



## Sustainable development of Blue economies through higher education and innovation in Western Balkan Countries – BLUEWBC

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## 1 REPORT FOR UNIVERSITY OF MONTENEGRO

### 1.1 Introduction

Education is considered as a significant mechanism in shaping attitudes, skills and culture that could boost Innovation & Entrepreneurship (I&E) orientation of young generation. What more, the earlier the exposure to I&E, the more likely it is that students will consider becoming entrepreneurs and develop their creativity. Moreover, university provides an excellent frame for defining the concept of I&E in Blue economy, promoting entrepreneurial mind sets, knowledge exchanges, entrepreneurship and innovative technologies. In this vein, underpinning university with I&E education is of significant importance for economic development in Montenegro. Noteworthy, I&E education as well as activities associated to it is also recognized in various policy documents in Montenegro that are presented in previous report.

Blue economy could offer an opportunity for strategic shift in terms of I&E in Montenegro. Also, additional positive trends are creating more appropriate ecosystem for success. First, availability of European funds for research and innovation is continuously fostering initiatives and actions of researchers and entrepreneurs in the last decade. Second, investments into research and innovation infrastructure at the national level are also significant. Third, key strategical shift in Montenegro was created during 2019 with definition of Smart Specialization Strategy (S<sup>3</sup>), where four priority areas have been selected. The selected priorities are the following: Energy and sustainable environment, Sustainable agriculture and food value chain, Sustainable and health tourism; and ICT, where ICT is a horizontal sector as it provides business and technological support to other priority sectors. All of them have potential to provide new opportunities for entrepreneurial activities and development of a knowledge-based economy. Blue economy concept is highly compatible with defined priority areas. It is important that potential synergetic effect between S<sup>3</sup> and Blue economy could further lead to positive changes in area of industrial policy, human resources development policy, entrepreneurship promotion policy, digitalization policy, agricultural development policy, energy policy, tourism policy, environmental protection policy, etc. Key and critical moment for enduring change will be created when innovation and entrepreneurship aspects start to be implemented more vigorously as it is defined in National Strategy for Sustainable Development until 2030, Strategy of innovative activities 2016-2020 with Action Plan, Strategy for Lifelong Entrepreneurial Learning 2020-2024, Strategy for the development of micro, small and medium-sized enterprises 2018-2022, etc.

This report of actions and models related to I&E at the University of Montenegro has for objective to identify mechanisms that will boost I&E education. It is based on the previously conducted GAP analysis in WP1.2 on connecting educational and entrepreneurial sectors of Blue economy in Montenegro. This represents a reference point for the project implementation. Drawing on the GAP analysis performed at the selected units of the University of Montenegro as well as reviewing reports on I&E activities from leading international universities we propose several actions categorized as: (I) I&E oriented curriculum development; (II) I&E oriented teaching/pedagogical methods; (III) I&E oriented extra-curricular activities; (IV) engagement of stakeholders in I&E education.



## 1.2 I&E oriented curriculum development

### 1.2.1 Introducing I&E concept into the curriculum

Conducted survey in WP1.2 indicates that in the development of the I&E oriented curriculum there is much room for improvement. More precisely, the objective is not only the implementation of courses that are fully dedicated to I&E education but also to revise and modify the other curriculum that could integrate I&E concept. In fact, the objective is to mainstream I&E into the curriculum, at all levels, where it tends to focus on general competences such as creativity, initiative, critical-thinking, self-reliance, problem solving, etc. Actually, we want to ensure that the concept of innovation & entrepreneurship is embedded in at least 6 courses on both BSc and MSc levels where I&E will count up to 30% percent of the curriculum. In addition, at least 5 I&E courses on both BSc and MSc levels will be newly designed in the selected UoM's units.

## 1.3 I&E oriented teaching/pedagogical methods

### 1.3.1 Introducing blended learning approach for I&E education

Teaching/pedagogical methods could significantly motivate and inspire students to boost their entrepreneurial mind-set and creativity as well as to supplement students' classroom experience related to I&E. Therefore, the objective is to create learning environment where students learn to apply knowledge in a real-life situation. Accordingly, we plan to underpin at least 11 courses oriented to I&E by technological advances using audio-visual tools where possible, projecting short videos, graphs and charts, but also using popular culture cues – information from companies, brands, social media and games to address complex economic issues. In addition, host seminars on good practice in entrepreneurship will be organized as a part of the curriculum. It will include alumni, entrepreneurs and other relevant specialists as visiting lecturers and guest speakers, etc. More precisely, new and revised courses mentioned above will be also based on pedagogy in entrepreneurship education.

## 1.4 I&E oriented extra-curricular activities

### 1.4.1 Establishment of BLUE Hub: Youth Entrepreneurship and Innovation Center

Creation of the BLUE Hub at two faculties will offer students environment that could provide requested expertise on certain ideas, trends, know-how and insights into strategic and operational issues of the new business initiatives. Noteworthy, it would further improve multidisciplinary entrepreneurship activities considered as essential for I&E education. Hub will encourage knowledge transfer between researchers at University and students, as well as business experts and students. Also, this space will be convenient for meeting and brainstorming among students, and together with experts and researchers. Professors from selected courses will organize different activities weekly. In addition, BLUE



Hub will organize regularly I&E oriented Winter/Summer School in order to introduce to the wider youth population entrepreneurship and startup culture in a concentrated manner. Accordingly, student will have opportunity to familiarize with various steps of innovation - from idea generation through to business concept development and testing.

#### 1.4.2 Familiarization with creative SME initiatives in Blue Economy (Tourism, Fishery, Aquaculture, Shipping, Transport, and Biotechnology)

SMEs are dominantly recognized as an engine of growth and providers of diversity of products and services. A series of lectures and field trips will be organized for students in order to understand the role of SME in areas of agro tourism (e.g. Moric doo), aquaculture (e.g. Školjke Boko doo), shipping (e.g. Boka Adriatic), sustainable transport (e.g. Bella Boka), fishery (e.g. Marko Kise), handcraft (e.g. Vito Vujović) etc. Also, new possibilities will be discussed in areas of biotechnology and pharmaceuticals (e.g. sponges, coral, algae, bacteria, fungi etc.), cultural tourism (e.g. naval heritage of captain Petar Zambelić), marine leisure and recreational industry (e.g. water sports), desalination (e.g. Budva), IT etc. Also, this action has intention to promote high value jobs, sustainable practices, new technologies and multidisciplinary approach among students and researchers.

#### 1.4.3 Establishment of student competition for the best Blue Economy idea and business plan

Competition will be organized by two faculties, but will include all interested students from the UoM. It will provide an opportunity for students to participate actively into idea creation and business plan generation. This action will be linked with other proposed actions, in order to provide necessary inputs and guidelines for students that want to activate their entrepreneurial capacities. Also, competition will provide a list/book of new ideas that will be used for lectures and training of new generations of entrepreneurs in the future. This action has aim to start a structural change of culture inside the faculties, which recognizes and celebrates “creators of jobs”, and can provide better understanding of contemporary market that will lead to more adaptive and creative education.

### 1.5 Engagement of stakeholder in I&E education

Two faculties will organize on regular basis (at least 4 per semester as a part of selected courses) workshop, with academic, business experts and government representative (policy makers) in order to focus on issue how to identify and encourage good entrepreneurs and their ideas during the studies. Wider analysis will provide insight into finance access for students, possibilities to study and do business parallel, role of practical training and its linking with student's potential entrepreneurial intentions etc. Support from business sector will be requested in order to create creative and simulative environment for future entrepreneurs to develop and valorize new ideas on the market.

### 1.6 Conclusion

Generally speaking, Montenegrin HEIs need to develop educational framework associated to I&E competences and skills (especially the UoM as the largest public HEI in Montenegro with around 20.000 students). This includes working on the students' innovativeness, creativity, entrepreneurial thinking, supporting the process of regional cooperation in public, private and research sectors, developing the technological and innovation capacities, stimulating the growth of Blue economy, improving the



environmental aspects and cultural heritage in tourism, supporting the development of Adriatic-Ionian initiatives and platforms for cooperation, etc.

In other words, it is important to fully implement mentioned four categories of actions in order to provide systemic approach and adequate environment for new idea generation and its further market commercialization. Blue economy represents an exciting “playground” for future entrepreneurs mostly due to its diversified structure of businesses, products and services. Also, it offers opportunity to promote innovation and entrepreneurship competences in collaborative way, providing conditions for successful market penetration and further creation of new jobs and income. Apart from these key outputs for students and HEIs, business partners could largely benefit from students’ ideas and initiatives, especially in terms of innovation opportunity. Furthermore, important positive effects are related to further recognition of women, seniors, migrants, the unemployed and young people as important source of entrepreneurship. Also, wider society will benefit from new culture that celebrates proactive approach and new job creation. Moreover, Blue economy could become a successful story with strong positive and long-term implications on other important contemporary concepts (e.g. circular economy, experience economy etc.).



## 2 REPORT FOR UNIVERSITY OF VLORA, FACULTY OF TECHNICAL SCIENCES

### 2.1 Collaboration with the stakeholders.

- The Chamber of Commerce and Industry
- Ship Construction and Repair Site Pashaliman Orikum
- Port Authority Durres
- Municipality of Vlora Tourism Sector
- Yacht Port Orikum
- Directory of Fisheries
- Regina Group Albanian First Shipyard and Speedboat Construction Site

Meeting, interviews, phone calls, small conferences, open days for stakeholders in order to find out stakeholders vision on possible ways of collaboration.

### 2.2 The national priorities in education, environment and engineering and engineering trades

Government of Albania has recently expressed the following priority areas in education that they will target during the 2017-2021 mandate<sup>3</sup>, including:

Ensuring the quality of reforms and inclusiveness, through an increase in the pre-school education attendance rates and enrolment rates; reduced number of shared classes; and specific curricula for the disadvantaged groups.

Improving the results in national and international rankings (such as PISA and TIMSS)

Implementing new standards-based curricula comparable with the EU countries; drafting specific texts for national minorities; digitalize the pre-university education curriculum.

Strengthening ICT in education, through the establishment of a widely usable infrastructure and through the enhancement of teachers' pedagogic skills in using ICT.

Reforming research and its funding system, prioritizing university research poles.

### 2.3 Albania Government Strategy for Education

- The 2014-2020 Strategy for Pre-University Education (PUE) Development. This highlighted issues in the 2013 situation and outlined a strategic vision through which Albania could improve its education system and indicators with which to measure progress.





- The 2014-2020 National Strategy for Development and Integration (NSDI). This provides a national vision for the progress of Albania and used Government policies and actions to indicate how they planned to enact the vision. As such it shaped the philosophy taken toward educational development during this period.

- The 2017 Education Policy Review (Education Policy Review) was prepared with UNESCO's technical support; it is the latest analysis of the education system in Albania as a whole and provides domain specific and cross-cutting recommendations as to the continued reform of the education system.

- The 2018-2020 Economic Reform Programme (ERP) represents an outline of the foreseen projects the Government wishes to undertake in the specified time period. This document provides a broad overview for a programme of reform, and specific interventions in the area of education.

## 2.4 Information and Communication Technology in Education

The importance of developing the ICT infrastructure is well understood and referenced throughout the PUE strategy. It is a target for the Government of Albania across all policy areas, reflected in the Digital Agenda for Albania. The PUE strategy highlighted goals in improving the access of students to ICT equipment, decreasing the student-to-computer ratio and introducing more relevant technology such as tablets to the ICT curriculum. ICT was also recognized as important with regard to curriculum development, and the national PUE strategy highlighted the need for the development of an ICT curriculum and the development of teachers' skills regarding the implementation of the new curriculum.

The Digital Agenda set out a plan for national broadband development and the creation of e-Government resources.

When developing a new education strategy, priority should be given to developing ICT infrastructure in the education system and training educators in how best to use these technologies. Developing the infrastructure represents an investment in the ICT provision, new computers, faster internet download speeds and reducing the number of students per computer. All of this will allow for students to have more frequent and productive interaction with ICT. The technology exists to provide tutorials and interactive lessons for students which will help to bridge the knowledge gap in Albania and helping to fully implement ICT in the school curriculum. Cooperation with technology companies is an avenue which has been identified for future work in developing ICT infrastructure in the Education Policy Review and the Digital Agenda and merits further consideration. Technology companies will be looking to access the educational markets to develop branding and could be used to fulfil the requirements in terms of the provision of ICT equipment in schools.

Furthermore, ICT can play a critical role in data collection and M&E capacity development, as hardware, software, and applications can be used as tools for collecting data, uploading it to a common database, monitoring progress, and disseminating results to policy makers and stakeholders. This can improve the availability and accessibility of data, its national and local use, and accountability.





## 2.5 Government Reform Priorities

**Tourism:** Development of coastal and inland cultural heritage tourism through investment in enabling infrastructure and private sector competitiveness. Particular focus on the attraction of FDI and development of the agro-tourism segment.

**Environment:** Reform of the water and waste water sector, improving service quality and payment discipline. In the waste management sector, closure of illegal dumpsites, development of proper landfills as well as incinerators in Tirana and some regional centres. **Investment climate and reduction of informal economy:**

- i) Full implementation of the justice reform;
- ii) Strengthen land and property rights;
- iii) Reduction of regulation for businesses and increase in the share of public services provided online
- iv) Provision of a single transparent investment legal regime to improve governance and predictability.

**Digital economy:** Development of regional broadband infrastructure by launching pilot projects in rural and remote areas; and establishment of synergies with infrastructure for other utilities.

## 2.6 Collaborations with national partners and educational institutions in the country. An innovative idea through SuperGeneration.al

ALBtelecom within the Corporate Social Responsibility has presented the SuperGeneration platform. Conceived as a competition with innovative ideas, with 3 different phases, which focuses on the new generation, talented people with skills and entrepreneurial spirit, a special micro site [www.supergeneration.al](http://www.supergeneration.al) has been built for the SuperGeneration platform. Every talented young person can apply with their innovative idea, by registering on the platform. The 10 best ideas will be presented to the public through videos and among them will be voted for the best idea. The second phase will be the organization of a Hackathon day, to conclude with a final event, where a VIP jury will announce the winning idea.

Some very important partners from state and private institutions, such as: BKT, AGNA (through its brand Pepsi), PWC, the Municipality of Tirana, the Ministry of Infrastructure and Energy and the Ministry of Education have joined this social responsibility project, also two international start-up companies: Start up Weekend and Global Entrepreneurship.



Presentation of SuperGeneration platform with student of Computer Science and Mechanical Engineering, Faculty of Technical Sciences at Vlora University.

## 2.7 Young Programmers Space - To have a youth preparation for a digital future

The YPS platform is an innovative solution, built by IT Department Staff Tirana University. The platform is web-based, which enables the control of programs written by students in real time. This platform will test the skills of high school students in various programming languages such as C / C ++ and Java.

"Young Programmers Space" will be larger, including high schools from different cities in Albania, including Vlora.

The Department of Informatics, Faculty of Natural Sciences, UT organizes the YPS activity: "New Programmers' Corner" from 2017. This year, the YPS activity will be of larger dimensions, extending beyond the city of Tirana, where they can mention the cities of Vlora, Shkodra, etc. Collaborated with the University of Vlora Department of Computer Science and to provide the necessary support to carry out the activity with high school students of Vlora. The main purpose of the activity is to provide an opportunity for high school students to test their skills in different programming languages. 'Young Programmers Space' is organized to promote this collaboration between the Department and high school students and teachers. This activity is supported by the main support of the Faculty of Natural Sciences and AlBtelecom Sha.



| FOCUS AREA                             | BEST PRACTICE   | CURRENT STATE   | GAP   |
|--|---|---|---|
| I&E COURSES                            | <p>Mandatory I&amp;E courses in all study programs.</p> <p>Electives I&amp;E courses in all study programs for those who would like to specialize.</p>  | <p>Some I&amp;E topics are discussed in some study programs.</p> <p>Offered only in some Master level study programs.</p>   | <p>Mandatory I&amp;E courses missing entirely.</p> <p>Not all study programs offer I&amp;E courses for those who would like to specialize.</p>                              |
| I&E ENVIRONMENT AT CAMPUS              | <p>Have dedicated I&amp;E spaces for students at campus.</p> <p>I&amp;E extracurricular activities for students (for example student organizations)</p> <p>Arrange business idea competition at campus.</p> | <p>There are some spaces in the Scientific Research Center.</p> <p>Missing</p> <p>There are some initiatives:<br/>Albtelecom<br/>Innovation Ideas IT</p>                                    | <p>The dedicated space is not sufficient.</p> <p>I&amp;E extracurricular activities for students should be developed</p> <p>More activities are necessary.</p>              |
| ECOSYSTEM INVOLVEMENT IN I&E EDUCATION | <p>Industry involvement in development of I&amp;E courses.</p> <p>Cooperation with I&amp;E ecosystem for students during and after I&amp;E courses.</p>   | <p>No collaboration at all between university and industry in development of I&amp;E courses.</p> <p>Weak cooperation, mainly based on lectures and students connection with ecosystem.</p> | <p>Industry involvement missing from the first phase, development of I&amp;E courses.</p> <p>Cooperation is weak or missing, therefore compromising chances of success.</p> |



## 2.8 University of Vlora partner in projects:

### **PROJECT: MARDS - Reforming doctoral studies in Montenegro and Albania**

The project MARDS, which is focused on improving and establishing sustainable capacities in the field of doctoral studies in Montenegro and Albania. Its main objective is to initiate reconstruction of doctoral studies in line with Salzburg Principles and the Principles of Innovative Doctoral Training in order to establish sustainable and modern Pilot Joint Doctoral Schools between two partner countries that will serve as an example of “good practice” for the West Balkan Region. The analysis of the legal and organizational context of doctoral education in the two partner countries Montenegro and Albania.

MARDS has as purpose to establish two Joint Doctoral Schools "Natural sciences and Technology for Sustainable Development" with place in Montenegro (Podgorica) and “Economy and Tourism for Sustainable Development” with place in Albania (Shkoder) as therecommendable examples of cross-border PhD programmes.

### **KNOWHUB - Reconnecting universities and enterprises to unleash regional innovation and entrepreneurial activity**

The main aim of the KNOWHUB project is to develop the PCUs entrepreneurial and innovation capacities and enhance their cooperation with enterprises giving them the central role in the regional innovation ecosystem

Specific Project Objectives:

- To analyze and understand the knowledge transfer, innovation and entrepreneurial infrastructure and activities at the PCUs in the national ecosystems
- To set-up and equip 5 Commercialization Hubs (one at each PCU) that will serve as one- stop-shop for cooperation with enterprises and support of students and academic staff to commercialize their research results and entrepreneurial ideas
- To develop capacities of the Commercialization Hubs, their services and instruments
- To increase knowledge transfer and joint activities between the PCUs and local enterprises through the Commercialization Hubs
- To increase students’ (self)employability through practical placement and practice oriented interdisciplinary trainings covering selected EntreComp Framework’s competences
- To train academic staff on entrepreneurial education to enable and encourage them to include entrepreneurship in their teaching



3 REPORT for UNIVERSITY OF TIRANA - FACULTY OF ECONOMY

3.1 Collaboration with the stakeholder

Partners as Government Institutions, Business, national and international consultants involved in international projects, and also other Universities from European and non-European countries are close collaborators of FE of University of Tirana. These collaborations are increased in years and have established strong basis for future projects.

3.2 Collaboration with national partners and educational institutions in country

Despite numerous memorandums and agreements that FEUT has with business and other institutions, the cooperation among Industry and Universities remains low at country level. The majority of the business representatives consider the collaboration with University for expertise and knowledge transfer. Students are hired by Industry but expertise and specialization is required outside universities, preferably at any private company or at any University outside Albania. Despite the relation the level of collaboration is presented in the lack of trust that industry shows toward universities (source: Start-Up Gap Analysis, Albania

– EU 4 Innovation Project). During the previous years the university has consolidated the relationship with some institutions and businesses by signing agreements and memorandum of collaboration. The focus of these agreements are:

- the exchange of expertise,
- the possibilities of student internships,
- the realization of joint studies,
- the realization of open lectures to students, etc.

Some institution and business that the Faculty of Economy has signing the memorandum and agreement are:

Table 1: National partners

| NO. | PARTNERS                        | START DATE | DURATION                        |
|-----|---------------------------------|------------|---------------------------------|
| 1   | Ministry of Finance and Economy | 19.02.2019 | Unlimited term                  |
| 2   | Albanian Stock Exchange ALSE    | 05.06.2019 | Unlimited term                  |
| 3   | Union Bank                      | 27.06.2019 | With the possibility of renewal |
| 4   | Albanian Confindustria          | 20.06.2012 | Unlimited term                  |



|    |  |            |                                 |
|----|--|------------|---------------------------------|
| 5  | Ministry of Economy, Trade and Energy                        | 12.04.2013 | Unlimited term                  |
| 6  | Eurosig sh.a   | 2014       | Unlimited term                  |
| 7  | National Agency for the Standardization of Book Publications | 19.06.2015 | Unlimited term                  |
| 8  | Supreme State Audit (KLSH)                                   | 07.07.2016 | Unlimited term                  |
| 9  | Ministry of Innovation and Public Administration             | 03.11.2016 | Unlimited term                  |
| 10 | Financial supervisory authority (AMF)                        | 23.12.2016 | Unlimited term                  |
| 11 | National Accounting Council                                  | 15.12.2016 | Unlimited term                  |
| 12 | INSTAT   | 14.06.2018 | Unlimited term                  |
| 13 | Center for Institutional Development and Democratization     | 31.03.2017 | Up to 2020                      |
| 14 | Council of Ministers   | 04.10.2017 | For 4 year                      |
| 15 | Infosoft Group   | 11.04.2018 | With the possibility of renewal |
| 16 | Public Procurement Agency (APP)                              | 20.06.2018 | With the possibility of renewal |
| 17 | National Examinations Agency (AKP)                           | 16.07.2018 | Unlimited term                  |

There are also many other businesses that although do not have a cooperation agreement with the Faculty of Economy in some moments and about certain goals, they have developed successful collaborations.

### 3.3 Collaboration with international partners – Faculty of Economy partner in projects

In recent years, through a series of projects in cooperation with international partners, the emphasis has been placed on the development and capacity building of human resources, involvement of the students on some activity and another objective on those projects is to equip students with the most relevant competencies for the labor market.

Some of the goals that these projects aim to achieve are:

- To equip students with skills that are as close as possible to the demands of the labor market.
- Increasing students’ ability or self-employability through practical placement and practice oriented interdisciplinary trainings.
- To train academic staff on entrepreneurial education to enable and encourage them to include entrepreneurship in their teaching.
- To exchange experiences from all participants as student professors or even companies and absorbing from them the most successful practices.



### 3.3.1 "Internationalization at Home: Embedding Approaches and Structures to Foster Internationalization at the Western Balkans" - INTERBA

The project aims to continue the development of interregional cooperation between Western Balkan countries, with a special focus on the development of the knowledge transfer process in the region and the establishment of an inter-regional network between the Universities and the respective industry of the partner countries.

### 3.3.2 Erasmus+, Key Action 107

This project enables the exchange of academic staff and students at different program levels between the University of Science and Technology, Norway (NTNU) and the Department of Statistics and Applied Informatics at the Faculty of Economics (DSIZ). The leader of this project was the University of Science and Technology, Norway (NTNU).

### 3.3.3 "Development of higher education and society by creating a collaborative environment in the field of arts and media through regional student partnership in production of audio/video content"- TEMPUS

The main goal of this project was to involve students from the region in Audio/Video creations. The focus of the project was to create a sustainable platform of cooperation between students of participating countries and strengthen the impact of students in society through partnership, cooperation with non-academic media institutions, improving curricula and cooperation between students through co-production of audio/video content.

### 3.3.4 "Modeling, Simulation and Computer-aided Design in Engineering and Management"-CEEPUS III

The CEEPUS aims to exchange knowledge in the field of modeling and simulation between network partners, as well as developing applications in the field of economics. The project brings together partners from different disciplines and students who will become part of this network. All the participants will be able to benefit from multi-disciplinary education. Other project partners were institutions of higher education from Austria, Bosnia and Herzegovina, Bulgaria, Croatia, Hungary, Slovenia and Kosovo.

### 3.3.5 "Strengthening the role of Eastern European Manufacturing Sites in Manufacturing Networks: The influence of Absorptive Capacities" – Joint research projects (SCOPES)

This project was about training the companies through the management of knowledge and their transfer within a network production. All the focus was to know how the manager has to manage the absorption capacity and how they can improve the interaction between companies in EU countries and their branches in other countries. Normally all this can help to bring an increase production and benefits on those firms. The project was led by St. University. Gallen in Switzerland and has as partners Romania, Macedonia and Albania.

### 3.3.6 "Doctoral Programme in Entrepreneurship and SME Management at the Faculty of Economics– Prilep" – TEMPUS DOCSMES

This project, has been the result of the cooperation of 8 partner Universities from the EU and the





Western Balkans, including the Faculty of Economics at UT. The aims of the project wereto create the doctoral study program in the field of entrepreneurship for small and medium business at the Faculty of Economics, Prilep. This project gave to the staff of the Faculty of Economy the opportunity to share their experience as well as to consider the suggestions of other universities for building a study program like this.

3.4 Agreements with European Universities

Collaborating partners of the Faculty of Economy that contribute to increase value of the Faculty in terms of the view of businesses over graduating students are also foreign European universities with which the University cooperates for the dual degree. So the Faculty of Economy has agreements for the establishment of a dual degree in Bachelor Programs in the field of "European Economic Studies" and also to exchange experiences with European Universities as:

Table 2: Partners as European Universities

| No. | European Universities                     | START DATE | DURATION                        |
|-----|---|------------|---------------------------------|
| 1   | University of Poitiers, France            | 21.11.2018 | 21.11.2021                      |
| 2   | University of Novi Sad-it, Serbia         | 2019       | For 5 year                      |
| 3   | University of Linnaeus                    | 2018       | 2020                            |
| 4   | University of Hochschule Koblenz, Germany | 28.01.2019 | 2021                            |
| 5   | University of Bielefeld, Germany          | 14.12.2018 | 2021                            |
| 6   | University of Budapest                    | 28.01.2019 | 2021                            |
| 7   | International Management School Geneva    | 01.04.2019 | 01.04.2024                      |
| 8   | Faculty of Economy – University of Zanies | 27.03.2018 | For 4 year                      |
| 9   | University of Sannio, Faculty of Economy  | 20.04.2018 | With the possibility of renewal |
| 10  | E-Campus University- FEUT                 | 31.08.2018 | Unlimited term                  |

3.5 Open activity and seminars

To enable new lines of cooperation and to include new actors as collaborators or even to strengthen the connections with the existing actors the Faculty of Economy has developed various activities on the last year. Some of these activities are carried out specifically to increase the interaction with other collaborating actors and some other activities are developed thanks to the program of subjects that are realized in the university such as Innovation, Entrepreneurship and Marketing. In the case when the



activities are developed thanks to the subjects, the selection of partners for the event and the way of organization is decided mainly by the professor of the course in support of other structures from the university.

On the last year, two activities that had the expansion of collaborations essentially were:

1. Career day and 2. Faculty conference.

### 3.5.1 Career day 2019

Career Day 2019 was a great opportunity for students and Alumni, the mission of this activity was to create a better approach around the job market. Present in this activity were about 70

participating companies and organizations, among the most prestigious which provided employment opportunities, internships, internships, trainings, workshops, information on scholarships, etc. The event was attended by business representatives. The President of the Tirana Chamber of Commerce and Industry, Mr. Nikolin Jaka, Deputy Minister of Finance and Economy Dajna Sorensen, Deputy Minister of Education, Sports and Youth, Dean of the Faculty of Economics Prof. Dr. Dhori Kule, Dean of the various Faculties of the University of Tirana as well as a number of other academic personalities of the country. In their speech they described this day as a bridge of communication between students and companies and encouraged students to get acquainted with the opportunities that the latter offered.



*Table 3: Participants on Career day 2019*

|  |  |  |  |
|--|--|--|--|
| 1. AbissnetSh.a                        | 2. Balkan Sport                          | 3. DAAD                                    | 4. FiBank  |
| 5. AgjenciaUniversitare e Frankifonise | 6. BALKAN TRANS ALBANIA                  | 7. Deloitte Albania sh.p.k                 | 8. Globe Shops shpk                              |
| 9. AGOG Marketing shpk                 | 10. Banka e Tiranës                      | 11. DIMAK                                  | 12. Grant Thornton Sh.p.k                        |
| 13. AIESEC                             | 14. Banka Kombetare Tregtare             | 15. Dimension HR                           | 16. Hr.com.al                                    |
| 17. Akropolii Ri                       | 18. BilancShpk                           | 19. duapune.com                            | 20. Ikons Shpk                                   |
| 21. ALBSIG SH.A.                       | 22. BILLA & COSHPK                       | 23. E&B Consultancy                        | 24. IkubINFO Academy                             |
| 25. Albtelecom                         | 26. British American Tobacco             | 27. EBLA(Educational business link Albania | 28. IML  |
| 29. Allan Lloyds                       | 30. Century 21 Cpm                       | 31. Ernst & YoungAlbania                   | 32. InstitutiiModelimeve ne Biznessh.p.k.        |
| 33. Area Data Processing               | 34. Communication Progress Sh.p.k.       | 35. Facilization SHPK                      | 36. Intercom Data Service Shpk                   |
| 37. AT Consulting shpk                 | 38. Credins Bank                         | 39. Fare Impresa                           | 40. Kontaktshpk                                  |
| 41. KPMG Albania                       | 42. NOA                                  | 43. STA                                    | 44. SiCRED sh.a.                                 |
| 45. Kraco                              | 46. Nordic Association Albania           | 47. SUN TRUST INSURANCE                    | 48. njoftime.com & Market Consulting “MC sh.p.k. |
| 49. Link Academy                       | 50. OTP Bank                             | 51. Union Bank                             | 52. Nettrade Albania Shpk                        |
| 53. Mane TCI pjese eGrupit Balfin      | 54. Pricewaterhouse Coopers Audit sh.p.k | 55. UNique Junior Enterprise               | 56. Smartworkshpk                                |
| 57. Mazars                             | 58. ProCredit Bank                       | 59. Validata (validata-software)           | 60. Vodafone Albania                             |
| 61. Megatek SA                         | 62. Rrjeti Studenteve Shqiptare - AS@N   | 63. Vipwell direct AG                      | 64. Shero Designs                                |
| 65. Neptunshpk                         |  |  |  |

### 3.5.2 The international Conference - “Challenges and Opportunities of a Contemporary Economy in the Focus of Knowledge and Science”



On February 28-29, the Faculty of Economy, University of Tirana organizes the International Conference “Challenges and Opportunities of a Contemporary Economy in the Focus of Knowledge and Science”, COCEFKS- 2020. We welcome researchers from Albania, Western Balkans countries and beyond to present their findings, research and developmental activities with local experts as well as international scholarly community. More than 140 authors participated on this event which included 72 paper presentations, a selection of talks and posters, with recent relevant advances in the fields of Management, Marketing, Accounting and Finance, Economics and Information Technology.



This conference has a threefold purpose.

*First*, it aims to serve as a platform for discussions on the cutting-edge research of contemporary economy and its related fields. Researchers, academics, PhD candidates, and more, present their research results related to various topics of economy.

*Second*, this conference aims to build bridges of communication between researchers and practitioners whose occupation is at different sectors of economy and science but at the end, all are interested to improve several aspects of economy and its related fields. In this regard, all conference topics listed in the following sections fall under Albanian’s priorities of economic development which include macroeconomic development, sound policies that foster the SME-s development, innovation and start-ups and effective strategies to formalize the economy.

*Third*, this conference seeks to provide opportunities to young researchers looking at different ways of collaboration and networking with other participants.

### 3.6 Activities organized following the subjects that take place in the curriculum.

#### 3.6.1 The impact of COVID-19 based on subject of Marketing Management.





Considering the situation in which the teaching took place in the second semester, in the subject of “Marketing management” in June 2020 a new learning alternative based on the most successful practices of western education systems, brought #FEUT students to the Amphitheater of the Artificial Lake of Tirana in an open lecture on the topic:



“The Impact of COVID-19 on marketing of companies”. Part of

the lecture were also leaders of several businesses who shared their marketing experience on how they coped with the situation created by COVID-19. In addition to representatives from the Ministry of Education and the municipality some business as Neptun, Albtelcom, Aladin. Agna group and Ama Caffè shared with students their experience.

You can see a part of the event in the link:

<https://www.facebook.com/feutal/videos/1635495536602793>

### 3.6.2 Innovate your way out in relation with the subject of Innovation.

This is an initiative trying to embed the foundations of innovation and business creation to Albanian youth, spread the main principles among them, and foster it for a long term growth. The methodology focuses innovation approach on three main pillars: Market - Implementation - Technology.

Throughout the incubating period students build each construct and combine the all elements with the overall innovative idea in mind. All ideas are followed and supported by professors who also have experience in various businesses. The students are divided in small groups and form their start-up. During this time, they are mentored and instructed from their inception phase to





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ready to market phase. Following them step by step, the professors choose the best ideas presented to be included in a competition which is realized at the end of the subject of Innovation. The last phase is the one where all groups pitch their ideas in front of a large audience and of a five to seven people committee. The best three ideas are honored with certificates and with modest prices.

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