recipients have indeed developed the skills and leadership potential that was expected from their participation in the program, and have already begun to contribute substantially to the achievement of the overall purpose of TLP objectives.

Use of Skills and Contribution to Kosovo's Development

Since most scholarship recipients have been back in Kosovo for only two years on average, it is rather premature to assess their contribution to Kosovo's development. However, there are early indications of positive contributions and transformational leadership based on self-reports by scholarship recipients and their employers and supervisors in their work and volunteer placements. First, many scholarship recipients have elected to specialize in majors not available in Kosovo (such as a Master's in Aviation Management, Sustainable Urban Planning, Cyber Security, developing games, Environmental Policy, and Social Enterprise) during their study in the U.S, and at least two recipients from this cohort have continued to doctoral programs. By itself, this is a contribution to Kosovo's development, in that it increases the level of specialized skills in the country.

Second, scholarship recipients report developing skills in communication; writing productively, efficiently and clearly; and conducting research. In addition, they report gaining fluency in the English language. The TLP scholars are using these skills in their current jobs as well as in volunteer opportunities to prepare grant applications, write proposals, and support development of white papers, background documents and in the conduct of research studies for strategy development. They have helped their organizations to develop and clarify strategy, claim that is also supported by the organizations where they work or volunteer. The support provided by the TLP scholars in developing the current (2016) UP strategy helped speed up the process considerably and was well appreciated.

Third, scholarship recipients report being prepared to work in and lead multi-disciplinary teams, including teams with international experts. They also report being ready to take on new initiatives in their workplace, and transfer knowledge-building capacity within the country. Fourth, several scholarship recipients are working as teaching staff at various private universities/colleges in Kosovo and have volunteered their time as Teaching Assistants in the University of Prishtina, which provides them with the right forum to bring their

experience from the Master's program to their current placements and contribute to changing the teaching and learning culture at the university.

Fifth, scholarship recipients, as researchers at the university, at NGOs or in the government, are demonstrating the use of ethical ways of conducting research and using research data to support discussions/advocacy. Sixth, TLP scholars are not only engaged in jobs that are directly related to their fields; they are also using their expertise in related fields, introducing the concept that skills learned in one subject area can also be applied to another field thereby expanding the employment opportunities.

Seventh, TLP scholars are creating new job opportunities in Kosovo. Several scholarship recipients have started their own businesses and are working with international partners, bringing new opportunities to Kosovo. Others are working on supporting companies in Europe while living in Kosovo, bringing in revenue for the country. TLP scholars are building capacity in other start-ups in Kosovo by helping them develop their business plans, accounting spreadsheets, acting as legal advisors and even providing mentoring to the owners and employees to increase productivity and professionalism in their way of working. TLP recipients have generally been successful in creating linkages for companies within Kosovo with others in Europe and beyond for possible partnerships.

And finally, scholarship recipients are introducing a culture of volunteerism in Kosovo. They are helping support their communities and grass roots NGOs by helping write research grants and by conducting research to support advocacy for policy change. Some are also leading and helping with providing training to disadvantaged populations within their communities.

All these initiatives and changes in approach have a good potential to sustain themselves and positively contribute to culture change within Kosovo. Indeed, the participants from Cohorts 1 and 2, especially those who have had time to settle down, are rapidly climbing to senior and responsible levels within their organizations and are increasingly getting into positions from where they can model and push for more ethical ways of doing things. Comparison with their peers shows that they are doing things better than most of their peers and are more likely to be leaders within their organizations, willing to take the time to build trust, model ethical behaviors and coach and mentor their teams.

However, there are some challenges here as well, as several scholarship recipients are showing signs of frustration as they come up to deeply entrenched ideas in the Kosovar fabric of life that resist new ways of thinking and doing things and limiting the impact that returning participants thought they could have. The paucity of resources and organizational support for sharing new ideas also poses barriers to the use of newly acquired skills.

The employers also voiced a note of caution, saying that since the TLP scholars were well trained and highly marketable, they were unlikely to stay in one position within the same organization for any length of time – or for that matter, within Kosovo, as there were so many opportunities for highly trained and skilled personnel in other countries in Europe, especially Germany. The employers noted that while the mobility of TLP scholars across organizations was generally good for commerce and industry, it also made it risky for employers to invest significantly in recruiting and training new employees.

A final point to be noted is that several TLP graduates have had a tough time with re-entry to Kosovo and have suffered from severe reverse-culture shock, especially those that had limited prior work experience and limited association with professional networks.

Recommendations

Several recommendations emerge from the evaluation of the TLP Scholarships program.:

- The premise underlying the TLP-Scholarships program was that it would create a cadre of talented professionals with the leadership and innovation skills necessary to address the demands of a modern market economy and bring transformational change to Kosovo. This would happen through improved job performance and improvements in the public and private organizations where the TLP scholars get employment. Early evidence suggests that while the TLP scholars working in the private sector are already beginning to have an impact, no discernible effects are being seen in the public sector. First, very few TLP scholars have found positions within the government. Bringing about meaningful advancements in capacity development, and demonstrating different ways of doing things and directly influencing policy, would require a larger number of TLP scholars to be placed in the government. Second, bringing about reforms in the government system typically takes more time than in the private sector. In the words of a GOK Minister, a former TLP scholar, “the only way to reform the government is from within”. We therefore recommend that in future programs a connection is established between the beneficiaries of such efforts and the government, with the latter committing to utilizing the services of these graduates for two to three years to benefit from their skills.
- In addition to increased presence within the public sector, we recommend setting up an institutionalized process by which TLP scholars can routinely meet with officers in government and public institutions and share their skills and experience. Creation of an advisory committee of scholarship recipients, academia and policy experts to support officials in various Ministries would go a long way in realizing this objective.
- The public universities within Kosovo support the majority of the students for higher education. There is a shortage of skilled staff for several disciplines. But they have not been able to absorb many of the TLP scholars due to the current rules and regulations. We recommend that in future programs there is some coordination with the University of Prishtina (the single largest public university in Kosovo) to see if there is a way to support the University to fill the skills gap.
- Volunteer work has helped both the TP scholars upon their return as well as their communities. The TLP scholars had something meaningful to do upon their return while they waited to hear back from job interviews, and the communities got some world-class assistance in grant writing and advocacy materials or in the cause they support. We recommend that volunteering continues to be included in future programs as well, preferably with a small stipend to help the volunteers tide over the period during which they are seeking employment. A higher stipend could be offered to those willing to work in rural areas, which would incentivize at least some of the graduates to temporarily move there and help some far-flung communities.
- One downside that many TLP scholars have experienced of being away from Kosovo for two years is that of losing their social and professional networks. Strengthening support to the Alumni Association established by the TLP program would help TLP scholars enhance networking opportunities and share experiences and knowledge and exchange ideas.
- In order to mitigate the reverse-culture shock that many TLP scholars have reported facing, we

recommend that future programs include training and support services to facilitate their reentry to Kosovo. These support services could cover topics such as culture in the workplace, optimal use of skills in a culturally-appropriate manner, taking initiative in the workplace, etc. A small subsistence allowance to cover the first few weeks of return to Kosovo would help the recipients to avoid rushing to take the first job offered.

- We further recommend that prospective employers be offered guidance on the training received by the TLP scholars in the Master's program in the U.S. This would help ensure that employers have reasonable expectations of the capabilities and interest of the returning scholarship recipients, which would mitigate frustration on both sides.
- Discussions with a sample of employers suggest that TLP scholars who had some work experience prior to going to the U.S. for higher studies are more mature in their expectations and have been better at adjusting upon their return to Kosovo. We recommend that a two-year work experience be built in as a criterion for obtaining the scholarship.
- The beneficiaries of the program have had to reactivate their social and professional networks. They have found that the networks of TLP graduates are more useful for them due to a shared understanding of their training and challenges upon return to Kosovo. We recommend continued support for the Alumni Association
- Finally, we recommend that in future programs, all scholarship recipients be invited to a mandatory refresher course on leadership conducted in Kosovo. This course would serve to remind the scholarship recipients of the training provided to them while in the U.S., their own vision of leadership (as expressed in their essays), as well as offer practical suggestions on how leadership could be practiced within the context of the workplace and prevailing culture in Kosovo.

8 ANNEXES

Annex 1. Scope Of Work For The Evaluation

AID-167-TO-15-00002– TLP Impact and Program Evaluation

SECTION C – DESCRIPTION/SPECIFICATIONS

C.1 SUMMARY

The Transformational Leadership Project is a comprehensive six-year initiative that consists of five separate but interrelated components implemented under three awards. The components are described in more detail in Attachment A. The primary objective of the project is to upgrade the knowledge and skills of a cadre of talented professionals, through U.S. Master's degree programs as well as shorter-term targeted courses, who can bring critical leadership and innovation skills to Kosovo that will address the demands of a modern market economy and bring transformational change to the country. A secondary object of the project is to increase the capacity of select faculties at institutions of higher learning in Kosovo by upgrading the teaching methodology and curricula and that will in turn advance longer-term solutions to Kosovo's education needs. The project is co-funded by USAID and the Government of Kosovo (GoK).

This Statement of Work (SOW) covers two separate evaluations, both of which will require baseline assessments:

- A. Impact Evaluation of the TLP Scholarship component**, which will provide 160-190 scholarships for Kosovars to obtain Master's degrees at U.S. universities. The scholarship recipients will be selected over a period of three years, to begin study at the start of academic years 2014, 2015, and 2016.
- B. Performance Evaluation of the TLP Partnership component**, which will support four partnerships between U.S. universities and Kosovar universities to upgrade select faculties so that they are better-positioned to produce graduates with the knowledge and skills that meet the demands of a modern and competitive society.

Both components are implemented through a cooperative agreement with World Learning, Inc. partnering with Dartmouth College, Arizona State University, and the Universities of Minnesota and Indiana. The total award is \$30,199,763 and runs from February 26, 2014 to February 25, 2019.

The Transformational Leadership Project was designed based on the findings and recommendations of a Human and Institutional Capacity (HICD) Performance Assessment conducted in 2012. The evaluations that are detailed in this SOW will therefore be implemented through the HICDpro IDIQ, Requirement 2.1 – Providing Ongoing Expert Consultation.

C.2 BACKGROUND

Development Context

One of the main challenges Kosovo faces is unemployment, especially youth unemployment. Although the primary reason for the high level of unemployment is the low number of new jobs created annually, the lack of an adequately skilled labor force intensifies this problem. Government officials, private sector representatives, and others recognize that the current

educational system does not adequately address the human performance factors that would prepare students for the challenges of a global economy. Specifically, many levels of the educational system do not appropriately teach the problem-solving and analytical skills that lead to innovation and job creation.

Kosovo's economy has changed substantially in the past two decades, but the labor supply has not shifted as nimbly in response to changes in labor demand. The educational and training systems are failing to provide adequate learning opportunities, relevant curricula, and effective teaching to produce the skills demanded by the market. In the area of higher education, reforms to create a more flexible and responsive educational system and the development of an adult learning strategy are underway. The Ministries of Education and Labor have undertaken education and training reforms with support from the European Union (EU) and other donors to address identified deficiencies. However, all reforms in the education area are in the early stages and have not yet delivered concrete outcomes in the form of more skilled and competitive graduates who can meet the economic needs and dynamics of the country.

C.3 TLP PROJECT PURPOSE AND INTENDED RESULTS

To help identify the root causes and key issues related to Kosovo's human performance gaps, USAID commissioned a multiple sector-wide Human and Institutional Capacity (HICD) Assessment in 2012.¹ Based on the findings and recommendations of this assessment USAID, in collaboration with the Government of Kosovo, designed the Transformational Leadership Project (TLP), which incorporates some of the short-term and longer-term measures identified in the HICD Assessment. The primary objective of the project is to create a cadre of talented professionals, through U.S. Master's degree programs as well as shorter-term targeted courses, who can more quickly bring critical leadership and innovation skills to the largest number of Kosovars across all segments of Kosovar society thereby helping Kosovo address the demands of a modern market economy and bring transformational change to the country. To support that primary objective and maximize the potential impact of these newly created leaders, TLP implementers will work separately with some public sector employees to upgrade the skills of key government personnel and contribute to an environment open to reform. TLP implementers will also seek out other opportunities outside of the public sector where new leaders can work to dramatically improve the public good. At the same time, USAID, the Government of Kosovo (GOK), and TLP implementers will support Kosovar universities, particularly the University of Prishtina (UP), to upgrade the teaching and curricula of select faculties in order to further advance longer term solutions.

USAID designed TLP to address Mission goals outlined in USAID/Kosovo's Country Development Cooperation Strategy 2014-2018 (CDCS). In that document, USAID identified *Enhanced Human Capital* as one of three Development Objectives (DO). This DO is based on the premise that the provision of highly accredited short- and long-term educational opportunities will create a cadre of skilled professionals capable of addressing Kosovo's economic and democratic development priorities. The project is expected to result in increased usage of critical

¹ http://pdf.usaid.gov/pdf_docs/pnaacc142.pdf

skills and knowledge as well as improved job performance among the beneficiaries and improvements and advancement in the organizations where they are employed.

In developing this DO, USAID drew from several foundational pieces of evidence. Evaluations of U.S. scholarship programs report that foreign students who graduate from U.S. educational institutions subsequently go on to influence national policy, promote advanced applications in their industries, rise to leadership positions in public service as well as the private sector, create new businesses, and establish regional and U.S. trade links.² In order to ensure that potential impact is maximized, TLP employs a comprehensive and multi-faceted approach comprised of five separate but interrelated activities³:

1. U.S. Scholarships (Master's degree and professional certificates) – competitively awarded and open to all citizens of Kosovo.
2. Immersion Program to strengthen the skills of potential graduate students (especially those from marginalized groups).
3. Citizens Corps – a program to help and ensure that returned Master's graduates fulfill their two-year "give back" commitment through either by working in the public sector and/or through approved community service.
4. Short-term public service training in Kosovo to upgrade skills of current public service staff in key Kosovar government institutions
5. University Partnerships - partnerships between U.S. and Kosovar universities (most notably the University of Pristina) to upgrade university management and pedagogy in selected faculties.

Per HICD Assessment recommendations, an Advisory Committee composed of selected TLP stakeholders will be established and will oversee all aspects of the TL Initiative. During the period of performance of the TLP, the Committee will provide oversight and guidance, ensure coordination across the components, and keep the GoK engaged and informed. The Committee will have broad representation and will be an important link between and among the government, academia, and the private sector.

C.4 PROJECT EVALUATION COMPONENTS AND INTENDED AUDIENCE

TLP, as described in its entirety in the section above, is a multi-faceted, interrelated project. However, only the U.S. Master's degree scholarship component and the University Partnership component are subjects of the evaluations covered by this statement of work.

The results of both the impact and performance evaluations and the lessons learned will inform future decision-making by many stakeholders, most prominently:

² Specifically, USAID carefully reviewed the Kosovo American Education Fund (KAEF) evaluation and incorporated lessons from it throughout project design. An evaluation by SRI International of the Fullbright Program corroborates these lessons.

³ See Attachment A – TLP Overview – for a more detailed description of all of the activities/components of the Transformational Leadership Project.

- The Government of Kosovo, specifically the Ministry of Education, Science and Technology, are co-funding the Transformational Leadership program. The Government will be able to discern the value of investing in high-quality education and training programs and will be able to see some of the effects that these programs have on Kosovo's economic and social development.
 - USAID/Kosovo will gain a better understanding for how the provision of scholarships and other training opportunities assist in building a cadre of leader in Kosovo, and will be able to identify what works well on the one hand and where the constraints are on the other. The long-term structure of these evaluations will contribute greatly to the cyclical processes of performance management and allow USAID and other stakeholders to address performance issues throughout the life of the TLP program.
 - The University of Pristina (and/or other partner universities) will be able to determine the effects of investing in improved and responsive management and academic programs, and could use this knowledge to make further upgrades and investments in other areas and faculties.
1. Scholarships (Degree Program): The inclusion of participant training as part of the performance solution design was identified in the 2012 HICD Performance Assessment. While it is acknowledged that there are multiple factors that contribute to Kosovo's current human performance gap, upgrading the skills and knowledge of a cadre of select professionals is considered one of most urgent needs. The TLP-Scholarship component will support a total of 160-190 scholarships for graduate training (Masters Degrees) at U.S. colleges and universities. As a condition of the scholarship all participants must agree to return to Kosovo for a period of at least two years and work in either pre-identified government organizations or in the private sector. The first cohort of scholarship recipients has been selected and will begin their studies in the fall term of 2014. USAID and its implementing partner will select future cohorts in 2015 and 2016.
 2. University Partnerships: For Kosovo to sustain any of these short-term changes TLP will invest in the longer-term institutional performance changes and reforms that need to occur in higher education. Without these changes, Kosovar universities may continue to produce graduates with skills that do not meet the demands of a modern and competitive society. Strengthening Kosovo's tertiary education institutions was also identified as a priority in the HICD 2012 Performance Assessment, which recognized that strong, reliable, and accountable institutions and systems are key to improving long-term performance. TLP will support the University of Pristina's (UP) administration and several of its academic faculties (and/or the faculties from other higher education institutions in Kosovo) to improve university management, upgrade the quality of teaching methodology and curricula, and strengthen research development. The relevant TLP implementing partner will also focus on faculty and student exchanges between U.S. universities and higher education institutions in Kosovo. It is expected that the university partnerships will significantly and measurably upgrade the education provided by the participating Kosovar schools and faculties.

C.5 STATEMENT OF WORK

A. IMPACT EVALUATION (SCHOLARSHIP COMPONENT)

A.1 EVALUATION OBJECTIVE

The objective of the impact evaluation of the graduate degree scholarship program is to provide a performance assessment of the scholarship intervention and its ability to address the targeted knowledge and skills gaps. This evaluation will provide an understanding of how various investments in scholarships under TLP increased the knowledge and skills of the individual participants and contributed to the development of young leaders for the economy and society of Kosovo, and how TLP investments in learning opportunities improved the educational, occupational, and general economic outcomes of the program recipients and the organizations in which they work.

The Contractor, through this impact evaluation, will be providing continuous consultation on human and institutional capacity building, identifying the degree of utilization of new technologies, knowledge, and skills acquired through the Participant Training program as well as the institutional barriers encountered by the graduates. The Contractor will also be setting up measurable performance goals for all areas and target groups specified in this SOW. Baseline performance data will be set up for all groups and a tracking system will be put in place custom tailored for each group.

A.2 TARGET GROUPS

Potential scholarship recipients will have to demonstrate significant potential through a rigorous application process. USAID and the implementing partner select recipients based on their performance in an undergraduate program as shown through their Grade Point Average (GPA), their proficiency in English based on a TOEFL test, their general aptitude as measured by scores on a GMAT or GRE test, and their leadership and growth potential reflected in an original essay. USAID anticipates receiving between 200 and 300 applications each year for three consecutive years, and awarding between 160 and 190 graduate scholarships over the course of these years. Within this selection process, USAID will specifically target women, ethnic minorities, LGBT youth, and people with disabilities. USAID expects to select 50% of the scholarship recipients from these disadvantaged and/or underserved populations.

In this impact evaluation, the Master's degree scholarship recipients will form the treatment group; the control (comparison) group will come from among the rejected scholarship applicants, selected to the greatest extent possible for their similarity with the recipients - focusing on objective factors first (test scores and grades) and then trying to match based on background. Comparison groups will need to be larger than treatment groups to control for attrition. Information on year one applicants (both scholarship recipients and non-recipients) will be provided by USAID to the Evaluator within five (5) business days after award.

A.3 EVALUATION QUESTIONS AND PROPOSED METHODOLOGY

Through this evaluation, USAID/Kosovo is most interested in addressing the following:

To what extent did those who received scholarships for U.S. graduate study become leading change agents in their respective profession/organizations?

- a. How have the participants utilized their training since the completion of their studies? (If not, why not?) What, if any, significant constraints or barriers do the returned participants face in fully utilizing their new knowledge/skills?
- b. In what ways are U.S.-returned beneficiaries contributing to Kosovo's development and how have the skills acquired in the U.S. added to that contribution, particularly at the organizational level?
- c. In what ways does the perception of TLP scholarship recipients as leaders change over the course of the program?
- d. Given a-c above, how and to what extent have the experiences of the returned scholarship recipients differed from their non-recipient peers?

The Evaluators are requested to propose a methodology that would best address the above questions and would provide a continual performance assessment of the utilization of the training received and the application of the upgraded knowledge and skills.

With the Master's degree recipients forming the Treatment Group, a Comparison Group could be selected from among the rejected applicants and selected for their similarity with recipients, focusing on objective academic factors first (e.g., test score and grades) and the trying to match based on background (e.g., gender, ethnicity, area of study). Comparison groups would need to be larger in size than treatment groups to control for attrition.

It is expected that the evaluation methodology would include, but not necessarily be limited to, regular surveys and potentially focus groups with the scholarship recipients and the comparison group to gauge how they are utilizing their training and how they perceive themselves as leaders over time. It is also expected that the evaluation will identify two groups of "key informants", one corresponding to the scholarship recipients and one corresponding to the comparison group, who can speak intelligibly about the changing leadership qualities of the evaluation subjects. These "key informant" groups could be suggested by the recipients and the comparators, but they do not need to be. These "key informants" could be supervisors, employees, and/or peers who could speak about the performance and leadership of the scholarship recipients and comparators. "Key informants" may change over time, but the evaluator must systematically and regularly gather information from them for the treatment and comparison groups, either through surveys, focus groups, or other methods that the evaluator would like to suggest.

A baseline assessment will be required for each of the three cohort groups/years. Ideally, a baseline assessment of leadership perceptions for both groups would take place prior to scholarship recipients leaving Kosovo, but they could take place after they have left. (The first cohort of scholarship recipients started their U.S. studies at the beginning of the 2014-2015 academic year.) Comparators must be selected as soon as possible after scholarship recipients

are notified in order to maintain contact with rejected applicants. Evaluators may need to propose appropriate incentives to make sure that comparators stay engaged in the evaluation.

This evaluation is limited by the fact that it will attempt to employ impact evaluation techniques to issues of leadership and career success. USAID understands that these issues may be inherently nebulous and are affected by many factors. Therefore, the evaluator may want to respond to these questions using non-experimental evaluation methods. At the end of the evaluation the Evaluator will include in its Final Report, if appropriate, the statistical significance of quantitative findings pertaining to the treatment and control groups.

A.4 SCHEDULE AND REPORTING REQUIREMENTS

This evaluation, by definition, will take place over a number of years. USAID hopes to follow all three groups of scholarship recipients from the beginning of their graduate studies through 2020. USAID and the implementing partner intend to select new scholarship recipients annually for three years, starting with a group of approximately 50 students selected to start Master's programs in the fall of 2014. The evaluator can propose their own methodology and schedule, but USAID would like to understand the progress of these groups from the beginning of their studies and at least on an annual basis following graduation throughout the life of the evaluation. See section on Deliverables for more information.

B. PERFORMANCE EVALUATION (PARTNERSHIP COMPONENT)

B.1 EVALUATION OBJECTIVE

The objective of the performance evaluation of the University partnership component is to provide stakeholders with an understanding of how the selected university faculties have changed as a result of the TLP assistance and how this change has affected teaching outcomes. The performance assessment will look at both the individual and organizational performance gaps that were identified in the 2012 HICD Assessment and which were addressed through the TLP university partnerships program.

The Performance Evaluation will be done at the level of the institution, unit and also on the individual level. The evaluation is intended to provide a holistic view of organizational performance focusing at the performance of the targeted faculties and the transfer of HICD practices from partnership Universities.

B.2 TARGET GROUPS

The Partnerships component will target specific faculties at select Kosovar universities. Four U.S. universities—Arizona State University, Indiana University, the University of Minnesota, and Dartmouth College—are sub-partners under the TLP Scholarships and Partnerships activity. Planned support under this component includes: 1) advice to the University of Pristina Office of the Rector to support the implementation of its 2013 Action Plan and 2) targeted assistance at four different faculties at the University of Pristina or other selected universities to strengthen the

academic capacity (teaching and assessment methodologies) and subsequent learning outcomes. Assistance under the partnership component will begin in early 2015 and continue until 2018.

B.3 EVALUATION QUESTIONS AND PROPOSED METHODOLOGY

Significant changes at the select faculties are expected as a result of TLP assistance. Although the particular assistance provided to any one faculty may vary depending on the identified needs and corresponding proposed interventions, all partnerships are intended to result in measurable change to academic performance at both the professor and the student level.

1. Has the University of Pristina's Action Plan been effectively implemented? Have tangible measures been adopted that show the University's commitment to change management? How has the TLP-Partnerships component changed the University of Pristina's administrative performance?
2. How has the TLP Partnership component changed academic performance in targeted faculties over the course of the project? Have the "Grand Challenges" identified for each partnership been effectively implemented?
3. Have the selected faculties been able to utilize, maintain and build up new technology, systems, knowledge and skills? What actions have been taken and/or mechanisms put in place to help ensure the sustainability of the partnership efforts?

To answer these questions, the evaluator will identify measurement criteria for each partnership, collect baseline information at the start of each partnership, and then work closely with the implementing partner to follow key metrics for the success of the interventions, such as the number of research publications, employment rates for graduates, median and average salaries for graduates, and other quantitative metrics. In addition, it may be worthwhile to conduct infrequent focus groups with the university staff and partner organizations to determine other effects of the partnership. The evaluator should feel free to suggest other evaluation exercises to get a thorough response to the evaluation questions and measurements.

B.4 REPORTING REQUIREMENTS

This evaluation will take place over the life of the partnership component. Throughout the execution of this evaluation the Team must regularly inform and report to USAID/Kosovo on the progress of the evaluation. See section on Deliverables for more information.

C.6 DATA COLLECTION AND ANALYSIS METHODS

Both the impact evaluation and the performance evaluation detailed in this Statement of Work will adhere to USAID's evaluation policies and procedures. USAID's Evaluation Policy states that the evaluation's methodology will "generate the highest quality and most credible evidence that corresponds to the evaluation questions being asked." Appendix 1 of the Evaluation Policy, *Criteria to Ensure the Quality of the Evaluation Report*, must be carefully followed in the design and execution of the evaluations. The Evaluator will use a range of data collection methods based on what is appropriate for answering questions. The proposed design descriptions in the

above sections provide some suggested data collection methods, but these should be viewed as suggestions, and evaluators should feel free to propose the ways that best answer the questions in the most rigorous manner. The Evaluator should strive to find a variety of ways to approach these questions, as appropriate.

The Evaluator will disaggregate data by gender, ethnicity, and other disadvantaged groups whenever it is possible and practical. USAID will own all of the data collected to produce this evaluation, and the evaluator must provide it to the TOCOR for this evaluation at annual intervals as it is generated. It will not be acceptable to provide all of the data for the evaluation after the completion of the final report. Whenever it is possible, the evaluator must provide the data to USAID in a structured format, such as a Microsoft Excel spreadsheet or Microsoft Word Document. The Evaluator must keep separate copies of the data to maintain data integrity. Aside from these conditions, USAID encourages the evaluator to execute the evaluation using a variety of data analysis methods as they see fit. Those methods need to be documented in annual evaluation work plans.

Throughout the evaluation USAID/Kosovo will provide relevant documentation to the evaluator upon request. This documentation could include, but not be limited to, TLP implementing partner work plans, quarterly and annual reports, and updated Activity Monitoring Plans, as well as any other monitoring data collected by the Implementing Partner.

[END OF SECTION C]

Annex 2. Informational Meetings and Interviews Conducted

(List includes everyone consulted at endline studies for Cohorts 1, 2 and 3)

USAID staff

Mrs. Melita Cacaj, Monitoring and Evaluation Specialist, COR TLP-SP evaluation project, PPO, E-mail: mcacaj@usaid.gov

Mrs. Merita Teliqi, Project Specialist USAID,, AOR TLP-SP, E-mail mteliqi@usaid.gov

TLP-SP Project Team

Mr. Carl Hammerdorfer, Chief of Party, TLP-SP, E-mail: carl.hammerdorfer@worldlearning.org

Ms. Rrita Limaj, Monitoring and Evaluation Specialist, TLP-SP, E-mail: rrita.limaj@worldlearning.org

Ministry of Education, Science and Technology

Mrs. Drita Kadriu, Head of Higher Education Department, E-mail: drita.kadriu@rks-gov.net

Mrs. Qamile Sinanaj, Higher Education Department, E-mail: qamile.sinanaj@rks-gov.net

Rectorate - University of Prishtina

1. Mr. Marjan Dema, Rector of the University of Prishtina, E-mail: marjan.dema@uni-pr.edu

2. Mrs. Myrvete Badivuku, Vice-Rector on Finance, E-mail: myrvete.badivuku@uni-pr.edu

Office for Sponsored Research and Projects, University of Prishtina

Mr. Gentrit Berisha, Head/Coordinator of Office for Sponsored Research and Projects, E-mail: gentrit.berisha@uni-pr.edu

Members of UP Board

1. Mrs. Laura Kryeziu, Executive Director, Leadership and Growth Council, Member Advisory Committee, Email: laura.kryeziu@lgc-ks.org

2. Ardiana Bunjaku – ex member of the UP Board

Citizen Corps Program

1. Mrs. Laura Kryeziu, Executive Director, Leadership and Growth Council, implementer TLP Citizen Corps Program, Email: laura.kryeziu@lgc-ks.org

Focus groups and Interviews conducted

1. Individual interviews conducted with 17 employers

2. Focus groups and interviews with scholarship recipients (n=31) from Cohort 1, 2 and 3

Annex 3. List of Documents Reviewed

1) TLP-SP Project Reports and Documents (2014-2019):

- TLP-SP Technical Proposal
- TLP-SP Work Plan Project Years 1, 2, 3, 4 and 5
- TLP-SP M&E Plan
- TLP-SP Annual and Quarterly reports Project Years 1, 2, 3, 4
- TLP-SP Quarterly reports Project Year 5 Quarters 1, 2 and 3
- TLP-SP databases for Scholarship applicants and recipients databases
- Other Technical Reports and Documents (2014-2019)
- TLP SP website – newsroom accessed online at <http://www.usaid-tlp-sp.org/En/lajme/>
- TLP-SP success stories – accessed online at
<https://www.usaid.gov/results-data/success-stories/kosovo-scholar-promotes-startups-through-alma-mater>
<https://www.usaid.gov/results-data/success-stories/kosovo-scholar-connects-kosovo-its-diaspora>
<https://www.usaid.gov/news-information/frontlines/september-october-2016>

2) Citizen Corps reports and documents

- List of partner organizations
- Volunteer placements database for returned scholarship (Master's degree) recipients

3) Other reports as referenced within the document

Annex 4. Survey Instruments

4.1.Scholarship Recipients Endline Survey

Introduction

Background Information

1) Please tell us your name?*

First name: _____

Last name: _____

2) What is your gender?

☐ Female

☐ Male

☐ Other - Please Write In: _____

3) Disability status?

☐ No Disability

☐ Hearing

☐ Vision

☐ Physical Impairment

☐ Other - Please Write In: _____

☐ Prefer not to say

4) What is your ethnicity?

☐ Albanian

☐ Serbian

☐ Bosniak

☐ Turk

☐ Roma

☐ Ashkali

☐ Egyptian

☐ Prefer not to say

☐ Other - Please Write In: _____

Master's Program

5) In which year did you receive the TLP scholarship?

☐ September 2014

☐ September 2015

☐ September 2016

6) What was your field of study in the Master's program?

☐ Agriculture

☐ Business Management

☐ Economics

☐ Education

☐ Engineering

☐ Finance

☐ Gender and Interdisciplinary Studies

☐ Information Systems

☐ Law

- ☐ Public Administration
☐ Other - Please Write In: _____

7) When did you complete your TLP Master's program? *

Month and Year - Please Write In: _____

Your current status

8) Where are you currently based?*

- ☐ In Kosovo
☐ In United States
☐ In another country - write in name of country: _____

9) When did you return to Kosovo?

Month and Year - Please write In: _____

10) Where are you currently based within Kosovo?

- ☐ In Prishtina
☐ In another city
☐ In a rural area
☐ Other (Write In): _____

11) What are you doing now? (Check all that apply)*

- ☐ Employed
☐ Self-employed
☐ Unemployed and looking for a job
☐ Taking a break and not looking for a job
☐ Doing an internship
☐ Volunteering
☐ Enrolled in an academic program
☐ Other - Please Write In (Required): _____ *

12) Please tell us about your current academic program.

- ☐ PhD program in Kosovo in the same field as my Masters
☐ PhD program in Kosovo in a different field from my Masters
☐ Masters level program of study in Kosovo in a different field from my Master's
☐ PhD program in the US in the same field as my Masters
☐ PhD program in the US in a different field from my Masters
☐ Masters level program of study in the US in a different field
☐ PhD program in a foreign university (not in US) in the same field as my Masters
☐ PhD program in a foreign university (not in US) in a different field from my Masters
☐ Masters level program of study in a foreign university (not in US) in a different field
☐ Other - Please Write In: _____

Details of Employment

13) Please tell us about your primary place of employment. (Please select one)*

- ☐ Government or a public agency
☐ Public university
☐ Private university
☐ Private organization
☐ NGO
☐ Multinational/donor organization

- ☐ Running own business
☐ Other - Please Write In: _____

14) Please tell us about the sector in which you are working? *

- ☐ Agriculture
☐ Business Management
☐ Economics
☐ Education
☐ Engineering
☐ Finance
☐ Gender and Interdisciplinary Studies
☐ Information Systems
☐ International Development
☐ Law
☐ Public Administration
☐ Other - Please Write In: _____

15) Is this position:

- ☐ Part-time
☐ Full-time

16) What is your role? (Please select one)

- ☐ I am an intern
☐ I am in an entry level position
☐ I am in a mid-level supervisory position
☐ I am in a mid-level technical non-supervisory position
☐ I am in a senior/leadership position
☐ I head the organization
☐ I am an independent consultant
☐ Other - Please write In (Required): _____ *

17) What is your title/position in the organization?

- ☐ Title/Position (Please write in): _____

18) What is the name of the organization where you work?*

- ☐ Name of organization - Please write In: _____

Employment Cont'd

19) Is this your first job after you completed your TLP Master's program?

- ☐ Yes
☐ No

20) How long ago did you take up your current position?

- ☐ 1-3 months
☐ 4-6 months
☐ 7 months to 1 year
☐ 1 to 2 years ago
☐ Immediately upon my return to Kosovo

21) We would like to learn more about your current position as compared with your position prior to the TLP Master's program.

- ☐ This is the same job I had prior to attending the Master's program
- ☐ This is a senior position within my previous organization
- ☐ This is a lower position than I had previously
- ☐ This is a senior position with a different organization
- ☐ This is a very different position with a new organization

22) To what extent do you agree with the following statements about your current job as compared with your position prior to the TLP Master's program?

(Please note the column headings)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This position is better paid than my previous position	☐	☐	☐	☐	☐
This position includes greater responsibility than my previous position	☐	☐	☐	☐	☐

23) How satisfied are you with your current position?

- ☐ Very satisfied with my position
- ☐ Somewhat satisfied, this is a stop gap position
- ☐ Neither satisfied nor dissatisfied
- ☐ Not at all satisfied, I am looking to change

24) Still thinking of your current position, are any of the following included in your job responsibilities?

	This is my primary responsibility	I sometimes help colleagues with these tasks	Not at all
Research	☐	☐	☐
Product development	☐	☐	☐
Grant writing	☐	☐	☐
Support policy and program development	☐	☐	☐
Program administration	☐	☐	☐

Laboratory management	☐	☐	☐
Mentoring others	☐	☐	☐
Working on multi-disciplinary teams	☐	☐	☐
Communicating effectively with others inside and outside my field	☐	☐	☐
Building consensus around issues	☐	☐	☐
Strategy development	☐	☐	☐
Identifying new business and direction for my group	☐	☐	☐

Internship

25) Since you completed the TLP master's program, have you completed an internship or are currently doing one?

*

- ☐ Yes, I am currently doing an internship
☐ Yes, I have completed an internship since I completed my TLP Master's program
☐ No, I am neither doing an internship nor have completed one since completing my Masters

Internship - details

26) Please tell us about the place of internship. (Please select one)

- ☐ Government or a public agency
☐ Public University
☐ Private university
☐ Private organization
☐ NGO
☐ Multinational/donor organization
☐ Other - Please Write In: _____

27) Please tell us about the sector in which you did/are doing your internship?

- ☐ Agriculture
☐ Business Management
☐ Economics
☐ Education
☐ Engineering
☐ Finance
☐ Gender and Interdisciplinary Studies
☐ Information Systems
☐ Law

- ☐ Public Administration
☐ Other - Please Write In: _____

28) What is/was your role as an intern? (Please select one)

- ☐ Entry level position
☐ Mid-level supervisory position
☐ Senior/leadership position
☐ Other - Please Write In _____

29) Is/was this position:

- ☐ Part-time
☐ Full-time

30) How long ago did you take up this internship?

- ☐ 1-3 months
☐ 4-6 months
☐ 7 months to 1 year
☐ More than 1 year ago
☐ Immediately upon my return to Kosovo

31) What has been your contribution as an intern?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Supporting policy and program development	☐	☐	☐	☐	☐
Conducting research to support white papers	☐	☐	☐	☐	☐
Doing entry-level administrative work	☐	☐	☐	☐	☐
Organizing databases	☐	☐	☐	☐	☐
Knowledge management	☐	☐	☐	☐	☐
Building websites	☐	☐	☐	☐	☐
Supporting the university/organization's communications team (writing short stories, PR articles, developing videos, etc.)	☐	☐	☐	☐	☐
Supporting grant and proposal writing	☐	☐	☐	☐	☐

Seeking Employment

32) Has it been easy to find a job after completing your Master's program?

☐ Yes

☐ No

33) Are you currently looking for a job?

☐ Yes, I am actively seeking a new position

☐ I am not looking for a job

☐ I am enrolled in an academic program so not looking for a position

☐ I am not looking for a position as I am doing an internship/volunteer assignment

☐ Other - please specify: _____

34) What factors (if any) have contributed to it being difficult to find a job? (Check all that apply.)

☐ Lack of attractive positions

☐ Mismatch between my training and available positions

☐ Poor economy

☐ No/few jobs available in the area where I live

☐ Lack of networking opportunities

☐ Sense of bias against foreign graduates

☐ Long process of validation of foreign degrees and diplomas

☐ Unfair selection processes and standards

☐ Low salaries offered

☐ Other - please specify: _____

Skills development and utilization

35) Please tell us the extent to which you agree with the following statements.

As a result of the skills developed during my TLP Masters program, I am able to:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Share and demonstrate in-depth understanding in my area of studies	☐	☐	☐	☐	☐
Take initiative in any work environment	☐	☐	☐	☐	☐
Transfer the knowledge in my field of study to others	☐	☐	☐	☐	☐
Work with and under the leadership of others	☐	☐	☐	☐	☐
Communicate effectively with others inside and outside my field	☐	☐	☐	☐	☐

Work effectively in multidisciplinary teams	()	()	()	()	()
Lead teams that include international scientists/think tanks inside and outside my field	()	()	()	()	()
Build consensus around issues important to my organization	()	()	()	()	()
See the “big picture”	()	()	()	()	()
I have taken on a leadership role and am introducing new ideas to my organization and community	()	()	()	()	()

36) I am able to use the following skills developed as a result of my Master's studies program:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Critical thinking	()	()	()	()	()
Organizing ideas	()	()	()	()	()
Finding information	()	()	()	()	()
Writing skills- writing productively, efficiently and clearly	()	()	()	()	()
Reading skills	()	()	()	()	()
Creativity	()	()	()	()	()
Ability to work with numbers and graphs	()	()	()	()	()
Ability to conduct research	()	()	()	()	()
Ability to ask questions	()	()	()	()	()
Methodological knowledge	()	()	()	()	()
Analytical skills	()	()	()	()	()
Problem solving skills	()	()	()	()	()

Time management	()	()	()	()	()
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37) To what extent do you agree with the following statements about your use of skills (developed as a result of the Master's program) at the organizational or community levels:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have introduced new ways of thinking and problem solving, by sharing skills with colleagues	()	()	()	()	()
I am using ethical ways to conduct research	()	()	()	()	()
I use data and analysis for policy making	()	()	()	()	()
I use discussion as a way to resolve problems at the organizational level	()	()	()	()	()
I use more participatory methods for consensus building, especially at the organizational level	()	()	()	()	()
I use research to support discussion and advocacy	()	()	()	()	()
I am leading interdisciplinary teams to work with national and international partners	()	()	()	()	()
I am using digital and multimedia tools to support advocacy and policy making	()	()	()	()	()

38) To what extent do you agree with the following statements about your use of skills (developed as a result of the Master's program) to support the development of Kosovo:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am building capacity of my colleagues at work	()	()	()	()	()
I have developed/clarified the strategy for my organization to attain its vision	()	()	()	()	()
I am contributing to the economic	()	()	()	()	()

development of Kosovo through my start-up and entrepreneurial efforts					
I have brought new business to Kosovo through international partnerships	()	()	()	()	()
I support organizations within Kosovo through knowledge sharing	()	()	()	()	()
I support organizations by helping them establish linkages/network with other organizations inside and outside Kosovo	()	()	()	()	()
I volunteer my time (beyond the mandatory hours) to support and build capacity of organizations in my community	()	()	()	()	()
I provide support with research and writing grants that bring about change in my community	()	()	()	()	()
I do not see any need to support my community	()	()	()	()	()

39) From your perspective, what are some of the barriers to your use of skills (developed as a result of the Master's program) in your work at the organizational or community levels

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Unwillingness of the organization/community to change	()	()	()	()	()
Lack of sufficient resources to engage people and introduce new skills and concepts	()	()	()	()	()
There is no organizational support for sharing of new ideas	()	()	()	()	()
I am not senior enough within the organization to make a change	()	()	()	()	()
Deeply entrenched ideas take a while to change	()	()	()	()	()
There are no incentives for change	()	()	()	()	()

Plans

40) What are your plans for the future (next 3-5 years)?

- ☐ Stay and grow in my current job
- ☐ Change jobs to one with better salary or greater responsibility
- ☐ Go abroad to work
- ☐ Start my own company
- ☐ Join a PhD/ post-graduate program in Kosovo
- ☐ Join a PhD/ post-graduate program in the US
- ☐ Join a PhD/ post-graduate program abroad (not US)

Leadership

41) To what extent do you agree with the following statements?

In my opinion,

	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always	Does not apply
I am a leader in my organization and community	☐	☐	☐	☐	☐	☐
My colleagues think of me as a leader	☐	☐	☐	☐	☐	☐
My employers look upon me as a leader	☐	☐	☐	☐	☐	☐
My community thinks of me a leader	☐	☐	☐	☐	☐	☐

Leadership Style

42) Leadership Style - Section 1

	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
I am effective in meeting others' job-related needs	☐	☐	☐	☐	☐
I use methods of leadership that are satisfying	☐	☐	☐	☐	☐
I get others to do more than	☐	☐	☐	☐	☐

they expected to do					
I am effective in representing others to higher authority	()	()	()	()	()
I work with others in a satisfactory way	()	()	()	()	()
I heighten others' desire to succeed	()	()	()	()	()
I am effective in meeting organizational requirements	()	()	()	()	()
I increase others' willingness to try harder	()	()	()	()	()
I lead a group that is effective	()	()	()	()	()

43) Leadership Style - Section 2

	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
I provide others with assistance in exchange for their efforts	()	()	()	()	()
I re-examine critical assumptions to question whether they are appropriate	()	()	()	()	()
I fail to interfere until problems become serious	()	()	()	()	()
I focus attention on irregularities, mistakes, exceptions, and deviations from standards	()	()	()	()	()
I avoid getting involved when important issues arise	()	()	()	()	()
I talk about my most important values and beliefs	()	()	()	()	()
I am absent when needed	()	()	()	()	()

I seek differing perspectives when solving problems	()	()	()	()	()
I talk optimistically about the future	()	()	()	()	()

44) Leadership Style - Section 3.

	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
I instill pride in others for being associated with me	()	()	()	()	()
I discuss in specific terms who is responsible for achieving performance targets	()	()	()	()	()
I wait for things to go wrong before taking action	()	()	()	()	()
I talk enthusiastically about what needs to be accomplished	()	()	()	()	()
I specify the importance of having a strong sense of purpose	()	()	()	()	()
I spend time teaching and coaching	()	()	()	()	()
I make clear what one can expect to receive when performance goals are achieved	()	()	()	()	()
I show that I am a firm believer in "If it ain't broke, don't fix it."	()	()	()	()	()
I go beyond self-interest for the good of the group	()	()	()	()	()

45) Leadership Style - Section 4.

	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
I treat others as individuals rather than just as a member of a group	()	()	()	()	()
I demonstrate that problems must become chronic before I take action	()	()	()	()	()
I act in ways that build others' respect for me	()	()	()	()	()
I concentrate my full attention on dealing with mistakes, complaints, and failures	()	()	()	()	()
I consider the moral and ethical consequences of decisions	()	()	()	()	()
I keep track of all mistakes	()	()	()	()	()
I display a sense of power and confidence	()	()	()	()	()
I articulate a compelling vision of the future	()	()	()	()	()
I direct my attention toward failures to meet standards	()	()	()	()	()

46) Leadership Style - Section 5.

	Not	Once in	Sometimes	Fairly	Frequently, if not
--	-----	---------	-----------	--------	--------------------

	at all	a while		often	always
I avoid making decisions	()	()	()	()	()
I consider an individual as having different needs, abilities, and aspirations from others	()	()	()	()	()
I get others to look at problems from many different angles	()	()	()	()	()
I help others to develop their strengths	()	()	()	()	()
I suggest new ways of looking at how to complete assignments	()	()	()	()	()
I delay responding to urgent questions	()	()	()	()	()
I emphasize the importance of having a collective sense of mission	()	()	()	()	()
I express satisfaction when others meet expectations	()	()	()	()	()
I express confidence that goals will be achieved	()	()	()	()	()

Confirmation page

47) As a token of our appreciation for taking the time to complete this survey, we would like to provide you with a phone charge in the value of 15 Euros.*

() I do not want the incentive

() I want the incentive (please provide your phone number below)

48) Please provide us with your phone number where we should send the phone charge. Please make sure to confirm the phone number so we have the correct information. (Please allow for two weeks to receive the incentives from the time you complete the survey).*

[] Phone Number - Please Write In (Required): _____ *

[] Re-enter phone number - - Please Write In (Required): _____ *

49) Congratulations on completing the survey. This is the last page for this survey. If you would like to review your response please do so now using the Back button below. If you are satisfied with your responses, press "Submit" *

() Submit

Thank You!

4.2.TLP Comparison Endline Survey

TLP applicants endline survey

Introduction

Background Information

1) Please tell us your name?*

First name: _____

Last name: _____

2) What is your gender?

☐ Female

☐ Male

3) Disability status?

☐ No Disability

☐ Hearing

☐ Vision

☐ Physical Impairment

☐ Other - Write In: _____

☐ Prefer not to say

4) What is your ethnicity?*

☐ Albanian

☐ Serbian

☐ Bosniak

☐ Turk

☐ Roma

☐ Ashkali

☐ Egyptian

☐ Other - Write In: _____

☐ Prefer not to say

Academic Program

5) What is your highest academic degree?*

☐ Bachelor's

☐ Master's

☐ Professional degree/certificate

☐ Ph.D

☐ Other - Write In: _____

6) What was your field of study in the program? *

☐ Agriculture

☐ Business Management

☐ Economics

☐ Education

- ☐ Engineering
- ☐ Finance
- ☐ Gender and Interdisciplinary Studies
- ☐ Information Systems
- ☐ Law
- ☐ Public Administration
- ☐ Other - Write In: _____

7) When did you start your highest degree program?

☐ Year enrolled - Write In (format yyyy): _____

8) When did you complete your highest degree program?

☐ Did not complete the program

☐ Program is ongoing

☐ Year completed - Write In (format yyyy): _____

9) Please tell us the name and location of the institution that awarded you your highest degree?

Name of institution: _____

Country where this institution is located: _____

Your current status

10) Where are you currently based?*

☐ In Kosovo

☐ In United States

☐ In another country - write in name of country: _____

11) Where are you currently based within Kosovo?

☐ In Prishtina

☐ In another city

☐ In a rural area

☐ Other - Write In: _____

12) What are you doing now? (Check all that apply)*

☐ Employed

☐ Self-employed

☐ Unemployed and looking for a job

☐ Taking a break and not looking for a job

☐ Doing an internship

☐ Volunteering

☐ Enrolled in an academic program

☐ Other - Write In: _____

13) Please tell us about your current academic program.

☐ A second Bachelor's program

☐ Masters program

☐ PhD program

☐ Other - Write In: _____

14) What is your field of study in the program?

☐ Agriculture

☐ Business Management

- ☐ Economics
- ☐ Education
- ☐ Engineering
- ☐ Finance
- ☐ Gender and Interdisciplinary Studies
- ☐ Information Systems
- ☐ Law
- ☐ Public Administration
- ☐ Other - Write In: _____

Details of Employment

15) Please tell us about your primary place of employment. (Please select one)

- ☐ Government or a public agency
- ☐ Public university
- ☐ Private university
- ☐ Private organization
- ☐ NGO
- ☐ Multinational/donor organization
- ☐ Running own business
- ☐ Other - Write In: _____

16) Please tell us about the sector in which you are working?

- ☐ Agriculture
- ☐ Business Management
- ☐ Economics
- ☐ Education
- ☐ Engineering
- ☐ Finance
- ☐ Gender and Interdisciplinary Studies
- ☐ Information Systems
- ☐ International Development
- ☐ Law
- ☐ Public Administration
- ☐ Other - Write In: _____

17) Is this position:

- ☐ Part-time
- ☐ Full-time

18) What is your role? (Please select one)

- ☐ I am an intern
- ☐ I am in an entry level position
- ☐ I am in a mid-level supervisory position
- ☐ I am in a mid-level technical non-supervisory position
- ☐ I am in a senior/leadership position
- ☐ I head the organization
- ☐ I am an independent consultant
- ☐ Other - Write In: _____

19) What is your title/position in the organization?

- ☐ Title/Position - Write In (Required): _____ *

20) What is the name of the organization?
 () Name of organization - Write In (Required): _____ *

21) Is this your first job after you completed your highest degree?
 () Yes
 () No

22) How long ago did you take up your current position?
 () 1-3 months
 () 4-6 months
 () 7 months to 1 year
 () 1 to 2 years ago

23) We would like to learn more about your current position as compared with your position prior to applying for the TLP Master's program.

() This is the same job I had prior to applying for the TLP program
 () This is a senior position within my previous organization
 () This is a lower position than I had previously
 () This is a senior position with a different organization
 () This is a very different position with a new organization

24) To what extent do you agree with the following statements about your current job as compared with your position prior to applying for the TLP Master's program?

(Please note the column headings)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This position is better paid than my previous position	()	()	()	()	()
This position includes greater responsibility than my previous position	()	()	()	()	()

25) Still thinking of your current position, are any of the following included in your job responsibilities?

	This is my primary responsibility	I sometimes help colleagues with these tasks	Not at all
Research	()	()	()
Product development	()	()	()
Grant writing	()	()	()

Support policy and program development	☐	☐	☐
Program administration	☐	☐	☐
Laboratory management	☐	☐	☐
Mentoring others	☐	☐	☐
Working on multi-disciplinary teams	☐	☐	☐
Communicating effectively with others inside and outside my field	☐	☐	☐
Building consensus around issues	☐	☐	☐
Strategy development	☐	☐	☐
Identifying new business and direction for my group	☐	☐	☐

26) How satisfied are you with your current position?

- ☐ Very satisfied with my position
☐ Somewhat satisfied, this is a stop gap position
☐ Neither satisfied nor dissatisfied
☐ Not at all satisfied, I am looking to change

Volunteer activity

27) Have you engaged in any volunteer activities, since your TLP application? (select one)
 *

- ☐ Yes, I am currently engaged in a volunteer activity
☐ Yes, I have completed a volunteer activity since I applied
☐ No, I am neither doing a volunteer activity nor have I completed one

Volunteering - details

28) Approximately how many total hours have you contributed to volunteer activities (Please select one)

- ☐ None at all
☐ 1-25 hours
☐ 26-50
☐ 51-100
☐ 100-200
☐ 200-400
☐ Over 400 hours

29) Please tell us about the place of volunteer activity. (Please select one)

- ☐ Government org a public agency
- ☐ Public University
- ☐ Private university
- ☐ Private organization
- ☐ NGO
- ☐ Multinational/donor organization
- ☐ Community level work
- ☐ Other - Write In: _____

30) Please tell us about the sector in which you are/were volunteering?

- ☐ Agriculture
- ☐ Business Management
- ☐ Economics
- ☐ Education
- ☐ Engineering
- ☐ Finance
- ☐ Gender and Interdisciplinary Studies
- ☐ Information Systems
- ☐ Law
- ☐ Public Administration
- ☐ Other - Write In: _____

31) What is/was your role as a volunteer? (Please select one)

- ☐ Entry level position
- ☐ Mid-level supervisory position
- ☐ Senior/leadership position
- ☐ Other - Write In: _____

32) Is/was this position:

- ☐ Part-time
- ☐ Full-time

33) How long ago did you take up this volunteer position?

- ☐ 1-3 months
- ☐ 4-6 months
- ☐ 7 months to 1 year
- ☐ More than 1 year ago

34) What has been your contribution as a volunteer?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Supporting policy and program development	☐	☐	☐	☐	☐
Conducting research to support white papers	☐	☐	☐	☐	☐

Doing entry-level administrative work	☐	☐	☐	☐	☐
Organizing databases	☐	☐	☐	☐	☐
Knowledge management	☐	☐	☐	☐	☐
Building websites	☐	☐	☐	☐	☐
Supporting the university/ organization's communications team (writing short stories, PR articles, developing videos, etc.)	☐	☐	☐	☐	☐
Supporting grant and proposal writing	☐	☐	☐	☐	☐
Providing training on new methods and skills	☐	☐	☐	☐	☐
Fundraising	☐	☐	☐	☐	☐

Internship

35) Have you completed an internship since your TLP application, or are currently doing one?

*

- ☐ Yes, I am currently doing an internship
☐ Yes, I have completed an internship
☐ No, I am neither doing an internship nor have I completed one

Internship - details

36) Please tell us about the place of internship. (Please select one)

- ☐ Government or a public agency
☐ Public University
☐ Private university
☐ Private organization
☐ NGO
☐ Multinational/donor organization
☐ Other - Write In: _____

37) Please tell us about the sector in which you did/are doing your internship?

- ☐ Agriculture
☐ Business Management
☐ Economics
☐ Education
☐ Engineering
☐ Finance

- ☐ Gender and Interdisciplinary Studies
☐ Information Systems
☐ Law
☐ Public Administration
☐ Other - Write In: _____

38) What is/was your role as an intern? (Please select one)

- ☐ Entry level position
☐ Mid-level supervisory position
☐ Senior/leadership position
☐ Other - Write In: _____

39) Is/was this position:

- ☐ Part-time
☐ Full-time

40) How long ago did you take up this internship?

- ☐ 1-3 months
☐ 4-6 months
☐ 7 months to 1 year
☐ More than 1 year ago

41) What has been your contribution as an intern?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Supporting policy and program development	☐	☐	☐	☐	☐
Conducting research to support white papers	☐	☐	☐	☐	☐
Doing entry-level administrative work	☐	☐	☐	☐	☐
Organizing databases	☐	☐	☐	☐	☐
Knowledge management	☐	☐	☐	☐	☐
Building websites	☐	☐	☐	☐	☐
Supporting the university/organization's communications team (writing short stories, PR articles, developing videos, etc.)	☐	☐	☐	☐	☐
Supporting grant and proposal writing	☐	☐	☐	☐	☐

Seeking positions

42) Has it been easy to find a job after completing your highest degree?

☐ Yes

☐ No

43) Are you currently looking for a job?*

☐ Yes, I am actively seeking a new position

☐ I am not looking for a job

☐ I am enrolled in an academic program so not looking for a position

☐ I am not looking for a position as I am doing an internship/volunteer assignment

☐ Other - please specify: _____

44) What factors (if any) have contributed to it being difficult to find a job? (Check all that apply)*

☐ Lack of attractive positions

☐ Mismatch between my training and available positions

☐ Poor economy

☐ No/few jobs available in the area where I live

☐ Lack of networking opportunities

☐ Sense of bias against foreign graduates

☐ Long process of validation of foreign degrees and diplomas

☐ Unfair selection processes and standards

☐ Low salaries offered

☐ Other - please specify: _____

☐ Not applicable

Skills development and utilization

45) I am able to use the following skills developed as a result of my academic program:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Critical thinking	☐	☐	☐	☐	☐
Organizing ideas	☐	☐	☐	☐	☐
Finding information	☐	☐	☐	☐	☐
Writing skills- writing productively, efficiently and clearly	☐	☐	☐	☐	☐
Reading skills	☐	☐	☐	☐	☐
Creativity	☐	☐	☐	☐	☐
Ability to work with	☐	☐	☐	☐	☐

numbers and graphs					
Ability to conduct research	()	()	()	()	()
Ability to ask questions	()	()	()	()	()
Methodological knowledge	()	()	()	()	()
Analytical skills	()	()	()	()	()
Problem solving skills	()	()	()	()	()
Time management	()	()	()	()	()

46) Please tell us the extent to which you agree with the following statements.

As a result of the skills developed during my academic program, I am able to:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Share and demonstrate in-depth understanding in my area of studies	()	()	()	()	()
Take initiative in any work environment	()	()	()	()	()
Transfer the knowledge in my field of study to others	()	()	()	()	()
Work with and under the leadership of others	()	()	()	()	()
Communicate effectively with others inside and outside my field	()	()	()	()	()
Work effectively in multidisciplinary teams	()	()	()	()	()
Lead teams that include international scientists/think	()	()	()	()	()

tanks inside and outside my field					
Build consensus around issues important to my organization	()	()	()	()	()
See the “big picture”	()	()	()	()	()
I have taken on a leadership role and am introducing new ideas to my organization and community	()	()	()	()	()

47) To what extent do you agree with the following statements about your use of skills at the organizational or community levels:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have introduced new ways of thinking and problem solving, by sharing skills with colleagues	()	()	()	()	()
I am using ethical ways to conduct research	()	()	()	()	()
I use data and analysis for policy making	()	()	()	()	()
I use discussion as a way to resolve problems at the organizational level	()	()	()	()	()
I use more participatory methods for consensus building, especially at the organizational level	()	()	()	()	()
I use research to support discussion and advocacy	()	()	()	()	()
I am leading interdisciplinary teams to work with national and international partners	()	()	()	()	()
I am using digital and multimedia tools to support advocacy and policy making	()	()	()	()	()

48) To what extent do you agree with the following statements about the ways in which you are supporting the

development of Kosovo:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am building capacity of my colleagues at work	()	()	()	()	()
I have developed/clarified the strategy for my organization to attain its vision	()	()	()	()	()
I am contributing to the economic development of Kosovo through my start-up and entrepreneurial efforts	()	()	()	()	()
I have brought new business to Kosovo through international partnerships	()	()	()	()	()
I support organizations within Kosovo through knowledge sharing	()	()	()	()	()
I support organizations by helping them establish linkages/network with other organizations inside and outside Kosovo	()	()	()	()	()
I volunteer my time to support and build capacity of organizations in my community	()	()	()	()	()
I provide support with research and writing grants that bring about change in my community	()	()	()	()	()
I do not see any need to support my community	()	()	()	()	()

49) From your perspective, what are some of the barriers to your use of skills:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
Unwillingness of the organization/community to change	()	()	()	()	()	()

Lack of sufficient resources to engage people and introduce new skills and concepts	()	()	()	()	()	()
There is no organizational support for sharing of new ideas	()	()	()	()	()	()
I am not senior enough within the organization to make a change	()	()	()	()	()	()
Deeply entrenched ideas take a while to change	()	()	()	()	()	()
There are no incentives for change	()	()	()	()	()	()

Plans

50) What are your plans for the future (next 3-5 years)? *

- () Stay and grow in my current job
 () Change jobs to one with better salary or greater responsibility
 () Go abroad to work
 () Start my own company
 () Join a PhD/ post-graduate program in Kosovo
 () Join a PhD/ post-graduate program in the US
 () Join a PhD/ post-graduate program abroad (not US)
 () Other - Write In: _____

To what extent do you agree with the following statements?

In my opinion, *

	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always	Does not apply
I am a leader in my organization and community	()	()	()	()	()	()
My colleagues think of me	()	()	()	()	()	()

as a leader						
My employers look upon me as a leader	()	()	()	()	()	()
My community thinks of me a leader	()	()	()	()	()	()

Leadership Style

Leadership Style - Section 1*

	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
I am effective in meeting others' job-related needs	()	()	()	()	()
I use methods of leadership that are satisfying	()	()	()	()	()
I get others to do more than they expected to do	()	()	()	()	()
I am effective in representing others to higher authority	()	()	()	()	()
I work with others in a satisfactory way	()	()	()	()	()
I heighten others' desire to succeed	()	()	()	()	()
I am effective in meeting organizational requirements	()	()	()	()	()

I increase others' willingness to try harder	()	()	()	()	()
I lead a group that is effective	()	()	()	()	()

Leadership Style - Section 2.

	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
I provide others with assistance in exchange for their efforts	()	()	()	()	()
I re-examine critical assumptions to question whether they are appropriate	()	()	()	()	()
I fail to interfere until problems become serious	()	()	()	()	()
I focus attention on irregularities, mistakes, exceptions, and deviations from standards	()	()	()	()	()
I avoid getting involved when important issues arise	()	()	()	()	()
I talk about my most important values and beliefs	()	()	()	()	()
I am absent when needed	()	()	()	()	()
I seek differing perspectives when solving problems	()	()	()	()	()
I talk optimistically about the future	()	()	()	()	()

Leadership Style - Section 3.

	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
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I instill pride in others for being associated with me	()	()	()	()	()
I discuss in specific terms who is responsible for achieving performance targets	()	()	()	()	()
I wait for things to go wrong before taking action	()	()	()	()	()
I talk enthusiastically about what needs to be accomplished	()	()	()	()	()
I specify the importance of having a strong sense of purpose	()	()	()	()	()
I spend time teaching and coaching	()	()	()	()	()
I make clear what one can expect to receive when performance goals are achieved	()	()	()	()	()
I show that I am a firm believer in "If it ain't broke, don't fix it."	()	()	()	()	()
I go beyond self-interest for the good of the group	()	()	()	()	()

Leadership Style - Section 4.

	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
I treat others as individuals rather than just as a member of a group	()	()	()	()	()
I demonstrate that problems must become chronic before I take action	()	()	()	()	()
I act in ways that build others' respect for me	()	()	()	()	()
I concentrate my full attention on dealing with mistakes, complaints, and failures	()	()	()	()	()

I consider the moral and ethical consequences of decisions	()	()	()	()	()
I keep track of all mistakes	()	()	()	()	()
I display a sense of power and confidence	()	()	()	()	()
I articulate a compelling vision of the future	()	()	()	()	()
I direct my attention toward failures to meet standards	()	()	()	()	()

Leadership Style - Section 5.

	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
I avoid making decisions	()	()	()	()	()
I consider an individual as having different needs, abilities, and aspirations from others	()	()	()	()	()
I get others to look at problems from many different angles	()	()	()	()	()
I help others to develop their strengths	()	()	()	()	()
I suggest new ways of looking at how to complete assignments	()	()	()	()	()
I delay responding to urgent questions	()	()	()	()	()
I emphasize the importance of	()	()	()	()	()

having a collective sense of mission					
I express satisfaction when others meet expectations	()	()	()	()	()
I express confidence that goals will be achieved	()	()	()	()	()

Confirmation page

51) As a token of our appreciation for taking the time to complete this survey, we would like to provide you with a phone charge in the value of 35 Euros.

() I do not want the incentive

() I want the incentive (please provide your phone number below)

52) Please provide us with your phone number where we should send the phone charge. Please make sure to confirm the phone number so we have the correct information. (Please allow for two weeks to receive the incentives from the time you complete the survey).

Phone Number - Write In (Required): _____

Re-enter phone number - - Write In (Required): _____

53) Congratulations on completing the survey. This is the last page for this survey. If you would like to review your response please do so now using the Back button below. If you are satisfied with your responses, press "Submit" *

() Submit

Thank You!

Annex 5. Data Tables

The tables below present the (i) The University where the scholarship recipients completed their Master's programs; and (ii) Responses to MLQ Survey for both the scholarship recipients and the comparison group.

MLQ data – scholarship recipients and comparison group

Table 2a: Responses to MLQ Survey, Q1-9, scholarship recipients (row percent)

	N	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always	Total
I am effective in meeting others job-related needs	145	3%	0%	14%	43%	40%	100%
I use methods of leadership that are satisfying	153	8%	1%	12%	46%	33%	100%
I get others to do more than they expected to do	153	7%	5%	24%	42%	22%	100%
I am effective in representing others to higher authority	153	7%	7%	18%	38%	31%	100%
I work with others in a satisfactory way	153	7%	1%	8%	42%	42%	100%
I heighten others' desire to succeed	153	7%	1%	7%	38%	48%	100%
I am effective in meeting organizational requirements	153	7%	0%	4%	41%	48%	100%
I increase others' willingness to try harder	153	8%	2%	8%	37%	44%	100%
I lead a group that is effective	153	8%	3%	14%	43%	33%	100%

Table 2b: Responses to MLQ Survey, Q1-9, Comparison (row percent)

	N	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always	Total
I am effective in meeting others job-related needs	106	0%	23%	14%	60%	3%	100%
I use methods of leadership that are satisfying	106	8%	7%	8%	50%	27%	100%
I get others to do more than they expected to do	106	0%	0%	15%	47%	38%	100%
I am effective in representing others to higher authority	106	0%	0%	12%	39%	49%	100%
I work with others in a satisfactory way	106	0%	1%	11%	43%	44%	100%
I heighten others' desire to succeed	106	0%	14%	11%	58%	16%	100%
I am effective in meeting organizational requirements	106	0%	4%	12%	54%	30%	100%
I increase others' willingness to try harder	106	0%	0%	8%	35%	57%	100%
I lead a group that is effective	106	0%	0%	9%	31%	60%	100%

Table 3a: Responses to MLQ Survey, Q10-18, recipients (row percent)

	N	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always	Total
I provide others with assistance in exchange for their efforts	153	7%	1%	16%	44%	32%	100%
I re-examine critical assumptions to question whether they are appropriate	153	7%	1%	19%	39%	35%	100%
I fail to interfere until problems become serious	153	7%	26%	13%	40%	14%	100%
I focus attention on irregularities, mistakes, exceptions, and deviations from standards	153	7%	25%	24%	37%	7%	100%
I avoid getting involved when important issues arise	153	8%	19%	12%	55%	7%	100%
I talk about my most important values and beliefs	153	7%	10%	18%	50%	15%	100%
I am absent when needed	153	7%	9%	13%	60%	10%	100%
I seek differing perspectives when solving problems	141	0%	2%	15%	48%	35%	100%
I talk optimistically about the future	142	0%	1%	16%	44%	39%	100%

Table 3b: Responses to MLQ Survey, Q10-18, comparison (row percent)

	N	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always	Total
I provide others with assistance in exchange for their efforts	106	30%	4%	10%	29%	26%	100
I re-examine critical assumptions to question whether they are appropriate	106	32%	3%	18%	33%	14%	100
I fail to interfere until problems become serious	106	65%	17%	8%	8%	2%	100
I focus attention on irregularities, mistakes, exceptions, and deviations from standards	76	11%	17%	29%	28%	16%	100
I avoid getting involved when important issues arise	76	71%	12%	5%	11%	1%	100
I talk about my most important values and beliefs	76	13%	16%	28%	32%	12%	100
I am absent when needed	76	79%	4%	9%	5%	3%	100
I seek differing perspectives when solving problems	76	3%	0%	12%	47%	38%	100
I talk optimistically about the future	76	1%	4%	21%	38%	36%	100

Table 4a: Responses to MLQ Survey, Q19-27, recipients (row percent)

	N	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always	Total
I instill pride in others for being associated with me	140	0%	9%	17%	51%	24%	100%
I discuss in specific terms who is responsible for achieving performance targets	138	0%	7%	30%	45%	19%	100%
I wait for things to go wrong before taking action	138	0%	18%	12%	63%	7%	100%
I talk enthusiastically about what needs to be accomplished	140	0%	6%	9%	54%	31%	100%
I specify the importance of having a strong sense of purpose	139	0%	0%	10%	44%	46%	100%
I spend time teaching and coaching	140	0%	5%	21%	39%	36%	100%
I make clear what one can expect to receive when performance goals are achieved	153	8%	6%	24%	35%	27%	100%
I show that I am a firm believer in "If it ain't broke, don't fix it."	153	10%	12%	20%	47%	11%	100%
I go beyond self-interest for the good of the group	153	9%	8%	12%	41%	31%	100%

Table 4b: Responses to MLQ Survey, Q19-27, comparison (row percent)

	N	Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always	Total
I instill pride in others for being associated with me	76	18%	12%	28%	32%	11%	18%
I discuss in specific terms who is responsible for achieving performance targets	76	3%	11%	36%	39%	12%	3%
I wait for things to go wrong before taking action	106	86%	5%	6%	3%	1%	86%
I talk enthusiastically about what needs to be accomplished	106	31%	0%	8%	31%	29%	31%
I specify the importance of having a strong sense of purpose	106	29%	2%	9%	25%	34%	29%
I spend time teaching and coaching	106	29%	5%	18%	28%	20%	29%
I make clear what one can expect to receive when performance goals are achieved	106	28%	2%	10%	33%	26%	28%
I show that I am a firm believer in "If it ain't broke, don't fix it."	106	58%	14%	17%	7%	4%	58%
I go beyond self-interest for the good of the group	106	31%	2%	7%	22%	39%	31%

Table 5a: Responses to MLQ Survey, Q28-35, recipients (row percent)

	N	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always	Total
I treat others as individuals rather than just as a member of a group	153	9%	3%	9%	36%	43%	100%
I demonstrate that problems must become chronic before I take action	153	8%	8%	5%	59%	20%	100%
I act in ways that build others respect for me	153	8%	2%	12%	50%	27%	100%
I concentrate my full attention on dealing with mistakes, complaints, and failures	153	8%	18%	21%	40%	13%	100%
I consider the moral and ethical consequences of decisions	153	8%	4%	13%	36%	39%	100%
I keep track of all mistakes	153	8%	14%	25%	30%	22%	100%
I display a sense of power and confidence	153	9%	8%	24%	36%	22%	100%
I articulate a compelling vision of the future	153	8%	4%	19%	41%	28%	100%
I direct my attention toward failures to meet standards	139	0%	18%	22%	42%	17%	100%

Table 5b: Responses to MLQ Survey, Q28-35, comparison (row percent)

	N	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always	Total
I treat others as individuals rather than just as a member of a group	106	38%	2%	9%	25%	26%	38%
I demonstrate that problems must become chronic before I take action	106	81%	7%	6%	5%	2%	81%
I act in ways that build others respect for me	106	32%	5%	9%	30%	24%	32%
I concentrate my full attention on dealing with mistakes, complaints, and failures	106	42%	13%	25%	14%	6%	42%
I consider the moral and ethical consequences of decisions	106	28%	2%	10%	25%	34%	28%
I keep track of all mistakes	76	9%	13%	26%	37%	14%	9%
I display a sense of power and confidence	76	3%	7%	28%	41%	22%	3%
I articulate a compelling vision of the future	106	28%	3%	14%	36%	19%	28%
I direct my attention toward failures to meet standards	76	26%	13%	33%	18%	9%	26%

Table 6a: Responses to MLQ Survey, Q36-45, recipients (row percent)

	N	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always	Total
I avoid making decisions	141	0%	23%	14%	60%	3%	100%
I consider an individual as having different needs, abilities, and aspirations from others	153	8%	7%	8%	50%	27%	100%
I get others to look at problems from many different angles	141	0%	0%	15%	47%	38%	100%
I help others to develop their strengths	141	0%	0%	12%	39%	49%	100%
I suggest new ways of looking at how to complete assignments	140	0%	1%	11%	43%	44%	100%
I delay responding to urgent questions	141	0%	14%	11%	58%	16%	100%
I emphasize the importance of a collective sense of mission	141	0%	4%	12%	54%	30%	100%
I express satisfaction when others meet expectations	141	0%	0%	8%	35%	57%	100%
I express confidence that goals will be achieved	140	0%	0%	9%	31%	60%	100%

Table 6b: Responses to MLQ Survey, Q36-45, comparison (row percent)

	N	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always	Total
I avoid making decisions	76	58%	22%	14%	5%	0%	58%
I consider an individual as having different needs, abilities, and aspirations from others	76	3%	11%	13%	42%	32%	3%
I get others to look at problems from many different angles	76	0%	1%	14%	45%	39%	0%
I help others to develop their strengths	76	0%	0%	8%	46%	46%	0%
I suggest new ways of looking at how to complete assignments	76	0%	0%	13%	41%	46%	0%
I delay responding to urgent questions	76	76%	9%	7%	5%	3%	76%
I emphasize the importance of a collective sense of mission	76	0%	1%	18%	39%	41%	0%
I express satisfaction when others meet expectations	74	0%	0%	11%	28%	61%	0%
I express confidence that goals will be achieved	75	0%	0%	9%	39%	52%	0%

Annex 6. The Components of Transformational, Transactional and Passive-Avoidant Leadership

The self-assessment survey used to measure leadership potential of the scholarship recipients and track changes therein is based on the Multifactor Leadership Questionnaire (MLQ survey), developed by Bruce J. Avolio and Bernard M. Bass and published by Mind Garden Inc. (www.mindgarden.com). IBI holds a remote license to reproduce and administer the survey for the purpose of this evaluation. The same survey instrument was used for the control group as well.

MLQ defines leadership features as being “transformational”, “transactional” or “passive avoidant” (see Box I).²⁸ The MLQ survey identifies these distinctive styles by posing questions that relate to the specific characteristics of these leadership styles.²⁹

Transformational leaders reflect five different dimensions, each of which is identified by specific measurable characteristics. These dimensions and associated behaviors are summarized in Table 1.

Table 1: Transformational Leadership: Dimensions and Associated Behaviors

Dimension	Associated Behaviors
Attributes of Idealized Influence	-Instill pride in others for being associated with self -Go beyond self-interest for the good of the group -Act in ways that build others' respect for self -Display a sense of power and confidence
Behaviors of Idealized Influence	-Talk about most important values and beliefs -Specify importance of having a strong sense of purpose -Consider the moral and ethical consequences of decisions -Emphasize the importance of having a collective sense of mission
Inspirational Motivation	-Talk optimistically about the future -Talk enthusiastically about what needs to be accomplished -Articulate a compelling vision of the future -Express confidence that goals will be achieved
Intellectual Stimulation	-Re-examine critical assumptions to question whether they are appropriate -Seek differing perspectives when solving problems -Get others to look at problems from many different angles -Suggest new ways of looking at how to complete assignments
Individualized Consideration	-Spend time teaching and coaching -Treat others as individuals rather than just as a member of the group -Consider each individual as having different needs, abilities and aspirations -Help others to develop their strengths

Likewise, transactional leaders reflect two dimensions, each of which is identified by specific measurable characteristics. These dimensions and associated behaviors are summarized in Table 2.

²⁸Source: “The Manual for Multifactor Leadership Questionnaire (MLQ survey)”, developed by Bruce J. Avolio and Bernard M. Bass and published by Mind Garden Inc. (www.mindgarden.com).

²⁹Also see AvoHo, Bruce, Bernard M. Bass, and Dong I. Jung (1999): “Re-examining the components of transformational and transactional leadership using the Multifactor Leadership Questionnaire”, *Journal of Occupational and Organizational Psychology* (1999), 72, 441-462 Great Britain

Table 2: Transactional Leadership: Dimensions and Associated Behaviors

Dimension	Associated Behaviors
Contingency Rewards	-Provide others with assistance in exchange for their efforts -Discuss in specific terms who is responsible for achieving performance targets -Make clear what one can expect to receive when performance goals are achieved -Express satisfaction when others meet expectations
Active Management by Exception	-Focus attention on irregularities, mistakes, exceptions, and deviations from standards -Concentrate my full attention on dealing with mistakes, complaints and failures -Keep track of all mistakes -Direct my attention toward failures to meet standards.

Passive avoidant leaders also reflect two dimensions, each of which is identified by specific measurable characteristics. These dimensions and associated behaviors are summarized in Table 3.

Table 3: Passive-Avoidant Leadership: Dimensions and Associated Behaviors

Dimension	Associated Behaviors
Passive Management by Exception	-Fail to interfere until problems become serious -Wait for things to go wrong before taking action -Show a firm belief in "if it ain't broke, don't fix it" -Demonstrate that problems must become chronic before taking action
Laissez faire	-Avoid getting involved when important issues arise -Absent when needed -Avoid making decisions -Delay responding to urgent questions

In addition to the leadership styles and dimensions discussed above, MLQ also identifies “leadership outcomes”, and associated behaviors. These outcomes and associated behaviors, which can be used to rate leadership of others and of one’s own self, are placed in Table 4.

Table 4: Leadership Outcomes and Associated Behaviors

Dimension	Associated Behaviors
Extra Effort	-Get others to do more than they expected to do -Heighten others’ desire to succeed -Increase others’ willingness to try harder
Effectiveness	-Am effective in meeting others’ job-related needs -Am effective in representing their group to higher authority -Am effective in meeting organizational requirements -Lead a group that is effective
Satisfactory Leadership	-Use methods of leadership that are satisfying -Work with others in a satisfactory way

The different leadership styles and dimensions can be captured by posing specific questions to capture associated behaviors. Thus, the 45 behaviors listed above are captured by 45 questions in the MLQ Survey, each of which is answered on a 5-point Likert scale ranging from “not at all” to “frequently, if not always.”³⁰

Table 5 contains descriptive statistics derived from testing of this survey with large samples of leaders in US and Europe countries. These descriptive statistics provide a reference benchmark against which to compare results.

³⁰ For leadership style dimensions and associated questions, please contact Mind Garden: <http://www.mindgarden.com/>

Table 5: Descriptive Statistics for MLQ 5X 2004 Normative Sample

	US- Total sample (N 27,285)		US – Self Evaluations (N 3,375)		EU- Total sample (N 8,025)		EU – Self Evaluations (N 1,143)	
MLQ5X	US Mean TS	US SDTS	US Mean SE	US SDSE	EU Mean TS	EU SDTS	EU Mean SE	EU SDSE
Idealized Influence Attributed	2.94	0.76	2.95	0.53	2.73	0.7	2.83	0.55
Idealized Influence Behaviors	2.77	0.72	2.99	0.59	2.72	0.65	3	0.55
Inspirational Motivation	2.92	0.76	3.04	0.59	2.77	0.71	3	0.6
Intellectual Stimulation	2.78	0.71	2.96	0.52	2.81	0.64	3.02	0.48
Individualized Consideration	2.85	0.78	3.16	0.52	2.74	0.7	3.1	0.5
Contingent Reward	2.87	0.7	2.99	0.53	2.83	0.63	3.02	0.52
Management by Exception: Active	1.67	0.88	1.58	0.79	2.3	0.78	2.2	0.79
Management by Exception: Passive	1.03	0.75	1.07	0.62	1.1	0.71	0.96	0.6
Laissez Faire	0.65	0.67	0.61	0.52	0.8	0.68	0.62	0.51
Extra Effort	2.74	0.86	2.79	0.61	2.69	0.76	2.85	0.5
Effectiveness	3.07	0.72	3.14	0.51	2.97	0.65	3.06	0.57
Satisfaction	3.08	0.83	3.09	0.55	2.92	0.76	2.96	0.5

Source: www.mindgarden.com/docs/MLQinternationalnorms.pdf

For more information contact www.ibi-usa.com

USAID/Kosovo Transformational Leadership Impact and Performance Evaluation

IBI

4040 North Fairfax Drive

Suite 650

Arlington, Virginia 22203

Tel: 1-703-525-2277

www.ibi-usa.com

