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KOSOVO AMERICAN EDUCATION FUND (KAEF) EVALUATION

FINAL REPORT

August 2012

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ACRONYMS

ABK	American Bank of Kosovo
AC	American Councils for International Education
FLEX	Future Leaders Exchange Program: Placement
GPA	Grade Point Average
HICD	Human and Institutional Capacity Development
KAEF	Kosovo American Education Fund
KBFF	Kosovo Business Finance Fund
KEG	Kosovo Employment Generation Program
MTEEP	Management Training and Economic Education Project
RPCV	Returned Peace Corps Volunteers
UNMIK	United Nations Mission in Kosovo
USAID	United States Agency for International Development
USAID/K	USAID Mission to Kosovo

EXECUTIVE SUMMARY

The Kosovo American Education Fund (KAEF) is a fellowship program for Kosovars that was established in 2004 from proceeds generated from the sale of the American Bank of Kosovo. The bank shares were held by the Kosovo Business Finance Fund (KBFF), established by USAID in 1999. The proceeds in the amount of U.S.\$7,881,825.25 formed the base of the Grant Agreement with the American Councils for International Education (AC) to establish the Kosovo American Education Fund.

The goal of the KAEF is to provide Kosovars with the education they need to lead Kosovo's economic development. Since its establishment, 51 Fellows have received KAEF support to attend master's programs in the U.S. The expectation was that income generated by the endowment would support at least ten Fellows annually. Additional resources that AC was expected to generate from other donors would enable AC to augment that number of Fellows. Because the ultimate objective of the effort was Kosovo's economic development, scholarships were limited to fields of study such as business, public administration, economics, international affairs, policy, and urban planning.

This report presents the results of an evaluation of this program requested by the USAID Mission to Kosovo (USAID/K) and conducted in June and July, 2012 by the Aguirre Division of JBS International. The evaluators reviewed numerous AC and USAID documents; conducted in-person interviews with USAID/W, USAID/K, AC staff and KAEF Committee members; and undertook field work consisting of a survey, focus groups and interviews with KAEF alumni.

KEY RESULTS AND FINDINGS

The Fellows. Since its establishment, KAEF awarded 51 scholarships, an average of seven per year, to Kosovars to attend master's degree programs in the U.S. Of those 51 Fellows, 19 (37 percent) are women and 32 (63 percent) are men. Twelve percent of Fellows have been members of minority ethnic groups, which is slightly higher than the total minority population of Kosovo.

The U.S. Educational Experience. AC placed the 51 Fellows at 28 U.S. colleges and universities, mostly in two-year programs. Forty-five percent studied business administration. Except for five Fellows who are in the middle of their two-year program, all Fellows sent to the U.S. have graduated; Fellows' cumulative grade point average has been 3.6.

The Fellows reported that their study programs were very well matched to their needs. Fellows rated their university programs highly and indicated that the quality of the instruction was excellent. Many Fellows commented positively about American universities' emphasis on analytical thinking, problem-solving, team work, and creativity. The Fellows reported that, as a result of their studies, they had greatly enhanced their knowledge and skills in their technical fields and in areas of leadership.

Most Fellows also participated in work programs--summer internships and/or post-degree practical training--related to their fields of study. Fellows report that their work experience provided valuable additional knowledge and skills. A high percentage indicated they are, in fact, applying that knowledge and those skills in their current jobs.

Post-scholarship Experience. KAEF Fellows are required to return to work in Kosovo for a minimum of two years. Forty of the 46 Fellows who have graduated (89 percent) did so or are expected to soon do so; six did not.

Those currently employed in Kosovo work in responsible positions in the private and public sectors or work on international development projects. Most Fellows reported that their U.S. experience helped them to gain employment back in Kosovo and to be more productive in their jobs. The Fellows'

responses to survey questions indicated that they have more responsibility and earn more income than prior to their studies. In interviews, Fellows reported a variety of situations where, thanks to their experiences in the U.S., they have been able to provide leadership in solving problems in their jobs.

The Process of Administering the Program. The evaluation found that AC has developed and used systematic, responsive, and effective processes in recruiting, selecting, sending, supporting, and assisting re-entry of the Fellows. Interviews with returned Fellows showed that they were not only very enthusiastic about the experience (both the academic and internship components) but almost universally praised AC for its support at all phases of the program.

Financing of the Program. As in similar master's degree scholarship programs that USAID has funded, KAEF's costs are high. Each year of study costs approximately U.S. \$ 64,500; the cost for a completed master's degree has been approximately U.S. \$125,000.

KAEF expenditures through May 31, 2012 total U.S. \$6.1 million. The largest share of expenditures is for tuition, student travel, stipends, and other costs of financing study in the U.S. In the past two years, AC has managed to lower those costs by placing students in somewhat less expensive universities and by negotiating with the universities for larger tuition reductions. Expenditures are, of course, also a function of the number of students being sent for study. That number has fluctuated between five and eight new students each year, although AC has consistently sought to keep the number at eight.

Income for the program comes from earnings on financial assets in the endowment, appreciation of those assets, and fundraising. Each of these sources of income has been affected by the difficult economic conditions of the past several years. The assets of the endowment seem to have been well managed, which resulted in its not losing value in the recession and slow recovery of recent years. Fundraising has been exceedingly difficult. Although AC has managed to raise almost U.S. \$700,000 (or almost U.S. \$800,000 if U.S. \$96,000 in pledges are counted), the costs of raising these contributions (more than U.S. \$650,000) offset a high percentage of that income.

Total income from the endowment and fundraising has been U.S. \$3.4 million, leaving an operating deficit of approximately U.S. \$2.7 million. AC has had no place to finance this deficit other than the endowment. As a result the endowment had declined as of June 30, 2012 to U.S. \$5,756,525, a 27 percent reduction from its starting point in 2004.

Communication among the Partners. The evaluation team found that communication between the two principal actors in this program, AC and USAID, has been limited. For example, although AC has produced the required reports and has highlighted some of the student-related issues of the program, it did not highlight the issue of drawing down the endowment or issues with fundraising. USAID meanwhile did not appear to ask questions or appear very interested in what was occurring.

CONCLUSIONS

KAEF is a success with respect to producing Masters degree graduates, although at a level somewhat lower than expected. As a conventional non-institutional development participant training program, KAEF has done very well. With its 100 percent success rate at U.S. universities and relatively high return rate, many other programs would be envious of its accomplishments. KAEF Fellows feel that their U.S. educational experience has already affected their careers very positively and will continue to do so. They are also convinced (and are able to provide anecdotal evidence to support) that, thanks to that educational experience, they are making a difference in their firms and institutions. The KAEF name is becoming increasingly known in Kosovo as a symbol of excellence. However, the 51 scholarships provided after eight years is less than the eighty or more expected at this point.

KAEF has not performed as expected financially, and it will cease to exist if current financial trends continue. Whether justified or not, USAID and AC had higher expectations of the type of financing mechanism created – that KAEF’s endowment would become perpetual, allowing the program to continue indefinitely. Although it was probably inevitable that KAEF would need to use some endowment funds to get started, AC’s efforts to fundraise at a level sufficient to stop and even reverse those drawdowns have not been successful. Most of the revenue generated from fundraising has gone to cover its costs. As a result, the program has continued to run large deficits that have been covered by spending the capital of the endowment, leaving the endowment 27 percent lower than when KAEF began and the sustainability of KAEF over the long-term uncertain. Unless substantial new funds are injected into the program or the number of Fellows supported is slashed, KAEF will use up its funds and will eventually close. The amount of time that KAEF might survive is difficult to predict.

RECOMMENDATIONS

Review KAEF’s finances. USAID and AC should consider what can reasonably be done to make KAEF’s financial future more secure. That review may reveal that USAID should declare success and prepare to leave KAEF entirely to AC in two years when the initial oversight period ends, or it may suggest that USAID try again to make KAEF a perpetual source for providing U.S. educational opportunities to selected Kosovars. Although USAID cannot add funds to KAEF’s endowment, there may be other ways that USAID can provide assistance. The joint USAID=AC review that the evaluation team recommends should reconsider the current fundraising strategy to determine whether there are options that might be more cost-effective.

AC together with the KAEF Committee made an explicit decision, effectively renewed annually, to maintain the number of scholarships at about eight per year even though doing so has meant that the endowment would shrink. By concurring with KAEF’s annual budgets, USAID has implicitly agreed with that strategy. This key decision was probably in the best interests of the program, but it has had significant negative as well as very positive consequences. The evaluation team believes that it is time that AC and USAID discuss this policy openly, determine jointly and explicitly whether they wish to maintain it into the future, and acknowledge, if the policy is maintained, that it may well lead to the eventual demise of the KAEF program.

Improve program analysis and reporting. AC should improve its reporting to USAID, and probably to the KAEF Committee as well. Reports should include comprehensive financial statements; analyses of trends in applications (by gender, ethnicity and field of study); selection (by gender, ethnicity and field of study); placements; academic performance; internships and Practical Learning experiences; feedback on AC support; costs; fundraising performance against targets, and asset management.

Increase Kosovar involvement in decision-making and in fundraising. The returned Fellows and the Kosovar members of the Board are a valuable resource. They could be contributing more, and they would surely welcome the opportunity. The involvement of graduates and Board members seems particularly appropriate in doing fundraising with Kosovar businesses – the most fruitful source of donations to date.

Review options to increase the development impact. Not all master’s degrees – not even all degrees in the currently accepted fields have the same development impact. USAID may wish to increase the emphasis on development-related criteria in selection vis-à-vis the academic performance criteria. Substituting some development professionals for admissions officers might bring that shift about. Consideration could be given, as well, to giving preference from time-to-time to one discipline over another or to the development of a critical institution.

Address the participation of women and minorities. A stronger more gender- and culturally sensitive recruiting effort aimed at women or minorities coupled with an effort to identify and address biases in the application and selection processes could increase their participation in the program. Despite the higher number of women enrolled in tertiary education, equal participation of women in the fellowship is unlikely to be achieved unless some effort of this kind is instituted.

Find ways to strengthen linkages. AC should seek ways to enhance follow-up activities in Kosovo that would strengthen linkages between the Fellows and their host U.S. universities as well as among the Fellows themselves. The Fellows themselves are probably the best source of ideas about how this might be done. A small amount of money in support of specific activities, perhaps matched by contributions from the Fellows, their employers or the U.S. universities might go a long way to build lasting linkages.

Convince more Fellows to return to Kosovo. Fellows who do not return to Kosovo or return for only a short time reduce the program's impact. Although KAEF's return rate is high, six Fellows never returned and two returned and then left after two years. As these cases reduce the KAEF's impact, the evaluation team suggests that AC and USAID review those cases and consider whether additional steps might be taken to encourage their return.

I. INTRODUCTION

This document reports on an evaluation of the Kosovo American Educational Fund (KAEF), a scholarship fund established in 2004 to send Kosovars to U.S. colleges and universities for master's degrees. This report was prepared at the behest of the USAID Mission to Kosovo (USAID/K). The work was carried out in June-July, 2012 by the Aguirre Division of JBS International under Global Evaluation and Monitoring (GEM) IQC II Task Order 44.

This introductory section will (a) provide essential background to the reader about the KAEF program, (b) summarize USAID/K's objectives in requesting this evaluation, (c) explain the evaluation team's methodology and (d) outline the organization of the remainder of this report.

KAEF'S ORIGINS

HOW AND WHY KAEF WAS FOUNDED?

USAID began its program in Kosovo in 1999 following the NATO intervention and the formation of the United Nations Mission in Kosovo (UNMIK). Much of USAID's program in the early years was focused on economic growth, utilizing resources that Congress provided under the Support for East European Democracy Act of 1989.

One of those programs was the Kosovo Employment Generation (KEG) Program implemented by Deloitte Touche Tohmatsu Emerging Markets Ltd. Under KEG, Deloitte created the Kosovo Business Finance Fund (KBFF) to carry out a number of activities designed to stimulate investment in productive enterprises. Among its activities, KBFF, a registered NGO in Kosovo, was the founder and the initial shareholder of the American Bank of Kosovo (ABK). ABK proved successful in attracting deposits and developing a loan portfolio. In 2004, the USAID Mission decided that the ABK could exist as a fully independent private venture, and it directed KBFF to sell its interest in the ABK to a commercial bank. The proceeds from that sale were U.S. \$7,881,825.25.

Those proceeds could then have been returned to USAID and to the U.S. Treasury. However, Dale Pfeiffer, the USAID/K Mission Director at the time, saw those funds as an opportunity to further Kosovar development. He proposed that the funds effectively be recycled to address Kosovo's critical shortage of highly skilled human resources. Specifically, he and other Mission staff proposed that the funds be used to endow a fund that would provide competitively awarded U.S. (undergraduate and) graduate degree scholarships.

After securing the approval of USAID/Washington and regional legal and contracting officers, the Mission launched a competition to select a firm to administer the proposed new program, the Kosovo American Educational Fund. That competition was won by the American Councils for International Education (AC) which has administered the program for the past eight years.

The agreement establishing KAEF was unusual in nature. As the basis of a USAID project, the agreement that established KAEF was unusual in several regards. An understanding of how and why that agreement is unusual is essential to understanding KAEF and the story that has unfolded in the succeeding years.

- **The basic agreement establishing and funding KAEF was not issued by USAID.** The initiating agreement was a grant letter on KBFF letterhead transferring U.S. \$7,881,825.25 from KBFF to AC. The letter is dated April 28, 2004 and is signed by the Grants Officer of KBFF and by two senior officers from USAID/Kosovo. The grant was acknowledged (accepted) by the President of AC, Dan Davidson, on May 4, 2004.

- ***The intent was to establish a perpetual endowment.*** Unlike typical agreements that stipulate the amount of funds that the grantee or contractor will receive and is authorized to expend, the KAEF agreement requires that AC use the resources provided to it to establish an endowment fund to be used exclusively for the KAEF objectives. Thus, rather than expending the funds provided, the agreement envisages that AC will use the income generated from the endowment fund for the KAEF scholarship activities. The agreement indicates that “KAEF will be a perpetual endowment,” suggesting (although not explicitly stating) that AC would use only the earnings from the endowment to finance scholarships, leaving the principal intact so that the program would continue indefinitely.
- ***The agreement requires AC to engage in fundraising activities to augment the grant from KBFF/USAID.*** Although no fundraising target is specified in the agreement, USAID had discussed a one-for-one match, i.e., a target of raising another U.S. \$7.9 million. The “Other Donor Funds” (as they are referred to in the agreement) generated through fundraising activities were not to be commingled with the recycled USAID resources. The agreement does not explicitly indicate whether those funds would be expended as they were generated or be saved in a parallel endowment. However, the agreement does indicate that the intent is that the Other Donor Funds would permit an expansion of the number of Fellows selected for U.S. study. This implies that the funds would be spent for scholarships as they were acquired and would augment KAEF’s endowment (be saved) only if they were in excess of the amounts needed to fund scholarships
- ***The agreement establishing KAEF has an unusual Standard Provisions Annex.*** Because the agreement providing funds to AC was not a traditional USAID agreement, some normal conditions, such as branding and marking requirements, are not included.
- ***Some restrictions on the use of the funds were “passed down” to AC.*** Although these stipulations are not explicit in the agreement, USAID officers who were present at the time have told the evaluation team that the purpose of the original funding – to encourage private sector development – was, according to USAID legal counsel consulted at the time, passed on to AC in this grant. That is why the KAEF agreement limits scholarships to fields such as business administration, law, and public policy deemed to support private sector growth and investment in Kosovo. Moreover, because this limitation is based on legal restrictions contained in the original appropriation, the eligible fields presumably cannot be significantly altered over time even if all of the stakeholders agree that doing so would serve broader Kosovar development.
- ***The agreement gave USAID a substantial oversight role for ten years and an indefinite residual role.*** The agreement stipulates that USAID will play a substantial role in monitoring and overseeing the project for a ten year “Oversight Period.” During that period, USAID is to approve the investment plan for the endowment capital, approve KAEF’s annual budget and monitor AC’s implementation of the project to ensure that it is consistent with the terms and conditions of the agreement. Were USAID to determine that implementation is inappropriate, the agreement gives USAID the right to require the repayment to it of all remaining funds in the endowment. USAID also has the right during this initial period to review scholarship nominees and to veto any deemed to be unacceptable to the US Government. Even during the subsequent “Post-Oversight Period” which extends indefinitely, USAID retains certain rights to require the refund of remaining funds.

SUMMARY OF KAEF STUDENT FLOWS

As shown in Table I below, KAEF's annual cohorts of Fellows have ranged from five to eight Fellows. Since most Fellows are enrolled in two year programs, the number of students enrolled at any given point in time is usually about 14.

TABLE I. KAEF FELLOWS STUDYING IN THE US, INCEPTION TO JUNE 30, 2012

Cohort	No. of Fellows in Cohort	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	Total
2005-2007	8	8	8						16
2006-2008	7		7	6					13
2007-2009	8			8	7				15
2008-2010	8				8	8			16
2009-2011	8					8	7		15
2010-2012	7						7	7	14
2011-2013	5							5	5
Total	51	8	15	14	15	16	14	12	94

Source: Evaluation team calculations based on AC reports

OBJECTIVES OF THIS EVALUATION

The primary purpose of this performance evaluation is to provide USAID/Kosovo with an objective external assessment of the management and outcomes of the activities carried out under KAEF to date. The evaluation will help the mission to understand whether the project is meeting its objectives; document the project outcomes and assess the soundness of management practices. This evaluation is expected to contribute to and complement the institutional/organizational assessments also being conducted by JBS International as part of a USAID/K effort to design a new education legacy program.

USAID's scope of work for this evaluation requires the KAEF evaluation team to answer five questions:

- 1. What is the profile of Fellowship applicants and recipients?** The profile should include information on Fellows' sex, place of residence, fields of study, and institution from which they obtained their first degree, as well as summarize trends in their TOEFL, GRE, and GMAT scores (as appropriate).
- 2. How satisfied are the Fellowship recipients with the KAEF program and the American Councils' performance in placement and management?** The goal of this question is to determine whether Fellows' needs are being met, and if not, why.
- 3. What are the outcomes for Fellows following completion of their fellowship?** Detailed information on employment before and after the fellowship and the perceived benefits of the fellowship will elucidate how participation in the fellowships enables Fellows to contribute to Kosovo's development.
- 4. What are the outcomes of the American Councils fundraising efforts?** This exploration of AC's fundraising activities was initiated to delve into the effectiveness of the approach, challenges to raising funds, and AC's future approach.
- 5. Are the current management practices effective in achieving program goals?** The aim of this question is to examine four aspects of management: (a) the distribution of endowment funds among activities, (b) cost trends and the American Council's approach to reduce per student expenses, (c) outreach and selection efforts to identify a diversified pool of fellowship applicants, and (d) the level of integration of gender considerations into outreach and selection activities.

The evaluation team was encouraged to develop observations and conclusions that could be of use in the design and development of an Education Legacy Program currently being planned by USAID/K. In that regard, the team was asked to consider the likely consequences for KAEF's future fundraising outcomes if another local (i.e., non-US funded) endowment-like institution were to be established and whether activities or approaches should be added to achieve program objectives.

METHODOLOGY

The methodology employed in this study was guided by USAID's scope of work and by the contractor's experience conducting similar evaluations in other countries. The team has sought to organize and present data in a clear and unambiguous manner and to use the data to tell KAEF story. The evaluation team's judgments are clearly identified as such.

The evaluation team's process included the following seven steps:

- **Document review.** The evaluation team obtained and reviewed the 18 documents listed in Annex C pertaining to KAEF's history, development, and current status. These included, among others, the AC proposal to USAID and to KBFF, the agreement establishing KAEF, AC's annual reports, AC's internal evaluation undertaken by Dr. Kenneth Tolo, and AC's response to that evaluation. It also obtained and reviewed a variety of AC's press releases, public handouts and web documents about the KAEF program. In addition, AC's staff provided dozens of unpublished internal documents and tables pertaining to virtually every aspect of KAEF operations.
- **Development of work plan.** The team developed and submitted a work plan for USAID approval. That plan included the various elements described in this list, and it provided a preliminary version of the survey instrument and focus group guide that the team employed. USAID/K approved the plan. (The Work Plan is attached as Annex B.)
- **Interviews with AC staff.** The team leader spent time in Washington, DC where he met with many AC staff. These included meetings with senior and operational staff. (See Annex D. Persons Contacted.)
- **Interviews with USAID staff.** In Washington, D.C. the evaluation team interviewed Lubov Fajfer, Senior Education Officer for USAID's Bureau for Europe and Eurasia, who offered a variety of useful suggestions on methodology. In Kosovo, the team met initially with Ardian Spahiu (Monitoring and Evaluation Specialist) and Inez Andrews (Chief, Human Resources Development), who provided the Mission's perspective on KAEF and the evaluation. Later, when it briefed the Mission on its findings, it met with Maureen Skaiat (Mission Director) and other key USAID staff. (See Annex D. Persons Contacted.) The evaluation team was also able to interview former USAID Mission Director, Dale Pfeiffer, who was instrumental in the founding of KAEF and who currently serves on the KAEF Committee.
- **Survey of KAEF Fellows.** Working in close collaboration with AC staff, the evaluation team developed a survey instrument to query Fellows about their experiences with the program. The first part of the survey included questions about Fellows' experiences with the program prior to traveling to the U.S. and in the U.S. The second part of the survey queried Fellows about what they had gained from the program and their experiences after returning to Kosovo. The survey was completed by 40 (78 percent) of KAEF's 51 Fellows,¹ although the number responding to some questions was less. Thirteen of the respondents (33 percent) were women. Male and

¹ From inception to the time of this study in July 2012, KAEF had sponsored 51 Fellows. Five were still in the US and had another year to complete their studies; 46 had graduated.

female respondents' answers were very similar.² Thirty-six respondents were Albanian and four were Serbian. Evaluation team members sent emails and made numerous calls to Fellows who had not responded encouraging them to do so. The evaluation team believes that its persistence contributed to the high response rate the survey received.

- **Focus group interviews with Fellows that had returned to Kosovo.** The evaluation team held four small focus groups with a total of 13 returned Fellows and one additional Fellow in an individual interview. This represents 28 percent of all Fellows who have completed their studies and 41 percent of those currently in Kosovo. The team would have interviewed more returned Fellows but found that they were either temporarily out of the country or otherwise unavailable. (The evaluation team's focus group guide is provided in Annex F.)
- **Interviews with KAEF Committee Members.** The team interviewed two American KAEF Committee members and two Kosovo members. (See Annex D. Persons Contacted.)

Limitations of the Methodology. The evaluation team's methodology has a number of limitations. The assessment of KAEF Fellows' experience in the U.S. is based on their record of graduation, grades reported by the universities and the Fellows' own assessment of their experience. Ideally, the evaluation would have additional independent verification, particularly of the value of non-academic experiences which Fellows report were of great importance to their overall learning. However, there is no other source for that information.

This methodological concern about dependence on Fellows' self-reporting is greater in assessing the results of the U.S. experience after they complete their studies. The evaluation team has obtained objective information about the numbers of Fellows who returned and on where Fellows are employed. However, the evaluation's assessment of the impact of the studies on Fellows' job-related knowledge and skills and on the application of that knowledge and those skills on the job is based entirely on what the Fellows report. Consideration was given to interviewing employers, and an attempt to do so was made. However, as the Fellows did not return to their previous employers, their current employers would be unable to assess whether changes resulted from the U.S. educational experience. Although the evaluation team had serious doubts that anything of value would be learned, it did, nevertheless, try to speak with a sample of current employers. That effort was not successful. The team considered it appropriate to speak to employers only with the prior approval of the Fellows, who in any case had to provide information about who to contact and how. It was impossible to get that information and the Fellows' authorization within the time constraints under which the team operated.

ORGANIZATION OF THIS REPORT

This report is divided into six sections. Section II describes and assesses the KAEF processes that have been established for the period prior to Fellows' departure for the U.S. Section III describes Fellows' experience in the U.S. and assesses the processes established to support them during that period. Section IV describes and assesses what happened to Fellows after they graduated. Section V describes and assesses KAEF's finances and management. In each section, the report summarizes the objectives of the activities undertaken and uses the data to assess how effectively those objectives were met. Section VI provides the evaluation team's conclusions and suggests several issues that it believes USAID and AC should consider in moving forward.

² A larger pool would be necessary to determine if there are significant differences in opinion among male and female Fellows.

II. PRE-UNIVERSITY TRAINING PROCESSES

This section discusses the processes for applying to KAEF; selecting the Fellows and preparing those selected for their study in the U.S.

THE APPLICATION PROCESSES

OBJECTIVES

The objective of the application process is to generate a sufficient number of applicants such that KAEF can fill its fellowship slots with students who will be able to successfully complete a U.S. master's degree. KAEF is required by the agreement (per Attachment 2, C.2. Equal Opportunity) to seek applicants reflective of Kosovar society in terms of gender and ethnicity.

GENERATING APPLICATIONS

As Kosovo is a small country, getting the word out about the KAEF application process is not difficult. AC utilizes advertising on radio, television, in newspapers. Increasingly, AC is relying on the Internet. The KAEF website has become fairly well known.³ Detailed program information (e.g., application and selection procedures, Fellows' testimonials and photos, news items, FAQs) are also provided on the American Councils' website.⁴ Program materials are available in three languages – Albanian, Serbian, and English.

AC supplements its media and web-based communications with talks and presentations at various universities and in other venues where it can reach university students and graduates. These presentations are often aimed at populations outside of Pristina who may be less likely to receive information through the media. AC's Kosovar staff in Pristina conducted the bulk of these presentations, although alumni are increasingly involved in making presentations. AC staff report that once potential candidates have learned about the existence of the program from presentations, colleagues, on the radio or television or in newspapers, they typically go directly to the KAEF website for detailed information about the application process.

APPLICATION REQUIREMENTS

The application itself and instructions about the process are handled almost entirely online. Applicants may contact the AC office in Pristina for information, but the staff of that office otherwise plays no role (other than scheduling interviews for finalists) in either the application or selection process.

Fellows interviewed for this report indicated that the KAEF application process is rigorous, complex and time-consuming. The applicant must provide demographic information, scholastic and employment history and information about volunteer activity. Applicants must submit transcripts of academic records, letters of recommendation, and statements about what they would like to study and how they plan to use that study to contribute to Kosovar development. The online process includes essay questions that test applicants' ability to organize their thoughts and to express them in written English. Applicants successfully making it through the first cut are invited for an oral interview (also in English) and are required to take the TOEFL exam and either the GRE or GMAT exam.

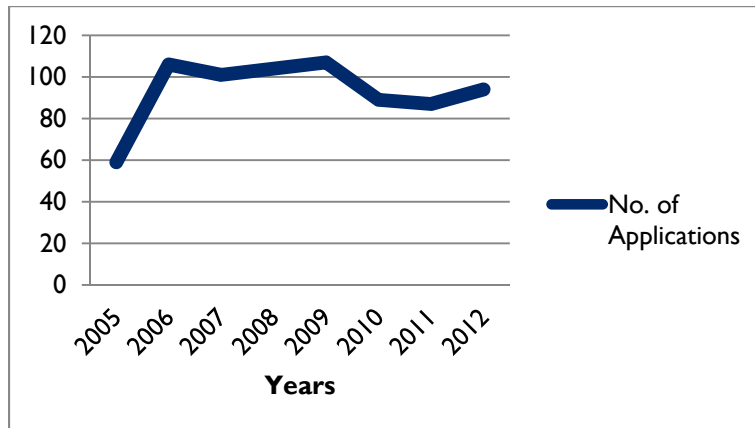
AC staff reported that it is not unusual for potential applicants to start an application and not complete it. To encourage those in that category to complete their applications, AC has programmed its computerized system to send out reminders when the application deadline is approaching.

³The KAEF website is <http://www.kaef-online.org/>

⁴The American Councils for International Education's website is www.americancouncils.org

Applications. From 2005 to 2012 KAEF received 747 completed applications -- an average of 93 per year. Figure 1 below shows the number of completed applications in each year.

FIGURE 1. APPLICATIONS TO KAEF BY YEAR



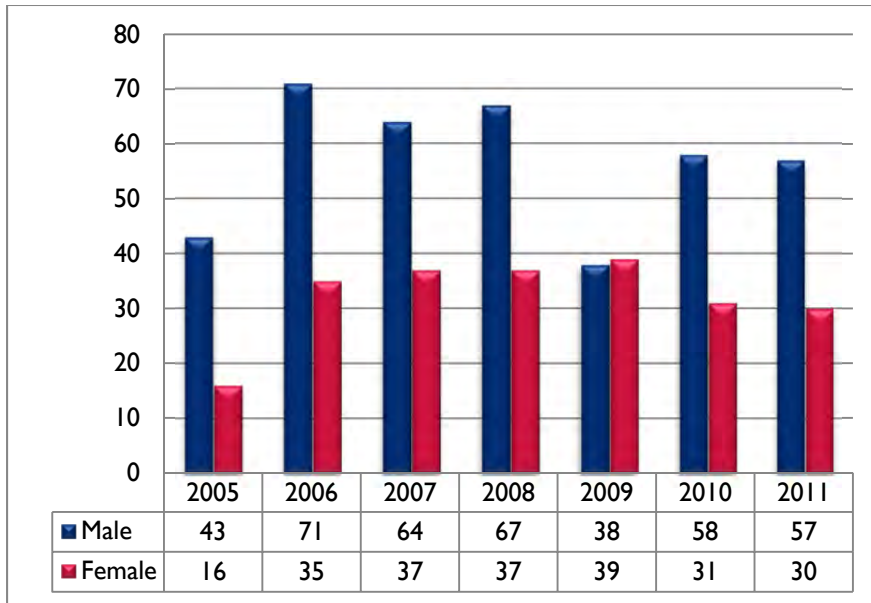
Source: Evaluation Team chart based on AC data

USAID's scope of work asked the evaluation team to consider whether the slight fall-off observed in the number of applicants between 2009 and 2011 was indicative of a decline in the prestige or attractiveness of the program. Returned Fellows interviewed for this report indicated that they believe KAEF to be the most prestigious scholarship offered in Kosovo. When members of the JBS International team conducting the HICD assessments asked interviewees about overseas scholarships in Kosovo, they also heard high praise for KAEF in comparison with other scholarship programs. Although the team could obviously not do a large survey of perspective students to query them about this question, the team heard nothing to suggest that KAEF's prestige has fallen. AC staff commented that a more likely explanation of the slight decline in the number of applicants is that potential applicants are discouraged from applying by the perception that the application process is extremely difficult and, with only seven-eight Fellows selected annually, highly competitive.

A related question is whether KAEF is receiving an adequate number of qualified applicants so that it can select well qualified students to become Fellows. It would be desirable certainly to have more applicants with high test scores, as that would facilitate placement in high quality universities and make it easier to negotiate tuition discounts. However, there is certainly no assurance that a larger number of applicants would raise the quality. It could well be that the best applicants Kosovo has to offer already apply and that additional applicants would be less qualified than those now applying. In any event, the fact that all Fellows who have gone to the U.S thus far have been successful suggests that the size of the applicant pool is sufficient and not an issue of concern.

Another question about the application process is whether it generates an adequate number of women and minorities. Through 2011, 428 men (64 percent of all applicants) and 225 women (36 percent) applied. Figure 2 illustrates how this rate has varied by year.

FIGURE 2. NUMBER OF MALE AND FEMALE APPLICANTS TO KAEF, BY YEAR



Source: Data from AC records.

With the exception of 2005 when there were very few female applicants and 2009 when women outnumbered men, the ratio of women to men as remained fairly constant at about 1:2. However, as data on university enrollment in Kosovo by sex show that woman are more numerous than men (Statistical Agency of Kosovo, 2011), the pool of potential female applicants is likely to be larger than for men. This makes the lower number of female applicants to KAEF puzzling. Some Kosovars with whom the evaluation team spoke opined that the explanation might lie in cultural norms that make women somewhat less likely to travel alone abroad and, when they are married, less willing to leave their families behind.

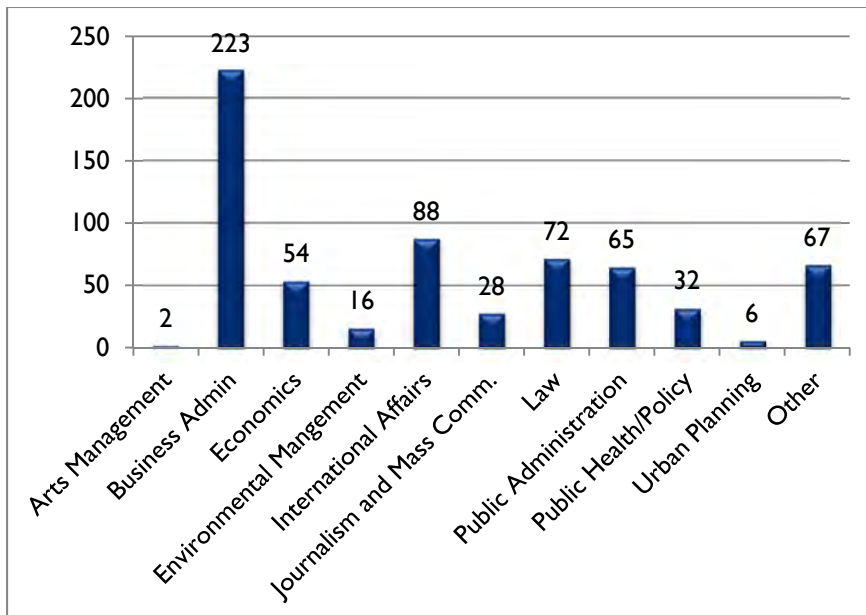
AC developed a minority recruitment strategy in early 2008 when, for the first time, a new cohort did not include any minorities. According to that strategy, "...the lack of a minority finalist poses a challenge to the public perception of KAEF as open to all ethnic communities. Therefore, American Councils will implement an aggressive strategy to identify and recruit applicants from all the minority communities in Kosovo."⁵

KAEF has recently instituted a policy that applicants must have a Kosovo passport. AC instituted this policy because having a Kosovar passport is an indicator of the individual's identification with Kosovo and, presumably, of her/his intent to return to Kosovo after U.S. studies. According to several Kosovars with whom the team spoke, Kosovar Serbs rarely apply for a Kosovo passport, preferring instead to travel on a Serb passport. This suggests that the passport requirement, which seems to be a reasonable indicator of an applicant's intent to return to Kosovo, may deter some Serbs from applying. Other minorities (e.g., Roma) tend to be underrepresented among those completing higher education in the region, greatly limiting the number who potentially could apply.

A final question about applications is the fields of study represented. The bar chart below shows that applicants have come from all of the eligible fields. The greatest proportion of applicants has been in business administration (34 percent), followed by international affairs (13 percent), law (11 percent) and public administration (10 percent).

⁵ Source: KAEF Minority Recruitment Strategy, DRAFT, March 28, 2008, page 1.

FIGURE 3. NUMBER OF APPLICANTS BY FIELD OF STUDY



Source: Data provided by AC.

HOW EFFECTIVE IS THE APPLICATION PROCESS?

Application numbers suggest that the KAEF recruitment process generates an adequate number of applicants from which to choose Fellows. With its use of multiple forms of publicity, its use of three languages and events in various regions and its heavy dependence on the Internet, the application process is very public and appears to be transparent and fair. It would be desirable, of course, to generate a higher percentage of female applicants and applicants from minorities. Perhaps using returned female and minority Fellows to help with recruiting might generate more applicants from those groups.

THE SELECTION PROCESS

WHAT ARE THE OBJECTIVES OF THE SELECTION PROCESS?

The selection criteria imply that the objectives, aside from fairness and impartiality, are to select Fellows who are capable of successfully completing a U.S. master's degree. Academic potential is clearly the primary criterion, although the selection process also considers the individual's vision to use her/his U.S. study to contribute to Kosovar development. Finally, although neither gender nor ethnicity nor region is a selection criterion, the stakeholders indicate a desire to see proportional representation for women, minorities and less advantaged geographic areas.

DETERMINATION ANNUALLY OF THE NUMBER OF FELLOWS TO BE SELECTED

The original KBFF-AC agreement establishes a goal of at least ten scholarships per year financed from the KBFF funds, with the hope that the number would grow with "other donor" contributions. However, because of financial restrictions, the actual number of Fellows in any cohort has not exceeded eight. (The number of Fellows in each cadre is shown in Table I above. A discussion of KAEF finances follows later in the report.)

The number of Fellows to be selected in any given year is set prior to the beginning of the selection process. The KAEF staff prepares a budget and suggests the number of Fellows to be selected in the coming year. That recommendation is incorporated into a budget proposal which is decided upon by the KAEF Committee. Until recently, there was a U.S. Committee that made that decision, as well as a

Kosovo Committee, and these decisions were the responsibility solely of the former group. Those Committees have now been merged, and Kosovar members are now invited to attend Committee meetings by telephone. This process presumably affords the Kosovar members a larger role in KAEF decision-making.

AC staff advised the evaluation team that, because of financial constraints, the decision about the number of Fellows to be supported has, at times, been a difficult, much-debated issue. Essentially, AC has had to choose between maintaining the number of Fellows at the level of seven or eight per year and preserving the endowment. (This question will be discussed further in the financial section of this report.)

THE SELECTION PROCESS AND CRITERIA

The selection process begins with the submission of the online application, which, as noted above, must be accompanied by academic transcripts, resumes and letters of recommendation. Applicants write essays about the reasons they want to study for a U.S. master's degree and their visions of how they will use their education. Essays are judged both for their content and what they show about the author's command of written English. These documents are reviewed in AC's Washington headquarters by AC staff and outside consultants familiar with development issues and with higher education programming. This process typically reduces the number of applications under consideration from close to a hundred to about 35.

The second stage consists of face-to-face interviews. AC sends four individuals to Pristina to conduct these interviews: two AC staff members and two university admissions officers hired by AC for this purpose. Each candidate is interviewed by a team consisting of one AC staff member and one admissions officer. Interviewers seek, among other things, to determine the applicants' commitment to Kosovo, the clarity of their vision and their ability to organize their thoughts and express themselves clearly in oral English. This process typically reduces the number of candidates to about 20 semi-finalists.

The semi-finalists are required then to take the TOEFL exam and either the GRE or GMAT exam. The semi-finalists' scores are sent to AC and become part of their application.

AC then forms a final selection panel consisting of university admissions officers who rate the candidates. Those ratings determine the final selection of Fellows and Alternates. (A number of Alternates is chosen each year because it is not unusual for a selected Fellow to withdraw from the program, most often for personal reasons, prior to leaving for the U.S.)

It is important also to note factors that are **not** considered in making selection decisions. There is no priority or weighting system to give preference to women, to any particular field of study (within the eligible group), to ethnic minorities or to individuals from any particular region of the country. And, although consideration is given to each candidate's commitment to returning and to contributing to Kosovar development, the key criterion is the candidate's potential for academic success in the U.S. According to AC staff, a woman or a minority or an individual in a particularly needed discipline does not get preferential treatment in selection; only if two candidates vying for the last slot were otherwise equal in all respects might preference be afforded to a less well represented group. The emphasis on academic potential is not only embedded in the criteria, it is reflected in the dominant role that American university admissions officers (as opposed to, for example, Kosovar businesspeople or economic development specialists) play in the selection process.

WHAT ARE THE CHARACTERISTICS OF THOSE SELECTED?

Of the 51 KAEF Fellows sent to the U.S. through 2011, 19 (37 percent) were women and 32 were men (63 percent). The percent of female Fellows is one percent higher than the percent of female applicants. As noted above, the selection process is strictly on merit, and no preference is given to women.

With respect to minorities, to date six out of 51 Fellows (12 percent) have come from minority groups. The proportion of the population belonging to different ethnic groups is not precisely known. Data from the Statistical Office of Kosovo 2000 Living Standard Measurement Survey found the ethnic composition of the population to be 92 percent Albanian and 8 percent other.⁶

The following table provides data on the ethnic minority KAEF Fellows.

TABLE 2. KAEF MINORITY FELLOWS, BY ETHNICITY, STATUS AND CURRENT PLACE OF RESIDENCE

Last Name	Status	Program Years	Ethnicity	Living/Working in
Radic	Completed	2005-2007	Serbian	Serbia
Vlajic	Completed	2006-2008	Serbian	Kosovo
Talovic	Completed	2007-2009	Gorani	Kosovo
Mijacic	Completed	2008-2010	Serbian	Kosovo
Ivanovic	Completed	2009-2011	Serbo-Croatian	Croatia
Vasic	Active	2011-2013	Serbian	On Program

Source: AC records.

AC also advised the evaluation team that in 2012 it had offered a scholarship to a Gorani. However, he declined the offer because of business opportunities that became available to him.

Data on the universities where the Fellows completed their undergraduate education show that they were often places where students were exposed to instruction in English and to American or Western European educational standards and techniques. Fourteen (27 percent) graduated from the American University of Bulgaria and seven from the American University of Kosovo. Sixteen others completed their undergraduate study at a variety of universities in the region, in Western Europe or in the U.S. Only 14 KAEF Fellows graduated from Kosovo's leading public university, the University of Pristina.

The average standardized test scores of KAEF cadres of Fellows are presented in Table 3. Test scores are an important indicator of how well candidates are likely to do in the U.S. and are often utilized by university admissions officers. Good test scores make it easier for AC to place students and to negotiate tuition reductions. Although some involved with KAEF would set testing requirements higher than at present, the fact that all Fellows have completed their programs successfully suggests that current selection practices are adequate.

⁶ According to the CIA Factbook (2008), the breakdown of ethnic groups in Kosovo is also showed 92 percent Albanian and divided the remaining 8 percent as Serb, Bosniak, Gorani, Roma, Turk, Ashkali, and Egyptian.

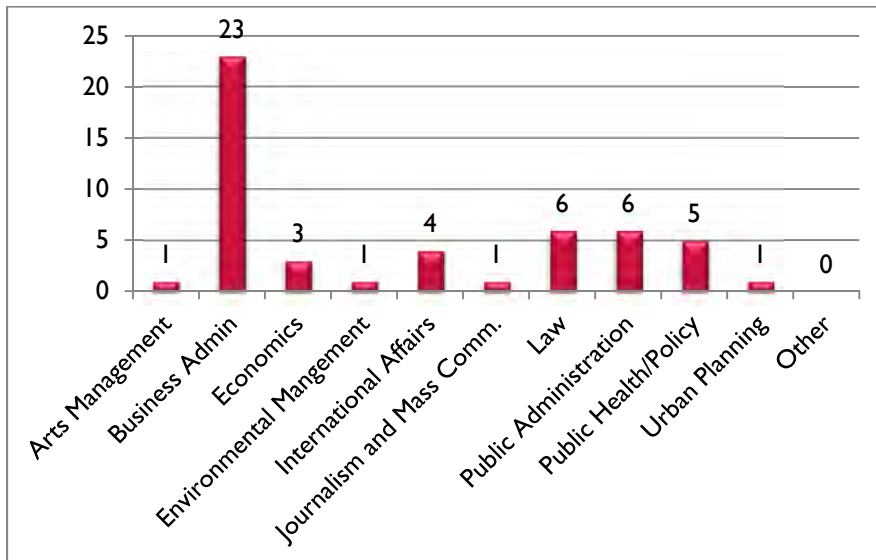
TABLE 3. AVERAGE TEST SCORES FOR KAEF FELLOWS, BY COHORT

Cadre	TOEFL	GMAT	GRE		
			Verbal	Quant	Analytical
2005-06	88	472.5	327.5	340.0	2.8
2006-07	105	536.0	385.0	500.0	3.0
2007-08	110	562.0	395.0	585.0	4.0
2008-09	103	447.5	393.3	546.6	3.8
2009-10	100.4	460.0	388.0	396.0	3.5
2010-11	103.3	595.0	435.0	572.5	3.4
2011-12	104.2	503.3	380.0	580.0	4.0
Average of All Years	102.0	510.9	386.3	502.9	3.5

Note: There were no students in 2004-05. Source: AC data

The figure below shows the field of study of the 51 Fellows who had started their master’s degree study by 2011. Twenty-three (45 percent) studied business. Law, public policy and public administration were also well represented. The only outlier in the selection – a discipline that some might see as not contemplated in the fields identified in the original agreement – was Arts Management. However, the woman selected in this discipline convinced the selection panel the Arts are a business and need to be managed efficiently in Kosovo.

FIGURE 4. KAEF FELLOWS BY FIELD OF STUDY



Source: AC data.

HOW EFFECTIVE IS THIS PROCESS AND THESE CRITERIA?

Any judgment about the effectiveness of the selection system depends on how one weighs the various objectives. If the objective is to select Fellows who have the potential to successfully complete a U.S. master’s degree, AC’s record is perfect.

Fairness and transparency (both real and perceived) are also objectives. The general view in Kosovo (from evaluation team and HICD team interviews) suggests the system is extremely well regarded, and the evaluation team’s efforts to figure out how the system could be “gamed” were unsuccessful.

There are, of course, other criteria for success. If one judges the system by its inclusion of women and other specific groups, the process is certainly not perfect. Similarly, if one judges by the selection of Fellows who will return and contribute to Kosovar development, as will be discussed below, the process is good but less than perfect.⁷

THE PLACEMENT PROCESS

WHAT ARE THE OBJECTIVES?

The objectives of the placement process are to find the program that best fits with the Fellow's interests and is consistent with the candidate's academic record and test scores. Keeping costs as low as possible is also an important consideration.

WHAT IS THE PROCESS?

The placement of Fellows in appropriate U.S. colleges and universities is the responsibility of the AC in Washington. It maintains regular contact with many U.S. institutions of higher learning has knowledge of their specific programs and course offerings and is familiar with their admissions requirements.

If a candidate selected as a KAEF Fellow has initiated an application to a U.S. university and is accepted, AC will consider that placement. More typically, Fellows have only a limited knowledge of U.S. university offerings and allow AC to identify appropriate schools and take the lead in the application process. Fellows may suggest schools they would like AC to consider, and AC will explore that placement if it feels the program is appropriate and the candidate might be accepted. AC has found that Fellows' ideas about where they might study are not always realistic, as Kosovars tend to be familiar only with the best known U.S. institutions where their academic records and test scores may not be competitive. AC's responsibility is to find schools that will accept the candidate and where the costs to the KAEF program will be in an acceptable range. KAEF now tries to find three such institutions so that it can offer candidates options.

KAEF has experienced Fellows being dissatisfied with their placement, and in 2011 three candidates withdrew from the program rather than accept a particular placement. However, the 40 Fellows who responded to the evaluation team's survey seem to have been very satisfied with their placements; neither the evaluation team's survey of KAEF Fellows nor the focus group interviews revealed any discontent with placements.⁸

As discussed below in the section on Finance, cost considerations have become an increasingly important consideration in placements, with AC favoring institutions with lower tuition rates and more willing to offer AC a significant tuition reduction. The shift in placement strategy could have consequences on the educational benefit and/or on the prestige of the KAEF program.

HAS PLACEMENT BEEN SUCCESSFUL?

As noted above the AC placement process has led to a perfect record of Fellows graduating and to a very high level of Fellow's satisfaction. The cases mentioned above of selected candidates rejecting KAEF Fellowships seems to have made AC more sensitive to candidates interests and desires. AC's efforts to allow the candidates to participate more actively in placement and, if possible, to have a choice are likely to reduce the likelihood of future problems.

⁷ The evaluation team will offer additional information about whether Fellows returned to Kosovo in Section IV.

⁸ In contrast, an evaluation of two master's degree programs in West Bank/Gaza revealed that 20 percent of those sent to the U.S. were not satisfied with their university placement.

PRE-DEPARTURE AND ARRIVAL ORIENTATIONS

WHAT ARE THE OBJECTIVES?

These orientations sessions are designed to ease the adjustment into U.S. university life.

HOW ARE THESE SESSIONS ORGANIZED?

AC organizes a one-day session in Pristina prior to departure and a one day session in Washington, DC when they arrive in the U.S.

WHAT EVIDENCE IS THERE THAT THE OBJECTIVES ARE ACHIEVED?

The evaluation team asked Fellows to rate each of the orientations and to assess whether the sessions had prepared them adequately. The scores were extremely high. Focus groups revealed only minor adjustment problems with no clear pattern.

III. KAEF FELLOWS IN THE U.S

This section of the report explores how well the Fellows did in the U.S. Some of the data presented here are objective data based on the universities' assessment of student performance. Much of it is based on the Fellows' perceptions of how well their programs met their needs and allowed them to gain knowledge and experience that will make them more productive in their careers and, hopefully, better able to contribute to Kosovo's development.

Before looking at the results the KAEF program has yielded, it is useful to look at what the Fellows themselves hoped to get from it. The data in Table 4 below were collected via survey.

TABLE 4. FELLOW'S ASPIRATIONS IN BECOMING A KAEF FELLOW

Individuals participate in scholarship programs for a variety of reasons. How important was each of the following reasons for your participation in the program?						
	Not at all important	A little important	Quite important	Extremely important	Not sure	No. of Responses
Improve my English language skills	5	14	11	9	0	39
Enhance my career and income	0	1	14	24	0	39
Be able to contribute to Kosovo's progress	0	0	6	33	0	39
Become a leader in the community	0	2	15	22	0	39
Experience U.S. higher education	0	2	17	20	0	39
Professional or academic growth	0	0	8	31	0	39
Learn about U.S. culture and society	0	0	24	15	0	39
Obtain business or professional contacts	1	2	24	12	0	39
Make friends and acquaintances	0	3	21	15	0	39

Source: 2012 KAEF Evaluation Survey

Although the responses clearly show that the Fellows were hoping to enhance their career prospects, it is noteworthy that the category receiving the highest scores on this question was for "being able to contribute to Kosovo's progress."

WHERE HAVE KAEF FELLOWS STUDIED?

The 51 KAEF fellows who have studied in the U.S. to date enrolled at 28 different institutions:

TABLE 5. UNIVERSITIES AND NUMBER OF KAEF FELLOWS AT EACH, 2005 - 2011

University	No. of Fellows	University	No. of Fellows
American University	3	Minnesota State University – Mankato	1
Bentley College	1	Monterey Institute of International Studies	7
Bowling Green State University	3	Pennsylvania State University	1
Chicago-Kent College of Law	1	Rochester Institute of Technology	4
City University of New York, Baruch College	1	Rutgers, State University of New Jersey-Newark	1
Cleveland State University	1	Tufts University	1
College of William and Mary	2	University of Delaware	1
Colorado State University	1	Temple University	1
Columbia University	2	University of Minnesota	1
Duke University	4	University of Missouri, Columbia	3
George Washington University	2	University of Montana	1
Harvard University	2	University of North Alabama	1
Indiana University – School of Public and Environmental Affairs	1	Willamette University	1
Johns Hopkins School of Advanced International Studies	2	Yale University	1

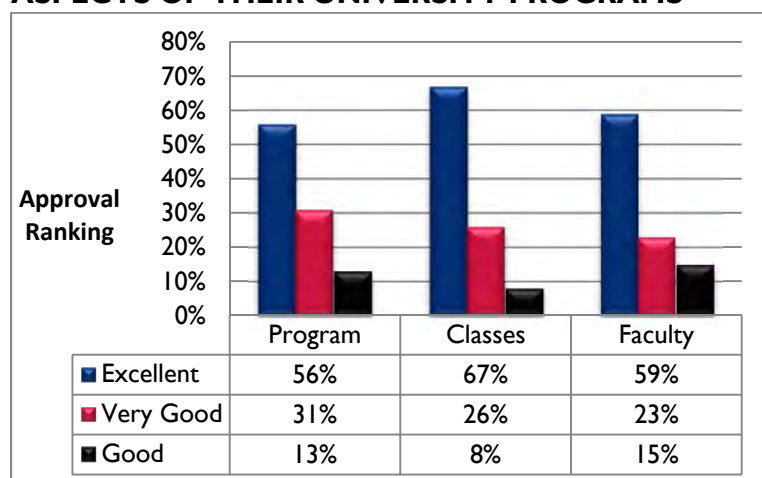
Source: AC data

HOW WELL DID THE FELLOWS DO IN THEIR ACADEMIC PROGRAMS?

With the exception of the five Fellows in the 2011-2013 cohort who still have one year remaining in their programs, all KAEF Fellows have graduated. Their Grade Point Averages (GPAs) has averaged 3.6.⁹ Any Fellow with a GPA below 3.0 is immediately given additional help.

Fellows' responses to survey questions about their U.S. university programs were very positive. In assessing their programs' overall effectiveness, 35 of 39 respondents (90 percent) gave ratings of "Very Effective" and 4 or 39 (10 percent) gave ratings of "Somewhat effective." Figure 5 below summarizes the responses to questions about the match between the content and design of their programs and their needs and interests, about the content of classes and about the teaching quality.

FIGURE 5. FELLOWS SURVEY RESPONDENTS' ASSESSMENT OF SELECTED ASPECTS OF THEIR UNIVERSITY PROGRAMS



Note: There were 39 respondents to each of these questions. Source: 2012 KAEF Evaluation Survey.

⁹ Source: AC Annual Reports, which are based on reports to AC from the universities.

Fellows’ comments to the evaluation team during focus group interviews mirrored the positive responses of the survey. Interviewees also noted these characteristics of their education programs that had contributed to their effectiveness: the accessibility of professors; the high level of student participation in the classroom; frequent work in groups; the emphasis on analysis and problem-solving (as in case studies) as opposed only to theory and memorization, and the emphasis given to presenting and defending one’s ideas.

INTERNSHIPS AND POST-DEGREE PRACTICAL TRAINING

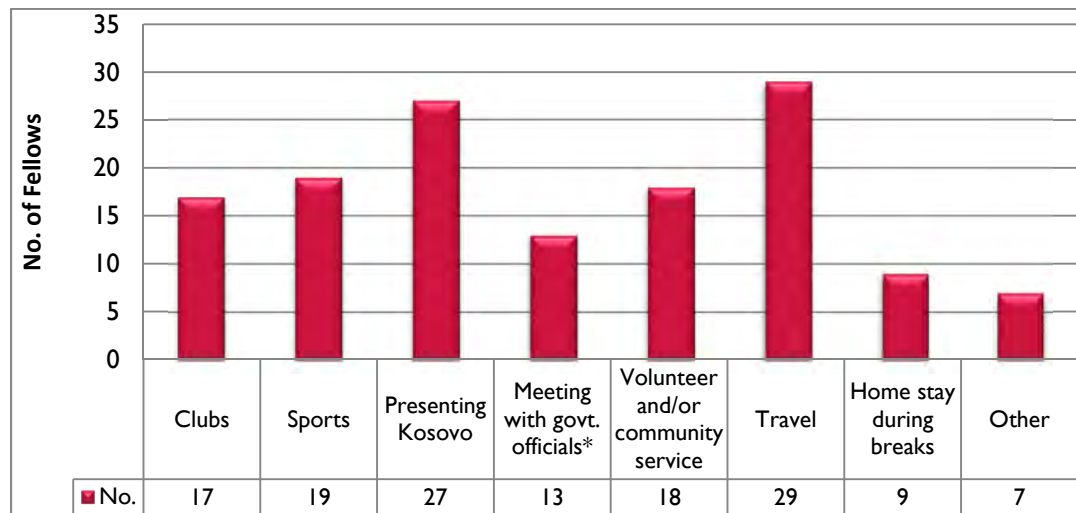
KAEF Fellows typically do internship in a company or non-profit institution during the summer break between their first and second years, and many also remain in the U.S. for several months after graduation for “Practical Training” (another work experience). If internships are paid, AC reduces the amount of the Fellow’s stipend. Practical Training must be paid so that Fellows are self-supporting.

Assessing the value of these work experiences is complicated by the fact that they are so heterogeneous. Fellows who responded to the evaluation team’s survey were asked a number of questions about their work experiences in the U.S., including whether their Practical Training had helped them get their current employment and whether they were employing skills learned during those experiences. While ten or 18 respondents (56 percent) said that their employers had “definitely” valued that experience in getting the job offer, seven others (39 percent) were unsure and one (six percent) thought the Practical Training had definitely not been a factor. When asked whether their Practical Training was helping them on the job, ten of 18 respondents (56 percent) indicated they were applying what they had learned, and the other eight (44 percent) indicated that they are “using knowledge and skills that [I] learned on the job after graduation, but the connection is more in the way that [I] approach problems than in applying specific knowledge or skills.”

OTHER EXTRA-CURRICULAR EXPERIENCE

The evaluation team’s survey revealed that most Fellows participated in extra-curricular activities. Figure 6 below shows the numbers that reported participating in a number of specific activities.

FIGURE 6. KAEF FELLOWS REPORTING PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES



Note: The category refers to local, county, and state government officials. Source: KAEF evaluation team survey. Thirty-nine Fellows responded to this question.

Both the survey and focus group interviews indicated that participation in these activities had enriched their experience in the U.S. Several focus group participants were extremely articulate about it being the totality of their experiences – not simply the academic experience but the participation in American life and culture -- that had provided an extraordinarily rich experience.

WHAT SKILLS AND KNOWLEDGE DID FELLOWS ACQUIRE?

The evaluation team’s survey of Fellows asked that they assess the extent that their skills had increased in a number of key areas. At least 80 percent of respondents assessed the improvement of their skills in these areas as “a lot” or “a huge amount.” The responses are summarized in the following table.

TABLE 6. FELLOWS’ SELF-ASSESSMENT OF INCREASED SKILLS

To what extent do you believe that your skills in the following areas have improved?						
	Not at all	A small amount	A lot	A huge amount	I do not know	No. of Responses
English language skills	0	7	16	15	0	38
Technical skills	0	4	16	18	1	39
Leadership skills	0	3	10	23	2	38
Computer skills	4	15	7	12	1	39
Research skills	0	1	15	22	1	39
Business skills	0	3	6	25	5	39
Skills in adapting to new environments	0	0	9	29	1	39

Source: 2012 KAEF Evaluation Survey.

The survey posed a second question intended to assess the growth of their capacities in characteristics frequently associated with leadership. The following table summarizes the results:

TABLE 7. THE IMPACT OF PROGRAM PARTICIPATION ON LEADERSHIP SKILLS

The Development of Leadership Skills. Please assess the extent to which the MA program improved your skills in the following areas:					
	Little or no change	Modest improvement	Very large improvement	Significant improvement	No. of responses
Being self-reliant and independent	2	8	12	6	28
Speaking in public	0	7	12	9	28
Listening to others ideas and concerns	1	7	13	7	28
Expressing your ideas	0	2	17	9	28
Being tolerant of others different than you	1	6	12	9	28
Being flexible	0	6	12	10	28
Solving problems	0	2	14	12	28
Adjusting plans to take into account new information	1	6	13	8	28
Working to bring about changes in your community	0	6	11	11	28
Willingness to take risk	3	7	9	9	28
Negotiating with others to find mutually acceptable paths	0	7	12	9	28
Summarizing complex ideas	1	3	10	14	28
Working within a budget	1	7	12	8	28

The Development of Leadership Skills. Please assess the extent to which the MA program improved your skills in the following areas:					
	Little or no change	Modest improvement	Very large improvement	Significant improvement	No. of responses
Keeping current with developments in your field	0	4	12	12	28
Setting goals and developing work plans to achieve them	1	2	12	12	27
Other:	0	0	3	2	5

Source: 2012 KAEF Evaluation Survey.

HOW EFFECTIVE WAS AC SUPPORT FOR KAEF FELLOWS?

Survey responses show that Fellows were very satisfied with support from AC on all issues. As the following tables show, 94 percent or more of survey respondents rated AC support as very good or excellent in each of these categories.

TABLE 8. WASHINGTON, D.C. OFFICE RESPONSIVENESS

How responsive was the Washington, D.C. office to the following concerns:							
	Very Poor	Poor	Fair	Good	Very Good	Excellent	No. of Responses
Financial questions (stipends, etc.)	0	1	1	1	9	27	39
Travel questions	0	1	1	1	9	27	39
Academic questions	0	0	2	1	8	23	34
Overall responsiveness	0	1	1	1	7	28	38

Source: 2012 KAEF Evaluation Survey.

Table 9. PRISTINA OFFICE RESPONSIVENESS

How responsive was the Pristina office to the following concerns:							
	Very Poor	Poor	Fair	Good	Very Good	Excellent	No. of Responses
Program information	0	0	1	2	10	26	39
Visa preparation	0	1	0	2	8	28	39
Travel	0	0	0	1	9	29	39
Overall responsiveness	0	0	0	1	8	28	37

Source: 2012 KAEF Evaluation Survey.

Interviews revealed several cases of Fellows having had difficulty with housing, health care, travel or other issues. However, focus groups interviewees also noted that AC had instituted changes to improve the support for Fellows when possible. Interviewees noted, for example, that AC improved the way stipends are disbursed; changed the policy on temporary lodging to give newly arriving Fellows more time to find permanent lodging; altered placement procedures to permit Fellows to participate more fully, and relaxed the time limit on post-study Practical Learning to conform more closely to JI Visa requirements.

IV. KAEF FELLOWS AFTER GRADUATION

DO KAEF FELLOWS RETURN TO KOSOVO?

The KAEF agreement makes clear that from USAID's perspective, the outputs of the program are trained Kosovars, but the objective is to have a positive impact on Kosovo's development. Achieving that impact requires that Fellows return to Kosovo to work. Therefore, ensuring the return of KAEF Fellows is an important AC objective. AC interviewers and selection committee members are required to assess and comment upon the likelihood that each candidate will return. Several candidates have not been accepted because of concern that they would not return. Additionally, early in program implementation AC established the requirement that Fellows return to Kosovo and remain there for at least two years. Because six Fellows failed to abide by that commitment, AC incorporated the policy into the Terms & Conditions for the cohort beginning their study in fall 2010. Fellows' contracts indicate that they accept this commitment and that they will repay the costs of their education if they do not comply. AC believes that the legal document would allow them to garnish the wages of Fellow who does not return and is employed in the U.S. if such action becomes unavoidable. AC expects that the success of returned Fellows will provide additional impetus to Fellows to return home and hopes that it will never be necessary to seek repayment of scholarship costs.

According to data provided by AC, the following shows where KAEF Fellows are at present:

- 51 Fellows have gone to the U.S.
- 46 Fellows have graduated, but 4 are still in the U.S. completing a Practical Training (42 completed the program)
- Of those 42 graduates who have finished completely, 6 did not return to Kosovo (36 returned to Kosovo)
- Of the 36 graduates who did return to Kosovo, 2 completed their two year requirement and left the country (34 reside in Kosovo at this time)
- Of those 34 graduates currently residing in Kosovo, 31 are employed; the other three have recently returned and expect to be employed shortly.

Restating these numbers, 40 (87 percent) of the 46 Fellows who have graduated have returned or will soon return. The six who did not return are from the early cohorts.

Although the return rate is 87 percent, the failure of six Fellows to return at all and for two others to leave after the minimal return requirement clearly reduces the potential impact of the program. The evaluation team did not have the opportunity to look into whether AC has taken adequate measures to encourage those Fellows to return to Kosovo. This is a question that AC and USAID may wish to pursue in the future.

WHAT ARE RETURNED FELLOWS DOING?

The evaluation looked at a variety of aspects of Fellows' experience upon their return to Kosovo. Did they experience difficulty finding employment? To what extent did employers value their U.S. educational experience? Where are they working? Do their jobs require that they take on more responsibility and provide more income than before they left for the U.S.? Are they using what they learned? Has their experience affected their productivity? Has it affected others?

Returning to one's home country after two years overseas can be difficult. Although some Fellows reported some "reverse culture shock" upon returning, most seem to have made the transition back to Kosovo fairly easily. The team's survey asked returned Fellows about four aspects of their readjustment:

difficulty in (1) finding employment; (2) adjusting to local business and cultural norms; (3) adjusting to the different pace of life, and (4) introducing new ideas. The easiest of these adjustments, according to the responses, was in finding employment. The responses are provided in the following table:

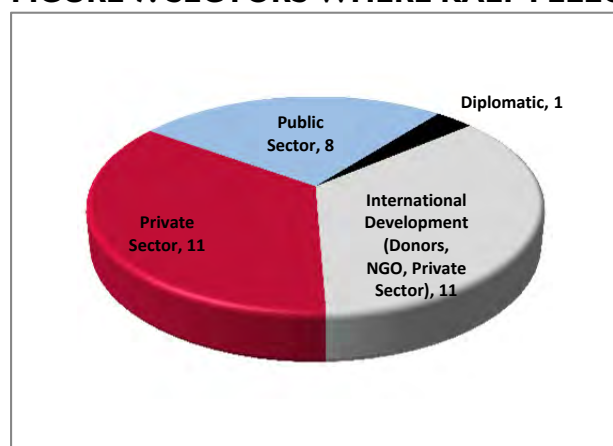
TABLE 10. REPORTED DIFFICULTIES DURING RE-ENTRY TO KOSOVO

How difficult was your readjustment to Kosovo in the following areas:						
	Impossible	Very difficult	Quite difficult	A little difficult	Easy	No. of responses
Finding employment	1	3	3	7	15	29
Cultural norms relating to business and professional operations	1	5	8	9	6	29
The different pace of life	0	4	3	14	8	29
Introducing new ideas	2	2	9	10	5	28
Total	4	14	23	40	34	n/a

Source: 2012 KAEF Evaluation Survey.

The jobs that Fellows returned to (or now have, as some have changed since returning) generally involve more responsibility and higher income than the jobs they held prior to going to the U.S. Of 24 respondents to a survey question about their job responsibility, 22 (92 percent) answered that they had “quite a lot more” or “a great deal more” responsibility than previously. Of 21 returned fellows who responded to a question on salaries, ten indicated that their salaries had more than doubled from before they started the KAEF program. Four of the other 11 had increased their salary from 20-60 percent. These responses about increased responsibility and income imply that the U.S. education has affected the employment and the productivity of the Fellows. However, these data need to be interpreted with caution. Although some of this change is almost assuredly due to their experience in the KAEF program, it is highly likely that individuals of their capability would have advanced to positions with more responsibility and higher incomes even had they not interrupted their careers to study in the U.S. It is not possible to accurately determine how much of this change is attributable to the KAEF experience.¹⁰ Of the 31 Fellows who are currently employed in Kosovo, 11 are employed in the private sector; 11 work on development projects, often for private sector companies; eight are employed in the public sector, and one works for a foreign embassy. This distribution is shown graphically below.

FIGURE 7. SECTORS WHERE KAEF FELLOWS ARE EMPLOYED



Source: AC data.

¹⁰ Although in theory evaluators could establish a control group to assess whether those who studied in the U.S. had done better than equally qualified Kosovars who did not study in the U.S., this would require large samples in both groups to possibly be reliable. Conducting this type of study in Kosovo at this time is not feasible.

ARE KAEF FELLOWS EMPLOYING SKILLS AND KNOWLEDGE GAINED THROUGH KAEF?

According to returned Fellows, the answer to this question is strongly yes. Twenty-three of 24 survey respondents (96 percent) indicated that they were applying skills and knowledge acquired through the program. Focus group participants provided many specific examples of job situations where they were able to make a difference and solve problems because of their U.S. education. One, for example, cited the experience gained in a sophisticated New York financial firm as having given him financial skills needed on recent work carried out by his current Kosovar employer. Another gained experience working with students from a host of other countries and in assessing international issues that has allowed her to become a key aide to Kosovo’s Foreign Minister.

ARE KAEF FELLOWS MAINTAINING LINKAGES?

Maintaining ties to university colleagues can help Fellows continue to exchange information on their fields of study that will in turn facilitate the development new ideas and innovations and lay the groundwork for future business and philanthropic partnerships.

TABLE 11. DEVELOPING A KNOWLEDGE BASE

Did your experience in the US influence the effort that you make to keep up-to-date on new developments in your field?		
	# of responses	%
I do less to keep up-to-date than I did before my studies.	0	0
I make about the same effort as before I went to the US.	2	7
I make somewhat more of an effort to learn about changes in my field.	10	36
I make much more of an effort to learn what is happening in my field.	16	57
Total	28	100%

Source: 2012 KAEF Evaluation Survey.

TABLE 12. MAINTAINING CONTACTS

To what extent do you maintain professional contacts with people you met while working on your Master's degree?		
	# of responses	%
I have almost no contact with anyone at my university.	0	0%
I communicate with one or more people at my university several times a year.	16	57%
I communicate with one or more people at my university often, perhaps monthly.	12	43%
Total	28	100%

Source: 2012 KAEF Evaluation Survey.

Developing and deepening ties with other KAEF alumni is a source of social support to former and Fellows as they seek to make change and develop their careers in Kosovo. Future Fellows’ could look to the organization for advice on studying abroad. The KAEF Alumni Association, as many alumni association do, could become a center of fundraising activity. Fellows are maintaining contact with each other according to survey data provided in the table below.

TABLE 13. KAEF ALUMNI

To what extent are you in contact with other KAEF Fellows?		
	# of responses	%
I have almost no contact with them.	3	11%
I communicate with one or more Fellows several times a year.	8	29%
I communicate with one or more Fellows regularly, perhaps monthly.	17	61%
Total	28	100%

Source: 2012 KAEF Evaluation Survey.

ARE KAEF FELLOWS MAKING A DIFFERENCE? WILL THEY IN THE FUTURE?

Measuring the economic impact of education and training programs is difficult. In the case of KAEF, with a small number of graduates and the brevity of time since they returned home from their overseas study, such an analysis is impossible. It is possible, however, to infer outcomes from a look at what they are now doing.

In the evaluation team’s focus group interviews, it asked Fellows what they had done since returning that they were particularly proud of. One returned KAEF Fellow related to the evaluation team a number of things that he had led his firm in doing. They included reorganizing the accounting system so that it could measure performance; changing the employee remuneration system to reward performance; making the company customer-service oriented and focusing on ways to empower their business customers to become more efficient; initiating an effort to penetrate the German market for one of their lines of business, and generally moving the company to a higher level of sophistication and performance.

Fellows’ Testimonies:

My studies opened new opportunities for my family. i.e. my wife started and completed her studies in the US. A business idea resulted from my US education and contact has been started in Canada. So truly, the program was life changing event that not only inspired my but also affected the life of my family members.

I use every chance I can to inspire prospective KAEF applicants to apply for the program explaining that my experience in the US was a major life-changing event which help me evolve as a person and professionally.

Two of my close friends are currently pursuing their master studies (one in Germany, another in Belgium). I have had many talks with them on how studying in another country is important to their personal and career growth.

I convinced a very ambitious Kosovar friend that taking risks is to be embraced, not avoided. He quits his jobs and currently owns his own successful business.

Source: 2012 KAEF Evaluation Survey

There are many other stories, perhaps as many as there are returned Fellows. It is impossible to meet with returned KAEF Fellows and listen to these stories and not be impressed with the extent to which they believe they have changed and become better able to contribute to Kosovar development. Of 28 survey respondents, 26 believe that their study has also impacted those around them quite a bit. Having heard many of these stories, the evaluation team believes that the KAEF Fellows are making a positive difference. It seems logical to surmise that this difference will get larger as the KAEF Fellows gain experience and as the number of returned Fellows increases.

The evaluation team’s opinion in this regard is, of course, not the same as measuring impact. Measuring the economic contribution of returned Fellows and determining what share of that is attributable to their U.S. education are well beyond the ability of this evaluation.

Without a measure of the economic benefits, it is equally impossible to measure whether the benefits justify the costs. We can, however, be sure of the costs, and they are high. (Costs are discussed in the Finance and Management section that follows.)

V. FINANCE AND MANAGEMENT

FINANCE

This section will describe sequentially KAEF expenditures, revenues, operating surpluses or deficits and the changes in the endowment.¹¹

EXPENDITURES

KAEF expenditures from the inception of the program in 2004 through the end of May 2012 total approximately U.S. \$6.1 million. Those expenditures financed 94 years of U.S. graduate study for 51 Fellows, and, of course, the various AC support activities that made that study possible. KAEF's costs per year of study were approximately U.S. \$64,500. As most, but not all, Fellows have undertaken a two-year master's program, the cost per graduate has been approximately U.S. \$125,000. For comparison, an evaluation conducted three years ago of a similar master's degree program found the costs per degree were U.S. \$119,000.¹²

Because there are various subsidies provided to KAEF, these figures understate the true cost of the master's degree training. AC itself subsidizes the program somewhat by not charging the time devoted to it by its senior staff. Far more significant are the subsidies provided by U.S. universities where the Fellows matriculate, as AC has been quite effective in negotiating tuition reductions with those institutions. AC estimates that the tuition reductions granted to KAEF over the eight years of the project have totaled approximately U.S. \$800,000.¹³ Adding these costs to the amount expended by KAEF raises the total cost to approximately U.S. \$73,000 per year of study and the cost per master's degree graduate to about U.S. \$141,500.¹⁴

WHAT ARE THE EXPENDITURES?

TABLE 14. MAJOR COMPONENTS OF KAEF COSTS

KAEF Expenditures, by Major Categories of Cost									
Program Initiation through May, 2012									
U.S.\$ '000									
	2004-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2004-12	% of total
Student Costs	344	508	513	644	627	434	368	3,438	57%
Kosovo Office	167	60	99	109	170	128	87	820	14%
Washington Office	132	40	57	56	69	57	71	482	8%
Fundraising	166	26	67	43	57	152	147	658	11%
Overhead	103	61	94	109	116	98	85	666	11%
Total	912	695	830	961	1,039	869	758	6,064	100%
Students Enrolled	8	15	14	15	16	14	12	94	

Source: Evaluation team calculations based on AC financial data.

¹¹ The source of financial data is the *American Councils for International Education Kosovo American Education Fund (KAEF) Statement of Revenue & Expenses as of May 31, 2012*, which is included in Annex H.

¹² See page 1 of the *Evaluation of the Clinton and Master's Degree and Presidential Scholarship Programs and the Palestinian Faculty Development Program*; Aguirre Division of JBS International; November 30, 2008.

¹³ See AC financial report tables in Annex H.

¹⁴ Economists would point out that there is also a hidden "foregone income cost" that the Fellows incur by attending class and not working. The evaluation team did not attempt to calculate those costs.

Student support costs – including tuition, allowances, health insurance, travel, etc. – have been the largest component of KAEF expenditures, requiring U.S. \$3.4 million or 57 percent of total life-of-project expenditures to date. The costs of the Kosovo and Washington offices absorbed U.S. \$1.3 million (22 percent). Fundraising and overhead each absorbed 11 percent of total expenditures.

Expenditures in some categories have varied considerably from year to year. Particularly notable has been the reduction in student costs (tuition, travel, stipends, etc.) that has occurred over the past several years. Those costs fell by a third in two years, from U.S. \$644,000 in 2008-09 to U.S. \$368,000 in 2010-11, and it appears they will fall further in 2011-12. Part of this decline is explained by a drop in the number of Fellows enrolled, from 15 to 14 in 2010-11 and to 12 in 2011-12. More significant, however, has been the fall in KAEF expenses for tuition costs. This cost reduction resulted from AC’s decision to impose a ceiling of U.S. \$10,000/year as the average KAEF-paid per student tuition cost. To achieve that target level, AC is placing Fellows in less expensive institutions (total tuition costs declined from U.S. \$ 32,000/student in 2008-09 to U.S. \$19,000/student in 2010-11) and by negotiating a larger cost-share contribution from the universities (which rose from 31 percent in the first four years of the program to 41 percent in 2010-11 and to 49 percent in 2011-12). As a result of these measures, KAEF tuition expenditures per student have fallen from U.S. \$25,000 in 2008-09 to U.S. \$12,000 in the latest academic year.

Another area in which AC has been quite successful in controlling costs is in staff expenses. Table 15 below shows the number of person-years of AC staff billed to KAEF annually

TABLE 15. PERSON-YEARS OF AC STAFF TIME CHARGED TO KAEF 2005-2012

Year	Washington	Pristina	Total
2005	0.75	0.25	1.00
2006	0.75	0.25	1.00
2007	0.75	1.20	1.95
2008	0.75	1.20	1.95
2009	0.75	1.25	2.00
2010	0.75	1.25	2.00
2011	0.70	1.50	2.20
2012	0.55	1.50	2.05
8-Yr. Totals	5.75	8.40	14.15
8-Yr. Av.	0.72	1.05	1.77

Source: Data provided by AC.

The very low amount of staff time in AC’s Washington headquarters is particularly notable, as most of the program is administered from that location.

REVENUES

Perhaps nothing sets KAEF apart from more typical USAID projects as clearly as does its revenue stream. Unlike more typical USAID projects, AC receives no annual disbursement of obligated USAID funds to administer the KAEF program. Rather, AC receives only two regular sources of income with which to cover expenses: income from the endowment and income from fundraising.

Table 16 shows KAEF’s income generated from fundraising and investment of the endowment fund assets. The latter includes interest and dividends from investments and changes in the value of those assets.

TABLE 16. KAEF INCOME FROM FUNDRAISING AND INVESTMENTS

KAEF Income, by Source, Project Initiation through May 2012									
All figures in U.S. \$									
	2004-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2004-12	% of total
Net Investment Income	551,068	460,103	273,451	133,784	416,868	866,224	4,693	2,706,191	80%
Fundraising Income	27,684	37,000	155,712	159,259	161,682	20,162	129,359	690,858	20%
Total	578,752	497,103	429,163	293,043	578,550	886,386	134,052	3,397,049	100%

Note: AC includes income from investments and changes in asset value in this line item. The fees paid to the fund's manager are netted out. Source: Data provided by AC.

Particularly striking in this table are the very large year to year fluctuations. These fluctuations occurred both in investment income (including asset valuation) and in fundraising.

It is important to note that AC defines investment income on KAEF assets as including the interest and dividends earned on its assets and the change in value of those assets.¹⁵ Thus, if the endowment were valued at U.S. \$5 million at the beginning of a period, earned U.S. \$250,000 in dividends and interest and benefited from a million dollar rise in the market value of the assets because of market fluctuations, AC would consider the investment income to be U.S. \$1.25 million. Of course, if the market value of the assets falls, KAEF income can drop just as quickly as it previously rose. This explains how it is possible for the KAEF program to have income from investment of U.S. \$866,234 in 2010-11 and of only U.S. \$4,693 in 2011-12 (through May 31).

Because AC lacked experience and expertise in asset management, it sought outside expertise to assist in the management of KAEF assets. Over the course of the project AC has engaged several different fund managers who have adjusted the investment portfolio in response to updated guidance from American Council's Finance and Audit Committee. AC initially hired the firm Legg Mason to manage the funds in the endowment, and then switched to IRON Financial. Assets are currently divided between two firms: IRON Financial managing the fixed income assets and Morgan Keegan managing the equity investments.

Although the past several years have been a difficult period for investors, KAEF was fortunate that the endowment's resources were largely invested in fixed income assets at the most troubling moment when equity markets declined sharply in 2008. This allowed the value of KAEF assets to increase slightly while many other endowments (and investors generally) suffered considerable losses. Overall, according to a Board member who has taken particular responsibility for overseeing this aspect of the program, AC has weathered the financial storms well without suffering a market-driven net loss in asset value.

FUNDRAISING

AC'S FUNDRAISING STRATEGY FOR KAEF

Fundraising is considered by all parties to be key to KAEF's ability to support the desired number of scholarships and ensure that the endowment would be a perpetual fund. AC has thus been committed to an ambitious fundraising program. It has followed a number of strategies that appeared to offer the best chances for securing significant donations.

¹⁵ AC's Chief Financial Officer has indicated that this is normal accounting practices for endowments.

Among the most important of AC's strategies has been securing major donations from a small group of very wealthy Kosovars and members of the Albanian Diaspora. AC fundraisers have made repeated efforts to secure donations from members of that group. To date, however, AC has obtained only one such donation from a Kosovar.¹⁶ AC reported that although it received other significant pledges to KAEF from this community, those donations failed to materialize, perhaps owing to the onset of the financial crisis in 2008. AC continues to develop and nurture relationships with wealthy individuals, and hopes that this strategy will pay more significant dividends as the economy improves.

"...even one major (7-figure) donation could completely change the picture KAEF's long-term prospects."

**Dan Davidson, President,
American Councils**

A second and more successful AC strategy has focused on the development of a donor base of small Kosovar businesses and individual contributors. Thus far, AC reports that it has built a limited base of between 20 and 30 faithful small business and individual contributors who provide a modest but steady stream of resources. In a promising development, the number of donors and the annual per-donor contribution increased by nearly 25 percent in the last year. AC expects that the increasing number of highly motivated, successful, and well-connected returned KAEF Fellows will enable it to continue to enlarge this funding base so that it could become the cornerstone of KAEF's long-term financial sustainability.

A third strategy which supports both of the above activities has been increasing the visibility of KAEF through public relations events. The objective of these efforts is to make KAEF a recognized successful brand name so that potential Kosovar financial supporters would want to be associated with it. The key event in this strategy is an annual gala that features a prominent American speaker associated with Kosovo independence and statehood. The first gala was held in 2011 and featured Ambassador Christopher Hill. In many ways that event exceeded expectations, drawing 220 attendees, including many high-ranking government officials, business leaders, diplomats and others. The event received extensive media coverage. An AC report indicates the event generated U.S. \$6,150 in ticket sales, U.S. \$12,374 in in-kind donations (venue, food, beverages, translation services and hotel discounts) and resulted in five additional pledges. AC expects the 2012 event, which will feature General Wesley Clark, a revered figure in Kosovo's short history, to draw more than 400 prominent leaders. KAEF alumni are assisting in planning and carrying out the event.

A fourth fundraising strategy targets the Albanian Diaspora in the United States. This group has consistently professed support for KAEF, but only recently began to contribute. In 2011 AC increased its efforts to court this group, particularly with prominent Diaspora leaders in New York, Boston, and Chicago. As a part of this strategy, AC is creating opportunities for KAEF Fellows to interact and build relationships with members of this group. AC remains hopeful that the Diaspora will become an important source of funding over time.

Finally, AC has sought support from a variety of international philanthropic organizations. It secured a contribution of U.S. \$200,000 from the Rockefeller Brothers Fund (RBF), and, although the Soros Open Society Foundation did not directly fund the KAEF program, it provided U.S. \$250,000 as a matching grant that was used to generate an equivalent amount of contributions to KAEF.

Unquestionably, raising funds for KAEF has been a very difficult undertaking. Some of the key factors that have impeded AC's efforts include the following:

- *The lack of a philanthropic tradition in Kosovo.* The lack of a tradition of philanthropy does not make it impossible, but it does mean that fundraising requires a good deal more time and effort.

¹⁶ KAEF received \$125,000 from a donor who pledged \$250,000.

- *KAEF's lack of brand recognition.* Particularly in the early years of the program, no one had heard of KAEF. This is now changing as more Fellows have returned.
- *Heterogeneity of the Albanian Diaspora.* Although there are wealthy Albanians living in the U.S. and elsewhere, they often do not identify with Kosovo.
- *The difficult economic environment.* The U.S. and Europe have been in recession, and even as they are emerging unemployment and uncertainty have remained high. The Kosovar economy has limped along with exceedingly high unemployment.
- *AC's limited experience with fundraising.* A review of AC's proposal to USAID shows that it included a plan for a fairly elaborate and intensive fundraising campaign. However, AC had little experience in conducting such activities. Some within the AC community believe that mistakes were made in the selection of personnel and in expenditure decisions.

The evaluation team did not have the time or the expertise to review adequately whether the personnel leading the AC fundraising activities were appropriate, whether the expenditures were well considered, or whether AC leadership involved itself in the process. These are subjects, along with others, that someone with considerable fundraising experience might explore as part of the development of plans for the future. What this team can comment upon are the results, which are disappointing to all concerned. The evaluation team did have the opportunity to meet with the current person in charge of fundraising who seems knowledgeable and energetic; she and the AC leadership express optimism about the future. Only time will tell whether the current optimism is more realistic than that in the past.

FUNDRAISING RESULTS

Table 17 below summarizes the results of AC fundraising efforts for KAEF. The table shows that AC's fundraising efforts resulted in actual contributions of U.S. \$690,858.¹⁷ However, expenditures to generate those contributions were U.S. \$657,489, meaning that fundraising to date has netted only U.S. \$ 33,369. AC notes that there has been an additional \$96,000 in pledges (not included in the table below), which would bring total income to U.S. \$786,858 as they are paid, thereby raising net income to slightly over U.S. \$129,000. When counting the actual and promised contributions, an extraordinary 84 percent of fundraising revenue was expended to generate those donations and pledges.

TABLE 17. KAEF FUNDRAISING INCOME AND EXPENSES, 2004-2012

USD								
	2004-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12*	Total
Income**	27,684	37,000	155,712	159,259	161,682	20,162	129,359	690,858
Expenses	165,766	25,933	67,359	43,412	56,595	151,515	146,909	657,489
Balance	(138,082)	11,067	88,353	115,847	105,087	(131,353)	(17,550)	33,369

Notes: * Totals for the first 11 months of the fiscal year.** Income paid in only; does not include pledges that will presumably be paid in future years. Source: Data provided by AC.

Table 17 also shows that annual fundraising revenue rose significantly in the early years and then fell off sharply starting in 2009-10. That was, of course, a difficult time for the world economy, which made it a particularly difficult period to do fundraising. It is not known how much those economic conditions explain the significantly reduced revenues in the past three years.

Table 18 below compares AC's projected and actual annual fundraising revenue, shows that AC has been quite consistently unduly optimistic about its fundraising prospects. For the entire period (from

¹⁷ This includes \$200,000 from the Rockefeller Fund that is not normally included on financial tables provided to USAID in KAEF Annual Reports

2004 to present), revenues have been only 56 percent of annual projections. In the last three years, revenues equaled only 37 percent of predicted levels.

TABLE 18. KAEF FUNDRAISING PROJECTED AND ACTUAL REVENUE, BY YEAR

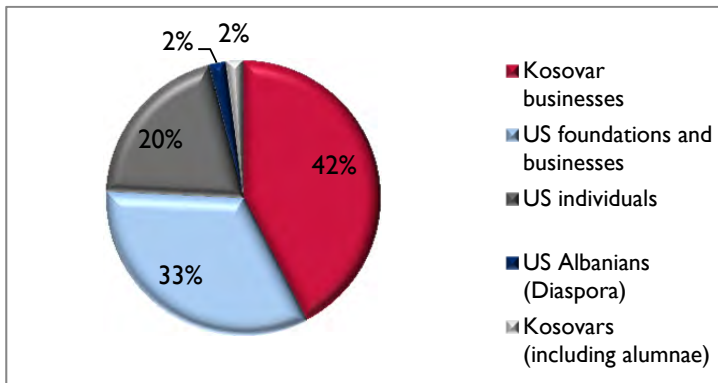
Year	Projected	Actual	Variance	Variance
		USD		%
2004-06	11,804	27,684	15,880	135
2006-07	5,000	37,000	32,000	640
2007-08	96,000	155,712	59,712	62
2008-09	273,000	159,259	(113,741)	-42
2009-10	300,000	161,682	(138,318)	-46
2010-11	250,000	20,162	(229,838)	-92
2011-12	300,000	129,359	(170,641)	-57
Total	1,235,804	690,858	(544,946)	-44

Sources: Projected figures are taken from KAEF annual budgets. Actual figures are from AC Statement of Revenues & Expenditures.

Although these data are anything but encouraging, it is important to note that fundraising is an activity that often requires considerable upfront investment before it pays dividends. Thus, resources expended to date may well yield additional revenues in the coming years through the fulfillment of pledges already made and new pledges.

According to AC’s fundraiser, contributions to date have come from the following sources:

FIGURE 8. SOURCES CONTRIBUTING TO KAEF

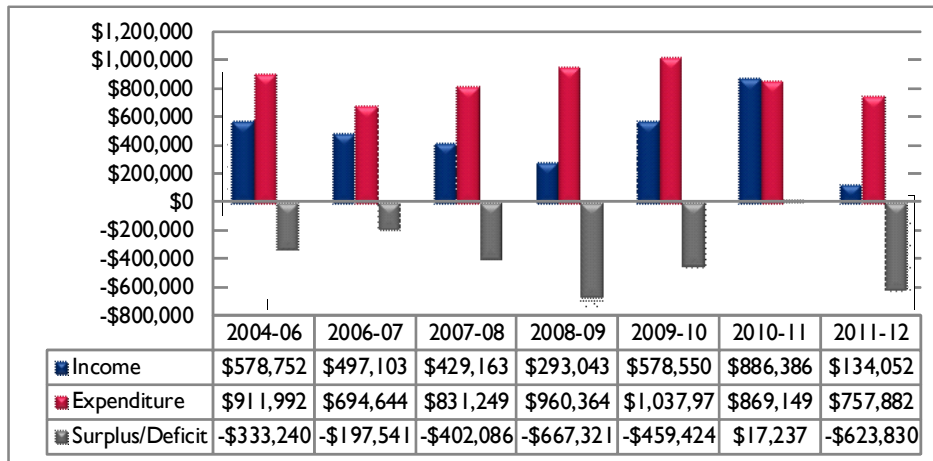


Source: Data from AC.

NET INCOME

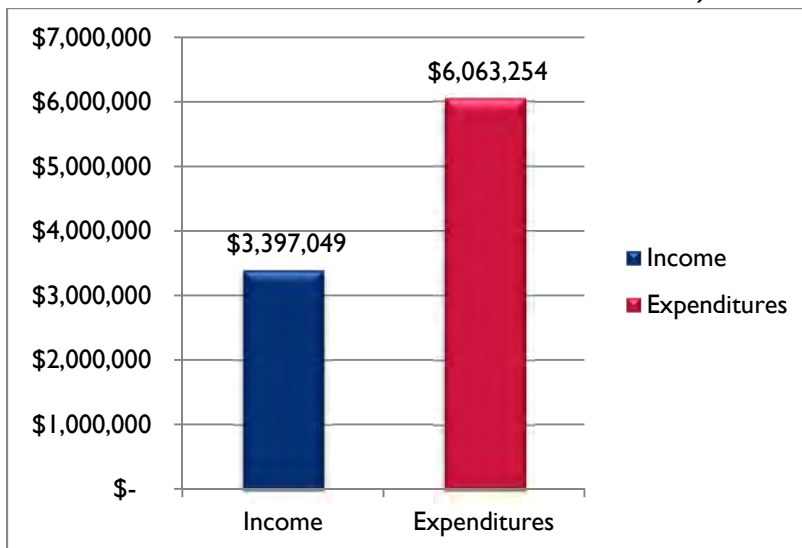
Figures 9 and 10 below compare KAEF’s annual income and expenditures, and show the resulting surpluses or deficits. As the table shows, only in one year were income from the endowment and fundraising adequate to cover KAEF costs. The cumulative net deficit totals approximately U.S. \$2.7 million. With inadequate income from fundraising and endowment fund earnings to cover costs, AC was forced to turn to the only other source of funds – the endowment.

FIGURE 9. KAEF INCOME VS. EXPENDITURES, BY YEAR



Source: Data from AC.

FIGURE 10. KAEF INCOME VS. EXPENDITURES, CUMULATIVE



Source: Data from AC.

CHANGES IN THE KAEF ENDOWMENT

Table 19 below shows the changes in the value of the endowment. Data provided by AC for the fiscal year that ended on June 30, 2012 show that the endowment now has \$5,756,525. This figure represents a U.S. \$2.1 million (27 percent) decline from its 2004 starting level.

The reduced value of the endowment has implications for the future of KAEF. If endowment resources continue to decline, KAEF will eventually run out of funds and need to suspend operations. Predictions about how long this might take are hazardous. Among the many uncertainties are the questions as to whether fundraising can become financially successful; what will happen to equity markets and interest rates, and how much the diminished base of the endowment will lessen the chances for a recovery of capital and higher earnings.

TABLE 19. CHANGE IN KAEF ENDOWMENT, BY YEAR AND CUMULATIVE

	KAEF Endowment (as of June 30, 2012) USD							
	2004*	2006	2007	2008	2009	2010	2011	2012
Balance	7,881,757	7,498,988	7,410,092	6,963,543	6,201,732	5,862,602	6,279,262	5,756,525
Change from previous year		-441,730	-88,896	-446,549	-761,811	-339,130	416,660	-522,737
% change from previous yr.		-6%	-1%	-6%	-11%	-5%	7%	-8%
Cumulative change			-7%	-12%	-22%	-26%	-21%	-27%

Note: The figure shown for 2004 is the March 28, 2004 original figure for the endowment, not the June 30, 2004 figure. Source: Evaluation team calculations based on AC data.

FINANCIAL ISSUES

It should be noted that the current endowment consists of separate accounts containing the KBFF-USAID funds (about \$5.4 million) and funds received from other donors (about U.S. \$400,000). AC's Chief Financial Officer explained to the evaluation team that the non-USAID part exists because it is AC practice to spend down the USAID-provided endowment before spending the other donor contributions when the other donor's rules permit. The "saved" other donor resources become part of the endowment in a separate account from the USAID funds (as required by USAID). The use of the USAID resources before the Other Donor Resources makes no difference to KAEF's bottom line (how much is available in the endowment at any point of time). The advantage to AC in this process is that, in the unlikely event that USAID required repayment of its remaining resources, the non-USAID part of the endowment would remain with AC. Although presumably perfectly legal, the evaluation team believes that this financial strategy should have been vetted with USAID.

MANAGEMENT

MANAGEMENT DECISION-MAKING

In this section, the evaluation team will briefly treat KAEF decision-making in three areas: the scholarship program; funds management and fundraising.

With respect to managing the scholarship program, AC has been managing programs that bring foreign nationals to the U.S. for scholarship programs for a long time. Because of that history, it has experienced managers and staff and an array of effective and efficient policies and procedures. KAEF has benefited from that experience; it allowed AC to do in KAEF what it has done many times before, and it did those things well.

Not all decisions and management tasks, however, have been ones that AC has faced often before. The decision that AC faced early in program implementation -- either to drop the number of scholarships or draw down the endowment -- was probably unique in AC's history. As the agreement establishing KAEF called for at least ten Fellows per year and for the endowment fund to be "perpetual," either decision led to a violation of a key tenet. AC managers have assured the evaluation team that it made that decision only after a thorough weighing of costs and benefits. From a review of the written record and the evaluation team's inquiries, *a priori* consultation with USAID about this important question appears to have been minimal or non-existent.

Although there is nothing in writing from AC to USAID that the evaluation team has seen discussing the annual deficits and their impact on the endowment, AC staff did send an annual report that included the deficit and endowment figures, and it did hold meetings with senior USAID and Embassy personnel at

which time these issues were apparently discussed. (AC's list of those meetings is included in Annex G.) Although the evaluation team has not seen any agendas or memos of those meetings, it did contact former USAID/K Mission Director Ken Yamashita who confirmed that he had participated in meetings with AC staff and that they had informed those present about the declining endowment fund.

With respect to assets management, the interviews conducted and the data the evaluation team has seen suggest that this task – not one in which AC claims substantial knowledge or experience – was nevertheless well managed. Certainly, there is evidence that AC sought expert assistance, and it utilized the financial talent on its own Board to oversee the performance of those outside experts and to make changes when they appeared to be warranted. In a period of great financial turmoil, AC appears to have come out ahead and to have “beaten the market.”

Finally, with respect to fundraising, another area in which AC has limited experience, the effectiveness of AC's decision-making appears to be mixed. There is no doubt that AC management made a serious effort to achieve success in this area, but the data presented above make it quite clear that success has been limited. Perhaps, given the constraints on fundraising for this program, success was not possible. However, several observers have suggested that AC's initial assignment of fundraising responsibility to someone without significant experience delayed effective action. A second individual had some initial success, but ultimately disappointed AC management and was replaced. More recently, AC hired someone in New York temporarily until it found someone who could join the AC staff.

At this point, the limited success of the fundraising effort suggests a need to take a long, careful look at whether the fundraising effort should continue in its present form. Now that KAEF is developing a recognizable brand name in Kosovo, that it has alumni who are apparently (at least in some cases) ready and willing to work for KAEF, and perhaps an energized group of Kosovo Board members, the time may be appropriate to reduce fundraising costs and to turn the responsibility over to Kosovar volunteers. However, this is but one strategy that a competent fundraising advisor might consider.

Consultation with and Reporting to USAID. The level of consultation and written reporting to USAID has been limited. KAEF annual reports are focused almost entirely on the past year, with much of the space taken by Fellows' biographies and grade point averages. The evaluation team's review of all of the Annual Reports to date suggests that those documents do not summarize KAEF activities or accomplishments over the course of the project, discuss trends and new developments, explain decisions taken or articulate problems and issues. In no annual report has there been a thoughtful discussion of the failure of fundraising to achieve its targets, of the serious obstacles that impede fundraising, of the management decisions (some quite successful) taken to reduce expenditures, or of the implications of the declining endowment for the future of KAEF. There has not been an explanation of the thinking behind AC's critical decision to maintain the target of eight or more Fellows or of the implications for KAEF's future.

Aside from the annual reports, written communications seem to have been limited to AC's submission of budgets and investment strategy papers to USAID. The former appear to have been transmitted without any accompanying discussion of the issues underlying the budget. Indeed, the only documents indicating that the endowment was being drawn down, counter to the intent of the original KAEF agreement to create a perpetual endowment, were the *ex post* budget figures in the annual reports (sometimes buried in the back of a lengthy audited statement) and the annual budget proposal. Neither was accompanied by any explanation.

To AC's credit, there do appear to have been meetings with USAID and Embassy officers in which some of these issues were at least touched upon. At the evaluation team's request, a list of those meetings was prepared and is attached as Annex D to this report. The evaluation team is not aware of any written records of those meetings or of decisions that may have been taken at them.

Reporting and consultation are, of course, two-way communications. These concerns about the quality of AC's reporting need to be viewed in the context of the apparent lack of interest expressed by its partner – USAID. The evaluation team has not seen evidence that USAID ever expressed concern about AC's annual reports or about the failure of AC's written reports to address substantive issues.

Reporting and consultation matter not only because they are expected but because the lack of consultation and reporting make it look like decisions, some of which altered the course of the program, were taken unilaterally. This is unfortunate, particularly as the decisions taken were probably correct. Further, in the evaluation team's judgment, the focus on reporting only what is happening at the moment has caused AC to miss an opportunity to highlight KAEF's successes – to tell its story in a more compelling manner. Doing so, of course might also help fundraising.

The Limited Kosovar Role in KAEF. KAEF is a program essentially set up and run by Americans for the benefit of Kosovars. The Kosovar role has consisted, first, of running the KAEF office in Pristina, where responsibilities have included setting up recruitment activities; providing assistance with testing; organizing pre-departure briefings; scheduling interviews when the American interviewers arrive, and providing some assistance to Fellows returning from the U.S. Until it was recently merged with the U.S. KAEF Board, there was also a Kosovo Board that helped to organize fundraising events for American visitors and generally to promote the KAEF program.

As noted above, the dominance of Americans with no connection to Kosovo in the selection process has helped to insulate the program from any risk or appearance of manipulation or favoritism, which is clearly positive. At the same time, the fact that Kosovars have such a limited voice in the program generally limits the contributions they could be making. This is particularly true now as the number of KAEF graduates increases, the alumni association becomes better organized and more capable of representing KAEF and as the Kosovar Board members become involved in KAEF decision-making.

Internal Evaluation. AC's proposal to USAID included an elaborate evaluation plan that would have assessed the effectiveness of almost every aspect of the program. (A copy of the relevant part of the AC proposal is provided in Annex I.) Although very little of that plan appears to have been implemented, there is evidence that the AC staff, especially the Program Officers, listened to the Fellows' informal feedback (e.g., on allowing Fellows to have a greater say in placement), reflected upon it, and made adjustments to improve processes as allowable within the rules governing the program.

USAID MANAGEMENT OF KAEF

Several comments appear warranted about USAID's role in the KAEF program. First, from the advantage of hindsight, some of the key assumptions that underlie KAEF seem not to have been well founded. The expectation that KAEF would earn enough from the endowment to send ten students yearly to the U.S. for master's degrees without drawing down the endowment seems to have been unduly optimistic. With KAEF support for one student for one year costing U.S. \$64,500, we now know that supporting 20 master's degree students (two cadres of ten each) for one year would cost approximately U.S. \$1,290,000. To earn that income on the initial U.S. \$7.9 million endowment would have required an annual return of 16 percent. Even with AC's reduced target of eight Fellows per year (or 16 enrolled at any given point of time) requires an expenditure of a million dollars and an annual return on \$7.9 million of 13 percent. Even had the financial crisis not hit, it is extremely unlikely that such rates of return could have been achieved.

Similarly we now know with the advantage of hindsight that the assumption that AC could raise funds sufficient to enable it to expand (perhaps double) the number of KAEF Fellows was wildly optimistic. Indeed, those fundraising efforts have fallen far short even of the amounts necessary to make up the shortfalls between annual income from the endowment and annual expenditures to support cadres averaging seven per year.

A second issue concerns USAID's role in monitoring the project. USAID's oversight seems at best lackluster, providing cursory responses to AC questions and submissions. USAID has not played the active monitoring role envisaged in the founding KAEF agreement.

VI. CONCLUSIONS AND FUTURE DIRECTIONS

CONCLUSIONS

KAEF is a success with respect to its Fellows program. As a conventional non-institutional development participant training program, KAEF has done very well. With its 100 percent success rate at U.S. universities and relatively high return rate, many other programs would be envious of its accomplishments. There is also every indication that KAEF Fellows who have returned are making a difference in their firms and institutions, and the KAEF name is becoming increasingly known in Kosovo as a symbol of excellence. This is an impressive list of accomplishments. Those at AC who worked on KAEF and the Fellows who benefited from it should feel proud of their accomplishments.

KAEF has not done as expected financially, and it will cease to exist if current financial trends continue. Whether justified or not, USAID and AC had higher expectations – that KAEF's endowment would be “perpetual” and allow the program to continue indefinitely. From that perspective, the record is troubling. Although AC went outside to hire talent to conduct the asset management and fundraising functions in a professional manner, the latter has clearly not had the success expected. As a result, despite AC's quite successful efforts to curtail costs, the program has run large deficits that had to be covered by drawing down the endowment, leaving the sustainability of KAEF over the long-term uncertain.

FUTURE DIRECTIONS

KAEF's Uncertain Future: Should USAID try again to make KAEF into a perpetual fund? Even if income does not increase, KAEF has more than U.S.\$5.7 million in assets which should be sufficient to continue the program at its current level of activity for another ten years. During that time, it might produce 75 more Kosovar master's degree graduates, bringing the total to perhaps 125. That would be an impressive record of accomplishment for U.S.\$7.9 million of “recycled” funds – funds that USAID had already used to create businesses and jobs. Thus, the option of letting KAEF continue on its current financial road does not mean that this effort has been a failure. Quite the contrary, it may be time for USAID to declare success and prepare for the more complete handover of responsibility to AC.

If USAID wants to try again to make KAEF last in perpetuity, it has limited options. USAID does not have expertise in asset management or fundraising, so directly helping KAEF in those areas is not realistic. Providing additional USAID resources is apparently impossible under current policy or statute. USAID might, however, find it possible to use KAEF as a vehicle for sending Kosovars to the U.S. under another project, such as its new Education Legacy project. What effect such an arrangement would have on KAEF's future would depend greatly on the details of the financial arrangement; it is unlikely to be a panacea. Another option might be for USAID to use its “good offices” to secure a sizable donation from another source, such as the Government of Kosovo. If this were done, care would need to be exercised to ensure that the all of the positive elements of KAEF, including its record of fairness and transparency, are not weakened.

Another way of moving KAEF toward a more financially secure future would be to slash the number of Fellows supported per year. This option has never been attractive to AC, probably with good reason. The fewer Fellows, the less impact the program will have. Also, there are economies of scale in running a scholarship program; cutting the number of Fellows would almost assuredly affect already high per student costs by increasing them to some degree.

Regardless of whether or not USAID involves itself in obtaining additional financing for KAEF, there is an obvious need to review and discuss fundraising options for the future. The authors of this report do not pretend to have the answer about what to do, but they do believe that whatever course is taken it should be carefully considered and jointly agreed to by AC and USAID.

Making KAEF better? This report reveals a few areas in which consideration might be given to making adjustments in KAEF.

- **Increasing Kosovar involvement in decision-making and in fundraising.** The returned Fellows and the Kosovar members of the Board are too valuable a resource to waste. They could be contributing more, and they would surely welcome the opportunity. The involvement of graduates and Board members seems particularly appropriate in doing fundraising with Kosovar businesses – the most fruitful source of donations to date.
- **Reviewing options to increase the development impact.** KAEF is oriented toward selecting the candidate most likely to succeed in a U.S. master’s degree program regardless of the applicant’s proposed field of study, provided it is in within the eligible fields. Implicitly, it assumes that all master’s degrees within the eligible fields are equal in value. Moreover, not all master’s degrees – not even all degrees in the currently accepted fields -- necessarily have the same development impact. USAID and AC may thus wish to increase the development criteria or emphasis in selection vis-à-vis the academic performance criteria. Substituting some development professionals for admissions officers might bring that shift about. Consideration could be given, as well, to giving preference from time-to-time to one discipline over another or to the development of a critical institution.
- **Address the participation of women and minorities.** KAEF is oriented toward selecting the candidate most likely to succeed in a U.S. master’s degree program regardless of gender or ethnic group, and its founding documents specify that gender equality is a goal of AC. However, the approach to application and selection appears to have been blind to the effects of gender roles on women’s participation and the vulnerability of minority groups. A combination of methods would be needed to address the situation. For example, one piece could be implementing a gender- and culturally sensitive recruitment effort aimed at women and minorities. Additionally, identifying and addressing bias in application and selection processes could increase equity. Despite the higher number of women enrolled in tertiary education, equal participation of women in the fellowship is unlikely to be achieved unless some effort of this kind is instituted.
- **Improving analysis and reporting.** The evaluation team recommends that AC develop a substantially more comprehensive format for its annual reports. Those reports should not just summarize the previous year but explain how the previous year’s activities fit with or change what happened in previous years. Reports should identify trends with respect to the sex, ethnicity and fields of Fellows; their test scores; their performance; their participation in internships and Practical Training and their experiences upon returning home. Decisions of the Board and significant decisions of AC staff about the project should be noted and the reasons for them explained. The results of internal evaluations of KAEF processes should be summarized along with steps, if any, that AC plans to take to make improvements. The finances of the project should not only be presented, they should be analyzed. Significant deviations from the previous annual budget plan should be explained fully. Data should be presented in easy to read tables with accompanying explanation of trends, issues, successes and failures, etc. Similarly, the report should show revenues and expenditures for the entire period; changes in the endowment, trends and problems.

- **Convincing more Fellows to return to Kosovo.** As noted in Section IV above, the evaluation team did not have the opportunity to review what actions AC had taken to encourage the return to Kosovo of the six Fellows who never returned or the two who returned and then left. As these cases reduce the KAEF's impact, the evaluation team suggests that AC and USAID review these cases and consider whether additional action is warranted.
- **Find ways to strengthen linkages.** Although many Fellows reported that they have maintained contact with at least one individual at their host universities, the evaluation team's experience in other countries suggests that such ties are often fragile and do not last. Yet, such ties can encourage a flow of technical information and mutual understanding useful to both countries. This is presumably why the development of linkages were mentioned in the original KAEF agreement as a desired outcome. To enhance the development of linkages, the evaluation team recommends that AC seek ways to encourage activities in Kosovo that would strengthen linkages between the Fellows and their host U.S. universities and among the Fellows themselves. The Fellows themselves are probably the best source of ideas about how this might be done. A small amount of money, perhaps matched by contributions from the Fellows, their employers or the U.S. universities might go a long way to build lasting linkages.

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ANNEX A: SCOPE OF WORK

Activity Two - STATEMENT OF WORK

Kosovo American Education Fund (KAEF) Mid-Term Performance Evaluation

Name of Activity to be Evaluated:	Kosovo American Education Fund
Implementer:	American Councils for International Education
Award Number:	BPA No. EDH-ER-00-08-00003-00
Agreement Value:	\$7,881,921
Life of Program:	May 2004 – May 2014
Period to be Evaluated:	2004-present (with emphasis on the past 3 years)

I. SUMMARY

USAID/Kosovo seeks to carry out a Performance Evaluation of the implementation of the Kosovo American Education Fund. The endowment program managed by the American Councils for International Education is being implemented since May 2004 and will conclude in May 2014. The goal of the Fund is to support long-term development in Kosovo by providing graduate-level scholarships to qualified Kosovars to study in the United States in the fields of economics, finance, business, law, trade, and other fields that would support Kosovo's development.

II. BACKGROUND

The Kosovo American Education Fund (KAEF) was established in 2004 from the proceeds generated from the sale of the American Bank of Kosovo. The bank shares were held by the Kosovo Business Finance Fund (KBFF) established by the USAID in 1999. The proceeds in the amount of \$7,881,921 formed the base of the Grant Agreement with the American Councils for International Education (AC) to establish an endowment – the Kosovo American Education Fund. The provisions in the Grant outline the following main parameters of the endowment and responsibilities of the American Councils: (1) the endowment is a perpetual endowment with a direct oversight by the USAID for a period of ten years (until May 2014); (2) during the post-oversight period USAID will not monitor the management of the endowment but will retain certain residual refund and termination rights; (3) the American Councils is expected to solicit additional contributions (referred to as 'Donor Funds') to supplement the USG contribution. The Donor Funds are not considered as part of the Endowment but are to be used 'in a manner not inconsistent with the terms and conditions of the Endowment.' (Award Document, p.7); (4) the AC on annual basis reports on the Endowment assets, financial and operating plan, and the annual report provides the following information: annual audited financial statement; a description of program activities; information on scholarship recipients, achievements, challenges and progress; project management plan, including staff and their roles; (5) AC is to engage an independent outside evaluator to carry out an evaluation after the fourth and the seventh year of the agreement (2009 and 2012).

In 2009, American Councils has hired Dr. Kenneth Tolo to conduct an independent assessment of the KAEF Program (Annex A). The evaluation addressed all the programmatic and financial aspects of the program through 2009 and provided recommendations for areas of possible improvement. In response to the evaluation, in the spring 2012, American Councils plans to implement an applicant survey that would help address some of the themes raised in the Tolo report. Such as:

- Has the prestige of the KAEF program declined relative to other fellowship opportunities available in Kosovo;
- Level of concern among the potential applicants with keeping their current employment rather than risking finding a new job after the program;
- The level of desire to accept post-degree employment outside of Kosovo, including the U.S.;
- The impact of new KAEF Program requirements, especially for the members of the minority groups (e.g., submission of a Kosovo passport).

Since its inception, KAEF has awarded 57 fellowships, of which 39 Fellows have already finished their studies. Most of them have returned to Kosovo but the exact numbers need to be verified with the American Councils. Currently, 18 Fellows are enrolled at the U.S. universities and 3 Fellows who have finished their studies are working in the U.S. as part of their practical training internship.

III. PURPOSE OF THE EVALUATION

The main purpose of this performance evaluation is to provide USAID/Kosovo with an objective external assessment of the management and outcomes of the activities carried out under KAEF to date. The evaluation will help the mission to: (a) understand whether the project is meeting its objectives; (b) document the project outcomes and, whenever possible, the impact; (c) derive lessons learned and use them to inform future project design under the Transformation Leadership for Change.

IV. TARGET AUDIENCE(S)

The primary target audiences are the USAID/Kosovo, especially the Office of Economic Growth and the Program Office; the Europe and Eurasia Bureau, Office of Democracy, Governance, and Social Transition, and the Program Office; and the implementing partner, the American Councils for International Education. The evaluation will enhance USAID's knowledge and understanding of endowment management and the various aspects associated with delivery of a U.S.-based scholarship program that will inform future designs of activities with scholarship components. The American Councils will gain a more nuanced understanding of the project's performance and results from the perspective of the scholarship recipients.

V. STATEMENT OF WORK

The overall purpose of this evaluation is to determine whether the project is meeting its objectives; document the project outcomes and, whenever possible, the impact; and derive lessons learned that could inform approaches to future Mission project design. To achieve the above, the contractor will provide one expert or a two person team of experts to develop and implement an evaluation that elicits and analyzes information, and provides key findings, conclusions, and recommendations on the issues below.

The **key questions** for the evaluation include:

- I. What is the profile of Fellowship Applicant and Recipients?** Information should be provided on the number of applicants and scholarship recipients disaggregated by sex, place of residence, fields of study, institution from which they obtained their first degree and other relevant characteristics. The English language skills of the applicants and the selected scholarship recipients should also be summarized. Trends on testing scores - TOEFL, GRE, GMAT (as

appropriate) – for each cohort should be summarized, including the average cohort score as well as the score range.

2. **How satisfied are the Fellowship recipients with the KAEF program and the American Councils' performance in placement and management?** For instance, do the Fellows believe that their needs are being met? If not, what aspects are not being met and why?
3. **What are the outcomes for Fellows following completion of their fellowship?** Information should be provided on employment of the Fellows before and after their studies in the U.S., including current position held. Information should also be provided on the sectors in which the former Fellows work: public, private, NGO, self-employed. Do/did the Fellows and/or other stakeholders believe that they have gained skills and knowledge to contribute to Kosovo's development? Are the skills and knowledge gained relevant to contribute to Kosovo's development? Do fellows complete fellowships on schedule and if not, what were the reasons? Information should be provided regarding contributions made by Fellows to the development of Kosovo or the institutions in which the Fellows currently work.
4. **What are the outcomes of the American Councils fundraising efforts?** Describe and discuss the fundraising strategy in Kosovo, the U.S. and, as appropriate, in other countries as developed by the American Councils, including results to date (in terms of dollars raised over time and diversity of sources), effectiveness of the approach, challenges, and plans for the future.
5. **Are the current management practices effective in achieving program goals?** Four aspects of current management practices should be examined:
 - Distribution of the endowment funds among the activities supporting the program goals;
 - Cost trends of the scholarship program and the American Council's approach to reduce per/student expenses, such as tuition reduction, in-kind contributions, etc.;
 - Outreach and selection activities to identify a diversified pool of potential scholarship recipients;
 - Integration of gender considerations into outreach and selection activities, including measures to enhance participation of women and other disadvantaged ethnic or social groups.

The **requested projections and recommendations** from the contractor based on evaluation findings include:

6. **Review the overall anticipated deliverables which were outlined at the beginning of the activity and use them as an important baseline inform the assessment.**
7. **What would be the likely consequences for KAEF's future fundraising outcomes if another local (i.e., non-US funded) endowment-like institution were to be established?** The response to this scenario should be based on the effectiveness of past fundraising efforts as described in question 4, future projections of fundraising, and analysis of available data on the number of qualified applicants.
8. **What (if any) activities and/or approaches should be added to achieve program objectives?**

VI. METHODOLOGY

This performance evaluation will rely on a mix of methods, including documentation review, small surveys, and in-person or telephone interviews with key informants in the U.S. and in-person interviews in Kosovo. The Contractor will review all the available documents made available by USAID Kosovo prior to departure. Upon review of the enclosed documentation, the contractor will develop an evaluation framework that is most appropriate and financially feasible to accomplish the goals outlined in the SOW. In considering the evaluation design, the Contractor will strive to incorporate diverse information gathering approaches in order to reach the widest possible sample of the main target audiences (project participants, current employers of the Fellows, the implementing partner).

In preparing a data-gathering approach, questions should be tailored to reflect, as appropriate, the specific roles of the stakeholders. The data analysis plan will include how interview and/or focus group interviews will be transcribed and analyzed; what procedures will be used to analyze quantitative data from surveys and qualitative data from key informant and other stakeholder interviews; any methodological limitations; and how the evaluation will weigh and integrate qualitative data with any quantitative data. All data will be disaggregated by sex, as appropriate.

In answering question one, the Contractor will obtain the documented information from American Councils on program applicants and recipients. Some of the relevant information on recipients, such as fields of study, academic placement, length of programs, and place of employment for the past and current Fellows is presented in the 2011 Annual Report.

In answering questions two and three, the Contractor is expected to develop a survey instrument/protocol for the current and past Fellows to collect their views on the KAEF program and American Council's performance, their personal outcomes as a result of their participation in the KAEF program, and the application of the skills/knowledge gained in their current profession. All current and past scholarship recipients should be asked to respond to the survey and the contractor should make multiple attempts to secure the responses of initial non-responders. The instrument should provide for quantification of qualitative responses. Contact information for the present and former Fellows will be provided by the American Councils. To date, KAEF has awarded 57 fellowships of which 39 have completed their studies and three are still working in the U.S. as part of the practical training internships. There are 18 current Fellows.

The survey information will be supplemented by semi-structured telephone and/or in-person interviews or focus groups with current and past Fellows for more in-depth responses. The contractor will also develop survey protocols for current employers of past Fellows that identify program outcomes at an individual level (according to the employer) and, whenever possible, at an institutional level (again, according to the employer).

Information for question three, regarding employment of Fellows is also available in documentation provided by American Councils.

In answering question four, the Contractor will review the available information presented in the annual reports, financial reports, and the 2009 assessment, as well as conduct interviews with the relevant stakeholders internal and external to American Councils. At a minimum, the contractor will interview the American Councils President, the Vice President (responsible for KAEF oversight), the local KAEF Director and selected members of the U.S. and Kosovo KAEF Committee. The contract should also try to interview some of the current donors. The donor contact information will be provided by the American Councils.

In answering question five the Contractor will review and describe the current management structure/s and practices according to both project documentation and key informants, and analyze the relationship of these practices to the program's goals. To the extent possible, the Contractor should identify relevant best practices of similar institutions and compare American Council practices to these best practices in assessing potential effectiveness. The Contractor is encouraged to utilize information from the Fellow surveys and interviews in addressing this question.

In answering question six the Contractor will review the grant instrument to be informed of expectations.

VII. CONTRACTOR TASKS AND DELIVERABLES

A. Task One: Literature Review and Evaluation Methodology Preparation

Prior to beginning the data collection, the Contractor shall prepare for the evaluation by reviewing key documents and background material on KAEF; and applicable USAID design and project documentation.

B. Task Two: Conduct Fieldwork

The Contractor will start the data collection (surveys administration and interviews) in the U.S. Upon arrival to the Mission, the Contractor shall meet with the Mission M&E specialist and with the USAID/Kosovo Youth and Education / Economic Growth Office to review objectives of this evaluation. The contractor shall collect data from a broad range of stakeholders familiar with the Kosovo American education Fund (KAEF) program as outlined in the SOW.

C. Task Three: Report Preparation and Briefing

The Contractor shall provide an oral briefing to outline preliminary findings to the USAID/Kosovo senior management, Program Office and Youth and Education / Economic Growth Office prior to departure and present a draft report within ten business days of returning to the home offices. The final report will be due within 5 business days following receipt of comments from USAID. See deliverables below for more detail.

D. Deliverables

- 1. Work Plan and Evaluation Design** - A Work Plan and Evaluation Design for the evaluation shall be completed by the Contractor within two weeks of the award of the contract and presented to the M&E Specialist/COR for approval prior to starting any data collection and the meeting with the Education Advisor at USAID Bureau for Europe and Eurasia / Washington. The evaluation design will include a detailed evaluation design matrix (including the key questions, the methods and data sources used to address each question), draft questionnaires and other data collection instruments, and known limitations to the evaluation design. The work plan will include the anticipated schedule and logistics and delineate the roles and responsibilities of members of the evaluation team.
- 2. Oral Briefings** - The Contractor will meet with USAID/Kosovo upon arrival in Kosovo to review the objectives of the evaluation. Prior to departure, the Contractor will provide an oral briefing on the findings to the USAID/Kosovo senior management and economic growth office.

3. **Draft Report** - The Contractor will present a draft report of findings and recommendations to the USAID/Kosovo Program Office within ten business days from the time of return to the base offices.
4. **Final Report** - The Final Report will be provided to the USAID/Kosovo Mission Monitoring and Evaluation Specialist in electronic form within **five days** following receipt of comments from USAID. The evaluation final report should include an executive summary, introduction, background of the local context and the projects being evaluated, the main evaluation questions, the methodology or methodologies, the limitations to the evaluation, findings, conclusions, recommendations (if applicable) and lessons learned.

The Report should not exceed 40 pages, including the Executive Summary (required) or other information contained in Annexes that complements what is presented in the body of the text (e.g., the evaluation plan, copies of any data collection questionnaires that are used, tables of data, references to web sites and other resource materials, etc.).

The executive summary should be 3-5 pages in length and summarize the purpose, background of the project being evaluated, main evaluation questions, methods, findings, conclusions, and recommendations and lessons learned (if applicable).

The evaluation methodology shall be explained in the report in detail. Limitations to the evaluation shall be disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (e.g., selection bias, recall bias, unobservable differences between comparator groups, etc.)

Because not all consumers of the Report will be USAID program managers and policy makers, the paper should strive to be readable by a general audience, although technical terms may be involved. The Report should include a glossary that defines technical terms that may be unfamiliar to some readers.

The annex to the report shall include:

- The Evaluation Scope of Work
- Survey results tables
- Any “statements of differences” regarding significant unresolved difference of opinion by funders, implementers, and/or members of the evaluation team
- All tools used in conducting the evaluation, such as questionnaires, checklists, and discussion guides
- Sources of information, properly identified and listed
- Disclosure of conflicts of interest forms for of all evaluation team members, either attesting to a lack of conflict of interest or describing existing conflict of interest

Upon approval of the final content by USAID, the Contractor will be responsible for editing and formatting the final report within five working days. The Contractor will make the final evaluation report publicly available through the Development Experience Clearinghouse within 30 calendar days of final approval of the formatted report. A final report in both hard (5 hard copies) and electronic format will be submitted to USAID Kosovo M&E Specialist / COR.

Criteria to Ensure the Quality of the Evaluation Report

An acceptable report will meet the following requirements as per USAID rules and procedures (please see: <http://www.usaid.gov/policy/evalweb/documents/TIPS-ConstructingAnEvaluationReport.pdf>) but be not limited to:

- The evaluation report should represent a thoughtful, well-researched and well organized effort to objectively evaluate what worked in the project, what did not and why.
- The evaluation report should address all evaluation questions included in the scope of work.
- The evaluation report should include the scope of work as an Annex. All modifications to the scope of work, whether in technical requirements, evaluation questions, evaluation team composition, methodology or timeline shall be agreed upon in writing by the USAID Mission M&E Specialist.
- Evaluation methodology shall be explained in detail and all tools used in conducting the evaluation such as questionnaires, checklists and discussion guides will be included in an Annex to the final report.
- Evaluation findings will assess outcomes and impacts using gender disaggregated data.
- Limitations to the evaluation shall be disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (selection bias, recall bias, unobservable differences between comparator groups, etc.).
- Evaluation findings should be presented as analyzed facts, evidence and data and not based on anecdotes, hearsay or the compilation of people's opinions.
- Findings should be specific, concise and supported by strong quantitative or qualitative evidence.
- Sources of information need to be properly identified and listed in an Annex, including a list of all individuals interviewed.
- Recommendations need to be supported by a specific set of findings.
- Recommendations should be action-oriented, practical and specific, with defined responsibility for the action.

VIII. EVALUATION TEAM

I. Key Personnel/Qualifications of Consultants

The contractor shall consist of one U.S. consultant and one local translator/logistics coordinator.

The U.S. Contractor shall demonstrate familiarity with USAID's Evaluation Policy (<http://www.usaid.gov/evaluation>) and the Human and Institutional Capacity Development (HICD) Policy (<http://www.usaid.gov/policy/ads/200/201maf.pdf>.) The Contractor (implementing team) will be required to provide a signed statement attesting to a lack of conflict of interest, or describing an existing conflict of interest.

Desired qualifications of team member/s also include:

- extensive experience in designing and carrying out formative and summative evaluations in diverse cultural settings including designing and conducting focus groups and web-based questionnaire applications;
- substantial quantitative skills appropriate for analysis and manipulation of data compiled during this activity;
- refined analytical skills in order to assess project impact and the nuances of various cultural and other influences on the project activity;

- well-developed communication skills and ability to effectively interact with individuals from different cultures and elicit pertinent information from interviews;
- A graduate degree in one of the following: education, international education, economics, or a related discipline;
- 10-15 years of experience in addressing issues in higher education, including educational partnerships, internships or exchanges, and fundraising. Knowledge of and/or experience with endowments is highly desirable but not required.

The local team member should be able to provide both translation when necessary and logistics management, including coordination of meetings.

2. Logistics

A. Period of Performance and Duty Station

It is hoped that the evaluation will take place in May - June 2012 after the task order is awarded, in the US and in Kosovo. Upon award, the contractor shall propose the schedule of how much time will be needed in the US to conduct the survey and the interviews. However, the total level of effort (LOE) for the contractor will be 30 work-days in total. While the total period of performance should not exceed 60 days (including 30 LOE days), two weeks total pre- and post-trip which will be authorized in the U.S. (or home location).

B. Administrative and Logistical Support

The related USAID Kosovo project team will provide administrative and scheduling assistance in scheduling initial interviews with stakeholders.

The Contractor will be responsible to provide transport and translation services. USAID can assist in identifying potential service providers.

IX. EVALUATION CRITERIA

As a single award BPA, GEM II is pre-competed consequently, no additional competition will be necessary. Therefore, the Contractor's proposal to the Mission will include a clearly identified methodology and a list of key research questions. This should be a maximum of 15 pages (not including resumes). The Contractor should further list staff proposed for this task order and include their resumes and statements of availability.

The proposal shall clearly list:

Key Personnel – This should be staff with experience in education, international education, economics, or a related discipline and extensive experience in designing and carrying out formative and summative evaluations in diverse cultural settings See experience required under section VIII. "EVALUATION TEAM".

Overall Evaluation Design – Contractor's overall evaluation design shall describe their overall approach to the tasks defined in this scope of work, including alternative suggestions to specifications in this scope of work if so justified.

X. MISSION POINT OF CONTACT

In accordance with the USAID Evaluation Policy, this task order will be managed by the USAID/Kosovo Program and Project Office. The Primary point of contact is Ardian Spahiu, Mission Monitoring and Evaluation specialist (aspahiu@usiad.gov). The secondary point of contact is Andrew Boegel, Program and Project Officer (aboegel@usaid.gov).

XI. OTHER REQUIREMENTS

A six-day work week in Kosovo is authorized.

All Team members will be required to provide a signed statement attesting to a lack of conflict of interest, or describing an existing conflict of interest.

The Evaluation team shall demonstrate familiarity with USAID's Human Subject Protection Policy and USAID's Evaluation Policy (<http://www.usaid.gov/evaluation>).

Safeguarding the rights and welfare of human subjects involved in the survey research supported by USAID is the responsibility of the Contractor. USAID has adopted the Common Federal Policy for the Protection of Human Subjects, Part 225 of Title 22 of the Code of Federal Regulations (<http://www.usaid.govb/policy/ads/200/200mbe.pdf>). Recipient organizations must familiarize themselves with the USAID policy and provide "assurance" that they will follow and abide by the procedures of the Policy.

All records from the evaluation (e.g., interview transcripts or summaries) must be provided to the COR. All quantitative data collected by the evaluation team must be provided in an electronic file in easily readable format agreed upon with the COR. The data should be organized and fully documented for use by those not fully familiar with the project or the evaluation. USAID will retain ownership of the survey and all datasets developed.

All modifications to the scope of work, whether in technical requirements, evaluation questions, evaluation team composition, methodology or timeline need to be agreed upon in writing by the technical officer.

XII. PROPOSED TIMELINE AND BUDGET

This evaluation is expected to last up to 60 days (including 30 LOE days). The exact dates of beginning and of ending are TBD.

Proposed Timeline:

The contractor may propose a different arrangement of tasks and balance of days of pre-departure and on-site work.

Tasks	Time (work days)
Pre-departure preparation and research: a) review documents; b) confer with USAID/W; c) confer with American Councils on International Education; d) draft initial work plan; e) draft evaluation design; f) draft questionnaires; g) submit work plan, evaluation design, and questionnaires to USAID/Kosovo for clearance; h) finalize work plan, evaluation design, and questionnaires; i) administer approved questionnaires to survey subjects in the U.S.; j) follow up with non-responding subjects; and k) conduct follow-up interviews with select subjects.	10 days
Round trip travel (US-Kosovo-US)	3 days
On-site research and data collection in Kosovo. Meeting with USAID/Kosovo Mission's M&E Specialist and with Youth and Education/EGO Office; project stakeholders; Draft Report and Out-brief (Full draft report, including executive summary, and presentation to USAID/Kosovo Mission)	12 days
Final Report due	5 days after receiving mission feedback on draft
Total LOE	30 days

ANNEX B: KAEF EVALUATION WORK PLAN

June 10, 2012

This document sets out the plan of work for conducting the JBS/Aguirre evaluation of the Kosovo American Education Fund (KAEF). This evaluation will be conducted starting June 5, 2012. The final report will be completed and submitted to USAID in mid-July – the exact date to be determined by the timing and extent of changes that USAID requires to the draft report.

The evaluation team expects that, as it progresses and obtains more information, some modifications in this work plan may be necessary. For example, the final survey instrument may need to be modified following discussions in the coming days with AC staff and with USAID's education officer in the E&E Bureau. The team will keep USAID/K fully informed about any modifications it sees as necessary.

Evaluation Team Members. The JBS/Aguirre team consists of the following members:

- Gerald Wein, Team Leader (consultant)
- Melita Cacaj, Education and Training Specialist in Kosovo (consultant)
- Nicole Zdrojewski, Program Officer in Washington, DC

The team will work under the guidance and supervision of Roger Rasnake, Vice President, Aguirre Division of JBS International.

It is the team's intent to work collaboratively with the American Councils for International Education (AC), the organization whose program is being evaluated. The team is confident that it can do this without compromising its independence.

Key Steps in Conducting This Evaluation

Document Review

The review of documents related to the project is traditionally the first step in any evaluation. The review allows the evaluation team members to become thoroughly grounded in the project so that they can formulate appropriate questions for interviews with stakeholders and guides the development of interview protocols and survey instruments. Failure to carry out this step adequately increases the risk that they will take their time and that of respondents asking questions which have already been addressed in documents.

The evaluation team initiated its document review on June 4 and continued as documents became available. Although the team had a number of the key documents from the outset, others were slow in arriving. That problem was solved when USAID/K informed the AC that it had contracted with JBS/Aguirre for this work. The document review was proceeding rapidly as this work plan was being developed.

AC has already begun to make available data and tables that are not in published reports. Further, the team is hopeful that AC will have tables showing the progression of various aspects of the program (e.g., applicants, placements, revenues, expenditures) which will short cut the need to build those tables from a review of annual documents. Finally, the team will revise the data collection instruments one additional time before putting them into use after it has reviewed data and information available in Washington, DC. This should minimize the risk that the draft data collection instruments attached to this document would duplicate existing material.

Development of Interview Guides and Protocols and Survey Instruments

Interview Guides and Protocols. The team's first interviews or meetings (beginning on July 11) will be with the AC staff. As AC staff are expected to be the source of a great deal of information about the program, the team has prepared a set of questions to use in these meetings. The list is extensive and covers almost every aspect of the KAEF program. (See Annex A attached.)

The team's second set of interviews will be with USAID staff. These meetings will give the team a better understanding of what USAID wants from the evaluation, USAID's perspective on KAEF, and the likely future directions of USAID programming in Kosovo. The first meeting with USAID will be in Washington with the E&E Bureau's education officer, o/a July 13. The following week, team members will meet with USAID/Kosovo staff. (An initial set of questions that the team will pose in those meetings is provided as Annex B to this document.)

The evaluation team has given considerable thought to interviews with individual Fellows. The problem with using a standard protocol for interviews with Fellows is that it would largely duplicate the questions asked in the surveys. The team leader's experience on a very similar evaluation in West Bank/Gaza suggests that individual interviews following a fixed interview protocol were time consuming and produced little new information not already provided from the surveys. For this reason, general interview protocols to be used with Fellows are not included with this work plan, and another strategy is proposed.

In lieu of posing a standard set of questions to Fellows in one-on-one interviews, the evaluation team suggests that its limited resources might be employed (a) following up to get Fellows who have not responded to the surveys in a timely manner to do so; (b) reviewing the individual survey responses to identify issues and ideas and to follow-up with phone interviews focused on those issues; and (c) holding focus groups with participants who have returned to Kosovo. The evaluation team believes that this strategy will generate more useful information for reporting and analysis. A guide for the proposed focus groups is attached as Annex C.

Survey Instruments. To obtain the views of KAEF Fellows about various aspects of the program and its impact, the evaluation team expects to launch two surveys. The first is intended to obtain Fellows' views on the various processes that the KAEF implements and on the university programs in which the Fellows have participated. The team plans to ask every Fellow to complete this survey. The second survey will attempt to assess some of the impact of the KAEF training.

In an effort to avoid asking questions about the KAEF program for which the answers are already known, the team consulted with AC by telephone and email to determine the extent to which AC or others have surveyed student views about various elements of the program. In response, AC provided a quite comprehensive survey instrument that it designed to collect information at the end of Fellows' programs. In reviewing that survey instrument, the evaluation team found that it mirrored closely what the team expected to cover in its own survey. Excited at the prospect that the data the team planned to collect might already exist, the team queried AC as to whether it had implemented the survey and obtained results that it could share with the team. At the time of this writing, the answer to that question is not entirely clear. The team believes that AC may have indeed implemented the survey, but that it has thus far received limited response from its Fellows. The evaluation team expects to obtain a clear understanding of the status of the AC survey early in the week of July 11-15.

The team believes that it would be desirable, if possible, to use the AC survey instrument (perhaps with some modifications). Collecting information using the AC survey instrument would establish a baseline that AC could (and would presumably be favorably disposed to) use again in coming years. Thus, instead of conducting a survey that provides a one-time snapshot of Fellows' views, the evaluation team might be able to conduct a survey using the AC's instrument that could both provide the needed snapshot and provide a basis for future comparisons. (The AC's survey instrument is attached as Annex D.) If using the AC's survey instrument proves unworkable, the evaluation team will immediately prepare (and share with USAID) its own survey instrument which will be quite similar to the existing survey instrument in Annex D.

The evaluation team plans a second, complementary survey designed specifically to obtain information about the impact of the US study on the returned participants. That "supplemental survey" would be administered only to Fellows who have completed their training and returned to Kosovo. The team's draft survey instrument for this purpose is attached as Annex E.

During the course of the coming week the evaluation team will consider ways that it might shorten the basic survey or the supplement for returned participants. The team is aware of the danger that too lengthy surveys can pose.

The JBS team will use Qualtrics to carry out the survey. Qualtrics is user-friendly online survey software that looks professional and enables easy and organized data downloads. Qualtrics also provides simple statistics for each question, including mean, variance, and standard deviation. JBS has used it for several online surveys, including one implemented as part of an assessment of the professional development needs of USAID education staff.

Surveys of this kind have risks and limitations. The scales employed to rate activities are subjective: what constitutes excellence to one respondent may be only adequate to another. Although the various stakeholders and the evaluation team members might wish for a more rigorous method of evaluating the effectiveness of programs, no such methods exist for a program of this type.

The assessment of impact poses particularly difficult methodological challenges. At best, the evaluation team can collect data and evaluate differences in employment and other activities of Fellows before and after study. The survey of returned Fellows will also obtain their opinion as to whether their knowledge and skills have changed, and how important those changes are in the workplace. Ideally, Fellows' opinions would be independently verified by employers or others, but in reality, finding someone who can do this is problematic. Evaluations of similar programs elsewhere have found that most participants returning from study in the US do not return to the same place of employment, and when they do, they almost always have different supervisors. Thus, it is very difficult to find employers who can comment reliably on changes in the returned participant's skills or productivity. Although the evaluation team will explore whether there are employers who might offer insight into these questions, the evaluation is likely to depend heavily on Fellows' own assessment of the impact on their careers and on the broader society.

Timetable of Activities

TIMELINE OF ACTIVITIES: KAEF Performance Evaluation, Kosovo	
Wk 1 June 5-11	<ul style="list-style-type: none"> • Review AC/KAEF project documentation • Develop survey instrument for Fellowship participants, alumni • Develop survey protocols for Fellowship employers • Develop work plan • Contact American Councils and collect additional documentation and data as needed • Travel to Washington DC (Est. June 10)
Deliverables: Work Plan and Evaluation Design by June 10	
Wk 2 June 12-18	<p><u>After approval</u> of work plan and evaluation design:</p> <ul style="list-style-type: none"> • Launch Survey • Meet with USAID/Washington • Conduct interviews with American Councils leadership • Continue to collect data from American Councils as needed • Conduct interviews with U.S.-based Fellows, as possible • Travel to Kosovo (Est. June 16-17) • Meet with USAID/Kosovar officials
Deliverables: Meet with USAID/Washington	
Wk 3 June 19-25	<ul style="list-style-type: none"> • Conduct interviews with AC/KAEF leadership in Kosovo • Conduct interviews with Kosovo-based Fellows • Conduct interviews with donors, employers, others as necessary
Deliverables: Provide Oral Briefing to USAID/Kosovo upon arrival	
Wk 4 June 26-July 2	<ul style="list-style-type: none"> • Complete Field Work in Kosovo • Share findings of program to HICD assessment team for Workshop (date TBD) • Outline report • Begin develop draft final report if possible • Meet with USAID/Kosovo officials
Deliverables: Provide Oral Briefing to USAID/Kosovo before departure (est. July 2)	
Wk 5 July 3-9	<ul style="list-style-type: none"> • Travel back to the US • Develop draft final report
Deliverables: Draft Final Report	
Wk 6 July 11-17	<ul style="list-style-type: none"> • Deliver draft report • Complete Final Report upon receipt of comments
Deliverable: Final Report 5 days after receipt of comments	

Annex A. Questions for Meeting with the American Councils

- **AC Experience with Similar Programs** (check the website first for this info)
 - **AC's track record.** For how many years has AC been running programs that bring foreign students to the US? Is it the largest organization doing so?
 - **AC's current work load.** How many programs does AC currently manage that bring foreign students to the US for university training? Are most of them at the MA level? Could you estimate how many students and MA students AC currently supports? How many overseas students has AC supported over time?
 - Does AC manage other endowment programs? If so, where and for how long? How well have they worked?

- **Staffing of KAEF**
 - What is the composition of the AC staff dedicated to the KAEF? How has staffing changed over the course of the program? Why? **Request** table showing positions, names and percentage of time dedicated to KAEF.

- **Numbers of Fellows**
 - **Confusion about the numbers.** The evaluation scope of work says that
 - 57 fellowships have been awarded (2004-2011);
 - 39 fellows have completed their studies, of which 36 have returned to Kosovo and 3 have remained in the US;
 - 18 were studying in the US in 2011-2012:The table that AC provided on participants statistics, 2005-2011, show 53 participants. Is the difference because of the four students who withdrew in 2011? **Request:** is there a table that shows cadres on one axis and students in the US on the other? This would make it easy to see how many fellowships were awarded in each cadre, how long they took to graduate and how many students were supported each academic year.

- **Fields of Study**
 - **Priorities and flexibility.** Have they changed at all over time? Is there sufficient flexibility to respond to new development priorities? Is there a mechanism for identifying new development priorities?
 - **Use of other resources.** Has AC been able to finance scholarships with other donor resources in other fields?
 - **Flexibility in the future.** Should there be a mechanism to review and, as necessary, change the field of study priorities? How might that work? Should it involve Kosovars?
 - **Request.** A table of participants by sex and year

- **Recruitment of Fellows/Application Process and Results**
 - **Recruitment strategy and implementation.** Is there a written recruitment strategy that includes targets for number of applicants, participation of women and minorities, regional coverage and other factors? Is there a standard set of procedures that is followed? Who is in charge of recruitment? Who carries out recruiting activities?
 - **Results achieved.** How adequate are the recruitment numbers? Has the program been able to recruit candidates with adequate academic and language capabilities and who are likely to return? Has the program achieved the desired balance in gender and ethnicity numbers? **Request:** a table with numbers, by year, gender
 - **Expenses.** The budget for recruitment is very small: is that a problem?

- **Issues.** What problems have been encountered in the recruitment and application processes? What changes have been made in the way KAEF encourages applications?
 - **Alternatives for targeting.** Would it make sense to target differently, e.g., different fields of study or participants working in higher education?
 - **The application process.** Has it been evaluated? (Has KAEF used the evaluation form that was sent to us? With what results?)
 - **USAID's role.** What role, if any, does USAID play in recruitment?
- **Selection of Fellows**
 - **Strategy and implementation.** How is selection handled? What are the selection criteria? Are they weighted to encourage gender, regional and ethnic balance?
 - **The mechanics of selection.** Who is involved in the selection process? Do US university admissions people travel to Pristina to interview candidates? Request KAEF's written description of this process.
 - **Issues.** What problems have been encountered? With 10 times more applicants than slots available, why are some people concerned about slight declines in applicants?
 - **Use of Alternates.** How often has a selected person declined? Does KAEF need as many Alternates as have been named? Do Alternates in one year receive any preference in the following year? Request a table showing numbers of applicants, Fellows and alternates by year and gender.
 - **USAID's role.** What role has USAID played in selection? Has USAID ever blocked candidates from being selected? If so, how often?
- **Academic and English testing; remedial English programs**
 - How do the scores in this program compare with those of other programs that AC manages?
 - Did KAEF change its policy on providing preparation for GRE and TOEFL testing?
 - Are there minimum scores on these exams that must be achieved if AC is going to be able to place the Fellows in programs?
 - How often do selected fellows require remedial academic or English training? The AC proposal to USAID indicated that all Fellows would go to UPenn for a preparatory program. Has this been the case? Are these problems more prevalent, for men or women, minorities?
 - Is remedial training offered? If so, how often has this occurred and at what cost?
- **Placement Process** (The list of university placements is impressive.)
 - Is AC under pressure from the US university community to use specific universities, departments or programs? If so, how do you deal with it?
 - Do KAEF staff routinely ask selected fellows if that have looked at US university programs and identified one that might best fit their needs?
 - Does AC encourage selected fellows to become participants in the placement process by researching programs on the Internet?
 - Does AC select a single program and seek admission for a selected fellow, or does it apply to several for admission and ask for cost?
 - Are all programs two years? Does KAEF give a preference to one or two year programs?
 - What is the story behind the four fellows who dropped out?
 - Do Fellows often complain about their placement? Does the KAEF ask Fellows how satisfied they are with their placement? Shouldn't that question be on the survey instrument that you are using?

- **Pre-departure orientation**
 - Does AC ask fellows to evaluate the pre-departure orientation when it is given and some months after they have been in the US?
 - Does AC use returned fellows in the orientations?
 - Has the content or format changed over time?
- **Arrival orientation**
 - Do you evaluate this orientation? If so, how? If not, why not?
 - Does AC ask Fellows after they have been in the US for a while (or even when they are ready to leave) what additional information should have been provided in orientations?
- **Monitoring student performance**
 - How does AC monitor performance? Does it get reports from both the universities and the fellows? Request a table on average GPA/year by sex.
 - What are the most common difficulties that Fellows have encountered?
 - Are there gender differences in Fellows ability to adjust to the US and/or to complete the program?
 - What is the “success rate” (rate of degrees completed, returned and effectively employed in Kosovo)?
- **Summer Internships, Workshops and Conferences**
 - Do all Fellows participate in this program?
 - Do they get paid?
 - How does AC assess the value of these programs?
 - Has AC conducted the January and summer workshops and conferences in Washington, DC that are mentioned in the 2004 proposal to USAID?
- **Post-degree Work Experience (Practical Training)**
 - Do all Fellows participate in this program?
 - What motivates Fellows to participate in this part of the program? Is the practical training really related to their study? Are their important financial considerations? Other factors?
 - How are the placements found?
 - When Fellows are paid, does AC support cease? When they are not paid, how much support does AC provide?
 - How does AC assess the value of these programs?
 - What are the visa regulations pertaining to working following study? Is an extension required? What is the procedure?
 - Is there evidence that Fellows who participate are less likely to return home?
 - What evidence is there that the post-degree training leads to better jobs when they eventually return home?
 - The AC proposal to USAID (2003 or 2004) indicated that post-degree work would be limited to three months and always be paid. Has this been the case?
- **Students' Non-Academic Concerns**
 - What and how frequent are complaints about allowances, housing, cultural or ethnic discrimination, etc.?
- **Research Grants**
 - How useful has this project element been? AC provided a list of expenses (included attendance at conferences, subscriptions to periodicals, etc.) Do those things have anything

- to do with the research grant component? Do you think the research grant component should be dropped? Request a list of grants by topic, recipient, amounts, conferences data, etc.
- Does AC favor keeping this program element? Why?
- **Finance**
 - **Revenue.** The primary sources would appear to be income from the endowment, donations, tuition waivers and (when necessary) drawdown of capital from the endowment. (Note: AC shows tuitions waivers as negative expenditures rather than revenue.) Are there other sources that are significant? What percentage has come from each source? Request a table by year showing the dollar amount and percentage of revenue from each source (An “Other” category may be necessary.) and a table showing total tuition charges, waivers and percentages, by year.
 - **Expenditures.** According to the actual 2010-2011 figures presented in your Annual Report, the management of the program (in Kosovo and DC) cost \$168,621, which was only 20.6% of total expenditures. Is this correct? Has this been true throughout the program? (Request Expenditures, by Year.) How is this achieved?
 - **Financing the shortfall.** How does AC cover the difference between expenditures and revenues from earnings on the endowment and fund raising?
 - **Endowment.** What are the earnings on the endowment at present? What are the honest prospects for getting the endowment back up? Request a table showing the size of the endowment over time. Request a table showing fundraising costs and revenue, by year.
 - **Endowment Management.** Is there a report on the management of the endowment that discusses how market conditions and investment decisions have affected the capital held in the endowment?
 - **Cost/student.** Average cost/year/student. Request a table showing this by year (unless that data will be on another table). What is the average time that a Fellow spends in the US
 - **Overhead.** What is the AC overhead? It seems very low. How is that done?
 - **Cost reduction.** Has AC taken steps to reduce operating costs? Do you have any ideas for decreasing costs further in the future?
 - **Impact and Follow-up on graduates.**
 - What evidence, if any, do you have that the US degree training is making a difference to the individuals? To Kosovo?
 - Do you have any ideas on how the impact could be enhanced?
 - What activities does AC conduct, e.g., efforts to ensure that graduates return home; that they find good jobs; that they remain in touch with their US universities; that they have access to literature on developments in their respective fields?
 - What additional activities, if any, are planned?
 - **Design Issues**
 - Does the program differ in any way from other overseas scholarship programs with which AC is familiar?
 - **Post-degree Practical Training**
 - How does AC assess the value of these training experiences?
 - What have been the results?

- **Post-study Programs**
 - What post-degree programs have been implemented? What has been their participation?
 - Is their evidence that returned fellows maintain regular contact with professors under whom they studied or that they have continued their education informally?
- **Management**
 - Do Kosovars have any role in the management of this program, e.g. in recruitment and selection, placement? If not, should they now or at some point in the future?
- **Networking and Linkages**
 - What do these terms mean in the context of KAEF?
 - What does AC do to create them?
 - How successful has it been?
 - What mistakes were made in the way the program was designed?
- **Miscellaneous Implementation Problems (if not covered in earlier discussions)**
 - How large a problem is English? What does AC do to address this issue?
 - How large a problem is inadequate academic preparation?
 - Has obtaining study visas been a problem?
 - Criticisms of recruitment and selection
 - Criticisms of placement (universities and programs selected)
 - Adequacy of stipends for food, lodging and other expenses
 - Policy of not allowing support for dependents: how big a problem is this? Has AC found any ways to ease this problem?
 - Academic difficulties: do many students need extra help?
 - Difficulty in adjusting to the US and to US universities: what is the experience?
 - Non-returning fellows: How many have not returned?
 - Success Rate: how many fellows did not complete their programs?

Annex B. Questions for USAID/Washington and/or USAID/Kosovo

- **KAEF design issues**
 - Did USAID consider greater Kosovar involvement in management? If not, is this something that should be considered in the future?
 - What were USAID's expectations about the number of fellows who would be selected annually, cost/Fellow, the revenue that would be generated by the endowment, other revenue that might be generated through fundraising and the number of Fellows that would be financed per year?
- **USAID monitoring.**
 - What is the process through which USAID monitors implementation?
 - Who has primary responsibility?
 - What is USAID's view of the KAEF annual reports?
 - Has USAID raised any concerns about recent annual reports?
 - What issues have concerned USAID about the operations of the KAEF?
- **KAEF finances**
 - What is USAID's understanding of KAEF's financial situation?
 - Do revenues cover expenses?
 - What is happening to the endowment?

- **USAID involvement**
 - How active is USAID in the decision making process, e.g., on recruitment and selection of fellows; selection of US universities; follow-up of returned participants; follow-up on participants who have remained in the US or third countries, determining the number of scholarships offered/year, on potential drawdown of the endowment?
 - The grant agreement says that USAID can intervene to veto candidates' selection, change the list hierarchy, etc. Has it ever exercised this authority?

- **Other donor funds.**
 - Why does USAID require that contributions not be commingled?
 - Since the endowment was created with other than appropriated funds, was this required?
 - Does USAID have any involvement in KAEF fund raising?

- **Potential new directions**
 - Has USAID considered targeting the scholarship program specifically to strengthen higher education in Kosovo? Would doing so necessitate financing PhDs instead of MAs?
 - If USAID wanted to change the fields of study or some other parameter of the KBFF-AC agreement, would it be possible to do so?
 - What is known at this time about the proposed education legacy project?
 - In the new education legacy program, is USAID thinking about incorporating an endowment into the plans?

Annex C. Plan for Returned Participant Focus Groups

This annex provides the evaluation team's initial thoughts on how the discussion at the Focus Groups might be managed. These ideas will be refined based on what is learned from the surveys and meetings with AC and USAID.

The team will invite 8-12 participants. If Fellows' interest in participating is high, the team would hold two focus groups.

The team will find a venue where participants can be seated comfortably. Non-alcoholic beverages and light refreshments will be served.

A member of the evaluation team will lead the discussion while another takes notes. Following a brief introduction about the evaluation and the team, the moderator will attempt to put the group at ease and get the discussion underway. S/he will encourage participants to speak frankly and promise confidentiality.

The moderator will emphasize that the objective of the discussion is to identify both the best features of the KAEF program and things that could be improved, and, if possible, to come up with specific suggestions as to how improvement might be achieved.

To facilitate the dialogue, the moderator will establish a few ground simple rules, such as only one person speaks at a time; everyone is to be respectful of others; disagreement about issues is fine, but personal attacks are not; all should relax and enjoy themselves. If the right atmosphere is established, experience with other Focus Groups suggests that the participants will increasingly remember and be willing to share their experiences and opinions as they hear what others have to say. In this way, Focus Groups can elicit information that surveys and individual interviews do not.

The team expects to divide the discussion into two parts: (1) the Master's Degree experience with KAEF and the post-degree training in the US and (2) their experience in reintegrating in Kosovar society and the impact of their training..

With respect to the KAEF Master's Degree program, time will not permit a discussion of every aspect. The moderator will suggest a small number of broad topics for discussion and give the participants considerable latitude about what within those areas they want to talk about. The broad topics might be:

- ***Applying for KAEF and Preparing to Go.*** The moderator might begin the discussion by asking what was the hardest thing about winning a fellowship. This opens the possibility that participants can talk about the application process, the academic or language requirements, or other issues. The moderator will challenge the participants to suggest ways things might be done better.
- ***The Experience in the US.*** The moderator might want to open the discussion by asking participants about what most surprised them in the US. The moderator will encourage suggestions about how the cultural shock and adjustment to US ways of doing things might be eased in the future.

The discussion might then proceed to the university programs. The moderator could encourage a discussion of placement by asking participants whether their views about their programs changed over time (as this is often the case with foreign students in the US). The key question to be explored is how appropriate they now see their programs given the advantage of hindsight.

The team will want to ask participants about their post-degree practical training. To the extent that there is a mixed response about the usefulness of that training, the group should explore what characteristics make some training more effective than others.

- ***Reintegration in Kosovo.*** The moderator will ask participants about their experiences upon returning home. How were they viewed by family, friends and prospective employers? Did they enjoy enhanced status? How difficult was it to find employment? How do Kosovars view KAEF Fellows vis-à-vis young men and women who studied in other countries? Has the attractiveness of KAEF scholarships changed? Are graduate scholarships plentiful or scarce? The discussion should end with an exploration of actions that KAEF might take to strength the appeal and effectiveness of its fellowships and how USAID might work to strengthen educational programs more broadly in Kosovo.

Annex D. AC Survey Protocol

The survey protocol that was originally contained here was revised in collaboration with AC. The revised instrument was sent to the USAID COR, who approved it prior to its being used. The final survey instrument actually use is included as Annex F in the evaluation report.

ANNEX C: DOCUMENTS REVIEWED

- American Councils for International Education. (n.d.). *2005 KAEF Annual Report*.
- American Councils for International Education. (n.d.). *2006 KAEF Annual Report*.
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- American Councils for International Education. (n.d.) End of Program Survey (data collection survey instrument developed by AC to obtain the opinion of Fellows on KAEF processes and the program impact).
- American Councils for International Education. (n.d.) *Endowment No. 0001 Kosovo American Education Fund (KAEF)*
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- Statistical Agency of Kosovo. (2011). *Series 5: Social statistics. Education Statistics 2010-2011*. Pristina
- Tolo, Kenneth W. (2009). *Kosovo American Education Fund Graduate Fellowship Program Mid-Term Evaluation*.

ANNEX D: PERSONS CONTACTED FOR THE KAEF EVALUATION

American Councils for International Education (AC)

1828 L St., Suite 1200; Washington, DC 20036; Tel. 202-833-7522

- Dan Davidson, Ph.D.; President
- Terrance Graham,; Director, Higher Education Programs;
- John Henderson, CPA, Chief Financial Officer
- Sara Osboe, KAEF Program Manager
- Miriam Parel, Chief Strategy and Development Officer
- David Patton, Ph.D., Vice President
- Marc Zielinski, Program Manager

American Councils for International Education (AC)/Kosovo

Fehmi Agani Street, No. 46/3; 1000 Pristina, Kosovo

- Eranda Aliu, Office Director

Aguirre Division/ GEM II | JBS International, Inc.

5515 Security Lane · Suite 800 · North Bethesda, MD · 20852; Tel. 301.495.1080 (main);
202.318.0705 (fax)

- Roger Rasnake, Vice-President

JBS/Aguirre HICD Assessment Team

- Kushtrim Bajrami, Consultant on the HICD Assessment in Kosovo
- Afrim Hoti, Lecturer at the Faculty of Political Sciences, Pristina University
- Malcolm J. Odell, Jr., MS, PhD, Team Leader, HICD Assessment in Kosovo
- Candy Mirrer, Consultant, HICD Assessment in Kosovo
- M. Mari Novak; Consultant, HICD Assessment in Kosovo
- Albana Hoxha, Logistics Coordinator, HICD Assessment in Kosovo
- Kushtrim Tolaj, LL.M; Rule of Law Specialist, HICD Assessment in Kosovo

KAEF Board Members

- Neshad Asllani, CEO, Amoko LLC
- Gezim Gjikolli, Director; Dukagjini Invest Shpk
- David Gotaas, Owner, One Northfield Plaza
- Dale Pfeiffer, former USAID Senior Foreign Service Officer and former Director, USAID/Kosovo

KAEF Fellows Interviewed (Returned and Living in Kosovo)

- Rhedon Begolli Senior Competitiveness Specialist, Booz-Allen-Hamilton/USAID (studied at Monterey Institute of International Studies)
- Krenar Bujupi, Board Member, Energy Regulatory Office (studied at College of William and Mary)
- Azemine Demiri, HR Generalist, IPKO Telecommunication Company (studied at Willamette University)
- Nita Gojani, Project Manager, Norwegian Embassy (studied at Johns Hopkins School of Advanced International Studies)
- Gezim Gjilkolli, Director; Dukagjini Invest Shpk (studied at Penn State University)
- Fortuna Haxhikadrija, Budget Advisor, GFSI program (studied at Duke University)
- Lulzon Jagxhiu, Managing Partner, CACTTUS, IT Consulting & Training (studied at Penn State University)
- Arben Limani, Director of Executive Secretariat of the Board, Privatisation Agency of Kosova (studied at Kent College of Law)
- Agon Maliqi, just returned (studied at Duke University)
- Mentor Mehmedi, Gov. Policy & Management Support Expert, Chemonics-USAID-Business Enabling Environment Project (studied at Bowling Green University)
- Artan Mehmeti, Microeconomic Advisor, Deloitte Consulting LLP (studied at Bowling Green University)
- Zani Rudi, Diplomatic Advisor to the Minister of Foreign Affairs (studied at Harvard University)
- Selim Selimi, Project Manager- Assembly of Kosova UNDP (studied at Duke University)

USAID/Kosovo

- Inez Andrews; Chief, Education Officer, Economic Growth Office;
- Xheraldina Cernobregu – Development Outreach and Communication, Program Office
- Lloyd Jackson, Program officer
- Antigona Mustafa – Education Specialist, Economic Growth Office
- Arben Nagavci- Project Management Specialist. Economic Growth Office
- Aferdita Nimani – Program Office
- Ardian Spahiu – Monitoring and Evaluation Specialist, Program Office
- Merita Stublla Emini – Rule of Law Specialist, Democracy and Governance Office
- Maureen A. Shauket – Mission Director
- Merita Teliqi- Devaja – Youth Specialist, Economic Growth Office
- Tanya Urquita, Democracy Officer
- Perihane Ymeri Ustiabo – Project Management Specialist, Democracy and Governance Office

USAID/Washington

- Lubov Fajfer, Ph.D.; Education Advisor; Bureau for Europe and Eurasia

ANNEX E: FOCUS GROUP GUIDE FOR RETURNED KAEF FELLOWS

Have you completed the survey questionnaire?

YOUR EXPERIENCE IN THE U.S.

- **Highlights.** What were the one or two **best things** about your experience in the US?
- **Problems.** What were your greatest **frustrations, problems or disappointments**?
- **Suggestions.** What might KAEF do to make the experience of future Fellows more rewarding?
- **Changes?** Is there anything else about KAEF that you think the evaluation team should know about the program or ways to improve the program?

YOUR EXPERIENCE AFTER RETURNING TO KOSOVO

- **Cultural shock returning?**
- **Finding a job.** Can you tell us about your experience finding a job when you returned? How difficult was it? Did your MA “open doors?”
- **Expectations of others.** When you started working, do you think that your employer and your colleagues expected too much or too little of you?
- **Frustrations on the job/elsewhere.** What has been your greatest frustration since returning?
- **Biggest accomplishment.** What is your biggest accomplishment since you returned to K? What are you most proud of?
- **Linkages to your university.** Have you maintained contact with any professors with whom you studied? If so, what is the nature of that contact? Do you feel that you could write or call them for advice?
- **Alumnae activities.** How much have you participated in alumni activities? What benefits do you get from participation? Do you have any thoughts about how alumni activities might be more useful?
- **Suggestions.** Do you have any other suggestions to improve the KAEF program?

ANNEX F: FINAL SURVEY INSTRUMENT FOR KAEF FELLOWS

Kosovo American Education Fund Evaluation Survey

USAID has initiated an evaluation of the KAEF program. The objectives of the evaluation are to learn how well the program is functioning; to see if there are ways it can be improved, and to provide information to USAID that will be useful in making decisions in the coming months about new investments in human resources development in Kosovo. The survey instrument was designed jointly by the USAID evaluation team and KAEF staff at the American Councils for International Education (AC). It is intended both to serve the needs of the evaluation and the longer-term needs of KAEF to monitor and evaluate its program.

The first part of this survey deals with your experience as a Fellow. It focuses on the effectiveness of the KAEF processes and of your university. The first part should be completed by all KAEF Fellows who have completed at least one year of graduate study in the US.

The second part of this survey seeks to learn about Fellows experience following graduation. Those Fellows who have not yet graduated should obviously not take that part of the survey.

Most of the questions permit you to simply check the answer that most closely reflects your opinion or to provide a very short answer. However, space is often provided so that you may comment. You are encouraged but not required to do so.

All names and personal data will be kept confidential.

Please take the time to read and respond carefully to the items in this questionnaire. When you have completed the survey, please follow the instructions in the program to submit your responses.

Q1 What year did you or will you enter the program?

- 2005 (1)
- 2006 (2)
- 2007 (3)
- 2008 (4)
- 2009 (5)
- 2010 (6)
- 2011 (7)
- 2012 (8)

Q2 What is your name?

Q3 What are your home city and region?

Q4 What is your sex?

- Male (1)
- Female (2)

Q5 What is your native language?

- Albanian (1)
- Serbian (2)
- Turkish (3)
- Gorani (4)
- Bosnian (5)
- Croatian (6)
- Montenegrin (7)

Q6 What is your field of study?

- Business (1)
- Education (2)
- Economics (3)
- Environmental Management and Policy (4)
- International Affairs (5)
- Journalism/Mass Communication (6)
- Law (7)
- Library/Information Science (8)
- Public Administration (9)
- Public Health (10)
- Public Policy (11)
- Sustainable Development (12)
- Urban and Regional Planning (13)
- Engineering (14)
- International Development (15)
- Other (16) _____

SECTION II: PROGRAM COMPONENTS AND ADMINISTRATION

A) Pre-Departure Orientation

Q7 Did you attend a pre-departure orientation session?

- Yes (1)
- No (2)

Q8 Please rate the following, applicable:

	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	Excellent (6)	N/A (7)
Orientation materials and agenda (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Orientation speakers (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program alumni discussions (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content and subjects covered (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall rating: (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 Are there any areas that should have been covered in the pre-departure orientation that were not?

B) Arrival in Washington, D.C.

Q10 Please rate the following, applicable:

	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	Excellent (6)	N/A (7)
Orientation materials and agenda (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Orientation speakers (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program alumni discussions (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content and subjects covered (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall rating: (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 What suggestions do you have for improving the Washington-based orientation?

Q12 Did the pre-departure orientation and the Washington D.C.-based arrival orientation programs, coupled with whatever additional orientation program was provided by your host university, prepare you adequately for your academic year in the United States?

- Yes (1)
- No (2)

Q13 If not, what areas need to be strengthened? Please comment.

C) Academic Program

Q14 Please rate the following, as applicable:

	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	Excellent (6)	N/A (7)
Match between the content and design of our program and your needs and interests (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content of classes (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty teaching (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty advising and support (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Main contact on campus (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support services for international students (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall rating: (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15 Do you have any comments related to the previous question?

Q16 In meeting your academic needs, how effective was your program of study?

- Not effective (1)
- Not very effective (2)
- Somewhat effective (3)
- Very effective (4)

Q17 Please comment on the effectiveness of your program of study:

Q18 In which of these extracurricular activities did you participate?

- Clubs (1)
- Sports (2)
- Presenting information about your home country (3)
- Meeting with local/regional/state government officials (4)
- Volunteer and/or community service (5)
- Travel during academic breaks (6)
- Home-stays during academic breaks (7)
- Other (8) _____
- None (9)

Q19 How important were extracurricular experiences to your overall experience?

- Not at all important (1)
- Somewhat important (2)
- Important (3)
- Quite important (4)
- Extremely important (5)
- Not sure (6)

Q20 Did participation in these activities affect your academic program?

- No, they neither complemented nor interfered with my academic studies (1)
- Yes, they complemented my academic program (2)
- Yes, they competed and interfered with my academic program (3)
- I don't know if they helped or hurt my academic performance (4)

D) American Councils Program Administration

Q21 How responsive was the Washington, D.C. office to the following concerns:

	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	Excellent (6)	N/A (7)
Financial questions (stipends, etc.) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travel questions (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic questions (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall responsiveness (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22 How responsive was the Pristina office to the following concerns:

	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	Excellent (6)	N/A (7)
Program information (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visa preparation (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travel (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall responsiveness (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION III: PERSONAL GOALS, PROGRAM EXPERIENCE AND CONCEPTUAL KNOWLEDGE

Q23 A) Objectives of Program Participation

	Not at all important (1)	A little important (2)	Quite important (3)	Extremely important (4)	Not sure (5)
Improve my English language skills (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance my career and income (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be able to contribute to Kosovo's progress (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Become a leader in the community (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience U.S. higher education (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional or academic growth (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn about U.S. culture and society (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtain business or professional contacts (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make friends and acquaintances (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24 At this time, how much do you believe that your experience studying for a Master's degree in the US will contribute to your achievement of these objectives?

- I doubt that my experience in the U.S. will help me achieve those goals (1)
- My experience in the U.S. will help me a great deal (2)
- I do not know if my U.S. experience will make any difference or not (3)

B) Skill Acquisition and Improvement

Q25 To what extent do you believe that your skills in the following areas have improved?

	Not at all (1)	A small amount (2)	A lot (3)	A huge amount (4)	I do not know (5)
English language skills (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical skills (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership skills (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research skills (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business skills (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills in adapting to new environments (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q26 Has your experience in the U.S. led you to make any significant changes in the kind of work you want to do in your career?

- Yes (1)
- No (2)

Q27 Please explain further.

- Click to write Choice 1 (1)
- Click to write Choice 2 (2)
- Click to write Choice 3 (3)

Q28 SECTION IV: ADDITIONAL INFORMATION

Q29 Do you have additional comments about your experience or suggestions about the conduct of the program in the United States?

Q30 Have you completed your studies and returned to Kosovo?

- Yes (1)
- No (2)

If Yes Is Selected, Then Skip To Q32. The following questions are for Fellows still in the U.S.

Q31 What are you now doing?

- I am completing a practical training activity and will return to Kosovo in (month/year). (1)
- I am employed outside of Kosovo (for whom and where) (2)
- Other. Please explain: (3)

Skip To Thank you for taking the time to completing the survey...

The following questions are for those Fellows who have completed their studies in the US and returned to Kosovo.

Q32How difficult was your readjustment to Kosovo in the following areas:

	Impossible (1)	Very difficult (2)	Quite difficult (3)	A little difficult (4)	Easy (5)
Finding employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural norms relating to business and professional operations (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The different pace of life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introducing new ideas (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q33 Do you feel that Kosovar society and workplace welcomed you back and sees your contributions as valuable?

- Yes (1)
- No (2)

Q34 In which sector were you employed just before starting your KAEEF-sponsored training?

- Self-employed (1)
- Employed in the private sector (for-profit) (2)
- Employed by a not-for-profit organization (3)
- Employed by the government (4)
- I was not employed (5)
- Other (Specify) (6) _____

Q35 If you were employed just prior to starting your KAEF-sponsored training, how many people did you supervise? (If none, answer zero)

Q36 In which sector are you currently employed

- Self-employed (1)
- Employed in the private sector (for-profit) (2)
- Employed by a not-for-profit organization (3)
- Employed by the government (4)
- I was not employed (5)
- Other (Specify) (6) _____

Q37 Are you currently employed?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To How would you assess the impact of yo...

Q38 What is the name of your employer?

Q39 What is your job title?

Q40 How many employees do you supervise? (if none, answer 0)

Q41 Does your current job give you more responsibility than the job that you held prior to going for your MA?

- No (1)
- A small increase in responsibility (2)
- Quite a lot more responsibility (3)
- A very great deal more responsibility (4)

Q42 Do you think that you would have been offered your current job if you had not gone to the US as a KAEF Fellow?

- No, probably not. (1)
- Perhaps, but it would have been unlikely. (2)
- Probably--I would have been chosen without having my M.A. degree. (3)
- I don't know. (4)

Q43 Do you think that the practical work that you did in the US after graduation was an important factor in your being selected for your current job?

- Definitely, my employer gave considerable value to that work experience. (1)
- Possibly, my employer did not indicate whether that experience was important. (2)
- No, I am quite sure that the work experience in the US was not an important consideration. (3)
- I did not work in the US after graduation, so this question does not apply to me. (4)

- Q44 Do you think that what you learned in your Master's program is helping you to do your job effectively?
- I am definitely applying knowledge and skills that I acquired in my MA program (1)
 - I think that I am using knowledge and skills that I learned in my MA program, but the connection is more in the way that I approach problems than in applying specific knowledge or skills. (2)
 - It is very hard to see at my effectiveness has increased because of my studies in the US. (3)

- Q45 Do you think that what you learned working in the US after you graduated (practical training) is helping you to do your job effectively?
- I am applying what I learned on the job after graduation. (1)
 - I am using knowledge and skills that I learned on the job after graduation, but the connection is more in the way that I approach problems than in applying specific knowledge or skills. (2)
 - It is difficult to see that my effectiveness is better because of on the job after graduation. (3)
 - I did not work in the US after graduation, so this question does not apply to me. (4)

- Q46 How does your present salary compare with your salary prior to your MA studies?
- earn less than prior to my studies (1)
 - I earn 0-19% more (2)
 - I earn 20-39% more (3)
 - I earn 40-59% more (4)
 - I earn 60-79% more (5)
 - I earn 80-99% more (6)
 - I earn more than 100% more (7)
 - Comments: (8) _____

- Q47 Some observers think that Americans tend to be unusual in their focus on work and efficiency. Do you think that your work habits have changed as a result of your experience in the US?
- Yes, I now work harder and longer. (1)
 - My work habits have changed in another way. (2)
 - I pay a good deal more attention to working efficiently. (3)
 - No, my work habits are the same as they have always been. (4)

Q48 Please explain how your work habits have changed

- Q49 How would you assess the impact of your MA degree on your career since returning?
- Not very significant. My career has not been enhanced to date. (1)
 - Moderately significant. I am moving upward, but the boost from my studies has been modest. (2)
 - Very significant. My career is now moving ahead much more rapidly. (3)

- Q50 How would you assess the impact of your MA degree on the likely trajectory of your career over the next 20 years?
- Not very significant (1)
 - Moderately significant (2)
 - Tremendously significant (3)
 - I cannot predict whether my career will be affected (4)

Q51 How would you assess the impact of your MA degree on your vision and goals for the future?

- Not very significant (1)
- Moderately significant (2)
- Tremendously significant (3)

Q52 Did your experience in the US influence the effort that you make to keep up-to-date on new developments in your field?

- I do less to keep up-to-date than I did before my studies. (1)
- I make about the same effort as before I went to the US. (2)
- I make somewhat more of an effort to learn about changes in my field. (3)
- I make much more of an effort to learn what is happening in my field. (4)

Q53 Please explain:

Q54 To what extent do you maintain professional contacts with people you met while working on your Master's degree?

- I have almost no contact with anyone at my university. (1)
- I communicate with one or more people at my university several times a year. (2)
- I communicate with one or more people at my university often, perhaps monthly. (3)

Q55 Please describe the nature of any continuing relationship with people at your university:

Q56 To what extent are you in contact with other KAEF Fellows?

- I have almost no contact with them. (1)
- I communicate with one or more Fellows several times a year. (2)
- I communicate with one or more Fellows regularly, perhaps monthly. (3)

Q57 The Development of Leadership Skills. Please assess the extent to which the MA program improved your skills in the following areas:

	Little or no change (1)	Modest improvement (2)	Very large improvement (3)	Significant improvement (4)
Being self-reliant and independent (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking in public (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening to others ideas and concerns (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expressing your ideas (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being tolerant of others different than you (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being flexible (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solving problems (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjusting plans to take into account new information (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working to bring about changes in your community (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willingness to take risk (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiating with others to find mutually acceptable paths (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summarizing complex ideas (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working within a budget (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping current with developments in your field (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting goals and developing work plans to achieve them (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q58 Overall, how much did your US study impact your life?

- Very little – my life is very much like it was before I left to study (1)
- A fair amount -- my life has improved, but the effect on my career has not been as great as I expected. (2)
- A considerable amount – it has definitely enhanced my career and resulted in broadening my circle of friends and associates (3)
- It was a major life-changing event (4)

Q59 To what extent did your study impact those around you, such as family, friends and colleagues at work? For example, have you inspired others to pursue further studies or adopt new practices or habits?

- Not in any significant way (1)
- Quite a bit (2)

Q60 Please explain how:

Q61 In which of the following KAEF Alumni Association (KAEFA) or alumni activities have you participated?

- KAEFA meeting (1)
- KAEFA retreat (2)
- Volunteering at the KAEF Gala (3)
- Assisting with recruitment for KAEF (4)
- Receiving an alumni grant (5)
- Networking with other alumni (6)
- Networking with business and NGO professionals (7)

Q62 If there are other things that you would like to tell the evaluation team or have ideas on how to make the program more effective, please write your comments here:

Q63 USAID is currently examining possible areas for future assistance to strengthen Kosovo's human and institutional capacity. We would value your insights and suggestions. If you were in charge of USAID, in what activities would you direct investments?

Q64 Thank you for taking the time to complete this survey. It is greatly appreciated.

ANNEX G: CHRONOLOGY OF AC DISCUSSIONS WITH USAID ABOUT THE KAEF ENDOWMENT

Prepared by AC Staff
June 2012

May 17, 2004

David Patton (AC) travels to Kosovo and meets with Dale Pfeiffer (USAID). The KAEF program is publicly announced, and is handed over to American Councils for International Education. Meetings between AC and USAID are conducted during which the program and the endowment are discussed.

February 6, 2005

AC holds a reception in Kosovo for the first group of KAEF Fellows. Meetings between AC and USAID center around programmatic issues.

May 9, 2005

The KAEF Committee approves the initial KAEF Investment Policy.

June 20, 2005

AC and USAID communicate regarding the 8 chosen Fellows. An email from Andrew Segars (AC) to Antoinette Ferrara and Xheraldina Cernobregu (USAID) notes that less of the endowment principle will be used. He also makes clear that the number of finalists is an issue that can be revisited at any time.

June 26-29, 2005

KAEF Committee members (Dr. Dan Davidson, Richard Morningstar, Dale Pfeiffer, and David Gotaas) travel to Kosovo and meet with USAID representatives. The delegation briefs USAID officials on programmatic matters, fundraising, and the endowment. Specific meetings include:

- Ken Yamashita, USAID Director (June 27, 2005)
- Ken Yamashita, David Leong, Xheraldina Cernobregu, Amb. Phillip Goldberg (June 28, 2005)
- Larry Corwin, Wendy Kolls (June 28, 2005)

December 9, 2005

The KAEF Committee convenes and approves the KAEF Investment Policy.

December 22, 2005

AC and USAID, including Peter Duffy, hold a teleconference on the KAEF Investment Policy.

July 25-28, 2006

KAEF Committee members (Lawrence Kurlander, Dale Pfeiffer, David Gotaas, Dr. Dan Davidson) and AC staff member Kevin Spensley travel to Kosovo and meet with USAID representatives, briefing them on KAEF program, endowment, and fundraising matters. Specific meetings include:

- Heather Goldman, Acting Chief of Mission (July 26, 2006)
- Larry Corwin, Public Affairs Officer (July 27, 2006)

August 10, 2006

A teleconference is held between AC and USAID (Heather Goldman, Acting Director, and Peter Duffy, Program Officer) regarding the KAEF Investment Policy. An amended KAEF Investment Policy is approved by USAID. Main points of the amendment include:

- The combining of two separate funds into one central fund
- New language in the “Allowable Investments” section permits investment in a product of Iron Financial called “The Funds of Funds.”

August 16, 2006

The KAEF Committee approves the amended KAEF Investment Policy.

July 2-5, 2007

KAEF Committee members (David Gotaas, Michael Hora) and AC staff (Dr. Dan Davidson, David Patton, Nathan Truitt, Marc Zielinski) travel to Kosovo and meet with the USAID Director Michael Farbman on July 5th. The KAEF delegation briefs Mr. Farbman on progress of the KAEF program, as well as the status of the endowment and fundraising efforts.

September 28, 2007

Dr. Dan Davidson (AC) requests from Peter Duffy (USAID) a confirmation of USAID's awareness of the KAEF investment policy oversight by American Councils' KAEF Committee.

October 11, 2007

Peter Duffy (USAID) confirms via email that USAID is aware of the KAEF investment policy and has been briefed fully. He notes that "The USAID Mission in Kosovo accepts the document and has no objections to the approach outlined. We do, however, continue to review the investment policy and other reports required from ACCELS and will contact you should we seek further clarifications."

February 5-8, 2008

AC staff (William Brown, Marc Zielinski, Andrea Grenadier, and Nathan Truitt) travel to Kosovo and meet with Peter Duffy and Xheraldina Cernobregu (USAID). This meeting includes discussion of fundraising efforts, the endowment, and program updates.

June 29-July 5, 2008

AC staff (Dr. Dan Davidson, William Brown, Nathan Truitt, Marc Zielinski, and Ludmila Clarke) travel to Kosovo. A meeting with the USAID Mission was requested but was not able to be secured.

October 24-29, 2008

AC staff (William Brown, Nathan Truitt) and KAEF Committee member Dale Pfeiffer travel to Kosovo and meet with Peter Duffy and Patricia Rader (USAID). The KAEF delegation briefs USAID on KAEF activities and fundraising.

February 9, 2009

AC staff (William Brown, Nathan Truitt) travel to Kosovo and meet with USAID Acting Director John Brannaman.

March 2009

The KAEF Investment Policy is amended.

May 2009

AC staff members William Brown and Nathan Truitt travel to Kosovo and meet with USAID representatives (John Brannaman, Shaun Huff), giving them program and fundraising updates.

November 2009

USAID (Lisa Magno) confirms via email changes to the investment policy from the KAEF Committee.

February 15-19, 2010

KAEF Committee members David Gotaas and Dale Pfeiffer travel to Kosovo and meet with Acting Head of USAID, Susan Fritz, Ambassador Christopher Dell, and the USAID Director. The KAEF delegation briefs USAID on all aspects of the KAEF program and requests that USAID appoint someone on staff to be responsible for KAEF oversight.

April 2, 2010

AC staff members Nathan Truitt and William Brown meet with Lisa Magno to update her on KAEF. Lisa indicated her satisfaction with the progress of the program thus far.

March 27, 2011

AC staff (Nathan Truitt, Miriam Parel, Saroj Siegler) travel to Kosovo and meet with Lisa Magno, Program Officer, USAID. The KAEF delegation briefs USAID on the program and introduces Miriam Parel as the new Fundraising Officer.

June 15, 2011

USAID (Xheraldina Cernobregu) confirms via email changes to the investment policy from the KAEF Committee. The changes are made so that the policy includes the following points:

- Whereas, American Councils for International Education represented to USAID at the initiation of the Kosovo American Education Fund that investment in equities would not exceed 40% of the fund: and
- Whereas, as of now equities are approaching 50% of the fund due to the appreciation in the stock market.
- Now therefore, we elect to notify USAID that our investment in equities shall not exceed 75% of the fund.

May 2012

AC staff travel to Kosovo and meet with Inez Andrews, Senior Education and Youth Advisor, USAID. Discussion centers around the upcoming USAID evaluation of the KAEF program.

ANNEX H: KAEF FINANCIAL STATEMENT FOR INCEPTION TO DATE

AMERICAN COUNCILS FOR INTERNATIONAL EDUCATION KOSOVO AMERICAN EDUCATION FUND (KAEF)

Fiscal Year (July 1-June 30)	Task code	FY04-06 Actual	FY 06-07 Actual	FY 07-08 Actual	FY 08-09 Actual	FY 09-10 Actual	FY 10-11 Actual	FY 11-12, 11m Actual	Total 2004-2012 Actual
Endowment Total at Year Start (Beginning Cas		\$7,940,718	\$7,498,988	\$7,410,092	\$6,953,543	\$6,201,732	\$5,862,602	\$5,279,262	\$7,940,718
INCOME									
Investment		551,068	460,103	273,451	133,784	416,868	866,224	4,693	2,706,191
Investment Income (estimated 4%)		561,886	475,800	285,934	141,558	433,199	876,924	6,382	2,781,683
Endowment Management (0.0020 points)		(10,818)	(15,697)	(12,483)	(7,774)	(16,331)	(10,700)	(1,689)	(75,492)
Rockefeller Brothers Fund						100,000	50,000	50,000	200,000
David Gotaas Fellowship Award		17,000	16,000	16,000	15,000	0	30,000	15,000	109,000
Write off 80K Euro		0	0	0	0	0	(112,784)	0	(112,784)
Fundraising		<u>10,684</u>	<u>21,000</u>	<u>139,712</u>	<u>144,259</u>	<u>61,682</u>	<u>52,946</u>	<u>64,359</u>	<u>494,642</u>
Statement of Revenue & Expenses for 8 years and 11 months as of May 31, 2012									
TOTAL INCOME		<u>\$578,752</u>	<u>\$497,103</u>	<u>\$429,163</u>	<u>\$293,043</u>	<u>\$478,550</u>	<u>\$836,386</u>	<u>\$84,052</u>	<u>\$3,197,049</u>
TOTAL INCOME WITH RBF		<u>\$578,752</u>	<u>\$497,103</u>	<u>\$429,163</u>	<u>\$293,043</u>	<u>\$578,550</u>	<u>\$886,386</u>	<u>\$134,052</u>	<u>\$3,397,049</u>
EXPENSES									
Program									
Kosovo Programming Costs		\$167,197	\$59,787	\$99,471	\$108,621	\$158,233	\$115,373	\$86,503	\$795,186
Recruitment 3000		6,513	5,798	6,969	7,413	9,993	2,059	1,643	40,388
Selection 3010-3012		31,985	21,504	19,361	20,429	20,739	22,190	16,869	153,077
Pre-Departure Orient 3020		2,436	3,049	3,430	3,180	3,818	1,455	1,463	18,831
Alumni and Conferen 3030		15,350	755	13,557	4,311	8,222	1,210	0	43,405
Personnel and Office 3040		109,145	27,068	53,932	58,693	91,959	64,588	61,681	467,065
Banking Costs 3045		1,768	1,613	2,222	14,595	23,502	23,872	4,848	72,420
RBF Costs						\$11,316	\$12,500	\$0	\$23,816
Tuition Costs		\$137,627	\$192,458	\$234,531	\$374,320	\$244,171	\$141,712	\$103,847	\$1,428,666
Tuition and Academi 3050		203,893	342,155	339,268	484,228	363,516	252,580	240,546	2,226,186
Tuition and Academic 3050		(66,266)	(149,697)	(104,737)	(109,908)	(119,345)	(110,868)	(136,699)	(797,520)
RBF Costs						\$42,932	\$13,117	\$40,422	\$96,471
Direct Participant Costs		\$205,955	\$315,435	\$278,842	\$269,594	\$307,319	\$264,604	\$219,484	\$1,861,234
Travel 3060		18,745	2,682	14,538	32,697	32,746	18,167	21,640	141,215
English Language Tr 3061		11,750	0	0	0	0	0	0	11,750
Academic Year Activ 3062		175,460	312,753	264,304	236,897	274,573	246,437	197,844	1,708,268
RBF Costs						\$30,812	\$14,800	\$4,125	\$49,737
US Program Management Costs		\$132,175	\$39,666	\$56,981	\$55,742	\$65,515	\$53,249	\$71,034	\$474,361
Monitoring and Evalu 3070		80,342	22,230	32,512	31,723	41,427	25,195	38,137	271,566
Management 3075		<u>51,833</u>	<u>17,436</u>	<u>24,469</u>	<u>24,019</u>	<u>24,088</u>	<u>28,054</u>	<u>32,897</u>	<u>202,795</u>
RBF Costs						\$3,624	\$3,926	\$0	\$7,549
Total Program Expen		<u>\$642,954</u>	<u>\$607,346</u>	<u>\$669,825</u>	<u>\$808,277</u>	<u>\$775,237</u>	<u>\$574,939</u>	<u>\$480,869</u>	<u>\$4,559,448</u>
Administrative									
Fundraising 3090		\$165,766	\$25,933	\$67,359	\$43,412	\$56,595	\$151,515	\$146,909	\$657,489
Overseas Benefits 3095		\$150	\$0	\$0	\$0	\$0	\$0	\$0	\$150
Indirect Costs 3080		<u>\$103,122</u>	<u>\$61,365</u>	<u>\$94,065</u>	<u>\$108,675</u>	<u>106,142</u>	<u>92,695</u>	<u>80,104</u>	<u>646,169</u>
Total Administrative E		\$269,038	\$87,298	\$161,424	\$152,087	\$162,737	\$244,211	\$227,013	\$1,303,807
RBF Indirect Costs						\$11,316	\$5,658	\$5,453	\$22,427
TOTAL EXPENSES		<u>\$911,992</u>	<u>\$694,644</u>	<u>\$831,249</u>	<u>\$960,364</u>	<u>\$937,974</u>	<u>\$819,149</u>	<u>\$707,882</u>	<u>\$5,863,255</u>
TOTAL EXPENSES WITH RBF		<u>\$911,992</u>	<u>\$694,644</u>	<u>\$831,249</u>	<u>\$960,364</u>	<u>\$1,037,974</u>	<u>\$869,149</u>	<u>\$757,882</u>	<u>\$6,063,255</u>
Net Operating Surplus (Deficit)		(\$333,240)	(\$197,541)	(\$402,086)	(\$667,321)	(\$459,424)	\$17,237	(\$623,830)	(\$2,666,206)
Net Operating Surplus (Deficit) incl RBF		(\$333,240)	(\$197,541)	(\$402,086)	(\$667,321)	(\$459,424)	\$17,237	(\$623,830)	(\$2,666,206)

* The second RBF payment for \$50,000 will be receiving by July 31, 2012

**\$46,000 pledges not reflected above

AMERICAN COUNCILS FOR INTERNATIONAL EDUCATION KOSOVO AMERICAN EDUCATION FUND (KAEF)

Statement of Revenue & Expenses for 11 months, Year 8, FY 11-12

Ending May 31, 2012

Fiscal Year (July 1-June 30)	Task code	Budget	Year 8, FY 11-12 Actual	Variance	Year 9, FY 12-13 Budget
Endowment Total at Year Start (Beginning Cash balance)		\$5,279,262	\$5,279,262		\$5,880,470
INCOME					
Investment		\$267,915	\$4,693	(\$263,222)	\$266,900
Investment Income (estimated 4%)		279,078	6,382	(272,696)	278,550
Endowment Management (0.0020 points)		(11,163)	(1,689)	9,474	(11,650)
David Gotaas Fellowship Award		15,000	15,000	0	0
Cooperative Fellowships		30,000	0	(30,000)	30,000
Write off 80K Euro		0	0	0	0
Fundraising		<u>300,000</u>	<u>64,359</u>	<u>(235,641)</u>	<u>300,000</u>
TOTAL INCOME		<u>\$612,915</u>	<u>\$84,052</u>	<u>(\$528,863)</u>	<u>\$596,900</u>
EXPENSES					
Program					
Kosovo Programming Costs		\$114,611	\$86,503	\$28,108	\$121,919
Recruitment	3000	750	1,643	(893)	1,000
Selection	3010-3012	29,747	16,869	12,878	32,247
Pre-Departure Orientation	3020	4,870	1,463	3,407	4,870
Alumni and Conference	3030	12,000	0	12,000	12,000
Personnel and Office Costs	3040	62,396	61,681	715	66,954
Banking Costs	3045	4,848	4,848	0	4,848
Tuition Costs		\$116,000	\$103,847	\$12,153	\$121,621
Tuition and Academic Costs	3050	277,000	240,546	36,454	345,121
Tuition and Academic Cost-Share (Redi	3050	(161,000)	(136,699)	(24,301)	(223,500)
Direct Participant Costs		\$289,440	\$219,484	\$69,956	\$297,377
Travel	3060	30,340	21,640	8,700	30,340
English Language Training	3061	0	0	0	0
Academic Year Activity (Stipends etc.)	3062	259,100	197,844	61,256	267,037
US Program Management Costs		\$82,344	\$71,034	\$11,311	\$85,150
Monitoring and Evaluation	3070	51,597	38,137	13,459	53,300
Management	3075	<u>30,748</u>	<u>32,897</u>	<u>(2,149)</u>	<u>31,850</u>
Total Program Expenses		\$602,395	\$480,869	\$121,526	\$626,067
Administrative					
Fundraising	3090	\$71,473	\$146,909	(\$75,436)	\$141,473
Overseas Benefits	3095	\$1,400	\$0	\$1,400	\$1,400
Indirect Costs	3080	<u>86,164</u>	<u>80,104</u>	<u>6,060</u>	<u>98,117</u>
Total Administrative Expenses		\$159,037	\$227,013	(\$67,976)	\$240,990
TOTAL EXPENSES		<u>\$761,432</u>	<u>\$707,882</u>	<u>\$53,550</u>	<u>\$867,057</u>
Net Operating Surplus (Deficit)		<u>(\$148,517)</u>	<u>(\$623,830)</u>	<u>(\$475,313)</u>	<u>(\$270,157)</u>
SUMMARY OPERATING FIGURES					
Percentage of Endowment Expended		2.81%	7.87%	-5.06%	4.59%
Percent gain on Endowment Investment (pre-mgmt c		4.40%	0.12%	4.28%	4.74%
Percent gain on Endowment Investment (post-mgmt c		4.22%	0.09%	4.13%	4.54%
Percent Program Costs		79.11%	67.93%	11.18%	72.21%
Percent Administration Costs		20.89%	32.07%	-11.18%	27.79%
SUMMARY PARTICIPANT FIGURES					
Number of Participants		13	12		13
Per Participant Costs		\$58,572	\$58,990	(\$418)	\$66,697
Per Participant Program Costs		\$46,338	\$40,072	\$6,266	\$48,159
Per Participant Administrative Costs		\$12,234	\$18,918	(\$6,684)	\$18,538

AMERICAN COUNCILS FOR INTERNATIONAL EDUCATION KOSOVO AMERICAN EDUCATION FUND (KAEF)

Statement of Revenue & Expenses for 11 months, Year 8, FY 11-12

Ending May 31, 2012

		Account		Year 8, FY 11-12	Year 8, FY	Year 8, FY	Year 9, FY12-
KAEF FINANCIAL REPORT FY 09-10 11m AND FY 10-11 BUDGET	account #	description	task code	Budget	11-12 Actual	11-12 Variance	13 Budget
PROGRAM COSTS							
Kosovo Programming Costs							
Recruiting			3000				
Printing: (recruitment material)	68000, 684000	printing	3000	\$0	\$0	\$0	\$250
Advertising (newspaper, radio, etc.)	694000	advertising	3000	\$750	\$1,601	(\$851)	\$750
Travel: (staff transportation to recruitment sites)	520500, 660010	room&board	3000	\$0	\$0	\$0	\$0
Shipping of application materials to U.S.	678000	shipping	3000	\$0	\$0	\$0	\$0
Travel Costs (for regional coordinator)	520500	travel-staff	3000	<u>\$0</u>	<u>\$42</u>	<u>(\$42)</u>	<u>\$0</u>
Total Recruitment				\$750	\$1,643	(\$893)	\$1,000
Selection			3010				
Preliminary Selection Committee Honorarium	518000	honoraria	3010	\$750	\$1,348	(\$598)	\$750
Preliminary Selection Committee Food	519000	per diem	3010	\$125	\$0	\$125	\$125
Preliminary Selection Travel				\$1,000	\$0	\$0	\$1,000
Semifinalist Testing:			3011				
TOEFL	660100	part.testing	3011	\$6,000	\$3,693	\$2,307	\$6,000
GRE	660100	part.testing	3011	\$2,500	\$0	\$2,500	\$2,500
GMAT	660100	part.testing	3011	\$5,200	\$0	\$5,200	\$5,200
Testing Travel, Workshop	621500	partic.travel	3011	\$2,250	\$0	\$2,250	\$4,750
Semifinalist Interviews:							
U.S. Interviewer Travel to/from Kosovo	520600	travel-cons	3011	\$4,200	\$4,200	\$0	\$4,200
U.S. Interviewer Honorarium	518000	honoraria	3011	\$1,200	\$2,200	(\$1,000)	\$1,200
U.S. Interviewer Hotel & Meals	519000	per diem	3011	\$2,308	\$2,490	(\$182)	\$2,308
U.S. Program Staff Travel to Interviews	520500	travel-staff	3011	\$2,000	\$1,738	\$262	\$2,000
U.S. Program Staff Hotel and Per Diem	523500	staff-housing	3011	\$1,039	\$0	\$1,039	\$1,039
SE Europe Regional Coordinator Travel to	697000	consultants	3011	\$175	\$0	\$175	\$175
Interviews							
SE Europe Regional Coordinator Hotel and Per Diem	631000	consult.housing	3011	\$500	\$0	\$500	\$500
Final Selection Committee Honorarium	518000	honoraria	3012	\$500	\$1,200	(\$700)	\$500
Final Selection Committee Food	519000	per diem	3012	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Total Selection				\$29,747	\$16,869	\$12,878	\$32,247
Pre-departure Orientation							
U.S. Program Staff Travel	520500	travel-staff	3020	\$2,000	\$1,463	\$537	\$2,000
U.S. Program Staff Hotel and Per Diem	519000	per diem	3020	\$800	\$0	\$800	\$800
SE Europe Regional Coordinator Travel	520500	travel-staff	3020	\$0	\$0	\$0	\$0
SE Europe Regional Coord. Hotel and Per Diem	520500	travel-staff	3020	\$0	\$0	\$0	\$0
Room Rental	653000	confer.exp	3020	\$300	\$0	\$300	\$300
Materials	653000	confer.exp	3020	\$135	\$0	\$135	\$135
Meals	621500	partic.travel	3020	\$135	\$0	\$135	\$135
Reception	653000	confer.exp	3020	<u>\$1,500</u>	<u>\$0</u>	<u>\$1,500</u>	<u>\$1,500</u>
Total PDO				\$4,870	\$1,463	\$3,407	\$4,870
Alumni and Conference			3030				
Grant Award and Conferences	550000	grants	3030	\$6,000	\$0	\$6,000	\$6,000
Alumni funds/grants, networking, development	653000	confer.exp	3030	<u>\$6,000</u>	<u>\$0</u>	<u>\$6,000</u>	<u>\$6,000</u>
Total Alumni and Conference				\$12,000	\$0	\$12,000	\$12,000
Personnel and Office Costs			3040				
Southeast Europe Regional Coordinator	510000	US salary	3040	\$12,234	\$12,982	(\$748)	\$ 13,212
Program Coordinator	510100	us salary	3040	\$15,513	\$10,099	\$5,414	\$ 17,593
Receptionist/Program Assistant	510100	non US salary	3040	\$8,613	\$10,502	(\$1,889)	\$ 9,302
Benefits	517550	fringe	3040	\$10,136	\$13,541	(\$3,405)	\$ 10,947
Program Office Rent and Tax in Prishtina	670000	office rental	3040	\$9,500	\$8,557	\$943	\$ 9,500
Program Communications in Prishtina	673000	tel	3040	\$2,200	\$1,821	\$379	\$ 2,200
Program Photocopying in Prishtina	683000	copying	3040	\$700	\$770	(\$70)	\$ 700
Program Postage, Shipping in Prishtina	677000, 678000	postage, shipping	3040	\$1,300	\$1,070	\$230	\$ 1,300
Program Supplies and Equipment in Prishtina	680000	supply	3040	<u>\$2,200</u>	<u>\$2,339</u>	<u>(\$139)</u>	<u>\$ 2,200</u>
Total Office Costs				\$62,396	\$61,681	\$715	\$66,954
Banking Costs			3045				
Currency Transfer	693000	bank charge	3045	\$2,424	\$2,424	\$0	\$2,424
Euro Conversion Rate	695000	finance charge	3045	<u>\$2,424</u>	<u>\$2,424</u>	<u>\$0</u>	<u>\$2,424</u>
Total Banking Costs				\$4,848	\$4,848	\$0	\$4,848
Total Kosovo Program Costs				\$114,611	\$86,503	\$28,108	\$121,919
Tuition Costs			3050				
Tuition and Fees	660000 660500	tuition, academ.fee	3050	\$277,000	\$240,546	\$36,454	\$345,121
Tuition Reductions	660000 660500	tuition, academ.fee	3050	<u>(\$161,000)</u>	<u>(\$136,699)</u>	<u>(\$24,301)</u>	<u>(\$223,500)</u>
Total Tuition Costs				\$116,000	\$103,847	\$12,153	\$121,621

Direct Participant Costs

Travel Costs

			3060				
Visa Fees	665000	participant visas	3060	\$2,000	\$1,721	\$279	\$2,000
International Travel from Pristina to U.S. (one-way)	621500	partic.travel	3060	\$22,500	\$15,601	\$6,899	\$22,500
Airport Pick-up	621500	partic.travel	3060	\$520	\$0	\$520	\$520
Temporary Arrival Housing	630000	part.temp.housing	3060	<u>\$5,320</u>	<u>\$4,318</u>	<u>\$1,002</u>	<u>\$5,320</u>
Total Travel Costs				\$30,340	\$21,640	\$8,700	\$30,340

English Language and Pre-Academic Training

			3061				
Tuition & Fees	610000	stipend	3061	\$0	\$0	\$0	\$0
Housing & Meals	660010	room&board	3061	\$0	\$0	\$0	\$0
Health Insurance	610000	stipend	3061	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Total English Language Training				\$0	\$0	\$0	\$0

Academic Year Activity

			3062				
Washington DC Workshop	653000	confer.expenses	3062	\$8,600	\$7,030	\$1,570	\$8,600
Health Insurance	661000	participant insurance	3062	\$16,500	\$13,115	\$3,385	\$19,000
Maintenance/Stipend (9 months):	610000	stipend	3062	\$190,000	\$145,584	\$44,416	\$192,000
Book Allowance	611000	education mater., books	3062	\$14,000	\$12,000	\$2,000	\$14,400
Professional Development	640100	professional dev.	3062	\$3,000	\$0	\$0	\$4,000
Internship Maintenance	610000	stipend	3062	\$0	\$0	\$0	\$0
Paid Internships	610000	stipend	3062	\$0	\$0	\$0	\$0
Participant Tax Withholding 2006 (see Budget Appendix A)	687100	tax withholding exp	3062	<u>\$27,000</u>	<u>\$20,115</u>	<u>\$6,885</u>	<u>\$29,037</u>
Total Academic Year Activity				\$259,100	\$197,844	\$61,256	\$267,037

Total Direct Participant Costs

\$289,440 \$219,484 \$69,956 \$297,377

US Program Management Costs

			3070				
Monitoring and Evaluation			3070				
Round-trip Domestic Airfare	520500	travel staff	3070	\$3,000	\$256	\$2,744	\$3,000
Accommodations	523500	staff housing	3070	\$1,000	\$0	\$1,000	\$1,000
Per Diem	519000	per diem	3070	\$0	\$0	\$0	\$0
Program Officer	510000	US salary	3070	\$33,920	\$26,996	\$6,924	\$35,100
Benefits	517550	fringe	3070	<u>\$13,677</u>	<u>\$10,885</u>	<u>\$2,792</u>	<u>\$14,200</u>
Total Monitoring and Evaluation				\$51,597	\$38,137	\$13,459	\$53,300
Management			3075				
Program Manager	510000	US salary	3075	\$21,200	\$22,725	(\$1,525)	\$22,000
Benefits	517550	fringe	3075	\$8,548	\$9,163	(\$615)	\$8,850
Office Costs	680000	supply	3075	<u>\$1,000</u>	<u>\$1,008</u>	<u>(\$8)</u>	<u>\$1,000</u>
Total Management				\$30,748	\$32,897	(\$2,149)	\$31,850

Total US Program Management Costs

\$82,344 \$71,034 \$11,311 \$85,150

TOTAL PROGRAM COSTS

\$602,395 \$480,869 \$121,526 \$626,067

ADMINISTRATIVE COSTS

Endowment Fund Management (IRON Financial)

Management Fee	690000		3090	\$0	\$0	\$0	\$0
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Fundraising

International Travel	520500	travel-staff	3090	\$14,000	\$7,757	\$6,243	\$14,000
International Accommodation	520500	travel-staff	3090	\$7,000	\$4,555	\$2,445	\$7,000
International Expenses	520500	travel-staff	3090	\$3,200	\$1,043	\$2,157	\$3,200
Regional SEE Travel	520500	travel-staff	3090	\$500	\$396	\$104	\$500
U.S. Travel	520500	travel-staff	3090	\$3,500	\$3,500	\$0	\$3,500
U.S. Accommodation	520500	travel-staff	3090	\$1,000	\$648	\$352	\$1,000
U.S. Expense	520500	travel-staff	3090	\$1,000	\$0	\$1,000	\$1,000
Memberships/Associations	640100	cultural	3090	\$0	\$0	\$0	\$0
Trainings / Seminars / Conferences	640100	enrichment cultural	3090	\$7,500	\$587	\$6,913	\$7,500
Equipment / Materials / Marketing	640100	enrichment cultural	3090	\$5,000	\$0	\$0	\$5,000
Fundraising Consultants	697000	consultants	3090	\$0	\$95,341	(\$95,341)	\$70,000
Fundraising Activities: Board Travel (domestic)	520500	travel-staff	3090	\$0	\$0	\$0	\$0
Fundraising Activities: Board Travel (international)	520500	travel-staff	3090	\$0	\$0	\$0	\$0
Fundraising Activities: Board Accommodations (domestic)	520500	travel-staff	3090	\$0	\$0	\$0	\$0
Fundraising Activities: Board Hotel (international)	520500	travel-staff	3090	\$0	\$0	\$0	\$0
Business Meals	695000	supply	3090	\$3,000	\$7,152	(\$4,152)	\$3,000
Per Diem	520500	travel-staff	3090	\$5,200	\$0	\$5,200	\$5,200
Events				\$5,000	\$0	\$5,000	\$5,000
Fundraising Officer	510000	US salary	3090	\$11,098	\$18,479	(\$7,381)	\$11,098
Benefits	517550	fringe	3090	<u>\$4,475</u>	<u>\$7,451</u>	<u>(\$2,976)</u>	<u>\$4,475</u>
Total Fundraising				\$71,473	\$146,909	(\$75,436)	\$141,473

Overseas Benefits			3095				
Overseas Staff Housing Allowance	523500	staff housing	3095	\$750	\$0	\$750	\$750
Overseas Staff Travel Allowance	523500	staff housing	3095	<u>\$650</u>	<u>\$0</u>	<u>\$650</u>	<u>\$650</u>
Total Overseas Benefits				\$1,400	\$0	\$1,400	\$1,400
Subtotal Administrative Costs				<u>\$72,873</u>	<u>\$146,909</u>	<u>(\$74,036)</u>	<u>\$142,873</u>
Indirect Cost				<u>\$86,164</u>	<u>\$80,104</u>	<u>\$6,060</u>	<u>\$98,117</u>
TOTAL ADMINISTRATIVE COSTS				<u>\$159,037</u>	<u>\$227,013</u>	<u>(\$67,976)</u>	<u>\$240,990</u>
TOTAL PROGRAM & ADMINISTRATIVE COSTS				<u>\$761,432</u>	<u>\$707,882</u>	<u>\$53,550</u>	<u>\$867,057</u>

ANNEX I: AC'S PROPOSED EVALUATION AND MONITORING PLAN FOR KAEF

(Excerpt from the Technical Proposal)

Evaluation of Fellowship Program

For each KAEF cohort, American Councils will administer the following evaluation and monitoring instruments in order to gauge the program's effectiveness and the progress of participants. Ten years of data will provide for long-term comparison and real insight into the changing needs of the community and the success of the program.

Evaluation Instrument	Description	Date
Pre-program Survey	Base-line data on attitudes, expectations and goals of the KAEF Fellows before they arrive in the U.S.	June
Pre-departure Orientation Survey	Evaluation of the presentation of topics at pre-departure orientation.	June
First Semester Grade Report	Quantitative measure of KAEF Fellows' academic performance.	December
First Semester Evaluation	Assessment of KAEF Fellows' adjustment to host university and life in the U.S. Evaluation of support and services provided by host university coordinator and academic advisor.	December
Internship Search Report	KAEF Fellows describe their efforts and success in obtaining summer internships.	March
Second Semester Grade Report	Quantitative measure of KAEF Fellows' academic performance.	May
Second Semester Evaluation	Assessment of KAEF Fellows' first academic year, adjustment to life in the U.S., extracurricular activities, and upcoming plans.	May
Internship Evaluation – Employers	Supervisors assess the performance of the KAEF intern and indicate interest in employing future interns.	August
Internship Evaluation – Fellows	KAEF Fellows assess their internship experience and employer.	August
End of Program Evaluation (One-year Fellows)	Evaluation of the overall experience of KAEF Fellows on one-year programs, their attitudes, expectations and future plans.	August
Third Semester Grade Report	Quantitative measure of KAEF Fellows' academic performance.	December
Third Semester Evaluation	Assessment of KAEF Fellows' adjustment to life in the U.S., extracurricular activities, and upcoming plans.	December
Fourth Semester Grade Report & Proof of Graduation	Quantitative measure of KAEF Fellows' academic performance and confirmation of successful completion of academic program.	May
End of Program Evaluation (Two-year Fellows)	Evaluation of the overall experience of KAEF Fellows on two-year programs, their attitudes, expectations and future plans.	June
Post-program/Alumni Survey	Track the professional activities and development of KAEF alumni. Assess the needs of alumni and plan follow-on activities to support them.	January