



## **TRANSFORMATIONAL LEADERSHIP PROGRAM – SCHOLARSHIPS AND PARTNERSHIPS**

### **Advisory Committee**

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

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## **Acronyms**

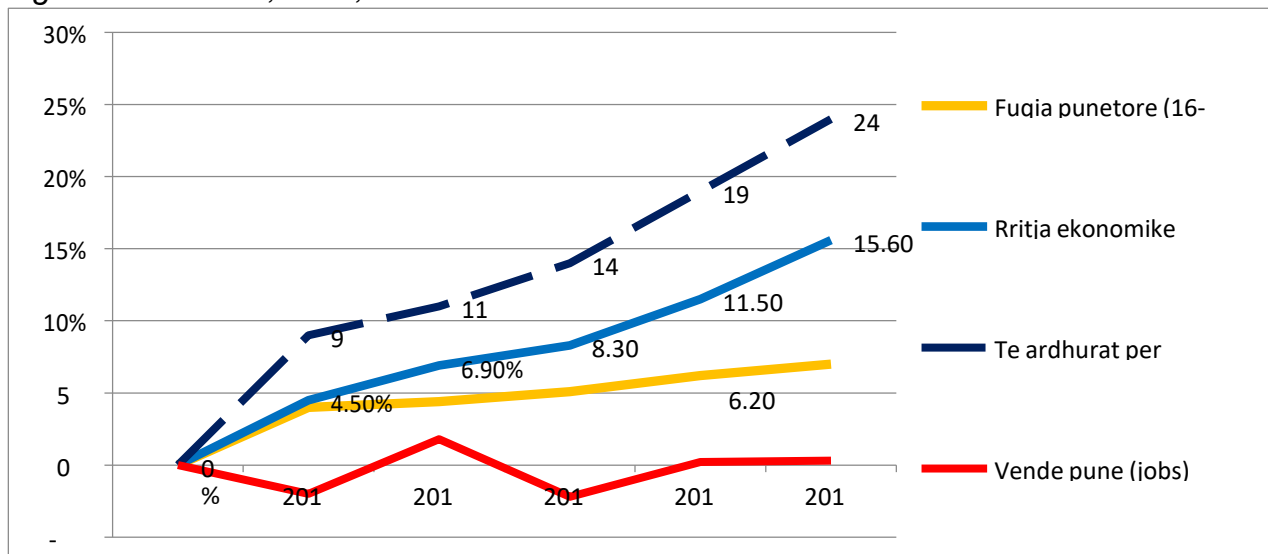
AC	Advisory Committee
FDI	Foreign Direct Investment
HEI	Higher Education Institution
ICK	Innovation Center Kosovo
MEST	Ministry of Education, Science, and Technology
STIKK	Kosovo ICT Association
TLP-SP	Transformational Leadership Program – Scholarships and Partnerships
UBT	University of Business and 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*

<b>HEI</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>
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
<b>Total</b>	<b>86,504</b>	<b>98,495</b>	<b>108,840</b>	<b>107,796</b>	<b>120,378</b>

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, achingly 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*

<b>Area of Study</b>	<b>Public</b>	<b>Private</b>	<b>Total</b>
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<sup>1</sup>. 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<sup>2</sup>. 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

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

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



active 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.

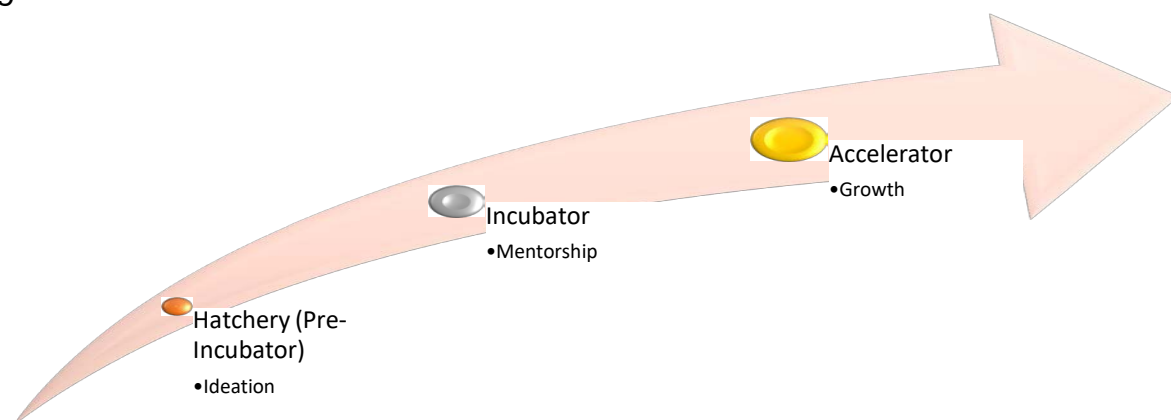
But without support from a center, faculty members, and mentors, and with limited or no access to start-up financing, very few students take the leap and create their own ventures. There are simply too many unknown risks and processes for them to even consider becoming an entrepreneur. However, with 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.<sup>3</sup>

*Fig. 5. Entrepreneur Support Efforts*

<b>Sponsor</b>	<b>Venture Support Entity</b>	<b>How it Works</b>
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.

<sup>3</sup> USAID’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.

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.

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*

<b>Item</b>	<b>Annual Cost</b>	<b>Comments</b>
Executive Director	20000	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
<b>Total</b>	<b>75000</b>	<b>Approximate</b>

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 creation<sup>4</sup>
- 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.

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

- 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, TLP-SP, World Learning

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 in 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 SCAA, 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.

#### **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

## **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.

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.

### 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.

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:

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

#### **AMENDMENTS**

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