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Ministry of Education, Science and Technology



World Learning
EDUCATION | DEVELOPMENT | EXCHANGE

TRANSFORMATIONAL LEADERSHIP PROGRAM SCHOLARSHIPS & PARTNERSHIPS

February 2014 – June 2019

Final Report

Submitted by:

World Learning

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Table of Contents

Acronyms	3
1. Executive Summary and Snapshot of Results and Successes	4
1. Snapshot of TLP-SP Results and Successes.....	4
2. Project Overview and Accomplishments by Objective	6
a. Objective 1: The Advisory Committee	6
1. Subcommittee Policy Papers and other Outcomes.....	6
2. Transformation of the Advisory Committee into the Kosovo Higher Education Roundtable... 7	
b. Objective 2: Kosovo Citizens Receive U.S. Post-Graduate Degrees and Professional Certifications	8
3. TLP-SP Alumni Professional Positions.....	10
4. Master’s Degree and Professional Certificate Programs	13
c. Objective 3: Improved University Management and Pedagogy in Selected Faculties of the University of Prishtina through Partnerships and Exchanges with U.S. Universities.....	15
1. University Wide Activities in More Detail	17
2. University Partnership Activities in More Detail	21
3. Challenges Encountered and Recommendations	29
a. Recruitment of Qualified Scholarship Recipients from Kosovo’s Ethnic Minorities.....	29
b. Institutional Strengthening at the University of Prishtina.....	29
4. Performance Indicators	30
Annex 1. Highlights of Supplemental Activities Conducted by Master’s Scholars	31
Annex 2. Supplementary Information about University Partnership Indicators	39
Annex 3. Formal Stories Published under the Project	47
Kosovo’s Professionals Build Skills, Earn Credentials (January 2016)	
Kosovo Scholars Study in U.S. to Strengthen Civil Society at Home (June 2016)	
Scholar Connects Kosovo to Its Diaspora (November 2016)	
Alumni Return to Their School In Kosovo to lead Change (December 2016)	
Scholar Advocates for Kosovars with Ostomies (March 2017)	
Kosovo Scholar Promotes Start-ups through Alma Mater (June 2017)	
Scholar Inspires Kosovars to Travel One Visa at a Time (July 2017)	
Annex 4. White Papers and Other Outcomes under the Project from the Advisory Committee or its Successor, the Kosovo Higher Education Roundtable (KHERT) 62	
<i>Incubation Subcommittee</i> : Building Venture Incubation at Public Universities in Kosovo – Strategy, Costs, Benefits and Approaches	
<i>Inclusion Subcommittee</i> : Improving Inclusion for Persons with Disabilities at the University of Prishtina	
<i>Governance Subcommittee</i> : Paper on governance models in public universities with recommendations for the University of Prishtina	
<i>ICT Needs Subcommittee</i> : Assessing and Understanding the ICT Needs of the University of Prishtina	
<i>Data Subcommittee</i> : Data Management System	

Acronyms

AC	Advisory Committee
ASU	Arizona State University
DC	District of Columbia
FE	Faculty of Education
FY	Fiscal Year
HICD	Human and Institutional Capacity Development
HE	Higher Education
IT	Information Technology
IU	Indiana University
KHERT	Kosovo Higher Education Roundtable
LGBTI	Lesbian, Gay, Bisexual, Transgender and Intersex
LOP	Life of Program
MBA	Master of Business Administration
ORSP	Office of Research and Sponsored Projects
TLP	Transformational Leadership Program
TLP-SP	Transformational Leadership Program – Scholarships and Partnerships
UMN	University of Minnesota
UP	University of Prishtina
US	United States
USAID	United States Agency for International Development
USG	United States Government

I. Executive Summary and Snapshot of Results and Successes

The Transformational Leadership Program – Scholarships and Partnerships (TLP-SP) was a five-year project with the ambitious goals of developing a cadre of young leaders to support Kosovo’s further development and reforming the University of Prishtina (UP) into an institution of higher learning with the capacity to generate graduates who meet Kosovo’s labor market needs. The Project was originally scheduled to run for five years, from February 2014 until February 2019, but was extended by four months at no additional cost to end in June 2019. Funding for TLP-SP included \$16.6 million from USAID and €10 million from the Government of Kosovo. World Learning committed to cost share in the amount of \$2,472,982 and ultimately was able to exceed that amount for a total of \$2,728,962.10.

As lead implementer, World Learning worked closely with the Project’s funders, USAID and the Government of Kosovo, to achieve strong results that are likely to have an impact on Kosovo’s economic, political, and civil society sectors for years to come.

World Learning is pleased to share the Project’s accomplishment, activities, and challenges in this final program report in compliance with the terms of the Cooperative Agreement. The report covers the entire project period including no-cost extension, February 26, 2014 – June 30, 2019.

TLP-SP was built around three objectives:

- Objective 1: Coordinated collaborative oversight of the Transformational Leadership Initiative through an Advisory Committee (AC)
- Objective 2: Kosovo citizens will receive U.S. post-graduate degrees and certificates
- Objective 3: Improved university management and pedagogy in selected faculties of UP and other universities through partnerships and exchanges with U.S. universities

A snapshot of results and successes is provided immediately below, categorized by Project objective. The report then outlines the Project’s activities and accomplishments, also by objective, followed by challenges encountered and recommendations, and concludes with a presentation of key performance indicators.

I. Snapshot of TLP-SP Results and Successes

Success Snapshot under Objective 1: Coordinated collaborative oversight of the Transformational Leadership Initiative through an Advisory Committee (AC)

- Established the AC, recruited diverse members, and created the AC’s vision and mission statement
- The AC’s Subcommittees published four important white papers: “Improving Inclusion for Persons with Disabilities at UP;” “Assessing and Understanding the ICT Needs of the University of Prishtina;” “Building Venture Incubation at Public Universities in Kosovo – Strategy, Costs, Benefits and Approach;” and “Governance Models in Public Universities.”
- AC Subcommittee efforts also led to the development of VentureUP, UP’s first venture incubator, which is already productive; and the University’s first university-wide data management system
- Transformed the AC into the Kosovo Higher Education Roundtable (KHERT) with approval and support from the Ministry of Education, Science and Technology (MEST)
- Established a UP Financial Advisory Committee situated in the Rector’s office, and facilitated the development of major recommendations for the University’s healthy financial management
- Created UP’s first Budget and Financial Systems Manual and first Human Resources Manual

Success Snapshot

Objective 2

Kosovo citizens will receive U.S. post-graduate degrees and certificates

- 185 scholars placed and settled into master's degree programs at 81 universities across the U.S.
- 181 master's scholars met full requirements for graduation, with at least two others likely to graduate on their own post Project
- 107 scholars placed and supported in professional certificate programs (106 graduated)
- 100% of scholars met requirement of returning to Kosovo after their programs
- 90% of alumni were employed (or continuing their education) as of March 2019, including many in leadership positions

Success Snapshot

Objective 3

Improved university management and pedagogy in selected faculties of UP and other universities through partnerships and exchanges with U.S. universities

- Re-established the dormant UP Center for Teaching Excellence, with staffing, trained trainers and an annual budget commitment from the University
- Established and nurtured successful partnerships between four UP faculties and U.S. universities: Arizona State University (ASU), Dartmouth College, Indiana University (IU), and the University of Minnesota (UMN)
- Designed a model for credit-bearing internships for four UP partner faculties
- 15 joint research projects initiated through U.S. partnerships
- 41 UP professors participated in exchanges with U.S. partner institutions
- Established an Office of Research and Sponsored Projects (ORSP) at UP, and saw significant increase in use and advancement in the global ranking of UP as a research institution
- Developed a comprehensive communications strategy for UP
- Established UP Alumni Association
- Developed and launched a UP-wide information management system, with performance indicators, allowing the University to collect data for sound decision making related to finance, management and teaching and learning
- Developed a UP public relations strategy
- Mentored the UP Public Relations office and supported the development of five educational awareness films on topics such as academic integrity and plagiarism, and sexual harassment
- Led six Leadership and Change Management seminars for a total of 54 university administrators and fellowships in the U.S. in which competitively selected seminar alumni learned from counterparts at major U.S. universities.
- Hosted an Executive Leadership Summit for UP deans and vice-rectors for discussion of the University's strategic plan
- With the UP Career Development Center, launched a new career database and the UP's first alumni website, which respectively allow current students to connect with potential employers and alumni to remain connected with the University
- Created the UP Center for Energy and Sustainability, with 12 faculty affiliates from six different faculties, and launched a sophisticated interdisciplinary "Certificate in Renewable Energy and Sustainability"

2. Project Overview and Accomplishments by Objective

a. Objective I: The Advisory Committee

USAID conceptualized the AC as a mechanism to provide oversight of the umbrella Transformational Leadership Initiative (TLI), of which TLP-SP was a component, ensuring TLI's sustainability beyond the duration of the various awards that comprised it. As implementer of the largest of the TLI programs, World Learning was charged with establishing the AC and serving as its Secretariat.

World Learning began with a Human and Institutional Capacity Development (HICD) assessment, adapted for start-up entities, in order to understand the goals, gaps, structures and systems required for a successful AC. The activities that emerged from the HICD assessment helped the AC to become an official, formalized entity that could be sustained in the local context.

Based on the assessment results and numerous meetings and workshops convened by the Project for key stakeholders (reported in detail in TLP-SP annual reports), World Learning organized the AC around a General Assembly and six subcommittees. The General Assembly gathered biannually to discuss strategic objectives, goals and targets, and this format proved to be useful for members who held a strong interest in advancing issues under the remit of the TLI, especially issues in higher education reform, but who lacked the time to make significant contributions more frequently. The Subcommittees met more often to produce policy papers and recommendations on specific issues pertaining to higher education and higher education institutions in Kosovo.

I. Subcommittee Policy Papers and other Outcomes

Six subcommittees were formed, focused on Information and Communication Technology; Inclusion; Incubation; Data; Membership; and Marketing. In Years 4 and 5 of the Project the efforts of the AC Subcommittees coalesced around the need to develop solutions to higher education challenges in Kosovo. The Subcommittees, under the auspices of either the Advisory Committee or its successor, the Kosovo Higher Education Roundtable, produced several policy papers and initiatives that addressed pressing topics at UP.

“Improving Inclusion for Persons with Disabilities at UP,” a white paper published by the AC Inclusion Subcommittee, proposes several recommendations directed towards UP and MEST on four separate topics: providing accessible infrastructure; ensuring accessible curricula and classroom management; creating organizational policy and culture; and fostering inter-institutional cooperation.

“Assessing and Understanding the ICT Needs of the University of Prishtina,” a white paper published by the ICT Needs Subcommittee, identified numerous areas for improving and streamlining IT services at UP. The Subcommittee’s recommendations include improving capacity and quality management for all IT infrastructure. The Rector and his team are using the paper to guide reform of ICT at UP.

Venture Incubation White Paper and VentureUP: A critical outcome of the AC’s Incubation Subcommittee was a white paper entitled, “Building Venture Incubation at Public Universities in Kosovo – Strategy, Costs, Benefits, & Approach,” followed by the establishment of UP’s first venture incubator, VentureUP, which is already making significant progress towards its goal of a more innovative and entrepreneurial UP. VentureUP secured EU and Helvetas funding to support its programs in entrepreneurship, student mentoring, soft-skills training, new venture development and social enterprise

for UP's 50,000 students in 13 faculties. By the end of the Project VentureUP had hosted more than 25 teams with business ideas and more than 1000 students for training.

“Governance Models in Public Universities:” The Governance Subcommittee observed that countries with advanced economies recognize the importance of shared governance systems and structures, and developed a number of recommendations related to steering boards, university senates and other higher education governance aspects.

Data Management System: The AC's Data Subcommittee guided a local IT firm to design UP's first-ever, university-wide data management system, which includes user-friendly tools to develop multiple data dashboards for easy reporting across faculties, functions, departments, and other management units. Analysis and reporting of the data will facilitate better, data-driven decision making. The new database will allow UP to measure its progress and performance in real-time against long-term performance indicators in UP's strategic plan.

2. Transformation of the Advisory Committee into the Kosovo Higher Education Roundtable

In Year 5 of the Project, the AC was transferred to MEST to become the **Kosovo Higher Education Roundtable (KHERT)**. Higher education roundtables are commonly used in the U.S. to facilitate discussions on key issues facing institutions of higher learning, in particular to ensure better articulation between higher education outputs and the needs of the business, workforce, government, and civil society. The Minister of Education, Science and Technology issued a formal, legal decision empowering KHERT to design higher education solutions for Kosovo, and deputized his cabinet to participate in and support the effort to transform Kosovo's higher education system and institutions.

In two initial meetings KHERT discussed how best to continue operating while still under the TLP-SP umbrella and began to solidify the roundtable's membership, structure, and three work pillars: a) governance; b) data and quality assurance; and c) higher education financing of post-secondary education.

In January 2019, KHERT and TLP-SP engaged an expert from the U.S. National Center for Higher Education Management Systems (NCHEMS) to support the efforts of KHERT to build on Kosovo's Education Strategic Plan (KESP). While KHERT must use and build upon KESP objectives it must also build upon the vision and strategy and propose additional solutions in support of Kosovo's economic and civic needs. Based on his research and discussions in Kosovo, the expert from NCHEMS produced a concept note entitled “Improved Governance in Higher Education,” which the Project shared with all major stakeholders.

b. Objective 2: Kosovo Citizens Receive U.S. Post-Graduate Degrees and Professional Certifications

TLP-SP supported 292 full scholarships at U.S. universities for master’s degrees (185) and graduate certificates (107), in ten fields of study deemed of critical importance for Kosovo’s continued development: agriculture, business, economics, education, engineering, finance, gender and interdisciplinary studies, information systems, public administration and rule of law. These 292 scholars received comprehensive, long-term support from the Project. Of these, 287 graduated from their programs during the Project, three left the Project and are not likely to pursue graduation independently, and two are very likely to continue on their own and meet graduation requirements. The Project completed the placement process for several other scholars who dropped out of their programs early on, and the Project was able to fill their slots with scholars from back-up lists.

Project activities under this objective included recruitment (outreach, evaluation and selection); U.S. program identification, application and placement; ongoing academic, cultural, and psychosocial support; leadership workshops in Washington, DC (master’s scholars only); and close monitoring and administrative support to ensure compliance with complex USAID and USG regulations concerning student visas.

TLP-SP scholars studied at 81 different universities in 30 U.S. states.

The average grade-point average (GPA) TLP-SP scholars was 3.79 on the U.S. 4-point scale, indicating that scholars were well selected, well placed and well supported.

The tables below show breakdowns of TLP-SP’s 181 graduated master’s degree scholars and 106 graduated professional certificate scholars by gender, ethnicity, underserved community and area of study.

Breakdown by Field of Study

The table below shows numbers of all TLP-SP scholars (master’s degree and professional certificates, together) by field of study, and the subsequent tables show more detailed breakdown disaggregated by gender and community.

4 Scholars studied Agriculture	13 Scholars studied Finance
74 Scholars studied Business	13 Scholars studied Gender & Interdisciplinary Studies
21 Scholars studied Economics	7 Scholars studied Information Systems
27 Scholars studied Education	59 Scholars studied Public Administration
43 Scholars studied Engineering	26 Scholars studied Rule of Law

TLP-SP Graduated Scholars

	Master's Degree	Professional Certificate Scholars
Gender		
Women	92	55
Men	89	51
Ethnicity		
Albanian	168	96
Bosnian	2	-
Gorani	1	-
Roma	1	-
Serbian	7	10
Turkish	2	-
Underserved Community		
Women	92	55
Rural background	30	13
Ethnic minority	13	10
LGBTI individuals	2	1
Persons with disability	3	1
Overall underserved (some scholars in multiple categories above):	119	66
Area of Study		
Agriculture	2	2
Business	43	31
Economics	21	-
Education	20	7
Engineering and IT	19	24
Finance	7	6
Gender studies	5	8
Information systems	7	-
Public administration	41	18
Rule of law	16	10
Total:	181	106

3. TLP-SP Alumni Professional Positions

As of March 2019 the project was able to confirm that 90% of alumni were employed or continuing their education. Returned scholars work and lead in a range of sectors, industries, and institutions. These include public and government institutions such as the Kosovo Central Bank, the Tax Administration, and the Pension Savings Trust. Other areas where graduates work, including many in top leadership positions, include private sector companies, aviation, civil society, the Prime Minister’s office, several ministries, and the nonprofit sector. By the end of TLP-SP it was clear that alumni were having an impact and transforming Kosovo one institution, one business at a time.

Public Sector Places of Employment of TLP-SP Alumni as of March 2019

Agency of State Archives	Ministry of Health
Association of Kosovo Municipalities	Ministry of Infrastructure
Basic Court in Prishtina	Ministry of Local Government Administration
Central Bank of Kosovo	Ministry of Trade and Industry
Consulate of the Republic of Kosovo in New York City	Municipality of Gjakova
Government of Kosovo	National Audit Office
Kosovo Customs	Office of the Former President of Kosovo
Kosovo Pension Savings Trust	Prishtina International Airport
Kosovo Telecom	Tax Administration of Kosovo
Ministry of European Integration	Technical High School Fan Noli
Ministry of Finance	University of Prishtina
Ministry of Foreign Affairs	

NGO Places of Employment of TLP-SP Alumni as of March 2019.
Organizations in bold founded or directed by TLP-SP alumni.

Action for Development and Empowerment of Communities	Kosovo Institute for Policy Research and Development
Action for Mothers and Children	Leadership and Growth Council
Advocacy Training & Resource Center	Lux Development
Balkan Green Foundation	Me Dhe Per Kosoven
CARE International	New Social Initiative
Center for Advanced Studies	Oral History Initiative
Civil Code Kosovo	Peer Educators Network
Community Building Mitrovica	Prishtina Institute for Political Studies
Community Development Fund	Save the Children
Danish Refugee Council	Security Policy Research Center
Democracy for Development	SwissContact
Democracy Plus	TOKA
Forum for Ethnic Relations	United Nations Children's Fund
GAP Institute	United Nations Development Program
Germin	USAID Justice System Strengthening Program (Millenium DPI Partners)
Girls Coding Kosova	VentureUP
Group for Legal and Political Studies	Western Balkans Fund
International Foundation for Electoral Systems	World Bank Group
Kosovar Civil Society Foundation	UP Alumni Foundation
Kosovo Association of Milk Producers	Youth Initiative for Human Rights

Private Sector Places of Employment of TLP-SP Alumni as of March 2019.
Companies in bold were started or being directed by alumni.

2M Consulting	Kika & Associates
ADOKA Real Estate	Mala Audit & Consulting
Advoco Solutions	Mana Board Game Bar
Algorithmics	Picrra Company
AppBites	Prosperoware
Arbana Bio Cooperative	Quad Corp
Business Development Group	Swift Peaks
Honey Hive	Zagragja & Associates
Kapak Studio	

4. Master's Degree and Professional Certificate Programs

As stated earlier, TLP-SP produced a substantial cadre of graduates of U.S. master's degrees and post-graduate professional certificates, with 181 Kosovars (out of 185 settled into placements) graduating from master's degree programs and 106 Kosovars (out of 107 settled into placements) completing professional certificate programs. TLP-SP alumni are now using their new skills and knowledge as leaders and drivers of change and progress back home in Kosovo. The cycle of selection and placement for master's degrees was carried out three times, resulting in three distinct cohorts of master's degree scholars. Three intakes were carried out for professional certificates as well, but due to cost savings the Project was also able to place several certificate scholars beyond the three primary cohorts.

Most courses of study were completed entirely in the U.S. A small number of programs were "blended," with portions of study delivered in person on U.S. campuses and portions delivered online. There were no cases in which a scholar remained in the U.S. after a program; the Project achieved a remarkable 100% "return rate," in compliance with J1 visa requirements.

World Learning designed and carried out a series of major steps in implementing this component of the Project in pursuit of Objective 2, all guided by World Learning's relevant experience and the major USAID regulations and best practices for participant training as found in ADS 252 and 253 and related sources. Our major steps involved in providing master's degrees and professional certificates, as outlined below, included: recruitment and selection of scholars; placement of scholars in excellent U.S. programs; pre-departure logistics and support; and support for scholars during their programs.

Recruitment and Selection of Scholars

Each round of recruitment began with a well-publicized, high-profile launch, with significant media coverage and the participation of officials from MEST and the U.S. government at the highest level available, such as the USAID Mission Director, the Minister of Education, and the Rector of UP. The primary purpose of each public launch was to announce a Call for Application for TLP-SP. Next, World Learning's outreach campaign was designed to reach audiences throughout Kosovo, with special strategies for outreach to underserved and marginalized communities. We engaged a consultant to assist in outreach to the Serbian population in Northern and Southern Kosovo. Our team conducted on-the-ground information sessions around the country, appeared in a variety of media, produced newspaper announcements and placed large recruitment posters strategically around the country, and also used the Project's website and social media. Thousands of potential candidates attended the information sessions.

In all cycles, the Project's extensive outreach efforts yielded far more applications from prospective scholars than the Project could support. We conducted a screening of initial applications and advanced to the next stage only those applications that met USAID's basic eligibility criteria for further consideration. Those eligibility criteria included: Kosovo citizenship and residence; an undergraduate degree with a Kosovo-equivalent GPA of 7.5 or higher; and professional aptitude and leadership potential in the selected field of specialization.

The applications of eligible candidates were distributed to external readers, who evaluated applications based on factors such as: academic record and ability to succeed in academic study in the U.S.; potential to develop as a leader and ultimately to drive significant positive change in Kosovo; relevance of intended field of study to USAID's priority fields for Kosovo; clear plans for using the TLP-SP opportunity to enhance professional development; and intent to return to Kosovo to complete the mandatory two-year volunteer work requirement and meet visa requirements. Two external readers evaluated each application, and in cases of scoring disagreement World Learning staff based in Washington, DC served as third readers.

Following the reading and scoring of applications based on application documents, applicants were interviewed in person in Prishtina by panels consisting of representatives of USAID, MEST, ~~the~~ Transformational Leadership Program – Scholarships & Partnerships Final Report

Embassy, and World Learning. Interviewers evaluated candidates based on academic qualifications, leadership potential, understanding of program goals, depth of thinking, and adaptability. Enhanced consideration was granted to members of underrepresented and disadvantaged groups to support the Project's inclusion and diversity goals. World Learning arranged for applicants' standardized testing as needed (TOEFL and GRE or GMAT) and these scores were factored into final selection of candidates.

Placement of Scholars in Excellent U.S. Programs

For placement in master's programs, World Learning's placement team in Washington, DC worked very closely with scholars to learn about the person behind the documents and better understand scholars' individual interests and goals, and then drew upon World Learning's networks and additional research in order to identify universities and programs of greatest relevance. The team identified at least three potential programs for each scholar, including a "target" program, a "reach" program, and a "safety," program, and aimed in particular for universities with several important characteristics, including: excellent programming that meets the academic and professional needs of the candidates; a commitment to enhancing campus internationalization through enrollment of TLP-SP students; ability to offer cost-share; and resources to support a personalized, high-quality program. World Learning staff completed university applications on behalf of candidates, consulted closely with candidates regarding choice of school in cases of multiple acceptances, negotiated tuition and cost share with universities, and developed letters of agreement with participating universities.

For placement in professional certificate programs, the Project's process was similar. However, Project staff engaged even more closely with certificate scholars on the research and identification of potential placements. Such close engagement was feasible because of the smaller number of scholars in this category, and it was useful because of important differences between the current landscape of U.S. certificate offerings and master's programs – the range of certificate programs is smaller, the offerings are evolving quickly, programs are not always well-publicized, and there are many opportunities for customized design. Working very closely with the scholars on placement allowed for a highly flexible and customized placement for all scholars.

Pre-Departure Logistics and Support

The Project coordinated closely with USAID and the Consular Section of the U.S. Embassy in Prishtina to support the J-1 visa application process for scholars, and worked with USAID's online Visa Compliance System and TraiNet database to process and maintain participant data before, during and after programs. Prior to scholars' departure for the U.S., World Learning facilitated a Pre-Departure Orientation (PDO) to ensure scholars' preparation for success as well as their understanding of their responsibilities and obligations. PDOs covered topics such as program sponsorship, goals, requirements, policies, procedures and regulations, as well as U.S. diversity, gender considerations, disability rights and inclusion, an introduction to the U.S. academic environment, effective study strategies, academic honesty, safety strategies, and administrative "nuts and bolts" such as travel to the U.S., housing, and banking. For master's scholars, who would be living for a substantial time in the U.S., the PDOs took place over two days, and were held for entire cohorts of departing scholars. For certificate scholars, whose time in the U.S. would be much shorter and with staggered start dates, PDOs took place over a few hours and were held for small clusters of scholars or individuals.

Support for Scholars during Academic Programs

World Learning staff in Washington, DC supported scholars in numerous ways throughout their programs to supplement the local, campus-based support provided by universities and ensure that

scholars were maximizing the TLP-SP opportunity to develop as Kosovo leaders as well as remain compliant with USAID regulations.

Each scholar met virtually with World Learning staff within a few days of arrival in the U.S. for a “welcome call” and to address any concerns regarding travel, housing, university orientation, academic preparation, and medical/legal situations. Staff and scholars were in touch as much as necessary during scholars’ settling-in process and then on a monthly basis to discuss scholars’ progress and evolving needs. Structured topics during the monthly calls included academic progress, finances, health, and emotional and cultural adjustment. Scholars were guided to open bank accounts and receive a Monthly Maintenance Allowance as well as allowances for purchase of a computer, books, and general settling in expenses. World Learning enrolled all students in health and accident coverage in compliance with ADS 252 mandates. Staff assisted scholars with decisions about whether to live on campus or independently, supported scholars with a review of leases with private landlords, and in many cases engaged in lease negotiation on students’ behalf.

Project staff supported scholars with the decision about whether and how to pursue internships and engage in other supplemental activities such as conferences, assistantships and volunteer work to enhance their development of new knowledge and skills in their respective areas of study. With project encouragement, the vast majority of scholars sought out additional activities to support their professional development. See Annex I for a list of scholars’ supplemental professional activities.

Support from World Learning also included site visits with scholars at their universities. During such visits staff met with the scholars, their academic advisors, their international students offices and others as needed in order to understand program progress and help resolve issues and challenges.

For each cohort of master’s scholars, World Learning designed and facilitated a winter leadership workshop in Washington, DC. These workshops provided an opportunity for scholars to pause in their focus on their academic work and devote some attention to their development as leaders who will soon be returning to their communities to assume or pursue leadership roles for the benefit of their country. At the leadership workshops, scholars explored concepts in leadership, discussed what leadership means in their own context, and began to develop individual action plans for their continued development as leaders and how they will contribute to Kosovo’s progress. While in Washington, DC for the workshops, scholars also had the opportunity to meet representatives from the U.S. Department of State, other international institutions (such as the World Bank), and the Kosovo Ambassador to the U.S.

c. Objective 3: Improved University Management and Pedagogy in Selected Faculties of the University of Prishtina through Partnerships and Exchanges with U.S. Universities

World Learning directly implemented a set of university-wide activities and simultaneously designed and shepherded four partnerships between U.S. universities and UP faculties. These efforts formed the two prongs of TLP-SP’s approach to Objective 3 – University-Wide Activities, and Partnerships – which together enhanced the capacity of UP to produce graduates able to meet the needs of Kosovo’s economy and institutions. We focused on three broad pillars: improving student services, transforming teaching, and increasing and enabling research. The Project’s efforts included exchange visits and fellowships to leading universities in the U.S.; seminars and trainings on teaching and leadership for faculty and staff; and setting up and supporting university centers and institutes that reach across the entire university to promote research, interdisciplinarity and life-long learning.

Through intensive, daily engagement with UP’s Rectorate, 13 faculties, deans, professors, staff, and students, World Learning designed and launched numerous centers and institutes at UP, all of which rest

upon new systems and protocols designed to develop a culture of accountability, integrity, and leadership. World Learning sought to impact the very culture of the university. By focusing not only on the concepts of accountability and integrity but also the systems and tools that create better outcomes, we have built a solid foundation upon which any management unit can stand.

Constant support and training of UP's leadership through direct mentoring relationships with the Rectorate, Deans, and the Steering Board and with instructors and middle management improved performance and clarified roles of all parties. World Learning aided the Rectorate in developing job descriptions for all officers and vice rectors and improved HR protocols ensuring clarity of responsibility, improved lines of communication, and greater accountability.

As illustrated in the graphic below, World Learning took a comprehensive approach to UP's institutional reform. It is not sufficient to build vertical management units without developing the horizontal systems which must be the foundation of any high-functioning institution. Thus, World Learning managed a complex array of tasks and interventions to support the University across multiple layers: Management, Leadership, Academics, Student-Services and overall organizational culture.

TLP-SP Transformation Model, University of Prishtina								
Center for Teaching Excellence	Center for Research and Sponsored Projects	Career Center	Alumni Association	PR Office	Center for Energy and Sustainability	Data UP	Venture UP	Institute for Agriculture and Veterinary Sciences
HUMAN RESOURCE SYSTEMS								
BUDGET & FINANCE								
DATA SYSTEMS								
MANAGEMENT								
GOVERNANCE SYSTEMS								
CULTURE: ACCOUNTABILITY, INTEGRITY, LEADERSHIP								

In September 2014, in order to elaborate TLP's plan for TLP's University Wide Activities, World Learning's senior Higher Education Advisor conducted a "Milestone Assessment" of UP's progress on its 2013 Action Plan, which had identified the need for a number of institutional reforms. This assessment included meetings with senior UP leadership and other internal and external stakeholders, and a desk review of relevant documentation such as reports and regulations relating to the assessment process. The assessment yielded four strategic objectives for UP for inclusion in the Project's University Wide Activities plan:

- UP Strategic Objective 1: Enhance Revenue Generation and Financial Viability
- UP Strategic Objective 2: Improve the Quality of Academic Staff and Teaching
- UP Strategic Objective 3: Develop the Rectorate's Management, Internal Communications and Public Relations Capabilities
- UP Strategic Objective 4: Improve Student Services

In addition to assessing the status of UP's work to date on its 2013 Action Plan, World Learning's assessment process also included a needs assessment of the four faculties that USAID and UP had selected for support through university partnerships under TLP. The Project explored multiple perspectives on the challenges facing each faculty and the university as a whole, designed the partnerships, and in April 2015 launched the Project's four-year partnerships component, with each partnership addressing the unique challenges in each faculty. Shepherded by World Learning, ASU

partnered with the UP Faculty of Electrical and Computer Engineering; IU with the Faculty of Education; Dartmouth College with the Faculty of Economics; and the UMN with the Faculty of Agriculture and Veterinary Science.

I. University Wide Activities in More Detail

UP Strategic Objective I: Enhance Revenue Generation and Financial Viability

World Learning’s international expert worked with a local consultant to design the Rector’s Financial Development Advisory Committee (FAC), including the structure and needed regulations. After examining several relevant models of Financial Advisory Committees, including at the UK’s University of Leicester, the University at Buffalo in the U.S., and Canada’s Dalhousie University, the Project recommended that the committee be established by the Rector’s office, with the mission of supporting UP, its management and board in fundraising and endowment building, better financial planning and internal auditing. Members of the FAC were nominated by the Rector’s office. World Learning served as the Secretariat, assisting with organizing meetings and workshops and making sure that the recommendations were recorded and presented to university management.

With Project support, the FAC members held a two-day workshop, in which they prepared detailed recommendations presented to senior UP leadership. The recommendations were as follows:

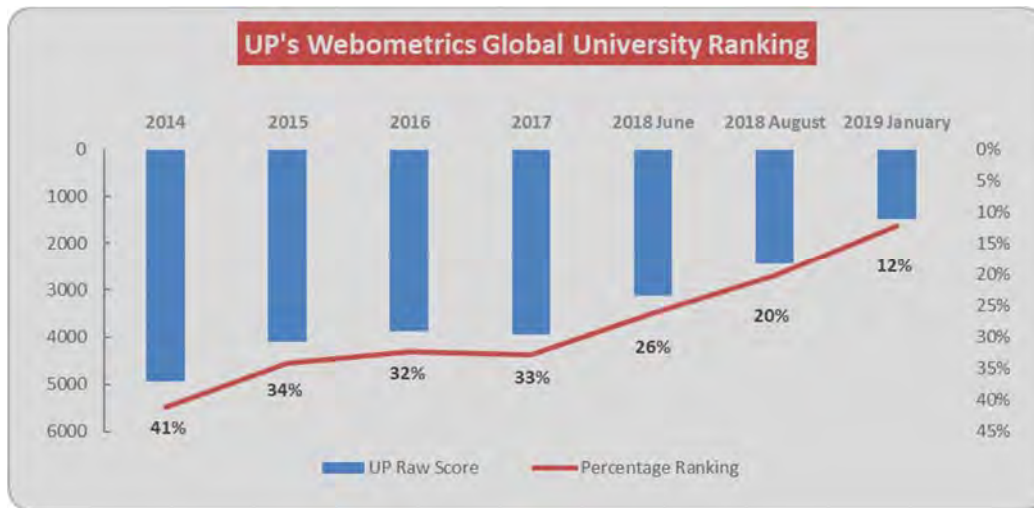
Financial Advisory Committee Recommendations	
1	Change the organizational chart to maximize oversight and minimize mismanagement.
2	Adjust statute and higher education law to restore management role to Rector and senior team.
3	Disaggregate university budgets into more discrete budgetary divisions and departments.
4	Tap into support offered from outside organizations to train university staff with additional budget management responsibilities.
5	Develop comprehensive financial, budgetary, and administrative policies and procedures manuals.
6	Normalize teaching staff salaries, ending supplemental pay practices.
7	Use recovered funds to adequately staff administration and, if appropriate, teaching staff.
8	Revise tuition and fees structure, realigning incentives for students and ensuring sufficient revenue to function as a leading public research university.

Additionally, the Project developed UP’s first-ever Budget and Financial Systems Manual and its first Human Resources Manual. World Learning supported both with systems, tools, and training to increase organizational efficiency and effectiveness.

With Project support, UP modernized and redesigned its research systems to reflect best practices of leading universities across Europe and the U.S. A major accomplishment of TLP-SP was the establishment of UP’s ORSP, which is tasked with tracking and supporting all university research and external funding. The ORSP is a critical gear in the machinery of any U.S. research university, often generating hundreds of millions of dollars in research, ensuring compliance, and enabling scholars to push the boundaries of science and innovation. By the end of the Project, UP’s ORSP was up and running, staffed, and budgeted.

In support of stronger incentives for UP professors to publish their research, UP increased enforcement of its standards for academic publishing. By the end of the Project, professors were increasingly held accountable for the quality of their publications, which must be validated by inclusion in leading academic databases such as SCOPUS and Web of Science.

ORSP is playing a critical role in helping researchers obtain funding for research and publication. ORSP also monitors, tracks, and publishes research quality and output, creating greater understanding and incentives for professors to improve their own output. TLP-SP's support for research at UP has helped UP advance in one global ranking, Webometrics, which is produced by the Cybermetrics Lab, a research group of the Spanish National Research Council. During the Project, UP advanced into the top quintile among 12,000 universities and colleges, globally. See graphic below on UP's ranking trajectory.



As the graphic shows, in 2014, UP stood at 4937 in the ranking. UP's progress towards the top ten percent of institutions globally is a testament to TLP-SP's support in this area. In the coming years, the combination of better data tracking, higher incentives, and ORSP support in winning and managing grants should continue to advance UP not only in the Webometrics rankings but also in others.

World Learning integrated the ORSP activity into ASU's sub-award. ASU brought in a consultant, who conducted a more thorough needs assessment for the new UP office and prepared a set of principles to guide the operation of the new office. In May 2017, UP officially launched the new ORSP with an initial staff of one part-time coordinator.

World Learning and ASU organized an exchange visit for the ORSP coordinator to ASU to prepare for his role in leading the new office. The coordinator developed the first set of standard operating guidelines for the office, as well as the first newsletter to disseminate information on research grants and sponsored project opportunities to UP faculty. This service is invaluable to faculty, as academic promotions rely almost exclusively on research papers published.

In the meantime, in order to incentivize UP faculty member preparation of fundable research proposals, ASU conducted a research mini-grant competition, targeted toward Center for Energy and Sustainability (CES) faculty affiliates but open to all UP faculty members. The goal of the mini-grant competition was to generate proposals to engage the new ORSP infrastructure. Five mini-grants were awarded.

By the end of the Project, two additional staff members had been added to UP's ORSP office. While the ORSP is still in its infancy, its sustainability is critical for UP. The ability of the ORSP to mandate centralized submission of all external sponsored research proposals is still largely untested.

UP Strategic Objective 2: Improve the Quality of Academic Staff and Teaching

Transforming teaching at UP was at the forefront of TLP-SP's agenda. The Project redesigned and revitalized the University's dormant Center for Teaching Excellence (CTE), which as a result has been transforming teaching and classrooms across the University.

The Center scouted and recruited 12 energetic trainers to train the rest of the University's teaching staff in state-of-the-art teaching methodologies and transforming the learning experience for all university students. To support the new trainers, TLP-SP brought in two World Learning education experts, who delivered several days of training in inclusive education, hybrid learning, flipped classroom techniques and using technology in the classroom.

The 12 UP trainers traveled to the U.S. for the final component of their training, continuing their development as state-of-the-art trainers in teaching methodologies and classroom management by participating in workshops and visiting with counterparts at the Center for Teaching Research and Learning at American University, the Teaching and Learning Transformation Center at the University of Maryland College Park, the Center for Educational Resources at Johns Hopkins University, and the E-Learning, Innovation and Teaching Excellence Center at Montgomery College. By the end of TLP-SP, the new trainers were able to create their own training program and were poised to improve the teaching methods of all UP teaching staff.

World Learning further assisted UP management with revitalization of the UP CTE through a training series, website re-design, publication of training materials, and other activities.

As with ORSP, ASU provided some support for CTE, hosting the CTE Coordinator for a week on the ASU campus to introduce her to the work and processes of a similar office. Additionally, ASU held trainings for UP staff on the use of an open-source online platform for course management. These included workshops on syllabus preparation, hybridized instruction, the use of cell phone apps in the classroom, and best practices in developing and administering course evaluation instruments. ASU also prepared a self-training manual in Albanian for the *CourseSites* platform. In all of its course development mini-grants and related CTE programming, ASU required that *CourseSites* be used for effective interactive engagement with student learners.

Finally, the CTE ensured its own sustainability beyond the life of TLP-SP by securing an annual budget from the University itself.

Building a Data-Driven Institution: Throughout TLP-SP World Learning staff and consultants working with UP noted the lack of data to inform decision makers associated with finance, management, and teaching and learning. Administrators, managers and instructors all suffered from a lack of reliable data to make managerial adjustments, understand outcomes, hold staff accountable or reward high performance. As a result of the Project's investment in this area, UP has access to quality methods of data collection and the systems and capacity to understand and use data for sound decision making and reporting to stakeholders. TLP-SP developed and launched a university-wide information management system, performance indicators and metrics around which to collect data. In addition, TLP-SP trained UP staff on how to use and make best use of the data systems.

UP Strategic Objective 3: Develop Rectorate's Management, Internal Communications and Public Relations Capabilities

Public Relations Strategy: World Learning worked with senior UP management to develop a comprehensive public relations strategy. A sound strategy was essential given the limited access on the part of internal UP stakeholders (students, faculty, staff) to information about activities and initiatives of

the Rectorate or university-wide programs and opportunities. The Project supported UP's Public Relations office with mentoring and a full-time intern, who assumed responsibility for the University's official social media sites. Additionally, the Project organized a 10-day U.S. study visit for UP's Media Advisor.

To continue improving UP's social media presence, the program engaged a TLP-SP alumna and a current UP student to script and film five educational awareness raising videos on important topics, from academic integrity and plagiarism, to sexual harassment. Ten actors, all students from UP's film school, volunteered in the videos.

Leadership and Change Management Seminars: Investing in middle management at UP and other universities was crucial for TLP-SP, because these were key stakeholders of the Project and the individuals who handle day-to-day university operations. The Project trained this management cadre while continuing to work with the Rector and team on driving systemic change in the culture of UP.

World Learning provided multiple Leadership and Change Management seminars for public university administrators, ultimately reaching 54 administrators during the Project to increase their leadership potential and develop capacity to lead change in higher-education institutions from the ground up. The leaders who received certificates from the seminar went on to assume substantial roles such as organizing and institutionalizing commencement ceremonies, streamlining career services, designing intramural programs, and creating the UP's first alumni network.

Leadership and Change Management Fellowships: All alumni from these Leadership seminars were also invited to apply for 10-day Leadership and Change Management Fellowships in Washington, DC. During these fellowships, participants expanded their leadership preparation through visits and job shadowing with their professional counterparts in higher education institutions in the U.S. Groups visited institutions such as the Department of Education at Georgetown University, the American Council on Education, and the University of Maryland, and developed action plans for implementation at their home universities in Kosovo.

Executive Leadership Summit: In October 2017, the Project hosted an Executive Leadership Summit for UP's deans and vice rectors. The two-day summit served as a forum for discussion on how to lead change and reach consensus for the benefit of the institution. During the summit, the deans and vice rectors reviewed UP's strategic plan and discussed how to convert its objectives into concrete outcomes, to shape the University into a leading higher education institution.

UP Strategic Objective 4: Support Student Service

Internships, UP Career Center, Applied Learning: The Project designed a model for credit-bearing internships for TLP-SP's four UP partner faculties, incorporating information and lessons learned from the practices of several regional career centers, an internship program at a local Kosovo bank, and a small survey among 25 local companies. This model will serve as a basis for the faculties and the UP Career Development Center for building a functional approach to credit-bearing internships for UP students.

Additionally, the Project worked with UP's Career Development Center and a local software development company owned by two returned TLP-SP scholars to create digital tools to improve career services for students. The Career Development Center launched the new career database and alumni website in October 2017. The first of the two cutting-edge platforms, the career database, allows current students to connect with potential employers, apply for jobs, sign up for trainings and create CVs. The second, the alumni website, connects the UP's large and diverse alumni base with the university and its students, for the first time since the university opened its doors 50 years ago.

The career database houses both student and company information, and allows UP's large student body to easily access a pool of jobs, career fairs, events, workshops and scholarship opportunities. A complementary mobile app allows students to access the career portal from anywhere, regardless of whether they own a personal computer. These tools and resources have a direct impact on the employability of thousands of students.

2. University Partnership Activities in More Detail

World Learning arranged and supported the following four partnerships based on needs assessment of the respective UP faculties and a competitive sub-award selection process:

- I. **Indiana University with UP Faculty of Education**
- II. **Arizona State University with UP Faculty of Electrical and Computer Engineering**
- III. **Dartmouth College with UP Faculty of Economics**
- IV. **University of Minnesota with UP Faculty of Agriculture and Veterinary Science**

Under the umbrella of these partnerships World Learning nurtured and facilitated a number of categories of activities, including: development of curricula and courses in selected departments; research mentoring relationships; e-learning course management and course delivery; faculty exchanges; and co-teaching between U.S. and UP faculty members, employing blended learning. Numerous experts from the U.S. travelled to Prishtina to hold guest lectures at UP, train professors in research and teaching methods, assist in the development of faculty strategic plans, and help create interdisciplinary centers. The U.S. partner universities also welcomed UP professors, who observed U.S. classes, co-lectured and participated in research.

Major accomplishments of the four university partnerships:

- Established UP Center for Energy and Sustainability and launched its first certificate program
- Developed concept and business plan for UP Institute for Agriculture and Veterinary Science (under review by UP at end of TLP-SP)
- Arranged exchanges to U.S. universities for 41 UP personnel (58% women). Seventy percent of professors reported introducing new teaching methods and/or curriculum elements on return.
- Launched 15 joint research projects

Indiana University Partnership with UP Faculty of Education

The aims of the partnership between IU and UP's Faculty of Education (FE) were to create scholarly learning communities within FE, build a research culture and foster teacher education reform.

Major accomplishments and activities through this partnership included:

- Arranged exchanges for 14 IU faculty members at UP, where they conducted 25 trainings for FE
- Arranged 11 UP FE Faculty-in-Residence at IU
- Arranged management study visits to IU for four FE administrators
- Held four scientific research symposiums at UP
- Established a resource repository at FE
- Provided FE members with access to key instructional and academic research in IU library system
- Translated a major instructional textbook into Albanian
- Launched 23 research collaborations in seven research clusters

- Published two 2 FE faculty research papers in academic journals; others were in progress at end of Project

In two long-term visits to Kosovo, an IU faculty member supported FE to develop scientific research activities and enhance teaching methodologies. IU developed a survey instrument to ascertain faculty members' research interests and skills, which will guide project activities. IU worked closely with SLC members in introducing the bi-weekly Friday Seminar, a practice widely used in U.S. universities, as a forum for faculties to share and exchange information on the work they are currently engaged in.

Supporting Research: There was strong interest among the FE in becoming more research oriented. IU supported the development of two Scholarly Learning Communities (SLC). One of the SLCs will focus on Pedagogy and Educational Psychology (with an early childhood-primary level emphasis) and the other will focus on Content Areas (with secondary level emphasis).

When access to research materials was identified as a challenge, FE members participating in TLP-SP were provided online access to IU's library's electronic resources. The access was fully utilized by some FE faculty, supporting and furthering their research as part of the Research Clusters and their own research. Some did not have the English language skills to fully utilize the materials.

In order to extend the FE's research capacity, the IU-FE partnership obtained a broad range of textbooks to solidify the FE's access to seminal works in a variety of fields. A final resource that was provided to the FE through TLP-SP was a translated version of *Ranjit Kumar's Research Methodology: A Step-by-Step Guide for Beginners* (2014). The Project worked with several vendors to translate the text into Albanian, verify the translation, and publish the text before distributing to the FE.

Throughout the Project, IU staff worked with FE professors to organize and maintain the work of seven research clusters. The clusters had regular weekly research seminar meetings and made considerable progress with their research work. Each cluster was assigned a mentor from IU's School of Education, and overall 23 faculty members participated in them. As a result of support from the research clusters, two faculty papers were published in academic journals and others were in progress as of end of Project.

Workshops: IU organized a workshop on *SPSS and Mixed Methods Research* with UP professors. The workshop started with an introduction to the statistical software SPSS, and continued with examples of how to produce descriptive analyses, linear regressions, ANOVAs and t-tests. The workshop also introduced the Qualtrics platform, which is a powerful online surveying tool for collecting both qualitative and quantitative data. The last section of the workshop focused on how to use mixed methods during one's own research. Additionally, IU hosted research and methodology workshops at FE, on Quantitative Research and Data Analysis; Qualitative and Mixed Methods Research; Applied Research Methods; and Academia. These workshops directly improved research capacities for Kosovo faculty, and tied in to the ongoing work of the research clusters.

FE staff were introduced to writing group seminars. Writing groups are used by staff at IU to support research efforts. Staff working on research meet on a weekly basis and are held accountable by the group and a moderator. Introducing the writing groups format at UP will directly benefit staff who are determined to conduct research.

Exchanges: 11 UP FE teaching staff traveled to Bloomington, Indiana for exchange programs, where they attended lectures on teaching methodology, sat in on graduate and undergraduate courses, gained insights in using qualitative research for studying education and using online resources to aid teaching. Additional visits were organized for FE administrative personnel, who observed and interacted with their U.S. counterparts.

Annual Scientific Summer Symposium: FE and IU organized four Annual Scientific Summer Symposiums, which allowed the research clusters at the FE to present their progress and collect feedback on research design and methodology.

Arizona State University Partnership with UP Faculty of Electrical and Computer Engineering

ASU's participation in TLP-SP was managed by the ASU Melikian Center, a regional area-studies and international development center located in the ASU College of Liberal Arts and Sciences. Alongside its partnership with the UP Faculty Engineering in particular, the Project also called upon ASU to support the development of three UP centers with university-wide impact: the Center for Energy and Sustainability; the Office of Research and Sponsored Projects; and the Center for Teaching Excellence. See University Wide Activities earlier in this section for a summary of those activities and their achievements.

Initially, ASU was partnered with the UP Faculty of Electrical and Computer Engineering (FECE) with a focus on the development of “energy engineering.” ASU worked with colleagues from FECE in the first year of the Project to try to rejuvenate and update UP's longstanding “power engineering” section, refashioning it into a modern unit for energy engineering, energy studies, and sustainability. However, the Project determined that this model was unlikely to be effective, for two primary reasons. First, the declining “power engineering” section of FECE was facing the retirement of its core academic faculty members, and there was little interest at the time in rebuilding that unit. By the fall of 2015, when ASU's project facilitator returned to Prishtina to interview a second round of “semester-in-residence” candidates from FECE for study at ASU, there were insufficient qualified candidates willing to make a semester-long commitment. Despite the importance of the field of energy studies for Kosovo, FECE was more deeply engaged in preparing students in signal processing and computer engineering. Second, it became clear that the effort to lodge energy studies exclusively in FECE was in conflict with the intrinsically interdisciplinary, cross-faculty nature of the energy field. Therefore, ASU refashioned its efforts to help build an interdisciplinary energy unit—the unit that came to be called the UP Center for Energy and Sustainability.

Below, we summarize each of three ASU project commitments—energy and sustainability, instructional technology, and university research management.

The UP Center for Energy and Sustainability: In the spring of 2015, ASU ran a competitive application process for a fall semester-in-residence program at the ASU Tempe campus. The semester-long program was designed to provide intensive training for FECE faculty members interested in introducing energy studies and energy engineering into the FECE curriculum. The Project accepted one UP scholar for the entire semester and two for half-semester positions. Based on their coursework and under the guidance of ASU faculty mentors, each of the visiting scholars developed syllabi intended for classroom use upon their return. The courses taken ranged from specialized seminars on “photovoltaics,” to “introduction to sustainability,” to traditional courses in energy engineering, with courses selected from both the ASU Fulton School of Engineering and the relatively new ASU School of Sustainability. In addition to regular coursework, a special weekly seminar was arranged for the visiting scholars to introduce them to specialists working in the field of renewable energy and sustainability. As noted above, this was the only semester-in-residence program carried out due to lack of interest on the part of other FECE faculty members.

During 2015 and 2016, the Project also delivered four sets of seminars intended for FECE academic staff and students as well as members of the wider public interested in computer engineering and energy in Kosovo. These seminar presentations, delivered by Ron Birks, Visar Berisha, David Jankofsky, and Shahin Berisha from ASU, had the desired effect of building broader interest in the field of energy and related studies. One of the seminars by Visar Berisha on “The Power of Big Data” generated interest

from a UP faculty member who was launching her own new university-wide center on big data. More than 150 faculty members, students, and interested community participants attended these four initial seminars.

Based on this level of interest (and the lack of interest in advancing an energy engineering curriculum at FECE), the ASU partnership was adapted to include a broader range of faculties with interest in energy and sustainability. To identify that broader community of interest at UP and at the same time to provide concrete direction regarding the field of renewable energy, ASU opened a call for funded participation of UP scholars at a specially arranged two-week residential summer institute on “Renewable Energy” to be held in Prizren in June 2016. That call yielded a group of faculty members from six UP faculties that became the core of the UP Center for Energy and Sustainability. The institute in Prizren featured extended presentations by two ASU colleagues from the ASU School of Sustainability, Professors Ron Roedel and Mike Pasqualetti. In the final session, the group discussed a potential curriculum for a certificate program in “Renewable Energy and Sustainability,” and laid plans for what would become the UP Center for Energy and Sustainability. Never before had faculty members from multiple UP faculties joined forces to create an interdisciplinary certificate curriculum that would not be under the control of one autonomous faculty. The June 2016 Prizren institute set the stage for everything that would follow in building capacity for modern energy studies at UP. Among the twelve UP faculty members participating in the Prizren institute were the three faculty members from FECE who had participated in the fall 2015 semester-in-residence program at ASU.

To incentivize this group, ASU opened a call for TLP-funded curriculum development designs that could be used for an interdisciplinary certificate program in “Renewable Energy and Sustainability.” Funding was provided for the preparation of ten such syllabi in fields ranging from “Green Chemistry,” to “Photovoltaics,” to “Climate Change,” to “Bio-Fuels,” to “Wind Power,” and each of those five subjects was developed by a faculty member with a home in a separate and distinct UP faculty.

By the spring of 2017, these curriculum development mini-grants had yielded ten draft syllabi. To critique those syllabi and build momentum for the certificate program and an identifiable “center,” ASU invited the Prizren institute alumni to a follow-up seminar in Prizren, which also featured a week-long seminar on “Energy and Public Policy,” delivered by Professor Chris Mayes of the ASU School of Sustainability, who had also served as an elected member of the Arizona Corporation Commission, which oversees public utilities in Arizona. The second Prizren institute, held in June 2017, yielded: the final curriculum of the certificate program in “Renewable Energy and Sustainability;” the selection of a name for the new interdisciplinary “Center for Energy and Sustainability;” and election of the first interim director of the proposed Center, Professor Naser Sahiti, who also was then conveniently serving as a UP Vice Rector. The decision was also made to try to lodge the new Center in the Rectorate, independent of any one UP faculty—a decision that was then confirmed in the official “regulation” of CES approved by the UP Steering Board.

In October 2017, the formal launch of the UP Center for Energy and Sustainability was held at the UP Rectorate, with attendees from the Rectorate, USAID, World Learning, two Kosovo ministries, the Millennium Fund for Kosovo, and all of the new Center’s academic affiliates. The first round of student applications for admission to the new “Certificate in Renewable Energy and Sustainability” was held in the spring of 2018—an application round that yielded more than 100 applicants, a reflection of a level of student interest that surprised even the most optimistic of the new Center’s champions. Instruction in the four-course certificate program commenced in the fall semester of 2018. The opening of the certificate program was followed by a signature seminar for all certificate students (attended by more than 90 students and faculty members) given by ASU project facilitator Professor Shahin Berisha, “Measuring Your Carbon Footprint.” The signature Berisha seminar, first offered in another forum in the Faculty of Electrical and Computer Engineering, has been repeated in differing formats for more than 200 UP faculty members and students over the course of the ASU’s involvement in TLP.

By February 2019, as CES prepared to open a second 2019 application round for a new cohort of certificate students, the certificate program had produced its first two certificate recipients, who had satisfactorily completed all the requirements for the certificate. At that point therefore it is fair to state that the certificate program had been launched and had generated the first graduates of this unique interdisciplinary program.

The Center is also engaged in far-reaching programs of research and public outreach. The public outreach has involved a major capacity-building effort, aided by TLP-SP and designed to empower CES to train the next generation of professional energy auditors. Toward that end, ASU arranged for Professor Paul Francisco of the University of Illinois, Urbana-Champaign (UIUC) to join the ASU project for a third major Prizren institute held in March 2018, focused on “Energy Auditing of Buildings.” Francisco is known internationally for his work on energy auditing and weatherization. His research institute at UIUC is one of eight national centers in the U.S. (the only one located in a university) funded by the Department of Housing and Urban Development to manage HUD’s weatherization program for low-income housing. Francisco arrived in Prishtina in March 2018 with state-of-the-art instruments—a metric blower door and infrared camera—not only to conduct the seminar in Prizren, but also to conduct a sample energy audit of the Rectorate Building on the UP campus. The audit of the Rectorate produced findings at considerable variance with the last informal audit conducted by the World Bank, an audit that did not have the advantage of up-to-date equipment such as a blower door. The goal of the seminar in Prizren was to design a program of life-long learning at CES that could both generate needed revenue for the Center and provide certified training for the next generation of Kosovo energy auditors. At the end of ASU’s subaward period, CES was in the final stages of being certified to offer such training, a training that the Millennium Fund for Kosovo was interested to utilize.

To summarize, one of the major outcomes of the ASU TLP-SP capacity-building partnership with UP has been the creation of the UP Center for Energy and Sustainability, which today has twelve faculty affiliates from six different UP faculties offering a sophisticated interdisciplinary “Certificate in Renewable Energy and Sustainability.” CES is unique in its interdisciplinarity, its university-wide certificate program that breaks the stranglehold of UP faculties over curriculum, and its ambitious programs of research and professional outreach. For now, CES is a sustainable unit, welcomed by the UP rectorate where it is lodged with its own director, Professor Naser Sahiti, who was formally appointed to his post by the UP rector in the summer of 2018.

University of Minnesota Partnership with UP Faculty of Agriculture and Veterinary Studies

The Project established and nurtured a successful four-year partnership between the UP Faculty of Agriculture and Veterinary sciences (FAV) and UMN, with the involvement of the UMN’s College of Veterinary Medicine; College of Food, Agricultural and Natural Resource Sciences; Minnesota Extension; and the Humphrey School of Public Affairs. UMN’s support focused on three major areas: strengthening pedagogy and curricula; building research capacity; and strategic planning for an interdisciplinary institute of agriculture and veterinary sciences housed within the Faculty.

UP FAV is a small faculty in terms of the number of faculty members and infrastructure such as laboratories, classrooms, and the veterinary hospital. Faculty members are tasked with teaching many classes each semester in addition to conducting research with limited supplies. The partnership focused on supporting further development of the faculty members through time spent at UMN during faculty development fellowships and from co-teaching, workshops, and research during shorter faculty exchanges from UMN to UP in between those fellowships. During the final two years, the Project also focused on supporting the development of a business plan for the proposed interdisciplinary Institute and the development of a strategic plan for the Faculty.

UMN accomplished the following major results with UP partners at FAV:

- Established a Faculty Development Fellowship exchange program to bring faculty members from UP to UMN to develop teaching capacity and research partnerships:
 - Exchange 1: Fellows Dr. Agim Rexhepi and Dr. Adem Rama participated in a 10-week fellowship that included Focus on Food Production (an intensive, experiential learning course), drafted research collaboration proposals, spent time in the pathology laboratory, observed and/or participated in a variety of classes, seminars, and workshops, and worked with UMN faculty members to further develop courses they teach including veterinary pharmacology and clinical pathology. They experienced multiple methods of teaching through course observations, seminars, rounds and discussions with faculty and gained laboratory experience in veterinary pathology.
 - Exchange 2: Fellows Dr. Alltane Kryeziu, Dr. Xhavit Ramadani, and Dr. Muhamet Kamberi, from the food technology and animal sciences department, spent a month at UMN. They were exposed to numerous types of food and animal production through site visits to produce and food animal farms and processing facilities, and participated in workshops and symposia on food safety and safe meat processing techniques. The fellows also received training from the Center for Educational Innovation, observed numerous classes using different teaching methodologies, took advantage of access to the UMN libraries, and spent time with various researchers in their areas of interest including poultry science and meat and dairy processing.
 - Exchange 3: Fellows Dr. Sali Aliu and Dr. Hysen Bytyqi spent a month at UMN in May and June 2017. They met with multiple leaders including the Office of the Vice President for Research at UMN, the Dean of the College of Veterinary Medicine, and the Associate Dean of the College of Food, Agriculture and Natural Resource Sciences. The fellows observed or participated in a committee meeting, an education day, a systems mapping workshop, and a food protection association annual meeting. They toured a variety of off campus sites with agricultural research and met with numerous faculty members working in their fields of expertise. Dr. Bytyqi was notified of his new position as Vice Rector while at UMN.
 - Exchange 4: Profs. Afrim Hamidi, Avni Robaj and Muhamet Zogav spent a month at UMN on a UMN Global Programs and Strategy Alliance grant secured by UMN's Dr. David Baumler and Dr. Karin Hamilton. They were introduced to the leadership at UMN and then focused on their area of expertise on their research and applied interests. Dr. Hamidi presented to the Veterinary Public Health and Preventive Medicine residents as well as veterinary students on veterinary medicine and food safety in Kosovo. He spent a significant amount of time with Dr. Baumler on grant writing and research techniques. Dr. Robaj rotated through several areas of the Veterinary Medical Center including anesthesia, radiology, and internal medicine. Dr. Zogaj participated in several classes on soils as well as visited the UMN Southwest Research and Outreach Center.
 - Exchange 5: Dr. Arben Mehmeti spent a month at UMN for the final faculty development workshop. During his time here, Dr. Mehmeti explored how plant-focused departments at UMN function and collaborate with the private sector and other stakeholders. He participated in several summer field courses, which included trips to other UMN campuses and research centers. Dr. Mehmeti met with faculty members in the Department of Plant Pathology and attended a dairy conference where he participated in an innovative method to judge grants.
- Delivered numerous workshops and seminars at UP including:
 - Active learning and teaching strategies
 - Introduction of concepts and practices in extension services
 - Farm to Table seminar focusing on the dairy system, as part of a faculty exchange by UMN's Dr. Hamilton and Dr. Baumler, who also guest lectured on food microbiology.
 - Coursework focused on small animal anesthesia, which included Kosovo's first veterinary inhalant anesthesia in Kosovo.

- Coursework on small animal radiology and food microbiology, which included Kosovo's first veterinary radiology.
 - Farm to Table seminar on the poultry system in Kosovo, taught jointly by UMN's Dr. Karin Hamilton and Dr. Jake DeVries with UP's Afrim Hamidi and Alltane Kryeziu.
 - University teaching methodologies: "How to Write and Publish a Scientific Manuscript & New Trends in Teaching Methodologies"
 - University teaching methodologies: "Mentoring Students, and Strategies for Graduate Student Success"
 - "Grant writing for Research Proposals and Fellowships-An Overview and Tips for Success."
- A special exchange for the new FAV Dean, Dr. Skender Kaciu, and Vice Dean Dr. Mentor Thaci, spent ten days at UMN to develop insights about challenges in faculty administration, resulting in a mutual understanding of the new UP FAV administration's goals and UMN's capacity to support the Faculty in this regard. Dean Skender and Vice Dean Mentor met with Drs. Karin Hamilton and David Baumler to discuss their goals and challenges for the UP FAV and how UMN could support the faculty through this project. The Deans met with Dean Brian Buhr (CFANS), Dean Bev Durgan (Extension), Department Head Tom Molitor (CVM) as well as several center directors. The Deans also toured the veterinary hospital and diagnostic laboratories and were led by the directors so there were extensive discussions about management and services. Dr. Baumler also showed the visiting deans several meat and dairy and plant production facilities that are used for both research and educational training on the UMN campus. These tours, meetings, and discussions resulted in the UP FAV deans understanding what areas of research and education are covered at UMN, opportunities to explore different management options for services like a diagnostic laboratory and hospital, as well as management of centers and colleges at UMN.
 - UMN supported preparation of a pre-proposal for a Partnerships for Enhanced Engagement in Research (PEER) grant by a Dr. Afrim Hamidi.
 - UMN College of Veterinary Medicine Associate Dean Sriram Rao traveled to UP to facilitate a strategic planning workshop with FAC leadership, faculty and stakeholders. Dr. Rao met with several representatives of public and private institutions that are of vital importance to understand the agriculture ecosystem and its expectations, as well as for future collaboration between UMN and UP - FAV.
 - Supported FAV leadership with drafting a faculty-level strategic plan. The plan was drafted, reviewed and updated, the University was notified, and the strategic plan was posted on UP FAV's website.
 - UP FAV management and UMN faculty drafted a business plan for the proposed Institute of Agriculture and Veterinary Sciences at UP, which was later finalized and submitted to the University for approval (and was under review at end of Project).
 - UMN's Dr. Baumler conducted food safety research with UP's Dr. Afrim Hamidi and students. Dr. Hamidi presented the preliminary research findings at a conference late 2018, received useful feedback and at end of Project was continuing the research to prepare a manuscript for publication.

Dartmouth College Partnership with UP Faculty of Economics

Dartmouth's Tuck School of Business established a partnership with the UP Faculty of Economics to address Kosovo's pressing needs in management education. A particular focus was the use of Tuck's experiential, project-based learning courses. Dartmouth also involved its Gender Research Institute, offering an interdisciplinary element to the Faculty of Economics by providing a focus on women and entrepreneurship.

Six UP professors traveled to Dartmouth College on exchanges. Three professors from the Faculty of Economics closely observed Tuck's "First Year Project" course, which later helped the professors pilot the course in Kosovo. Three professors from the UP Faculty of Philosophy and Faculty of Philology focused on the Gender Research Institute at Dartmouth (GRID) Spring Symposium series. During the

professors' visit, the theme of the GRID Spring Symposium was *Gender Matters – Feminist Ecologies and Materialism*.

A total of 14 visits by Dartmouth representatives to UP took place during the partnership, as follows:

Faculty Workshop on Experiential and Active Learning: A professor from Dartmouth's Tuck School of Business offered a workshop on experiential and active learning to members of the Faculty of Economics. Twelve UP faculty members attended the session, including several junior faculty members or teaching assistants. The workshop introduced the concepts and motivations behind experiential and active learning. Participants were asked to consider introducing these approaches into new and existing Faculty of Economics courses.

Interview Skills Workshop: The Tuck team presented two sessions on resume writing and interview skills, incorporating active learning techniques. Approximately 75 students attended the first session, and 45 the second session. In addition, the team conducted a mock interview session in front of the class to highlight best/worst practices, then asked students engage in mock interviews for feedback and coaching from Tuck students.

Gender Research Institute at Dartmouth (GRID) Workshop: "Times of Crisis:" This workshop drew approximately 20 faculty members from across UP and led to a dialogue between Dartmouth and World Learning on the best ways to incorporate issues of gender into activities planned for future year of the partnerships. In addition, the Tuck School of Business created an online platform for Tuck and GRID materials to be shared with UP.

Building Grass-Roots Organizations at UP: As a result of this seminar, five UP student clubs were established at the Faculty of Economics. The Dartmouth representatives held a two-day workshop for Club Ambassadors and held a launch event at which the clubs presented the clubs to a larger student audience and made a pitch for new student members.

Experiential Learning Module: Dartmouth representatives worked with UP staff to help facilitate the delivery of an experiential learning module in an existing class at UP. The pilot module was three weeks in duration and involved three groups of UP students working closely with three Kosovo companies on real-life business cases. This module was modelled on Dartmouth's larger scale First Year Project class. The goal was to introduce hands-on learning experiences at UP while highlighting their benefits to both UP students and professors. The three teams presented their findings and recommendations to the three local companies, their professors and other students.

3. Challenges Encountered and Recommendations

World Learning would like to highlight two challenges encountered in implementing TLP-SP and provide some suggestions about approaches to those challenges in future programming of this type.

a. Recruitment of Qualified Scholarship Recipients from Kosovo's Ethnic Minorities

Under TLP-SP, all partners shared a goal of ensuring that marginalized and typically underrepresented groups were as well represented as possible among the Project's scholarship recipients. The defined target groups in question included women, people living with disabilities, LGBT communities, people from rural communities, and Kosovo's primary ethnic minorities – Serbian, Turkish, Roma, Ashkali, Egyptian, and Gorani. On all of these fronts World Learning's extensive outreach proved effective, and we are proud of the outcomes. However, it was particularly challenging to recruit interested Kosovo Serbs with the qualifications and competencies sufficient for acceptance into TLP-SP, and placement on a track for academic success at top universities. The dominant concern in this regard was weak academic records. For future programs that may seek to place Kosovo Serbs in U.S. academic programs, we recommend that additional program lines be established that support this group in Kosovo and serve as "feeders" for U.S. recruitment. Examples of such program lines, which could be integrated into or separate from the next "TLP," might include English language support for Kosovo Serbs at the high school level or earlier; academic counseling and support steered toward higher education; scholarships for secondary or undergraduate education in Kosovo; and scholarships for summer studies in the U.S. for high school or university students.

In addition, Project staff were aware of some Kosovo Serbs who were interested in participating but did not possess or wish to acquire a Kosovo passport and were therefore deemed ineligible for TLP-SP.

b. Institutional Strengthening at the University of Prishtina

The donor community in Kosovo widely acknowledges that collaboration with the UP is often challenging, and TLP-SP was not immune to these challenges in its work at all levels of the institution. In any large and complex institution anywhere in the world, change is likely to come slowly. UP is enormous and has a highly cumbersome administrative model, and reforms are hindered by political and historical factors, personal interests, statutory details and other considerations. For all of the successes of TLP-SP at UP, how much more impact would have been possible if the University had more practical independence and genuine reformers in all leadership positions with full decision-making authority and better resources? World Learning expects that reforms at UP will continue to be slow for the foreseeable future, but we strongly recommend that USAID and other donors continue to devote development resources to this institution, which as Kosovo's largest public university has the potential to play a central role in the country's ultimate transformation to a successful member of the European Union and the global higher education community.

4. Performance Indicators

TLP-SP followed a carefully designed performance monitoring plan. The indicators below are measured from the start of the Project to the end of the program, in June 2019.

Performance Indicators against Life of Program (LOP) Targets

	LOP Actual	LOP Target
The Advisory Committee		
1. % of members who participate in an Advisory Committee activity ¹	60	85
2. # of paper strategies produced and distributed by the AC as guidance for HE systems	5	8
3. # of AC activities that help build networks of highly skilled individuals or professional associations in key sectors	15	10
Scholarships		
4. # of USG-sponsored beneficiaries of scholarships for post-graduate master's degrees completing studies and returning (note: all scholars returned)	181	185
5. # of USG-sponsored beneficiaries of scholarships for professional certificates completing studies and returning	106	102
6. % of master's graduates having completed a U.S.-based extracurricular activity	73	70
7. % of graduates from USG-supported tertiary education programs reporting themselves as employed	92	80
8. % of alumni reporting that they are using new skills or methods gained from the program in their parent institution	60	50
9. % of employed alumni who report that they have been promoted and/or given higher levels of responsibility	40	30
Partnerships		
10. # of UP-U.S. university partnerships formalized	4	4
11. # of U.S.-host country joint research projects	15	12
12. # of exchanges of professors or staff completed (U.S. to UP, UP to U.S.)	153	96
13. # of tertiary institution faculty whose qualifications are strengthened through USG-supported tertiary education	41	30
14. % of professors or teaching staff using improved curricula or teaching methods	100	100
15. Annual improvement in the UP management as a result of USG interventions	30	14
16. # of activities initiated to improve university management and student services	39	17

¹ Under the original concept for the Advisory Committee, an exclusive focus on TLP-SP proved to be too narrow to maintain the interest and commitment of members. This factor accounts for the lower-than-expected indicators here. The Project re-imagined the national advisory concept during the later stages of implementation and transformed the Advisory Committee into the Kosovo Higher Education Roundtable, with a broader focus; participation became more dynamic.

Annex 2. Supplementary Information about University Partnership Indicators

Indicator 3: # ADVISORY COMMITTEE ACTIVITIES THAT HELP BUILD NETWORKS OF HIGHLY SKILLED INDIVIDUALS OR PROFESSIONAL ASSOCIATIONS IN KEY SECTORS

Over the life of the Project, 15 UP General Assembly meetings and sub-committee meetings were held with the members of the Advisory Committee and other experts in the field of higher education. These meetings helped build a network of skilled individuals in higher education, entrepreneurship, ICT, and other key sectors.

Indicator 11: # U.S.-HOST COUNTRY JOINT RESEARCH PROJECTS

15 new joint research projects were initiated over the life of the project, resulting from faculty exchange through the Project's university partnerships between the University of Indiana and UP Faculty of Education; Arizona State University and the UP Faculty of Engineering; and University of Minnesota the UP Faculty of Agriculture. Topics of research included:

	Research Project Name	UP Faculty	US Partner
1	Relations between Academic Performance and Well-Being of Students with and Without Learning Difficulties	Education	Indiana
2	ICT to Improve Primary Natural Science	Education	Indiana
3	Discourse Analysis of Historical Books	Education	Indiana
4	Early Childhood Environment Rating Scale in Preschool Institutions in Kosovo	Education	Indiana
5	Kosovo Cultural and Natural Heritage	Education	Indiana
6	Perceptions, Beliefs and Practices about Technology Among Preschool Teachers in Kosovo	Education	Indiana
7	Role of ICT in Teaching Society and Environment in Preschool Education	Education	Indiana
8	Understanding Potential Risk Factors Associated with Herd Level Bricella Seropositivity among the Small holder Dairy Farms in Kosovo	Agriculture	Minnesota
9	Reducing Air Pollution Via Energy Efficiency Measures in the Urban Fabric of Kosovo	Architecture and Civil Engineering	Arizona
10	Trans-Boundary Water Pollution	Natural Sciences	Arizona
11	Experimental Evaluation and Analysis of Wi-Fi Signal Levels in Indoor Environments	Electrical and Computer Engineering	Arizona
12	Investigating MAC-Layer Aspects for mmWave 5G Networks	Electrical and Computer Engineering	Arizona

13	Assessing Farm Sustainability with IDEA Method (Farm Sustainability Indicators)	Agriculture	Arizona
14	The understanding of Inclusive Education in Kosovo: Legal and Empirical Argumentation	Education	Indiana
15	Testing for Antibiotic Susceptibility of Farm Isolates of Staphylococcus Aureus	Agriculture	Minnesota

Indicator 12: # EXCHANGES OF PROFESSORS OR STAFF COMPLETED (U.S. TO UP, UP TO U.S.)

Over the life of the Project, 150 professors participated in exchanges between the TLP-SP partner universities and UP, in 153 exchanges (three faculty members participated in two exchanges). The table below shows the demographic breakdown on gender, exchange direction and partner university.

Academic Exchanges by Direction

Number of academic exchanges by direction to date

To the United States	Total	%
F Agriculture	13	31.7%
F Economics	3	7.3%
F Education	15	36.6%
F Engineering	2	4.9%
F Natural Sciences	1	2.4%
F Philosophy	3	7.3%
Management	4	9.8%
	41	100.0%

To the Uni of Prishtina	Total	%
Arizona State University	36	32.1%
Dartmouth College	20	17.9%
Indiana University	40	35.7%
University of Minnesota	16	14.3%
	112	100.0%
	153	

Gender	
Women	52
Men	101
Total:	153

Indicator 13: # TERTIARY INSTITUTION FACULTY OR TEACHING STAFF WHOSE QUALIFICATIONS ARE STRENGTHENED THROUGH USG-SUPPORTED TERTIARY EDUCATION PROGRAMS

This indicator measures only exchanges from UP to the U.S. 41 professors from UP took part in exchange activities, which were designed to improve pedagogy and update their curricula and teaching methods.

Exchanges: # of Teaching Staff by Faculty	Total
F Agriculture	13
F Economics	3
F Education	15
F Engineering	2
F Natural Sciences	1
F Philosophy	3
Management	4
Total	41

Indicator 14: PERCENTAGE OF PROFESSORS OR TEACHING STAFF USING IMPROVED CURRICULA OR TEACHING METHODS

100% of UP teaching staff who participated in an exchange responded by survey that they were using improved curricula or new teaching methods.

Indicator 15: ANNUAL IMPROVEMENT IN THE UP MANAGEMENT AS A RESULT OF USG INTERVENTIONS (MILESTONE INDICATOR)

As presented in the table below, over the life of the Project 30 milestones were achieved as a result of TLP-SP support in the areas specified.

Action Plan Area	Notes on TLP-SP Support
Need for Revenue Development Advice	
1. Form Rector's Fundraising and Development Advisory Committee	With the support of TLP-SP, UP established the Financial Advisory Committee, which helped UP in developing a strategy for development and fundraising. Additionally, the Financial Advisory Committee developed a list of recommendations for a development plan for UP. The University Steering Board started implementing these recommendations by making changes to the income formula for teaching staff.
2. Committee creates fundraising and development plan	
3. Implement fundraising and development plans	
Insufficient GOK funding	
4. Work with MEST to develop required higher education funding formula	While TLP-SP was not directly involved with MEST in developing the higher education funding formula, through its Financial Advisory Committee as well as TLP-SP Advisory Committee (the sub-committee on Finance) the Project provided UP and MEST with recommendations on how to develop the funding formula. Additionally, the Project's Chief of Party met regularly with the Minister of Education and the Minister's advisor to discuss priority needs for MEST and how the Project could assist in reaching those goals.
Lack of Revenue-Generating Research	
5. Implement UP Strategy on Scientific/Artistic Research Development Activities	TLP-SP worked closely with Arizona State University to establish the Center for Research and Sponsored Programs at UP. In addition, with the contribution from TLP-SP in partnership with ASU, research activities were revived and teaching staff were encouraged to participate in more research. Arizona State University developed a needs assessment with concrete recommendations that led UP to create a system of incentives for teaching staff to conduct more research.
6. Create financial incentives for Faculties to become involved in research	

Action Plan Area	Notes on TLP-SP Support
Inadequate Tuition Support	
7. Form committee to study tuition and student fees: increasing tuition, charging tuition for summer school; instituting admission application fee; instituting laboratory materials fee; instituting a	TLP-SP's Advisory Committee, which was transformed into the Higher Education Committee, established a Finance and Development Committee, which discussed tuition fees, admission fees and other institutional fees for UP. A draft white paper was prepared and handed over to UP and MEST, however, due to project closing this white paper was not finalized.

Action Plan Area	Notes on TLP-SP Support
graduation fee or imposing fees/fines for students retaking exams	
Lack of Revenue- Generating Activities	
8. Expand Life-Long Learning Programs - Request approval for and hire 3 staff to run LLL programs	The Project, with Arizona State University, designed a certificate program in energy and sustainability, which will offer courses through the Center for Energy and Sustainability. This certificate program, and the center itself, is transdisciplinary and fits within the Life-Long Learning objective. The certificate program will be offered to participants outside of UP, therefore will generate revenues for UP. The Center for Energy and Sustainability launched an open call for all teaching staff to design and submit courses that are to be taught at UP. This yielded a significant response from the teaching staff. Additionally, with Project support, the Center developed business training partnerships with GIZ and MCC.
9. Develop revenue-creating tuition structure	
10. Create incentives for Faculty and Academic Staff participation	
11. Develop business training partnerships	
Need for Outreach/UP Community Engagement	
12. Crowdsourcing activity for revenue generation suggestions	The Project supported the launch of the UP Alumni Association, and helped the Association develop a revenue generation plan including crowdsourcing activities.
13. Implement revenue generation suggestions from crowdsourcing	
Overcrowding/Over-enrollment	
14. Limit student enrollment to UP's true capacity	In 2017 UP implemented this recommendation by limiting student enrollment to UP's capacity.

Action Plan Area	Notes on TLP-SP Support
Lack of Student Services	
15. Create student academic support/retention program; track retention data; reward academic excellence; develop and implement academic suspension/expulsion policies	TLP-SP developed a data system that allows UP to track data and develop policies based on the available data.
16. Conduct workforce study; create academic advising program tied to workforce needs; expand student career services in line with workforce needs; consider creating central registry of externship positions	TLP-SP worked closely with the UP Career Center and designed a database for the use of students. This responded to the needs identified by the Career Center and was in line with the milestone of creating a central registry of externship positions.
Need to Expand Research Activities	
17. Implement Strategy on Scientific/Artistic Research	
18. Create Incentives and Responsibilities for Research	TLP-SP worked closely with Arizona State University to establish the UP Center for Research and Sponsored Programs. With the Project's contributions, research activities revived and teaching staff were encouraged to participate in more research. Arizona State University participated in drafting the bylaws for the Research Center, which outline roles and responsibilities and a formula for financial incentives for academic staff.
19. Develop formula for financial incentives Redraft Academic Staff contracts to include specific responsibility for research and publication	
Lack of Research Facilities/Laboratories	
20. Create centralized classroom and laboratory reservation system	TLP-SP developed a data system that allows UP to create a centralized reservation system.
21. Use centralized scheduling system to share lab space	

Action Plan Area	Notes on TLP-SP Support
Academic Staff Lack of Research Skills	
22. Schedule research skills courses in Center for Teaching Excellence with current UP Researchers as Faculty	The Project contributed to achievement of this milestone. Additionally, developing research skills of UP teaching staff was the main goal of each university partnership, resulting in 15 new research projects initiated at UP.
23. Develop research skills training called for in MEST Education Strategic Plan	Arizona State University held a number of workshops through CTE for UP staff on the importance of conducting research.
Inadequate number of academic staff	
24. Determine hiring needs in Faculties according to enrollment	TLP-SP supported the Rector's office in reducing costs (removing payment for exams). The savings allowed UP to determine hiring needs in faculties according to enrollment and other factors.
Outside employment / low salaries	
25. Conduct salary study, determining total income of all academic staff, including bonuses, honoraria, add-ons	The UP steering board approved a new salary scale for all academic staff, and a new salary structure with a single unified salary level.
26. Create new salary structure with single unified salary by level (associate, full professor)	
27. Implement new salary structure	
Teaching Quality	
28. Create new academic staff evaluation standards and process, including performance standards	With TLP-SP support, UP developed a staff evaluation standard and processes, including performance standards.
29. Publications in international peer-reviewed journals, considering Impact Factor University and/or community service	With support from TLP-SP university partners, UP teaching staff published in peer reviewed journals.

Action Plan Area	Notes on TLP-SP Support
Teaching Quality	
30. Expand teaching methodology and teaching technology instruction via Centre for Teaching Excellence	TLP-SP supported the Center for Teaching Excellence throughout the project. This support included the expanding of teaching methodologies and teaching technology instructions.

Indicator 16: # ACTIVITIES INITIATED TO IMPROVE UNIVERSITY MANAGEMENT AND STUDENT SERVICES

Over the life of the Project, 39 activities were initiated and/or completed, as listed in the table below.

PARTNERSHIPS	
Improved Management and Student Services: Activities to Improve University management and Student Services	
Activity Name	Activity Type
1 University of Minnesota: First Visit Workshop 1st Day and 2nd Day	Seminar
2 Arizona State University: International Software Engineering: A Case Study of the Honeywell Experience	Seminar
3 University of Minnesota: Extension and Rural Advisory Services	Seminar
4 University of Minnesota: Transformation in Higher Education	Seminar
5 Indiana University Co-lecture 1	Co-lecture
6 University of Minnesota: Transformation in Higher Education	Seminar
7 Indiana University Co-lecture 2	Co-lecture
8 Indiana University Co-lecture 3	Co-lecture
9 Arizona State University: Best International Practices in Energy Regulatory Regimes	Seminar
10 CTE: Teaching in Higher Education	Training
11 CTE: Standards of Assessment in Higher Education	Training
12 Dartmouth College: Active Learning Techniques	Training
13 CTE: Leadership and Mentoring of Master and PhD thesis	Training
14 CTE: Teaching Methodologies and Ethics in Higher Education	Training
15 CTE: Active Learning in Higher Education	Training
16 Leadership and Change Management 1	Seminar
17 Dartmouth College: Building Student Organizations at the University	Workshop
18 Arizona State University: Grant Writing Seminar 1	Seminar
19 Leadership and Change Management 2	Seminar
20 Leadership and Change Management 3	Seminar
21 Arizona State University: CTE Needs Assessment Results Presentation	Lecture
22 Arizona State University: Financial Management at US Public Universities	Seminar
23 Arizona State University: Grant Writing Seminar 2	Seminar
24 Arizona State University: Online Course Management	Workshop
25 Career Center Database	Database

26	Credit Bearing	Activity
27	Financial Advisory Committee	Committee
28	Leadership and Change Management 4	Seminar
29	Leadership and Change Management 5	Seminar
30	Leadership and Change Management 6	Seminar
31	Office for Research and Sponsored Projects	Office
32	Public Relations	Activity
33	VentureUP	Incubator
34	Data Subcommittee	Activity
35	Leadership Summit	Activity
36	Financial Manual	Activity
37	Alumni Association	Activity
38	PR Assistance to Rector's PR Person	Activity
39	University of Prishtina Orientation Day	Activity



Annex 3. Formal Success Stories Published under the Project



SUCCESS STORY

Kosovo's Professionals Build Skills, Earn Credentials

Certification, degrees from U.S. universities raise employment standards



Photo by: USAID

Elvin Mala (right) discusses the Transformational Leadership Scholarship Program with Kosovo's Minister of Education, Science, and Technology, Arsim Bajrami.

"Businesswise, I'm already using the new certificate. I'm speaking with an American investor," says Yll Zagragja.

January 2016 – As an information technology expert, Elvin Mala knew many employers were eager to hire workers with a specialty in IT auditing. His own employer—the Treasury Department of the Ministry of Finance of Kosovo—wanted to conduct a proper IT audit of its systems.

He looked for a program to study IT auditing, then realized none were available in Kosovo. So when he heard about USAID's Transformational Leadership Program (TLP), he applied. The program offers opportunities to study at universities in the United States for a Master's Degree or a professional certificate.

After a competitive process of essays and interviews, Mala arrived at the Illinois Institute of Technology (IIT) in Chicago in January 2015. Just five months later, he became the first program participant to return to Kosovo. "I'm looking at how to raise awareness of proper IT management," says Mala. "There are a lot of investments in IT, but little oversight."

Now he's well-prepared to perform checks on network security and protection of data against cybercrime. He wrote his research paper on how to apply ISACA (the Information Systems Audit and Control Association) standards at a government level and is now doing so at Kosovo's Treasury Department.

ISACA provides certification as a Certified Information Systems Auditor, or CISA, that's known worldwide. Mala is getting ready for the exam and looking forward to founding the first branch of ISACA in Kosovo—as soon as more professionals gain the experience and accreditation that so many employers want.

Yll Zagragja also completed a professional certificate through the Transformational Leadership Program, but he studied corporate finance accounting at UCLA. He has provided accounting services through his own company for 10 years. Now, he believes that his certificate will help enhance his credibility with foreign investors.

He says that although he has earned a professional certificate he feels people will respect it more as Kosovo's rapidly growing economy develops.

"Businesswise, I'm already using the new certificate. I'm speaking with an American investor," he says, noting that the foreign investor was more interested in speaking with him because he earned the certificate.

For his field, he is glad he pursued a professional certificate. "I know people with a Master's, and those with a professional certificate seem to appreciate it more," says Zagragja. "It's also easier to be away for a shorter time."

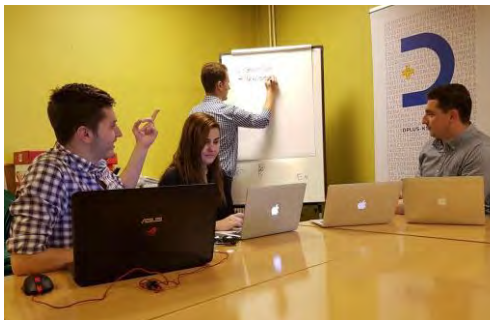
The goal of the Transformational Leadership Program, which ran from February 2014 through February 2019, is to increase the number of educated professionals to strengthen Kosovo's transition to a democratic, free market economy. Thus far, 167 Kosovars have participated in the program's scholarship component: 130 in Master's Degree programs, 33 in professional certificate programs, and four exchange professors with university partners. The first 11 have completed their programs and returned to Kosovo.



SUCCESS STORY

Kosovo Scholars Study in U.S. to strengthen Civil Society at Home

Activists form nonprofit to advance democracy



USAID scholars in action

Photo by: USAID

“When I came back to Kosovo last summer, I began thinking about my experience in the United States and how I could put it to use in improving the current state of affairs in Kosovo.” - Valmir Ismaili

June 2016—Kosovo activists are getting valuable assistance to effect change in their country and promote citizen participation in the democratic process.

While Valmir Ismaili was studying public administration in the United States under a USAID program from September 2014 to May 2016, he got the idea to form a civil society organization in Kosovo.

“I worked in civil society for 10 years before USAID’s **Transformational Leadership Program**,” said Ismaili.

“When I came back to Kosovo last summer, I began thinking about my experience in the United States and how I could put it to use in improving the current state of affairs in Kosovo. The idea for Democracy Plus began after talking to friends with similar values.”

The program provides Master's scholarships for Kosovars to pursue higher education in the United States, thus increasing the number of educated professionals to strengthen Kosovo's dynamic transition to a democratic, free market economy.

Ismaili and two other Kosovo activists established Democracy Plus (D+), an independent nonprofit, in March 2016. The organization works on an array of projects in the areas of good governance, rule of law, human rights, social issues, elections and political parties.

In September 2015, after returning to the United States to finish his Master’s Degree, Ismaili traveled around the country and discussed D+ with alumni from the USAID program. Roberta Osmani, Isuf Zejna and Ngadhujim Halilaj subsequently joined Valmir and his co-founders at D+.

“Our first meeting was over Skype because we were all still spread out across the United States,” said Osmani. At the time, Osmani was in Bloomington at Indiana University, Ismaili was in Chicago at the Illinois Institute of Technology, Zejna was in Pittsburgh at the University of Pittsburgh, and Halilaj is still a Master’s candidate at Northern Illinois University.

Through the USAID program, the four alumni gained valuable networking and professional experiences that all ultimately helped shape and guide the launch of their new organization.

“I graduated from the University of Pittsburgh with a Master’s in commercial law, and the school gave me a very transferable skill set, whether I work in non-profit or in law. My work ethic, time management, and research skills have all helped me do the work I want to do,” said Zejna.

With a team of six full-time young adults, each with a range of international experiences, Democracy Plus combines professional expertise and high-level technical skills with fresh, innovative ideas and a strong work ethic. The organization places a high priority on social inclusion across all of its projects. At its core, Democracy Plus strives to be a model for citizen participation in democracy.

USAID’s five-year Transformational Leadership Program—Scholarships and Partnerships aims to provide Kosovars with access to advanced education, leadership development, and technical assistance. Under the program, which began in 2014, USAID has awarded 185 Master’s scholarships and 55 professional certificate scholarships.



SUCCESS STORY

Scholar Connects Kosovo to its Diaspora

Leadership studies aid activist to engage Kosovars living abroad



Liza Gashi, left, with friends, builds communication between Kosovars living abroad and their home country.

November 2016—When Liza Gashi was accepted into a leadership program in the United States, her work in co-founding a local Kosovo NGO and its diaspora program were important factors in the award of her scholarship. Having graduated from Arizona State University with a Master’s in public administration, Gashi is now back in Kosovo, leading the diaspora effort and helping young Kosovars to apply for international baccalaureate programs around the world.

“I’m back in Kosovo because this is my place and these are my people,” she effuses. “My ultimate call in life is education. And I want every young person in Kosovo to know that, if there is a will, there is a way, and things can be changed for the better.”

Her scholarship was part of USAID’s Transformational Leadership Program—Scholarships and Partnerships, which is co-funded by the Government of Kosovo. The five-year project, launched in 2014, aims to develop a cadre of leaders and equip the abilities of other Kosovars to drive change in priority economic, political, and social areas in Kosovo. Despite having lived and studied in Argentina, Costa Rica and the United States, Gashi has kept her focus on her native Kosovo, constantly finding innovative ways to solve local problems. She dedicates the majority of her time to two initiatives—Kosovo Diaspora and the Structured Dialogue for Diaspora Rights—which operate under the auspices of NGO Germin, which she founded along with colleagues Behar Xharra and Martin Waehlich. The growing organization works to leverage diaspora skills, knowledge and networks to help advance the development and diplomacy of Western Balkan countries.

“Our primary goal is to strengthen the relationship between Kosovo’s diaspora and the government here. And we want people to stay involved,” says Gashi, explaining the variety of ways that the organization encourages citizen involvement. Kosovars in the diaspora can teach a workshop, provide training for nascent organizations, or engage in diplomacy on behalf of Kosovo, communities or organizations. With more than 800,000 Kosovars living and working abroad,

they are an important resource for representation, networking and knowledge across multiple disciplines.

Currently, the Kosovo Diaspora initiative has 33 contributors from 14 countries around the world. Supporters are Kosovars and non-Kosovars who study abroad and feel connected to Kosovo in some way.

In addition to her work with diaspora, Gashi, a United World College (UWC) alumni, chairs the UWC committee in Kosovo that raises funds to send young Kosovars to UWCs around the globe to earn an international baccalaureate diploma.

She credits her experience studying at Arizona State University and living in Phoenix for her improved management and organizational skills. "Arizona State shaped my view of innovation and what successful management really is," she says. "My college was full of seasoned professionals, people who worked for NGOs and in various state government organizations. I learned a lot from them that I've brought back to Kosovo."

For the past two years, Kosovo Diaspora has highlighted over 600 success stories of individuals, groups and organizations while nurturing existing links between Kosovo and its diaspora community. To keep nurturing this connection, the program just embarked on the Structured Dialogue for Diaspora Rights initiative to advocate for greater social and political rights of diaspora through a structured dialogue with Kosovo institutions.

"We hope this initiative will serve as a starting point for mutual engagement between our diaspora and their home country," says Gashi.

Germin recently launched their interactive platform for diaspora, continuing their quest to advocate for greater social and political rights for Kosovo's diaspora.



SUCCESS STORY

Alumni Return to Their School in Kosovo to Lead Change

Armed with U.S. degrees, former students are now part of staff



Fitim Selimi is using his advanced education to effect change at Prishtina High School, a private American school in Kosovo.

Photo by: USAID Transformational Leadership Program

“My MBA in the U.S. was very hands-on and focused a lot on team building and leadership. These skills taught me how to manage change and run an organization.”

December 2016—Four graduates from Prishtina High School in Kosovo have earned Master’s Degrees in the United States—and returned to their high school to turn it around as staff members.

Fitim Selimi was working as a teaching assistant at Prishtina when he received his USAID scholarship in 2014. Fast-forward two years later. After graduating from Willamette University with a Master’s Degree in business administration, Selimi returned to the high school as business manager and human resource manager.

“I decided to rejoin Prishtina High School because I felt the need to give back to the education system in Kosovo,” said Selimi.

Three other alumni joined him. Marigona Morina, who graduated from the University of Arkansas with a Master’s in education, is teaching social sciences at the high school. Yll Sadikaj, who graduated from North Dakota University with a Master’s in electrical and computer engineering, is teaching computer science. And Arben Kacanollari, also a Willamette University MBA graduate, has been helping with marketing and strategy.

Through their collective efforts, this year’s student enrollment at the high school increased by 175 percent. Effective restructuring of the teams, a new marketing strategy, with a special focus on social media marketing helped reach these results.

Basically – prior to them taking over, Prishtina High School rarely did any marketing and mainly relied on word-of-mouth for recruiting new students.

“What sets Prishtina High School apart is that we have high-quality standards, rigorous teaching and a passion for education. Our facilities are top-notch as well,” said Selimi. “We want to bring a sense of teamwork, and encourage hands-on experiences.”

Selimi and the others are grateful for the opportunity to have studied at a U.S. university as part of USAID's [Transformational Leadership Program—Scholarships and Partnerships](#) program.

“My MBA in the U.S. was very hands-on and focused a lot on team building and leadership,” explained Selimi. “When combined together, these skills taught me how to manage change and run an organization.”

Four months into their work, improvements at the school are already visible. The alumni have approached local businesses to help prepare high schoolers for standardized testing and to introduce coding. They are also looking into expanding their catalogue of hands-on business trainings for students.

Selimi, Morina, Kacanolli and Sadikaj are among more than 260 Kosovo youth awarded a U.S.-based Master's Degree or professional certificate through USAID's Transformational Leadership Program—Scholarships and Partnerships program. The five-year activity, which started in 2014, strives to develop a cadre of leaders that will drive change in priority economic, political and social areas in Kosovo.



SUCCESS STORY

Scholar Advocates for Kosovars with Ostomies

Leadership training brings greater impact to civic causes



Arta Uka, far left, and other recipients of the Advancing Leaders Fellowship Award

Photo by: USAID - World Learning

“I’ve already met with the minister of health and he has been very supportive”—Arta Uka, head of the Kosovo Ostomy Association.

March, 2017—As head of the Kosovo Ostomy Association, Arta Uka works to help Kosovars who have ostomies—artificial openings in an organ of the body created during a surgical operation. She is currently working on a project to inform citizens about the condition with leaflets and brochures in Albanian and Serbian. She also plans to organize doctor lectures on how to best live with an ostomy.

Uka’s participation in a USAID leadership program helped get her where she is today.

In 2015, Uka finished a semester’s worth of credits at the University of California Berkley, earning a professional certificate in Management and Leadership under USAID’s

Transformational Leadership Program—Scholarships and Partnerships. The program is implemented by World Learning and co-funded by the Government of Kosovo.

“My experience at Berkley was absolutely incredible,” says Uka. “Both academically and socially. The way of life there is very inspirational. If it hadn’t been for my experience with the Transformational Leadership Program and my time at Berkley, I wouldn’t have been able to apply for Advancing Leaders Fellows.”

In 2016, Uka became one of World Learning’s seven Advancing Leaders Fellows worldwide. The fellowship, which is open to all alumni of World Learning programs, provides training in social innovation and project management and leadership as well as providing grants and mentor networks to selected high-achieving fellows who have social innovation projects in their home countries. In the initial stage, Uka was one of around 50 people who were selected for the two-month online portion of the fellowship with online lectures and webinars on project management and leadership.

“Every week we had to submit homework, and this was all done to prepare us for writing a social innovation project proposal to help our community,” says Uka. “Because we would peer-review each other’s homework assignments, I learned a great deal from my competition and classmates. My classmates’ projects focused on providing shelter, nutrition and help with abuse.”

At the end of those two months, the “survivors” who completed all assignments were qualified to apply for the Washington, D.C. portion of the Advancing Leaders Fellowship. Uka was accepted into the fellowship and her project proposal was to further her work to help Kosovars with ostomies.

“The initial idea started from my mother,” she explains. “My mother had colon cancer and we had to go through a lot of researching to help us manage.”

Following her mother’s diagnosis, Uka started learning about the illness and founded the association. Her subsequent participation in the scholarship and fellowship programs has strengthened her ability to advocate for the association’s cause.

“The goal is to have all Advancing Leaders Fellows complete their projects by April. My personal target is to have a website, conduct two focus groups, and start producing the information brochures by that time,” says Uka. “I’ve already met with the minister of health and he has been very supportive.” One hundred beneficiaries are expected to benefit from Uka’s project by April.

Uka has already received help and donations from London (which donated bags in the past), Luxemburg and the United States for her association. All her work has been purely voluntary.

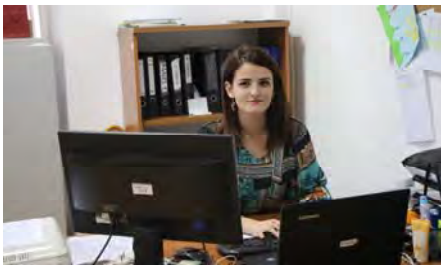
USAID’s five-year Transformational Leadership Program—Scholarships and Partnerships began in 2014 and strives to develop a cadre of leaders that will drive change in priority economic, political and social areas in Kosovo.



SUCCESS STORY

KOSOVO SCHOLAR PROMOTES STARTUPS THROUGH ALMA MATER

Former students help establish business incubator at university



Implementation of great ideas is not easy. Venera and co-founders had to use other premises to further develop their concept.

Photo by: USAID Transformational Leadership Program

“We want to encourage a shift in mindset, and we want to have people thinking about entrepreneurship.”

June 2017—Venera Fusha’s passion is entrepreneurship. Her dream is to make entrepreneurship a viable possibility for everyone at her alma mater, the University of Prishtina.

Fusha is one of 185 Kosovars to win a scholarship for Master’s Degree study in the United States under USAID’s Transformational Leadership Program—Scholarships and Partnerships. Her time at Colorado State University studying in its Global Social and Sustainable Enterprise MBA program helped to transform her, both personally and professionally.

“I was challenged to deal with world wicked problems and critically think about solutions and how to solve them. This gave me more professional skills in terms of thinking about business and social responsibility as a solution for world challenges but also more personal skills in terms of relating business and the social aspect of being aware of people’s sufferings and lack of opportunities towards education, health and income,” she says.

The three-semester program is constructed around students establishing a real-life, sustainable venture focused on solving a problem in emerging and developing countries.

Since returning to Kosovo, Fusha has acted on her passion, working with the University of Prishtina to establish a groundbreaking new venture incubator called VentureUP.

“Currently, VentureUP is in the process of registering as a foundation,” Fusha states confidently. “VentureUP will offer two types of services to University of Prishtina students. First, students can use the business incubator as a resource center for mentoring, networking and reaching out to business angels. Second, students and staff, whose research leads to ideas that could be commercialized, can use the incubator as a tech-transfer that helps handle intellectual property rights and patents.”

Fusha co-founded the incubator along with a group of professors from the university—including Kreshnik Hoti, Besnik Krasniqi, Skender Kaciu and Mentor Thaci—and Vice Rector Faton Berisha. However, the idea resulted from a white paper published in February 2016 by the advisory committee of the Transformational Leadership

Program—Scholarships and Partnerships. The advisory committee provides policy recommendations for higher education institutions in Kosovo. The paper made its way up to university faculty and leadership, resulting in the exciting possibilities that Fusha now promotes and supports.

The availability of a venture incubator in Kosovo's largest public higher education institution has the potential to significantly impact Kosovo youth and the future of both the university and the country. VentureUP is expected to begin operating in September 2017.

"We want to encourage a shift in mindset, and we want to have people thinking about entrepreneurship," says Fusha. "I've had the chance to witness how my father helped others through developing their business ideas and inspiring them into entrepreneurship from a very young age." She describes in exuberant detail how developing and growing VentureUP as a center for entrepreneurship at the University of Prishtina will help graduates who had a previously undefined career path to start their own enterprise—for profit or social venture—and create their own livelihoods.

"I really believe VentureUP has the potential to dramatically impact the future for Kosovo's youth. We want to help create and support startups, which in turn will lead to more jobs and even a change in thinking for people whose ventures may not succeed," explains Fusha.

USAID's five-year Transformational Leadership Program—Scholarships and Partnerships, which runs from 2014 to 2019, strives to develop a cadre of leaders that will drive change in priority economic, political and social areas in Kosovo. To date, in addition to 185 Master Degree scholarships, 102 professional certificate scholarships have been awarded, and four university partnerships have been established.



SUCCESS STORY

Scholar Inspires Kosovars to Travel One Visa at a Time

World traveler urges others to overcome bureaucratic obstacles



Being part of the world while traveling around the world.
Lavdi Zymberi, Chiang Mai, Thailand

“Through my blog and through my traveling, I want to help make a name and put a face to Kosovo.”

July 2017—Two of her close friends from university are getting married in India this December. But, unfortunately, Lavdi Zymberi cannot be there for them. Although she is an avid world traveler, like many of her fellow citizens, she faces a challenge: a very limited list of countries she can travel to. India is not on that list.

“I can travel to only a handful of countries without a visa, and a lot of those countries are very far away or require that I get a transit visa,” she explains.

But this has not stopped Zymberi, who has been to 27 countries and 24 U.S. states. Getting a visa is not easy process overall, and for a Kosovo passport holder even harder. Many countries have not recognized Kosovo as a country, not its passport. In addition many countries have no consular representation in the nearby countries so Lavdi had to travel to different countries where the embassies were located.

Zymberi is one of 185 promising bright Kosovars who have pursued graduate studies in the United States under USAID’s **Transformational Leadership Program—Scholarships and Partnerships**. After returning from her graduate program—she studied public administration at the Illinois Institute of Technology in Chicago in 2014 through 2016—she started a blog (<http://kosovogirltravels.com/>) where she documents her travels as a young woman and as a Kosovar.

“I started the blog with two goals in mind,” she says. “I want to share my travels as a woman, and I want to inspire other women to travel more and to not be afraid of traveling alone. This isn’t something that is done or encouraged in our society, and I think it can be a great way of discovering yourself.”

The second aspect of her blog is that she wants to help promote Kosovo. “People don’t know of Kosovo or, if they do, they don’t know a lot. Through my blog and through my travel-

July 2017

ing, I want to help make a name and put a face to Kosovo,” she says.

This is not the first time Zymeri has been a vocal ambassador for her country. During her studies, she campaigned for and succeeded in getting Kosovo on Facebook’s country list, getting over 15,000 signatures on her change.org campaign in one week. Facebook recognized Kosovo since 2013, but the users could not “check in” showing that they are located in Kosovo. This petition allowed Kosovo users to list their hometowns in Kosovo, not Serbia, as was previously the case. “There’s a lot of instances where even countries that recognize us just don’t have their border control systems updated with Kosovo on the list,” says Zymeri, noting how Kosovo travelers are sometimes delayed when attempting to enter other countries. “I’ve had this happen to me a few times and it can be unpleasant. But it usually gets resolved quickly. That’s why it’s important for us to branch out and talk to everyone abroad and help put Kosovo on the radar.”

Zymeri hopes that, through her blog, she can inspire everyone to take their role as informal Kosovo ambassador seriously. She plans to continue her travels, despite all barriers and inconveniences, and wants to keep telling people around the world about her small Balkan home.

USAID’s five-year Transformational Leadership Program—Scholarships and Partnerships began in 2014 and strives to develop a cadre of leaders that will drive change in priority economic, political and social areas in Kosovo.



**Annex 4. White Papers and Other Outcomes
under the Project from the Advisory
Committee or Its Successor, the Kosovo
Higher Education Roundtable**



Advisory Committee

“Building Venture Incubation at Public Universities in Kosovo –
Strategy, Costs, Benefits, & Approach”

February 18, 2016

DRAFT

Authors:

Vjollca Cavolli, CEO, STIKK

Edmond Hajrizi, President, University of Business & Technology

Carl Hammerdorfer, Chief of Party, World Learning

Arian Zeka, Executive Director, AmCham Kosovo

DISCLAIMER

The views expressed in this publication are those of the authors and reflect the input of the Advisory Committee of the TLP. They do not necessarily reflect the views of the United States Agency for International Development, the United States Government, or Kosovo’s Ministry of Education, Science, and Technology

Contents

Acronyms	3
Executive Summary.....	4
Background	7
Rationale	8
Changing the traditional university.....	9
Why Ventures & Why Incubation?	10
Models	10
Incubation and Venture Support in Kosovo.....	12
Cost / Benefit	13
Structure	15
Partnership Opportunities	15
Conclusion & Recommendation	16
Appendix 1 – Writers’ Bios.....	18
Appendix 2 – Sample bylaws for an advisory board	21

Acronyms

AC – Advisory Committee

FDI – Foreign Direct Investment

HEI - Higher Education Institution

ICK – Innovation Center Kosovo

MEST – Ministry of Education, Science, and Technology

STIKK – Kosovo ICT Association

TLP-SP - Transformational Leadership Program – Scholarships and Partnerships.

UBT – University of Business and Technology

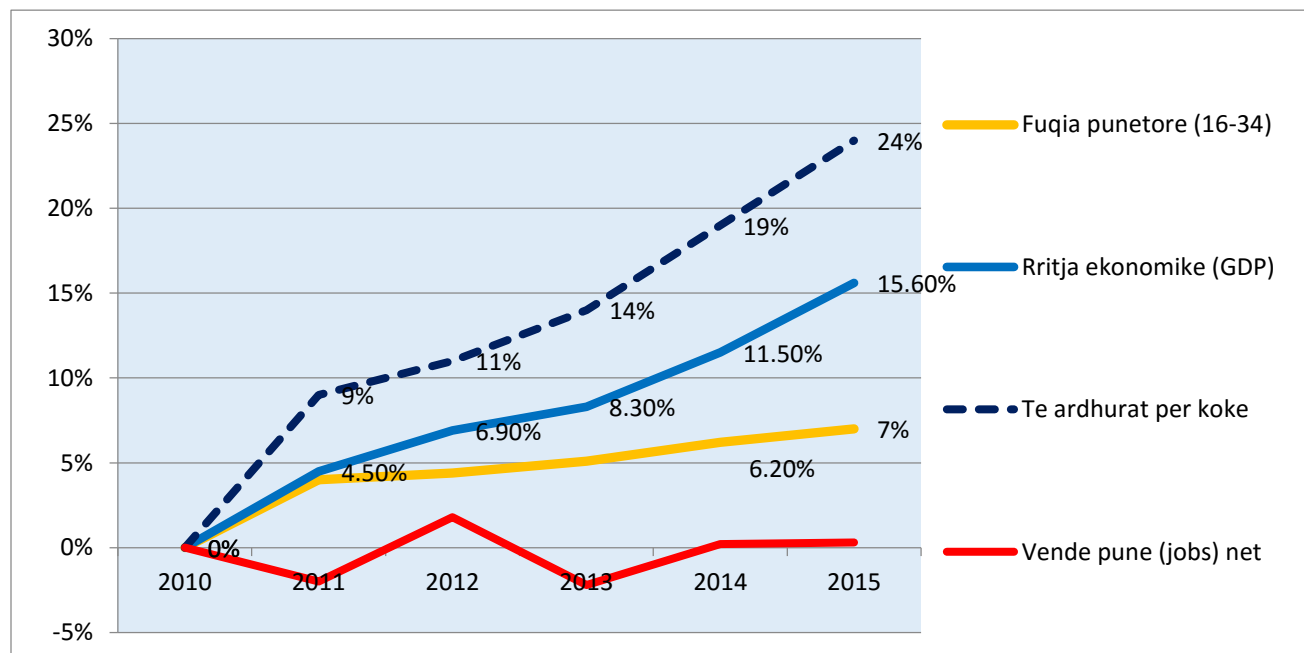
UP – University of Pristina

Executive Summary

Kosovo, like many emerging market countries, understands that its long-term stability and position in the global economy is highly dependent upon providing employment to its burgeoning population of young people. Currently, youth unemployment and underemployment are among the highest in Europe, fueling discontent and political instability.

The new jobs required to support the youngest population in Europe are unlikely to come in sufficient numbers from an already bloated public sector facing pressure to halt new employment. And, given the challenges and time frames required to attract foreign investment in manufacturing and services, employment in large, international firms is also unlikely to make a serious dent in Kosovo's high unemployment rate in the near term. Thus, finding a way to support **local, organic company formation and entrepreneurship** are becoming rising priorities as policy-makers seek economically sustainable solutions to drive the creation of livelihoods to power economic growth in Europe's newest country.

Fig. 1. Labor-force, GDP, Income & Jobs in Kosovo 2010-2015



Kosovar society has a great appreciation for higher education, viewing it as the best opportunity for economic and social advancement. The government has invested in an expansion of the public

education system, while private individuals and firms have launched and grown dozens of private institutions. The total number of young people enrolled in HEIs has grown significantly, but done little to improve the employment problem. Few of these students, particularly in public HEIs, have any structured opportunity to learn enterprise development or practice entrepreneurship while in school. Rather, they move through university learning by rote and discipline, rarely taking responsibility for creating their own livelihood.

Fig. 2. Number of Students in Kosovo Higher Education Institutions

HEI	2010/11	2011/12	2012/13	2013/14	2014/15
Universiteti i Prishtinës	47,385	51,987	53,818	46,836	52,665
Universiteti i Prizrenit	1,700	2,784	5,875	7,775	7,775
Universiteti i Pejës	1,207	2,149	3,781	3,285	6,883
Universiteti i Mitrovicës				648	2,074
Universiteti i Gjakovës				585	1,391
Universiteti i Gjilanit				1,694	1,437
Universiteti i Mitrovicës Veriore	9,230	10,562	10,681	10,264	10,000
Public Institutions	59,522	67,482	74,155	71,087	82,225
Private Institutions	26,982	31,013	34,685	36,709	38,153
Total	86,504	98,495	108,840	107,796	120,378

From Myanmar to Malawi, El Salvador to Egypt, and Kenya to Kosovo, governments, planners, and development organizations, are struggling to find new and better ways to spur entrepreneurship as a means of creating and growing local firms and generate new employment opportunities. Over the past thirty years, many developing countries which focused their job creation efforts on providing more jobs in government and the public-

sector have experienced economic stagnation and, sometimes, total political failure. Similarly, efforts by many new states to attract multinational manufacturing and service firms to provide employment have yielded disappointing results not only in traditional developing countries, but also in the newer states of Europe. Progress is often virtually invisible to the public or, at best, aching slow from the perspective of the unemployed and their families.

Yet, according to USAID’s comprehensive report on workforce readiness:

“Possibilities exist for business growth and employment expansion: Local entrepreneurs, business owners and others knowledgeable about Kosovo’s economy do see opportunities for business and employment growth in several key labor-intensive sectors, including textile, wood processing, agriculture, food processing, and energy efficiency/recycling. Although unlikely to directly employ large numbers of young people, representatives of the ICT sector appear particularly optimistic and see Kosovo as a growing center for IT outsourcing and development.”

Fig. 3. Number of Students by Sector

Area of Study	Public	Private	Total
Education	9.2%	0.0%	6.8%
Humanity and Arts	10.8%	6.4%	9.7%
Social Sciences, Business and Law	48.1%	63.7%	52.1%
Natural Sciences, Mathematic and Computing	5.5%	10.2%	6.7%
Engineering, Production and Construction	14.0%	7.5%	12.3%
Agriculture and Veterinaries	2.6%	0.0%	2.0%
Health and Welfare	6.9%	7.7%	7.1%
Services	2.8%	4.5%	3.3%

Given the paramount role that a nation's national public research universities play, one might expect that the University of Pristina (UP) would be actively engaged in addressing some of the aforementioned opportunities by using the newest best practices to prepare their students to build companies that address these markets. However, there has been limited progress thus far.

There are few strategies that universities can employ to prepare their students to contribute to their country's economic growth and job creation - while advancing their own careers - that are more effective than entrepreneurship development and new venture incubation. This paper addresses the opportunities and constraints to the development of incubation at UP and other public education institutions in Kosovo.

The authors, all economic development practitioners, prepared this analysis and strategy as members of an Advisory Committee (AC) that serves a USAID-funded project, Transformational Leadership Program (TLP) – Scholarships and Partnerships. The AC encourages Kosovo's policymakers and higher education practitioners to consider this analysis and act on it, thereby expanding its role as an engine for Kosovo's economic development, venture creation, and job growth. Furthermore, the committee encourages the private sector to join and support policymakers and academia in order to form a Triple Helix system of cooperation. Ideas and R&D developed within HEIs will ultimately be transferred to the private sector and fuel the economic development of Kosovo. This report contends that only through such a holistic model of cooperation, can a healthy and functional national innovation system develop.

Background

Kosovo's relatively young public university system is anchored by the University of Pristina (UP). UP is the oldest, largest, and best-regarded public university in Kosovo. Founded in 1970, UP has 14 faculties, including medical and law schools, engineering, economics and sciences, among others. With over 50,000 students, UP has more enrollment than Kosovo's six other public institutions combined.

Kosovo's strategy to build a high functioning public education system includes the development of institutions in Prizren, Peja, Gjakova, Gjilan, & Mitrovica. Each of these newer institutions is significantly smaller in scope, but is modeled upon the UP design. They connect in many ways to UP via shared faculty, curricula, and other systems.

According to Kosovo's Ministry of Education, Science and Technology (MEST), the public university system must focus its energies not only on teaching and research, but also on

creating graduates with the necessary skills to support Kosovo's growing economy, its government, private firms, and civil society. However, the past 15 years have been a struggle for the system as it finds its path and strategy. Currently, UP is mired in political struggles, struggles of academic advancement, over who to admit, and over how to manage the institution. Thus it has been difficult to focus on new program development.

However, US, European, and other friends of Kosovo have demonstrated a high level of commitment to helping transform UP into a leading global public research institution. The addition of an entrepreneurship development component that includes a system for new venture support and incubation is one of many new high-benefit program innovations that UP can pursue at a small cost. In so doing, UP will demonstrate to the smaller institutions in the system, to its staff and students, to its alumni, and to the country that it has the wherewithal to provide young Kosovars with the same educational opportunities as their peers around the world.

Rationale

One need not look far or hard to see how ubiquitous university-based business incubators have become over the past ten years. One group that watches these entities, University Business Incubator (UBI) lists the top 25 university incubators globally. Not one of those is in Southern Europe.¹ Indeed, in the UBI ranking, only three Southern European countries - two from the Balkans - even participated, Italy, Croatia, and Turkey. None placed in the top 25.

The number of university based incubators in the US alone is estimated at well over 400 based upon one 2013 study.² Data on incubator numbers around the world is difficult to find, but we believe that the total number is approaching 1000. The trend towards incubation on campuses has become a wave, and it is time for Kosovo's public universities to climb aboard. Some of its private institutions already have, as we will explore later in this paper.

With over half of its population under the age of 30, Kosovo is desperate to grow new jobs. The UP is rightly expected to be a key player in not only preparing new workers, but also in helping generate new jobs. The best ways to do this are to A) Redesign curricula to provide students with entrepreneurship content; 2) Move from passive to active

¹<http://ubi-global.com/research/ranking/ranking-2014/#globalubi2014>

²<http://www.usnews.com/education/best-graduate-schools/top-business-schools/articles/2013/08/15/incubators-help-business-school-students-become-entrepreneurs>

learning; and 3) Provide students with opportunities to act upon and advance their creative impulses by building ventures.

Changing the traditional university

The world's leading universities and pedagogues have moved well beyond a traditional teaching model in which a wise priesthood of professors decant their higher knowledge for rapt and attentive students who will later regurgitate that knowledge to earn their credential. Unfortunately, at many less enlightened or progressive institutions of higher learning around the world, old practices persist. Kosovo's MEST and senior administrators at UP have recognized the need to move from a traditional "lecture and examine" model to a more active learning approach. World Learning, through its provider, Dartmouth University, is engaging the largest faculty at UP – the Faculty of Economics – in order to introduce more active and applied learning approaches. A major reason for this is to better prepare students for the working environment.

A basic assumption that many educators and economic development proponents often make is that a venture incubator is just for business students, and an innovation center is for engineers. Universities' experience of the past ten years has shown otherwise. At thousands of university incubators around the world, students from the physical, natural, and social sciences bring ideas to venture competitions, alongside engineers and business students. Students in liberal arts fields of studies also participate and often are invited into the incubation environment. Over the past 10 years, the scope and definition of venture incubation has expanded to include generation of new jobs in social enterprises, many of which are non-profit and/or civil society organizations.

There are powerful synergies achieved when business, engineering, and other students combine forces around a shared passion for building ventures. In the STEM (Science, Technology, Engineering and Mathematics) fields, there is great potential for Entrepreneurship and the creation of startup enterprises. Students in STEM fields in systems that support entrepreneurship have a strong record of creating new processes, technology and products or services which lead to innovative new ventures. Often, it is just a matter of providing STEM students with business and managerial competences through entrepreneurship education and venture incubation during their studies that inspires and enables them to build and launch their own ventures.

Why Ventures & Why Incubation?

There is no more effective applied learning technique than for students to use the knowledge gained in the classroom while building a venture... be that venture a for-profit, non-profit, or other variety of social venture. , A student can take a dozen courses on building a business, but until she actually conceives of, tests, launches, and, more often than not, fails at a venture, she's really learned very little about entrepreneurship.

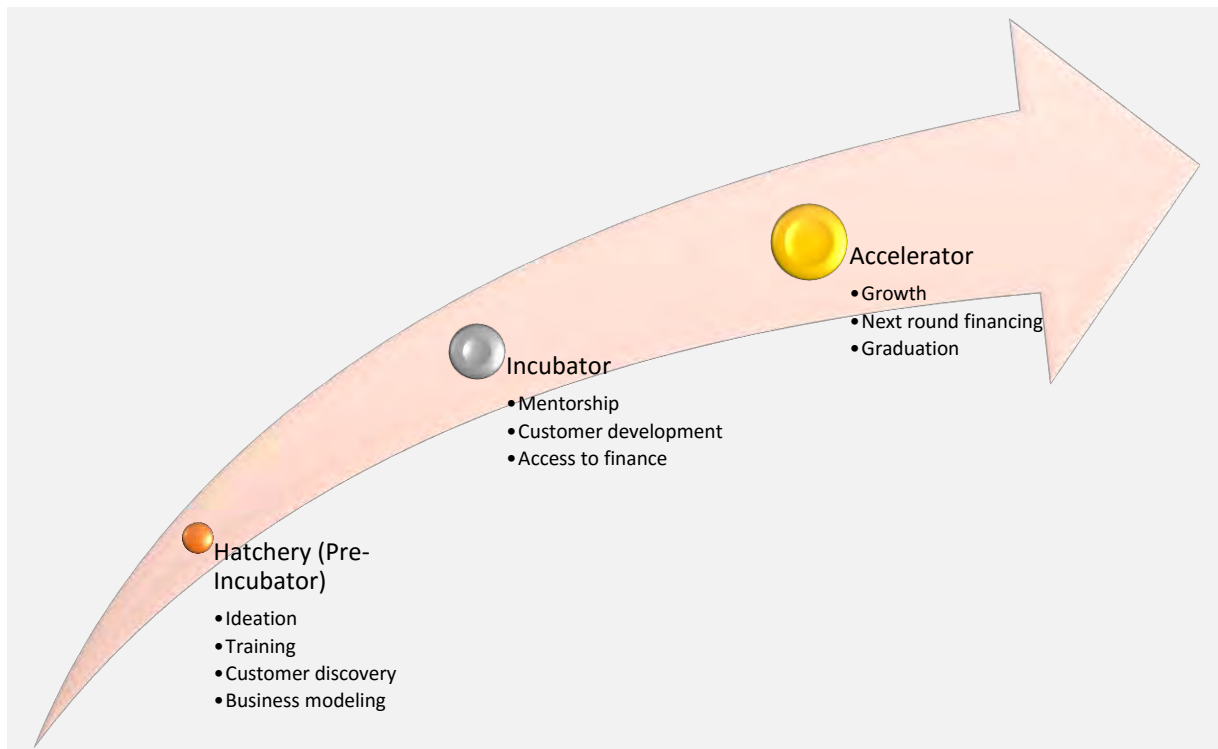
But without support from a center, faculty members, and mentors, and with limited or no access to start-up financing, very few students take the leap and create their own ventures. There are simply too many unknown risks and processes for them to even consider becoming an entrepreneur. However, with an incubator that is sanctioned, staffed, and funded, universities are able to dramatically increase student interest in entrepreneurship. Even modest support systems can help build the entrepreneurial mindset, spurring students to validate their business ideas and models and drive innovative thinking and the learning.

While internal mentoring by engaging faculty and staff is a necessary component of university incubators, bringing in experienced and hands-on mentors from the private sector increases the chances that incubated ideas will move forwards and ultimately succeed. Moreover, well-conceived incubators serve the purpose of intermediation, bridging innovative ideas and capital investment through their partner networks, which also improve the likelihood that students' innovations will become commercially viable, operating firms and organizations.

Models

There are essentially three basic models for venture support organizations and a fourth, often referred to as a ***Business Innovation Center***, which often encompass all three of the models in the diagram below. There is significant detail and variation in what needs a hatchery, incubator, and an accelerator actually address. These details will be hammered out between the entity's funders, managers, and advisory board. Suffice it to say that with no functioning entity to date, the opportunity is wide open to create as broad a scope of work as possible.

Fig. 4: Venture Incubation Models



According to UBI Global, "the primary objective of university incubators is to facilitate entrepreneurship and support early stage (new) ventures through a systematic (mid-long term) and extensive incubation process that includes services and infrastructure."

What services should an incubator at a modestly-funded developing public research university like the University of Pristina provide to support its students and their new venture ideas? Typically, the best university incubators provide aspiring student entrepreneurs with space, mentorship, coaching, formal training, entrepreneurship forums, opportunities to pitch their ideas, and with access to early stage finance providers. All of these services are either available at UP or in the surrounding Prishtina community. It is simply a matter of adopting a plan and providing a staff person to implement it.

Were UP to decide to support student innovation, there is adequate support in the community and among donors to rapidly scale a quality controlled intake of clients (startups) and provide them the support necessary to lead to venture creation and, ultimately, exits of graduate startup clients capable of entering more advanced service incubators in Kosovo.

Incubation and Venture Support in Kosovo

Several entities in Kosovo manage venture support initiatives that provide incubation and other services to entrepreneurs. In the following table we attempt to summarize all functioning entities, including three organizations described in a report commissioned by USAID on workforce readiness.³

Fig. 5. Entrepreneur Support Efforts

Sponsor	Venture Support Entity	How it Works
Enhancing Youth Entrepreneurship (EYE) / Swiss	BoneVet Foundation	Provides space and support for ICT entrepreneurs
MTI	Jakova Innovation Center (JIC)	Provides standard incubation services to new ventures.
STIKK/ Norwegian Embassy/ Swedish Embassy	Innovation Center Kosovo (ICK – NGO)	Supports tech startups and growing companies.
University of Business and Technology / US Embassy	Kosovo Virtual Incubator and Start Up Center	Provides support for UBT student entrepreneurs and others with startup ventures.
Management and Development Association (MDA)	MDA Foundation Incubator	MDA Foundation and Ministry of Trade and Industry have signed a Memorandum of Understanding which sets facilities and support for new business which will be developed in this incubator.
Unicef	Unicef Innovation Lab	Provides support for social entrepreneurship and social based innovations.

Several of the above institutions are open to and actually provide support for student ventures hatched by entrepreneurs at UP or other universities. Numerous successful IT ventures from UP have been incubated and supported by ICK over the past five years. Some have actually outgrown the incubation space and capacity and have graduated.

³USAID’s contractor, Mendez, England and Associates, conducted a comprehensive analysis of Kosovo youth employment systems and strategies. As part of that assessment, they catalogued “programs enhancing innovation,” the only section in the entire 70 page document that addresses new venture creation and support.

Currently, ICK serves 63 teams and 32 new companies. 25 firms thus far have brought their products and services to commercial customers and markets. Over 150 products or services have been launched out of ICK. This has resulted in over 250 new jobs. 15 companies have graduated to date. (Statistics from latest infographic of ICK). The facilities and services available at ICK are on a par with services provided at leading incubators around the world. While we do not envision an incubator at UP providing this same level of service in the near term, we believe it is very feasible for them to provide significant support for entrepreneurs in preparation for application to ICK.

As for UBT's virtual incubator – supported by the US Embassy - although its primary focus is to help the growing, private university support its core strategy of “every student an innovator”, it has hopes that the model might attract and support entrepreneurs from across Kosovo, including UP and other public university students. All students in Kosovo have access to UBT's Virtual Platform for Incubation. The platform hopes to become an integrated platform serving all incubators and entrepreneurship corners in Kosovo, allowing entrepreneurs to exchange experiences, learn about important events related to new venture creation, and benefit from mentorship. While space is available to entrepreneurs, they can also receive service off-site.

Cost / Benefit

Were the University of Pristina, MEST, or some other donor to support a venture incubator at UP, the cost would be relatively modest compared to the potential benefits. We estimate that for 75,000 Euros per year, UP could have a fully functioning incubator to serve aspiring entrepreneurs from all faculties. The budget would grow over time as interest and use increases, but for the first three years this would be a good start.

It may be feasible for UP to leverage the systems and services of other Kosovo or regional incubators, increasing service levels and lowering costs. Some existing incubators are well-funded and could provide various incubation products and services, including mentoring, and other tools that support venture creation. UP could also leverage networking opportunities, trainings & event participation, promotion etc.

The estimated costs below assume that the UP and/or one of its faculties will provide adequate space for the incubator. Initially it would require 100-150 square meters, but with successful recruitment of student entrepreneurs the need would grow over time. While it would be ideal if UP made an annual budget commitment of 75,000 Euros, we also believe there are other funding sources that would support this effort. For an annual

venture competition, UP could go out to successful companies, and local entrepreneurs to provide prize money and services to the winner.

Were UP or one or more of its fellow public institutions to make even a modest investment in incubation and venture support, we are confident that the ED would be able to use that money to leverage other donor funds. One of the reasons we have seen a proliferation of incubators around the world over the past 10-15 years is that there is a veritable sea of money available to support such development. Nairobi alone, has at least a dozen incubators. There is no reason to believe that Kosovo cannot have 5-10 different new venture support entities in operation. Indeed, given the dearth of other employment paths available, and the sheer number of students, one could imagine incubators or pre-incubators at every university in Kosovo.

Fig. 6. Sample Budget

Item	Annual Cost	Comments
Executive Director	20,000	This must be a seasoned professional who understands all aspects of venture creation
Administrative Assistant	8000	Significant logistics/events/support needs makes this necessary
Entrepreneur Support	18000	300 Each/Month
Equipment	10000	Office machines, furnishings, etc
Travel	4000	ED Conferences & Entrepreneur support travel
Events	15000	Monthly + Annual Event
TOTAL	75000	Approximate

The potential benefits to UP, other universities, students, faculties, and the Kosovo economy are many and diverse. It is difficult to quantify these benefits, however we've seen them accrue at universities around the world, and they are well documented.

- Improved education through applied learning.
- Excellent job skills development.
- Students taking responsibility for their economic futures
- The development of working ventures that provide valuable goods and services
- Job creation⁴

⁴<http://chicagoinno.streetwise.co/2015/11/04/best-university-incubator-1871-ranks-top-in-the-us/>

- Improved public image of the university
- Connections between UP and private sector actors, resulting in financial support
- Connections between UP and partners around the world working in economic development
- Increased collaboration and collegiality among Kosovo universities, private and public
- UP becomes more attractive to foreign students.
- Student entrepreneurs become future business and civil society leaders.

One is hard-pressed to imagine a more effective use of such a modest amount of money by a public university.

Structure

UP and its fellow public universities would be well advised to keep the structure simple and decentralized. An executive director would run the entire operation without the need of external administration and supervision. A basic board or advisory board structure would provide the ED with all of the strategic guidance that he/she might need. That board could include key instructors, entrepreneurs, funders, and other partners. Please see addendum 2 for sample bylaws.

Partnership Opportunities

Were UP to launch an incubator, there would many opportunities to partner with others in Kosovo's emerging entrepreneurship eco-system. Initial discussions with the leadership at ICT and UBT Virtual Incubator have led us to conclude that, at the very least, a UP incubator would perform a pre-incubation function in support of ICK and UBT's Start UP Center.

UP's incubator would also provide a means for richer cooperation between it, as Kosovo's anchor public university, and the six other public universities in Kosovo. By leading by example, UP can become Kosovo's leader in university incubation. This opens doors to not only partner with established incubators but also with organizations such as STIKK which provide links to private industry, or with KOSBAN for gaining investment opportunities etc.

Beyond these very real opportunities, opportunities abound to form partnerships with established university incubators around the world.

Conclusion & Recommendation

UP faces both an obligation and an opportunity. By introducing venture incubation as a funded program serving all of its faculties, it communicates to its staff, students, and stakeholders that it is taking seriously its obligations as Kosovo's leading public university. A modest investment in venture incubation will 1) Help to prepare students to create their own livelihoods and futures, and/or become more productive employees; 2) Support Kosovo's economic development; and 3) Improve UP's reputation and brand.

Launching a venture support system is also a means to richer cooperation between UP and other economic development programs in Kosovo. For example, the OECD in joint cooperation with STIKK and other stakeholders have developed a national innovation strategy (2013-2020), which foresees university incubation as an integral part. Currently that strategy is shelved, due to insufficient stakeholder effort. UP should rightly be a key player in that strategy and discussion and would lend considerable weight to that effort were it to take seriously entrepreneurship and new venture support.

Beyond the opportunity that UP faces, there is also a real obligation to act. University-based incubation is considered a core function of the modern university in the 21st century. UP will achieve increased credibility by stepping up and supporting this function, internally and externally. And, by supporting students in all of its faculties, it sends a strong message to instructors that outdated rote-learning methodologies are not enough in today's job market.

There are some who would question the need and utility of another incubator in Kosovo, particularly at a university that has deeper problems. If we evaluate venture incubation only in terms of an output of working businesses, it is surely fair to question the need for an additional incubator. However, we recognize that in any incubator failure is far more common and frequent than success of ventures. And it is precisely this failure that empowers young entrepreneurs to learn, improve, and eventually bring their creativity and new skills to other employment and, ideally to other ventures.

Moreover, from a university perspective, venture incubation and entrepreneurship support perform a broader service, encouraging active learning, engaging faculty and students, bringing in private sector firms and individuals, and generally creating a sense of energy, exploration, and hope. These are high demand items in any university, and particularly in an emerging market university.

In initiating venture support efforts, universities are well served to concentrate on very early stage startups / pre-seed startups. A UP incubator, and affiliates at other public universities could act as an early filter for potential viable, commercial businesses, guiding startups through validation of their business idea. Participation by students would be from 3 months to a year, with modest support only provided for 3-6 months to help with:

- Business concept evaluation
- Product Development – Minimum Viable Product
- Development of appropriate business model
- Customer discovery and validation
- Access to network of mentors, partners, investors, etc.
- Investment preparation and readiness

One local leader in private sector development in Eastern and Southern Europe, Michael Gold, summarized this approach and its pitfalls and utility well:

“Such an early stage startup program also makes sense for universities, since their primary target audience will be young and inexperienced. The startups that prove to have commercial/market potential can then be fed into or referred to more advanced programs, funds, etc., that already exist in Kosovo and the region. However, if there is no early filter to kill [ill-conceived] ideas with no potential and to identify and support properly the actual commercial marketable/investable ideas, this will just be another program pretending to support entrepreneurship and innovation.”

In conclusion, the Advisory Committee of the TLP-SP program urges MEST, UP, and other public and private sector leaders to ***invest in and support new venture creation and early stage incubation at UP and, ultimately, at all public universities***. The investment is modest, while the benefits are potentially large. We stand ready to support this effort.

Appendix 1 – Writers’ Bios

Vjollca Cavolli

Executive Director, STIKK. Board Chair, ICK

A high level Manager with extensive experience across diverse sectors, Vjollca is one of Kosovo’s leading advocates of the ICT community. She has been the main driving force of the Association by promoting its vision and achieving the organization’s mission statement over the past 8 years.

Ms. Cavolli acts on behalf of STIKK and represents Kosovo’s ICT community’s interests both nationally and internationally, participating in national, regional, and global forums that support Kosovo ICT professionals’ reputations and bring back new knowledge for their application. A particularly noteworthy accomplishment in which Vjollca played an integral role is the establishment of Innovation Centre Kosovo (ICK), where she currently serves as chairman of the board.

Ms. Cavolli previously worked for the Community Development Fund, a local Foundation, managing more than 180 infrastructure, social service and capacity building projects. She has also served in various capacities for the International Committee of Red Cross, the World Food Programme, Medicine Sans Frontier, as well as for the local Public Trade Company “Gërmia”.

Dr. Edmond Hajrizi

President and CEO, University of Business and Technology

Professor Hajrizi earned his PhD in Mechatronics (Intelligent) Systems Engineering, Computer Science and Management after completing doctoral studies at Vienna’s University of Technology about Intelligent Systems. He completed his Post Doc in Complex System Design and Management (System Engineering) at City University London.

Dr. Hajrizi is an entrepreneur, researcher, developer / innovator, university lecturer, trainer, consultant, adviser, assessor, publisher and editor. He is founder and President of UBT, Kosovo’s leading private university, with 9000 Students over 400 Staff. UBT is widely recognized for excellence by EFQM, IEME, KASIM, KA-CASE, and Quality Kosova, among others. He developed UBT’s Virtual Incubator and Start Up and many other UBT sub-

systems and spin-offs, creating an ecosystem that is fundamentally based on innovation and entrepreneurship.

Dr. Hajrizi works and travels widely and has been visiting professor at Vienna University of Technology, Danube University Krems, Warsaw University, Slovak University of Technology, Tirana University, etc. He has also been a research fellow at City University London.

He is widely accredited, including First IPMA Assessor for Kosovo in Project Management for 4 Levels: A, B, C, D, EOQ/QA Examiner and Trainer for System Quality Management and System Auditing, ILEP Assessor for the Excellence Model based on EFQM Model. Hajrizi has represented Kosovo and UBT in many international organizations among which are IFAC, EUROSIM, IPMA, EOQ, EUROSIM, AESOP, IASP, EFQM, etc.

He was also a Drafting Team Member for Kosovo's Bologna Membership Process, is a member of HERE in Kosovo: Expert for Higher Education Reforms, is National Contact Point for Horizon 2020 for the fields of ICT and also Future and Emerging Technologies, a board member of Advisory Steering Committee of Kosova Agency for Statistics, a member of the Advisory Committee of Transformations Leadership Program in Kosovo, a member of Drafting Team Experts of World Bank for the Western Balkan Strategy 2020 for Research and Innovation Strategy, and serves as Editor of the International Journal of Business and Technology, IFAC SWIIS / TECIS and UBT Publishing

Carl Hammerdorfer

Chief of Party, World Learning, Transformational Leadership Program – Scholarships and Partnerships

Over the past 25 years, Carl has worked in international development, entrepreneurship, higher education, and impact investment. He began his career working in water resources development as a Peace Corps volunteer in Mali. He then worked for Cooperative Housing Foundation in Cote d'Ivoire where he developed a public-private partnership solution to manage human waste in Alladjan, an informal settlement outside of Abidjan. He later served as the country director and director of agribusiness and trade for ACDI/VOCA, where he focused on agriculture, agribusiness, and cooperatives. Carl was also a Peace Corps' country director in Bulgaria. At Colorado State University, he served as the director of the Global Social and Sustainable Enterprise MBA. At CSU, he also founded and was executive director of the Center for Advancement of Sustainable Enterprise.

Immediately prior to taking over leadership of TLP-SP, Hammerdorfer was managing director of KASI Agriventures, a Tanzania-based project of the Small Enterprise Assistance Funds (SEAF), a global impact investment and advisory firm. He oversaw the KASI investment portfolio, technical assistance, entrepreneurship training, and strategic partnerships in Tanzania.

Carl has served in multiple capacities with a variety of start-up ventures, including as a co-founder and CEO of Cooperative Solutions and Mainstreet Cooperative Group, two of America's first cooperative incubators.

Arian Zeka

Executive Director, American Chamber of Commerce, Kosovo.

Mr. Zeka was appointed as ED for AmCham in 2012, having previously served as Deputy Director and Head of Policy. Apart from leading implementation of an active program of services, activities, and events in support of the Chamber's membership, he also promotes the public image of the Association by serving as the Chamber's "ambassador-at-large." He represents AmCham Kosovo in most important state and inter-institutional economic mechanisms, such as the National Council on Economic Development. He is also ex-officio member of the Steering Council of the Alternative Dispute Resolution Center. Zeka is AmCham's representative in Kosovo's National Trade Facilitation Committee.

From 2009-2015, Zeka served as a Senior Lecturer at the Society of Certified Accountants in Auditors of Kosovo (SCAAK), training and certifying institute of auditors and accountants in Kosovo and a member of International Federation of Accountants (IFAC). At SCAAK, Zeka taught Management and Communications (P3), Accountant in Business (P3) and Business Analysis (P11) courses. From December 2015 to January 2016, Zeka was the Chairman of the Consultative Council of Ministry of Finance-Customs-Tax Administration and Business Community.

Appendix 2 – Sample bylaws for an advisory board



University of Pristina Venture Incubator (UPVI)

Bylaws of the Board of Advisors

These bylaws (1) state the purposes of the Board of Advisors for the Incubator, a facility of University of Pristina; (2) define the board's membership and (3) define officers; (4) establish regular meetings; (5) specify the purpose and membership of the board's standing committees; and (6) provide for amendment of these bylaws.

I. PURPOSE

The Board of Advisors helps the incubator achieve its mission of supporting UP students in devising and building ventures that are financially sustainable, growing, and that provide social and economic benefit to their communities and countries.

The Board of Advisors for UPVI benefits the University of Pristina by:

Improved Education

- Assisting in the development and propagation of pedagogy, coursework, training and other instruction that supports innovation and entrepreneurship, available to all students in all faculties at UP.

Successful Ventures

- Assisting in the accomplishment of its long-range strategic objective to impact employment in Kosovo through the power of entrepreneurship.
- Make available your personal expertise and network to UPVI staff as they raise money, support ventures and grow.

Improved Business & Investment Ecosystem

- Supporting the UPVI objective of developing a community of entrepreneurs and an investment community to support job growth and a good policy environment.

- Communicate the UPVI Change Model to Kosovo society.

Partnership and Fundraising

- Supporting the UPVI objective of attracting impact investors who seek long-term financial returns and meaningful social and economic impacts.
- Representing UPVI's model and priorities at local and international events.
- Identifying and cultivating regional and national leaders for membership on the Board of Advisors.

Communications and Public Relations

- Assisting UPVI in its efforts to build and enhance its position as a high functioning incubator.
- Assisting the Executive Director in representing the interests and concerns of UPVI in the entrepreneurial ecosystem in Kosovo and across Europe

II. MEMBERSHIP

Members of the UPVI Board of Advisors include economic and academic leaders who support the mission of UPVI.

Length of Term and Reappointment

- Each member serves an initial three-year term. The initial term expires on July 31 of the year following three completed years of service. Members may be invited to renew at the discretion of the Executive Committee.
- Approximately one third of the total number of advisors will be elected in each year. The foregoing notwithstanding, some advisors may be elected to terms of less than three years in order to equalize the number in each year's rotation.
- Appointments to and renewals and resignations from the Board will be reviewed and accepted by the Executive Director.

Quorum

- Members shall serve as voting members of the Board of Advisors. Ten members of the Board in attendance at a formal meeting shall constitute a quorum in matters requiring a vote.

III. OFFICERS

The Executive Director appoints a chair of the board whose candidacy must be approved by a majority of the members. The Chair takes office January 1 and serves a two-year renewable term.

- The Chair of the Board of Advisors will take a leadership role in furthering the mission of the Board. He/she will, in consultation with the Executive Director of UPVI, appoint chairs of committees, develop meeting agendas, preside over the board meetings and assist committee chairs and board members in achieving the goals of the board.
- The Executive Director, in the absence of the Chair of the Board, carries out the duties of the Chair, and shall have such other powers and duties as may be prescribed by the Board or the Bylaws.
- Job descriptions for officers and chairs of committees will serve as an appendix to these bylaws and may be changed at the discretion of the Executive Director.

IV. MEETINGS AND MEMBERSHIP REQUIREMENTS

- The full board will meet four times per year. Absence from two consecutive meetings and lack of participation in committee and task for activities of the board may result in the withdrawal of Board membership. Each instance will be decided upon individually by the Executive Director and Board Chair.
- Meetings may be held at UPVI's office, but may also be conducted by videoconference.
- Each board member is expected to work with the Executive Director and board chair to secure additional support for UPVI and any supported programs.
- Any member may be asked to participate in one of the Committees or Task Forces of the board.
- The aforementioned responsibilities of a member of the Board of Advisors will be shared with any prospective member by the Executive Director and/or the Chair of the Board or their designee.

V. COMMITTEES

Committees and Task Forces

Committees and ad hoc Task Forces will be appointed at the discretion of the board chair and the Executive Director. Task Forces, each consisting of three or more advisors, serve at the pleasure of the Board. The Board may appoint Advisors and Non-Advisors to membership on these Task Forces. Committees and Task Forces will include the committee chair, and other members as determined by the board chair. The Task Forces will be appointed to address timely issues affecting UPVI (such as facilities). Committees shall include:

- a. Policy Committee
- b. Fundraising Committee
- c. Executive Committee (responsible for recruitment and nomination of new board members and implementing and amending the bylaws, as needed,).

VI. AMENDMENTS

The Executive Director and Chair may amend these bylaws with the approval of the Executive Committee.



TRANSFORMATIONAL LEADERSHIP PROGRAM – SCHOLARSHIPS AND PARTNERSHIPS

Advisory Committee

“Improving Inclusion for Persons with Disabilities at the University of Prishtina”

June 28, 2018

Authors:
Elmaze Gashi
Merita Teliqi Devaja
Rrita Limaj
Anemonë Zeneli
Yllkë Paçarizi

Disclaimer

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Introduction

The Bologna Process, outlined in the Prague Ministerial Conference in 2001, mandates that a population's diversity should be represented at all higher-education levels. It states that all inequalities in accessing higher education should be removed – and education should be equal for everyone.

The University of Prishtina (UP), Kosovo's largest public university in Kosovo, caters to almost 50,000 students, on the bachelor, master and PhD levels. It is the largest producer of Kosovar graduates and, arguably, an important force in shaping the population's mindset towards many social and economic issues. The university, however, makes very little mention of inclusion in its statute. While they do strive to be inclusive towards gender, the needs of persons with disabilities are rarely mentioned or addressed in the university's improvement agenda.

The TLP-SP Advisory Committee's subcommittee on social inclusion has a mission to assist the University of Prishtina in improving its inclusion for persons with disabilities. To do this, the subcommittee reached out to the University of Prishtina, the Ministry of Education, Science and Technology in Kosovo, and leading NGOs serving persons with disabilities to assess the current level of inclusion at UP.

This paper proposes several recommendations to the University of Prishtina that will directly impact the inclusion of persons with disabilities at the university. The recommendations can be reviewed by the Ministry of Education, Science and Technology as well and distributed to Kosovo's other public higher education institutions.

Literature Review and National Context

The University of Prishtina's statute mentions inclusion and the guarantee of equal rights for persons with disabilities only minimally.

The statute to Kosovo's largest public university mentions persons with disabilities only under one article (article 150), where it explains that university students can lose their "regular student"¹ status if they do not attend classes regularly. In relation to persons with disabilities, the article explains that if the "regular student" is a person with disabilities, then the student can keep their "regular student" status even if they cannot manage to attend classes regularly (Universiteti i Prishtinës "Hasan Prishtina", 2012, p. 42).

The university also mentions their commitment to "creating equal opportunities for everyone", which implies some commitment to the principles of social inclusion. Two articles showcase how the University of Prishtina guarantees equal opportunities within the institution.

¹ A "regular student status" is equivalent to a "full time student status", meaning a student who attends classes regularly.

Article 7

The university is obliged to create equal opportunities for everyone without discrimination on the basis of gender, race, sexual orientation, marital status, language, religion, political affiliation or something else, nationality, ethnicity, social standing, wealth, status of birth or any other status.

Article 8

The university guarantees and supports gender equality. In the case where a male and female candidate have the same qualifications and professional achievements, the female candidate will be prioritized (Universiteti i Prishtinës "Hasan Prishtina", 2012, p. 2).

While this is better than not mentioning “equal opportunities” at all, the university nevertheless only guarantees equality on the basis of gender, and equal opportunities on the basis of a range of variables, excluding and specific mention of disabilities. ***The fact that guaranteed human rights and inclusion for persons with disabilities is not mentioned in the University of Prishtina’s statute supports the working groups aim of improving inclusion at universities.***

In 2013, with the aim of empowering and advancing persons with disabilities in Kosovo, the Government of Kosovo published a national strategy on the rights of persons with disabilities for the next ten years. Education was among the strategy’s priority areas. The strategy’s third objective states:

Strategic Objective 3

Creating an inclusive environment in education and supporting the professional development of persons with disabilities (Republika e Kosovës, 2013, p. 15).

Five years after adopting the strategy, Kosovo still has a long way to go to improve inclusion for persons with disabilities in education. In fact, the literature suggests that not only do persons with disabilities not benefit from inclusion policies, but higher-education institutions in Kosovo essentially don’t even think about persons with disabilities when developing policies and systems.

HANDIKOS, Kosovo’s leading NGO serving persons with disabilities in Kosovo, conducted a study on the physical, economical and emotional barriers to accessing higher education for persons with disabilities, albeit with a small sample size. In one of their recent reports, the NGO mentions that while the government of Kosovo guarantees equal rights for persons with disabilities in a number of laws - the Law on Pre-School Education, the Law on Pre-University Education, the Law on Education in Municipalities, and the Law on Higher Education and in the constitution - the situation on the ground is very different from what the laws state (HANDIKOS, 2017, p. 4).

Their research showed that some of the barriers to persons with disabilities accessing higher education included financial constraints, high living expenses, poor

infrastructure, lack of transport options, lack of appropriate accommodation, admission requirements, motivation, and societal and family constrains (HANDIKOS, 2017, p. 16).

One of the study's major findings was that from the sample of persons interviewed, not a single person who uses a wheelchair has managed to enroll in a public higher education institution.

According to another study by HANDIKOS on physical accessibility of the University of Prishtina's buildings, the current situation does not provide satisfactory conditions for students with physical disabilities. There is a lack of infrastructure that would enable access to the facilities, such as having electronic doors in place, appropriate classroom layout for mobility, and challenges with navigation within the building and its different floors etc. The challenges with navigating within different floors were due to lack of elevators, inaccessible elevators (elevators that can only be used by university staff) and sets of stairs even within the same floor. Therefore, the current infrastructure does not meet the standards of accessibility (HANDIKOS, 2017).

Apart from the necessity for physical improvement of classrooms, it is imperative for the universities to apply principles of universal design when developing the coursework. This way, all students would be provided with equal opportunities for learning by using a flexible approach, universal design, that can be customized and meet different learning needs. Universal design entails an application of:

- **Multiple means of representation:**
Presenting information and content in different ways;
- **Multiple means of action and expression:**
Differentiate the ways that students can express what they know;
- **Multiple means of engagement:**
Stimulate interest and motivation for learning (UDL center, 2017)

Universal design enables and guides educators to go beyond practices that center on ableism. Discursive practices applied in educational settings can be significantly centered on ableism. Hence, it is important to go beyond assumptions and beliefs of what 'normalcy' signifies and include different voices and experiences of people with disabilities in the university's official documents, classroom content and literature used (Evans, Broido, Brown & Wilke, 2017).

These deficiencies, lack of accessibility at the public universities' facilities and the lack of application of universal design principles, could be addressed and overcome by an institution such as a Disability Resource Center (DRC), which could be housed within the University's rectorate. A DRC would work in creating inclusive and sustainable learning and working environments that will enhance the development and growth opportunities for students with disabilities and would serve as a focal point for issues

concerning inclusion and access to the university's services (The University of Arizona, 2017).

Methodology

To understand the level of inclusion at the University of Prishtina, the working group administered electronic surveys, and conducted semi-structured interviews with several representatives from relevant institutions and university students who are persons with disabilities.

Three sets of surveys were administered to three target groups separately, using an online survey tool: University of Prishtina administration staff, University of Prishtina faculty, and Ministry of Education Science and Technology representatives. The surveys assessed attitudes and existing knowledge on persons with disabilities at higher-education institutions in Kosovo (specifically, at the University of Prishtina) and awareness of existing support mechanisms available at those institutions. To maximize response rates, the surveys were administered in the Albanian language.

Both surveys administered to University of Prishtina administration and faculty staff generated moderate responses: nine faculty staff and 13 administration staff completed the respective surveys. The third survey administered to Ministry of Education Science and Technology staff generated no responses, which the working group believed to be a response in itself. For the full set of survey questions, see [Annex 1](#).

The working group followed up with semi-structured interviews. The following interviews were conducted to help with the assessment of inclusion at the University of Prishtina and higher education institutions:

1. An interview with two representatives from the Ministry of Education Science and Technology working in the department of higher education and department of special education;
2. An interview with a representative from HANDIKOS, Kosovo's leading NGO catering to persons with disabilities;
3. An interview with a representative from Down Syndrome Kosova, Kosovo's leading NGO catering to persons with down syndrome;
4. An interview with a representative from the University of Prishtina faculty, who is also an expert on inclusive education.
5. An interview with two university students who are persons with disabilities.

The interviews each lasted one hour and were conducted in Albanian. At least two working group members attended each interview. While the working group reached out to other representatives from the Ministry of Education Science and Technology,

however, no other person responded.

Findings

The overarching insight from the results of all three administered surveys was that ***inclusion for persons with disabilities is not widely understood with either of the three target groups.*** As mentioned above, the survey administered to staff from the Ministry of Education Science and Technology generated no response, therefore the results described in this section are in accordance with responses from administrative and faculty staff from the University of Prishtina.

Most survey questions that asked respondents to submit numerical data (i.e. numbers of persons with disabilities enrolled, or number of persons with disabilities graduating in a year) or that referred to rules or regulations pertaining to persons with disabilities and/or inclusion in general, were skipped by respondents. This indicates that neither target group had access to data on the number of persons with disabilities and that neither target group knew where to find rules and regulations that pertain to persons with disabilities. Generally, the quality of survey responses collected demonstrates a clear lack of understanding of the issue: persons with disabilities and inclusion are not topics that come up often at the university. Interestingly, respondents seemed very self-aware of this.

One question asked respondents to rate the University of Prishtina in terms of the support and facilities it offers to support inclusion for persons with disabilities, on a scale from 1 (“The university offers no support at all”) to 10 (“The university offers full support”). The average rating from administrative staff was 2.29. The average rating from faculty staff was a little higher at 3.58. Nevertheless, both target groups rated the university’s support as below average. The fact that UP’s statute and regulations fail to even mention persons with disabilities and inclusion, corresponds well with how its staff assesses the university on the matter.

A follow up question asked respondents to rate the University of Prishtina on how it offers support in six separate categories: transportation, literature and books, scholarships, infrastructure, mentoring, and student counseling. As with the other question, all ratings were well under average. The highest-rated category from administration staff was ‘Scholarships’, and the highest rated category from faculty staff was ‘Mentoring’. For a breakdown on the ratings, see Table 1.

Table 1: Results for Q: Rate the support the University of Prishtina offers persons with disabilities on the following (1 to 10).

	Administration Staff Rating	Faculty Staff Rating
Transportation	2.00	1.56
Literature and books	2.00	2.90
Scholarships	3.40	1.86
Infrastructure	2.67	2.73
Mentoring	3.25	3.80
Student counseling	1.00	2.89

When asked whether the respondents knew of any regulations that the University of Prishtina followed as guidelines for supporting persons with disabilities, a majority of respondents from both target groups answered with either a “No” or “I do not know”. One respondent answered that ‘Yes’ there were regulations, however, they did not specify what the regulation was.

The survey also asked if there were any activities that helped with the inclusion of persons with disabilities at the University of Prishtina. One respondent noted that previously, the university organized inclusive sports activities (“Sporti për të gjithë” / “Sports for all”) and another respondent mentioned that there have been awareness-raising exercises for staff in the past. One faculty staff mentioned that a study visit they organized to Prizren was inclusive and another one stated that the career fairs organized by the university were inclusive.

The faculty staff were also asked whether they applied alternative grading schemes to persons with disabilities. While a majority stated they had not had the opportunity to do so, three answered that they did through working one-on-one with the person and adjusting homework requirements based on their needs.

None of the respondents from both target groups knew of any preparatory programs offered to persons with disabilities before they join university. One faculty staff respondent however mentioned that the University of Prishtina’s Faculty of Education has one master’s program in inclusive education that helps students by providing information on inclusion.

A final question asked teaching staff to list services that they believed the university should offer to persons with disabilities to help with inclusion. The responses are summarized in Graph 1, with the size of the text corresponding to the frequency of the suggestion coming up.

Graph 1: Results for Q: List services that the university should offer to persons with disabilities.



The interviews served as a means to dive deeper into inclusion barriers at the university for persons with disabilities. The results helped cluster the working group’s

recommendations into four separate categories.

Recommendations

Kosovo is always striving towards improvement, development, and integration into the European Union. Higher-education institutions must also work to achieve or exceed required standards. The Bologna Process mandates that all inequalities in higher education should be removed and that a population's diversity should be reflected in the pool of students. Therefore, the University of Prishtina must address inclusion issues, especially those for persons with disabilities.

Based upon the surveys and interviews, the working group proposes a number of recommendations.

Recommendation 1: Providing Accessible Infrastructure

The first set of recommendations involve the University of Prishtina providing accessible infrastructure for all its students: throughout the subcommittee's interviews and surveys, staff and faculty stated that infrastructure support was very poor.

To combat this, the following recommendations are proposed:

- 1.1 The University of Prishtina should place guiding tactile paving within and outside the university's buildings, so that persons who are visually impaired can easily move around on campus.
- 1.2 The University of Prishtina should position work space countertops at various heights so that persons who use wheelchairs can comfortably access them.
- 1.3 The University of Prishtina should place movable desks and chairs within classrooms with adequate space between them for students to move freely, and easily adjusting the classroom layout depending on the activity.
- 1.4 The University of Prishtina should ensure access to elevators for students with mobility needs that fulfill the standards regarding space, friendly command options through voice and with braille, and, in line with recommendation 1.1, with guiding 'taktore' lines and signs in front.
- 1.5 The University of Prishtina should set up ramps for persons who use wheelchairs to access the buildings and move around different floors freely.
- 1.6 The University of Prishtina should designate parking spaces for persons with disabilities that are close to building entrances.
- 1.7 The University of Prishtina should replace manual entrance doors with electronic door openers.
- 1.8 The University of Prishtina should make library spaces accessible for persons who use wheelchairs and students with other specific accessibility needs and requirements.
- 1.9 The University of Prishtina should put up accessibility signs for guiding persons with disabilities to accessible areas within the buildings.
- 1.10 The University of Prishtina should make dormitories and restrooms across campus accessible for persons who use wheelchairs.

Recommendation 2: Ensuring accessible curricula and classroom management

The first set of recommendations consider insights collected from faculty on working with persons with disabilities in the classroom and ensuring accessible curricula and effectively managing classrooms.

In this area, the following recommendations are proposed:

- 2.1 The University of Prishtina should allow for access to alternative forms of educational resources (both literature and lectures) in the university's libraries and classrooms, such as audio and braille books, recorded lectures, class syllabi and assignment guidelines offered in audio and braille.
- 2.2 The University of Prishtina faculty should use principles of universal design when developing coursework to provide all students equal opportunities for learning by using a flexible approach that can be customized and meet different learning needs, such as for the students with learning disabilities.
- 2.3 The University of Prishtina faculty should look into designing Individual Education Plans (IEPs) to document the learning priorities for the academic year, adjusting to the student's unique needs and goals regarding his or her participation in the general classroom curriculum for the upcoming academic year. The IEP should include the following information: present levels of performance, measurable goals and objectives, a statement of how the student's progress will be measured, and information about services offered to the students.
- 2.4 The University of Prishtina faculty should review current obligatory literature for their respective classes and diversify the perspectives presented by including perspectives of persons with disabilities in the course content, when applicable.
- 2.5 The University of Prishtina should look into providing assistive technologies (such as laptops in braille language, captioning for videos) for easing the access to literature and participation in classroom activity for persons with disabilities.
- 2.6 The University of Prishtina should offer a mandatory training for all faculty to go through inclusive education practices through the Center for Teaching Excellence, focusing on including inclusive literature in the classroom as well. The Center for Teaching Excellence can partner for expertise with one of the leading NGOs in Kosovo on persons with disabilities.
- 2.7 The University of Prishtina should offer student tutoring services to all of its students who are struggling, that can be administered through selected well-performing students.

Recommendation 3: Creating organizational policy, capacity and culture for disability inclusion

Throughout reviewing the University of Prishtina's organizational policy on inclusion for persons with disabilities, the subcommittee understood that not much emphasis is placed there.

As a result of this, the following recommendations are proposed:

- 3.1 The University of Prishtina should review its university statute to reference that the university strongly supports and encourages the inclusion of persons with disabilities.
- 3.2 The University of Prishtina should establish a Disability Resource Center to serve students with disabilities and their families. This center would work to create an inclusive learning environment for students with disabilities and overcome the potential problems for accommodating them.
- 3.3 The University of Prishtina should consider conducting a study on the possibilities for applying principles and practices of universal design throughout the university's policies and practices.
- 3.4 The University of Prishtina should design an easily accessible website where prospective students with disabilities can get information on registering with the university.
- 3.5 The University of Prishtina should ensure that the language of official documents and platforms, such as the university's website, use non-discriminatory language towards persons with disabilities and is welcoming to all.
- 3.6 The University of Prishtina should offer financial aid to persons with disabilities who want to study there as motivation and to allow them to continue their higher education.
- 3.7 The University of Prishtina should work in establishing regulations that promote and support inclusion for persons with disabilities.

Recommendation 4: Inter-institutional cooperation led by the Ministry of Education, Science and Technology to enforce regulations at educational institutions

The subcommittee recognizes that inclusion for persons with disabilities is an area that goes beyond the University of Prishtina. Throughout the research process, a major finding was that not many students make it to higher education in the first place.

Hence, the following recommendations are made for the Ministry of Education, Science and Technology:

- 4.1 The Ministry of Education, Science and Technology should make the 'Matura' exam, at the end of high school, accessible for all students. Not being able to attend this exam makes it impossible to register at public universities.
- 4.2 The Ministry of Education, Science and Technology should develop information management system and data collecting procedures focused on the demographics of persons with disabilities in the K12 system, and subsequently provide public universities with this data so that the latter can have a clear overview of the potential number of incoming students who are persons with disabilities.
- 4.3 The Ministry of Education, Science and Technology should use affirmative action language in their platforms and publications to encourage participation of persons with disabilities in higher education.
- 4.4 The Ministry of Education, Science and Technology should work in establishing

administrative instructions that promote and support inclusion for persons with disabilities in higher education.

4.5 The Ministry of Education, Science and Technology should ensure that relevant administrative instructions and regulations are supported with appropriate allocation of financial resources to allow for successful implementation.

Conclusion

Through the proposed recommendations in the organizational policy, capacity and use of resources, and culture for inclusion, the University of Prishtina would position itself as an institution capable of providing the environment that would support its most marginalized individuals, students and staff with disabilities.

While the task seems large, recommendations include cost effective and implementable changes that can have an immediate impact in increasing participation and improving experience of student with disabilities attending the University of Prishtina.

This paper could be used to inform evidence-based decision-making at higher education institutions and the recommendations can be adopted to the needs of other higher education institutions in Kosovo.

Empowerment of persons with disabilities through higher education attainment would ensure that persons with disabilities fully realize their academic potential, enabling them to contribute to the society as a whole.

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Annexes

Annex 1: Survey Questions

Survey for administration staff (University of Prishtina):

- Q1: Cilin universitet publik në Kosovë e përfaqësoni?
Q2: Sa është numri i studentëve me aftësi të kufizuar të cilët janë duke vijuar studimet në universitetin tuaj?
Q3: Sa është numri i studentëve me aftësi të kufizuara të cilët kanë diplomuar në universitet?
Q4: Vlerësoni kushtet dhe mundësitë që ofrohen për gjithë përfshirjen e personave me aftësi të kufizuar në universitet.
Q5: Vlerësoni mbështetjen që ofron universiteti juaj për studentët me aftësi të kufizuar për të përmirësuar performancën e tyre gjatë studimeve.
Q6: Çfarë aktivitete ekstra-kurrikulare zhvillohen në universitetin tuaj ku mund të marrin pjesë edhe studentët me aftësi të kufizuara?
Q7: A ka akte nënligjore të miratuara dhe të zbatuara për të mbështetur studentët me aftësi të kufizuara?
Q8: Cekni ndonjë prej praktikave të mira e cila ka dhënë rezultate në gjithë përfshirjen e studentëve me aftësi të kufizuara në universitetin tuaj?
Q9: A ofron universiteti juaj bursa për të mbështetur studentët me aftësi të kufizuara për të ndjekur arsimin e lartë?
Q10: A aplikon universiteti juaj kritere fleksibile për regjistrimin e studentëve me aftësi të kufizuara?
Q11: Nëse "Po", cilat janë ato:
Q12: A ofron universiteti juaj ndonjë program përgatitor për studentët me aftësi të kufizuara para fillimit të studimeve?
Q13: Sa janë profesorët të përgatitur për të përshtatur metodat e mësimdhënies dhe vlerësimit, sipas nevojave të studentëve me aftësi të kufizuar?
Q14: Vlerësoni nivelin e vetëdijes së stafit mbi nevojat e studentëve me aftësi të kufizuar në institucionin tuaj dhe shërbimet mbështetëse që janë të dedikuara për ata studentë me aftësi të kufizuara.

Survey for faculty staff (University of Prishtina):

- Q1: Cilin universitet publik në Kosovë e përfaqësoni?
Q2: Sa është numri i studentëve me aftësi të kufizuar të cilët janë duke vijuar studimet në klasat ku ju ligjëroni?
Q3: Nëse ka pasur studentë me aftësi të kufizuar në klasat e juaja, çfarë keni bërë për të akomoduar nevojat e tyre?
Q4: Vlerësoni kushtet dhe mundësitë që ofrohen për gjithë përfshirjen e personave me aftësi të kufizuar në universitet.
Q5: Vlerësoni mbështetjen që ofron universiteti juaj për studentët me aftësi të kufizuar për të përmirësuar performancën e tyre gjatë studimeve.
Q6: Çfarë aktivitete ekstra-kurrikulare (aktivitete që zhvillohen përveç mësimit) zhvillohen në universitetin tuaj ku mund të marrin pjesë edhe studentët me aftësi të kufizuara?
Q7: A ka ndonjë akt nënligjor (rregullore, udhëzime) të miratuar dhe të zbatuar nga institucioni juaj për të mbështetur studentët me aftësi të kufizuara?
Q8: Cekni ndonjë prej praktikave të mira e cila ka dhënë rezultate në gjithë përfshirjen e studentëve me aftësi të kufizuara në universitetin ose klasat e juaja?
Q9: A ofron universiteti juaj bursa për të mbështetur studentët me aftësi të kufizuara për të ndjekur arsimin e lartë?
Q10: A praktikoni metoda alternative për vlerësimin e studentëve me aftësi të kufizuara? Nëse po, cilat janë ato?
Q11: A ofron universiteti juaj ndonjë program përgatitor për studentët me aftësi të kufizuara para fillimit të studimeve?
Q12: Sa gjeni mbështetje nga menaxhmenti i universitetit për të përshtatur metodat e mësimdhënies dhe vlerësimit, sipas nevojave të studentëve me aftësi të kufizuar?
Q13: Vlerësoni nivelin e shërbimeve mbështetëse që janë të dedikuara për studentë me aftësi të kufizuara në universitet.
Q14: Listoni shërbimet që ju mendoni se universiteti duhet t'i ofrojë studentëve me aftësi të kufizuar:

Survey for Ministry of Education Science and Technology staff:

Q1: A është arsimit në Kosovë një instrument për mobilitet social për studentë me aftësi të kufizuara?

Q2: Çfarë është duke bërë MEST dhe Institucionet e Arsimit të Lartë për të ofruar/krijuar kushte më të mira dhe adekuate për mësim për studentë me aftësi të kufizuara?

Q3: Vlerësoni përpjekjet e MEST dhe institucioneve të arsimit të lartë për të mbështetur gjithë përfshirjen e personave me aftësi të kufizuara në arsim të lartë.

Q4: Gjatë një viti akademik, sa është përqindja e numrit të studentëve në të gjitha institucionet publike të arsimit të lartë janë persona me aftësi të kufizuara? (%)

Q5: Gjatë një viti akademik, është përqindja e numrit të të diplomuarve në të gjitha institucionet publike të arsimit të lartë janë persona me aftësi të kufizuara? (%)

Q6: A ka ndonjë akt nënligjor (rregullorë, udhëzim administrativ) të miratuar nga MEST për të siguruar përkrahjen e studentëve me aftësi të kufizuara?

Q7: Nëse po, listo aktet nënligjore:

Q8: Sipas jush, sa zbatohen këto akte nënligjore?

Q9: A ofron MEST bursa individuale për të mbështetur studentë me aftësi të kufizuara për të ndjekur arsimin e lartë?

Q10: Çfarë resurse ndan Qeveria e Kosovës për financimin dhe mbështetjen e gjithë përfshirjes së personave me aftësi të kufizuara në arsim të lartë?



KHERT Governance Subcommittee

The Kosovo Higher Education Roundtable (KHERT) is a body made up of Kosovar and international thought leaders who have volunteered their time and perspective to analyze systems that affect the performance of Kosovo's higher education institutions. KHERT operates under the official sanction of the Ministry of Education, Science, Technology.

Scope of work: *Analyze laws, statutes, and practices that impact the effectiveness of higher education institutions in Kosovo. Compare local practices to global best practices, identifying opportunities to bring higher-education governance in Kosovo up to international standards. Provide recommendations to the Government of Kosovo on the selection, function, and accountability of key institutions, including: Steering Boards; Faculty Senates; and Senior Administration.*

I. Rationale and Objectives:

No sector or set of institutions plays a greater role than higher education in ensuring the economic and social progress of nations. Countries with advanced economies have long recognized the importance of **shared-governance systems** to the performance of colleges and universities. Education systems that clearly define and delineate the responsibilities of boards, senates, and management more effectively drive innovation in curricula, research, pedagogy, and management, optimizing knowledge production and transmission to the benefit of their citizens and the world.

Governance systems of Kosovo's colleges and universities are out of alignment with global best practices. Decision making at many universities is often not based upon the strategic needs of Kosovo or the performance of its higher-education institutions. Other interests - political, financial, and narrow stakeholder groups – often take precedence over an institution's strategic interests as defined by the government, the private sector, and civil society.

By optimizing its higher-education governance systems, bringing them in line with global best practices, Kosovo can create the conditions, incentives, accountability, and transparency required to advance its colleges and universities to better serve the needs of students, the labor market, and the country. In so doing, institutions will improve their global rankings and rise to the level of the world's leading colleges and universities.

II. KHERT Recommendations

1. *Redefine the membership of governance bodies to ensure that institutional performance is the top priority.*

A. Steering Boards

Governing Boards have ultimate authority for a college or university. They ensure that the Administration is executing the strategic plan and meeting target outcomes. In Kosovo, a majority of Steering Board members is chosen by the University Senate, thus placing ultimate authority in the hands of academic staff. This misallocation of authority creates outcomes that benefit academic staff at the expense of students and the institution.

Kosovo must redefine membership of its public universities' Steering Boards to create a representative balance of university stakeholders, thereby minimizing the inappropriately dominant role of academic staff members. Board members exercising control should be 1) Respected, prominent members of the public; 2) Leaders of civil society organizations; 3) Respected, successful business leaders. **None of these may be employees of the institution.**

Academic governance, and the principle of shared governance requires representation from critical stakeholders. Therefore, a limited number of non-voting seats should also be appointed by other university shared governance groups, including:

- **Faculty Senate** – While the Senate's authority is over academic matters, it must also have a presence and voice on the Steering Board to represent the views and needs of the academy. A democratically selected representative of the Senate would therefore serve in a non-voting capacity on the Steering Board.
- **Student Parliament** - Student parliaments are responsible for communicating students' priorities and concerns regarding any and all aspects of the university experience. Student government groups / student unions are a crucial piece of university governance and essential to student-centered learning, and a priority in EU, EHEA, and the Bologna Process.

Kosovo should formally include a student representative from student government on university Steering Committees, bringing the voice of students to university decision-making.

- **Administrative Staff Council/Senate** - University administrative staff who are members of Kosovo's Civil Service should have the right to appoint one non-

voting member to the Steering Board to represent the voice of the administration.

- **Alumni Association**—UP's Alumni Association represents the voice of past students who care about and have an interest in the quality of the institution. Thus, they should be able to place one non-voting member on UP's Steering Board.
- **Administration** – The voice of the university management will be represented on the Steering Board by the Rector in a non-voting capacity.

Kosovo should also consider providing a staff person to assist university Steering Boards with their administrative and logistic needs, and to support coordinating activities between the boards, and their accompanying shared governing groups.

B. University Senates

Academic staff are responsible for educational design and delivery. Academic programs, curricula, degrees and other credentials are under the authority of academic staff. Their chief responsibilities are 1) to produce and disseminate knowledge, 2) to represent the positions of academic staff on matters related to university policy and procedure; and 3) to exercise their voice by choosing the Deans and the administrative leaders who lead them.

Kosovo must better define membership of its Academic Senate, including the role of student members, and **limiting Faculty Senate membership to the instructional workforce**. Senates must eliminate automatic membership for academic administrators who already hold decision-making authority, including Vice Rectors, Deans, Vice Deans.

Faculty-level governance members must also be limited to academic instructional staff, with such leaders representing the perspectives of the academic staff in their units to the Deans.

C. Senior Administration

The Rectorate has responsibility for institutional leadership, strategic planning, and day to day management of the college or university. The Rector and Vice Rectors must prioritize institutional performance – teaching, research, learning, financial, student services, etc. – over all other priorities.

Kosovo must improve the structure of its senior administration, expanding the type of expertise that the senior management team possesses. High performing institutions have academic administrators who have proven experience serving as Chief Financial Officers, Chief Information Officers, Chief Administrative Officers. Proven experience

must be prioritized as necessary requirements for promotion to the senior administrative team. This requires a pipeline via which academic staff are preparing for leadership roles across the university within their Faculties.

2. *Improve selection processes.*

Rules for selection of UP's Steering Board and the Steering Boards of Kosovo's six other public universities should be revised to broaden participation and focus on institutional priorities and outcomes.

- **UP** -The Minister of Education appoints 1/3 of the members who will remain in their positions even upon change of government. An ad hoc public committee comprised of representatives of business chambers appoints 1/3 of the Steering Board; An ad hoc public committee comprised of leading civil society organizations appoints 1/3 of the Steering Board.

UP's board would also include non-voting representatives of the University Senate, the Student Senate, the Administrative Council, and the Alumni Association, to be chosen by those bodies in a democratic manner.

Kosovo's Law on Higher Education states that appointed members "shall be persons of significant public standing with relevant professional, commercial or other practical skills. No such appointed member shall have any direct current association with the institution in which they are appointed".

- **Regional Public Universities:** The Minister of Education shall appoint a majority of members who shall remain in their position even upon change of government. Local organizations will appoint non-voting members, including civil-society and business members. (Please see Addendum B. for an example)
- **Faculty Councils** – Statutes must be rewritten to modernize selection of Faculty Councils consistent with best practices and the Bologna accord. Each faculty at Kosovo public universities would ideally elect members from among the assistant, associate, and full professors in the faculty. Teaching Staff should also receive a vote for at-large members of the Council as determined by a formula outlined in the statute. In all cases, teaching staff's votes for senators should be submitted privately and tallied in a way to ensure every voter's anonymity. (Please see Addendum B. for an example)

3. *Increase and clarify accountability in the shared governance structure, creating a clear chain of command among Steering Boards, Senates, and Administrations.*

Steering Board – This body is accountable to the government and people of Kosovo. Members must not bring their personal, business, or political party interests into their deliberations and decision-making.

Senate - The Senate is accountable to the university’s academic staff/professors.

Administration - The Rector and his/her team are directly accountable to the Steering Board for execution of the university’s strategic plan and performance metrics derived from that plan.

4. Eliminate conflicts of interests in higher-education governance

All laws and statutes promulgated in support of this recommendation must explicitly prohibit political interference in the selection of governance actors.

5. Foster transparency in higher-education institutions

Every individual or body which appoints members, voting or non-voting, to higher education governance bodies must provide written justification of each of their appointees that specifically references the legal requirements for such appointments.

For example, as noted in Addendum A. of this document, members appointed to the Steering Board “shall be persons of **significant public standing** with relevant professional skills, commercial or other practical skills. No such appointed member shall have any direct current association with the institution in which is appointed.”

III. Implementation

There is never a shortage of recommended systems to improve education in Kosovo. The EU’s FAITH project is but one excellent example of significant investment in a solution to a serious challenge that Kosovo faces... that has not yet been fully implemented.

The KHERT model of broad, comprehensive inclusion + data-driven recommendations + official GOK administrative approval by the Minister of Education, may provide additional weight to and ownership of solutions to move them through to implementation.

In terms of the Governance Restructuring to be recommended by KHERT to the Government of Kosovo, it will be necessary to make changes to the higher-education law, institutional statutes, and performance reporting systems. This will require that MEST and the Assembly of Kosovo monitor the entire HEI system to ensure accountability at all levels of governance, beginning with the Steering Board and Senate, but continuing through every academic and administrative unit. Such oversight and accountability is only possible in an environment in which performance data of every unit and institution is readily available.

Addendum A. – Relevant Kosovo Higher Education Law Articles

Article 6:

- 1.1. planning the development of higher education in Kosovo in **consultation with the accredited providers** of higher education;

Article 18:

1. The Governing Council shall have not more than nine nor fewer than five (5) members. A number of members of the Governing Council appointed by the Ministry in general interest, to be specified in the Statute and not to exceed one half of the total membership. They shall be persons of **significant public standing** with relevant professional skills, commercial or other practical skills. No such appointed member shall have any direct current association with the institution in which is appointed.
2. All members of a Governing Council **shall serve the Council as individuals, not as delegates** or representatives of a particular interest group.

Article 23:

1. The Governing Council of a public provider of higher education or its equivalent body in the case of a private provider shall be **responsible collectively to the Ministry** for the proper and efficient use of funds allocated to the provider by the Ministry or other public sources

Addendum B – A Shared Governance Example

The model is that every stakeholder governing group, needs representation and corresponding power (vote) on the Steering Board, and the Stakeholder Governing groups on campus need to operate in a parsimonious fashion.

For the Steering Board, the representation of the groups doesn't need to be in equal amounts.

For example:

Structurally, Faculty Senate, Student Government, and Staff Senate and an Alumni body (should they exist), would each have representation on the Steering Board. [Note, student governments tend to have an undergraduate and graduate section/division, per their distinctive interests.]

For example, for an 11-person Steering Board it may look like:

- 3 lay people elected (by the Citizens of Kosovo)
- 3 lay people appointed (by Minister)
- 1 Professor (appointed by Faculty Senate, FS may write into bylaws designated as Faculty Senate President)
- 1 undergrad student (appointed by undergrad section of Student Govt. (student government may write into bylaws that Ex Officio it is the student body President)
- 1 graduate student (appointed by graduate section of student gov, specified in bylaws)
- 1 staff senate if exists (appointed by Staff senate, SS bylaws may designate who)
- 1 alumni representative (Chosen by Alumni Association)

Depending on what total number is desired for the Steering Board the governance structure could keep all else the same - with 1 person from the various groups (academic staff, students, admin staff, alum), and then increase the share of lay people members through elections and appointments.

U Governance

Each stakeholder governing group has an internal structure that is representative of its corresponding subunits.

The 13 Faculties should each have somewhat parallel structures for the respective academic staff, student, admin staff governing bodies. The overall number of representatives for the groups may be proportional to enrollment/size.

In addition to the representative bodies, there is an executive council of officers (Senate Pres, VP, Secretary, etc.). This executive council should also include 1 member of the delegation per

Faculty. Therefore, the Academic Staff, Student, Admin Staff governing groups produce a power structure that does better than affirming the largest group.

Example Composition

Senate/Gov't Members: Proportional representation
Exec Council of governing group: Officers +1 rep per Faculty

HYPOTHETICAL EXAMPLE: U has 2 Faculties

Faculty A has 500 students
Faculty B has 350 students

Faculty A

...has 7 (5 ug, 2 grad) student gov reps.; 1 of 7 is exec council delegate
...has 5 academic staff reps; 1 of 5 is exec council delegate

Faculty B

...has 5 (4 ug, 1 grad) representatives in the Senate, 1 of 4 is exec council delegate
...has 3 academic staff reps, 1 of 3 is exec council delegate

Totals for a U made up of 2 Faculties

Student Government

12 voting Member in General Body
2 voting Exec Council Delegates + 4(?) Exec officers = 6

Faculty Senate

8 voting Member in General Body
2 voting Exec Council Delegates + 3(?) Exec officers = 5

Addendum C—European Student Unions' Perspective

Bologna with Student Eyes 2018



4. Student participation in Higher Education Governance

4.1 Introduction

Since the beginning, the Bologna Process has recognised students as crucial stakeholders, that should take part in shaping their own education. The Prague Communiqué declared that students are to be considered full members of the higher education community. (Prague Communiqué 2001).

As members of this community, it is sensible from a democratic perspective that this should translate into having the same involvement in decision making at their universities. (Wolff 1969) This approach has been championed by ESU over many years through the concept of Modern Collegiality:

“Academic collegiality in the 21st century involves recognising that students and academic staff are united in a common purpose and should partake equally in the management of higher education institutions.” (European Students’ Union 2016)

Students’ participation in decision making would also contribute positively to policies as they provide the perspective of those “using the services” and feeling the impact of the decisions being made. Changing structures and the content of higher education cannot be done in a way that is fit for purpose if it does not involve the stakeholders. Therefore, in Prague:

“Ministers stressed that the involvement of (...)students as competent, active and constructive partners in the establishment and shaping of a European Higher Education Area are needed and welcomed. ...Ministers affirmed that students should participate in and influence the organisation and content of education at universities and other higher education institutions.” (Prague Communiqué 2001)

Fast forwarding to today, we can see an overall decrease in student participation in the formal decision-making bodies. This has taken place in two different forms; first there has been a reduction in the number of students present in boardrooms and around the negotiation and brainstorming tables, and the second has been to transfer the student voice into more informal arrangements. Often amicable arguments are being used, for example *“Increasing the actual influence.”*, *“Establishing new bodies that are deemed more relevant.”*, and to *“Trade them for higher representation in other decision-making boards.”*

Addendum D. – Questions for Discussion by KHERT

1. What % of Steering Board can remain Profs nominated by Senate if this proposal represents a sort of compromise leading towards longer term incremental change?
2. What's a minimum % of Senate that must be Profs?
3. Who else gets seats in the Senate?
4. Who should be represented on the Steering Board?
5. Who on the SB should have a vote?
6. How do we get any of these changes in the current law or a new law?



TRANSFORMATIONAL LEADERSHIP PROGRAM – SCHOLARSHIPS AND PARTNERSHIPS

Advisory Committee

“Assessing and Understanding the ICT needs of the University of Prishtina”

April 5, 2017

Authors:

Elvin Mala, IT Audit Consultant, National Audit Office of Kosovo
Vjollca Cavolli, CEO, STIKK

Co-Authors:

Artan Salihu, University of Pittsburgh
Ylli Sadikaj, North Dakota State University
Shkelqim Gerxhaliu, Rochester Institute of Technology

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Methodology

In order to evaluate the status of the ICT services being provided by the UP, we conducted face-to-face interviews with several professors and also conducted a survey based on questionnaires.

Face-to-Face Interviews

In order to find out more about ICT services, we met and discussed the issues being faced from the viewpoint of professors. We met with two (2) professors from the FIEK-UP¹, the director of the IT department, and the UP Rector.

Rector: The rector stated that having access and/or subscription to electronic libraries would benefit the academic staff and the students.

Professors: From their point of view, the University of Prishtina currently lacks:

- Services that would enable ease of access to academic information, journals, case studies, and other professional libraries. As such, professors are finding difficulties in following the latest trends worldwide. It is also hard or impossible to engage students in any research and development, as proper information is missing.
- Proper ICT infrastructure in the laboratories that could be used for conducting research and simulating desired activities as part of teaching and mentoring.
- Staff support, which complicates usage of current services, including creation and regular updating of teaching material online. All of the professors have a dedicated space under the uni-pr.edu website where they can create academic profiles and post updates and material related to teaching, research, and publications. Unfortunately, this service is only being used partially as there is not enough staff to support professors on using this.
- SEMS problems.

IT Department: With the director of the IT Department, we discussed two main components of the ICT services:

Infrastructure

The IT Department at the University of Pristina is organized in such a manner to provide support and enablement of the services for all the academic units of the University.

This Department ensures internet and intranet connectivity to all the academic units in the UP campus. All the units are connected via fiber connectivity to the main data center, which is managed by the IT department.

¹ See: <http://fiek.uni-pr.edu/>

Fig. 1. IT Department Organograph

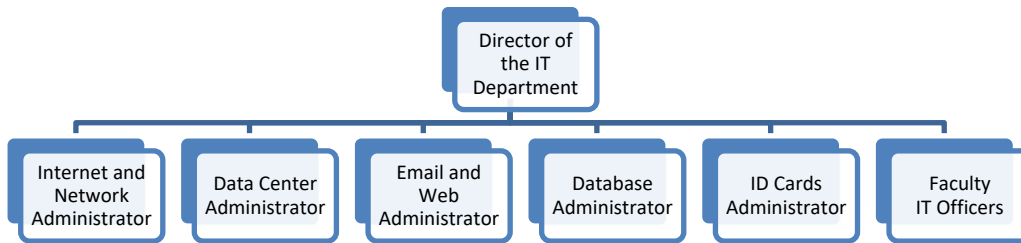
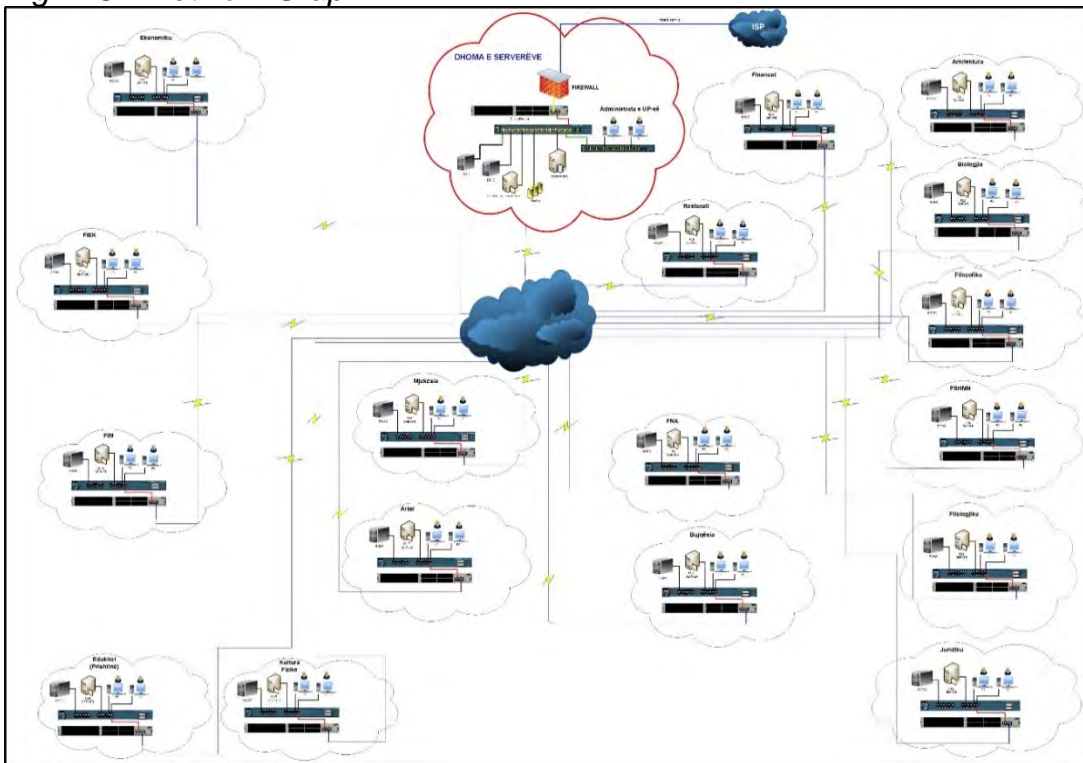
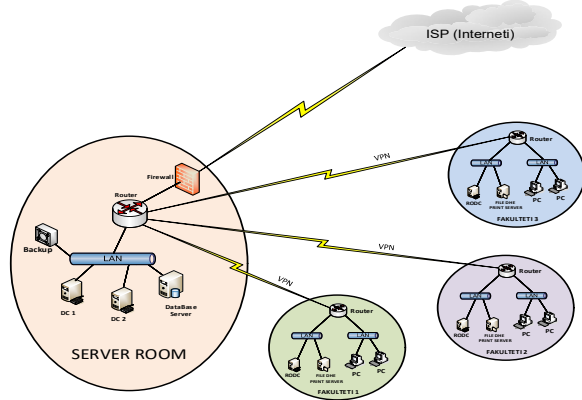


Fig 2. UP Network Graph



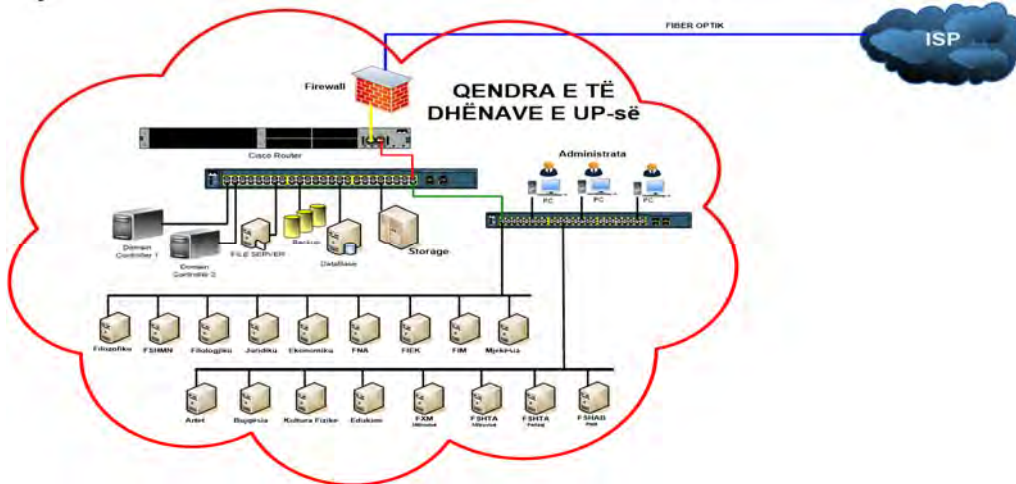
Every academic unit is provided with a file and printing server, which is used to store and access data locally, and with an onsite user authentication server, in order to enable faster domain user authentication and verification without the need to generate additional traffic and delays in communication with the main data center. Therefore, all the academic units are served with solid internet and intranet access.

Fig 3. Services provided to Academic Units



At the main data center there are more than 35 servers, which mainly serve the UP's main application named Students Electronic Management System (SEMS) and provide database and application services to it; servers hosting other applications in use by the UP; data storage; and other communication, processing, and storage services.

Fig. 4. Data Center Services



According to the IT Director, the data center is well equipped as well with a fire suppression system, temperature and water alarms, and remote video surveillance. As such, we believe that the data center is quite well equipped and managed, and it provides the services as required by the UP to meet needs related to data transmission, processing, and storing.

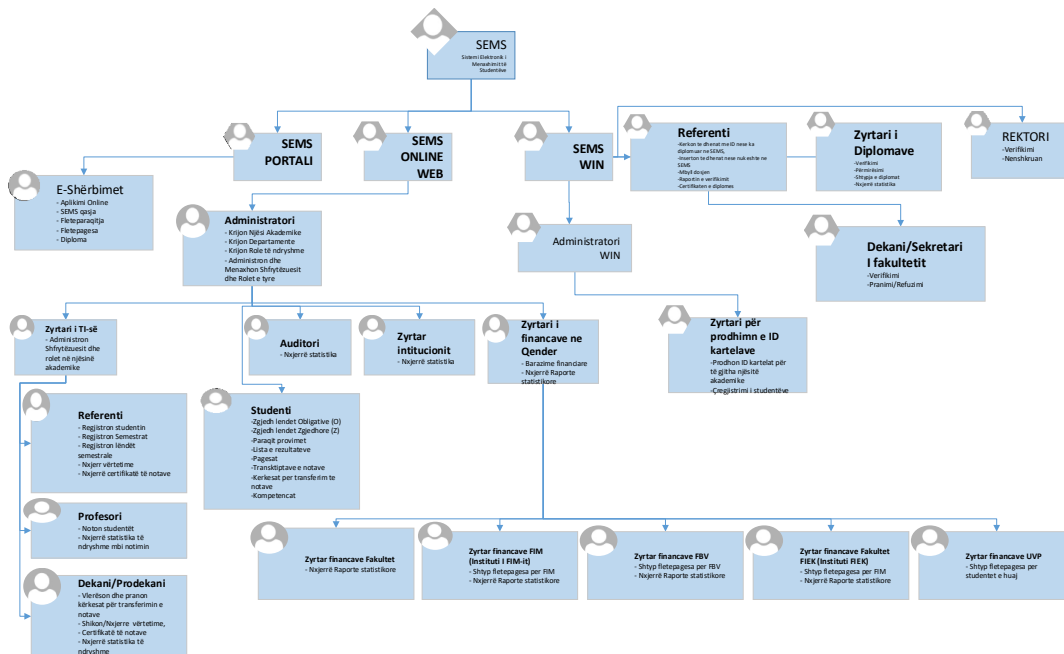
SEMS

Students Electronic Management System (SEMS) has been developed over time by adding additional functionalities and services. It is composed of the:

- SEMS WIN – the Windows-based version of the application, used by the Faculty referents, diploma officials, Dean and/or the secretary, and the Rector in order to register, update, verify, and issue diplomas;
- SEMS Portal – used to provide electronic services such as online application, generation of payment invoices, and exam applications; and
- SEMS Online WEB, used by almost all the relevant stakeholders, as students, academic staff and administrative staff. The services cover a majority of the academic cycle, starting from student registration, course allocation, grading and grade reporting, up to the generation and verification of academic units required for graduation. The cycle excludes information from revenues collected and their reconciliation and, as such, it does not provide as much financial management information.

See the detailed organogram of SEMS below in **Error! Reference source not found.**

Fig. 5. SEMS Organogram



New services being implemented

With the support of donors, the IT department is implementing a new Financial Management System which will provide financial information currently not available through SEMS. It will be interconnected with SEMS and it should provide better insights and detailed information, including but not limited to

financial reconciliation, which for the time being is a major issue for UP, as it cannot verify and/or reconcile all the revenues collected.

Also, another project being considered for implementation, which is currently in the pilot phase, is the Electronic Student Attendance System. It is supposed to register students' and academic professors' attendance, as the Rector's intent is to reach 70% attendance from all the participants in the classes.

Surveys

We decided to conduct a questionnaire in order to include a variety of the parties using ICT services provided by the UP. We used Survey Monkey² to conduct this, and the questionnaires were divided for three (3) different audiences:

Fig. 6. List of Questions

² See: www.surveymonkey.com

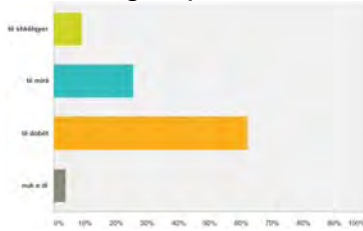
Questions for Students	Questions for Lecturers	Questions for Administrators
How would you rate the connectivity to the internet, provided by the UP.	How would you rate the connectivity to the internet, provided by the UP.	How would you rate the connectivity to the internet, provided by the UP.
Do you have access to the computer labs.	Do you use SEMS on a daily basis?	Do you use SEMS on a daily basis?
How many hrs per day do you use an UP computer lab?	How would you rate the usability of the SEMS.	How would you rate the usability of the SEMS.
How many days per week?	How would you rate the easement provided by the usage of the SEMS.	How would you rate the easement provided by the usage of the SEMS.
Do you have access to the computers in the library?	Do you use SEMS as a collaboration tool?	Do you use SEMS as a collaboration tool?
How many hrs per day can students can use a library computer?	Have you used other Learning Management Systems (eg – Blackboard, OnCourse, etc.)	Do you use other communication tools?
How many days per week students can use library computers?	How does SEMS compare?	Which functions do you believe should be provided by SEMS
Are you satisfied with laboratory equipment?	Do you use other communication tools?	Do you use laboratories for testing new services?
What is the main thing that students need for these classes?	Which functions do you believe should be provided by SEMS	Are you satisfied with the ICT equipment provided for teaching by UP ?
Is there any printer or scanner that students can use for their needs inside UP facilities?	Are you involved in any Research & Development Project?	Do you believe that Evaluation System (student feedback) could improve studying quality?
Are you a regular user of the SEMS?	How many of your publications are accessible for teaching?	Do you think that UP should provide Online/Remote learning?
How would you rate SEMS easy usage and its user friendliness?	Do you use laboratories for work and teaching with the students?	Do you or your department provide online tech support for students (SEMS issues, Internet access, Labs, etc)?
Do you think that SEMS is functional collaboration tool?	Are you satisfied with the ICT equipment provided for teaching by UP ?	Do you or your department provide online tech support for faculty staff?
In your opinion, which part of SEMS should be improved?	Do you believe that Evaluation System (student feedback) could improve studying quality?	How do you get requests to modify equipment or software infrastructure in Labs?
Is there any room at UP facilities that students can use 24/7 (Classrooms, work space, projectors, boards that can be used only by students when they have to work on projects)?	Do you have an academic profile published online?	
Do you have access to electronic materials (pdf books)?	Do you think that UP should provide Online/Remote learning?	
How many professors have posted online books that they use to teach their students?		
Do you have access to read journals/magazines?		
Do you have access to read research papers published by your professors?		
Do you have access to read UP research papers and publications?		
Do you use online sources (tutorials) to understand topics of any class?		
Do you use other sources for studying?		
In your opinion what should be additional benefits of student ID card?		
Are you involved in any Research & Development Project?		
Do you believe that Evaluation System (student feedback) could improve studying quality?		
Do you think that UP should provide Online/Remote learning?		

We received a total of 428 responses from students, 42 from lecturers, and 29 from administrators.

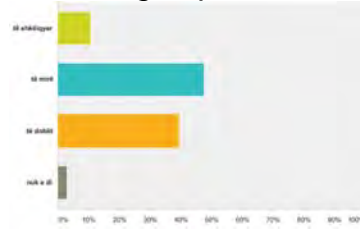
The provided answers were quite interesting and they helped us identify a couple of issues. The complete list of the survey responses can be found under the **Error! Reference source not found.** Below we will list some, as follows:

Q: How would you rate the connectivity to the internet, provided by the UP?

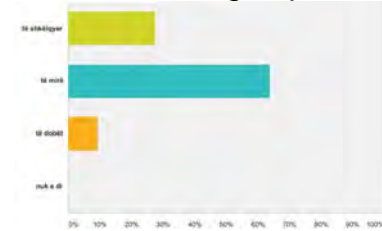
Student group



Lecturer group



Administration group

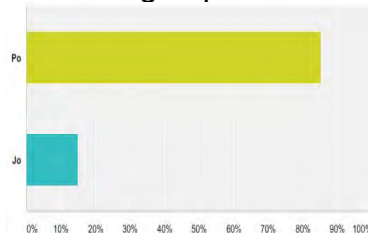


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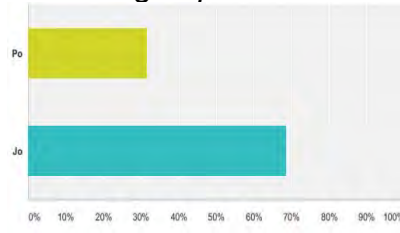
- Only 9%, or 38 out of 428 respondents, from the student group;
- Only 10%, or 4 out of 38 respondents, from the lecture group; and
- Only 27%, or 6 out of 22 respondents, from the administration believe that the connectivity provided is good.

Q: Are you a regular user of the SEMS?

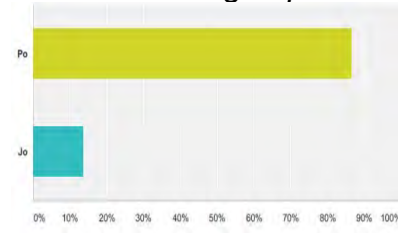
Students group



Lecturer group



Administration group

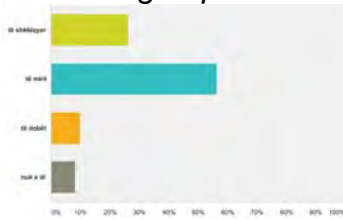


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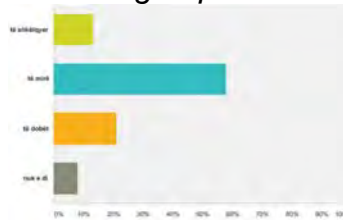
- 85%, or 307 out of 360 respondents, from the students group;
- 31%, or 12 out of 38 respondents, from the lecture group; and
- 86%, or 19 out of 22 respondents, from the administration use SEMS on a regular or daily basis.

Q: How would you rate the usability of the SEMS?

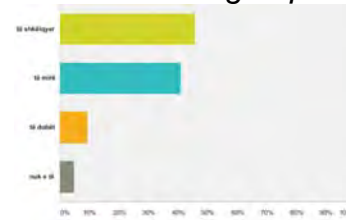
Students group



Lecturer group



Administration group

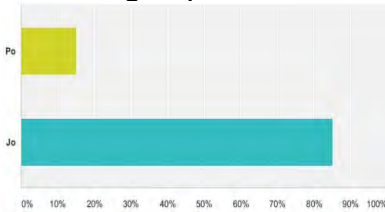


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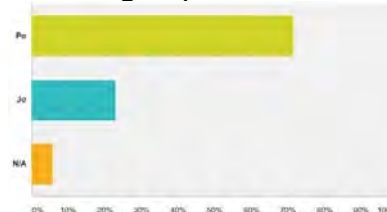
- Only 26%, or 94 out of 360 respondents, from the students group;
- Only 13%, or 5 out of 38 respondents, from the lecture group; and
- Only 45%, or 10 out of 22 respondents, from the administration rated SEMS as very good.

Q: Do you use/have access to the computer labs?

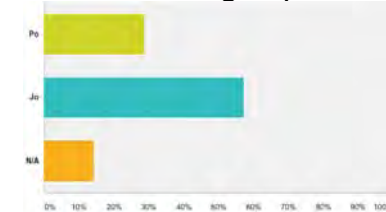
Students group



Lecturer group



Administration group

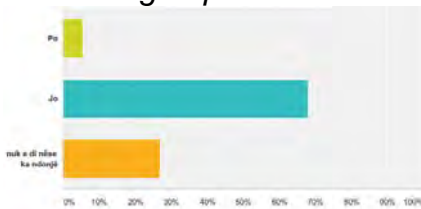


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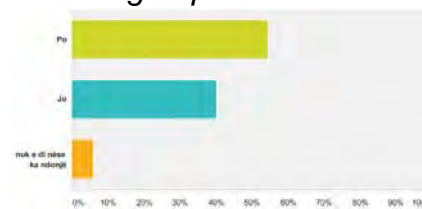
- Only 14%, or 64 out of 428 respondents, from the students group;
- 71%, or 25 out of 35 respondents, from the lecture group; and
- Only 28%, or 6 out of 21 respondents, from the administration group use or have access to the computer labs.

Q: Are you involved in any Research & Development Project?

Students group



Lecture group



Administration group

N/A

From which we can see that:

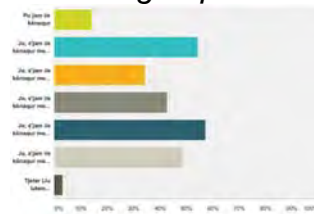
- An insignificant 5%, or just 17 out of 318 respondents, from the students group;
- 55%, or 19 out of 35 respondents, from the lecture group are involved in Research & Development Projects.

Q: Are you satisfied with the ICT equipment provided for teaching by UP?

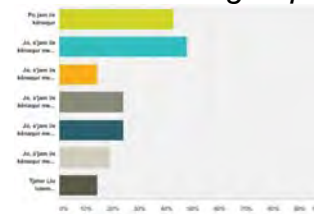
Students group

N/A

Lecturer group



Administration group



From which we can see that:

- Only 14%, or 5 out of 35 respondents, from the lecture group; and
- 42%, or 9 out of 21 respondents, from the administration group are satisfied with the ICT equipment provided for teaching.

Q: Do you believe that Evaluation System (student feedback) could improve studying quality?

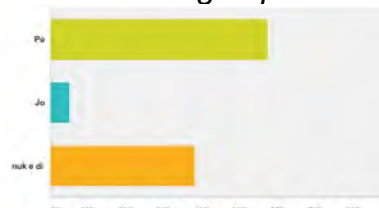
Students group



Lecturer group



Administration group

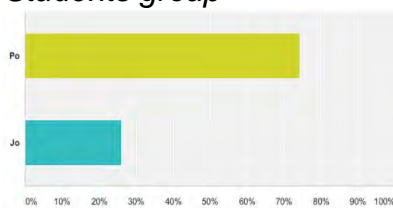


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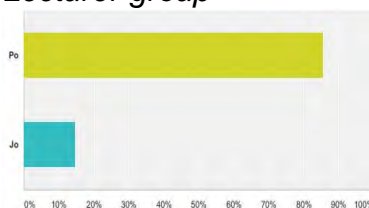
- A significant 72%, or 231 out of 318 respondents, from the students group;
- A significant 79%, or 27 out of 34 respondents, from the lecture group; and
- 57%, or 12 out of 21 respondents, from the administration believe that Evaluation System (student feedback) could improve studying quality.

Q: Do you think that UP should provide Online/Remote learning?

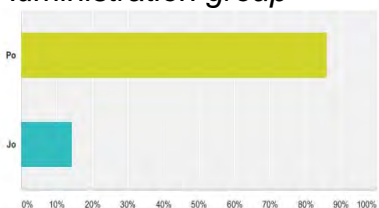
Students group



Lecturer group



Administration group



From which we can see that a majority of the respondents from all three groups believe that UP should provide Online/Remote learning:

- 74%, or 236 out of 318 respondents, from the students group;
- 85%, or 29 out of 34 respondents from the lecture group; and
- 85%, or 18 out of 21 respondents from the administration

Our Opinion and Recommendations

Performance is not how well a system works. Performance is the service perceived by users and stakeholders. Performance optimization is the process of improving information system productivity to the highest possible level without unnecessary additional investment in the ICT infrastructure. From our observations, and after reviewing the results and comments received via survey, as well as from the interviews, we believe that there are several issues that need addressing from the UP management that are directly or indirectly related to Performance Optimization.

A variety of services are being provided by the UP, but their performance could be improved by properly managing capacities, introducing portfolio management, quality management, and other improvements.

Capacity Management

Although the IT Department is well structured, and it covers the backend services provided by the UP, the academic units do not seem to be properly covered. They lack the resources that would provide support and enablement of ICT services at their own units.

Given the strategic importance of ICT and the constant change in technology, capacity and growth planning are essential. This must reflect both long- and short-range planning and must be considered within the budgeting process. Changes in capacity should not only reflect changes in the underlying infrastructure, but also in the number of staff available to support UP. A lack of appropriately qualified staff may delay projects that are critical to the institution or result in not meeting agreed-on service levels. If this is the case, then UP might consider service outsourcing as a solution for growth.

Quality Management

In order to control, measure, and improve its processes, the IT department should introduce Quality Management. Processes in this context are defined as a set of tasks that, when properly performed, produce the desired results. Some of the areas to be covered could include:

- Software development, maintenance, and implementation
- Acquisition of hardware and software
- Day-to-day operations
- Service management
- Security
- General administration

The development and maintenance of **defined** and **documented** processes by the IT department would serve as evidence of effective governance of information resources. Persistence in the observance of processes and related process management techniques is key to the effectiveness and efficiency of the UP. In order to achieve an operational environment that is predictable, measurable, repeatable, and hopefully certified in the future, a variety of standards could be used for the ICT resources.

Performance Optimization

In effective performance management approaches, measures are not just used for assigning accountabilities or to comply with reporting requirements. They are used to create and facilitate action to improve performance.

Effective performance measurement depends on two key aspects:

- The clear definition of performance goals
- The establishment of effective metrics to monitor achievement of goals

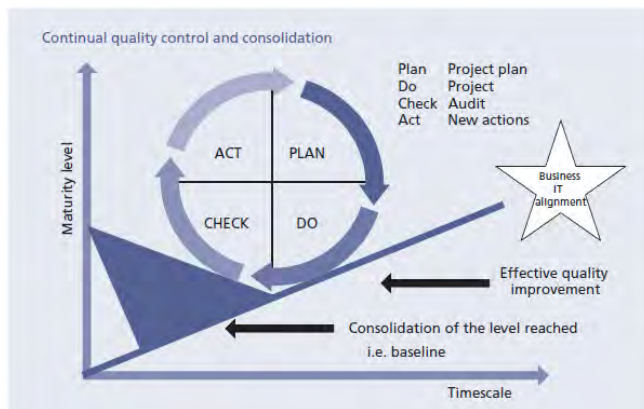
A performance measurement process is also required to help ensure that performance is monitored consistently and reliably.

We must bear in mind that IT is a complex and technical topic. Therefore, it is important to achieve transparency by expressing goals, metrics, and performance reports in language meaningful to the stakeholders so that appropriate actions can be taken.

A variety of improvement and optimization methodologies are available that complement simple, internally developed approaches. These include:

- Continuous improvement methodologies, such as the PDCA cycle (also known as the Deming cycle) an iterative four-step management method used in business for the control and continuous improvement of processes and products. The four key stages of the cycle are Plan, Do, Check, and Act, as shown below.

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- Comprehensive best practices, such as ITIL. ITIL advocates that IT services are aligned to the needs of the business and support its core processes. It provides guidance to organizations and individuals on how to use IT as a tool to facilitate business change, transformation, and growth (What is ITIL Best Practice, 2011).
- Frameworks, such as COBIT®. It has been developed by ISACA® to support Governance of Enterprise IT by providing a framework to ensure that IT is aligned with the business, IT enables the business and maximizes benefits, IT resources are used responsibly, and IT risks are managed appropriately. It provides tools to assess

and measure the performance of 37 possible processes within an organization (COBIT 5, 2015).

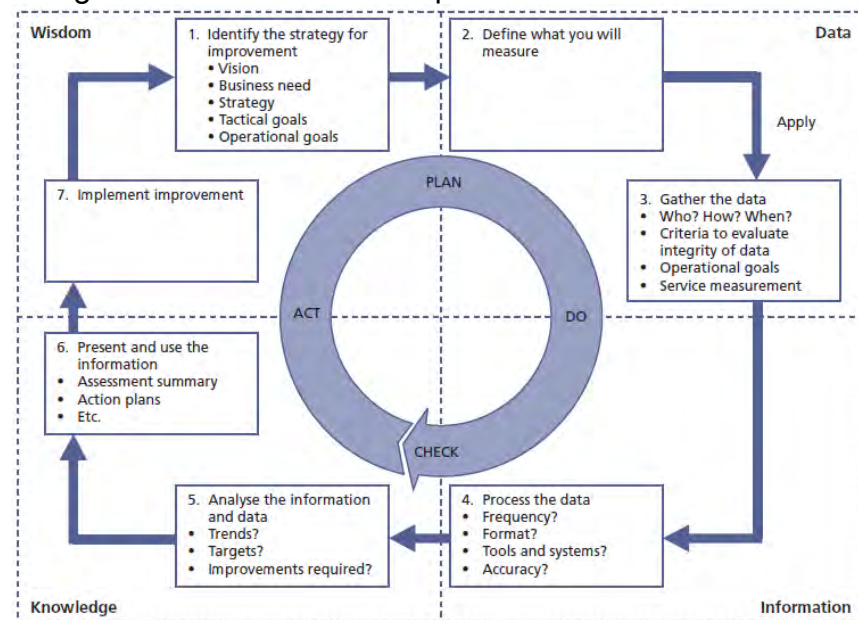
Tools and Techniques that facilitate measurement, good communication, and organizational change include:

- Six Sigma
- IT Balanced Scorecard (BSC)
- Key Performance Indicators (KPIs)
- Benchmarking
- Business Process Reengineering (BPR)
- Root cause analysis
- Life cycle cost-benefit analysis

That's why UP needs to monitor and measure in order to properly Validate, Direct, Justify, and Intervene. With this in mind, the PDCA cycle can be expanded to the process known as The Seven Step Improvement Process (ITIL Continual Service Improvement, 2011), as shown below:

Fig. 14. The Seven Phases of the Implementation Life Cycle - COBIT 5 2015®, ISACA.

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Every organization will have to develop its own measurements. The starting point is the risk assessment, in which the risk that is to be controlled is quantified; implementation of the control should lead to a measurable reduction in the incidence of the events that were classified as risky (or, if the control was in place, then the continuance of its effectiveness should be equally measurable). What you want to establish is whether your risk assessment and control decision was accurate, whether it achieves the

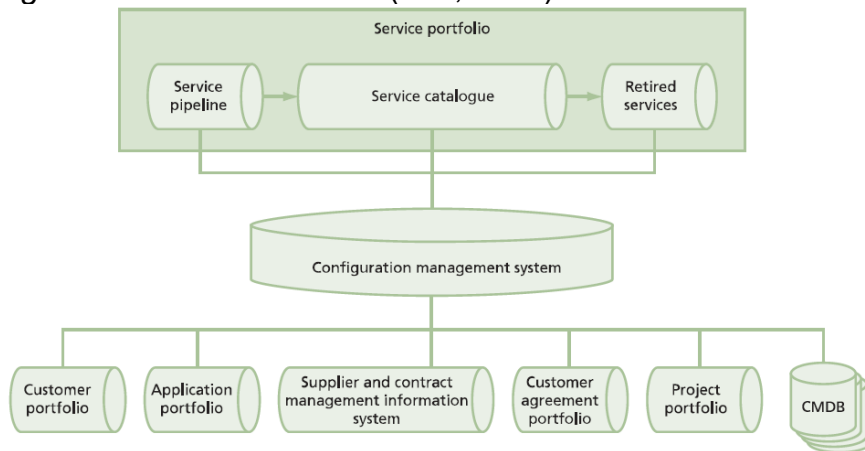
objective you set for it and, therefore, whether or not the investment in the control makes sense.

Service Portfolio Management

From our observation, we can conclude that the UP provides quite a lot of services; unfortunately, there is not adequate information and communication to all the service users about them.

IT describes a provider's services in terms of business value. It articulates business needs and the provider's response to those needs. It could be used to manage the entire lifecycle of all services provided by UP, as well as those outsourced. According to ITIL (ITIL, 2011), by definition it includes three categories of service: service pipeline (proposed or in development), service catalogue (live or available for development), and retired services. The service portfolio represents the investment made in an organization's services, and also articulates the value that services help it to realize.

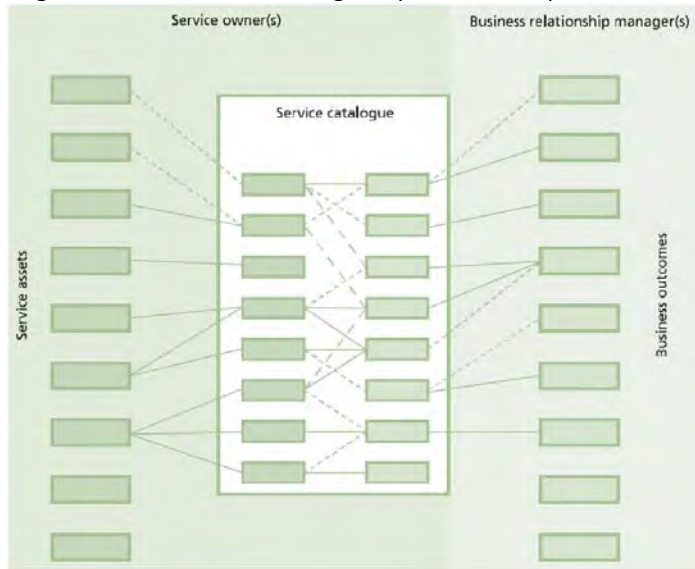
Fig. 9. The Service Portfolio (ITIL, 2011)



It ensures that the right mix of services exists in order to balance the investment in IT with the ability to meet business outcomes. It ensures that services are clearly defined and linked to the achievement of business outcomes, thus ensuring that all design, transition, and operation activities are aligned to the value of the services. It also helps to control which services are offered, under what conditions, and what would be the acceptable risk.

All of that can be supported by a service catalogue that is a database or structured document with information about all live IT services. It includes information about deliverables, prices, contact points, ordering, and request processes. (ITIL, 2011)

Fig. 10. Service Catalogue (ITIL, 2011)



All the services being provided lack proper support or intent from the UP management. As such, they cannot be standardized in order to properly provide the support they need. Also there seems to be a lack of internal policies, procedures, or any similar internal legislation or regulation that would clearly define the purpose of the services and the means of their usage.

Governance Model

We have chosen 'The ISACA© Governance Model' to propose as a suitable and possible solution to be implemented by the University of Pristina (UP), as its model ensures greater alignment of IT functionality with business needs. We will address its importance in successful implementation. The UP will benefit, and later on could be used as a model for other institutions, no matter whether they are academic, privately held, or governmental. The UP could also benefit from implementing this model instead of ad-hoc methods for strategic alignment, risk management, value delivery, resource management, and performance measurement to meet business needs.

Because of its complexity, we will also assess and address ISACA's COBIT© framework, which is used for the governance and management of enterprise IT; ISACA's IT Governance Institute©, which focuses on IT governance and its related topics; and how to improve the IT governance by performing an IS Audit that will provide practical recommendations to improve or leverage their IT environment. ISO/IEC standards will also be discussed and their direct or indirect impact on ISACA's Governance Model©. Last but not least, we will compare and discuss how to integrate multiple frameworks, standards, and good practices on achieving the desired results.

The outcomes from this paper can be used to introduce and implement ISACA's Governance Model© in UP. Methods of introduction, knowledge transfer, and implementation will also be addressed.

The ISACA© Governance Model

IT Governance is a management-backed initiative that will implement a structured framework that will allow management to strategically align, measure, and manage IT resources in a way that will increase their visibility and value to the business, to reduce risk and provide a means of continual improvement. It requires strong management support in order to be successful.

ISACA© Model

"ISACA© is an independent, nonprofit, global association. It engages in the development, adoption, and use of globally accepted, industry-leading knowledge and practices for information systems. Previously known as the Information Systems Audit and Control Association, ISACA© now goes by its acronym only." (About ISACA, 2015) Among other achievements, ISACA© has developed an IT Governance Model that is easy to follow and well-structured. When properly implemented, it will allow the organization to align its IT capabilities with business needs and goals, establish performance objectives, progress measurement, reduce risk, ensure continual improvement, and in general increase the value of IT in the organization. According to ISACA©, there are two distinct disciplines, and ISACA's COBIT© 5 framework defines and divides these two disciplines as follows:

***"Governance:** ensures that stakeholder needs, conditions, and options are evaluated to determine balanced, agreed-on organization objectives to be*

achieved, by setting direction through prioritization and decision-making, and monitoring performance and compliance against agreed on direction and objectives.

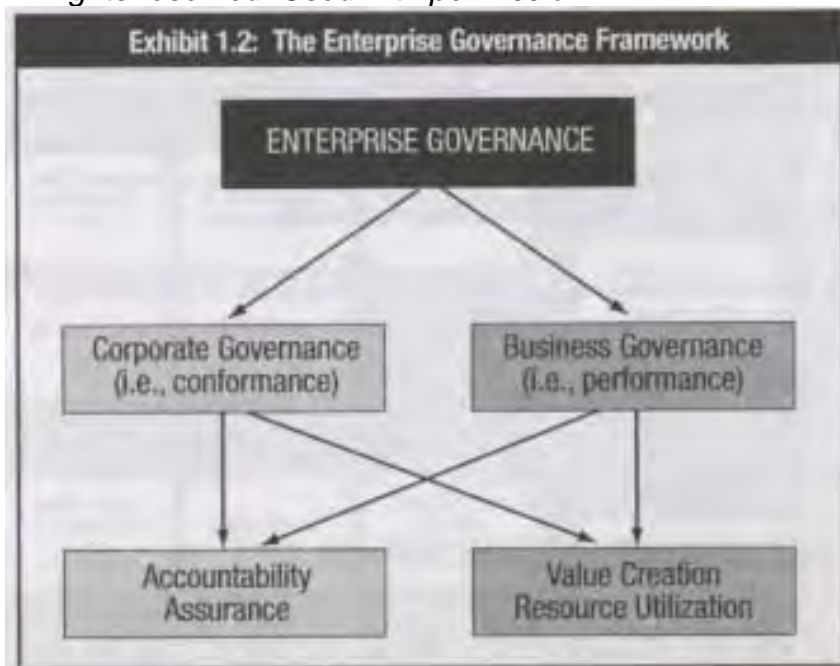
Management: plans, builds, runs, and monitors activities in alignment with the direction set by the governance body to achieve the enterprise objectives.” (ISACA, 2015).

Therefore, ISACA© has developed Governance of Enterprise IT - GEIT© that deals with all the matters related to the Governance of Enterprise IT, which is mainly used by directors and/or executive management (or other governing entities) to control, maintain, and supervise IT resources on behalf of the organization. It provides best practices to ensure that the organization’s IT support the business objectives. According to ISACA© (ISACA, CGEIT Review Manual 2015, 2015), there are five domains in the Governance of IT job practice, and they are as follows:

Framework for the Governance of Enterprise IT

Four key concepts directly relate to this domain, and according to ISACA© (ISACA, CGEIT Review Manual 2015, 2015), they are: “Business Governance (performance); Corporate Governance (conformance); Enterprise Governance; and Governance of Key Assets”. This is illustrated in **Error! Reference source not found.**

Fig. 11. The Enterprise Governance Framework, CGEIT Review Manual 2015®, ISACA. All rights reserved. Used with permission.



In order to understand and properly implement IT Governance, we must be familiar with the industry practices, standards, and frameworks related to IT Governance. Some of them are: COBIT©, that is the ISACA© business framework for the governance and management of IT (discussed in more detail later in this paper); Capability Maturity Model Integration (CMMI); the International Organization for Standardization (ISO), with standards like ISO 38500 that is the standard for corporate governance of IT, ISO 27001 that is standard for information Security, ISO 31000 that is standard for Risk Management, ISO 22301 that is the standard for Business Continuity Management, and many others. IT Infrastructure Library (ITIL) provides the best recommendations on Service Management, and what is most important is it is not proprietary. It is worth mentioning also Project Management Body of Knowledge (PMBOK) and Projects In Controlled Environments (PRINCE), and naturally I must list ISACA's Risk IT and Val IT. These are some of the best practices, standards, and frameworks in order to effectively govern IT.

Risk Optimization

According to (ISACA Journal, 2013), "We set expectations by holding a kickoff meeting with the application owner and Information Systems administrator. During these meetings, data type, data classification, and infrastructure information supporting the systems is collected." They also suggest that a Self-Assessment Risk should be performed, but again it all depends on the environment in which the business operates and the knowledge and expertise of the organization's employees. That leads us to the next principle.

Resource Optimization

Methods used to record and monitor IT resource utilization and availability must be implemented and maintained. IT resource performance must be evaluated and reported on a regular basis. Processes for information, application, system, and/or infrastructure acquisition should be considered.

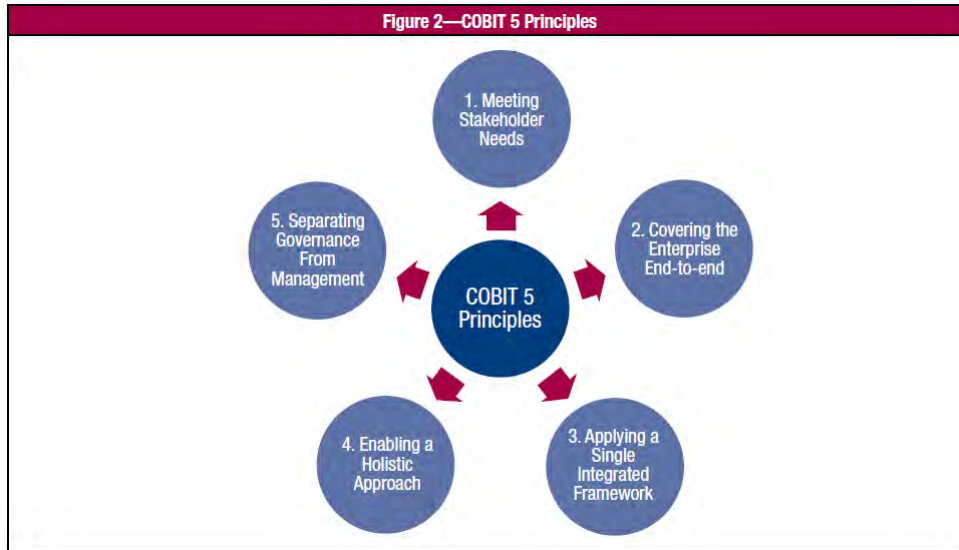
Service Level Management concepts should also be considered and implemented whenever possible. IT Service Lifecycle as defined by IT Information Library (ITIL) can be implemented; that includes Service Strategy, Service Design, Service Transition, Service Operation, and Continuous Service Improvement. ISO 27000 Standard on Information Service Management System, or even ISACA's proprietary IT Val Framework, that is also included in the COBIT© 5 publication, can be implemented for Service Level Management.

ISACA COBIT

COBIT© provides good practices across a domain and process framework and presents activities in a manageable and logical structure. COBIT's good practices represent the consensus of experts. They are strongly focused—more on control, less on execution. These practices will help optimize IT-enabled investments, ensure service delivery and provide a measure to judge against when things do go wrong. COBIT© 5 is an internationally accepted business GEIT© framework from ISACA© that was developed

by, and for, practitioners. It includes insights from IT and general management literature. COBIT© 5 is based on five principles that are illustrated below Fig. 12. COBIT 5 Principles -.

Fig. 12. COBIT 5 Principles - COBIT 5 2015®, ISACA.
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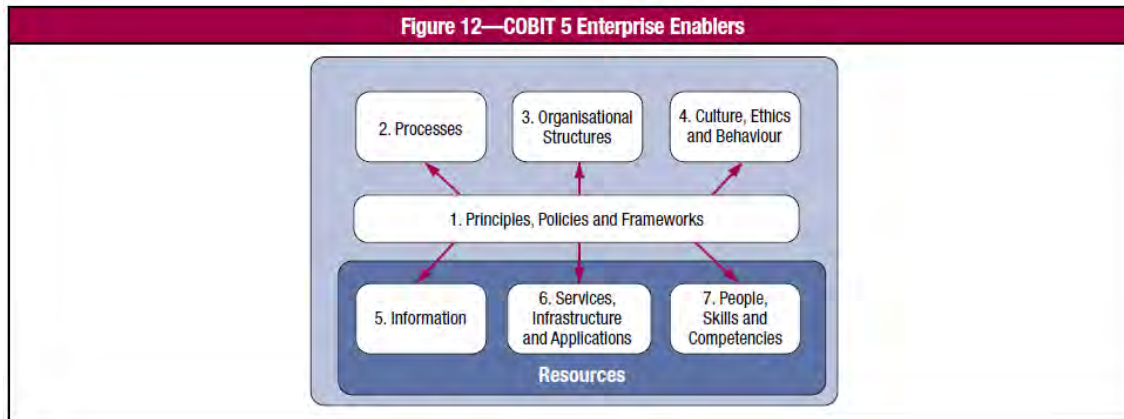


According to (COBIT 5, 2015), they are:

- Meeting Stakeholders’ Needs: that relates to the Value Creation objective, which can be achieved by realizing benefits, optimizing risk, and optimizing resources.
- Covering the Enterprise End to End: the principle where enablers are introduced. They are end-to-end enterprise-wide elements that include everything and everyone, whether internal or external. They are included if there is a relevance between IT and enterprise information. Governance Enablers, Governance Scope and Roles, Activities and Relationship are the main elements of this principle.
- Applying a single integrated framework: because COBIT© 5 incorporates all other relevant frameworks and standards, it can be used as a single framework to implement IT Governance.
- Enabling a holistic approach: the principle where seven categories of enablers are introduced and shown below

– Fig. 13. COBIT 5 Enterprise Enablers .

Fig. 13. COBIT 5 Enterprise Enablers - COBIT 5 2015®, ISACA.
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They are driven and defined by higher level IT-related goals, in a goals cascade model.

- **Separating Governance from Management**: makes a clear distinction between governance and management, as described earlier. It also shows the interaction that must occur between governance and management. Although they perform a different set of activities, an interaction between these two must exist.

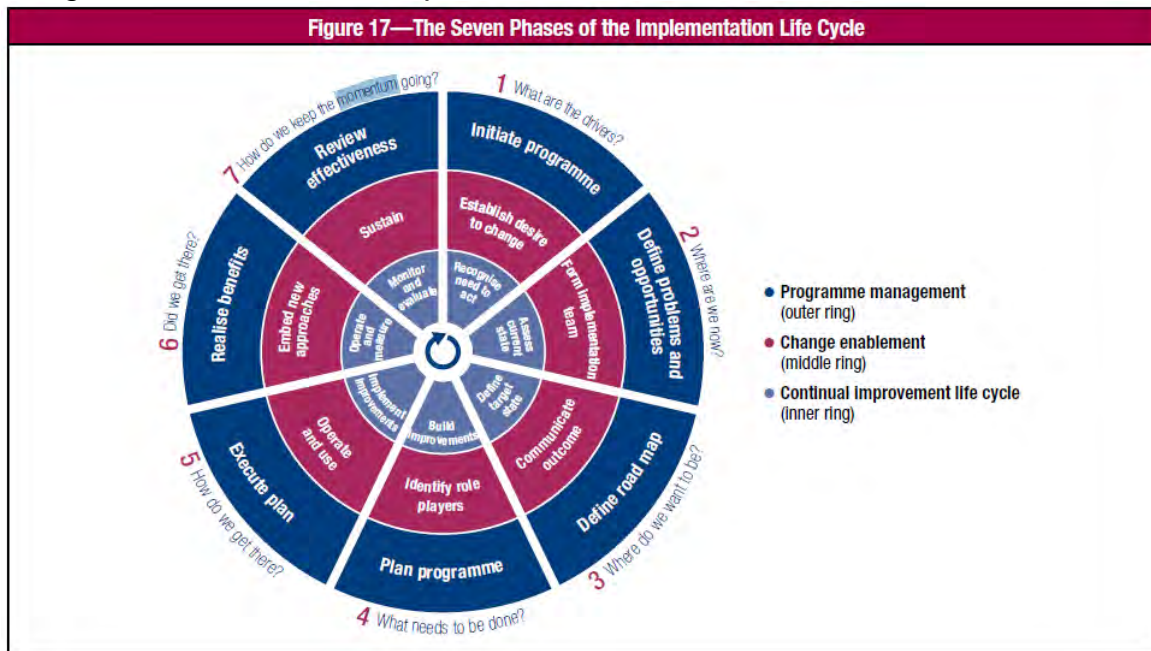
In order to achieve organization-wide IT Governance, both board and executive management must exercise a set of practices and responsibilities with a goal of providing strategic direction to ensure that objectives are achieved, making certain that risks are managed properly, and verifying that the organization resources are used responsibly.

Challenges to be faced

How do we keep momentum going? Or maybe I should have said: How do we initiate the momentum? In order to initiate the process of introduction and implementation of IT Governance, I would recommend that we use the “A Life Cycle Approach” (COBIT 5, 2015), apart from the model Seven Step model introduced above, that has been illustrated in Fig. 14. The Seven Phases of the Implementation Life Cycle - COBIT 5 2015®, ISACA.

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Fig. 14. The Seven Phases of the Implementation Life Cycle - COBIT 5 2015®, ISACA. All rights reserved. Used with permission.



Conclusion

The University of Pristina has invested quite a lot mainly in its infrastructure, hardware, and software, in order to enable services to its users and stakeholders that are students, academic lecturers, and administrative staff. However, based on the survey results the users are not fully aware of the existing services and benefits provided, and therefore not satisfied. Some of the improvements to be considered are as follows:

- Improve access to information: journals, publications, study materials etc.
- Improve study facilities for the students, as well as R&D labs
- Improve services provided by SEMS and their functionality
- Conduct regular student feedback through an evaluation system
- Develop distance learning programs

We believe that by taking into consideration the above-mentioned recommendations, the UP will orient itself into properly governing and managing the services, with the aim of improving both the learning and teaching process.

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Appendix 1 – Granted Permission



3701 Algonquin Road, Suite 1010
Rolling Meadows, Illinois 60008-3105, USA
Web Site: www.isaca.org

Telephone: +1.847.253.1545
Facsimile: +1.847.253.1443
E-mail: info@isaca.org

March 6, 2017

Elvin Mala
Advisory Committee for the Transformational Leadership Program
Sent via email to elvinmala@gmail.com

Dear Elvin,

Thank you for your request to use ISACA text and figures (“Content”) in your pending publication, “ICT Needs of University of Pristina” (“Work”). Permission is granted subject to the following limitations:

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Sincerely,

A handwritten signature in cursive script that reads "Pam Randall".

Pam Randall
Sr. Legal Coordinator
ISACA/ITGI



KHERT Data Subcommittee

The Kosovo Higher Education Roundtable (KHERT) is a body made up of Kosovar and international thought leaders who have volunteered their time and perspective to analyze systems that affect the performance of Kosovo's higher education system and institutions. KHERT operates under the official sanction of the Ministry of Education, Science, Technology.

Scope of work: *Analyze Kosovo Government and higher-education institution's practices for data gathering, analysis, and use to support policy-making in education and labor market systems. Compare local practices to global best practices, identifying opportunities to bring data management in Kosovo up to international standards. Develop recommendations for GOK aimed at improving educational and labor market planning and outcomes.*

I. Rationale and Objectives:

The need to develop accurate and relevant performance indicators for education systems and labor markets has increased as post-secondary enrollments have grown and national budgets have tightened. Global competitiveness requires innovation and management that boost knowledge generation and optimize labor supply and demand to drive economic growth and prosperity. Currently, Kosovo's data systems fall far short of global best practices.

It is widely perceived by Kosovar citizens and policy-makers that the vested interests of academicians supersede the needs of students, employers, and society. Yet, often the criticism of these vested interests lacks the power that quality data and analysis can provide to fuel better decision making and allocation of resources.

In modernizing its generation and management of data, Kosovo has the opportunity to increase education and labor system performance, to monitor quality in knowledge generation, to encourage healthy competition, to better inform consumers, to serve youth, and to optimize returns on public expenditures. In so doing, Kosovo can tell the world that it deserves a seat at the table alongside other advanced economies and nations.

II. Vision/Expectations

Kosovo's Universities, Colleges, Polytechnics, and level 5 institutions function and communicate within a post-secondary system that provides opportunities for youth to receive an education that will lead to employment that provides economic security and social satisfaction.

All actors and institutions the envisioned system have ***open access to data*** that defines labor market demand, education and training provided by other institutions, institutional performance, student learning and progress, investment per student, return on investment, institutional quality, institutional financial condition, research output (where relevant), global rankings and other performance metric.

Institutions within this system are staffed adequately and have sufficient ICT resources to contribute their performance data to a national data clearinghouse, the Kosovo Agency for Statistics, and MEST. Institutions will consider data and trends in their annual strategic planning process.

III. Major Themes and Principles

1. Data is the ***foundational pillar of every challenge and solution*** upon which the work of KHERT, GOK, HEI's and labor market supporters rely. Kosovo must ***address the challenges of insufficient open data immediately*** to inform and improve all other solutions and systems in post-secondary education and the labor market.
2. Kosovo must better define what data it needs on education and labor markets
 - i. # of degree awards for 100 FTE Enrollments
 - ii. Raw Numbers of degrees awarded
 - iii. Unemployment rate change over time
 - iv. Labor market demand and trends
 - v. # of grads per program/employment rate/livable pay
 - vi. Businesses created by faculty and students (I and E) Is HES generating
 - vii. Research Output
 - viii. Etc.
3. Kosovo must integrate existing systems and aggregate existing data
 - i. Ensure that LMIS, HEMIS, EMIS, KAA, KAS, UP Systems, and other platforms share data.
 - ii. Ensure that private sector efforts to quantify labor market demand feed into GOK systems.
 - iii. Build new systems as necessary
 - iv. Ensure that data is complete, accurate and timely
4. Kosovo should design data solutions that serve national needs and priorities
 - i. Accreditation and Certification of Degrees
 - ii. Connecting labor market with education systems
5. Kosovo should eliminate barriers to access to data, sharing it widely with public, private, and civil society sectors.

- i. Create access and Open Data
 - ii. Protect privacy by securing and anonymizing individual data
6. Kosovo must staff government and other public sector actors with skilled, well-compensated professionals in data science.

IV. KHERT Recommendations

1. Develop an independent, multi-national, multi-stakeholder oversight body to ensure that the data needs of policy-makers, educational administrators, civil servants, employers, and business are served.
 - a. Can KHERT perform this function?
 - b. Can this body and responsibility rest in National Commission on Higher Education as envisioned in Higher Education Law?
 - c. Can such a body be housed as an agency under the PM's Office?
2. Identify a development donor or other funding source – EU, USAID, MMC, etc. - to finance the design, development, and integration work to provide a functional education/workforce data system.
 - a. Open Data Kosovo
 - b. AppDec
 - c. Gjirafa
 - d. Etc.
3. Identify a Project Implementor to support items 1 and 2 and build sustainability in GOK.
4. Mandate that MEST, Ministry of Labor, every and HEI and level-5 institution have or hire a competent programmer and database administrator.
5. Move from personal data to aggregated open data that can be widely shared.
6. Develop more rigorous management of common data reporting frameworks for post-secondary institutions.

V. Implementation

1. The PM, Parliament, or other set of Ministers must officially endorse these priorities.
2. We must identify a donor or other funding source.
3. The Oversight Body, Technology Implementor, and PIU are all necessary to ensure movement and sustainability.

VI. **Questions for Discussion**

1. Can KHERT get support of EU, USA, Austria, Swiss, and other donors invested in education and labor market alignment?
2. Can the prescribed strategy be governmental, or should it be outsourced?
3. Is Kosovo's bureaucracy capable of taking this forward?
4. Can GOK staff up to increase public sector management of this challenge?
5. If not, there are many non-governmental enterprises that have capacity?

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Contact Information:	Melissa Oppenheimer, Director of Exchange and Training melissa.oppenheimer@worldlearning.org