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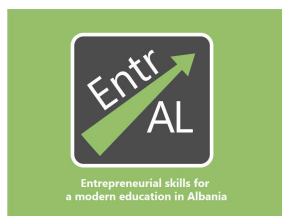
Working Package 1, Deliverable 1.3

Need Analysis on Entrepreneurial Activities for Teachers and Students

September 2021

Project No: 617886-EPP-1-2020-1-FI-EPPKA2-CBHE-SP

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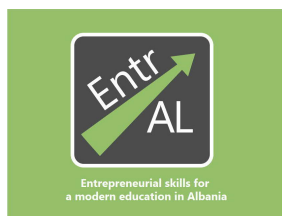
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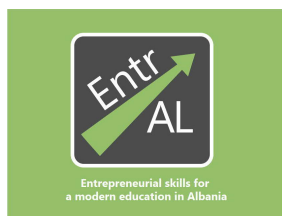


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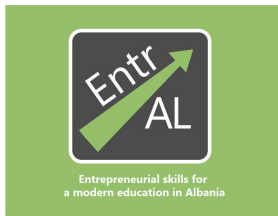
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Foreword

The EntrAL project in brief

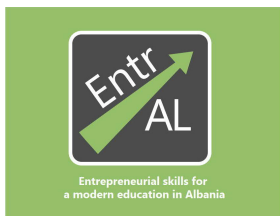
The EntrAL project supports the employability of young graduates through entrepreneurship education. It is addressing the Albanian priorities by fostering entrepreneurship education and entrepreneurial mind-set at pre-university and university levels, supporting the employability of the students and future graduates.

The overall objective of the project is to increase the entrepreneurial awareness in Albanian Education Institutions (HEIs and schools) to support graduates skills matching the requirements of the working life and the modern society. For this reason, the project aims at bringing an entrepreneurial mind-set at the university and school levels, encouraging entrepreneurial teaching methods, nurturing entrepreneurial behaviour from the students and supporting the creation of new ventures. This will have an impact on the structure of the Albanian economy in the long run, fostering new and innovative businesses.

The specific objectives of the project are to raise awareness towards entrepreneurship for pre-university teachers, university teachers and students by introducing innovative teaching methodologies relevant to entrepreneurship education. Students will gain skills and knowledge relevant to the society and labour market. Businesses are directly impacted by the new skills of future employees.

By organizing entrepreneurial courses at different educational levels (pre-university and university levels) and to a large audience (pre-university teachers, university teachers and students), the project does not only support the entrepreneurial mind-set of highly educated students, but also of pre-university teachers, who will encourage the next generation to think outside of the box and be more risk driven.

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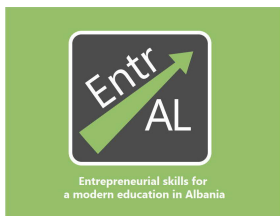


The university structure and mechanisms (LLL, activities for staff), pre-university teachers and university teachers foster connection with business to ensure the relevancy of their teaching and to update their knowledge and expertise. In addition, students acquire transferable skills, which are sought after by future employers, they receive from their teachers' better support and advice in terms of entrepreneurship and skills related to entrepreneurial attitude, supporting their employability after graduation. The courses will provide new ways of thinking with the aim to bring new business ideas fostering innovative and sustainable businesses.

The project will utilize the already established specialized centres of teacher training (U3M-AL and TEAVET) in accordance with the needs of MESY to increase the entrepreneurial mind-set at national level through accredited teacher training and entrepreneurship modules using scientific methodologies, pedagogical issues, ethics and ICT in learning. New expertise and standard of teacher training in entrepreneurship will be established in Albanian universities and schools through organizing seminars in Albanian universities and training visits to European universities. Companies are taking part in the seminars organized in Albania and contributing in the design and implementation of the modules.

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Work Package 1. Need analysis on entrepreneurial activities for teachers and students in brief

This first work package prepares the set-up for upcoming activities. As preparatory activities, the partners have researched the current situation on entrepreneurial mind-set.

The Albanian universities focused on teaching practices and existing courses in entrepreneurship; MESY on the needs for entrepreneurial education for LLL teacher training; the European Partners on good case practices that could be relevant to the Albanian context.

The results of the need analysis have been presented and discussed at the seminar “Towards an Entrepreneurial Mind-set” in Shkoder, Albania on April 20th – 21st, 2021 among the partners, the Ministry of Education and Sports, entrepreneurs, etc. in order to undertake the following steps of designing and implementing the courses through the existing centres.

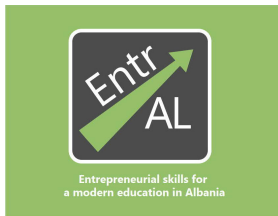
This final report is available in English and Albanian as background work for the project, collecting the reports provided by each partner, the seminar discussions and input. The report also acts as a proposal for implementing entrepreneurship education for teachers and students emphasising the contribution of universities as main providers of ongoing professional development.

Purpose of this report

This report prepares the set-up for upcoming activities and presents the main results of the needs assessment of the first phase of the EntrAL project. The analysis presented in this report is based on both deskwork (available material and existing best practices) and surveys to university teachers, researchers, students, and company representatives to understand the current needs.

The Ministry of Education, Sports and Youth has analysed the needs for entrepreneurial education for lifelong learning, teacher training and the possible policies it refers to.

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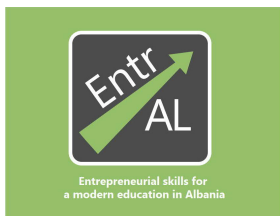
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The current situation on entrepreneurial mind-set, opinions and views from students, teachers and entrepreneurs/industry representatives is presented. Results of the analysis will influence the development of the new teachers' curricula, which includes the competence of the psycho-pedagogical training for new teachers.

Faculties of Education at Albanian partner universities have analysed whether entrepreneurship competence is developed in higher education curricula, which are training the future teachers. Each partner university, Albanian and European, have also reviewed how entrepreneurship mind-set and activities are organised within their institution, presenting different settings supportive of entrepreneurship.

In addition, European partners have identified and presented impactful case practices that could be relevant and applied to the Albanian context.



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1. Legal limitations to entrepreneurial activities

Dorina Rapti, Eriksen Mersinllari

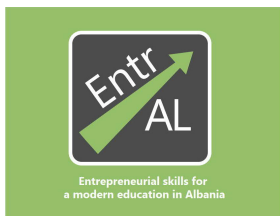
1.1. Overview of the national Higher Education

Higher education and its links to research and innovation play a key role in individual and social development, preparing the specialists the country needs to ensure the economic growth and prosperity of the society. Higher education providers have a considerable degree of institutional autonomy and full academic autonomy. The role of the state is to define the legal framework for higher education, guaranteeing equal opportunities for all, including the quality assurance framework, for which standards exist within the European Higher Education Area (HEAL). Such a framework is defined by Law no. 80/2015 on higher education and scientific research and relevant by laws.

Today in Albania, there are 15 public and 25 private institutions of higher education or 14 institutions per 1 million inhabitants that is at the level of some countries in the region, but above the level of the European Union - 7 HEIs per 1 million inhabitants. Albania has about 4.900 students per 100.000 inhabitants while the gross enrolment ratio in higher education is 58.8%.

In the higher education system, there is a great variety of academic offers while the number of study programmes is over 1.300. The fields in which most girls graduate is "Education" with 81.4%, followed by "Health and Welfare" with 79.1% and "Arts and Humanities" with 78.2%. Areas in which more boys graduate are "Services" with 73.6%, "Engineering, production and construction" with 62.6%, and "Agriculture, forestry, fishing and veterinary" with 55.1%. Meanwhile, interest in STEM programmes (science, technology, engineering and mathematics) is constantly growing and 26.7% of the students attend programmes in Natural Sciences, Mathematics and Statistics; Information and Communication Technology; as well as Engineering, manufacturing and construction.

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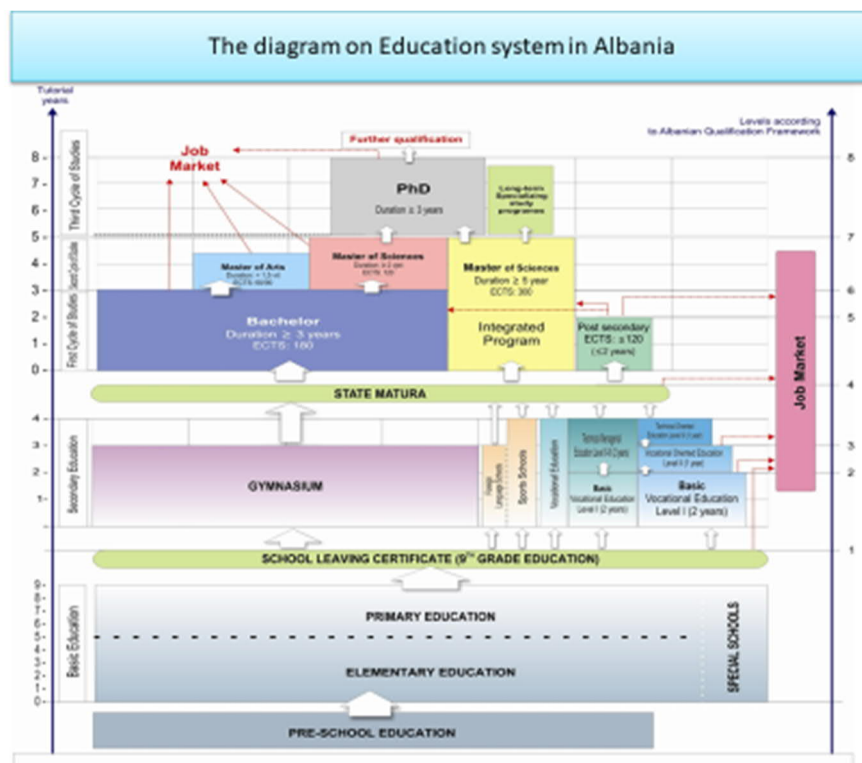


The theory-practice gap in the formation of students creates difficulties for their inclusion in the labour market. The organisation of student internships through formalized agreements that academic institutions of higher education develop with public institutions, agencies, businesses and private companies, as well as the development of more interdisciplinary study programmes, is a guarantee for a better interconnection of the study programmes with the needs of society, the economy and the demands of the labour market.

Admission criteria, set by HEIs, are based mainly on the achievements of graduates and candidates in upper secondary education. Setting the 6.5 threshold of the high school average (in some programmes 7.5 and 8 for teachers) has increased the quality of students enrolled in Bachelor programmes.

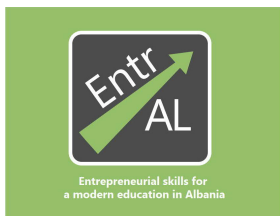
International cooperation in higher education institutions is managed by the International Relations Offices. These offices have been set-up in almost all Albanian HEIs and they cooperate closely with foreign HEIs for the recognition of student mobility and international diplomas, the legalisation of documents, transfer of studies and mutual agreements. The International Relations Offices cover the implementation of bilateral and multilateral agreements and the implementation of international projects. These offices work closely with the Albanian Erasmus+ Office through activities such as organising Erasmus+ information days, expert seminars and on-site information sessions on EU programmes. Since 2015, Erasmus+ has enabled short-term mobility in Europe from other parts of the world for students, researchers and academic staff. During the period 2015-2019, Albania participated in 114 Erasmus+ projects "Capacity Building in Higher Education".

Figure 1.1. The general structure of the system education system in Albania



Preschool education is offered in kindergartens and preparatory classes attended by children aged 3-6 years and is not compulsory. Five-year-old children who have not attended pre-school education are attending preparatory classes operating in primary education schools. The learning process takes place according to a curriculum that concretizes the adopted standards.

Basic education is offered to those over 6 years old - 15 years old, lasts 9 years and is compulsory. Students attend educational institutions that provide basic education until the age of 16. People who reach the age of 16 but fail to complete basic education may complete it in part-time schools. About 92% of the students who complete basic education continue to receive upper secondary education.



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Higher secondary education is currently offered as general secondary education (gymnasium), vocational education and oriented education (artistic, sports, etc.). Secondary education is offered: a) full time; b) part-time; c) at a distance.

Full-time secondary education is open to all students under 18 years completing basic education. The alternative form of education (part-time), for this level of education, is open.

Higher Education. According to article 70, point 4 of law 80/2015, "Study programmes in higher education institutions are organised in three consecutive cycles: first cycle, second cycle and third cycle, referring to levels 6-8 of the Albanian Framework of Qualifications. Higher education institutions also offer professional diplomas, referring to level 5 of the Albanian Qualifications Framework.

- Professional study programmes. Higher education institutions can offer study programmes of professional character after secondary education, with 60 or 120 training credits, referring to level five of the Albanian Qualifications Framework. Their normal duration is one or two academic years and at the end is issued respectively "Professional Certificate" or "Professional Diploma" in the field of education completed.
- Programmes of the first cycle of studies. The programmes of the first cycle of study, referring to level 6 of the Albanian Qualifications Framework, are organised with not less than 180 European credits (ECTS) and their normal duration is three academic years. Students in undergraduate programmes graduate with a general final exam or diploma thesis. At the end of the first cycle programmes, a "Bachelor" degree is issued in the field of education completed.
- Second cycle study programmes. The second cycle of studies includes the study programmes "Master of Science", "Master of Arts" and "Professional Master", referring to level 7 of the Albanian Qualifications Framework. "Master of Science" study programmes provide graduates with in-depth theoretical knowledge, as well as training for scientific research in a specific field. These programmes are organised in programmes

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that are realised with not less than 120 training credits following the first cycle and with a normal duration of two academic years; integrated study programmes of the second cycle, which are realised with 300 and 360 credits and with normal duration, respectively 5 and 6 academic years.

- The studies of the second cycle "Master of Science" are concluded with a diploma thesis and at their end, a diploma "Master of Science" is issued in the field of education. "Professional Master" study programmes provide graduates with in-depth, professional knowledge in a specific field. These programmes are organised with 60 or 120 credits and their normal duration is one or two academic years. The studies of the second cycle "Professional Master" are concluded with a final formation exam or diploma thesis and at the end, a diploma "Professional Master" is issued in the field of education completed.
- Third cycle study programmes. The third cycle of studies includes the "Executive Master" study programmes, long-term specialised study programmes, as well as doctoral studies, referring to level 8 of the Albanian Qualifications Framework. "Executive Master" study programmes offer a high level of scientific and professional education. They have a normal duration of one or two academic years and are organised with 60 or 120 credits respectively. They are concluded with a diploma thesis and at their end is issued a diploma "Executive Master" in the field of education. Long-term specialised study programmes are vocational training programmes that provide knowledge for specific professions. They last not less than two academic years and are organised with 120 credits. They are concluded with a training exam or a diploma thesis and at their end a "Specialization Diploma" is issued in the relevant field of the study programme.
- Doctoral studies are built on individual programmes for independent training of candidates in research in areas defined by the basic unit or main unit. They are based on scientific research and creative activities. Doctoral studies last three academic years and not more than five academic years. At the end of the doctoral studies, the diploma of the scientific degree "Doctor" is issued. Higher education institutions set criteria for the

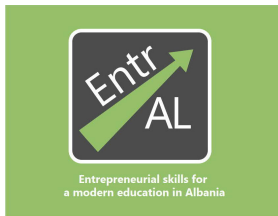
annual evaluation of the candidates' progress and the continuation of the work for the development of the research project.

- Initial teacher training. In the pre-university education system of the Republic of Albania, there are about 36.890 teachers, of which 32.218 in the public sector. Since 2013, the total number of teachers has changed very little, while the student-teacher ratio is constantly decreasing, which indicates a higher number of teaching staff compared with the standard, especially in rural areas. Thus, within a decade, the average student-teacher ratio in basic education was reduced from 17: 1 to 13: 1.

During the last two decades, new requirements regarding teacher training in Albania have been put in place. Since 2007 with the introduction of the Bologna system, the programme for the initial training of teachers has lasted 3 years or 3 + 1 years or 3 + 2 years depending on the type of profile / relevant subjects. The new Law on Higher Education no. 80/2015 provides that:

- Teachers for preschool education must have obtained the diploma of the first cycle "Bachelor", which forms teachers of preschool education;
- Teachers for primary education must have obtained the diploma of the first cycle "Bachelor" and the diploma of the second cycle "Professional Master", which forms teachers of primary education, or diploma for primary education of former higher pedagogical institutes;
- Teachers for lower secondary education and upper secondary education must have obtained the first cycle diploma "Bachelor" in the field / subjects of lower secondary education and upper secondary education and the second cycle diploma "Master" with 120 ECTS in the field of teaching, related to the study program of the first cycle.

Article 83 of the Law on Higher Education stipulates that the general psycho-pedagogical training constitutes 25% of the entire curriculum in the respective study cycle according to the profiles of teachers in pre-university education.



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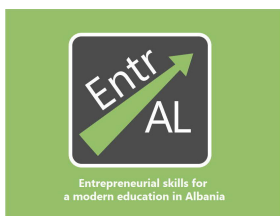
In this context, all faculties of education unify the subjects that will be developed in this training, the content of which should be in line with the requirements of pre-university education for the competencies of general teacher training.

Article 83 also stipulates that second cycle study programmes, which form teachers of the same subject / teaching profile, will have at least 80% of the curriculum with similar content.

In this context, work is being done:

- First, all teaching faculties of the same profile to unify the study programme that forms teachers for the same subject / profile
- Secondly, all teaching faculties of the same profile to equalize to the extent of 80% the content of the curriculum (subjects and learning outcomes) for the formation of the teacher of the same subject / profile by harmonizing it with the pre-university education curriculum.

The Law on Higher Education, Article 81, enables continuing education study programmes. In this context, the Ministry of Education, Sports and Youth / ASCAP together with eight Albanian HEIs and three European HEIs were involved in the project "Development of teacher competencies for a comprehensive system of professional development of teachers" (TEAVET). This project was funded by the European Commission, the Erasmus + programme and had as its main focus on the capacity building of the academic staff of Albanian HEIs for teacher training as well as the establishment of a training system through lifelong-learning centres in these HEIs. MoESY/ ASCAP was involved in orienting HEIs to design training modules (16 training modules) in the areas of Digital Learning, Teaching / Learning Strategies, Active Citizenship, Inclusion in Education, Learning Culture, Reading Media-writing, etc.



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1.2. Overview of the lifelong learning teacher training

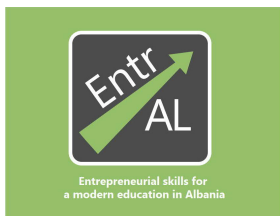
The continued professional development of educational staff is oriented and regulated by documents: law no. 69/2012, dated 21 June, 2012 "On pre-university education in the Republic of Albania", as amended; instruction no. 1, dated 20 January, 2017 "On the functioning of the system of continuous professional development of educational staff"; report "Identification of training needs of teachers and leaders 2021-2025"; the order "On the establishment of the accreditation commission for training programmes", as amended.

The legislation states that teachers and principals should be trained at least 3 days a year and that trainings are conducted according to the "demand-supply" system, based on the needs of teachers and offers from accredited training agencies. In this context, a new portal has been built (<https://trajnime.arsimi.gov.al>) with a section for the modules accredited by the TEAVET project Erasmus+. This portal enables: the transparency of accredited training modules; the training schedule to be developed by the training agencies; registration of all teachers trained by these agencies; monitoring and accountability of training agencies for training development; creating an online database for all trained teachers; teacher evaluation for organised trainings; the transparency of the credit fee, which is set no more than the minimum credit in the second cycle of studies in HEIs.

ASCAP has developed the professional standards of general and subject training for teachers in the pre-university education system, which can be used as a guide to designing new programmes for initial teacher training, for determining the professional development needs of teachers and for designing training modules.

As part of ASCAP support for the professional development of teachers and school leaders, about 22.000 educational staff have received free training for each school year, covering over 60% of the training in the pre-university education system. These trainings were conducted with the support of training agencies and HEIs that provide free training for teachers and the functioning of professional networks of teachers.

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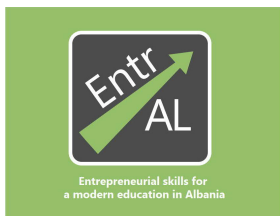


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Within the professional development of teachers, professional networks of teachers have been set up according to the respective profiles or according to the roles of teachers in the school. Strengthening professional teacher networks has been the focus of ASCAP's work in the competency-based curriculum implementation process. Teachers' professional networks for each subject are continuously supplied with supporting materials, accompanied by meetings and training for their implementation. ASCAP has trained 1.200 professional networks. The reason professional networks work is because teachers see them as a place where they can share their experiences, concerns and achievements.

The Accreditation Commission has accredited 466 training modules, which are offered by 59 training agencies. Based on the instruction no. 1, dated 20 January 2017 of the Minister of Education and Sports on "Functioning of the system of continuous professional development of educational staff", as well as the priorities for the last four years, ASCAP undertook the work to perform the identification and gathering the needs for the professional development of teachers and leaders 2021-2025. This process, which is carried out once every four years, extends to the entire hierarchy of the institutions of the pre-university education system, enabling a complete "scan" of the needs and situation in the system. The instrument was built from several rubrics / areas identified as key and necessary for teachers' professional development: planning and implementation of competency curriculum, teaching and learning, key competencies (including entrepreneurship), caring for students with learning difficulties, assessment of learning, student portfolio, ethics and communication, cooperation with the community, inclusion for school development, etc. The instrument was made available to all educational staff in the country and was achieved by 20.288 about 72% of them. The collected data were processed in the form of an overall report presenting a set of findings for each area evaluated. The recommendations from this report can be achieved into training modules to meet the needs of teachers.



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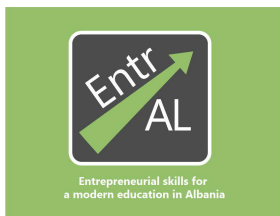


1.3. National policies, legal framework and funding on entrepreneurial activities

Entrepreneurship education is currently being strongly promoted in most of the European countries and beyond. This competence is taking an important place and has become a priority within the EU education policies. As a result, the role of the individual to carry out entrepreneurship for himself/herself and for society has emerged, directly affecting the quality of life of the whole society. In the context of Albania (a country preparing to join the EU), entrepreneurship education as a strategic objective for education and the economy, creates the premise to foster the spirit of initiative and innovation, employment and self-employment, job orientation and education of young people referred to current developments and prospects in the labour market.

The pre-university education curriculum framework, approved by MASR, states that “Pre-university education creates conditions and opportunities for students to: build and develop the knowledge, skills, attitudes and values required by a democratic society; to develop independently and comprehensively; to contribute to the construction and personal well-being of the Albanian society and to face the challenges of life in a constructive way”. This document states that in pre-university education students:

- cultivate personal, national identity and cultural affiliation;
- acquire general cultural and civic values;
- develop in intellectual, ethical, physical, social and aesthetic aspects;
- develop responsibility for themselves, others, society and the environment;
- are trained for life and work, in different social and cultural contexts;
- are able to learn throughout life;
- develop the spirit of entrepreneurship;
- use new technologies.



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The Law on Pre-University Education No. 69/2015, as amended, and the Curriculum Framework document state that the key lifelong-learning competencies that go through the pre-university education curriculum are:

- Communication and expression competence (student communicates effectively)
- Thinking competence (student thinks creatively)
- The competence of the learner to learn
- Competence for life, entrepreneurship and the environment (student contributes productively)
- Personal competence (student leads a healthy life)
- Civic competence (student is committed to the common good)
- Digital competence (student uses technology to drive innovation)

Entrepreneurship as a key competency in all curriculum subjects includes creativity, innovation and risk taking as well as the ability to plan and manage projects in order to achieve competencies. Entrepreneurship is mind-set and approach. It is more than an economic value; it is a social value and investment. In this regard, it was requested that entrepreneurship goes beyond the framework of economic subjects and is included in preschool education (naturally and in basic education) with elements such as freedom of play, freedom for creativity, sense of cooperation, initiative, curiosity, transition of risk, to be educated with self-confidence, research.

The major objective of the Albanian education system and the education of young people are to create the skills and competencies that lead them to employment and self-employment. Creating and fostering entrepreneurial skills in young people makes them better prepared and active in facing the labour market. Self-employment of young people based on their skills, energy and creativity is considered today as a very effective way to improve employment and create personal and family economic growth.

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In this context, in addition to being a key competence of lifelong-learning in the pre-university education curriculum, entrepreneurship education is currently developed in upper secondary education mainly in the subject of 12 years old with a degree in Economics and general and professional character as follows:

Table 1.2. Entrepreneurial Education in the pre-university curriculum

No.	Modules with general and professional character choices	Teaching hours
1.	Financial education	36 Teaching hours
2.	Career education	36 Teaching hours
3.	Health education, life skills and sex education	36 Teaching hours
4.	Intellectual property	36 Teaching hours
5.	Public speaking	36 Teaching hours
6.	Trademarks and patents	36 Teaching hours
7.	Steering for a day	36 Teaching hours ¹
8.	Student company	36 Teaching hours ²
9.	Tourist Guide	36 Teaching hours
10.	Etc.	

Meanwhile, the Accreditation Commission for training programmes has accredited 21 modules addressing the topic of entrepreneurship education. The main agency covering this competence is Junior Achievement Albania, which trains about 1.000 teachers per year for accredited modules related to the development of entrepreneurship education.

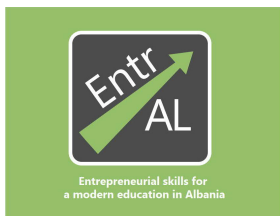
Accredited modules address the elements of entrepreneurship education and are provided by training agencies. Higher Education Institutions have not yet accredited modules addressing entrepreneurship education.

¹ Module supported by Junior Achievement

² Module supported by Junior Achievement

Table 1.3. The accredited models of Entrepreneurship Education

No.	Naming of Modules
1.	Integrated teaching through interaction and creative activities
2.	Competence-based teaching and learning
3.	Play and its importance in the development and education of children
4.	Social skills and teamwork
5.	Empathy and learning skills
6.	Emotion management
7.	Subject and interdisciplinary curricular projects
8.	Teacher and student portfolio for the realization of key competencies
9.	Debate and public communication
10.	Research-based learning model
11.	Implementation of the economic education program in the new curriculum
12.	Business ethics and teaching business ethics
13.	Skills for success
14.	Student Society
15.	Steering for a day
16.	Be an entrepreneur
17.	Work together to create inclusive schools
18.	Learning situations
19.	Student portfolio for the realization of key competencies
20.	Development of Critical Thinking, Problem Solving and basic use of micro: bits in basic education
21.	Introducing the key skills of Critical Thinking, Problem Solving and Leadership Development



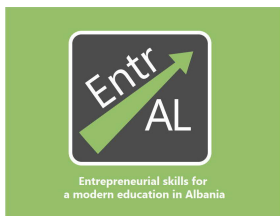
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1.4. Barriers presented to universities to develop entrepreneurial education and activities derived from the national legal and policy framework

There are no barriers to organising the professional development of teachers related to entrepreneurship education. Some recommendations regarding the development of entrepreneurship education in higher education are summarised below:

- According to studies, the development of higher education programmes is mostly characterised by the use of teacher-centred methodology and not by the use of teacher-centred techniques, which are expected to be used by teachers, in the context of the adoption based on competencies
- In the initial training of teachers, it is required to reduce the theory-practice gap through the better integration of theory, pedagogical knowledge and practice
- Teacher education programmes should cover many important topics, such as student inclusion, entrepreneurship education, creative and research-related tasks related to the student portfolio, the use of ICT in the learning process and working with children with special needs and those from vulnerable groups
- The training modules related to the development of entrepreneurship education and higher education institutions could design key entrepreneurial competence and life. These modules must comply with the professional standards of the teacher
- Higher education institutions can organise trainings for pre-university education teachers on the development of entrepreneurship education and life skills



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2. National level results of the need analysis

The objective of the need analysis was to evaluate the current situation regarding the entrepreneurial mind-set in the Albanian universities. Study courses and programmes, extracurricular activities, educational policies, academic research and the role of the stakeholders in the region were measured to define the state of the art. The methodology used relied on literature review about entrepreneurship and University legal frame and on the design, delivery and analysis of three questionnaire template versions (respectively: pre-university teachers and academic staff, students and business representatives) that were translated in Albanian.

An electronic survey was conducted with three different stakeholder groups during March and April 2021. The survey gathered data on pre-university teachers and academic staff, students and business representatives' perceptions on entrepreneurship, entrepreneurial skills current challenges and needs in entrepreneurial education, etc. In total, responses were collected from 906 students, 530 teachers and researchers, and 289 business representatives. The analysis of the questionnaires outlines main tendencies, challenges, problems and expectations of the three target groups and the latter are detailed in the form of final suggestions for further improvements related to the inner university policies and mind-set, as well as to the outer university market stakeholders and educational institutions.

Table 2.1 Number of respondents

	Students	Teachers	Business
Sports University of Tirana	169	114	11
Aleksandër Moisiu University of Durrës	65	40	26
University Aleksander Xhuvani Elbasan	229	67	54
University Eqrem Çabej Gjirokaster	130	121	89
University Fan S. Noli Korce	154	59	10
University Luigj Gurakuqi Shkoder	98	44	38
University College Pavaresia Vlore	30	17	14
University Ismail Qemali Vlore	31	18	42
Other		50	
TOTAL	906	530	289

2.1. Teachers and researchers

In total, 530 teachers and researchers responded to the electronic survey. More than three-quarters (78.0%) of the respondents were females and less than one-quarter (21.7%) males. Approximately half of the respondents (51.8%) are pre-university teachers and one-quarter (28.0%) university teachers.

Figure 2.2. Position of the respondents, $n = 529$

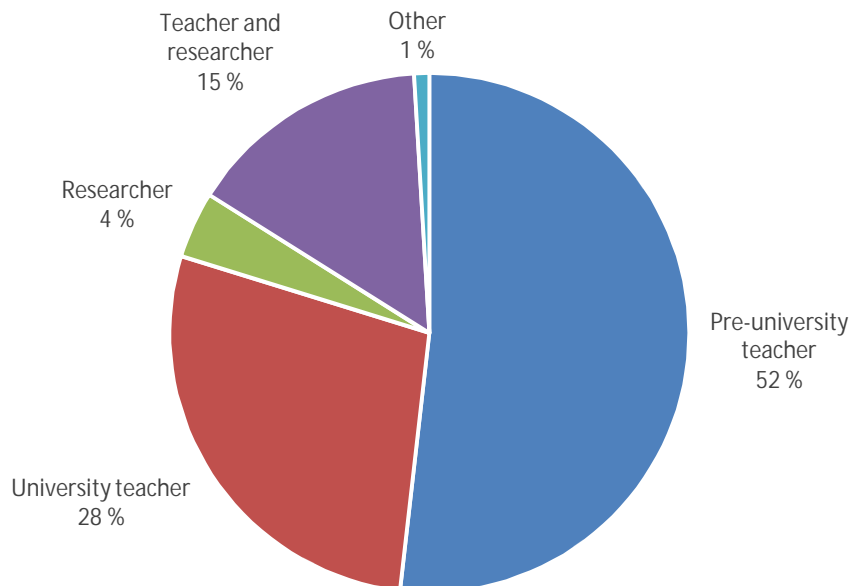
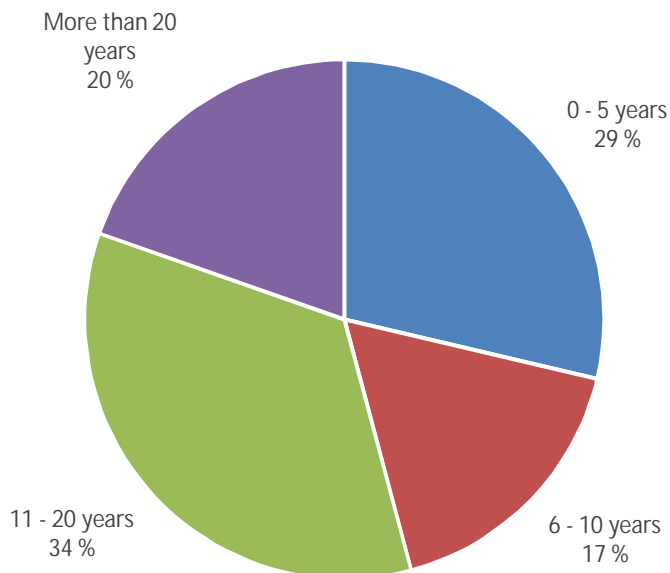
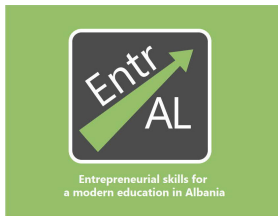


Figure 2.3. Teaching/research experience, $n = 530$





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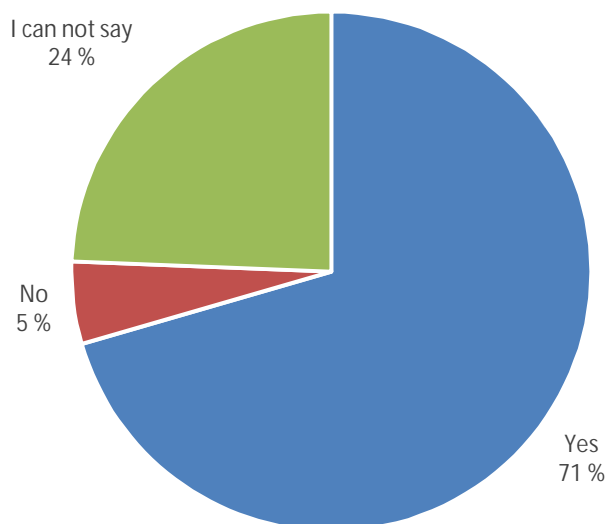
The teachers and researchers' responses indicate that they generally think the university supports entrepreneurship education and related activities. When teachers and researchers evaluated on a scale of one to ten (1 = totally disagree ... 10 = totally agree) how well and strongly their university supports entrepreneurship education and activities, average of their assessments was 7.6. Majority of the teachers and researchers evaluate themselves quite entrepreneurial. They believe that they are able to see entrepreneurial opportunities (7.9) and evaluate (8.0) different options. Many of the students also see themselves quite skilful in seizing opportunities and developing initiatives (7.9).

The study shows that teachers and researchers focus their definitions of entrepreneurship in terms of creativity, opportunity recognition, initiative, innovation and value creation but mostly on business organization. On one hand, the answers to the questionnaire show that entrepreneurship education is implemented in various ways, such as Teaching Methods on Entrepreneurship, Collaboration with Entrepreneurs, Student Initiatives, Entrepreneurship Research Initiatives, Vocational Entrepreneurship Courses, etc.

On the other hand, the results also show that a considerable number of the respondents do not seem to be aware of entrepreneurial activities taking place within the institutions.

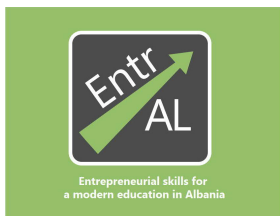
The survey presents a great interest of teachers interested in developing the teaching using entrepreneurial methodologies (8.6), but there is also an absence of teachers' involvement in students' entrepreneurial activities. Teachers' overall evaluation (6.4) indicates that there is space for improvement on entrepreneurial mind-set/skills of their students. In addition, more than two-thirds (70.5%) of the teachers and researchers think that they are able to support their students in their career path.

Figure 2.4. I am able to support your students with their career path, $n = 529$



The initial needs identified are related to the development of a more ambitious entrepreneurship strategy, followed by a University-level action plan. Policy and strategy design would avoid problems related to organization, resources, cooperation, and infrastructure.

Teachers and academic staff face different challenges in terms of entrepreneurship, which are the lack of support, lack of technology equipment and infrastructure and a large number of students in classes that can make difficult the process of entrepreneurial knowledge transfer. There is a lack of research collaboration with businesses to find new ideas and undertake practical initiatives. Teachers will also need to engage in contemporary entrepreneurship-related training to reduce the gap in personal entrepreneurship experience.



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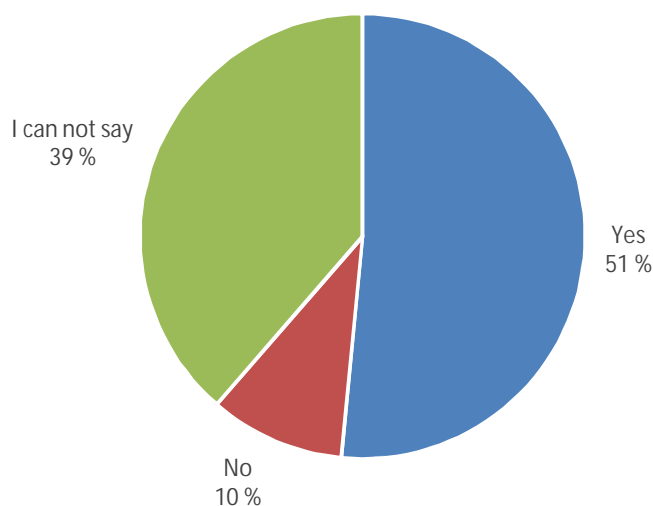


2.2. Students

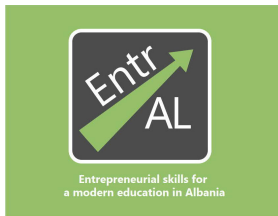
In total, 906 students enrolled at Albanian universities at different levels of studies responded to the electronic survey. Well over half of the respondents (61.3%) are Bachelor students and the rest (38.4%) Master level students. Only three PhD students participated in the survey. Two-thirds (66.7%) of the respondents were females and one-third (33.2%) males.

The students' responses highlight that they generally think the university supports entrepreneurship education and related activities. When students evaluated on a scale of one to ten (1 = totally disagree ... 10 = totally agree) how well and strongly their university supports entrepreneurship education and activities, the average of the students' assessments was 7.6. Most of the students have a positive attitude towards entrepreneurship and a desire to create and develop an entrepreneurial initiative after completing their studies at the university. The minority of them has entrepreneurial experience and low involvement in entrepreneurial activities during their studies. As-a-matter-of-fact, approximately one-fifth (21.9%) of the respondents is involved in any entrepreneurial activities now. In addition, though vast majority of the respondents (78.8%) would like to be in contact with entrepreneurs during their studies, less (37.8%) had already done so.

Figure 2.5 Are you considering starting your own business after graduation? (n = 906)



Entrepreneurship motivation is not based on innovation for the majority of the Albanian students and it remains necessity-driven. Family business and family resources seem to play an important role, which is a consequence of the Albanian cultural context. The main challenge emerging from the analysis concerns the lack of knowledge on the concept of entrepreneurship and unrealistic self-evaluation of the students. Majority of the students consider themselves quite entrepreneurial. They believe that they are able to see entrepreneurial opportunities (7.6) and evaluate (8.0) different options. Many of the students also see themselves quite skilful in seizing opportunities and developing initiatives (8.1). Their responses are confused due to limited knowledge. The students lack knowledge on how the economy works and is influenced by the economic policies of the central and local government. Access to financial resources is the main factor that limits the entrepreneurial activity of students. Moreover, there is an information asymmetry in terms of where to find resources to start an entrepreneurial project. Few students are aware of the financial support given by banks, investors or other financial institutions. The students consider teachers / lecturers to be relatively skilled in entrepreneurial activities and think that teachers / lecturers can do more to help them in entrepreneurial activities.



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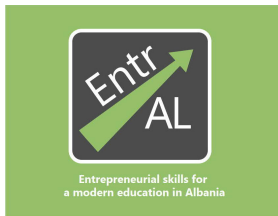


Somewhat over half (55.4%) of the respondents feel that their teachers are able to help them if they have a business idea they wish to develop. One-tenth (9.6%) think that their teachers are not able to help them with their business ideas. Teachers should provide their support as well as encourage and help with initiatives and ideas on how they can start a successful business based on their professionalism and knowledge. Students need to see teachers in university auditoriums who are capable and use contemporary teaching and know how to direct, motivate, advice and to expand knowledge to apply current practices showing the way to success in any entrepreneurial initiative. A more ambitious approach, increased motivation, creative thought, greater involvement in entrepreneurial activities with evident results are needed. Meanwhile entrepreneurship courses should be offered to the students of all disciplines. At the time of conducting the survey, only about one-fifth (21.8%) of respondents were involved in any entrepreneurial activities.

2.3. Representatives of businesses

Table 2.6 Business representatives by Standard Industrial Classification, n = 289

Industry	Number of responses
Other services	72
Wholesale and retail trade, transportation and storage, accommodation and food service activities	50
Public administration, defence, education, human health and social work activities	37
Professional, scientific, technical, administration and support service activities	26
Information and communication	22
Construction	19
Manufacturing, mining and quarrying and other industries	19
Agriculture, forestry and fishing	18
Financial and insurance activities	16
Real estate activities	7
Data not available	3
Total	289



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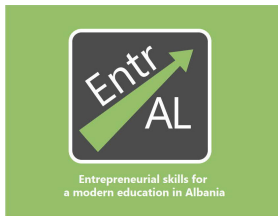


Businesses consider that there is a lack of collaboration with universities. More than half (58.5%) of the company representatives responded that their company is not collaborating the university. However, approximately one-third (31.1%) of the respondents have at least some collaboration with universities.

The most frequent collaboration between business-university is done through internships of Bachelor and Master Programs. These internships are a good way for students to apply their knowledge and at the same time the first approach with the labour market. However, businesses often do not reach out to universities due to their preconception that universities lack the capacity to support the business sector. Many businesses say they have never cooperated with the University and the majority would welcome such initiative. They highlight the lack of information as the main problem and would like to benefit from collaboration mainly in services, such as the use of technology for business purposes, theoretical and practical training of staff, references for new recruitment consulting, financial decision-making assistance, training regarding fiscal policies, etc.

There is a lack of request for cooperation between the universities and companies, and a common development policy. Companies need more workers with a wide range of technical abilities and skills.

There is a mismatch between skills acquired by the students during their studies at the universities and the need of the businesses. The stakeholders such as universities (students and academic staff) and businesses have to be involved in joint research processes with mutual benefits, providing different training courses to help businesses. When company representatives evaluated on a scale of one to ten (1 = totally disagree ... 10 = totally agree) how well university students can identify business opportunities, the average of their assessments was 6.8. Business representatives' evaluation of university students' capability to understand and evaluate different business options was 6.7 (average). The respondents



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gave lowest average evaluation, 6.4, to university students' ability to seize opportunities and make initiatives.

To sum up, the universities should coordinate their collaboration with industry and government and in that way enhance the elaboration of the Triple Helix Model and the entrepreneurial university. Firstly, entrepreneurship awareness in universities should be increased. This requires developing entrepreneurial competencies for teachers and for students and, by creating collaboration and even co-creative projects between teachers and academic staff and students. Secondly, there is a need for new teaching methodologies and entrepreneurial learning strategies. Teachers should not see them only as educators but also as mentors, who motivate students towards their entrepreneurial projects. Attention should focus on digital skills that are required by businesses. Entrepreneurial expertise should enable students to start their own ventures and is also useful within companies when an employee brings intrapreneurial competence and perspective.

3. University level results of the need analysis

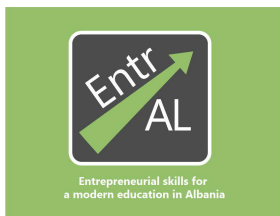
3.1. Aleksandër Moisiu University Durrës

Alketa Dumani, Kseanela Sotirofski, Olta Nexhipi, Olliana Sula and Besiana Elezi

3.1.1. Executive Summary

This research is based on the data gathered from the questionnaires distributed to three main target groups, which are 43 teachers and academic staff, 63 students and 25 businesses from the city of Durrës. In terms of gender of the target group, teachers, researchers and students, the majority of respondents are female. Majority of the students are from Master's level.

The study showed that teachers and researchers focus their definition of entrepreneurship in terms of creativity, opportunity recognition, initiative, innovation and value creation but mostly focused in business organization. Most of the students define entrepreneurship as creating a new business and taking initiative. Even if there is a good understanding on entrepreneurship, a considerable portion of students still cannot give a clear definition. Teachers and researchers consider that they are interested in integrating entrepreneurial methods in their teaching and they rely on their competencies to deliver knowledge in an entrepreneurial way to students, but as shown by the survey, there is absence of the involvement of teachers in students' entrepreneurial activities. Students cannot also tell the entrepreneurial performance of teachers and academic staff. On the other hand, students have a positive attitude towards entrepreneurship but the minority of them have had entrepreneurial experience and low involvement in entrepreneurial activities during their studies. Family business and family resources still play an important role, which is a consequence of the Albanian cultural context.



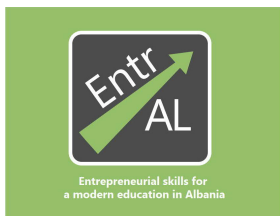
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Businesses consider that there is a lack of collaboration between universities and businesses. There is a mismatch between the degrees the universities offer, the skills acquired by the students and the requirements from the businesses.

Teachers and academic staff face different challenges in terms of entrepreneurship, which are the lack of support, lack of technology equipment and infrastructure and a large number of students in classes, which can make difficult the process of entrepreneurial knowledge transfer. Anyway, teachers and academic staff perceive that there is a willingness of support from their institutions. Access to financial resources is the main factor that limits the entrepreneurial activity of students. Moreover, there is an information asymmetry in terms of where to find resources to start an entrepreneurial project. Few students have knowledge on the financial support given by banks, investors or other financial institutions. Entrepreneurship motivation is not based on innovation for the majority of the Albanian students and it remains necessity-driven.

In general, there is need for a better coordination of the collaboration between universities, industry and government, which can enhance the elaboration of the Triple Helix Model and the entrepreneurial university. Firstly, there is need on raising awareness about entrepreneurship in universities. Entrepreneurial competencies need to be developed for teachers and students, collaboration and even co-creative projects can be developed between teachers and academic staff and students. New teaching methodologies and entrepreneurial learning strategies are required. Teachers should not be only limited to the role of teacher but they should mentor and motivate students for their entrepreneurial projects. An important attention should be paid to skills that are required by businesses where digital component is already becoming important together with research skills and evaluation skills. Entrepreneurial skills should enable students to start their ventures and they are useful even for business from a perspective of intrapreneurship.



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3.1.2. Introduction

Established in 2006, Aleksandër Moisiu University Durrës (UAMD) is the fastest growing public university in the country with approximately 20.000 students in the three study cycles and six main units: Faculty of Business, Faculty of Education, Faculty of Information Technology, Faculty of Political Judicial Sciences, Faculty of Professional Studies, and Faculty of Integrated Studies with Practice (FASTIP).

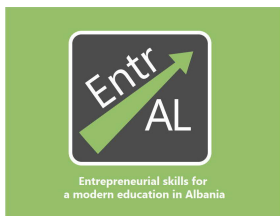
UAMD is a student-centred institution, which introduced new methods to foster and develop critical and analytical thinking as well as a sense of responsibility and social commitment. UAMD is the first public higher education institution that applied the Integrated Students Management System (ISMS), which provides the best technical infrastructure for reorganizing and sharing information with students and academic staff. Degrees are offered in two languages (Albanian and English) and the evaluation system is based on the European Credits Transfer System (ECTS) and the American Credit System (USCs).

Its' Students and Alumni Counselling office offers a variety of internships, employment and training opportunities. This office avails of contacts with several companies primarily in the Information Communication Technology (ICT) and accounting sectors.

The university aims to continuously achieve the highest national and international academic standards as well as support the educational aspirations and achievements of anyone who wants to benefit from higher education. The UAMD is widely known for its teaching quality and the effectiveness of its scientific research, placing it among Albania's most important scientific institutions, where students and academic staff are an active part of the community.

The university has a recent yet successful history as an internationally oriented academic institution. It has demonstrated that it can act quickly and flexibly toward the international dimension of higher education.

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UAMD is the first university in Albania leading two Erasmus+ projects in the quality of the leader and several ones in the quality of the partner.

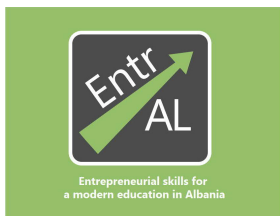
The projects implemented along the collaboration agreements with noted western universities, have paved the way toward research and innovation in UAMD, starting from modern infrastructure (labs and facilities) to student and staff exchange, joints programmes of studies and dual degrees.

UAMD's external institutional evaluation was conducted by UK-based experts selected by the British Accreditation Agency (BAC) and Albanian experts of the Public Accreditation Agency of Higher Education (PAAHE) who, at the end of the process, considered that UAMD offers among the best programmes in Albania. Despite institutional accreditation, UAMD is undergoing the process of programmes' accreditation.

UAMD avails of 104 cooperation agreements of which 55 of them are signed with foreign Higher Education Institutions such as: University of "La Sapienza" Italy; University of California, USA; UK; Kodolanyi Janos University of Budapest, Hungary; Riga Maritime Academy, Latvia; University of Valencia, Spain; Danubius University of Galati, Romania; University of Cracow, Poland; Bielefeld University of Applied Sciences, Germany, etc.

UAMD is located in the city of Durres, which is the second city in Albania regarding not only the size but also the economical level. Durres is a seaport city and commercial centre in which operates many companies. UAMD graduates cover some of the market needs and its staff is now involved in such processes, bringing this through the implementation of new teaching and research programmes. The public services sector has a huge influence on the lifestyle of the region. In some institutions such as Municipality, Court, Department of Public Health, Regional Hospital, postal service, water supply, social security, etc., thousands of UAMD graduates have been employed. UAMD does not only cover the needs of Durres market but also other cities. A big number of students come also from cities like Tirana, Dibra, or Berat.

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Here are the six faculties at UAMD:

- Faculty of Education
- Faculty of Integrated Studies with Practice
- Faculty of Information Technology
- Faculty of Professional Studies
- Faculty of Political and Juridical Sciences
- Faculty of Business- plays an important role in offering HR to the market.

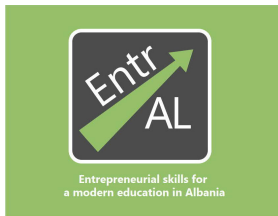
These faculties offer to the market specialists in the fields of finance, banking, accounting, Business Administration, marketing, economics, and tourism. Albania is a country that has a high potential in the tourism sector, this is why UAMD students are employed in all Albanian cities offering their knowledge. Many students from the faculty of business run their own businesses and offer their entrepreneurial knowledge and products to markets. In addition, they are a source of employment for other businesses.

Aleksandër Moisiu University aims to have an important role in the development of the region through interaction with the community in the fields of research and education.

Improving and developing study programmes that support regional development:

- Orienting the scientific research and work forward a model of problem solving of local economy and community
- Developing third mission activities focused on
 - o Transfer technologies and innovation
 - o Continuous education
 - o Social engagement

The Law Clinic: The Law Clinic at the Faculty of Political and Juridical Sciences was established in December 2017 and employs lawyers with long professional experience. The clinic offers free services for people who do not have the opportunity to have legal advice.



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In order to resolve issues with the widest possible public impact selected lawyers are trained in consumer rights, health and environment issues.

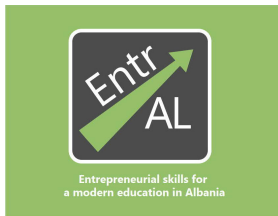
The Law Clinic "UAMD" was established as part of the network of Law Clinics of the Foundation "Open Society for Albania" and is funded by Lëviz Albania.

The Lifelong Learning Centre (LLL Centre): The Centre offers courses of the second cycle study programmes throughout teaching plans, curricula, qualification courses and accredited training modules; it enables professional training for individuals, institutions or organisations interested in this field. The LLL Centre has been providing "Continuing Education" Master of Science programme for about two years. The trainings for teachers belong to pre-university system and are based on the modules developed by the academic staff of the Faculty of Education on educational policies and legislation, social education through schools as community centres, contemporary teaching models, assessment of competences of teachers and pupils, identification, prevention and intervention in problematic behaviour of teenagers, code of ethics, human rights and the role of the school, communication with pupils, etc.

In addition to this centre, UAMD and the Faculty of Education with all its study programmes as well as the impetuous projects and various activities that it provides, including various courses, offers all the capabilities of lifelong learning.

The academic staff of LLLC attaches importance to scientific research, raising the name of UAMD through active participation in Scientific Conferences (national and international), publications in scientific journals (with and without impact factor), and crowning its efforts in Titles and Scientific Degrees.

In the attention of LLLC, members are doing responsible work in terms of caring for the students and creating opportunities for them to receive the right information and create opportunities to express their talents, ideas and free speech.



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There are efforts focusing on the entrepreneurship education of teachers and students like projects in the field of entrepreneurial development and education.

In the framework of CBHE Erasmus+ Programme, UAMD is a partner institution in the following projects related to Entrepreneurship:

- TTO4FOOD – Economic enhancement of knowledge in the food sector strengthening the technical transfer offices in Albanian universities;
- ENGINE – Engineering curricula modernization in renewable energy in Albanian universities;
- KALCEA – Knowledge triangle for a low carbon economy;
- ALMARS - Capacity building for blue growing and development of marine fishing curriculum in Albania;
- TEAVET – Developing teacher competences by a comprehensive VET system in Albania;
- U3M-AL – Developing third mission of universities in Albania.

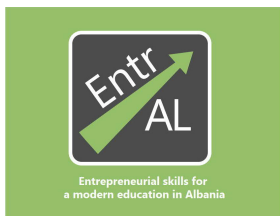
Under Interreg IPA Programme, UAMD is a partner institution in the following projects:

- HISTEK – High specialized technicians in Kets.

The project HISTEK aims to create a new cross border cluster in the field of Education, in order to promote an innovative network able to implement effective synergies between educational institutions and enterprises, and train young people on Key Enabling Technologies.

- MISTRAL – Mediterranean Innovation Strategy for transnational activity of clusters and networks.

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The UAMD Career Office evaluates every year the employment rate of students graduated gathering information in order to evaluate the effectiveness of study programmes. This information allows undertaking review processes of study programmes with improvements on practice hours, laboratory hours, course projects, new literature, expertise of lecturer, etc.

3.1.3. Institutional and regional perspectives to entrepreneurship

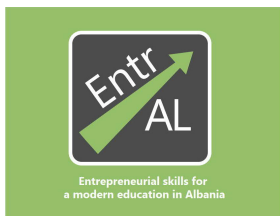
The development of entrepreneurship and entrepreneurial capabilities for European citizens has been on the key policy priorities for EU member states.

Since 2006, European Commission has identified the sense of entrepreneurship as key competence for knowledge-based economy (European Reference Framework on Key Competencies for Lifelong Learning, 2006). Entrepreneurship action plan 2020 and New Skills Agenda for Europe put on the spotlight entrepreneurial education and entrepreneurial learning. Fostering youth entrepreneurship is one of the objectives of the Europe 2020 strategy and its Youth on the Move flagship initiative. European Commission has been a catalyst in making entrepreneurship education a basic feature of educational systems. On the other hand, supporting structures for entrepreneurial education such as incubators and Entrepreneurship Labs motivate the creation and development of entrepreneurial ideas and enhance the strengthening of entrepreneurial ecosystems.

In the Strategic Plan of the University, research and innovation are among the main development goals. The university offers a limited number of entrepreneurship courses at the Faculty of Business, at the Faculty of Integrated Study with Practice and at the Faculty of Information Technology. UAMD is a multidisciplinary institution giving opportunity to different professionals in different fields.

In April 2021, Faculty of Business is conducting a co-teaching course on entrepreneurship with the Bielefeld University of Applied Sciences (Germany). This course aims to help students to understand how entrepreneurship differs in different cultures and how they can be part of it.

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The course is a virtual multinational course, which aims to foster knowledge and skills in entrepreneurship. Both faculties have planned to continue this initiative also in the coming years. During the academic year, all faculties of UAMD design an open lecture agenda, which emphasizes all planned meetings with specialists from different fields. Open lectures in UAMD are a common form of interaction between students and specialists from the working environment.

During these meetings, students have the possibility to learn from the guest lecturers how to be more professional and better prepared for the challenges they can face in the market. During these meetings, they also have the chance to be part of a question-answer session that helps them to get the information they are interested.

UAMD helps students to apply their knowledge; this is done through agreements with private companies and state institutions. Through these agreements, students have the chance to practice their knowledge and in many cases after the practice period, they may be employed. Collaboration with entrepreneurs is becoming more and more important.

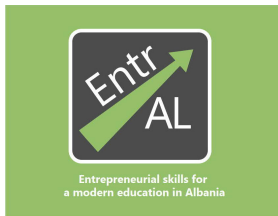
Entrepreneurship is among national strategic priorities in Albania. In the Youth National Plan (2015-2020)³ Youth entrepreneurship and the participation of youth in Triple Helix Models is among the key priorities in the objective 5 focusing on youth employment at the National Strategy on Business and Investments (2013-2020)⁴ has among top priorities the development of entrepreneurship ecosystem in Albania.

Aleksandër Moisiu University and FH Bielefeld, Germany have already signed, determined and agreed on the terms of the Memorandum of Understanding, with special focus on

³ https://www.un.org.al/sites/default/files/plani%20kombetar%20i%20veprimit%20per%20rinine%202015-2020_Shqip.pdf

⁴

<https://administrata.al/Documents/strategjia%20doc/5.Strategjia%20e%20zhvillimit%20t%C3%AB%20Biznesit%20dhe%20Investimeve%202014%20-%202020.pdf>



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entrepreneurship, envisaging staff and student exchange, visiting academic and research staff and research collaboration.

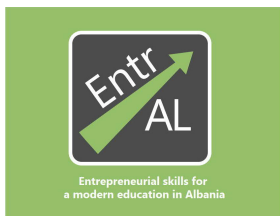
On October 30, 2019, representatives from the Bielefeld University of Applied Sciences in Germany (FH Bielefeld), from UAMD and from the “EU for Innovation” project participated in the workshop on the Memorandum of Understanding content, topics of cooperation with focus on entrepreneurship and all related technicalities. The workshop was followed by an open lecture by Prof. Dr. Uwe Rössler in the frameworks “Entrepreneurship and Innovation” inspirational talks.

Thus, the main aim of the workshop was to share experience and expectations and identify needs and priorities of common interest aiming at the operationalization of the MOU into an action plan for future implementation, to be both mutually beneficial and possible for the parties.

This workshop was organized in the framework of the “EU for Innovation” project supported by the European Union and implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and the Swedish Embassy in Tirana.

The “EU for Innovation” project is “to improve the innovative eco-system and boost start-ups creation in Albania”. The project stands on three pillars / Result Areas [RA]; RA 1 & 2, both implemented by GIZ work towards “Strengthening capacity for innovation among the innovation ecosystem actors” and “Building linkages within the Albanian innovation ecosystem and internationally”, respectively; while Result Area 3, implemented by SIDA, is about funding innovative start-ups and innovation support providers through the “challenge fund”. The project will be working with three different stakeholder groups; 1. Start-ups, 2. ISOs [Innovation Support Organizations] including Universities /Higher education Institutions; and 3. Policy makers.

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Regarding this particular workshop, from the “EU for Innovation” project perspective it was considered of paramount importance that the cooperation embraces and strongly supports the introduction/ improvement of the entrepreneurship education, entrepreneurship education formats such as ToTs, new courses, seminars, curricula development etc., aiming toward an entrepreneurial university.

In April 2021, Faculty of Business is conducting a co-teaching course on entrepreneurship with the Bielefeld University of Applied Sciences (Germany). This course aims to help students to understand how entrepreneurship differs in different cultures and how they can be part of it. The course is a virtual multinational course, which aims to foster knowledge and skills in entrepreneurship. Both faculties have planned to continue this initiative also in the coming years.

Aleksandër Moisiu University aims to be characterized more and more as a quality and innovative academic centre, as a new and dynamic reality by offering a serious alternative in the panorama of Higher Education.

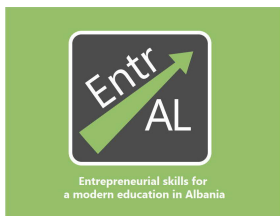
Its integration into socio-economic processes guarantees a significant impetus to the various components of society, in its well-being and awareness. The new frontiers of economic development are increasingly based on knowledge.

Therefore, the University aims to be a decisive factor in the "knowledge economy", through the formation of young professionals, ready to face the challenges of the labour market and at the same time to seize the opportunities that the world and international markets offer.

The Strategic Plan aims at a strong and clear identity, through the strengthening of all these points, making the Aleksandër Moisiu University, competent, competitive in the country and designed towards the international space of Higher Education.

UAMD, has the mission to carry out its educational and scientific mandate satisfactorily and in step with the times, to promote Higher Education by exchanging knowledge and generating

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new and modern ideas, to promote and support innovative research projects that encourage and strengthen the link between the labour market and the university, guarantee equal opportunities for academic staff in the benefits of funding for research.

In the years 2020-2025, UAMD will have an improved model of guaranteeing the quality of teaching. The current model will be completed and combined with more complete methodologies such as peer-to-peer, focus group, frequent surveys, etc. The study programs offered are contemporary, in accordance with the needs of the labour market, the territory, society and the student, as the definition of priority areas of study are identified in the interest of regional and national development. In terms of regional interest, UAMD aims to train specialists in the tourism, maritime, management and financial services sectors.

Effective use of existing agreements on student internships and reaching new agreements aimed at establishing real links with the labour market for their potential employment as well as establishing an effective and direct career and Alumni liaison mechanism with various departments of the university. The focus will also be on market research to improve study programs or curricula. Nowadays, in addition to teaching and research, career development is an important pillar of universities.

Successful transition of students from university life to post-graduation journeys is based on a clear understanding of the career development process, competitive credentials and mastery of contemporary strategies for identifying career opportunities that reflect the interests, skills and aspirations of is a strategic objective of Aleksandër Moisiu University.

The Institution is also committed to helping students make the best connection between their academic experience and the career paths they will pursue. An important role is played by the Career Centre, which increasingly aims to provide a quality service through counselling, orientation and seminars to help students clarify academic and career goals, create career plans, develop research skills and make a successful transition from university to the job market. In addition, an important moment is building relationships with students, Alumni,

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employers and institutions to facilitate student internships, employment and career opportunities.

3.1.4. Main challenges and needs at institutional level to promote entrepreneurialism

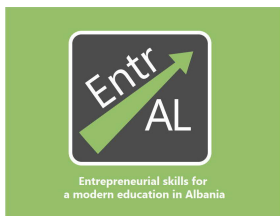
Teachers and researchers

The surveys were distributed to high school teachers and academic staff of our university (Faculty of Education and Business Faculty). In total, 43 responses were collected from participants of different profiles: 40.5% from social sciences profile, 23.8% from natural sciences, 21.4% from humanities, 11.9% from other sciences and 2.4% from engineering and technology.

The respondents are 60.5% teachers of pre-university education, 18.6% university teachers, 14% teachers and researchers and 7% researchers. From all responses, 76.7% are female and 20.9% male. Regarding their work experience in teaching activities, 4.7% has no more than 5 years, 7% from 5 to 10 years, 46.5% from 10 to 20 years and 41.9% more than 20 years. This result shows a good distribution of teachers of different categories at the qualification levels.

Teacher and researchers have a good understanding of the entrepreneurship concept. The majority of the respondents define it as an initiative to start a new business, the ability of an individual to undertake the creation of a profitable activity, or the ability to create and construct a vision from scratch. Some other definitions given by the respondents were related to the implementation of opportunities, good management, risk-taking for the purpose of innovation, the process of creating value by combining resources to take advantage of opportunities, leadership responsibilities, etc. This reflects an awareness of the entrepreneurship concept which is it is compatible with definition of entrepreneurship as a theoretical construct in the respective literature in the entrepreneurship field.

The results of the survey show that the majority teachers and researchers consider that the university supports entrepreneurial activities and education, but need support to be more



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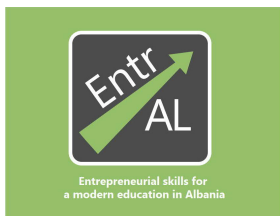
entrepreneurial in their teaching / research, in terms of training, human and financial support, interactive activities outside of school or a more up-to-date research lab. University supports entrepreneurial initiative of teachers and research but further effort should be made, this can be a consequence of the lack of entrepreneurial university models and the absence in national strategies of clear priorities on the entrepreneurial universities.

At an individual level the majority of teachers and academic staff consider themselves to be entrepreneurial in teaching and research at 'seizing opportunities and making initiatives or even 'understanding opportunities and evaluating different options' and show an interest in developing teaching using entrepreneurial methodologies (72% of them are strongly interested).

Moreover, in terms of self-assess 74.4% of teachers believe in their ability to support students in entrepreneurial activities. Most of them answered that they can offer their support by advising them for the future steps toward creating an enterprise and helping them to connect with local institutions and businesses for internships and gaining experience.

Regarding the knowledge about the entrepreneurial activities happening at the university, the distributions of answers is as follows: entrepreneurial methodology in first level (51%), followed by the collaboration with entrepreneurs (e.g. guest lecturers) invited in classrooms (35%) and initiatives of students (30%). This is an interesting insight because, teachers and research do not have knowledge about the activities of their students but rather they have knowledge about activities involving other stakeholders. This finding brings up a reflection on how a better collaboration with students can be built, because if at one hand teachers are researchers are aware on their ability to support students this support should be transferred on students' entrepreneurial activities.

Regarding the challenges they encountered while teaching, responses show that they encounter several needs regarding the teaching system in the regional context.



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Main challenges and problems:

- *Lack of knowledge about the concept of entrepreneurship;*
- *Large number of students in classrooms;*
- *Lack of technology, equipment and infrastructure;*
- *Lack of laboratories to develop practices*

Needs:

- *Training on entrepreneurial education and competences*
- *New methodologies that support entrepreneurial initiatives of students*

Students

The online questionnaire was distributed randomly to 65 students. Addresses were selected on the UAMD electronic management system. In total, 65 students responded to the questionnaire, 66.2% of them were Master students, 33.8% were Bachelor students and 83.1% were female and 16.9% were male.

The group of questions of the questionnaire has been designed to gather information about the actual knowledge of students related to the entrepreneurship concept by asking directly the meaning of the definition.

Most of the respondents define entrepreneurship as an initiative or an activity undertaken with certain responsibilities and challenges. Others define it as the process of creating value by combining resources to discover and exploit opportunities or as a process where each of us sets a goal or purpose and works hard to achieve it. These definitions are compatible with the definitions in the literature and as well, they are compatible with definitions given by teachers.

The majority of the students (41.5%) strongly agree that the university supports their entrepreneurial initiative. Regarding the ability of teachers to help and support them in doing business, 41.5% of students think positively, but 46.2 % cannot be able to

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evaluate, and some of them (12.3%) think they are not able to teach entrepreneurial skills. A large part of students is not able to evaluate the ability of teachers to support their entrepreneurial activity, this is an important finding that makes us address an issue that was present even in the teachers and researcher sample, and there is an absence of connection teacher student in terms of entrepreneurship and which needs to be improved. This might be a result of lack of entrepreneurial approach in teaching and learning. The students rated the entrepreneurial profile of teaching academic staff. For 16.9% of them the rating is the maximum. For 24.6% the rating is 9, and for 13.8% and 15.4% the rating is respectively 8 and 7.

The students were asked to rate how the teacher shows this ability, 63% of students do not answer, and the others appreciate them for giving ideas, information, some of the teachers share their own experience toward entrepreneurship, some of them give advice or help them as a PR.

The students do not think positively regarding the entrepreneurial skills of their teachers, because they think the teachers are indifferent or not cooperative. This is similar to the same issue identified in the previous paragraph and in the teachers' sample.

Regarding the question on how much you consider themselves an entrepreneurial person, 49.2% of students strongly believe to be, seeing opportunities. The others evaluations go down exponentially till to strongly disagree with the definition.

The evaluation of themselves as entrepreneurs understanding opportunities and evaluating different options was as follows 23.1% of students strongly agree answer and other levels of 9 points and 8 points by 33.8% and 26.2% of total number.

The self-evaluation based on seizing opportunities and developing initiatives was as follows, 32.3% strongly agree, then continuing with the rate 9 and 8, 23.1% and 24.6% of students agree respectively. Students were asked to consider entrepreneurial skills to consider starting

a new business after graduation. 52.3% of respondents have a positive attitude to start a new business but 10.8% of them do not think to start one. The preferences of the rest of the students are undefined. In general, students show a positive attitude towards entrepreneurship even if 76.9% of respondents are not involved in entrepreneurial activities; only 23.1% are involved in entrepreneurial activities. Their main activities are focused in the service sector and family business is present as well this can be explained by the fact that families play a strong role in Albanian society.

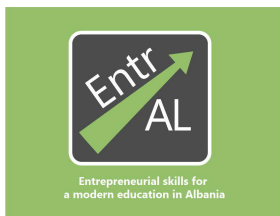
The students that showed a positive attitude towards entrepreneurship expressed their different opinions where they can get support.

44.6% of them do not have an answer, which shows that it is an informational asymmetry that needs to be addressed by the University. Only 11.3% consider the family support. 2.6% see the bank or 2.6% a company, or 1.3% the investment option. 12.4% consider their own resources as the way to start a business. 3.9% expect the state to support them. The asymmetry of information is still present.

The percentage of students that know that they can have support for banks or investment funds is very little, information sources in terms of entrepreneurial support might be not very present and there is need to analyse in the future what kind of information is provided by the university and teachers and researchers.

The students that did not show a positive attitude do not think to start their own new business because of insufficient funds or the risk of loss. Others are afraid to take initiative because they want to gain experience by being employed somewhere else.

Regarding the question what might motivate them to become an entrepreneur, 44.6% of respondents consider the initiative of doing business related to self-realization, then 43.1% want to be independent, 36.9% are motivated by the financial success, 21.5% think of



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innovation, and 6.2% try to have a role in the society. Innovation is at a very percentage that might be explained by the fact that in Albania entrepreneurship remains necessity-driven.

The business environment entrepreneurship in a regional context. 76.9% of respondents are not involved in entrepreneurial activities; only 23.1% are involved in entrepreneurial activities. This group tells different types of activities like online shops and services, education institutions, supermarkets, money transfer agencies, charity, family business.

The students gave their opinions regarding the entrepreneurial profile of teaching academic staff. For 16.9% of them the rating is the maximum. For 24.6% the rating is 9, and for 13.8% and 15.4% the rating is respectively 8 and 7.

Regarding the ability of teachers to help and support them in doing business, 41.5% of students think positively, but 46.2 % cannot be able to evaluate, and some of them (12.3%) think they are not able to teach entrepreneurial skills.

The students were asked to rate how the teacher shows this ability, 63% of students do not answer, and the others appreciate them for giving ideas, information, some of the teachers share their own experience toward entrepreneurship, some of them give advice or help them as a PR.

The students who do not think positively regarding the entrepreneurial skills of their teachers, because they think the teachers are indifferent or not cooperative with them. The students gave information concerning their entrepreneurial experiences during their studies. 60% of them have not been in contact with entrepreneurs during their studies, while 40% express themselves positively.

For the first group under this question, 78.5% like to be in contact with entrepreneurs during the studies, and 15.4% are not able to say anything. Some other students (6.2%) do not like to take such initiatives. There is an absence of contact with entrepreneurs, which may be a

result on how courses integrate the collaboration with entrepreneurs and business and what the university can do to improve it.

Main challenges and problems:

- *Lack of knowledge about "entrepreneurship" concept, but students were aware about entrepreneurial opportunities*
- *Despite the desire to create and develop an entrepreneurial initiative after completing their studies at the university, their resources are limited*
- *10.8% of students do not think of starting their own business after graduation mainly due to lack of funds or risk of loss. The students are not risk-takers and they lack initiative*
- *Low involvement in entrepreneurial activities during their studies may result in difficulties in adapting to the labour market*
- *Students believe in teachers' abilities in entrepreneurial competencies, but they don't have a perception about their entrepreneurial performance.*
- *Lack of contact with entrepreneurs during their studies at university, but they show willingness to build networks with entrepreneurs hoping that this will help them for the future and will facilitate the process of adapting to the demands of the labour market.*

Needs:

- *Students need to get a clear concept on entrepreneurship;*
- *Their teachers should have the appropriate competencies to do this;*
- *Teachers should provide support and motivation for students' entrepreneurial initiatives and ideas;*
- *Students need capable and contemporary teachers who know how to direct, motivate, advice and how to expand knowledge on applying contemporary entrepreneurial practices.*

Businesses

This research was conducted in the framework of project "Entrepreneurial skills for a modern education in Albania" with the acronym EntrAL. The purpose of WP1 "Need analysis on entrepreneurial activities for teachers and students" and deliverable 1.1 "Market research and Data analysis" aims to evaluate the current situation on entrepreneurial mind-set. In order to have a current overview about entrepreneurship education needs, the analysis is based on both desk research (available material and existing best practices) and survey/interviews with university teachers, researchers, students, and company representatives to collect the primary data. An analysis of the data provided through online questionnaires addressed to the business sector has provided information to understand the current problems and needs. This questionnaire was composed of 10 questions. Overall 26 private and public companies that operate in Durrës region responded to the questionnaire. The collected data are analysed through a descriptive statistical analysis.

Businesses in wholesale and retail trade activities, transportation and storage, accommodation and food service represent 20%.

16% of the businesses are Manufacturing, mining and quarrying and other industries. 12% of them belong to Financial and insurance activities. 4% of them are professional, scientific, technical, administration and support services activities. Most of respondents, 48% of them operate in other service sectors.

Regarding the data collected through the questionnaire, 65.4% of surveyed companies do not cooperate with the university, and 30.8% of them cooperate with the university.

Only 3.8% of the companies have no answer about the relationship of business-university in terms of cooperation between them.

The most common reasons for business and universities cooperation are: 38% of them admit that the main reason for business-university cooperation is for students' employment.

Meanwhile 25% of the companies consider that students' internships are another effective way of cooperation between university and business actors. The other main reasons for cooperation are giving important information for their business activity (13%), open lessons (13%), proposals for development strategies (13%). There is an absence of the research and development perspective, which can be integrated in future projects.

The evaluation of the main reasons why business and universities have a low level of cooperation or do not cooperate with each other is another question that was asked to the companies. The statistical analysis showed that the most frequent reasons are lack of interest or information between parties (36%), and the lack of communication between the university and companies (21%).

The factors that hinder the cooperation between them and the university are:

- Lack of connection or interest by both parties for cooperation (12%)
- Type of activity or internal organization of the company (16%)
- Lack of state subsidy policies for full-time students' employment (16%)
- Lack of trust in the education system (11%)
- Lack of appropriate study programs (11%)
- Lack of information (11%)
- Lack of jobs (5%)

All these factors seem to be equally relevant excluding the lack of job, these addresses problems that are identified in both businesses and universities, this can be a consequence of an absence of the development of the Triple Helix Project.

The willingness of collaboration between companies and universities is distributed as it follows employment cooperation 22%, exchange of information (17%).

Other types of needed collaboration are:

- In the field of marketing and management;
- Involvement in joint projects;

- Students' internships;
- Open lectures;
- Electronic systems;
- Consulting.

Based on a Likert scale questions with a scale 1 to 10 (1=totally incompetent; 10= fully competent), the companies have evaluated the abilities of the students to see the possibilities. In the graph are illustrated the preferences that are distributed as it follows: 76.8% have a positive evaluation, respectively 11.5% of the companies have evaluated the students' abilities with 6, 15.4% with a score of 7, 19.2% have an evaluation of 8, 11.5% have an evaluation of 9 and only 19.2% of the companies do strongly agree that the students are able to see the possibilities in their environment.

The next question provides information about the students' ability to understand the opportunities and to evaluate different options offered to them. The companies have evaluated positively the ability of the students to understand the opportunities and to assess different options to choose the best alternative.

Based on a Likert scale ranging from 1 to 10 (1=totally incompetent; 10= fully competent), 57.6% of the responses had an evaluation from 7 to 10, meanwhile, 26.9% of the evaluations range between 5 and 6 and a small part of the companies' opinions (15.3%) are seen as sceptic to the abilities of the students to understand the environment opportunities.

Another evaluation given from the surveyed companies toward the students is related to their ability to take advantage of opportunities and take new initiatives. Based on a Likert scale ranging from 1 to 10 (1=totally incompetent; 10=fully competent), the companies have evaluated the abilities of the students to take advantage of opportunities and to take new initiatives.

73.2% of the responses have a positive evaluation of the students' abilities from 6 to 10. Meanwhile, 26.8% of their opinions range between 1 to 5 scales. In general, the students know how to benefit from opportunities and take new initiatives.

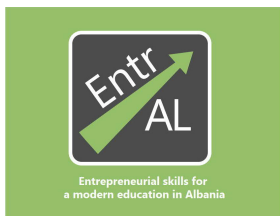
53.8% of the respondents evaluate the expertise and the competences related to a specific field that the students have studied. These competencies are evaluated as follows: argumentation, writing and presentation skills/communication skills (50%), problem solving skills (50%), teamwork skills (34.6%), critical thinking (30.8%) and foreign language skills (38.5%) are also evaluated as necessary and very important skills needed in the current job market.

Presentation and communication skills together with problem solving skills seem to be better evaluated; the other three categories of skills need to be developed in more pragmatic way by universities. Other important skills that the companies appreciate as needed skills in the labour market are:

- Organizational skills (34.6%),
- Digital skills (23.1%)
- Business skills (19.2%)

The representatives of companies were asked what kind of skills students need in labour market. The most frequent answers are listed below:

- Evaluation skills,
- Be up to date with market needs,
- Have the will and desire to be trained in the field where they want to work,
- Commitment, seriousness and maximum correctness,
- Research skills,
- Ability to face challenges,
- Training.



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Main Challenges and Problems:

- *Low level of cooperation between businesses and university. The most common form of collaboration is through students' professional practices. The reasons of lack of collaboration are low level of interest between actors, lack of interaction between university and companies, study programs are not always related to the sector where the company operates, a large number of companies do not need higher educated employees, the lack of experience of students. According to companies, the factors hindering the cooperation are Lack of connection or interest by both parties, Type of activity or internal organization of the companies that does not provide students' employment.*
- *Lack of state subsidy policies for employment of students;*
- *Lack of information;*
- *Lack of appropriate study programs that include the fields required by the companies;*
- *Lack of trust in the education system and students' skills.*

Needs:

- *The cooperation between university and businesses needs to be part of the university strategic thinking but also to be implemented;*
- *The stakeholders such as university (students and academic staff) and business have to be involved in joint research processes with mutual benefits;*
- *Regarding the type of collaboration that Albanian companies want to have with the University, the most needed type of potential collaborations is Information support, Marketing and Management support, Joint projects, Effective professional practices, Consultancy services, Well-prepared students in ICT sector, Open lectures.*
- *In the light of a general positive evaluation of students' skills related to: "seeing opportunities", "understanding opportunities & evaluating different options" and "taking advantage of opportunities and new initiatives", it is necessary to increase the*

- employment opportunity because they are seen as potential sources for the companies, to provide entrepreneurship training in order to encourage them to start new businesses.*
- *The university graduates have to be equipped with the necessary skills required by the labour market.*
 - *The universities need to diversify their services stimulating entrepreneurialism such as courses, extracurricular activities, training, events, and research projects for third parties.*
 - *There is a need to raise entrepreneurial awareness in Albanian education in order to support graduates' skills, matching the requirements of the working life and the modern society.*

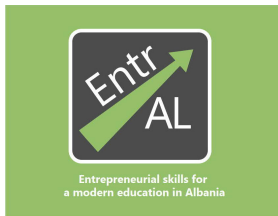
Local and regional economic development is a participatory process in which individuals and interest groups work together to stimulate trade activity, achieving a sustainable economy.

That is the way to help to create employment opportunities, and improve the quality of life for all. Local economic development encourages the public and private sectors and the civil society to build partnerships and cooperation to find local solutions to common economic issues.

Through this local development process, it is necessary to empower local actors, to effectively utilize the business ventures, labour, capital, and other local resources to achieve local priorities (increasing employment, promote work quality, reduce poverty, avoid discouraged young people from emigrating abroad).

There are several kinds of national policies, which potentially pressure the universities to act under these policies. The relationship between entrepreneurship and economic growth has increased the interest of universities in entrepreneurial activities.

According to the national policies on employment, labour force participation, competitiveness, economic development of the country, etc., the university improves the undergraduate and postgraduate programmes according to job market needs.



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The progress of these improvements is done in fulfilment of the implementation of Higher Education Law, fulfilling the standards of qualities in education in coordination with National Youth Strategy and other national strategies.

Furthermore, the entrepreneurial activities of the university such as entrepreneurial courses, workshops, conferences, guest lecturers, creating business incubators, joint researches with practical implications for students and industries, encourage students to think critically, to feel free to stimulate and express the new ideas and their entrepreneurial skills. In this way, the university aspires to build a network for successful and active entrepreneurs, where they can share their experiences and influence students, promoting an entrepreneurial culture. Organizing joint meetings, the university promotes successful entrepreneurs who have been alumni, to promote their models to current students. The university aims to be an important factor in developing the Triple Helix model.

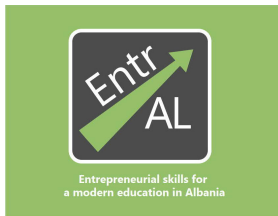
A research entrepreneurial university in Albania focused in Albanian public higher education institutions (Papa & Demo, 2018), showed that HEIs need to implement new practices in order to better be prepared to face the current and future challenges. Despite a limited number of entrepreneurial activities, the university plays an active role in preparing and supporting the new generation of young entrepreneurs, being one of the most important actors in the national economy.

This is the reason why the national policies must strongly influence the entrepreneurial activities of the university and on the other hand, the university has to promote entrepreneurship as a valuable asset for any country.

Conclusions

- Students need to get a clear concept on entrepreneurship
- Teachers and academic staff should have the appropriate competencies to do this
- Teachers and academic staff should provide support as well as they should encourage and help students' initiatives and ideas

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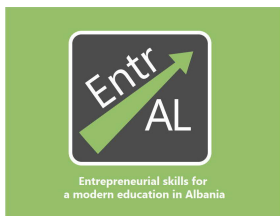


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- Students need to have capable lecturers who know how to guide, motivate, mentor, advice and how to expand knowledge to apply contemporary practices that show the way to success in any entrepreneurship
- A weak knowledge of entrepreneurship concept by teachers and academics results in an inability to offer support to students
- The teachers and academic staff have a weak knowledge how to integrate the entrepreneurial education in the teaching and research process
- Teacher and academic staff are not fully aware about the need to be entrepreneurial.

Training on entrepreneurial education and skills is an appropriate way to support graduates' skills matching the requirements and needs of the dynamic labour market. As entrepreneurship education is a driver of economic development, there is a need for teachers and academic staff to have a good understanding not only of entrepreneurship but also to use and implement new methodologies that support and encourage entrepreneurial initiatives of students.



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3.2. “Fan S. Noli” University

Dhimitri Bello, Ledina Alolli, Benita Stavre, Emil Frasheri and Ardian Cerava

3.2.1. Executive summary

The main objective of WP1 is to make a research on the current situation on the on entrepreneurial mind-set in “Fan S. Noli” University (UNIKO) Korçë on measuring the actual state of the art concerning study courses and programmes, extracurricular activities, educational policies, academic research and the role of the stakeholders in the regional market. The methodology used relied on literature review about entrepreneurship and University legal frame and on the design, delivery and analysis of three questionnaires (respectively: pre-university teachers and academic staff, students and stakeholders). The outcomes of the study are detailed in the form of outlining main entrepreneurship activities currently taking place at UNIKO, mainly at the Faculty of Economy, Faculty of Agriculture and Faculty of Education and Languages. It also displays the current state of the art in the collaboration with the stakeholders, which is immediately followed by the academic definition of “entrepreneurship” in both, the curricular and the market contexts. The analysis of the questionnaires outlines main tendencies, challenges, problems and expectations of the three focus groups and the latter are detailed in the form of final suggestions for further improvements related to the inner university policies and mind-set, as well as to the outer university market stakeholders and educational institutions.

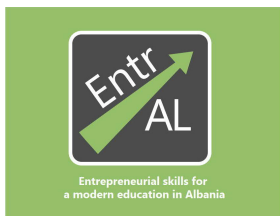
3.2.2. Introduction

Short profile of “Fan S. Noli” University

Type of the Institution: Public Higher Education Institution

Institution’s focus: Education and Languages, Economy, Natural and Human Sciences, Agriculture

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Faculties: Faculty of Economy, Faculty of Education and Philology, Faculty of Natural and Human Sciences, Faculty of Agriculture

Location: Korçë, Albania

Number of students: 4000 students

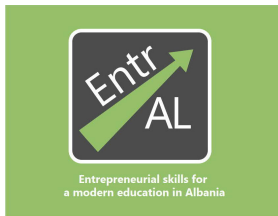
Website: www.unkorce.edu.al

“Fan S. Noli” University (UNIKO) was founded in 1971. UNIKO’s mission is to create, transmit, develop and preserve knowledge through teaching, research and other educational services it provides. UNIKO has been recently institutionally accredited from British Quality Assurance Agency & the Agency of Quality Assurance of HEIs in Albania for a period of 5 years, which ranks it among the three best public HEIs in Albania.

Currently UNIKO has four faculties Faculty of Economy, Faculty of Agriculture, Faculty of Education and Philology and Faculty of Human and Natural Sciences; 14 departments; three teaching and research groups.

Studies in UNIKO are organized in three study cycles and counts 26 Bachelor programs (180 credits), 20 Professional Master Programs (90 credits), four Master of Science programs (120 credits), seven two-year vocational training study programs and a joint PhD study program. 4.000 students are currently being qualified in Bachelor and Master Programs in 30 specialties. There are 158 pedagogues, 77% consist of doctors and professors, 23% are candidates of science. UNIKO also offers lifelong learning modules for teachers in service (Centre of Continuous Education) and research/professional opportunities in Experimental Didactic Economics Unit. UNIKO has cooperation agreements with other national and international HEIs for better educational and scientific research interaction. It is a member of ASECU, UAMID and AUF. UNIKO is an active participant of European Erasmus+ programs, CBHE, and Erasmus+ Mobility Projects. Students of UNIKO have had mobility experiences under EU Erasmus+ programs. More than 40 pedagogues have improved their qualifications through mobility programmes in foreign universities.

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FOCUS POINTS

Challenges:

- Lack of practical classes in the curriculum
- Not proper curriculum space
- Knowledge- based application space
- Lack of entrepreneurship materials, school resources
- Lack of both colleagues' and families' awareness
- Low interest of pupils/students
- Social issues
- Regional business
- Communication with HEIs
- Lack of common initiatives

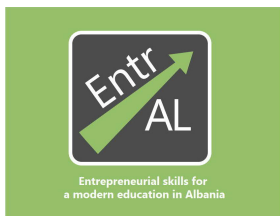
Opportunities:

- Round tables
- Better qualified students
- Students involving in voluntary work
- Exchange of experience
- Qualification courses
- Updating market knowledge

HIGHLY REQUIRED SKILLS:

- Expertise in the field – 80%
- Organizational skills – 70%
- Team work skills - 70%
- Business management skills – 70%
- Digital skills - 70%
- Critical thinking skills - 40%

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OTHER SUGGESTED SKILLS:

- Soft skills
- Will to update knowledge
- Competitiveness
- Market trend awareness
- Empathy
- Patience
- Problem-facing skill

RESULTS:

- Entrepreneurial need in the teaching/learning context
- Highly motivated teachers and learners
- Currently limited curricular and extra-curricular space to entrepreneurship application
- Highly qualified staff, but limited communication with the market
- Need for further LLL qualifications for the teachers in service
- Need to increase students' confidence on entrepreneurship

Regional context

The city of Korçë is strategically advantageous in terms of economic developments in the fields of tourism, agriculture and handcrafting. All related businesses set –up to comply with these market needs are mainly an outcome of the increasing development trends of the last four years. The region is also a cross-border territory whose intercourse with Greece and Northern Macedonia has always enhanced economic development in the region.

- For some years already, the university has offered qualifications in domains of finances, management, tourism, agri-business, food processing, and agriculture to fit the

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qualifications of the levels 5, 6, 7 of the professional national frame. It also extended some of its degrees to the professional 2-year study programmes.

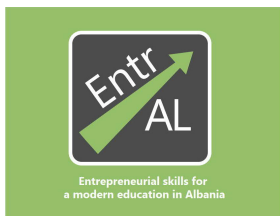
- The curricula remained, however, mainly theoretic and little initiative and start-up spirit was enhanced financially. Educational institutions receive little financial support for new enterprises of this kind; neither do they offer satisfactory infrastructure and literature on the topic.
- There is also a legal gap on the start-up initiatives when it comes to business registering number that needs to be assigned to a new business. The process obstructs the student to undertake further application steps.

3.2.3. Institutional and regional perspectives to entrepreneurship

UNIKO aims to focus on teaching practices and existing courses in entrepreneurship. The Faculty of Education and the Faculty of Economy are making an analysis of whether entrepreneurship competence is developed in higher education curricula, in order to sort out training needs for the future teachers. In addition, it will start research on the current situation on entrepreneurial mind-set among staff and students, based on both deskwork (available material and existing best practices) and interviews/group discussions with stakeholders and policy making institutions to understand their current needs.

Main types of entrepreneurial activities developed in UNIKO

- Programme Course: Entrepreneurship Bachelor in Management, Business Informatics, Tourism management, Finance and Business and Trade
- Programme Course: Entrepreneurships – PP in Ass/Manager
- Open lecturers with regional business entrepreneurs
- Agreements with businesses on the practice involved in study programmes, but not in terms of internships yet



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- The Innovation Centre, set up at the university, has encouraged five students' start-ups. The activities are however on progress and their implementation has reflected a gap in the management skills of the staff and the application entrepreneurship abilities of the students.

Entrepreneurial activities at the University

- In the last three years, UNIKO has encouraged departments to open new study programmes related to the level 5 of the National Frame of the Qualifications. They focus on the improvement of the professional skills of the young and the encouragement of practical qualifications in the fields of economy and agriculture business among others. 95 students have already been graduated in such professional 2-year study programmes
- Furthermore, there is a modest tendency of these faculties to approach the market needs by analysing the current requests for qualifications before any other study programme is approved
- Finally, the new Strategic Development Plan (currently in the approval process) envisages the increase of the influence of UNIKO expertise in the market through lifelong learning structures by offering modules for alumni graduated in study programmes others than teaching.

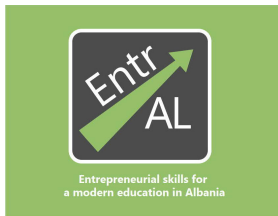
University policy and strategy towards entrepreneurial activities

"Entrepreneurship - from business to mind-set" literature review carried out in the frame of the ENTRAL PROJECT to be put in disposal to the strategy design group and decision-making bodies of UNIKO main units.

Level 1. Entrepreneurship = business venture

According to a widely spread definition, entrepreneurship, in a narrow sense, refers to the act of creating a business to generate profit, by identifying or even creating a need and responding to it by means of the new enterprise.

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This way of defining the term considers it is tied to the creation, launch and the running of a new business venture, together with the risks involved, in the aim for profit. Hence, it is commonly agreed upon that entrepreneur is almost synonym to businessman.

Level 2. Entrepreneurship = transforming any opportunity into capital

The field of Economics provides us with a broader sense for the term. In this perspective, an Entrepreneur is defined by the ability to find and act upon opportunities in order to transform inventions, technology, or situations into new products and commercially viable innovations.

Level 3. Entrepreneurship = innovation and social entrepreneurship

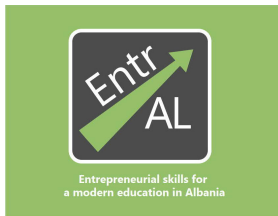
One step further and into the realm of the entrepreneurial mind-set, we find that entrepreneurship can also be understood as a special mind-set which allows one to innovate or even revolutionize a specific field, market or industry. According to the Austrian economist Joseph Schumpeter, of the 1930s, an entrepreneur is a person who is willing and able to convert a new idea or invention into a successful innovation.

Thus, entrepreneurship beyond economics and beyond businesses is an attitude, a set of characteristics not necessarily transformed in capital.

The gradual shift towards social entrepreneurship has developed recently and this is becoming the preferred business model of the younger generations who are looking to make a positive change in the world rather than simply gain profit.

In the educational domain the two terms enterprise and entrepreneurship education indicate that there are two quite differing views on what is meant by entrepreneurship, one termed "wide" and one termed "narrow". The risk for confusion and misunderstanding is significant, and any discussion on entrepreneurial education needs to start with clarifying which definition is used. According to the narrow definition of entrepreneurship, it is about

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opportunity identification, business development, self-employment, venture creation and growth, i.e. becoming an entrepreneur (Fayolle and Gailly, 2008, QAA, 2012, Mahieu, 2006).

In *the wide definition* of entrepreneurship, it is about *personal development, creativity, self-reliance, initiative taking, action orientation*, i.e. becoming entrepreneurial.

What definition and approach is used profoundly affects educational objectives, target audiences, course content design, teaching methods and student assessment procedures, leading to a wide diversity of approaches (Mwasalwiba, 2010).

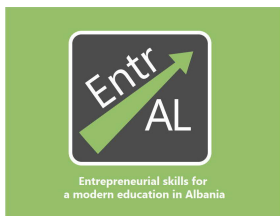
- The most common reason that researchers and experts promote entrepreneurial education is that entrepreneurship is seen as a major engine for economic growth and job creation (Wong et al., 2005)
- Entrepreneurial education is also frequently seen as a response to the increasingly globalized, uncertain and complex world we live in, requiring all people and organizations in society to be increasingly equipped with entrepreneurial competencies (Gibb, 2002)

Besides the common economic development and job creation related reasons to promote entrepreneurial education, there is also a less common but increasing emphasis on the effects entrepreneurial activities can have on students' as well as employees' perceived relevancy, engagement and motivation in both education (Surlemont, 2007) and in work life (Amabile and Kramer, 2011). Finally, the role entrepreneurship can play in taking on important societal challenges (Rae, 2010) has positioned entrepreneurial education as a means to empowering people and organizations to create social value for the public good (Volkman et al., 2009, Austin et al., 2006).

Following the above, UNIKO aims to:

- o Foster the concept of entrepreneurship in the university curricula, and study course

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- Make the entrepreneurship a focus idea of the research and applied projects (jointly offered with the regional market stakeholders)
- Strengthen the cooperation with pre-university institutions in terms of educational/practical entrepreneurship training
- Promote the Innovation Centre Start-ups to a larger context

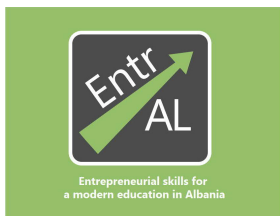
Regional policies

The city of Korçë is strategically advantageous in terms of economic developments in the fields of tourism, agriculture and handcrafting. All related businesses set –up to comply with these market needs are mainly an outcome of the increasing development trends of the last four years. The region is also a cross-border territory whose intercourse with Greece and Northern Macedonia has always enhanced economic development in the region.

For some years already, the university has offered qualifications in domains of finances, management, tourism, agri-business, food processing, and agriculture to fit the qualifications of the levels 5, 6, 7 of the professional national frame. It also extended some of its degrees to the professional 2-year study programmes.

The curricula remained, however, mainly theoretic and little initiative and start-up spirit was enhanced financially. Educational institutions receive little financial support for new enterprises of this kind; neither do they offer satisfactory infrastructure and literature on the topic. There is also a legal gap on the start-up initiatives, when it comes to the business registering number that needs to be assigned to a new business. The process obstructs the student to undertake further application steps.

The university needs to review its strategic planning in terms of providing mechanisms and market qualification for the new entrepreneurs.



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The university needs to increase collaboration forms with pre-university education and market stakeholders in order to update the skills provided by its curricula.

There is need to increase budgetary funds to start-ups and offer legal intermediary to their application.

The university courses need to improve the practical rates of qualifications offered and strengthen communication with alumni through lifelong learning structures.

3.2.4. The main challenges and needs to promote entrepreneurialism

Questionnaire for students

Sample size n = 77 students

All the students, who completed the questionnaire, were students of "Fan S. Noli" University.

- 41.6% of them attended Bachelor studies, while 58.4% attended Master studies.
- 71.4% of them were girls.

Regarding the concept and knowledge that students had on entrepreneurship:

- 49.3% of respondents conceived entrepreneurship as a (physical) business
- 35.1% conceived of it as a transformation of opportunities into value
- 5% conceived of it as a social or innovative enterprise
- 1% conceived it somewhat differently from the above versions (vision, obligation, etc.)

In a 1:10 rating of students' perceptions about the university support on entrepreneurship, it was rated to an extent 7.45 (*an average/good rating*).

Regarding the opportunities provided for students, in a 1:10 rating, students considered themselves entrepreneurs to an extent of 7.72 (*an average/good rating*).

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Regarding the understanding of different opportunities and options, on a scale of 1 to 10, students considered themselves entrepreneurs (*an average/ good rating*).

In terms of taking advantage of opportunities and taking initiatives, on a scale of 1 to 10, the students considered themselves entrepreneurs to an extent of 8 (*relatively good rating*).

- 39% of the graduate students thought that after their graduation, they would start their own businesses; 19.5% were not ready to start their own businesses, while the rest (41.6%) *have not clear ideas regarding their plans in the future*
- 30% of respondents, who were ready to start working on their own business, would rely on financial assistance from the family members, 23.3% would rely on their skills and knowledge, 13.3% would get a loan and 13.3% would cooperate with others
- 38.4% of the respondents, who did not intend to start their own business, argued financial reasons were the main obstacle, 23.1% had already chosen their path, 15.4% *lacked security*, and 11.6% *considered the lack of experience or insufficient knowledge as obstacles to taking initiatives*.

The main motivating factors for students to become entrepreneurs are listed below:

- Self-realization (59.7% of respondents);
- Financial success (45.5%);
- Independence (41%);
- Innovation (32.5%)
- Only 18% of respondents were involved into entrepreneurial activities of various fields.

On a scale of 1 to 10, students considered their lecturers as *relatively good entrepreneurs* (8.19).

- 67.1% of respondents claimed that their teachers provided certain skills to help them develop their ideas for starting a business. Nearly 1 in 5 respondents claimed that their teachers were not capable of playing this role. Some of the respondents did not believe

in the ability of their lecturers to support them in their entrepreneurial plans, emphasizing the difference between the theoretical and practical knowledge out of the auditorium

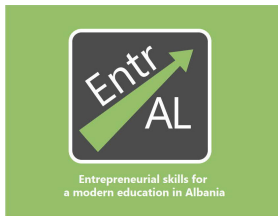
- 29.5% of the students, who believed that they would have their professors' support, needed some ideas related to starting a business, 18.2% of them needed advices and experiences from their professors, 11.4% asked for guidance and the others needed successful predictive models, motivation, market research, organizational ideas, etc.
- 41.6% of the respondents had created contacts with entrepreneurs during their period of study, while 57.1% had not created any contact. *83.1% of the latter answered that they would like to have contacts with entrepreneurs, while 15.6% of them did not have a clear idea.*

Main problems among STUDENTS:

- Poor rating on understanding the applicative aspects of the concept entrepreneurship in the curricula, insufficient knowledge
- Little awareness of personal entrepreneurship skills, initiative and self-confidence.
- Little awareness of the after-graduation career plans.
- Little communication with market stakeholders in the form of the internships and fieldwork training

Needs:

- Reconceptualization of the curriculum approaches to entrepreneurship.
- Rebalance of the theoretical/ practical knowledge of the entrepreneurship
- Experience opportunities in the form of internships and fieldwork practice before graduation, to enhance future career plans and entrepreneurship skills and initiatives.
- Enhancement of the HEI and market stakeholder institutions regarding the above.



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Questionnaire for teachers and researchers

Sample size n = 59 interviewees

Data on the respondents:

- 64.4% of the interviewee belonged to upper secondary education institutions,
- 22% belonged to "Fan S. Noli" University,
- and the rest belonged to Lower Secondary Education
- 39% of them were teachers of social sciences,
- 0.5% were teachers of natural sciences.
- The rest belonged to the fields of engineering and technology, human sciences, medicine, agriculture.

91.5% were women.

The concept that teachers / researchers had on entrepreneurship:

- 19.6% of respondents conceived entrepreneurship as a (physical) business
- 55.4% conceived of it as a transformation of opportunities into value
- 16.1% e conceived of it as a social or innovative enterprise
- 8.9% conceived it somewhat differently from the above versions (vision, obligation, etc.)

On a 1:10 rating scale, entrepreneurship support by the University from teachers' and researchers' perceptions was rated 7.16 (*average support*).

Regarding the understanding of different opportunities and options, on a rating scale from 1 to 10, teachers considered themselves entrepreneurs on a scale of 8.29 (*relatively good rating*).

In terms of taking advantage of opportunities and taking initiatives, on a rating scale of 1 to 10, teachers/researchers considered themselves entrepreneurs on a scale of 8.13 (*relatively good rating*).

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To become entrepreneurs in the teaching/research activity:

- 21.3% of them required financial support,
- 19.1% required material support and infrastructure,
- 10.6% required support in qualifications,
- 14.9% required cooperation with the University or other actors and
- 19.1% required support in some of the above-mentioned areas simultaneously.

Regarding the interest for the use of entrepreneurial methodology in the implementation of teaching from 1 to 10, the interest of the respondents was *at a satisfactory level*. (8.79).

The degree of respondents' involvement in entrepreneurial activities with colleagues, from 1 to 10, resulted on an *average level* (6.88).

45.8% of respondents were fully involved in entrepreneurial activities with their pupils/students, while the rest were "partly" involved.

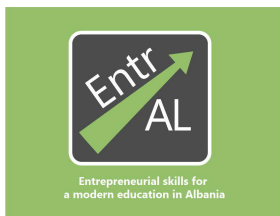
47.5% of entrepreneurial activities were a result of students' initiative. 40.7% from the teaching method with entrepreneurship, 33.9% from cooperation with other entrepreneurs.

According to respondents' perception, the degree of students being entrepreneurs was of an average level (6.05).

71.2% of respondents considered themselves capable of supporting pupils/students in their career, while the rest did not have a clear opinion.

Among the respondents who expressed they could support pupils/students

- 31.4% of them offered encouraging support,
- 42.8% offered career or guidance advice,
- 11.4% offered opportunities to develop skills and independent viewpoints.



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Main problems among teaching and research staff

- Lack of infrastructure and textbooks dedicated to entrepreneurship in both pre-University and higher education institutions
- Low interest of pupils/students
- Overload of theoretic and documentary teaching processes/ lack of practicality programs
- Communication problems with the market stakeholders and insufficient practice space while studying.
- Little financial support for such programmes.
- 19.1% required material support and infrastructure,
- 10.6% required support in qualifications,
- 14.9% required
- 19.1% required support in some of the above-mentioned areas simultaneously.

Needs:

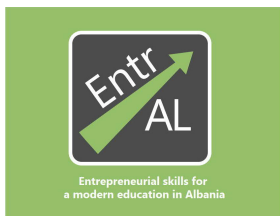
- Teacher trainings/LLL qualification courses and projects on entrepreneurship
- Update literature and online resources on entrepreneurship models
- Review of the curriculum and courses in reference to practical approaches to the entrepreneurship.
- Institutionalization of internship and start-up initiatives and provision of a legal frame on their application.

Questionnaire for businesses

Rating size n = 10

- 30% of the businesses surveyed were from *Wholesale and Retail Trade* sector,
- 20% from *Public Administration* activities, *educational advocacy*, *human health and social work*,
- 20% from *Information and Communication* sector and the rest from *Tourism, Agriculture, Forestry, Fisheries, Production, Mining Sector*, etc.

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- 70% of the businesses surveyed collaborate with “Fan S. Noli” University.
- 40% of the surveyed companies had signed Cooperation Agreements with “Fan S. Noli” University for students’ internships.

Regarding the barriers in the cooperation between businesses and the university, the answers were mainly related *to ineffective communication, lack of proper qualification offered by the curricula, lack of interest on the students/future employee behalf*. Some businesses did not notice any barriers in cooperation.

Businesses considered the cooperation with the University as an exchange of experience and organization of round tables related to labour market development, students’ employment, especially in the hotel sector, etc.

Businesses surveyed expressed that students reflected intermediate level skills (6.5) in seeing opportunities as well as to understand opportunities and to evaluate different options, on a scale of 1 to 10 (converted).

Businesses expressed that students have relatively good skills to take advantage of opportunities and to take initiatives (7.7).

According to businesses, students need more expertise in labour market, teamwork and organizational skills, critical thinking and digital skills.

According to some businesses, students should have a better general education, be more empathetic, more effective in solving problems, etc.

To test whether students, teachers/researchers and businesses had the same perception on some important issues related to the concept of “entrepreneurship”, the Kruskal-Wallis test was used by non-parametric methods.

The table below reflects the level of the positive responses to the specific questions of the questionnaires with the Students, Staff and Businesses in a rating scale of 1: 10.

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Table 3.1. The trust levels of the questions to students, teachers and business representatives

Question	Students	Teachers	Businesses
Perception of the support of university on entrepreneurship	7.45	7.16	-
Level of perception of individual entrepreneur skills	7.72	8.19	6.50
Level of understanding entrepreneurship opportunities	7.84	8.28	6.50
The level of taking advantage of entrepreneurship Opportunities.	8.00	8.13	7.67

The trust level 90 % were statistically significant changes in the perception between the three groups (factual KW = 4.89). The trust level 95% of differences in perception between groups were not statistically significant.

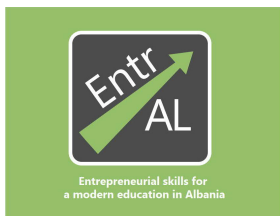
Main problems among STAKEHOLDERS:

- Ineffective communication with some study programmes
- Lack of proper qualification offered by the curricula, which prepare future economic business actors.
- Lack of interest on the students' behalf which was reflected on the alumni (actual employees)
- Students reflected intermediate level skills (6.5) in foreseeing opportunities as well as to understand opportunities and evaluate different options.

Needs:

The university needs to increase the cooperation with the market as an exchange of experience and organization of round tables related to labour market development and students' employment.

The curricula need to be restructured to bring more expertise on the market while studying (qualifications, skills, practical space).



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In conclusion, it can be said that entrepreneurialism is not a completely new issue to HEIs. So far, efforts have been made to offer skills and qualifications in the fields. However, the number of enterprises involved on the issue with HEIs has been limited, and many cooperation have even not been successful, due to the lack of long-term coordination from e.g. educational institutions, governmental support and market qualification needs.

3.3. Sports University of Tirana

Juel Jarani, Blerina Mema, Keida Ushtelenc, Marsela Shehu, Safiola Shabanaj and Erlin Samimi

3.3.1. Executive summary

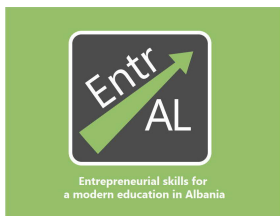
This part describes how entrepreneurship competence is developed in higher education curricula, which are training the future teachers, in the Sports University of Tirana.

Sports University of Tirana has researched the current situation and entrepreneurial mind-set at our institution as well as at schools. The analysis is based on surveys with teachers and researchers (117), students (168) and businesses (11), to understand the current main challenges and needs. The results of the analysis conducted in Sports University of Tirana has indicated the following main problems and needs among each target group.

Among teaching staff and researchers

The survey results showed that a considerable number of the respondents do not seem to be aware of entrepreneurial activities taking place in the institution. This could be due to insufficient promotion of such activities on the part of the University, and the interviewees' low involvement levels in the university activities in general. 66.7%, from the Social Science and 40% of the teachers from the Humanities, answered the surveyed that in general,

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students are little or not involved in entrepreneurial activities. Lower percentages with 37% answered the Natural Science and 33% of the Medical and Health Sciences.

Among students

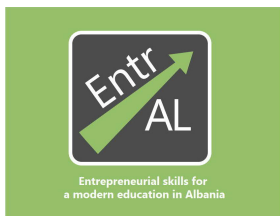
Majority of the students, 77% think that the University supports entrepreneurship education and related activities, and the remaining 23% evaluate it negatively, rating it as 1 -5 on the scale 1 - 10.

This level of negative evaluation could be explained with their insufficient involvement in university entrepreneurial activities. This explanation also their answers to the question, where 92% of them see themselves capable of seeing opportunities and only 8% as less capable of seeing opportunities. Paradoxically only 10% of the students surveyed consider themselves as incapable of understanding and exploiting opportunities, while 90% see themselves as capable. The same can be said for seizing opportunities and developing initiatives, 8% of the students rank themselves negatively in a scale of 1-5, and 92% scale it from 6 to 10. This paradox could be explained by inadequate understanding on the concepts of entrepreneurship, and unrealistic self-evaluation on the subject.

Among businesses

Regarding the question whether the company is collaborating with the university, seven companies out of 11 states that they are collaborating. As restrains cooperation between companies and universities, the majority of responders indicate the lack of financial support and creation of local projects.

Regarding the kind of cooperation would the businesses want to have with Sports University of Tirana, three respondents would like to have the opportunities to exploit the knowledge and technologies in common projects, such as exchange programs for knowledge and practicing and projects to decrease the expenses in infrastructure investments and personnel



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specialist hiring. In addition, professional- cooperation and engagement in joint sports activities and cooperation of students in these activities were mentioned.

3.3.2. Introduction

Sports University of Tirana is the only senior public institution of its kind in the Republic of Albania to prepare physical education teachers, specialists in sports, fitness and physical activity for health, as well as managers of sport and tourism, and recently there is a new study program in rehabilitation sciences. The University provides for the full scientific qualification of specialists in physical education, sports and recreation, offering all three-study cycles.

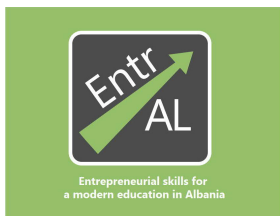
The beginnings of the Sports University of Tirana date back to the establishment of the Technical School of Physical Education in 1948, as the first high school that prepared physical education teachers. Ten years later, in 1958, after the establishment of the University of Tirana, the branch of physical education was opened at the 2-year Faculty of History-Philology. With time, the branch was turned into a faculty offering the degree "Teacher of Physical Education and Health Education for Primary and Secondary Schools".

Eventually, by decision of the Council of Ministers No. 123 dated 17.02.2010; the institution was transformed into Sports University of Tirana (SUT) having in its composition two faculties and an institute of scientific research in sports.

From 1958 until today, the Sports University of Tirana as a unique institution in our country has systematically graduated teachers, trainers and senior specialists in the field of physical education, sports, fitness and recreation.

Today, more than 1.300 students study in all study cycles at the Sports University of Tirana, respectively at the Faculty of Movement Sciences (FMS), which prepares Teachers of Physical Education and Health, at the Faculty of Physical Activity and Recreation (FPAR), which

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prepares Fitness Trainers and Sports and Tourism Managers, and most recently at the Faculty of Rehabilitation Sciences (FRS) which prepares Rehabilitation Specialists. A very important contribution is given by the Institute of Scientific Research in Sport (ISRS) with its scientific studies, which are important not only to the institution, but also beyond.

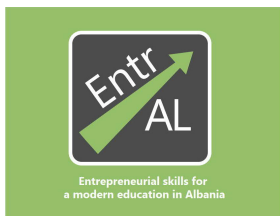
SUT is an institution accredited by the QAAHE Accreditation Agency and enjoys an excellent reputation both in Albania and abroad. It has cooperation agreements with many universities in the region and European universities, and is a partner in several important European projects. SUT avails of 45 cooperation agreements of which 26 of them are signed with foreign Higher Education Institutions such as: University of Rome "Foro Italico" Italy; University of Vienna, Austria University of Physical Education, Budapest, Hungary; University of Arad "Aurel Vlaicu", Romania, etc.

Studies at SUT are organized in accordance with the law on higher education and other bylaws. SUT currently offers all three study cycles, where the focus is on study programs (which are as well accredited) oriented entirely towards the field of sports, physical education, recreation, adventure tourism and rehabilitation, thus ensuring that SUT graduates, through the academic, research, applied, analytical and professional skills they receive are ready for the labour market in the above areas.

Sports University of Tirana consists of four main units:

1. Faculty of Movement Sciences
 - Department of Social Sciences and Education
 - Department of Sports Medicine
 - Department of Sports
2. Faculty of Physical Activity and Recreation
 - Department of Physical Activity, Recreation and Tourism
 - Department of Organization and Management
 - Department of Movement and Health

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3. Institute of Scientific Research in Sports

- Department of Sports Performance
- Department of Physical Activity and Health
- Department of Projects and Technology

Pursuant to the Ministry of Education, Sports and Youth (MoESY) Order no. 495 dated 11.10.2019 "On the opening of the Faculty of Rehabilitation Sciences" and the Order no.245 dated 22.07.2020 "On the opening of the Bachelor Study program in Rehabilitation Sciences".

4. Faculty of Rehabilitation Sciences

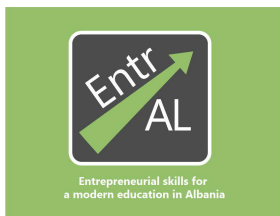
- Department of Biomedical and Human Disciplines
- Department of Kinesiology
- Department of Rehabilitation

SUT is positioned in the city of Tirana, which is the capital of Albania and the main industrial centre of the country. In addition, Tirana is the heart of the economy of Albania and the most industrialised and economically fastest growing region in Albania.

For many years, SUT has been a potential source in the human resources sector, especially in the field of sports science. The major part of the population today is employed in the trade and construction sectors, in the public services sector, in the tourism sector and as government employees. Of the main sectors, the tertiary sector is the most important for the economy of Tirana and employs more than 68% of work force of Tirana. Approximately, 26% of the working population makes up the secondary sector followed by the primary sector with only 5%.

SUT graduates cover some of the market needs and its staff is now involved in such processes, bringing this through the implementation of new teaching and research programs. Tirana's position as the capital makes it the centre of sport in Albania, where activity is organized across amateur and professional levels. It is home to many major sporting facilities.

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SUT students are employed throughout the country spreading their knowledge. Our graduate students are mainly employed as:

- teachers of physical education in schools;
- trainers in fitness centres;
- sports managers;
- employees in sports federations;
- recreational animators;
- tourist guides in various sports specialties;
- employees of central and local government

The career council and alumni office plays an important role in SUT, to create a connecting bridge between the entrepreneurship sector and our students.

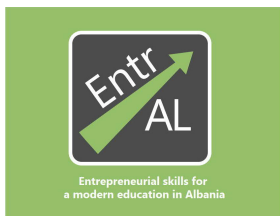
The SUT Career Council and Alumni Office evaluates every year the employment rate of students graduated gathering information in order to evaluate the effectiveness of study programs.

The Sports University of Tirana has signed a cooperation agreement with "WBS Recruiting International" which informs the candidates in a suitable form about their opportunities to build a professional future in Germany with the aim of referring to companies operating in Germany. Based on this agreement, SUT proposes candidates who are suitable for a job as a specialist or for a Dual Formation in Germany and who see their professional future in Germany.

Below are the institutional start-ups and spin offs, that Sports University of Tirana is involved in:

- BeACTIVE "EU4Youth – European Week of Sport beyond Borders in the Western Balkans";

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- PLAY THE GAME PROJECT “National Sports Governance Observer (NSGO 2). Indicators and instructions for assessing good governance in national sports federations”;
- ALL IN PROJECT: “Towards gender balance in sport”.
- In the framework of Capacity Building Higher Education Erasmus+ Programme, SUT is a partner institution in the following projects:
 - o TEAVET: “Training and improving teaching skills in the field of teaching”;
 - o DIYPES: “Do it yourself! A participative approach to increase participation and engagement of high school students in physical education and sport classes”;
 - o EntrAL: “Entrepreneurial skills for a modern education in Albania”.

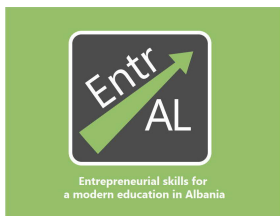
Through the TEAVET project the Sports University of Tirana set up an LLL Centre, which has as basic function:

- Initial vocational training
- Continuing vocational training
- General adult education

3.3.3. Institutional and regional perspectives to entrepreneurship

There are two main field that the Sports University of Tirana is focusing on regarding the types of entrepreneurial activities:

- Sports and physical education for students coaches improving the motor abilities through different initiatives (organization, clubs, NGO, etc.)
- Fitness and recreation activities promote through different initiatives with fitness centres and outdoor activities



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Other fields are increasing rehabilitation activities in sportsman and general population:

- Fitness centre initiatives
- Outdoor activities
- Sports activities with regard to coaching and teaching

Sports University of Tirana Strategic Plan 2021-2026

Attitude towards the market:

SUT is a non-profit public institution. Its growth, educational and social impact depends on its quality, market valuation and number of students. The sciences taught and the type of degrees awarded must reflect the needs of the developing Albanian market and society. In fact, international practice shows a close relationship between the education system, society and the specific labour market.

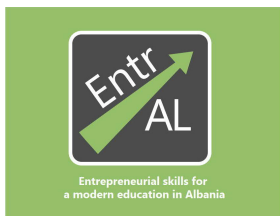
SUT provides student-centred education, as well as fosters personal and intellectual growth, to prepare students for productive and responsible, responsible careers in a global society.

Today, the University of Sports of Tirana has in all study cycles more than 1.300 students. Part of the Faculty of Motion Sciences are 477 students of the first cycle of Bachelor studies and 334 students of the second cycle of Professional Master who prepares teachers of Physical and Health Education.

The strategic plan 2021-2026 describes the types of changes and ways of transformation that the university will go through. The strategic plan framework is the product of extensive analysis and consultation with staff, students, graduates, partners and stakeholders.

The implementation of the Strategic Plan includes three processes: changing the culture, improving the structure, and changing the process. UST is an institution of higher education that has gone through a continuous evolutionary process in the local and regional academic market.

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It has a clearly defined mission to meet the needs of higher education through:

- university education of students and specialists in all study cycles
- qualification of academic and scientific staff in the fields of physical education, health and recreation
- promoting research and studies in the fields of physical education and sports, physical activity, health and recreation
- providing services to third parties and consulting in the field of physical education and sports, physical activity, health and recreation.

UST offers study programs in line with national and international market trends.

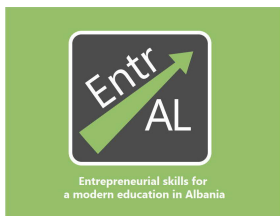
Training students for work is made possible through internships and employers are very positive about the knowledge and skills possessed by UST graduate students.

Quality and standard evaluation are not organized to the level that the most prominent international analogue institutions in the academic market of the field have.

UST has a mission:

- university education of students and specialists in all three study cycles;
- qualification of academic and scientific staff in the field of physical education, health and sports, physical activity, health, recreation, tourism, sports management and rehabilitation;
- promoting research and studies in the field of physical education, health and sports, physical activity, health, recreation, tourism, sports management and rehabilitation;
- deepening the professional and scientific qualification of senior specialists in these fields;
- providing services to third parties and consulting in the field of education activity physical, health and sports, physical activity, health, recreation, tourism, sports management and rehabilitation.

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STRATEGIC PRIORITY: MEETING ACADEMIC STANDARDS OF EXCELLENCE

Our goal is to provide students with an educational experience that offers them the opportunity to fulfil their potential as individuals by developing within our community as independent students prepared to take responsibility for their personal and professional development throughout life.

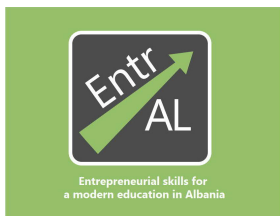
The basis of this educational experience is the high standard in providing successful learning experiences maintained through curriculum development, new teaching initiatives, contributions and constructive criticism made by students, as well as the careful attention of staff to the way courses and programs have been designed, developed and revised.

Objective: Excellence in student life

We will further enhance our students' experience by placing them at the heart of the university with an emphasis on partnership work and personalization of learning. We aim to provide students with opportunities to develop skills, qualities, knowledge and experience to prepare them for successful employment in the field of their choice by:

- Providing the opportunity for all students to improve their knowledge and skills in research, direction, internationalization and sustainability in a wide range of areas.
- Providing career guidance and developing employment skills in a way that is accessible to all students throughout their study time with us.

Regarding national policies, the main problem is the way information is distributed in areas that are far away and require more detailed information, e.g. if we talk about outdoor activities, there are very good tourist areas that are required qualified to conduct tourist expeditions etc. The other problem is the lack of coordination by local and centre institutions.



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3.3.4. Main challenges and needs at institutional level to promote entrepreneurialism

Questionnaire for teachers and researchers

A total of 117 responses were collected from teachers and researchers of which:

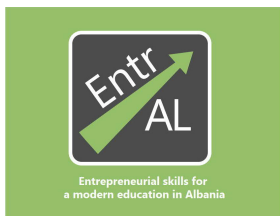
Referring to teaching / research experience, 12.8% had more than 20 years, 18.8% had 10 to 20 years, 13.7 % had 5 to 10 years, and 54.7 % had 0 to 5 years of teaching experience.

Regarding the categorization of the interviewees according to the scientific field, 62 teachers and lecturers were professionals in Sport and Movement Science, 27 in Natural Sciences, 12 in Medical and Health Sciences, 10 in other field in Social Sciences, 5 in Humanities and 1 in Engineering Technologies, and Agricultural Sciences.

Regarding to the open question on "Entrepreneurial activities happening at your current institution," results from the survey showed that a considerable number of the respondents do not seem to be aware of entrepreneurial activities taking place in the institution. This could be due to insufficient promotion of such activities on the part of University, and the interviewees' low involvement levels in the university activities in general. 66.7%, from the Social Science and 40% of the teachers from the Humanities, answered the survey that in general, students are little or not involved in entrepreneurial activities. Respectively, 37% of the Natural Science and 33% of the Medical and Health Sciences teachers are researchers show low percentages. This makes evident the fact that the teachers/lecturers do not have a realistic picture of the situation, due to their low involvement and lack of experience.

All teachers and researchers from the Engineering and Technology (100 %) stated that they are not able to support students on their career path, while 70% of teachers and researchers from the Natural Science and 83.3% of the Medical and Health Sciences answered that they were very sure that they can support students at their career path, but only 55% of the Social Sciences teachers and researchers had the same opinion. From the results showed that 40% from the Humanities and 53.2% from the Sport Movement Science agreed on helping and

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supporting students with their career path. Many teachers thought that they can help their students through counselling, supporting, motivating them and setting a personal example in entrepreneurship, but only a few supported the idea of being an advocate to Entrepreneurship. The ones who were not sure if they could be of any help, stated that they lack experience, training and information, or they need more technological support and feasibility.

Questionnaire for students

The distribution of the student's questionnaire generated 168 respondents, who all were students of Sports University of Tirana. 117 of them were Bachelor level students, 51 Master level students. Regarding gender, 61 were females and 107 males, which corresponds to the demographic gender representation of our university students. In response to the open question "what does the concept of entrepreneurship mean to you?", it appears that many students do not have a clear answer or explanation about the concept of entrepreneurship.

77% of the students thought that the University supports entrepreneurship education and related activities, while the remaining 23% evaluate it negatively, rating it from 1 -5. This level of negative evaluation could be explained with their insufficient involvement in university entrepreneurial activities. This explanation marks their answers to the following question, where 92% of them saw themselves capable of seeing opportunities and only 8% as less capable of seeing opportunities. Paradoxically only 10% of the students surveyed considered themselves as incapable of understanding and exploiting opportunities, while 90% saw themselves as capable. The same can be said for seizing opportunities and developing initiative, 8% ranked themselves negatively in a scale of 1-5, and 92% scale it from 6 to 10.

This paradox could be explained by inadequate understanding on the concepts of entrepreneurship, and unrealistic self-evaluation on the subject. This might also explain the answers to the following question: "Are you thinking of starting a new business after graduation?" where 65.5% thought they will start their own business after graduation, and

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only 7.7% thought they would not. The 26.8 % who were uncertain, could be having a more realistic approach to entrepreneurship, lack of self-confidence, low trust in being financially supported, or are unable to cope with multiple challenges involved in the whole process.

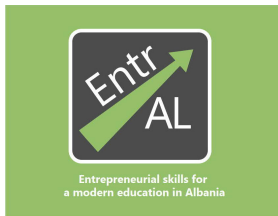
Most of them reported that they will find support from family and friends, and only a few will turn to the banking system for financial support, which goes to show their low level of trust in the actual banking system, or the governmental policies.

Regarding the factors that have an impact on the student's motivation 26.2% of students considered innovation as the main motivating factor to become an entrepreneur, 22.6% consider self-realization, 22% economic independence, 13.7% financial success, and other factors have less motivating impact on them. The percentages speak by themselves because they highlight how important innovation, the economic independence, self-realization and financial success are in getting involved in entrepreneurship.

The students answered the question "are you currently involved in entrepreneurial activities?" the following: 31% of the students surveyed stated that they are currently involved in entrepreneurial activities, mainly family businesses and small tourism businesses, and 69% state that they are not involved. The high level of uninvolved students in entrepreneurial activities could be explained either with the fact that they might have left it for a later time, when they will have gained all the necessary expertise or with the lack of support and encouragement from the university and other actors.

General economic character of the region where the survey was conducted determines the fact that most of the students involved in entrepreneurship work in restaurant and hotel management, handicraft, and generally family businesses.

89% of students considered teachers/lecturers skilled in entrepreneurial activities, while 11% of them thought that teachers/lecturers do not have much knowledge in entrepreneurship. This seems to be a realistic approach, in contrast to the following question, in which 50% think



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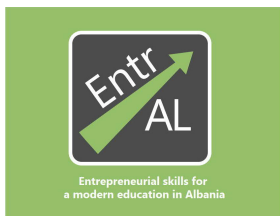
that teachers can help students in entrepreneurial activities. This discordance might be explained by the inadequate understanding of the question, or a wrong approach to the kind of help teachers can give. The high level of students (41%) who were not certain in their answer to this question could be explained either by admitting that they have a low information level, they lacked experience on entrepreneurship or they are focused only on the teaching process. Most of the students think that teachers could help them with new ideas, necessary support or information, showing them the basics of where to start, and involving them actively in entrepreneurial activities.

During the study period 62.5% of student's stated that they have not been in contact with entrepreneurs and 37.5% of them have been in contact with entrepreneurs, meanwhile students who have expressed themselves negatively have been asked to state whether they would like to be in contact with an entrepreneur and a high percentage of students (73.2%) wishing to be in contact with an entrepreneur. This highlights the need for more ambitious policies and action plans on the part of the university regarding entrepreneurship, because obviously the vast majority of the students want to get in touch with entrepreneurs.

Questionnaire for businesses / business organizations (CCI) / entrepreneurs

A total of 11 responses were generated from the distribution of the questionnaire for businesses. All of them had received the questionnaire from Sports University of Tirana. The composition of this target group is as follows: two professional, scientific, technical, administration and support service activities, two public administration, defence, education, and human health and social work activities, real estate activities, and six other services.

Their responses showed that the current cooperation with the university has been mainly through the two faculties of Sports University of Tirana with advisory sessions and student internship level.



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Regarding the questions that the company is collaborating with the university, seven say that they were collaborating. On the restrains cooperation between companies and universities in this questionnaire, the majority of responders pointed out financial support, creating local project, etc.

Regarding the kind of cooperation businesses want to have with The Sports University of Tirana, three respondents wished to have opportunities to exploit the knowledge and technologies in common projects, such as exchange programmes for knowledge and practicing, projects to decrease the expenses in infrastructure investments and personnel specialist hiring, projects about professional cooperation and engagement in joint sports activities and cooperation of students in these activities. In response to the question: "What skills do university graduates need in the current job market?" the businesses mentioned the following skills as the most important: Expertise/competence in the respective field, Organizational skills, and Critical Thinking Skills. The following skills were mentioned once: foreign language skills, Positive attitude in the workplace, expertise/competence in the respective field, organizational skills, critical thinking skills, and team working skills.

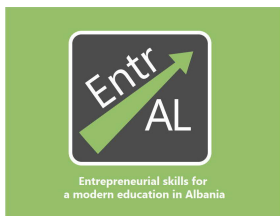
3.4. University of Elbasan "Aleksandër Xhuvani"

Skender Topi, Imelda Sejdini, Alketa Vangjeli, Albana Madhi and Ina Sejdini

3.4.1. Executive summary

The aim of this report is to provide an analysis of whether entrepreneurship competence is developed in higher education curricula, which are training the future teachers, in order to build a high-quality training system on entrepreneurship for teachers. This report details the teacher training needs, regarding competences, resources, incentives, etc. from the

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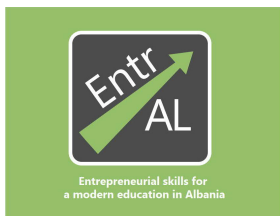
perspective of the pre-university teachers, school leaders, students, business activities and enterprises, and from the university perspective considering the capacities and needs to be a provider of entrepreneurial education for teachers, in addition to the current activity of the established LLL centre in our university. For the need analyses, a questionnaire is used in order to provide information from stakeholders. Among businesses, 52 answers have been collected from different sectors. Among teaching staff, 67 answers have been collected, from university lecturers (78%) and pre-university teachers (22%). In total, 229 students of the University of Elbasan participated in the survey (183 Bachelor students, 43 Master students and 3 PhD students). The information gathered gives us a clear idea about the entrepreneurial concept perceived by them and the current situation on entrepreneurial mind-set at their own institution and schools. This report investigates legal limitations and needs at local or regional level to promote entrepreneurialism, considering the target groups at the focus of our analysis. It also identifies the main problems and needs at institutional level to promote entrepreneurialism by target group. Representatives of UNIEL conducted the need analysis in Elbasan Region. The results of the analysis are presented in the following chapters.

3.4.2. Introduction

University of Elbasan “Aleksandër Xhuvani” is a public institution of higher education in Albania, located in the city of Elbasan. The focus of UNIEL is the development of the local region through the exposure of students to national and international practices and experiences; the formation and qualification of leaders according to the best experiences of Western EU Universities through creating opportunities for research and education with the best results.

The history of University of Elbasan “Aleksandër Xhuvani” dates back to the year 1909, when the first National Teachers’ Training High School (Normal) opened its doors. It trained teachers for elementary schools, who were spread all over the areas where Albanians lived.

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It was transformed into the Higher Institute of Elbasan in 1971 and in got university status in 1991. University of Elbasan is the birthplace of teachers training. Elbasan is situated right in the middle of Albania and because of Normal School, it is considered the cradle of education. UNIEL is the university of tradition, science, and teacher training. Today UNIEL numbers 12.905 students, 245 full time academic staff, 95 supportive staff and 523 part-time faculty professors and lecturers.

The academic and supportive staff are committed to provide a high-quality educational experience through teaching and research opportunities. The studies are organized in three study cycles: Bachelor (three years), Master (1-2 years) and doctoral Studies (3-5 years).

The study programs have been designed in accordance with the "Bologna Declaration".

The University of Elbasan has a commitment to providing the highest quality education to the students so that they can become successful professionals in their chosen fields of education and develop positive influences in their communities.

The University of Elbasan is structured in that way as to give autonomy and freedom to the development of the academic program, development of teaching methods and scientific research as well.

The University of Elbasan (UNIEL) has the following basic structure:

The University of Elbasan currently has five faculties: Faculty of Economy, Faculty of Human Sciences, Faculty of Education Sciences, Faculty of Natural Sciences and Faculty of Medical Technical Sciences, with many departments respectively. Different Study programs are being offered at the present under the respective faculties; Bachelor, Master and Doctoral Studies. There are 40 study programs for Bachelor Studies, 51 study programs for Master Studies and two study programs for Doctoral Studies. In some faculties, there are also offered 2-year

professional study programs (7 programs) for the students that do not fulfil the legal requirements to follow a Bachelor study program.

UNIEL has joint projects and exchange programs (ERASMUS+, CEEPUS III, ICM, etc.) with different universities in the world and is actively engaged in expanding further this positive experience. UNIEL continuously engages efforts in expanding cooperation with other Western Universities in order to improve in scientific research as one of its priorities.

UNIEL has benefited from other projects (TEMPUS, ERASMUS MUNDUS) in developing specific study programs, building capacities, enhancing quality assurance system, improving laboratories and technical support, etc., creating a new international profile ready to afford future European Challenges in the education area.

Elbasan is one of the main cities in Central Albania, as well as the centre of the prefecture and district by the same name. It is located on the right side of the Shkumbin River, in the valley formed by it, at 125 m above sea level.

The region of Elbasan is the third largest in the country after Tirana and Fier. It has an area of 3,292 km², and a population of 285,715 inhabitants, which is approx. 10 % of the total population of Albania, 2,876,101 inhabitants (INSTAT 2021). The municipality of Elbasan area is 872 km² after the territorial reform in 2014, increased 110 times, compared to 7.9 km² prior to the reform. 60% of the region's population lives in rural areas and the other 40% in urban ones.

Table 3.2: Average population by broad age groups

	Age groups			
	0-14	15-64	65+	Total
Albania	526,862	1,976,308	372,931	2,876,101
Elbasan	54,450	193,689	37,577	285,715

Source: INSTAT 2021

The most important economic sectors in the region are:

- trade, with 43.8% of small and medium size business in commercial activities but also big enterprises in import and export activities of different products;
- services 41.3%, from which 14.1% are hotels, bars and restaurants; 15.3% are transport and communication activities and 11.9% other services;
- Industry is another important sector, with 10,6% of businesses, compound by big business such as factories and industrial workshops;
- The construction sector is 2.7% of the total number of business and agriculture and fishing 1.6%.

Table 3.3. Sectors of economy in Elbasan Region

Sectors	Main Activities	%
Trade	Commercial SMEs, Import-export	43,8
	Hotels, Bars and restaurants	14.1
Services	Transport and communication	15.3
	Other services	11.9
Industry	Factories and Industrial Workshops	10.6
Construction		2.7
Agriculture and fishing		1.6

Source: INSTAT 2021

The Municipality of Elbasan has a very strategic position, located in the main national axes, is crossed by the Shkumbin River and these are important advantages for developing business activities.

According to the official data from INSTAT (2021), the age structure of the municipality's population shows that 68% of them belong to the age group (15-64), 19% to the age group (0-14) and 13% of them belong to the wage group 65+. This shows that the municipality has a high potential of economically active population; GDP in the Municipality of Elbasan is 25% lower than the national GDP, indicating that the Municipality of Elbasan has an important role in the national economy. The main sector contributing to economic development (according to the number of employed) is service delivery constituting 85.1% of the local economic activities. Agriculture is the main sector in rural areas. The number of the economic active enterprises in Elbasan District is 6.664. 14.9% are in the production sector and 85.1% in the service sector. According to recent statistical data, 23.5% are headed by women and 76.5% are headed by men.

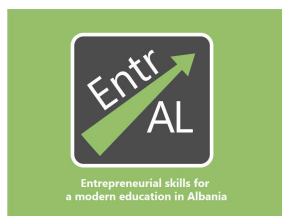
Table 3.4. Active enterprises by economic activity

Region	Tot	Good Prod	Agri & Fish	Ind.	Const.	Serv.	Trade	Hotels Coffee bars, Rest.	Trans & Com.	Oth.
Elbasan	6664	991	106	708	117	5673	2922	939	1017	759
%	100	14.9	1.6	10.6	2.7	85.1	43.8	14.1	15.3	11.9

Source: Instat 2021

The data show that trade has developed at a faster pace, where there is a multiplication of the number of wholesale trade firms. Meanwhile, the number of firms in the other two sectors, namely construction and manufacturing, is relatively low.

According to recent official data, at the end of 2020, the employment rate of 41.2% among young people aged 15-29 years old is lower than other age groups and lower than the average



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of 52.5%. Unemployment of 20.9% among this age group is higher than the unemployment rate is 11.7% in Albania. In table 4, we can see the trend for the last 5 years and the result is a very slight increase of employment rate and a slight decrease of unemployment rate.

Table 3.5. Employment and unemployment rate in Albania (Labor Force Surveys 2016-2020)

Age group	Unemployment rate in %					Employment rate in %				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Total										
15-29	28.9	25.9	23.1	21.5	20.9	32.4	33.8	38.5	41.2	41.2
30-64	11.8	10.8	9.2	8.7	9.2	67.2	68.7	70.9	71.8	70.7
15-64	15.6	14.1	12.8	12.0	12.2	55.9	57.4	59.5	61.2	60.6
15+	15.2	13.7	12.3	11.5	11.7	48.7	50.3	52.1	53.4	52.5

Source: Instat 2021

High unemployment rates along with low labour force participation and low employment rates characterize the Albanian youth labour market. The employment rate of young Albanians (15 – 29 years old) stood at 41.2 per cent in 2020 as compared to 70.7 per cent for the 30-64 age group; while their unemployment rate of 20.9 per cent is double that of the adult population. Youth labour market outcomes also differ by gender: unemployment rates are higher for women and their employment rate is lower. The labour force participation rate also shows a high discrepancy between adult and youth groups when the youth participation rate stands lower, as compared to the rate for the 30 – 64 years old individuals. A great part of the difference in participation rates can be attributed to school attendance as well as to the lower labour force participation rate of young women, as compared to young men. In Elbasan Region, the employment by activity is shown in table 3.6.

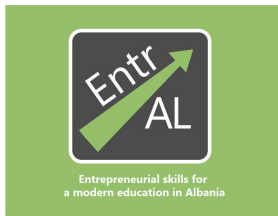
Table 3.6. Employed of local units by activity in percentage

Area	Tot	Good prod.	Agr & Fish	Ind.	Constr uction	Servic es	Trade	Hotels , Bars, Rest.	Trans & Com	Other
Albania	100	26.4	0.9	17.9	7.6	73.6	17.8	7.1	6.0	42.6
Elbasan	100	22.7	0.7	13.8	8.2	77.3	18.6	6.0	4.6	48.1

Source: INSTAT 2021

In Elbasan region, SMEs are dominant with 93% of micro size (1-4 employees). The small business sector, which constitutes the majority of economic enterprises, is characterized by micro-enterprises of individual or family type, with one unit of activity and on average two employees, up to a maximum of four employees. Big business appears relatively consolidated. There are also a considerable number of local organizations and associations, which are very active in providing social services to the respective target groups. Currently most of them are concentrated in the Municipality of Elbasan. Their activity focuses mainly on raising awareness in the field of human rights, on providing free concrete services through day or residential centres and on supporting beneficiaries towards an autonomous life and integrated with the rest of the community. These associations have contributed by organizing vocational training courses, according to the requirements of the current labour market. Education is a priority for the community in the region as well. Elbasan people take pride in the impact that the "Normal School" has given to the development of education across Albania. A large number of kindergartens, elementary schools and high schools, represents the educational level.

The higher level of education is represented by the only university in the District, University of Elbasan "Aleksander Xhuvani", and an important educational and scientific institution. The role of the university in the regional development is enhanced through the vast collaboration with private and public entities, businesses, public administration and social organizations.



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Through the collaboration agreements with the most important economic actors, the role of university is very important in linking education with the labour market. This role is important to create prosperity in the local area, contributing to regional growth, job creation, investment and community wellbeing.

The autonomy of universities (increased by law 80/2025) is a key factor for changes in the role of universities in the regional economy. Autonomy allowed our university to manage financial and capital resources, and, most importantly, to shape academic programmes up to an extent, admissions standards, faculty advancement policies, and the role of university administrator, relatively free of government interference and influence.

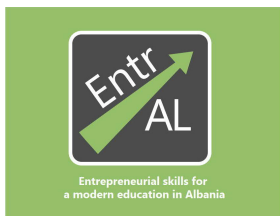
In this context, UNIEL has improved and developed study programmes according to the needs of local economy and local community, is more oriented toward innovation and is addressing better the needs for a continues education and LLL.

There is a very good engagement of staff through organizing scientific conferences every year and through the publication of the research, to foster the contribution in research and innovation. Our university has its own scientific bulletin to promote scientific finding of our staff and in collaboration with the University of Bari, Italy, since last year have established the Euro-Balkan Law and Economics Review Journal with its perspective, the opening up to new horizons of knowledge, both in the legal and economic field. The study of relations between States, and between them and the European Union is the privileged ground for the scientific approach that this new cultural experience intends to pursue.

UNIEL have also established recently the scientific centre for research and development in law and economy (QKZHDE) at the Faculty of Economy, in order to develop researches and innovation and to foster the collaboration among university and entrepreneurship.

Through EU possibilities for funding CBHE, our university is included in some important projects like:

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Ready for business (REBUS) - Integrating and validating practical entrepreneurship skills in engineering and ICT studies. This project aims at developing, testing, validating and mainstreaming holistic and needs driven open learning modules to promote entrepreneurship competences of ICT and engineering graduates at the interface of academic education and learning in practice business contexts;

BKSTONE - Higher Education – Enterprise platform for fostering, modernisation and sustainable growth in natural stone industry in Western Balkans;

VALEU-X - Virtual Albanian European Universities Exchange

E-VIVA-Enhancing and Validating service related competences in versatile learning environments in Western Balkan Universities

T@sk -Towards increased Awareness, responsibility and shared quality in Social Work

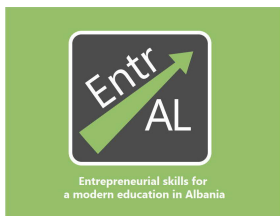
TEAVET - Developing teacher competencies for a comprehensive vet system in Albania

However, the research impact is still low due to the lack of funds for financing scientific research to a better extent.

Being the only University in the Region, UNIEL is a significant actor in Elbasan economy and in its social and cultural life. UNIEL is a major employer in Elbasan, with a consideration number of academic staff and researchers, administrative and technical staff and students employed at five faculties. UNIEL also has a role as consumer and the impact in the economy is seen by the wages paid and the purchases done for the everyday activity. The role of UNIEL is very important as a knowledge creator.

More than 1000 graduates of UNIEL's master and bachelor programmes in all the fields of study enter the Elbasan workforce every year. Most of them are employed in public administration, public services, education, medicine and private businesses.

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The future focus in the role of our university in the context of regional economy and in the entrepreneurship must see as:

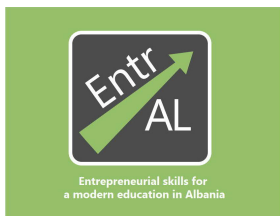
- More contribution with R&D and the transformation process of research inputs into scientific and economic outputs, as an added value for the society, which benefits from these innovations to improve the quality of life
- Progressively expanding from traditional activities such as teaching and research to include market-oriented and knowledge transfer activities, as well as non-economic contributions to the region's development.

The knowledge and skills of workers available in the labour supply is a key determinant for both business and economic growth. An economy's productivity rises as the number of educated workers increases since skilled workers can perform tasks more efficiently.

By identifying the differences between the knowledge that SMEs have and the knowledge that is a prerequisite for their better performance, will contribute to increasing the competence and competitiveness of enterprises through designing and offering trainings according to these needs. The extent to which universities perform these roles would vary from country to country, and from university to university.

Many studies describe a positive relationship between the development of the educational system and economic growth. Most of this research concludes that the development of education leads to economic growth. This is one of the reasons why our university has changed from being mainly a traditional teaching institution to an important national asset that address policy priorities such as sources of new knowledge and innovative thinking; provider of skilled staff; contributor to innovation; etc.

To that extent, universities can play a key educational role to help facilitate the discussion on how entrepreneurship can be defined and understood as a process, universities can also help



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new businesses to build models, and train human capital to efficiently meet their business needs.

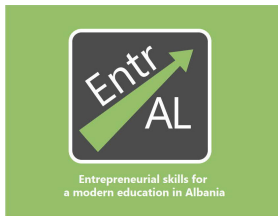
3.4.3. Institutional and regional perspectives to entrepreneurship

Types of entrepreneurial activities developed in our university

The main types of entrepreneurial activities developed in our university are:

- Entrepreneurial teaching – Transferring knowledge by teaching from academic staff to students is the main way for promoting entrepreneurship. Students have many possibilities to gain entrepreneurship education through lessons and subjects on entrepreneurship, seminars, open days, and other activities that give students the chance to practice public speaking, by promotion entrepreneurship awareness, business creation, or small business development. Entrepreneurship courses are included in almost all bachelor programmes of the Faculty of Economy, such as Business management, Entrepreneurship and management of small businesses, business ethics, Strategic management, project management, risk management, etc.
- Encouraging and supporting Students' initiatives - like fund raising, website development, business ideas challenges participation, etc.
- Spin-offs from research – our university owns a certified by government laboratory situated in the industrial area of Elbasan, conducting different kind of chemical analyses that cannot be done in other laboratories;
- Collaboration with entrepreneurs – through collaboration agreements for students' practices, students' possibilities for employment, work fair participation, suggestions for including new disciplines in the curricula, etc.
- Guest lecturers – business owners from our county and abroad, personalities, professionals and academics invited by departments or faculties, to deliver lectures or

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give speeches on their work practices in order to demonstrate to students how theory is applied in practice, etc.

- Business consulting – offering free consulting for new entrepreneur and help to develop the business plan.

Through education, we provide entrepreneurs with cognitive skills to better evaluate and exploit entrepreneurial opportunities, increases the level of self-confidence and reduces perceived risk.

Types of entrepreneurial activities evolved at the institutional level

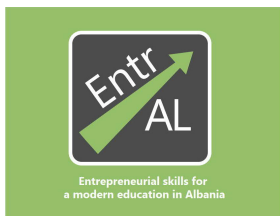
Since the establishment of the UNIEL (1991) onwards, work has been done on the creation of structures and institutions supporting the teaching process and scientific research. As natural requirements for EU restructuring and as an aid to the teaching process, technical laboratories have been set up and made available at each main unit.

The coordination of theoretical classes in all study programmes with internships in laboratories or at EU collaborating institutions has created a resizing of the student space. Student-centred institutional policies have created endless space for the internationalization of the EU, offering students equal opportunities to participate in mobility programmes abroad.

In addition, this policy is integrated with partnerships inside and outside the country, to carry out various trainings and qualifications.

The internationalization policy has enabled staff exchanges with partner universities and has encouraged and contributed to capacity building in the field of entrepreneurship in the framework of European Union capacity building projects. This has resulted in a number of international activities in UNIEL.

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During recent years, the number of collaboration agreements with local and national enterprises is increased, in order to do a better connection of theory with practice, offering to students the possibility to be connected with the labour market.

This has resulted with more employment among our students. For example, RBAL and UNION BANK have employed students that have done work practice in their facilities. The work fair has become a good tradition during the last years, offering the possibility for businesses to find qualified staff and graduated students.

The concept of the University of Elbasan "Aleksandër Xhuvani" for the future is not only based on its proximity with the labour market, but also its independency. The mission of universities should not be just to produce workers and specialists in various fields of culture and production, but also to form defenders and guarantors of social and civil liberties and rights in Albania.

University policy and strategy towards entrepreneurial activities

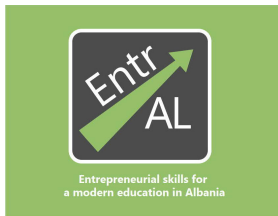
Institutional policies to foster entrepreneurial activities

The department is the base entity that plans annual activities and is in charge for developing them. With the support of the research centres, departments organize annual activities according to their work plan.

The main way students are acquainted with entrepreneurial concepts is through study programmes. We have different study programmes that include subjects on entrepreneurship education.

At university level, 10 from 40 Bachelor degrees include entrepreneurship education topics, 12 from 51 Master programmes and two from seven professional 2-year study programmes are offered at our university and mainly at the Faculty of Economy. We also have business administration programmes at Bachelor and Master levels, where students study to become

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specialist. They learn in details how to create and run a business. We also organise workshops and offer selective subjects within the programmes so students who want to have a better entrepreneurial education can follow a law degree or informatics, engineering, etc. They can learn the basic concepts of entrepreneurship and study how to run a small business.

By participating in competitions organised by different organisations, they have the possibility to be trained and be funded for their best business idea. The IDEA project is one of the best initiatives. Students are also trained to create social businesses in order to be better citizens and to respect the social dimension.

In collaboration with the Bank of Albania and with the Financial Supervisory Authority, every year students have the possibility to compete for the best dissertation and to receive prizes or jobs in these organisations.

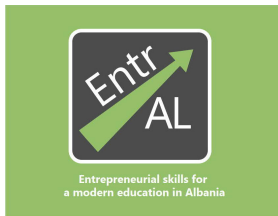
The policy of our institution is to enhance the collaboration with all the entrepreneurial entities in order to offer to all students an approach to the labour market. This is part of the strategic plan for developing our university.

Regional and national policies towards entrepreneurial activities

In the Region of Elbasan, efforts from local authorities have been made to design development programmes and plans that favour the rapid growth of the private sector and the creation of a suitable climate for business development. These efforts with the support of all the stakeholders, including University of Elbasan, are ultimately addressed to the perspective of sustainable economic and social development in the Region of Elbasan. The priorities of development are related to:

- Developing a competitive and entrepreneurial economic environment;
- Development of the Elbasan Region as an attractive tourist destination and promotion in a sustainable way of its touristic potentials;

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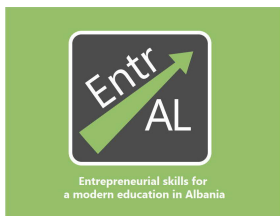


- Caring for the natural environment and preserving its natural resources, raising the awareness of individuals and businesses and promoting their environmentally responsible behaviour.

These programmes envisage a series of measures to improve the business environment, adapt the workforce to the labour market conditions and requests, highlight and put to the service of investors the opportunities offered by the region to develop business and invest, as well as to improve the kind of infrastructure that helps businesses to develop. In collaboration with the Department of Marketing and Engineering of the Faculty of Economy at UNIEL, students of Economy and Tourism study programme are involved at the promotion of tourism potential of the Region, initiating and participating in many local activities.

The industrial zone of the city of Elbasan is an important development potential, which has been exploited so far but which presents even more potential for exploitation. The return of the unused part of the metallurgical plant to an industrial park is a priority objective for the economic development of the Elbasan Region. This industrial park creates favourable conditions for domestic and foreign investors and can significantly increase the number of small and medium enterprises while increasing employment opportunities in the region. Encouraging domestic and foreign investment in consolidating and expanding existing small and medium-sized enterprises and setting up new ones is a key objective in increasing the region's economic potential. The certified by government laboratory of UNIEL is also situated in the industrial area of Elbasan, conducting different kind of chemical analyses that cannot be done in other laboratories, helping businesses to get tests and results in real time.

Based on this analysis of the economic potential for development, several possible ways to improve the situation regarding economic activity in the region have been identified by local authorities:



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- Improving the business infrastructure, including the business support network where UNIEL plays an important role, in order to create better conditions for current and potential entrepreneurs and foreign investors, as well as a strategic plan;
- Lobbying with relevant actors and national bodies to revitalize the industrial areas;
- Encouraging joint ventures, such as between farmers for agricultural production (storage, marketing, etc.).

Entrepreneurship promotion through education and supporting start up initiatives are very crucial elements of a university's entrepreneurial and innovative strategy.

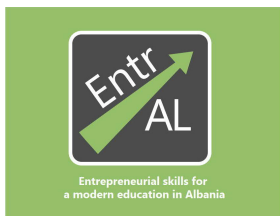
Albanian universities depend on government financing in almost more than 50 % of their budget. Income from research, patents or spin off activities are very low. Meanwhile, incomes from donation or participation at National/ International projects are less than 5 % of the total budget of the universities. For all Universities in Albania is crucial a diversified portfolio of income to face the challenges.

Albania has a relatively young population, with a median age of 36.2 years. In addition, Albania has a high ratio of university-educated people with approximately 10,000 graduates every year. There is thus a significant qualified workforce, to build start-ups and to be motivated to become founders of companies. The Albanian youth is multilingual educated. Besides English, a majority speaks Italian and other European languages due to the high ratio of graduates educated abroad.

Remittances accounted for about 9-10 percent of the GDP of Albania (Bank of Albania, 2021). However, there is a potential to make better use of the knowledge, funds as well as experience of Diaspora to further develop start-ups in Albania. In the region of Elbasan, returned emigrants have established 23 start-ups.

Start-ups in Albania, even though in early stages, is developing rapidly and the Albanian young entrepreneurs are launching innovative start-ups and business ideas continually.

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Many youth organizations and the government are also running start-up programmes and competitions in order to raise awareness about the importance of entrepreneurship, to boost and encourage the creation of new start-ups and innovative ideas in Albania. Their goal is to catch up with the rest of Europe and the world but yet more collaboration among the community members and early-stage investors are needed. There is potential, but there is still much more to be done.

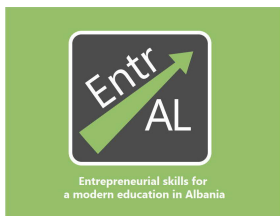
Today, universities in Albania are making formal efforts to offer support measures and promote start-ups by their both students and staff.

An entrepreneurial pedagogy aims at developing entrepreneurial capacities and capabilities of student and staff by offering more autonomy and responsibility in the learning process. Entrepreneurship development through teaching and learning requires implementation of various forms of methodology in the learning process.

The University of Elbasan has a strategy at the institutional level, which expresses the vision, mission and values of the institution. Entrepreneurship, promotion through education and support of initial initiatives are very important elements of entrepreneurial and innovative strategies at our University.

Teaching and lectures in auditoriums, problem-based learning and visit to companies are the most used methods of teaching in the University of Elbasan "Aleksandër Xhuvani". Internships are mandatory for most of bachelor programmes and all master level programmes. Business Plan writing, business idea generation and Business Plan Competition are mainly used in business and economy study programmes but not in other fields of study. Staffs engaged in teaching entrepreneurship are young professors that might need training in order to obtain proper teaching experience in entrepreneurship, research, and entrepreneurial activities.

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UNIEL cooperates with various stakeholders in order to exploit their efforts in knowledge exchange and contributing effectively to the economic and social development of the country.

The ways of cooperation with various stakeholders are in the forms of involvement of stakeholders in teaching activities, cooperation on student internships and joint research initiatives. However, practices of technology transfer, contract and/or industrial research are not present. The public Albanian universities have not formal infrastructure within the university responsible in technology and knowledge transfer.

Internationalization of UNIEL, as part of a broader strategy, has given a great influence in strengthening student and staff cooperation with different international institutions, has stimulated strategic thinking by promoting innovation and modernization of infrastructure, and by increasing the potential cooperation in teaching and training, research and entrepreneurial activities. They are supported by grants from European Commission. The exchange of experience with international staff by visiting, teaching and training mobility in the frame of ICM agreements, funded by EU or bilateral agreement between Universities, is very important in promoting entrepreneurship.

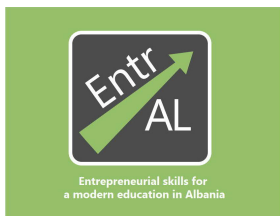
3.4.4. The main challenges and needs at institutional level to promote entrepreneurialism

According to the survey conducted at the UNIEL, from the results we can conclude:

Target group: Teaching staff and researchers

Among teaching staff, 67 answers were collected by university lecturers (78%) and by pre-university teachers (22%). 48% of the respondents are from social sciences, 19% from humanities, 11% from natural sciences, 12% from medical technical science and 10% from other sciences. 75% of respondents are female and 25% are male. Most of them, 49% have

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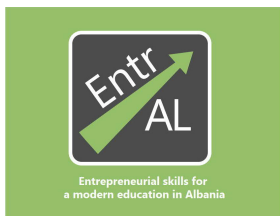
10-20 years of experience in teaching, 15% have more than 20 years, 14% have 5-10 years, and 14% have up to 5 years of experience. The results show that they all gave a different definition of entrepreneurship and in most of cases; they did not give a correct definition of it. More than 50% of them that evaluate themselves entrepreneurial in teaching and supporting students above the average do not give a correct definition of entrepreneurship.

They define it as responsibility, collaboration, initiative, mission, engagement, project, etc. To be better entrepreneurs in their activity, they need more trainings and knowledge on entrepreneurship (in 40% of cases), more financial support (in 30% of cases), a better infrastructure (in 20% of cases), a better connection to labour market by improving the collaboration with businesses (in 10% of cases). In most of cases, they think that university supports entrepreneurship at a high level.

Related to entrepreneurial initiatives they know their institution is engaged, we can mention mainly in 28% of cases, teaching methods and in 22% of cases the collaboration with guest lecturers. In more than 50% of cases, they rate their students as entrepreneurial under the average. In 69% of cases, they think they are able to support their students in their career path, by creating contacts with the labour market, by supporting to develop new ideas, by professional support in practice knowledge, by sharing their experience, etc. The main challenges teachers have faced are related to lack of connection between theory and practice, the lack of periodical market research, lack of programmes for entrepreneurial education trainings. More computer skills and the use of online platform trainings are needed for a better online teaching, as well as more practical methods in teaching trainings, more institutional support in terms of materials, infrastructure, trainings, professional freedom, autonomy, financing, motivation, etc.

According to data analyses of teachers and researcher's information, we can conclude that the main problems and needs are:

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Main problems:

- *Incomplete definition of entrepreneurship and inconsistency with considering themselves entrepreneurial in teaching and supporting students;*
- *Weak knowledge about integration of entrepreneurship in teaching and research;*
- *Lack of a clear concept in being entrepreneurial teachers or researchers;*
- *Weak inclusion in entrepreneurial activities with students*

Needs:

- *Training on entrepreneurial education and entrepreneurial competences;*
- *Learning of new skills that support students in entrepreneurial initiatives;*
- *Learning entrepreneurial teaching methods;*
- *A vast collaboration with entrepreneurs for a better understanding how theory works in practice;*
- *A better institutional support is needed.*

Target group: Businesses

Among businesses, 52 responses were collected, from different sectors: 9,6% from financial and insurance activities, 36,5% from wholesale and retail trade, transportation and storage, accommodation and food service activities, 1,9% from real estate activities, 1,9% from public administration, defence, education, human health and social work activities; 5,8% from Information and communication; 5,8% from construction; 13,5% from manufacturing, mining and quarrying and other industry and 25% from other services. Twelve (23%) of the businesses have a strong collaboration with the university.

The most important way of collaboration is through professional practices for students, where they can choose staff among them if they need to employ, assisting students in thesis research work, participating in trainings and using the certified lab of our university for material testing. 19.2% of business think that their collaboration with the university is not

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significant and they stress the need for a better communication among university and businesses. The other 57.8% of businesses do not collaborate with the university, mainly because they do not have a common agreement of collaboration or the profile of work they need is not part of the university academic offer. Businesses stress the need for more initiatives among university and business communication for the common interest, for a better collaboration and common outputs.

Businesses need more information about research and studies of their interest. In addition, they need specialised academic offer like short courses or trainings for their staff, according to new developments and changes in the market. They need to be more included in university activities and need more specialised services from university.

This narrow collaboration is mainly due to the lack of common interest to strengthen the relationship university-enterprise and especially during the last year, because of the measures of social distancing related to pandemic situation, the lack of activities to include all labour market actors.

According to businesses, university students that are able to see opportunities in 30.8% of responses, are able to understand them and evaluate different options in 23% of cases and able to seize them and make initiatives in 21.2% of cases.

Skills university graduates need most in the current job market as perceived by businesses are mainly expertise and competence in one's own field of activity in 50% of cases; teamwork in 48% of cases; digital skills in 46% of cases; organizational skills in 44% of cases, and so on.

Other skills university graduates need in the current job market that businesses see as important are: being innovative, able at taking over responsibilities, being collaborative with colleagues, good knowledge of work processes, experience, communication skills, sales and marketing skills.

Training and development are a key part of any company's goals and objectives. Continuous technological development means the need for constant investment in training and employee development. With proper training and development, productivity increases many times over. There are several aspects to identifying the training needs of members of organizations. First, one to identify what skills are needed to effectively complete work operations or the process. Second, to assess the existing skill levels of the team members and, finally, to determine the gap.

The gap is defined as the difference between the skills needed to complete the job and the existing skills of each individual team member. Defining the specific training needs of domestic small and medium-sized companies is based on the aforementioned detailed research on the differences between the current state of SMEs and the desired situation.

According to data analyses of businesses information, we can conclude that the main problems and needs are:

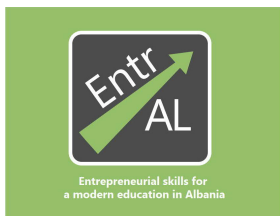
Main problems:

- Lack of information about recent university activities due to the pandemic situation;
- Lack of engagement in joint activities and a narrow cooperation, mainly concentrated in student's work practices;
- Little support with ideas on innovation, use of resources and research funds;
- Need for change in some subjects included in study programmes according to business needs for qualified staff;
- Lack of specialized short training courses for business staff and little engagement for organizing workshops including businesses;

Needs:

- Approaching skills and knowledge with labour market needs;
- Market studies and available reports for businesses to be informed;

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- Staff trainings with innovative entrepreneurship concept;
- Changes in study programmes, according to business needs;
- Supporting businesses with consulting services;
- More inclusion of businesses in university activities.

Target group: Students

In total, 229 students (183 Bachelor students, 43 Master students and 3 PhD students) of the University of Elbasan participated in the survey. Approximately three-quarters (72%) of the respondents were females and one-quarter (28%) males. The information gathered gives us a clear idea about the entrepreneurial concept perceived by them. Respondents somewhat know the meaning of entrepreneurship but the definition is incomplete in more than 40% of cases. They feel that UNIEL supports entrepreneurship activities but not to the best extend. 47.3 % strongly agree and 19.7% strongly disagree that UNIEL supports entrepreneurship activities. The other 32.9% agree to a certain extend that UNIEL supports entrepreneurship activities.

40% of the students estimate that they are very capable at seeing opportunities and consider themselves being entrepreneurial, though 12.3% of them are not. At 'understanding opportunities and evaluating different options', students consider themselves very capable in 48% of the cases. 43% of our students are considering starting their own business after graduation. Most of them will get the support from their families and loans from financial institutions with the support of their families. The other 52% are not interested in entrepreneurial activities because of their chosen degrees, plans to go abroad, some also think that it is not the proper time because of the pandemic situation, some do not have the right support, etc.

Generally, students are motivated to be entrepreneurs for self-realization (26%), for financial success (12%), independence (12%), innovation (8%) and for other motives (4%). Approximately a third (38%) of the respondents has more than one reason to become

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entrepreneur. The most frequently mentioned reasons were independence, financial success and self-realisation. Less than a fifth (17.5%) of the students are involved in entrepreneurial activities, mainly family businesses, commercial activities and social activities. Half (52 %) of the respondents rated their teachers very entrepreneurial and approximately one fifth (16%) not entrepreneurial at all.

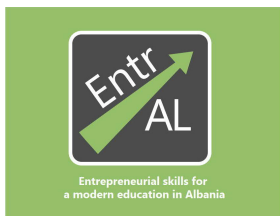
Half of the respondents (47%) think that their teachers are able to help them if they have a business idea that they wish to develop, through e.g. explaining the ways and procedures to follow, suggesting funding, providing with examples of success cases and sharing their own experience, and giving advice. Most of the students that think teachers are not able to help with a business idea, agree that they have never discussed about their business development idea of with their teachers.

Only one-third (36%) of the respondents has already during their studies been in contact with entrepreneurs, and one of the main reasons for that is that their study programme does not have a business orientation. 83.3% of them would like to be in contact with entrepreneurs during their studies and 15% cannot say. Only a few, 0.7% would not like to.

According to responses of the survey from students, we can conclude that the main problems and needs are:

Main problems:

- More than half of the students do not have a clear idea of what entrepreneurship is
- Entrepreneurial activities are not supported to the best extend.
- Students perceive themselves positively as future entrepreneurs
- Students think that family incomes and funding are the best support for their business success, not the development of a successful business plan. This means that they do not have enough knowledge about entrepreneurship. They do not mention the need of a business plan for being successful;



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- Students are not aware of successful cases where work independency is most valued as a reason to start developing a business according to their abilities and ideas;
- Students rate their teachers very entrepreneurial and this is a classical belief that teachers know everything and can teach you everything;
- Low level of interaction between students and entrepreneurs

Needs:

- More knowledge about entrepreneurship education;
- Universities should support better/more entrepreneurial activities. In addition, students should be more involved in entrepreneurial activities;
- Better ability and skills to write a coherent business plan;
- Trainings for teachers with the appropriate knowledge for entrepreneurship education;
- To offer more possibilities for students to be in contact with entrepreneurs.

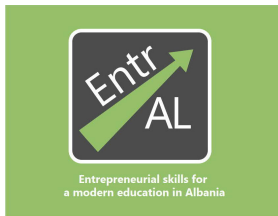
3.5. "Eqrem Çabej" University of Gjirokastra

Gezim Sala, Majlinda Bobrati, Mimoza Çarka, Loreta Mamani, Eduina Guga and Klaviona Dudumi

3.5.1. Executive Summary

The main purpose of this Project is to research whether entrepreneurship competence is developed in higher education curricula, which are training the future teachers, in Faculties of Education at Albanian partner universities. "Eqrem Çabej" University has researched the current situation and entrepreneurial mind-set at our institution as well as at schools. The analysis is based on interviews with teachers and researchers (120), students (130) and businesses (80), and deskwork to understand the current main challenges and needs. The

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results of the analysis conducted in Eqrem Çabej University has indicated the following main problems and needs among each target group.

Among teaching staff and researchers

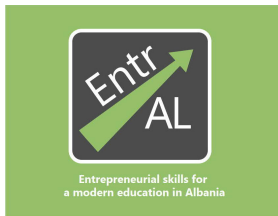
The answers to the questionnaire show that entrepreneurship education is implemented in various ways such as Teaching Methods on Entrepreneurship, Collaboration with Entrepreneurs, Student Initiatives, Entrepreneurship Research Initiatives, Vocational Entrepreneurship Courses, etc. Main identified problems are: lack of sufficient entrepreneurial experience by the staff, lack of definite and specific materials, lack of infrastructure, lack of organization and cooperation among academic staff, lack of technological equipment to support the process, lack of sufficient motivation and ambition on the part of students.

The initial identified needs are related to the development of a more ambitious entrepreneurship strategy, followed by a University-level action plan. Policy and strategy design would avoid problems related to organization, cooperation, and infrastructure.

In addition, cooperation will be required from the University finances, to financially support the process through the purchase of teaching materials, necessary technological equipment and the establishment of the necessary infrastructure.

Funding can be raised by increasing the R&D expenditure item in the University budget, by seeking external funding from the state budget or from local, national and international partners.

Teachers will also need to engage in contemporary entrepreneurship-related training to reduce the gap in personal entrepreneurship experience.



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Among students

The students' responses highlighted the fact that they generally think that the university, to some extent, supports entrepreneurship education and related activities.

They also consider themselves generally capable of seeing opportunities and capable of taking initiatives but are set back by the risk of failure.

They consider teachers / lecturers to be skilled in entrepreneurial activities but think that they can do more to help students in entrepreneurial activities. One of the problems that the questionnaire addressed is the students' belief that the economy is stagnant, that the economic policies of the central and local government are not appropriate to promote entrepreneurship.

The problems identified by the questionnaire could be dealt with by training students on the cyclical nature of business and economic growth in general. The economy can move from the stagnant state in which it finds itself through national economic policies, or through individual ventures.

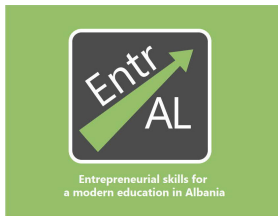
So, a more ambitious approach, increased motivation, creative thought, greater involvement in entrepreneurial activities with evident results are needed.

Among businesses (Gjirokastra region)

The results of the answers to the questionnaire for businesses highlight some problems related to the cooperation between Universities and businesses.

Many businesses say they have never cooperated with the University and the majority would welcome such cooperation. They highlight the lack of information as the main problem and would like to benefit from cooperation mainly in services such as the use of technology for business purposes, theoretical and practical training of staff, references for new recruitment consulting, financial decision-making assistance, training regarding fiscal policies, etc. In order

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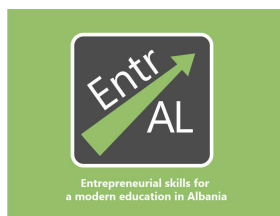


to increase the cooperation between the University and businesses, workshops and training sessions will be needed. The needs identified by the questionnaire can be met through the establishment of a business incubator / accelerator, the purpose of which should be the creation of several training modules by professors and researchers that meet the needs of the businesses to train the staff by experts of relevant fields.

3.5.2. Introduction

“Eqrem Çabej” University of Gjirokastra was established based on the Decision of the Council of Ministers Nr. 414, date 12 November 1991, of the High Pedagogical Institution that was opened in 1971. Higher education in Gjirokastra dates back even before 1971. Previous experience provided the basis for further developments. Nowadays, UGJ is the most important educational, scientific and cultural institution in the Southern Region in Albania.

Currently “Eqrem Çabej”, University Gjirokastra has three main units:



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I. FACULTY OF EDUCATION AND SOCIAL SCIENCES

1. Department of Albanian Language
2. Department of Albanian Literature
3. Department of History and Geography
4. Department of Education and Teaching Methodology
5. Department of Foreign Languages
6. Department of Greek Language, Literature and Civilization

II. FACULTY OF NATURAL SCIENCES

1. Department of Mathematics, Informatics and Physics
2. Department of Biology- Chemistry
3. Department of Nursing

III. FACULTY OF ECONOMICS

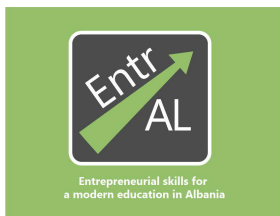
1. Department of Accounting and Finance
2. Department of Public Administration
3. Department of Economic Policies and Tourism

In its life for more than 50 years, thousands of students, who are currently working in different fields of knowledge and science making a significant contribution to the national education and beyond that, have graduated from the University of Gjirokastra.

In the academic year 2020-2021, 107 full time lecturers and 78 part time and invited lecturers (67 part-time academic staff and 11 invited academic staff) are making a significant contribution to a successful teaching process. Referring to the full-time academic staff at UGJ, 24 of them are in the category "Professor", 47 are in the category of Lecturer (Dr / Doc. Dr / Doc. M.Sc.) and 36 are Assistant Lecturers (M.Sc.). Many of them have completed their studies, qualifications and specialization abroad, due to the several connections that UGJ has established with universities of other countries.

The University is equipped with laboratories, cabinets with modern internet networks and a scientific library. Furthermore, the University is an important researching, scientific and publishing centre. The university academic staff has been active participants in conferences, scientific sessions and different publications at home and abroad.

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Currently the University of Gjirokastra is completed with the three cycles of study programmes:

- The first study cycle "Bachelor". In the first study cycle are offered 18 full time study programmes.
- The second study cycle "Master", "Professional Master" and "Master of Sciences" offers eight "Master" full time study programmes, seven "Professional Master" full time study programmes, five "Master of Sciences" full-time study programmes. There are six; full time two years study programmes with professional character.
- The third study programme "PhD". In the third study cycle programme the PhD study programme in Albanology has been approved.

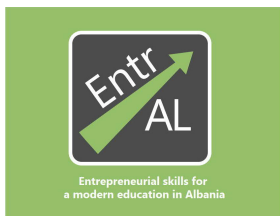
University of Gjirokastra is a member of many international associations and is involved in many collaboration programmes within the framework of European projects "ERASMUS +", "IPA INTERREG CBC Greece–Albania 2014-2020". Thus, individual scholarships won by the academic staff in the framework of ERASMUS PLUS, KA2 programmes, have evidently had an impact on their qualification and research-academic experiences due to direct contacts with experienced lecturers/researchers from other universities.

In Gjirokastra Region there have been seven start-up programmes targeted for young people from vulnerable groups of the society. These programmes assist young people with training sessions as well as tools for starting their own businesses, focused mainly on barbers. In one case, a young person was supported to fulfil his dream in journalism.

Institutional start-ups and spin offs are evident in the University of Gjirokastra. Examples are the following projects:

- CheeseCult: Promoting tourism and the values of traditions in the Greece-Albania cross-border area

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- VirtualLand: Digitization of libraries and cultural heritage in the cross-border space Greece-Albania
- StoneArt: Promotion of stone constructions and stone processing in cultural heritage in the cross-border area Greece-Albania
- INECO: Encouraging your entrepreneurs to start a successful economic business

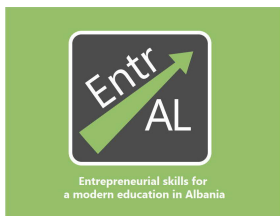
Erasmus + capacity building projects:

- TeComp: Improving teaching in the mathematical and natural sciences
- Teavet: Training and improving teaching skills in the field of teaching
- BalkanStone: Promoting traditional stonework and fostering coordination of stone business
- QUAADIC: Quality development in the international relations and project managing
- EntrAL: Entrepreneurial skills for a modern education in Albania

In the framework of the EntrAL project, Eqrem Çabej University conducted a labour market research. In this study, data were collected from the Student Services Sector at this University, from the Regional Tax Directorate, from the Directorate of Regional Statistics, from the Gjirokastra Labour Office and from the meetings held with some of the businesses in the area.

Data collected in the form of tables, graphs and verbal information were processed to provide the following information:

The Student Services Sector has distributed forms over the years to graduates from this University. The forms aim to measure the degree of absorption of students from the labour market. The answers to the forms suggest that University graduate students have an employment rate of 10-15% up to one year after graduation, and 40-50% up to three years after graduation. Graduate students at the Faculty of Economics have higher employment rates, respectively 20-25% up to one year after graduation and 60-65% up to three years after



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graduation. The answers to the forms suggest that only 20% of the employees during the first year are employed in their study field.

Information received from the Regional Tax Directorate shows that the number of active businesses in Gjirokastra Region is 5287 businesses out of them, 558 are medium-sized active businesses, with an average number of employees of 10 employees per business. According to the data of the Gjirokastra Regional Tax Directorate, the number of new businesses registered from 2019 onwards is 449, and from 2017 onwards is 1040 new businesses.

The Gjirokastra Labour Office declares that graduates from “Eqrem Çabej” University make up about 5% of the total number of job seeker registrants at this office.

3.5.3. Institutional and regional perspectives to entrepreneurship

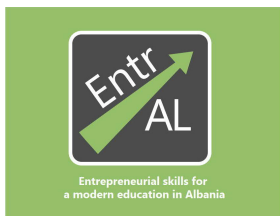
Related to entrepreneurship, several courses are included in the study programmes of the Faculty of Economics at Eqrem Çabej University such as:

- Business Management,
- Small Business Management

Business Management and Small Business Management are disciplines that provide information on how to start and run a small business. Topics include facts about medium and small business, essential management skills, how to prepare a business plan, financial needs, marketing strategies, and legal issues.

- Management of Tourist Enterprises,
- Family Business Management in Tourism

The courses focus on planning, development and management of businesses in the field of tourism and hotels, theoretical and practical knowledge of how to run a business. The courses



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are designed for students to be able to develop and advance business and entrepreneurship in the field of tourism.

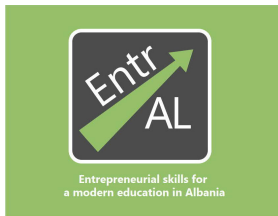
- Hotels and Restaurants,

The course describes different types of hotels and restaurants, examines how they are organized in terms of staff members, discusses the duties and responsibilities of departments such as maintenance and hygiene, safety, customer communication, order management and financial management.

"Eqrem Çabej" University has also signed several cooperation agreements in order to improve entrepreneurial skills. It is worth mentioning here the 2020 agreement between the University and the organization CoDe Albania (Coherent Development) within the project "No one left behind".

The "No one left behind" project aimed to involve 40 young people (19-34 years old), including 28 young people with disabilities and 12 young people returning from migration, in the processes of economic development, through support in breaking the cycle of marginalization related to unemployment and irregular migration, thus helping to create better living conditions and integration into society. The project was funded by GIZ, the ProSEED Programme. The final product of this collaboration was 12 business plans for start-up ideas of the project participants.

In order to finalize studies at UGJ, students have to meet the teaching internship requirement. For this reason, UGJ cooperates with numerous institutions such as Education Directorates, Gjirokastra Regional Hospital, and Commercial Banks of the second level, Gjirokastra Regional Court, Albanian Post, and the Chamber of Commerce etc. Experts in respective fields are invited as guest lecturers, an activity which brings together the students, academic staff and qualified lecturers from well-known universities or other institutions. Cooperation with all the



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above-mentioned actors has contributed in students' gaining information on entrepreneurship.

During the last training session, in the academic year 2019-2020, it was evident that the number of students who wanted to gain knowledge was higher compared to previous years' numbers. However, an increase is also noted in the actual business plans where students applied. The pandemic has brought the efforts to a temporary halt, even though the interest and demands from the students themselves have been on the increase.

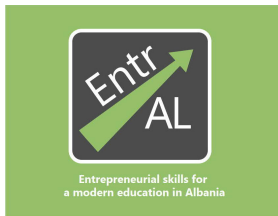
University policy and strategy towards entrepreneurial activities

The university has policies to foster entrepreneurial activities, which are documented at the strategic plan of the institution.

One of the main pillars of the strategic plan, besides SMART University (improving an innovative teaching infrastructure and service system) and internationalization (doing partnership and global cooperation, joint programmes, joint scientific research and projects), is:

Professional leader (The University aims to become a leading institution in terms of vocational training according to European Standard of Qualifications/Professional Skills and Employment), that clearly defines the professional and interpersonal competencies that graduates should acquire. Students, graduates, academic and administrative staff will be involved in training and qualification programmes respecting the Life Long Learning process, including also entrepreneurial activities. UGJ institutional policies are designed to promote and support entrepreneurship, we must mention the fact that study programmes are designed in such a way as to aim at preparing students for employment. In respect to DCM Nr. 41, dated 24.1.2018, on the bases of which the study programmes in UGJ have been reorganized, the basic and main units are obliged to include in the study programmes characteristic disciplines (with genuine professional character) in about 90-99 credits (50-55%) and integrated disciplines with characterizing disciplines (21 - 27 credits 12-15%),

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supplementary courses (18 - 27 credits 10-15%) which may include subject modules of legal and economic cultures.

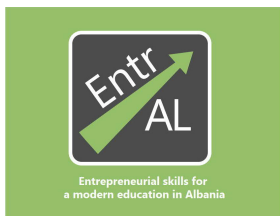
Most study programmes (cycle I + II), in UGJ, are reorganized according to DCM no. 41, dated 24.1.2018, include teaching practices as an integral part of them.

The whole structure of the University of Gjirokastra, The Rectorate, the Main and Basic Units, the assisting and Administrative staff in close collaboration with the Students Council and other actors are actively engaged in the accomplishment of the strategic plan of the university.

Regional policy towards entrepreneurial activities

The tourism sector, agriculture and livestock, handicrafts, architecture, gastronomy, cultural and historical heritage and nature constitute a great potential for economic development not only for the municipality of Gjirokastra but also for the entire Southern Region. In recent years, thanks to investments, there is a growing interest not only among domestic but also foreign visitors, which has led to the generation of ideas of capital entrepreneurs but also of young people. Demand over the last decade for handicraft products, also based on heritage is orienting entrepreneurial initiatives towards customer tastes and their requirements. For this purpose and in support of the young people, in addition to the legal framework in the fiscal field, the local government has undertaken a series of policies and decisions, which facilitate and promote the most innovative ideas. Specifically, in the municipality of Gjirokastra, thanks to agreements between local government and non-profit organizations operating regionally and nationally, young people returning from emigration, with different abilities and community members have been specifically supported for entrepreneurial activities based on their desire and talent. The idea is not enough, but engagement in activity through education has brought concrete results. Based on their passion, today in the museum part of the city of Gjirokastra we find initiatives such as: Artisanal production of various accessories, handicrafts in filigree, and works in stone and wood, embroidery works,

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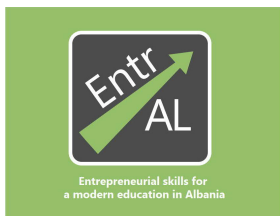


traditional costumes of the area and in cooking. Some of the entrepreneurial initiatives have been financially supported for the opening of the activity. Decisions have also been adopted by the Municipal Councils that exempt them from certain financial obligations for a certain period. In order to promote these initiatives, fairs are organized every year at the local, regional, national and international level where they have received and exchanged experiences in their fields.

One of the main problems they face is the lack of knowledge of the legal framework. They simply suffice in their desire and devotion. As a result of not knowing enough about this staff often encounter a number of obstacles in exercising the activity. This shortcoming comes as a result of the lack of various training sessions they needed to receive during their years of study.

In order to better promote these initiatives, it is necessary to promote enterprises through the organization of local and regional fairs, extend the term of their support and facilitate procedures.

Thanks to the agreements signed between the Municipality of Gjirokastra and non-profit organizations, professors of the University "Eqrem Çabej" have been part of the training sessions where the focus has been on how to design business plan projects where the idea, cost, location, purpose, etc. have been detailed. In these projects, university students are trained but also young people who returned from emigration as well as young people with different abilities. In the selection phase, some winners started their activity. What was found is that despite the training that was conducted, there was a lack of continuing education on knowledge about entrepreneurship. There was a lack of sufficient knowledge in the pre-university and university education of young people, which hindered some of them to succeed, even though they had innovative ideas.



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As a conclusion, the potentials exist. Due to these potentials, it is important to educate young people with key entrepreneurial skills such as creativity, free initiative, teamwork, risk taking and a sense of responsibility to create new businesses.

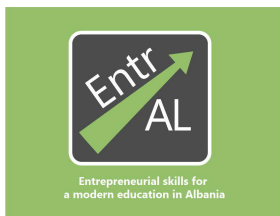
In recent years, a number of national policies have been drafted in order to promote entrepreneurship, especially among young people. Although policies exist, young people do not take entrepreneurial initiatives, this because of the inadequate school knowledge.

There is a need at the national level to improve the curricula of pre-university and university education, where to increase the knowledge on educating young people about entrepreneurial initiatives: for idea development, market orientation, management, promotion, product sales, etc.

One of the ways to promote entrepreneurial ideas is to create an incubator in universities where they get the right knowledge and training and exchange ideas among themselves.

The inclusion in the curricula of universities of subjects that educate and receive appropriate knowledge is seen as very necessary for the generation of ideas of young people. The exchange of ideas of young people among themselves and among universities is seen as a necessary and promotional alternative.

Overall, the facts prove how important entrepreneurship can be, both for economic growth of a country and the individual lives of citizens. It affects not only revenue generation for individuals involved in entrepreneurship but also contributes to the local and regional economy. The data supports that there is correlation between education and entrepreneurial activity. Education is important and more work is needed to be done to spur entrepreneurial activity. We cannot sit back and wait for things to happen. So, let us work together to find the best ways to do this.



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3.5.4. Main challenges and needs at institutional level to promote entrepreneurialism

Questionnaire for teachers and researchers

From the distribution of the questionnaire for teachers and researchers, 120 answers were generated, of which:

All are lecturers and researchers of Eqrem Çabej University and teachers of pre-university education in the region, graduates of UGJ. Half (51%) of the respondents are pre-university teachers, 38% are university teachers, and 12% are University teachers and researchers. There are no sheer researchers. Regarding gender, 12% are males, and the rest, 88% females. Referring to teaching / research experience, 15% have more than 20 years, 26% have 10 to 20 years, 27% have 5 to 10 years, and 32% have 0 to 5 years of teaching experience.

Regarding the categorization of the interviewees according to the scientific field, 89 teachers and lecturers are professionals in social sciences, 10 in natural sciences, 11 in humanities, and 10 in other fields of science.

In response to the open question *"What does the concept of entrepreneurship mean to you?"* it is evident that most of the respondents seem to have a good understanding of the concept.

40% of the respondents suggest that the University supports entrepreneurship and related activities to a great extent rating the performance from 6-10 and 60% rate it from 1 to 5. This goes to show that there is plenty of room for improvement.

Only 2% of the respondents do not see themselves capable of seeing opportunities, rating their perceived performance on a scale of 1 to 5, while 98% see themselves as fully capable rating it on a scale of 6 to 10. This could be due to high levels of self-confidence before getting involved in real entrepreneurial activities. For the same reason 100% of teachers and researchers consider themselves capable of understanding opportunities and evaluating

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different options rating from 6 to 10, and think they are capable of taking advantage of opportunities and undertaking initiative.

In response to the question *"What would you need to become an entrepreneur in your teaching activity?"* most of the respondents support the idea that they need advice, methodology training, and support from educational authorities, logistics and facilities. This explains the following answers. Virtually all (98%) of the teachers/researchers surveyed say they are interested in using entrepreneurial methodology in teaching development and only 2% are not interested. Therefore, their high interest could be further motivated and provide the grounds for their involvement in entrepreneurial training activities, because their actual engagements in such activities is low. This is evident in their response to the question: *"How involved are you in entrepreneurial activities with your colleagues"* where 67% say they are little or not engaged in entrepreneurial activities with colleagues, and the remaining 33% say that they are generally engaged. This is partly because of an inappropriate approach and lack of information related to entrepreneurship.

A considerable number of the respondents do not seem to be aware of entrepreneurial activities taking place in our institution.

This could be due to insufficient promotion of such activities on the part of our University, and the interviewees' low involvement levels in the university activities in general.

Approximately half (57%) of the teachers surveyed say that, in general, students are little or not involved in entrepreneurial activities and the remaining 43% say that students are entrepreneurs. This perception is not supported by the students' answers regarding the same question, where the students state that only 22% are currently involved in entrepreneurial activities, mainly family businesses and small tourism businesses, and the rest 78% state that they are not involved. This makes evident the fact that the teachers/lecturers do not have a realistic picture of the situation, due to their low involvement and lack of experience.

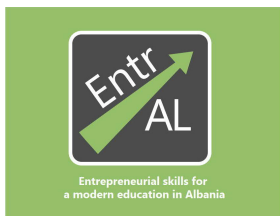
The same reason explains the high levels of self-confidence among teachers and researchers (71 %) who state that they are able to support students on their career path. 29% of teachers and researchers who are not sure, could be more realistic regarding their abilities and experience in the field.

Many teachers think that they can help their students through counselling, supporting, motivating them and setting a personal example in entrepreneurship. Only a few supports the idea of being brainstormed. The ones who were not sure if they could be of any help, stated that they lack experience, training and information, or they need more technological support and feasibility. As for the challenges teachers and researchers are facing, the respondents list insufficient information and teaching materials, gaps in the curricula, unfavourable classroom conditions, difficulties related to the integration of students with disabilities or the ones with different abilities in the entrepreneurial activities, lack of sufficient motivation and ambition on the part of students.

Among teaching staff

Main problems

The answers to the questionnaire show that entrepreneurship education is implemented in various ways such as Teaching Methods on Entrepreneurship, Collaboration with Entrepreneurs, Student Initiatives, Entrepreneurship Research Initiatives, Vocational Entrepreneurship Courses, etc. However, in the concrete implementation of entrepreneurial initiatives and student support, there are some problems such as: lack of sufficient entrepreneurial experience by the staff, lack of definite and specific materials, lack of infrastructure, lack of organization and cooperation among academic staff, lack of technological equipment to support the process, lack of sufficient motivation and ambition on the part of students.



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Needs

In order to improve education and entrepreneurial activities, based on the problems identified during the questionnaire, there is a need to intervene in the identified problems:

- The initial need is related to the development of a more ambitious entrepreneurship strategy, followed by a University-level action plan. The development of institutional policies to promote entrepreneurial activities. Policy and strategy design would avoid problems related to organization, cooperation, and infrastructure
- In addition to the strategy, policies and action plan, cooperation will be required from the University finances, to financially support the process through the purchase of didactic materials, necessary technological equipment and the establishment of the necessary infrastructure
- Teachers will also need to engage in contemporary entrepreneurship-related training to reduce the gap in personal entrepreneurship experience.

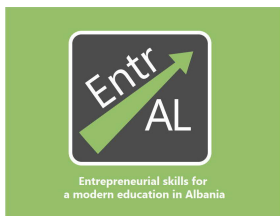
Among researchers

Main problems

Previous research shows that the formation of potential entrepreneurs through education and Entrepreneurial training can help economic growth. The entrepreneurial support system through the entrepreneurship education model can stimulate and facilitate entrepreneurial activities that can reduce the unemployment rate, increase the formation of new businesses and reduce the number of business failures. The answers to the questionnaire identify as the primary problem:

- insufficient funding for activities related to entrepreneurship
- insufficient cooperation of all stakeholders
- lack of sufficient ambitious strategies and policies related to entrepreneurship on local and national level

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Needs

To improve entrepreneurship research will require:

- A higher level of funding for entrepreneurship and related activities. Funding can be increased by increasing the R&D expenditure item in the University budget, by seeking external funding from the state budget or from local, national and international partners.
- A more effective cooperation of stakeholders
- More ambitious strategies and policies related to entrepreneurship on local and national level

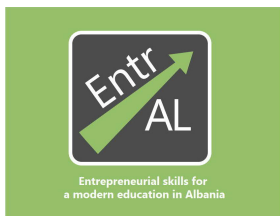
Questionnaire for students

The distribution of the student's questionnaire generated 130 respondents (99 Bachelor level students and 31 Master level students), all of whom are students of "Eqrem Çabej" University. Regarding gender, 73% are females and 27% males, which corresponds to the demographic gender representation of our university students. In response to the open question *"what does the concept of entrepreneurship mean to you?"* it appears that many students do not have a good understanding of the concept of entrepreneurship.

45% of the students think that the University supports entrepreneurship education and related activities, and the remaining 55% evaluate it negatively, rating it from 1 -5. High levels of negative evaluation could be explained with their insufficient involvement in university entrepreneurial activities. This explanation marks their answers to the following question, where 65% of them see themselves as less capable of seeing opportunities.

Paradoxically only 8% of the students surveyed consider themselves as incapable of understanding and exploiting opportunities, while 92% see themselves as capable. The same can be said for taking advantage of opportunities and undertaking initiative, 8% rank themselves negatively in a scale of 1-5, and 92% scale it from 5 to 10. This paradox could be explained by inadequate understanding on the concepts of entrepreneurship, and unrealistic self-evaluation on the subject. This might also explain the answers to the following question:

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“Are you thinking of starting a new business after graduation?” Two-thirds (69%) of the respondents think they will start their own business after graduation, and only 4% think they will not. The quarter (27 %) who are uncertain, could be having a more realistic approach to entrepreneurship, lack of self-confidence, low trust in being financially supported, or are unable to cope with multiple challenges involved in the whole process.

Most of them report that they will find support from family and friends, and only a few will turn to the banking system for financial support, which goes to show their low level of trust in the actual banking system, or the governmental policies.

Regarding the factors that have an impact on the students’ motivation 37% of students consider economic independence as the main motivating factor to become an entrepreneur, 33% consider self-realization, 16% financial success, and other factors have less motivating impact on them. The percentages speak by themselves because they highlight how important the economic independence, self-realisation and financial success are in getting involved in entrepreneurship.

The students’ answers to the question “are you currently involved in entrepreneurial activities?” have the following answers: 22% of the students surveyed state that they are currently involved in entrepreneurial activities, mainly family businesses and small tourism businesses, and 78% state that they are not involved. The high level of uninvolved students in entrepreneurial activities could be explained either with the fact that they might have left it for a later time, when they will have taken all the necessary expertise or with the lack of support and encouragement from the university and other actors.

The general economic character of the region where the survey was conducted determines the fact that most of the students involved in entrepreneurship deal in restaurant and hotel management, handicraft, generally family businesses.

One-third (35%) of students consider teachers / lecturers skilled in entrepreneurial activities, and the rest consider them not much of entrepreneurs. This seems to be a realistic approach, in contrast to the answer to the following question, in which 52% think that teachers can help students in entrepreneurial activities. This discordance might be explained by the inadequate understanding of the question, or a wrong approach to the kind of help teachers can give. The high level of students (43%) who are not certain in their answer to this question could be explained either by admitting that they have a low information level, they lack experience on entrepreneurship or they are focused only on the teaching process. Most of the students think that teachers could help them with new ideas, necessary support or information, showing them the basics of where to start, and involving them actively in entrepreneurial activities.

During the study period 78% of students state that, they have not been in contact with entrepreneurs. This highlights the need for more ambitious policies and action plans on the part of the university regarding entrepreneurship, because the vast majority of the students want to get in touch with entrepreneurs.

Main problems

The responses collected from the questionnaire distributed to University students highlighted the fact that:

- Students generally think that the university, to some extent, supports entrepreneurship education and related activities
- They also consider themselves generally capable of seeing opportunities, understanding and exploiting them, and capable of taking initiatives but are set back by the risk of failure
- They consider teachers / lecturers to be skilled in entrepreneurial activities but think that they can do more to help students in entrepreneurial activities
- One of the problems that the questionnaire addressed is the students' belief that the economy is stagnant, that the economic policies of the central and local government are not appropriate to promote the development of entrepreneurship.

Needs

- Training students on the cyclical nature of business and economic growth in general. Medium and small business entrepreneurship is the main engine of development of any economy. The economy can move from the stagnant state in which it finds itself through national economic policies, or through individual ventures
- So, a more ambitious approach, increased motivation, creative thought, greater involvement in entrepreneurial activities with evident results are needed.

Questionnaire for businesses / business organizations (CCI) / entrepreneurs

In total, 80 responses were generated from the distribution of the questionnaire for businesses. All of them state that they have received the questionnaire from "Eqrem Çabej" University. The distribution of this target group is as follows: 20% operate in the industry of Public Administration, Defence, Education, Human Health and Social Work Activities, 18% in Services, 18% in Agriculture, Forestry and Fisheries, 11% in Wholesale and Retail Trade, 12% in Industry of information and communication, 12% in financial and insurance activities, 6% in construction and 3% in professional, scientific, technical activities.

More than half (60%) of them say that they have never communicated with the University, which again highlights the lack of adequate cooperation between the university and the business. Their responses show that the current cooperation with the university has been mainly through the Faculty of Economics with advisory sessions and student internship level. They think that the university has not been cooperative because it lacks channels of communication, but businesses consider it necessary and significant. They consider the main factors that hinder this cooperation are lack of strategic alliances, the university's passive attitude to support business, bureaucracy, lack of information on the benefits of a successful collaboration.

The business states that they would like to benefit from cooperation mainly in services such as the use of technology for business purposes, theoretical and practical training of staff,

references for new recruitment consulting, financial decision-making assistance, training regarding fiscal policies, etc. The business representatives (87%) consider students to be able to see opportunities and to understand and evaluate different options. Here, again, we notice an unrealistic percentage, which does not correspond with the student's self-evaluation in this respect. This discordance could be due to lack of close communication links between both actors. In response to the question : "What skills do university graduates need in the current job market?" the businesses mention the following skills as the most important: Expertise/competence in the respective field, Organizational skills, Critical Thinking Skills, Team working Skills, Argumentation, Writing and Presentation Skills , communication skills, foreign language skills, digital skills, Intercultural tolerance/open-mindedness, problem solving skills, time management skills, Positive attitude in the workplace, expertise/competence in the respective field, organizational skills, critical thinking skills, team working skills.

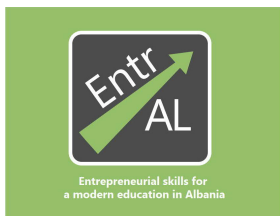
Main problems

- The results of the answers to the questionnaire for businesses highlight some problems related to the cooperation between Universities and businesses
- Most businesses say they have never cooperated with the University and the majority would welcome such cooperation
- They highlight the lack of information as the main problem and would like to benefit from cooperation mainly in services such as the use of technology for business purposes, theoretical and practical training of staff, references for new recruitment consulting, financial decision-making assistance, training regarding fiscal policies, etc.

Needs

In order to increase the cooperation between the University and businesses:

- Workshops and training sessions will be needed to identify the actual needs of the business



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- The needs identified by the questionnaire can be met through the establishment of a business incubator / accelerator. The purpose of the business incubator / accelerator should be the creation of several training modules by professors and researchers that meet the needs of the businesses
- Training of staff by experts in relevant fields.

3.6 University "Ismail Qemali" Vlore

Eva Cipi, Enida Pulaj, Roland Zisi, Mariglana Meminaj and Eloina Tozaj

3.6.1. Executive summary

The main objective of WP1 is to make a research on the current situation on the on entrepreneurial mind-set in University Ismail Qemali Vlore and Vlora Region through a study and an analysis process of entrepreneurship competence, how much this competence has been developed in higher education curricula and which are the results referring to the education, training and preparation of the future teachers. The methodology is based on online questionnaires with 111 teachers and researchers, 103 students and 32 businesses focused on understanding the problems and current needs. In addition, by a deskwork based on the information gathered, these are the general results among each target group as follows:

Among teachers and researchers

They consider the university as a great support of entrepreneurial activities and education and the place where to gain entrepreneurial competences. The teachers believe to be entrepreneurial in teaching and research by having more support and training. The survey shows a great interest of teachers in developing the teaching using entrepreneurial

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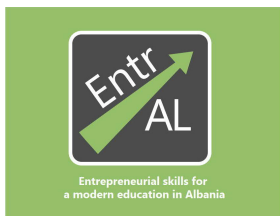
methodologies. The main problem discovered are a weak knowledge of entrepreneurial meaning by teachers. They believe to have entrepreneurial competences but there is no match regarding the capability to support students. The teachers have a weak knowledge how to integrate the entrepreneurial education in the teaching and research process. They cannot distinguish the real need on how to be an entrepreneurial teacher. Regarding the research staff, there are weak efforts of research on new methodologies and practices that include entrepreneurial education. There is a lack of research collaboration with businesses to find new ideas and undertake practical initiatives.

The results of the need analysis show a general request of teachers for training on entrepreneurial education and competences. We can distinguish the need for new methodologies that support entrepreneurial initiatives of students.

For them, it is necessary to plan periodic meetings with businesses and exchange ideas and experiences.

Among students

The main problem we have discovered is regarding the lack of knowledge about the concept on entrepreneurship. Their answers are confused. They believe that they are able to consider the opportunities and take advantage of the opportunities that appear to them to do business. Most of the students have a desire to create and develop a start-up after completing their studies at the university. For most students who think positively about starting a business, family seems to be the main support to get started. The answers show that students are not involved in entrepreneurial experiences significantly. Students believe in teachers' abilities to teach entrepreneurial competencies. Most of them have not seen entrepreneurial experience in university auditoriums. Regarding their needs, students need to get a clear concept of entrepreneurship. Their teachers should have the appropriate competencies to do this. Teachers should provide their support as well as encourage and help with initiatives and ideas on how they can start a successful business based on their professionalism and



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knowledge. Students need capable and contemporary teachers who know how to direct, motivate, advice and how to expand knowledge to apply contemporary practices that show the way to success in any entrepreneurial context.

Among businesses (Vlora region)

The responses show a low level of cooperation between businesses and the university. The most frequented collaboration between business-university are the professional practices of Bachelor and Master Programmes.

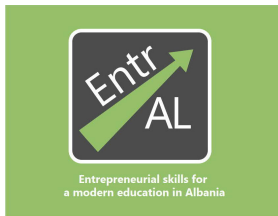
There is a lack of request for cooperation between the university and companies, also the lack of a common development policy. There is a small number of visible initiatives from the university regarding the activities with students and staff. The study programmes are not always related to the sector where the companies operate. Companies need technical workers with a wide range of abilities and skills.

The stakeholders such as the university (students and academic staff) and businesses have to be involved in joint research processes with mutual benefits, providing different training courses to help businesses.

3.6.2. Introduction

University "Ismael Qemali" Vlore is nationally recognised as a public university founded in October 1994 with the purpose to offer to students a personal, high quality, affordable education through a diverse combination of liberal studies, professional instruction, and cultural and social experience. Recognized as one of Albanian's main universities, UV offers opportunities to work directly on research projects with faculty experts who bring current knowledge to the classroom. Located in the bay of Vlore, UV is easily accessible to millions of people who come to visit Vlore every year as a tourist destination. Actually, the academic staff is composed of 245 lecturers and researchers, 92 administrative staff and 21 non-

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academic staff that work fulltime in order that the students can find at UV a fully committed faculty and excellent programmes that will prepare them to be leaders in the new global economy. We offer a wide variety of programmes in social sciences and engineering, business, public health, medical studies, etc. Our academic programmes are based under the Bologna Accord. Currently UV provides three levels of studies organized in four faculties:

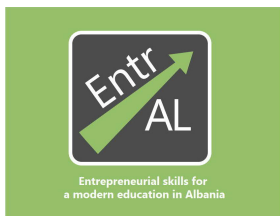
- Faculty of Technical Sciences
- Faculty of Economy
- Faculty of Human Sciences
- Faculty of Public Health

UV provides rigorous educational programmes. A strong core of liberal arts and sciences is the basis on which undergraduates develop the skills, knowledge, and attitudes essential for successful living and active, concerned citizenship. A variety of majors and specialized curricula prepare students for post-baccalaureate education, professional schools, or careers directly after graduation.

Each programme provides a variety of courses and curricular experiences to ensure an enriched life along with superior career preparation or enhancement.

The diversity of its organisational structure allows developing several activities based in the triangle education - research - third mission activity. Through the Regional Development Centre (RDC), UV has good expertise in developing short programmes of studies for specific skills training and long-life learning. RDC has been involved in several initiatives and has created a good experience in European development and management projects. The objectives have been focused on professional training, like teachers, nurses, IT specialists, and improving the quality of education and training courses at the European standards level. New other innovative programmes have been developed and offered to support community needs in the region. Nowadays, RDC offers 16 teacher training courses accredited and continues to develop other VET courses, also managing project activities like seminars, workshops, ICT

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training. Academic staff at UV has been trained in European visits and experience exchanges by short training activities to maximize the role of UV and impact in the regional development.

The University of Vlora is one of the largest public academic institutions in southern Albania. Its role has been very important in the continuous development of human resources in the field of education and knowledge. Professional education, development of scientific values and creation of professional competencies in young people, are some of the objectives that the university is aiming at.

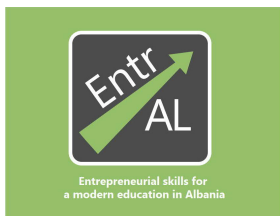
Having a consolidated structure of academic staff, the University of Vlora produces and offers a wide range of services with a major impact in several sectors. In order to monitor and manage these services, there are scientific centres that distribute resources to each faculty or department of the university regarding the region and community needs.

The University of Vlora aims to be an important factor in the development of society and economy of the region. This goal has been the focus of the institution's transformation processes in line with regional changes:

- Improving and developing study programmes that support regional development
- Orienting the scientific research and work towards a model of problem solving of local economy and community
- Developing third mission activities focused on transfer technologies and innovation, Continuous education and Social engagement.

The University conducts a rich research activity based on special needs in several sectors by supporting professional solutions. Our staffs contribute in different sectors by bringing their knowledge and expertise interactively with the demands of the community and the environment. Collaboration and interaction with private and public institutions, public administration and social organizations is the way to develop and improve the impact of research and education. In this context, the University will formalize and coordinate these

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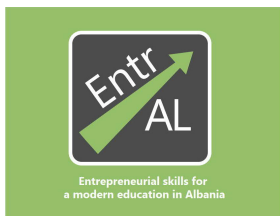


activities in projects that can be monitored in terms of quality and importance in the field before their implementation as services. Distinguished efforts focus on the entrepreneurship education of teachers and students like:

- University continues to apply and implement projects within the European Union Programmes and other foreign donors such as IPA Programme, ERASMUS, Interreg, Macro - Adriatico Ionico, Med Balkan, Horizon 2020, Europe for Citizens, COSME, etc.
- SUCCESS - Sustainable university - cooperation of enterprises to improve the employment of graduates
- KNOWHUB - Connecting universities and enterprises to promote regional innovation and entrepreneurship
- BUSINESS CLUBS - Establishing business clubs to build entrepreneurship
- ALMARS - Capacity building for blue growing and development of marine fishing curriculum in Albania
- STEAMEDU - Scientific master courses in STEAM education
- SESC - Intelligent energy community for an intelligent city
- TANGRAM - Transnational parks and garden resources in the Adriatic and ion tourist market
- TEAVET – Developing teacher competences by a comprehensive VET system in Albania
- U3M – Developing third mission of universities in Albania

The university has developed good changes related to the labour market. Through RDC centre and departments initiatives, there have been periodic meetings with regional actors, businesses and private companies inviting students with continuous contacts regarding their needs in the labour market. UV has participated in all community events organized by Vlore Municipality and other regional and local authorities.

A dedicated space for students and alumni in the UV webpage was developed to help students to search information about work offers or to be registered and to have access in the



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Alumni database. For the new entrepreneurial initiatives by students, there are annual periodic collaboration and training with the DPPI directorate on several issues like:

- How to register a business logo
- How to protect the intellectual property and business rights

UV staff evaluates every year the employment rate of its graduates gathering information in order to evaluate the effectiveness of study programmes. This information allows undertaking review processes of study programmes with improvements on:

- Practice hours
- Laboratory hours
- Course projects
- New literature
- Expertise of lecturers

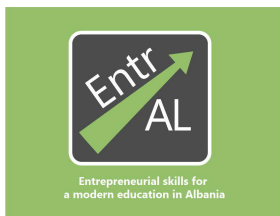
Unfortunately, there are no start-ups and university spin-offs. Under the Business Clubs, we are starting for the first time five initiatives of young people by opening the Angle of BCs at University Library.

3.6.3. Institutional and regional perspectives to entrepreneurship

In reference to the Higher Education Law (Article 3, paragraph 3.a), Higher education institutions (HEIs) have increasingly been encouraged to take a larger role in economic development particularly through innovation, research works, start-ups, spin-offs, joint ventures, etc. The main types of entrepreneurial activities in UV are:

- Entrepreneurial courses included in Bachelor programmes of economic profile
- Students 'professional practices
- Open lecture from guest lecturers related to entrepreneurial issues

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- New business incubator built as a result of Business Club project implemented in UV
- Conferences, fairs, workshops with stakeholders from the private and public sectors
- Recently, the University of Vlora has established the "Clinic for Law" where students offer legal expertise and consultancy to businesses.

The intensity of entrepreneurial activities has increased over the years but the number of different types of entrepreneurial activities has barely changed.

The most important ones for the university are entrepreneurial courses targeted to the students of economic field, university- business collaboration regarding the practical side of the academic programmes and open lecturers from invited professors.

This discovers the low level of direct collaboration among the business sector and Albanian universities in terms of patenting and licensing, spin-offs and start-ups.

It seems that the universities are unable to provide structures and methods for start-ups, to develop innovative solutions due to the missing direct collaboration in terms of needs and challenges between business –universities and the lack of knowledge on commercialization of ideas that would inspire young entrepreneurs to start new businesses.

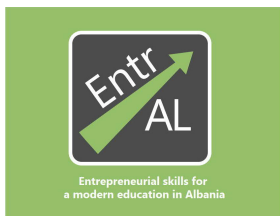
The university has policies to foster entrepreneurial activities, which are documented at the strategic plan of the institution.

The strategic pillars of the University of Vlora are oriented to SMART University, Internationalization and Professional leader.

Professional leader aims at:

Improve study programmes including elements of entrepreneurship as well as orienting and fostering entrepreneurial initiatives of the students to support the creation of new ventures. Create a specific structure "Business Incubators", to assist students with business ideas, turn them into genuine business plans and implement in the future.

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Help the graduates to avoid youth unemployment, especially among tertiary graduates.

The structure of the UV has to be included in the realization of the strategic plan of the university such as rectorate, faculties, departments, scientific research centres inside the institution and the academic staff.

The potentials of the city of Vlora are undoubtedly related to the geographical position, the seaport, and natural resources such as oil, natural gas, bitumen and salt but also the presence of cultural and natural heritage used as an attractive destination to develop the tourism industry.

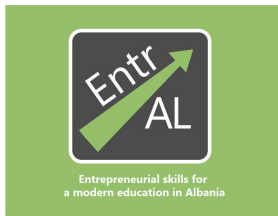
Natural resources create opportunities to develop branches such as extracting and processing industries, fishing, agriculture, manufacturing, textiles, construction, tourism and high potential for the development of renewable energy.

Due to these potentials, it is important to educate young people and our students with key entrepreneurial skills such as creativity, free initiative, teamwork, risk taking and a sense of responsibility to create new businesses in these promising locations for local and regional development.

Although there has been some improvement in this area, there is still a lot of work to be done, including entrepreneurship education at all levels of study.

The relationship between entrepreneurship and economic growth has increased the interest of the university on entrepreneurial activities.

According to the national policies regarding employment rate, labour force participation, competitiveness, economic development of the country, the university improves the undergraduate and postgraduate programmes according to the needs of the job market. The progress is done through the implementation of Higher Education Law, fulfilling the quality



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standards in education in coordination with National Youth Strategy and other national strategies.

The aim of the entrepreneurial activities of the university is to encourage students to think critically, to feel free to stimulate and express new ideas and their entrepreneurial skills.

- In this way, our university aspires to be an open network for successful and active entrepreneurs, where they can share their experiences and influence students, promoting an entrepreneurial culture
- Although with a limited number of entrepreneurial activities, the university plays an active role in preparing and supporting the new generation of young entrepreneurs, being one of the most important agents in the country's economy
- This is the reason why the economic and social national policies influence strongly the entrepreneurial activities of the university and on the other side, the university has to promote entrepreneurship as a valuable asset to our country (97% of the businesses in Albania are SMEs).

3.6.4. Main challenges and needs at institutional level to promote entrepreneurialism

Questionnaire for teachers and researchers

According to the survey's information gathered, there were 111 participants from several fields of education: 28 (26.1%) from natural sciences profile, 9 (8.4%) from engineering and technology, 34 (31.8%) from human sciences, 19 (17.8%) from social sciences and 17 (15.6%) from other sciences.

The respondents were 100 (90.1%) teachers of pre-university education and nine (8.1%) university teachers and researchers. Two (1.8%) people have an academic profile. From all responses, 100 (90.1%) are female and 11 (9.9%) results to be male.

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Regarding their teaching experience, 31 (27.9%) have no more than five years, 20 (18%) from 5 to 10 years, 37 (33.3%) from 10 to 20 years and 23 (20.7%) more than 20 years. This result shows a good distribution of teachers from different categories and qualification levels. When we ask about their understanding of entrepreneurial meaning, there are several responses. If we look at and analyse their answers on this issue, 16 (13%) think that entrepreneurship is about engagement to do something, another group, 16 (14%) conceive that it is an activity to create something new. Other 12 definitions in the table of the analysis try to suggest an answer.

Two-fifths (36.9%) of them strongly consider the university as a great support of entrepreneurial activities and education, other 19 (17.1%) and 15 (13.5%) of teachers evaluate respectively with the grades of 8 and 9 points on the Likert scale. This result shows that teachers believe in the university mission of entrepreneurial education.

We have the same results regarding the self-evaluation of teachers by: 39 (35.1%) of them strongly believe in their own entrepreneurial competences. Also, 28 (25.2%) of them evaluate themselves with 9 grade and 25 (22.5%) with 8 grade respectively regarding their personal entrepreneurial skills and ability from teaching experiences. There is nobody that does not believe to.

In addition, we see a high rate of teachers' self-evaluation that consider being entrepreneurial in teaching and research at "seizing opportunities and making initiatives" or even "understanding opportunities and evaluating different options". For most of them, the most required are support and training to become more entrepreneurial in their teaching or research. However, a considerable number of them did not answer because of the weak knowledge of the concept.

The survey shows a great interest of teachers to develop and improve the teaching process using entrepreneurial methodologies. From the next question about "what are the main types of entrepreneurial activities that they know are happening at their current institution", we

detect support request on didactic tools with 16%, 15% for *support* in the realisation of practical activities, 13% for training in the field of entrepreneurship, 14% for infrastructure, cabinets and laboratories for practical skills followed by the initiatives of students and the collaboration with entrepreneurial lecturers invited in class rooms.

92 of them (83%) believe in their ability to support students in entrepreneurial activities, but 17 (16%) could not say. This weak result shows the lack of competencies in teaching and education of entrepreneurial skills. When we ask how to support the students, the result shows that 14 (15%) can by *knowing their profiles and guiding them for skills to be developed*, 13% can do it by *advising and collaborating with students about success, etc.* 15% do not give an answer because of their weak knowledge of what to do. Regarding the challenges they encountered while teaching, there is a long list of responses that show several needs from the teaching system in the regional context.

We see a high rate of teachers that are interested in new methodologies to teach entrepreneurially. 60 of them (54.1%) have selected strongly interested, followed by 22 (19.8%) and 17 (15.3%) with 9 and 8 grades of interest rate.

41 of them (36.9%) think that they involve the students in entrepreneurial activities already, also 41 (36.9%) think that they are involved with colleagues in such activities but when they try to answer how, 67 of them (60.4%) see only the teaching methodologies on entrepreneurship. Also 31 (27.9%) evaluate the students' initiative and 33 of them (29.7%) the collaboration with businesses. The negative responses of teachers regarding their support ability for students show again a lack of knowledge on how to do their mission. One of the challenges is to face different profiles of students with different cultures.

Questionnaires to students

In total, 103 students studying at University Ismail Qemali Vlore have been involved in the process of gathering information by questionnaires in the field of entrepreneurship in the

framework of the need analysis. The electronic questionnaire version template has been translated in Albanian and delivered randomly to students email addresses selected on UV electronic management system, from different levels of studies where 66 of them (64.1%) are students of bachelor studies, 36 (35%) of master studies and one PhD studies. Referring to the gender category, there were 62 (60.2%) females and 41 (39.8%) male.

The questionnaire has been designed to gather information about the actual knowledge of students related to the entrepreneurship concept by asking directly the meaning of the definition. One-fifth (19%) of them evaluated entrepreneurship as an activity focused on creating something, 18% of them evaluate it as an initiative by daring something new and 12% give a definition learned from books. 15% consider it as doing business with a specific purpose.

Meanwhile 11% of them see it as a liability, 6% as an initiative, only 1% as a service or making money. This shows a low level of knowledge and a gap of information from students regarding the labour market requirements and doing business.

Another question was to see how the students evaluate the university regarding the support they get for *entrepreneurship education and activities*. *One-third (35%) of them* answer that the institution strongly supports entrepreneurship education and activities. 46.6% of the respondents strongly agreed on their ability to be an entrepreneur.

These results show again the lack of vision on university educational services, and of the individuals.

Regarding the question on rating themselves as entrepreneurs based on seizing opportunities and developing initiatives, 39% strongly agreed, then continuing with the rate 9 and 8 on the Likert scale respectively selected by 21.4% and 20.4% of students. Good results show a big interest of these beneficiaries on entrepreneurial improvements in education.

Another question asked them directly about entrepreneurial skills to consider starting their own business after graduation. 50.5% of them feel positive to start a new business but 44.7% of them do not think to start one. Other students (4.9%) cannot say. There are two main groups here. The second group has to be considered seriously by teachers and institutions. This result tells where to concentrate regarding the improvements of methodologies and institutional activities.

Sixty responses find positive the idea of being an entrepreneur from students who expressed their different opinions where they can get support: 58% find support in family, 14% in bank loans, 10% in company or own sources, etc. We can conclude that the family is the biggest support to start a business for new entrepreneurs.

Regarding the second group, there are 34 negative answers and the evaluation process shows that three quarters (73%) of them do not have any answer. The other responses show different opinions like finding difficulty to start a new business, one does not find support, one more does not have enough knowledge, two students do not have money to start, one does not have enough experience and one considers that doing business is not a priority. The negative answer shows again the gap of the education system regarding the entrepreneurial competences of teachers and the old curricula that still do not orient them in the future labour market.

Regarding the question of what might motivate them to become an entrepreneur, 58% of students consider the initiative of doing business related to self-realization. 44% of the students are motivated by financial success, 39% want to be independent, 18% are motivated by the recognition and 13% try to have a role in the society. One-third (33%) are attracted and motivated by innovation and new ideas to solve problems.

The actual situation does not show a positive environment that supports entrepreneurship in a regional context. Slightly more than half (54.4%) of the students are not involved in entrepreneurial activities, while the rest (45.6%) are. In the regional context, this number is

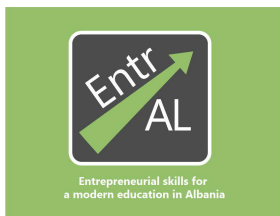
low compared with the high opportunities that the region offers. The last group mentions different types of activities like bars, agro production, car rental, clothing boutique, real estate agencies, travel agencies, online work, vacation rental agency, private university, real estate, restoration, family business, services, private business administration and training.

The students give their opinions regarding the entrepreneurial profile of teaching academic staff. For 37% of them the rate is the maximum (10 on the Likert scale). For 19% the rate is 9, and for 11% and 12.6% the rates are respectively 8 and 7. The average rate is a good, but the reality shows that teaching profile should be improved regarding entrepreneurial skills education.

Regarding the ability of teachers to help and support them in doing business, 58 of them think positively, but 41 are not able to evaluate, and a few of them (4) think that the teachers are not able to teach entrepreneurial skills. The conclusion is that there is a lack of teacher performance regarding the professional skills. When we ask how the teachers show this ability, from the 51 responses collected, 33 students do not answer, two of them feel motivated by teachers, six students appreciate their help and support, three feel supported by new ideas given by teachers, 6 of them feel being informed by teachers by discussing and finding new ideas.

For the students who do not think positively regarding the entrepreneurial skills of their teachers, the evaluation of the answer shows that 5 students do not know why, two of them think they do not have enough knowledge, one thinks there is no activity in this field, and one says there is no support or initiatives.

At the end, the students show about their entrepreneurial experiences during their studies. 56 of them have not been in contact with entrepreneurs during their studies, while 47 answered positively the question. For the first group, 81% of the students like to be in contact with entrepreneurs during their studies, and 18% are not able to say. Only 1% of the students do not want to have such initiatives. The results strongly show the necessity to change the



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teaching model, the methodology and the priorities of institutions regarding the entrepreneurship skills and competences of teachers for a modern education.

Questionnaires to businesses

An analysis of the data provided through online questionnaires addressed to company representatives has provided information to understand the current problems and needs.

The questionnaire included 10 questions. In total, 32 private and public companies from the Vlora region replied to the questionnaire.

The collected data were analysed through a descriptive analysis and the results of each question are given below: 15.6% of the businesses belong to professional, scientific, technical, administration and support services activities. The same percentage of businesses belong to wholesale and retail trade activities, transportation and storage, accommodation and food service. Most of them (28.1%) operate in other service sectors.

Regarding the data collected through the questionnaire, 63% of surveyed companies do not cooperate with the university and 34% of them do. Only 3% of the companies have not answered this question.

Referring to the most answered reasons of business and universities cooperation, 54.5% of them admit that the main reason of business-university cooperation are the professional practices of Bachelor and Master study programmes. Meanwhile, 27.3% of the companies find that joint activities such as seminars, workshops, conferences and cultural activities are another effective way of cooperation. Furthermore, the companies confirm that other main reasons for cooperation are offering packages at the most favourable prices for students and providing reference letters from the university during the recruitment of new employees, respectively 9.1%.

The evaluation of the main reasons why business and universities have a low level of cooperation or do not cooperate with each other requires the attention from the surveyed companies. According to the statistics analysed from secondary data, the most frequent reasons are the low level of interest between actors (36.4%) and the lack of request for cooperation between the university and companies (36.4%). The companies declared that:

- The study programmes are not related to the sector where they operate
- The business needs more technical workers including fishing, construction
- Lack of contacts for cooperation
- Some of the companies have a foreign ownership.

According to the survey data, factors that hinder the cooperation between companies and the university are:

- Lack of information
- University has a low presence in the community
- Lack of a common development policy
- Lack of a communication platform
- The lack of desire for cooperation comes from the low level of education in the country
- Some of the companies do not have the necessary experience to collaborate
- The business sector is seen as a forerunner against universities with many years of experience.

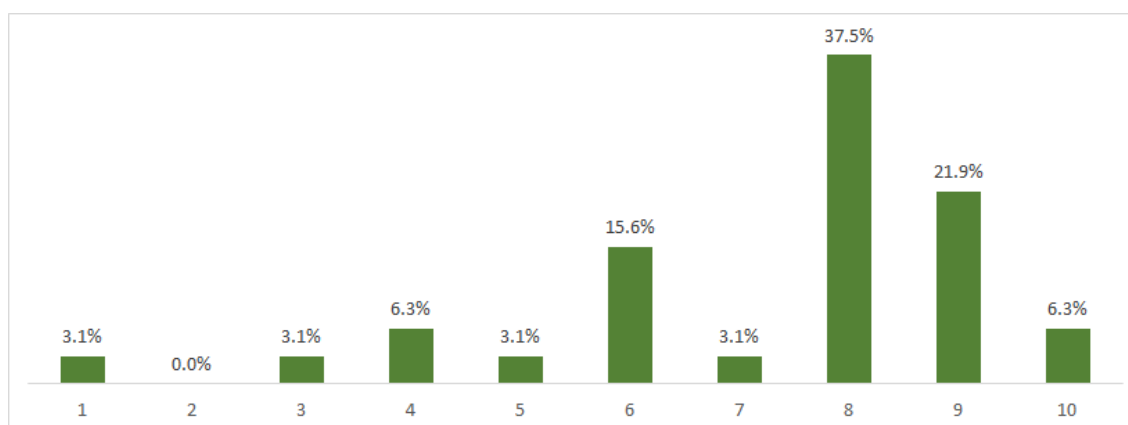
Summarizing the companies' opinions, the private and public sectors need to collaborate with the university in order to reach the information that will contribute to their performance. Even the university has expectations from collaboration such as increasing the capacity, conducting research and development activities, helping the companies in terms of adequate human resources and finding a study area to support.

Based on a Likert scale ranging from 1 to 10 (1=totally incompetent; 10= fully competent), the companies have evaluated the abilities of the students to see or to catch the possibilities. In

the graphic, 84.4% of the companies' have positive evaluations. Respectively 15.6% of the company representatives have evaluated negatively. The distribution of the responses is presented in the figure 3.7. below.

Through the next question, we have attempted to provide information about the students' ability to understand the opportunities and to evaluate different options offered to them. The figure below provides a summarized overview of the results.

Figure 3.7. The company representatives' evaluation on students' abilities.

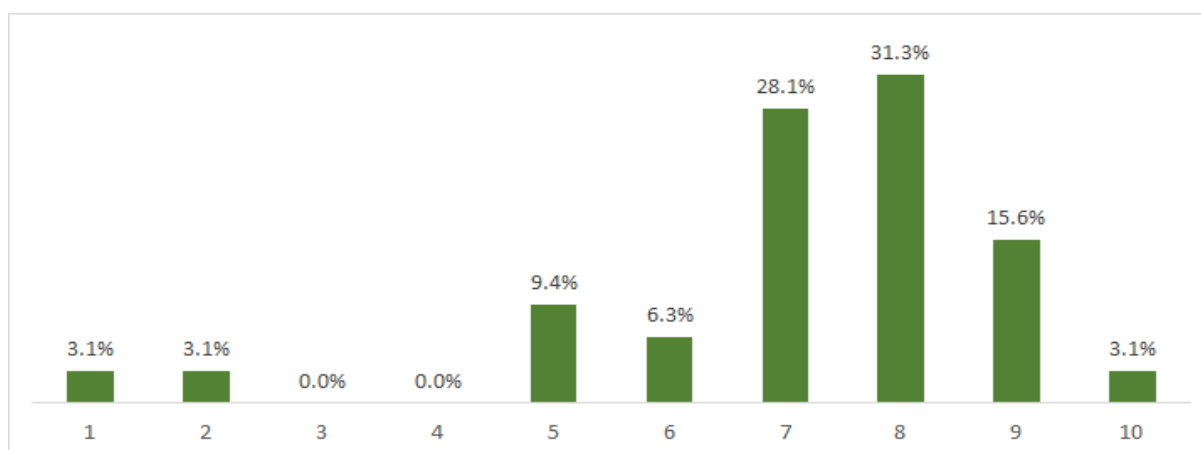


As can be seen from the results, we can say that the companies have evaluated positively the ability of the students to understand the opportunities and to assess different options to choose the best alternatives. Based on the Likert scale ranging from 1 to 10 (1=totally incompetent; 10= fully competent), 78.1% of the responses include the evaluation from 7 to 10, meanwhile, 15.7% of the evaluations range between 5 and 6 and only a small part of the companies (6.2%) are seen as sceptic about the abilities of the students to understand the environment's opportunities.

Another evaluation given from the surveyed companies toward the students is related to their ability to take advantage of opportunities and take new initiatives. Based on a Likert scale ranging from 1 to 10 (1=totally incompetent; 10=fully competent), the companies have evaluated the abilities of the students to take advantage of opportunities and to take new

initiatives. As can be seen in the figure below, 65.7% of the responses have a positive evaluation of the students' abilities from 6 to 10.

Figure 3.8. The company representatives' perception on the students' ability take advantage of opportunities and new initiatives.

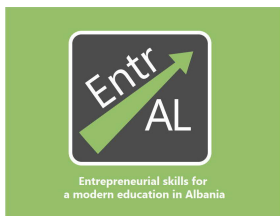


Meanwhile, 34.3% of their opinions range between 1 to 5 scales. This means that in general, the students know how to benefit from opportunities and take new initiatives. Based on the collected data, 62.5% of the responses evaluate the expertise and the competences related to a specific field that the students have studied. In addition, teamwork skills (59.4%), critical thinking (53.1%), foreign language skills (53.1), and business skills were evaluated as necessary and very important skills needed in the current job market.

Other important skills that the companies appreciate are:

- Digital capabilities 46.9%
- Organisational skill and problem solving (43.8%)
- Argumentation, writing, and presentation/communication skills (37.5%)

As the question above is structured, the companies were asked about other skills needed in the current job market from the university graduates. The most frequent responses were the desire to learn new things, creative skills, physical ability and sense of humour, ethics of



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communicating with clients, cognitive and practical skills, long-life learning desire, skills for new initiatives and projects, being flexible in the work environment, etc.

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3.7. University College Pavarësia Vlorë

Blerina Dhrami, Anduel Mehmeti, Lindita Licaj, Briseida Cakerri and Saniela Xhaferi

3.7.1. Executive Summary

Under the framework of the EntrAL Project, a research on Entrepreneurial activities, needs, entrepreneurial mind-set, was conducted by UCPV. The research methodology includes data collected from questionnaires delivered to three target groups: researchers/teachers, students and businesses. The report has been completed with an overall look to the current situation in Albania, based on national/local strategies and on secondary data. The results of the research identified the following challenges and needs:

Among teaching staff and researchers

Entrepreneurship courses at UCPV provide students with knowledge on how companies are built, how to design a business plan, soft skills needed and what areas of concern need to be covered to run a business. There is a need for courses that include practical application to an idea, but more importantly, skills to future entrepreneurs to be able to draft business models and plans.

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Since researchers perform research to build-up scientific knowledge in their field and not to solve a specific market need, there is a need for a specific strategy on promoting entrepreneurship and entrepreneurial research and at the same time, there is a need for successful models.

From the teachers/researchers, the answers show a need for better infrastructure at their schools (digital tools). The improvement of infrastructure obviously brings the need for increased budget. Some of the teachers have expressed their need for new and more interactive learning methods on entrepreneurship in order to reduce the gap between theory and practice.

Among students

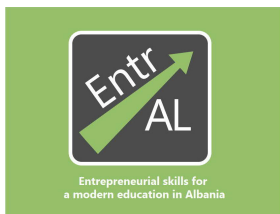
The students feel positive regarding the support they can have from the institution and from the lecturers.

Meanwhile entrepreneurship courses should be developed to the students of all disciplines. The students' responses highlighted that they generally think that the university, to some extent, supports entrepreneurship education and related activities.

Students are attracted by innovation (new products or services) but they need to be informed about recent economic trends, to be motivated through creative and critical thinking and also to be trained on how to implement their ideas.

Among businesses (Vlora Region)

UCPV have agreements with many businesses in order to provide internships to the students. These internships are a good way for them to practice their knowledge and at the same time give a first approach with the labour market. However, businesses often do not reach out to universities due to their preconception that universities lack the capacity to support the business sector. Our institution has the interest to cooperate, though concrete actions are often missing, leading to frustration among the business community. Mechanisms to



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overcome these challenges do not exist. Based on the data gathered only 28% of the businesses are collaborating with the UCPV mostly to provide students with internships, offer job placements to students with the best results.

Lack of information, coordination, promotion on the importance of the relationship between businesses and HEI are influencing a smooth cooperation and the impact in the regional economic life.

3.7.2. Introduction

UCPV (University College Pavaresia Vlore) is the first private higher education institution established in Vlore region. It was licensed on 12.03.2009 and is composed of two Faculties: Faculty of Economics and Social Sciences and Faculty of Applied Sciences, and four departments two for each Faculty. KUPV offers Bachelor and Master's degrees. Every faculty has a Centre for Scientific Research.

Faculty of Economy and Social Science

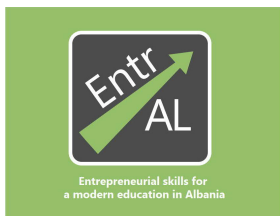
- *Department of Economics*
- *Department of Law and Political Sciences*
- *Research Centre on Human Sciences*

Faculty of Applied Science

- *Department of Architecture*
- *Department of Computer Engineering*
- *Research centre on Applied Sciences*

Our academic staff is composed of about 50 lecturers (full-time and part-time) and about 350 students who attend Bachelor and Master's degree programmes.

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Other important unit in our institution is IUQA, established in 2012, which has been improved by adopting the ESG regarding the internal quality assurance. It is also a partner of the Tempus Project ENCHASE “*Enhancing Albanian System of Quality Assurance in Higher Education*”.

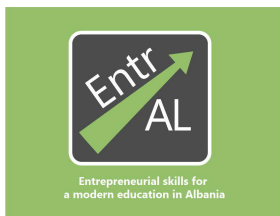
In the last three years, UCPV has been a co-coordinator of the project TEAVET: *Developing teacher competencies for a comprehensive VET system in Albania*. Under the framework of this project, UCPV delivered training for teachers based on their needs, developed digital structures to support training process for teacher qualification and lifelong learning.

In Albania, there is no official register of start-ups. The numbers from INSTAT suggest that most business activity is micro in scale and focused in traditional sectors such as agriculture, forestry, fishing, accommodation and food service, and trading with little growth scope, suggesting little innovative start-up activity in the classical sense. At the end of 2019, new registered enterprises were 17.508, from which 1.204 are located in the Vlora region. From 17.508 new enterprise, 16.812 are micro enterprises with 1 to 4 employees.

The reasons for a low number of innovative growth-oriented businesses and start-ups are manifold. It is due, one hand to various external as well as internal challenges start-ups and businesses in general are facing, and on the other hand, due to various socioeconomic factors determining the hesitance to engage in business activity.

While from the latest numbers about start-ups (from a study conducted by Business Albania) there are 265 start-ups, most of them are in Tirana, while we do not have data on how many are operating in Vlora region.

Based on the latest data from the Regional Labour Office, there are 4.537 unemployed jobseekers, among which 1.083 belong to the age group 20-29 and 676 have a university degree.



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Higher education institutions should have a leading role on entrepreneurial thinking, actions, and capital. This role can be taken by increasing their impact in the community/region through tangible ways such as spin offs, spinouts knowledge transfer, etc.

For many HEIs in Albania, it is difficult to act entrepreneurially while there is no clear definition about what an entrepreneurial university is. If we follow the concept that “The entrepreneurial university concept can be understood at the institutional level, whereas academic entrepreneurship refers to the activities and roles undertaken by individuals (Baldini et al., 2014)”, we as an institution do have lecturers who are also entrepreneurs inside the Vlora region. These lecturers facilitate entrepreneurial behaviour not only through research, teaching and knowledge transfer but also through exchange activities within the entrepreneurial domain of the region. Beside the collaboration with the Regional Employment Office, lecturers recommend students with high results to businesses for job placement. Educating current and next generation of entrepreneurs, managers, innovators will affect positively the regional economic life.

3.7.3. Institutional and regional perspectives to entrepreneurship

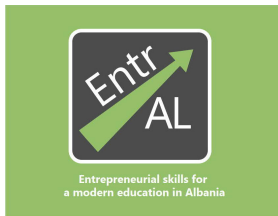
University College Pavaresia Vlore offers a Bachelor Programme in Economy. Under this programme, different subjects address topics on the concept of entrepreneurship.

Lecturers do organize company visits in businesses that operate in Vlora region, under the framework of this programme. During these visits, there are sessions with questions and answers between the students and the entrepreneurs.

Others entrepreneurial activities are as below:

- Training sessions under the framework of different projects
- Calls for start-up distributed among the students
- Round tables with entrepreneurs operating in Vlora region (mostly in the field of tourism)

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- Meeting with AIDA (Albanian Investment Development Agency) on how to apply for funds for start-up and innovation.

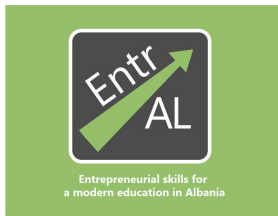
Entrepreneurial activities are organised once or twice every year, with one or two activities beside the teaching and learning process, which is an everyday performance. During the lessons, students can communicate and can be advice on entrepreneurial initiatives by their lecturers who in the same time act as mentors. The main initiatives are organized through lectures under the framework of their teaching subjects.

The institutional strategy is based on some fields of intervention: a) Internationalization, b) Strategy to identify, attract, engage and enrol the “right “students, c) Local engagement and ultimately due to pandemic crisis d) Online teaching strategy. There is no particularly policy or strategy on becoming an entrepreneurial college.

On one hand, our institution does not offer PhD programmes tightening the possibility to conduct further research on the topic. As a private institution, we do financially rely mainly on tuition fees. Due to the lack of funds or grants, there are fewer incentives for the academic staff to engage in research activities.

As mentioned before, one type of entrepreneurial activities carried out in our institution is during the lesson’s hours. Under the framework of subject related to entrepreneurship, the lecturers’ advice, organize company visits. The lecturers act like mentors who have academic freedom to organize seminars, open hours, discussion on case study, etc.

In collaboration with the Department, lecturers also organize round tables with entrepreneurs, the Chamber of Industry and Commerce, the Labour office, etc. In general, it is under the responsibility of the Department (basic unit) to support and motivate the lecturers and the students to organize activities. Every Department at the beginning of the academic year presents their activities plan, with entrepreneurial activities mostly from the



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Department of Economy. Open hours where students can present their ideas are the most encouraged.

Regional policies

While several national policies do exist that are supporting innovation and business development (Digital Agenda 2015-2020, National Strategy for Science and Technology and Innovation 2017-2022, Business and Investment Development Strategy 2014-2020, etc.), most of them are not fit for the local context and miss a respective structure for implementation (institutions with adequate amount of skilled staff and budget).

Policy makers confirmed that policies are often not evidence-based and are taken from various European legislations without local customization.

One of latest initiative from the Municipality of Vlore is the promotion and financial support for the Set tour lab, which is a structure that provides professional courses free on hospitality management, culinary and entrepreneurial tourism management.

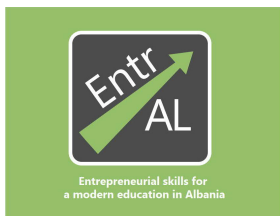
Another project of Vlora Municipality, together with AADF is TID Vlora (Tourism Improvement District), changed Vlora Historic Centre by renovating and painting historic buildings and plazas from 19th and 20th centuries, revealing an elegant historic centre. Vlora has now a business hub and a neoclassic tourist site.

AADF constantly provides financial and service support to the new and existing entrepreneurs in Vlora Historic Centre for their business upgrade endeavours and continuous development.

However, in these two projects, Vlora Municipality has not been engaged in promoting entrepreneurship and cooperation with our institution, demonstrating a low cooperation with the regional higher education institutions in general.

In Albania, tourism accounts for more than 20% of the GDP and is one of the dominant economic sectors for Vlora Region. Based on the National Strategy for Tourism 2019-2023, there is a skills gap on this sector.

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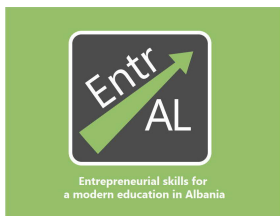
For this reason, UCPV (based on its strategy) has applied for the opening of new professional programme on Management, Tourism and Hospitality. Part of this programme are also subjects on Entrepreneurial Tourism.

Based on UCPV strategy, the engagement with the local context, with local businesses, with public institutions (Labour Office, Chamber of Commerce and Industry, Tax Office, Harbour of Vlore, etc.), is always active, not only for the students' internships but also based on round tables where are discussed what skills are needed from the labour market, the main challenges of the business sector, trainings for staff and students, etc.

There are different national strategies taking place in Albania regarding entrepreneurship such as: Business and Investment Development Strategy 2014-2020, Digital Agenda 2015-2020, National Strategy for Science and Technology and Innovation 2017-2022, Strategy on Interaction between Entrepreneurship and Public institutions, Action Plan 2017-2021 "Support the development of innovative policies based on the Triple Helix approach".

Related to the positive environment to the new generation of businesses according to the World Banks "Doing Business Report 2020", Albania is ranked 82, 19 places lower compared to the previous years, indicating that Albania's process to further improve the regulatory environment for businesses has been slow compared to other countries. Although it is easy to start a business and Albania (ranked 53 in this category) due to the introduction of a "One-Stop-Shop" allowing business registration within five days. Dealing with construction permits and registering a property remains complicated and cumbersome.

In 2020, Albania has further decreased in the ranking for "Dealing with construction permits" category currently ranking 166 out of 190 countries, due to many unsolved land issues as a leftover from the communism period. Particularly in urban and coastal areas, the issue has inhibited the development of projects, especially in the tourism sector.



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In addition, access to finance remains a key challenge for start-ups and businesses in Albania. Problems cannot only be attributed to the supply side. Especially in more rural areas, start-ups and businesses do not provide the growth perspectives banks and investors are looking forward to.

Furthermore, the current government has not developed a legal framework that allows alternative ways of financing such as peer-to-peer lending and crowdfunding. Grants are too small and often poorly monitored in order to create a significant impact. Thus, instead of solving the financial issues, these grant programmes have set wrong incentives by often providing grants upfront without further monitoring of their use or milestone-based disbursement and on the other hand, their availability has gradually decreased over the years as Albania is transitioning from a developing to a developed country.

There is a need to have success stories and role models in order to inspire and motivate young entrepreneurs. Due to the low number of successful innovative start-ups, peer to-peer learning opportunities are limited.

In rural areas, they are almost non-existent as structures such as incubators or community centres are rare to find or are not fully leveraged.

However, exposure to practical experience remains rare and universities have not been able to close this gap, as they remain mainly theoretical with little exposure to the industry and creative thinking.

In addition, we as an institution of higher education do miss the triple connection between government-university and industry, and this has prevented in general the creation of a significant innovation output. Every of these actors mostly work on their own.

The Government has very limited resources and cannot provide the necessary financial support and guidance to implement policies and provide public grants and services for promoting innovation and entrepreneurship.

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A move in the right direction is currently taking place with the formulation of the Smart Specialization Strategy for Albania, a policy formulation process initiated and supported by the European Union, to boost a region's competitive advantage and work towards growing its realistic potential. The process is entrepreneurial in itself and requires extensive stakeholder engagement to discover existing activities and identify regional strengths.

3.7.4. Main challenges and needs at institutional level to promote entrepreneurialism

Among teaching staff

Based on the data gathered, eight teachers submitted their answers online. All of them are females. 50% of them do have an experience from 5-10 years, 25% an experience from 11-20 years, 12.5 % an experience from 11-20 and 12.5 an experience of more than 20 years. When asked about the meaning of entrepreneurship, the answers are different but mostly base on engagement, taking a risk and responsibility. There is no clear definition of the concept. All the teachers have a positive attitude when asked about evaluating the opportunities, different options or taking initiatives. All respondents (100%) are interested in developing teaching by using entrepreneurial methodologies.

The most used entrepreneurial activity is Entrepreneurial teaching methods with about 62.5%. Further 62.5% feel they can support students during entrepreneurial activities by advising and mentoring.

Main problems: The main challenge among teachers has been online teaching during the pandemic period. In addition, students have during the learning process lost interest in subjects like "Learning methods on entrepreneurship".

Needs: Almost all the teachers have stressed the fact that they do need better infrastructure at their schools (digital tools), especially during and after the pandemic period. The improvement of infrastructure obviously brings the need for more budget.

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Some of the teachers have expressed their need for new learning methods, more interactive, on entrepreneurship.

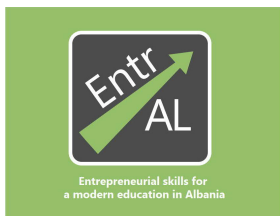
Among researchers

Based on the data gathered from the distribution of the questionnaire, 17 lecturers/researchers submitted it online. 58.8% of them are females and 41.2% are males. 23.5% do have a work experience from 0-5 years, 47% from 6-10 years, 23.5 % from 11-20 and 5.9% of more than 20 years. Distribution by field of science is listed below:

- Social sciences – 41%
- Humanities – 17.6 %
- Engineering and Technology 5.9%
- Other 5.9%
- No answer 29.6%

Main problems: Transferring knowledge to the students sometime become difficult if they do miss digital skills and this creates a gap in using innovative ways of teaching. In addition, students are sometimes wrongly informed or not informed at all about start-ups or entrepreneurship, and this causes demotivation to have entrepreneurial initiatives. The promotion remains difficult when students do not show interest about the subject and they do not accept easily new challenges, and do not participate in constructive debates with their classmates. The pandemic period has made the collaboration and the communication with students more difficult.

What is interesting to evaluate is the approach the lecturers use to support and teach the students during the academic course. There are lecturers who use their practice throughout all of their teaching, very embedded, or the knowledge exchange and the research inform the teaching. There are lecturers who are research oriented, and others who are practice and consulting oriented.



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Needs: In order to improve and to gain experience, the academic staff needs more collaboration with other researchers inside and outside the institution. Exchanging experience on research projects, on curricula on entrepreneurship will give a boost to act entrepreneurially. Other needs are listed below:

- Updated infrastructure
- Funds for start-ups
- Inclusion in research projects
- More academic freedom
- More information regarding entrepreneurial initiatives in Albania

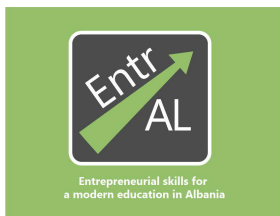
Among students

Main problems: The students' answers notified that yet there are misunderstanding about the concept of what entrepreneurship is. Most of them do understand entrepreneurship only as responsibility, value creation or taking a risk.

In general, they have the desire to open a business of their own, they feel that the college support the entrepreneurship education and activities that they are able to see opportunities, to take initiatives, but they do fail when it comes to financial issues. More than half (57%) of them want to open a business after they graduate. 41% of the students will count on their abilities and their savings, 30% on their families, and the rest will find support from friends, banks and mentors.

What motivate most the youngsters to become entrepreneurs is innovation, by bringing a new service or product, followed by independence.

Needs: Students should be informed on all the financial means that they could use to support their business ideas. Concepts on entrepreneurship should not be discussed only with students who attend Programmes on Economy, but with students of all programmes.



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If students have positive feeling regarding the support lecturers can offer to them, lecturers should continuously advise them on new opportunities, learn them to stay focused on crucial goals, in order not to waste time. Students should learn to have a vision and to transform goals in outcomes. In the same time, they should not be traditional related to the kind of business they want to have; they should walk in the same pace of the market trends. For this reason, transferring knowledge from the lecturer to the student is crucial.

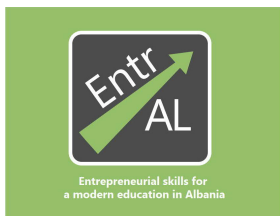
Among businesses

The third target group for this need analysis are the businesses. The situation cannot be clear without a feedback from one of the actors of the triple helix government-university/industry. So, another questionnaire was distributed by email to the businesses operating in Vloa Region. In total, 25 businesses submitted the questionnaire giving important insights and different point of view regarding the entrepreneurial activities HEI can perform. UCPV have agreements with many businesses in order to provide internships to the students. These internships are a good way for students to practice their knowledge and at the same time the first approach with the labour market.

However, businesses often do not reach out to universities due to their preconceived opinion that universities lack the capacity to support the business sector. Our institution has the interest to cooperate. However, concrete action is often missing, leading to frustration among the business community. Mechanisms to overcome these challenges do not exist.

Based on the data gathered only 28% of the businesses are collaborating with the UCPV mostly for students' internships, offering job placement for students with the best results.

Lack of information, no coordination, no promotion on the importance of the relationship between businesses and HEI, are all constraints of a smooth cooperation and a missing impact in the economic regional life.



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When the businesses evaluate students regarding on how they evaluate opportunities, taking initiatives, the numbers are not as high as when the students are evaluated from lecturers or teachers.

This demonstrates that students do have the theoretical knowledge, but they fail when it comes to practice.

The skill needed from the businesses according to their importance are listed below:

- Teamwork skills
- Expertise in one's own field / competence in one's own field
- Argumentation, writing and presentation skills/communication skills
- Digital skills

Other skills, not listed at the questionnaire, but also needed from the businesses are:

- Practical skills
- Conduct a market research

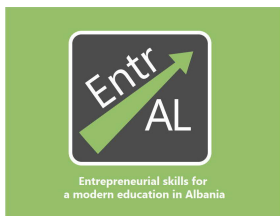
The businesses also stress the fact that youngsters should be willing to work and motivated, and a better adaption of curricula with what labour market need should be an objective of the collaboration between HEIs and business sector.

Conclusions

In practice, our institution has very limited sustainable structures for research and innovation and thus also for commercialization and entrepreneurship development.

- Transfer of knowledge via applied research, project and case-based learning is rare and only takes place via a small number of lecturers
- Cooperation with the industry is focused mainly on generating employment. UCPV has agreements with businesses with the scope to help the students to have their period of internships fulfilled

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- Till now the role as an entrepreneurial HEI is based on educating current and next generation of entrepreneurs, managers, innovators to increase 'creative capital' of the region
- There is a lack of collaboration between HEIs in our region
- Entrepreneurship courses at UCPV provide students with knowledge on how companies are built, how to design a business plan, needed soft skills and what areas of concern need to be covered while running a business. There is a need for courses that include also practical application to an idea not only knowledge, but more importantly, skills for future entrepreneurs who can lead to first business models and plans
- Since researchers perform research to build-up scientific knowledge in their field and not to solve a specific market need, there is a need for a specific strategy on promoting entrepreneurship and research on this field
- There is a need to create an entrepreneurial culture and an ecosystem with all the stakeholders (government, HEIs, business sector, NGOs, etc.)
- It is important to provide entrepreneurship education across all the academic programmes offered by HEIs
- There is the need for teaching and research to engage.

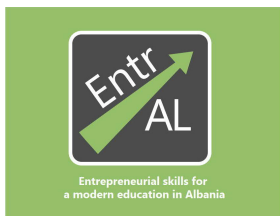
3.8. University of Shkoder "Luigj Gurakuqi"

Jozef Bushati, Erard Curcia

3.8.1. Executive Summary

The main purpose of this Project is to research whether entrepreneurship competence is developed in higher education curricula, which are training the future teachers, in Faculties at Albanian partner universities and at the University of Shkodra "Luigj Gurakuqi".

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University has researched the current situation and entrepreneurial mind-set at our institution as well as at schools. The analysis is based on interviews with teachers and researchers (40), students (97) and businesses (34), to understand the current main challenges and needs.

The results of the analysis conducted at Shkodra University has indicated the following main issues and needs among each target group.

3.8.2. Introduction

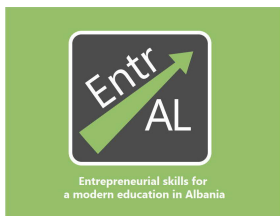
The University of Shkodra "Luigj Gurakuqi" in its history has experienced significant changes in the structure, content, organization and direction. Two great periods of its development can be distinguished as following:

- The first period, 1957 - 1990, when it functioned as a High Pedagogical Institute, with a 2-year study programmes, later extended to 3 and 4-year study programmes
- The second period, 1991 - onwards, the High Pedagogical Institute of Shkodra changed its status to University.

The High Pedagogical Institute 1957-1991

On 2 September 1957, the 2-year High Pedagogical Institute of Shkodra was opened by the Decision of the Ministers' Council no.150 dated 18.04.1957. This is considered as the date of establishment one of the most important institutions of Higher Education in our country. Shkodra, the 2.500-year-old city, has always been one of the most important centres of Albanian Culture, Art, Education and Science, an environment that favoured the quantitative and qualitative development of Higher Education in Shkodra. In the academic year 1970-1971, the Higher Pedagogical Institute passed from the 2-year study programmes to 3-year study programmes. This transition marked an updating of the High Pedagogical Institute with all the features and it was accompanied by the increase of the number of new teaching programmes

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as well as the qualitative growth of existing ones. The change of the duration of the study programmes at High Pedagogical Institute, from 2 to 3 years, increased the interest of full-time studies at this Institute. Beside the newly enrolled students, students who attended 2-year study programmes were offered the opportunity to complete their studies in the 3-year system.

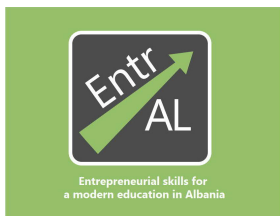
The first relations with international partner institutions were of a particular importance for the Institute itself. Thus, in 1971, a group of pedagogues from Pristina High Pedagogical School followed by another group of pedagogues from the Pedagogical Academy of Skopje visited the High Pedagogical Institute of Shkodra "Luigj Gurakuqi". Later, reciprocal visits were organised.

During the academic year 1982-1983, The High Pedagogical Institute changed from the 3-year-old system to the 4-year-old. The transition to the four-year study programme was an important step for the educational and scientific work of this institution. An important aspect during this period was the increase of the number of lecturers who was associated with the increase of the number of the Departments. During these years, the qualification of the academic staff as well as the academic and research work of the pedagogues in the field of Education has significantly contributed to the development of Education in Albania. High Pedagogical Institute of Shkodra by Decision of the Ministers' Council no. 124, dated 01.04.1989, was named: High Pedagogical Institute of Shkodra "Luigj Gurakuqi". During 1957-1991, the Higher Pedagogical Institute in Shkodra was the main centre for Teacher Education for the 8- grade schools, where 9 586 teachers were graduated, i.e., about ¼ of the number of teachers that Albania had in those years.

University of Shkodra 'Luigj Gurakuqi' "1991 – onwards

In the 1990s, with the establishment of a democratic and pluralistic system, Higher Education in Shkodra experienced qualitative and quantitative developments. The High Pedagogical Institute of Shkodra, by the Decision of the Ministers' Council no. 167, dated 28.05.1991,

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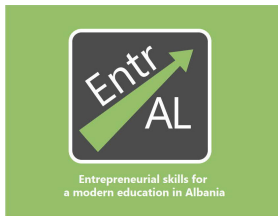


changed its status to "University". The number of students in the existing study programmes increased significantly and many new study programmes were opened at the University of Shkodra "Luigj Gurakuqi" at that time. The University has a full structure organized in 6 faculties and 21 departments.

After 2000, the University of Shkodra was engaged in policy making in order to reach the objectives set out in the Bologna Declaration, the inclusion in the European Higher Education Area and the promotion of the European Higher Education System. The qualification of the academic staff of Shkodra University has always been at the centre of the scientific work of the Faculties and Departments. During these years, especially after 2012, there has been an increase in the qualification and training of the academic staff, which is reflected in the increased number of the academic titles of the staff. During this time, attention was paid to the integration of young pedagogues and students into the scientific research. Our teachers have successfully participated in many international and national conferences and symposiums.

Throughout these years, the University of Shkodra has established cooperative relations with many universities and Higher Education centres. It has permanent cooperative relations with different Universities from the Balkan, Austria, Italy and America. Significant developments have been made in the democratisation of the university life, especially in the governing bodies and structures of the University. An important factor is the decision of the leaders at all University level to apply the competition on the academic staff, teaching and administrative staff hiring.

Another important step in the democratization of university life is the selection of Students' Councils of the faculties and institution itself. The growth of the students' role and placing them at the centre of university activity is another important democratization achievement. Students have the right to participate in the University's decision-making processes, express their assessments on the quality of teaching and staff as well as organize themselves in



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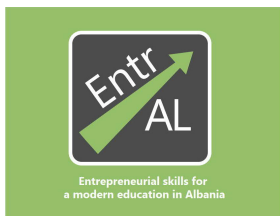
student councils. University of Shkodra has now six Faculties: Faculty of Social Sciences, Faculty of Educational Sciences, Faculty of Natural Sciences, Faculty of Economics, and Faculty of Law Faculty of Foreign Languages.

The LLL centre was established by the decision of the Rector nr. 1770, date 24.05.2019 and Senate Decision 1796, date 28.05.2019. These decisions are based on Law no. 80/2015 "On Higher Education and Research in the Institutions of Higher Education in the Republic of Albania as well as the Statute of Shkodra University "Luigj Gurakuqi" dated.02.03.2018, chapter II, article nine, point 8, article 13 of the "Memorandum of understanding on the Functioning of Long Life Learning Centres" established in eight Albanian Universities, also based on the proposal of the Dean of the Faculty of Education Sciences represented by request nr.563 date.16.05.2019, administered by the Rectorate Nr. Prot. 1686. This centre is part of the Faculty of Education Sciences and is under the supervision of the Dean of this Faculty. There is one person who coordinates the work of this centre and she organises the work with the respective member of the academic.

3.8.3. Institutional and regional perspectives to entrepreneurship

The main activities in the framework of entrepreneurship consist of specific subjects of the Bachelor programme that prepare students with basic entrepreneurial knowledge for small and medium business. The lecturer invites experts in the field and executives who share their experiences with students. In the same time, we can mention the work fairs that the University of Shkodra organizes with different companies and businesses. The last fair was organized on May 21st 2021, which was named "Work and Study". Unfortunately, there has not been any official follow-up of the level of success of business initiatives undertaken by students of Shkodra University. Informally, we are aware that special students have launched entrepreneurial initiatives in the field of hospitality advertised on Booking.com, Airbnb platforms, in the field of entertainment and water sports (tourist guides, rowing businesses

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in Lake Shkodra), online trade, etc. In such a case, we hope that with the new insight of this project we can get new ideas on such issue that can help us in our work.

University of Shkodra “Luigj Gurakuqi” has its Strategy Plan 2017-2021. The overall strategy plan 2017-2021 is composed of the following sectorial strategies:

- Development strategy
- Labour market study strategy
- Teaching strategy
- Research and Innovation strategy
- Communication and public information strategy
- Internationalization Strategy

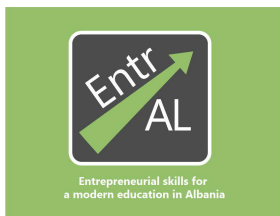
The Labour market study strategy in particular manner deals with the entrepreneurial activities too. The Research and Innovation strategy also deals with above activities for the future. In addition, the Internationalization Strategy supports entrepreneurial activities.

Shkodra University Strategy Plan 2017-2021 in each sectorial strategy

This plan sets out the priorities for the next five years of Shkodra University. Through this, as an institution of higher education in Albania, we have refined the most effective ways to achieve our vision and fulfil the mission.

Vision of USH is committed to becoming one of the leading centres of Higher Education in Albania by maintaining high standards and offering the best expertise on the study programmes, quality of teaching, innovation in research and also being positioned as a partner with the community, state, region and beyond. Our main goal is to improve the quality of citizens' life by working at local, regional and global level through creation, dissemination and application of knowledge.

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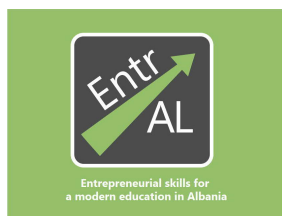
The mission of USH is to provide opportunities for students to gain a high-quality educational experience, to engage in research and creative activities, offer valuable public services to the community, state and beyond, all these through producing competent, informed and productive students. USH is a public institute of higher education and its mission is to discover, preserve and disseminate scientific knowledge. Through public service, USH aims to improve the quality of lives of its students, Albanian people and other citizens in the world.

Regional Perspective

The University of Shkodra is the only public University in Northern Albania. The overall projects that the University of Shkodra is involved are listed below. In the framework of the Erasmus+ Programme, Capacity-Building projects in the field of Higher Education (E+CBHE) as well as other programmes, the University of Shkodra has implemented the following projects:

- Developing teacher competences for a comprehensive VET system in Albania - TEAVET 586300-EPP-1-2017-1-ES-EPPKA2-CBHE-SP. The project aimed at developing Third Mission activities in Albanian universities focusing on technology transfer, social engagement and lifelong learning through the creation of Regional Development Centres at each Albanian partner university. This project proposal aimed at reinforcing the connection between the universities and society and build on the Albanian experience as a reference (same region)
- Towards increased Awareness, Responsibility and shared Quality in Social Work/T@SK 585626-EPP-1-2017-1-IT-EPPKA2-CBHE-JP, Grant agreement number 2017 – 2881 / 001 – 001. This project aimed at reinforcing and modernizing the delivery of Social Services in Albania by empowering the Albanian Higher Education System
- Fostering tourism innovation system in Adriatic-Ionian Region – FOST INN funded by the Interreg Adrion programme which supported the enhancement of innovation capacity in sustainable tourism through developed strategic framework, established

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networking structure and increased knowledge transfer between business, users, academia and institutional stakeholders.

- Entrepreneurial Learning Exchange Initiative For Sustainable Hospitality SMEs In The Balkan-Mediterranean Region with the main goal of encouraging SME's competitiveness in hospitality via improving sustainability

Meanwhile the University of Shkodra is implementing the following projects:

- Reforming Doctoral Studies in Montenegro and Albania – Good Practice Paradigm Grant Agreement Number: 598465-EPP-1-2018-1-ME-EPPKA2-CBHE-SP (2018 – 2479/001-001) which aims to establish the PhD study programme and which will serve as a model application of PhD studies for other Faculties in partner Universities
- Virtual Albanian European Universities Exchange - VALEU-X, Grant agreement nr 2019 - 1976 / 001 – 001, Project N°: 610360-EPP-1-2019-1-DE-EPPKA2-CBHE-JPVALEU-X offers HEIs in the partner country Albania a chance to explore, implement, and disseminate Internationalization at Home practices to increase their students' and staff exposure to a European and international academic, economic, and societal contexts
- Sustainable University - Enterprise Cooperation for Improving Graduate Employability (SUCCESS). This project aims the modernization of universities in the Western Balkans through strengthening the University-Entrepreneurship partnership in the fields of education and knowledge transfer based on market needs in order to improve student employment. Furthermore, the project aims to strengthen international cooperation and networking at the regional / international level between universities and enterprises
- “Inclusive tertiary Education in Western Balkans – IDEA” Capacity – Development in pursuit of Equity and Accessibility of HEIs in the Western Balkans for Students with Disabilities and/or Learning Difficulties” The overall goal of the proposed project is to improve access, create inclusive learning conditions in education and develop

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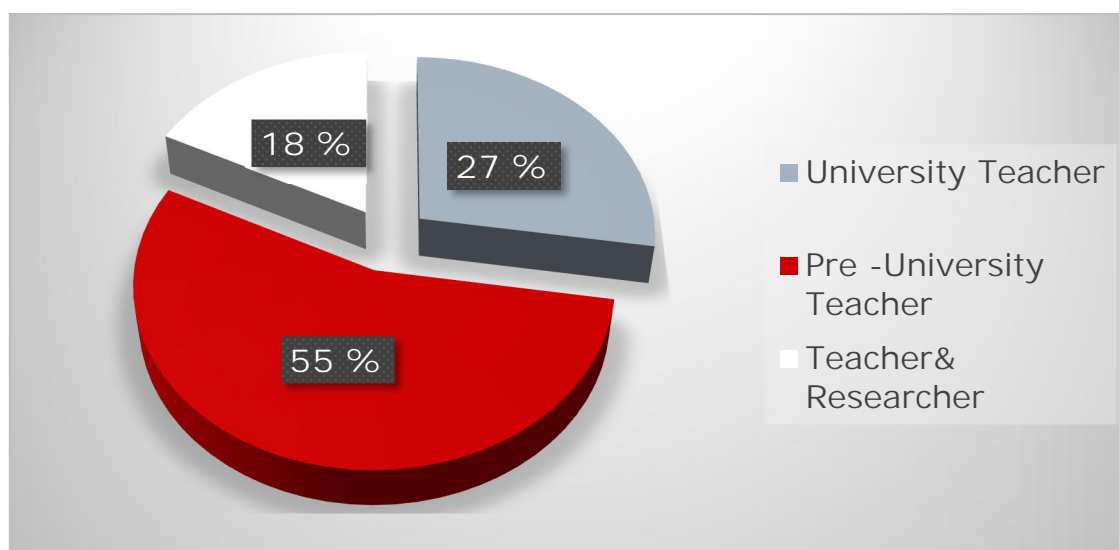
employment opportunities for students with different abilities and learning difficulties in the Western Balkans

- MSc. Course in STEAM education – STEAMedu This project aims to open a second level study programme (Master) in STEAM sciences (Science, Technology, Engineering, Art and Mathematics)
- "University to Society Infomediaries in Albania: Co-Production of knowledge and research that matters" / U-SIA. The overall objective of the project is to promote an effective and sustainable university for the cooperation of the society in Albania with an impact on the process of development and European integration of the country

3.8.4. Main challenges and needs at institutional level to promote entrepreneurialism

Teachers

Figure 3.9. The positions as teachers (n= 40)

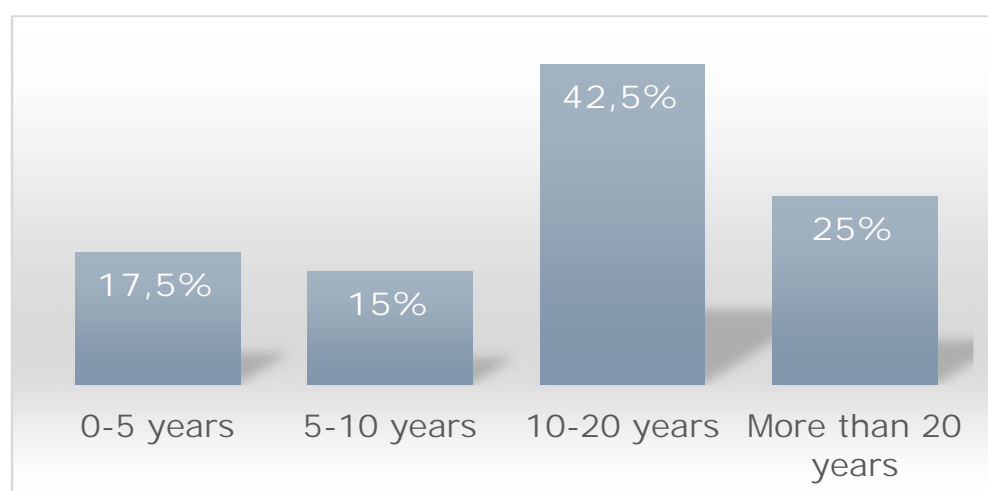


Regarding the 40 participants of the survey (university teachers, pre-university teachers and teachers and researchers), most of them belong to pre-university education teachers with

55% of the participants, followed by the university teachers (27%) and finally researchers and teachers (18%).

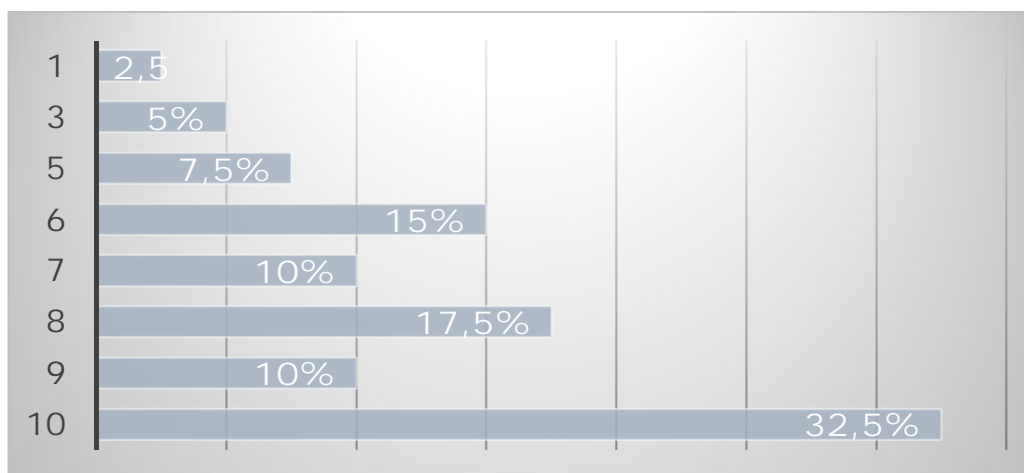
Respondents are mostly female with 70% of respondents, followed by 30% of male. In fact, the percentage of the academic staff and pre-University education is in line with the reality, because professors and teachers are mostly females. The basis of the education in Albania is female teachers.

Figure 3.10. Working experience as a teacher/researcher



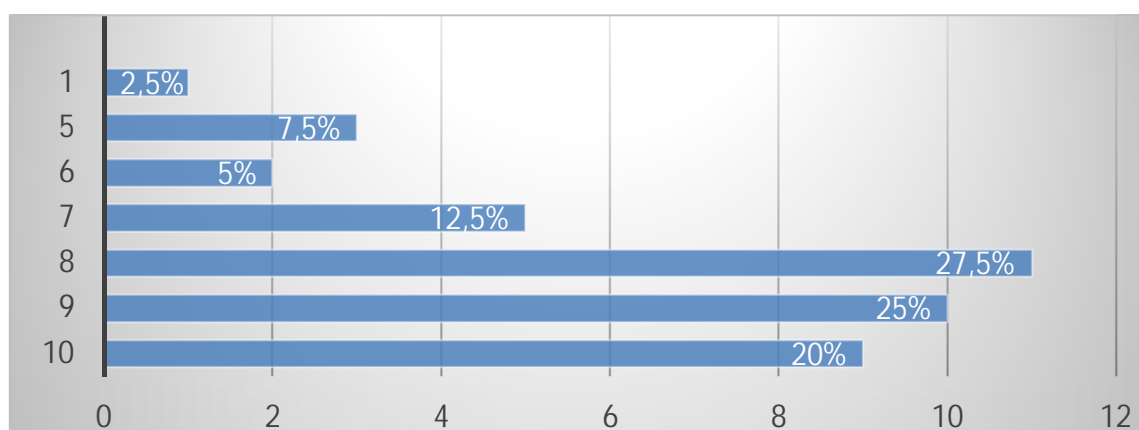
From the graph, we can notice that the biggest percentage represents the teachers belonging to the category 10-20 years of experience, which can be translated to experienced teachers. Beside the acquired knowledge and training received while attending their studies, they also have their expertise and experienced in their respective field of study. This category is followed by the more than 20 more years' experience and younger.

Figure 3.11. Teachers' perception on university support for entrepreneurship education and related activities



From the above graph, the results show that 10 received 32.5% evaluated by 13 participants meanwhile 8 and 9 have 27.5% evaluated by 11 participants. These are followed by 6 and 7 with 22.5% evaluated by 10 participants. These categories make a total of 82.05%, which shows a "good" support on the entrepreneurship education, and the activities related to University of Shkodra.

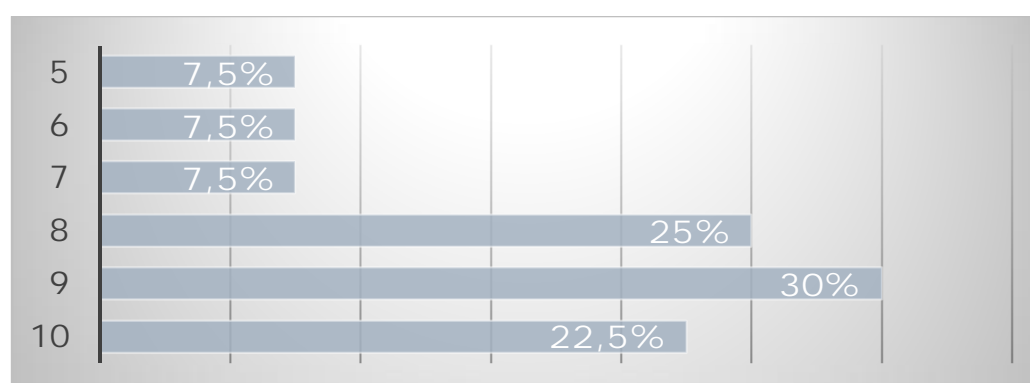
Figure 3.12. Teachers' and researchers' ability to see opportunities



We notice in this graph that the grade 9-10 from Likert scale received 45% of answers and 7-8 40%. Moreover, 7-10 is 85% showing a potential that are well prepared and able to fit to

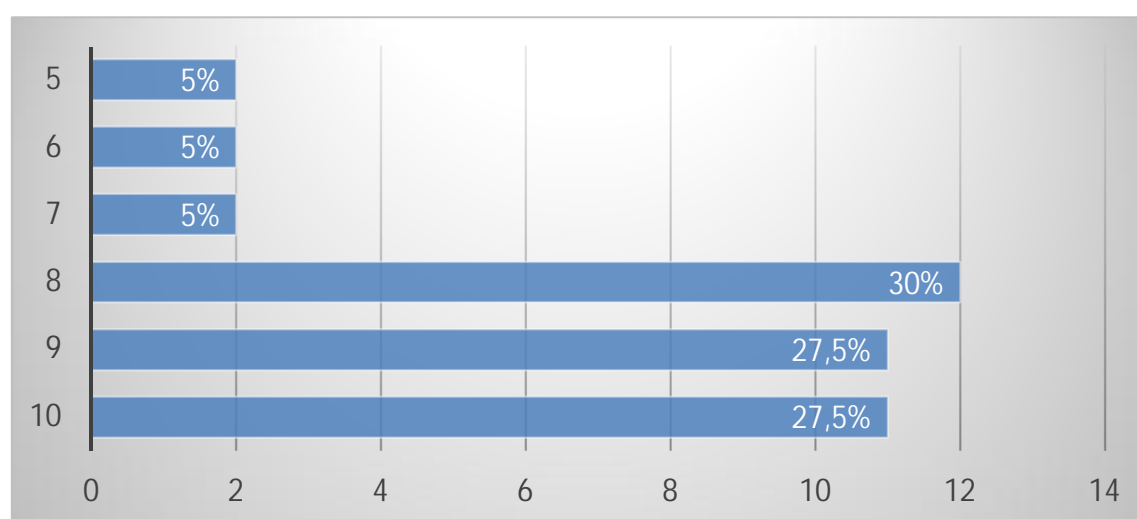
these “opportunities”. On the other hand, the percentage somehow shows they still need to improve in order to get better results.

Figure 3.13. Teachers’ and researchers’ self-evaluation on their ability to understand opportunities and evaluate different options



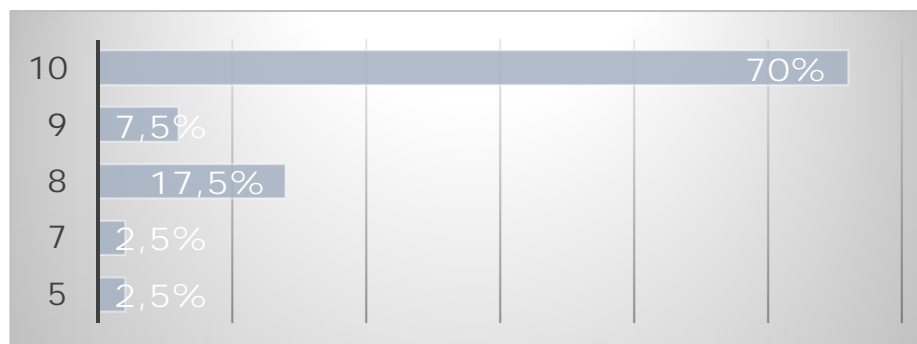
Analysing the above graph on this category and understanding the opportunities and evaluating different initiatives is 9-10 consists of 52.5% while 7-8 is 32.5%, which makes a total of 85%.

Figure 3.14. Teachers’ and researchers’ self-evaluation on their ability to seize opportunities and make initiatives



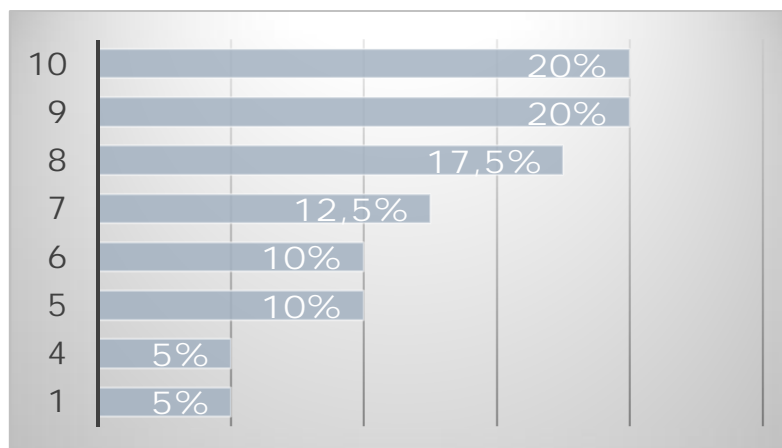
Referring to the analysed data of the question “Taking advantage of opportunities and taking initiatives,” we notice that 8-10 is evaluated 85%, which consists of a high percentage.

Figure 3.15. Teachers' and researchers' interest in using entrepreneurial methodologies



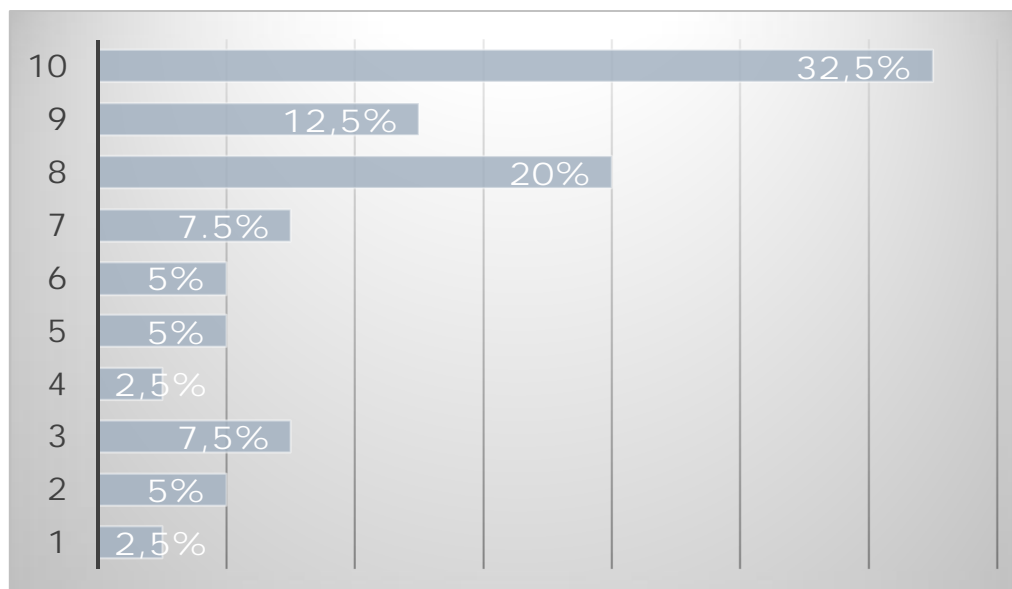
Regarding to the question “I am interested in developing my teaching using entrepreneurial methodologies”, we notice that 10 is selected by 70%. 8 and 10 have collected 95% of the answers, representing in this way a big potential for the category of “Teachers” to use Entrepreneurial Methodologies in order to develop teaching”. We think that this interest also comes from the fact that they consider this as an innovation in the methodology of entrepreneurship. We will consider this result also in the next steps of the project. We should also mention that this concept is used for the first time in Albanian education including higher education.

Figure 3.16. Teachers' involvement with colleagues in entrepreneurial activities



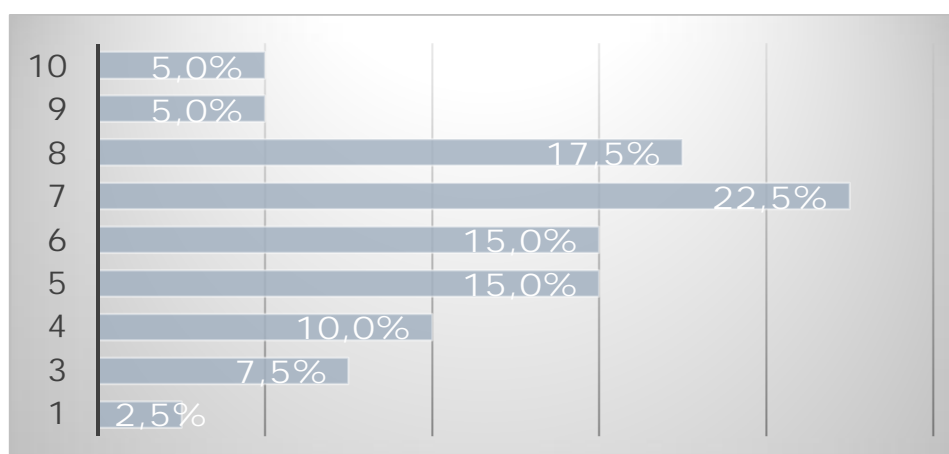
Analysing the answers of this question and using the same analysing method as we did in the previous question, there was noticed that for questions 8-10 results an evaluation of 58.5 and compared with the previous questions there is an evaluation of about 25% lower. In such a case there are many questions regarding to the entrepreneurship activities that we need to deal with during the implementation of the EntrAL project.

Figure 3.17. Teachers' involvement in entrepreneurial activities with students



Analysing the above graph we see that 8-10 is evaluated with 75%. This is 10% lower compared to previous graphs. We should mention that entrepreneurship activities with students have their own specifics, which might sometime be complicated and they require legal bases.

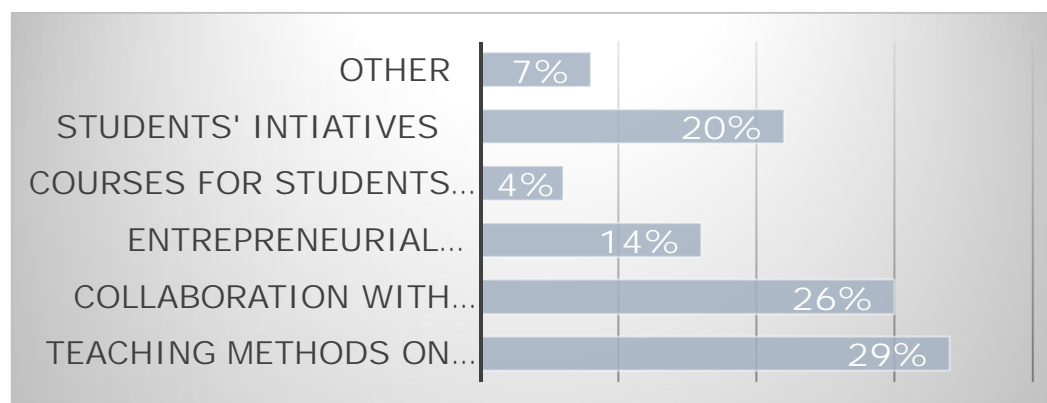
Figure 3.18. Teachers' evaluation on students' entrepreneurialism



Analysing the graphic, we notice that from 8-10 and the valuation is 27.5%. We think that the stage of economic and social development of our country as well as the region is in the initial good phase but through the project activities, there will be a stimulation of the entrepreneurship activities. We stress out that we should include all these concepts in all faculties (including the Faculty of Economics which are more used with these concepts) as they are quite new concept to us.

The abilities of the teaching and academic staff in supporting students in their carrier path is positively evaluated by 62.5%. We are quite aware that it has not been working as much as needed in this aspect mainly in these last years of the pandemic period. However, referring to theses answers we notice a potential of the teaching and academic staff in this direction. Still remains the 37.5% who do not find support and we hope that during the project there will be improvement also in this aspect.

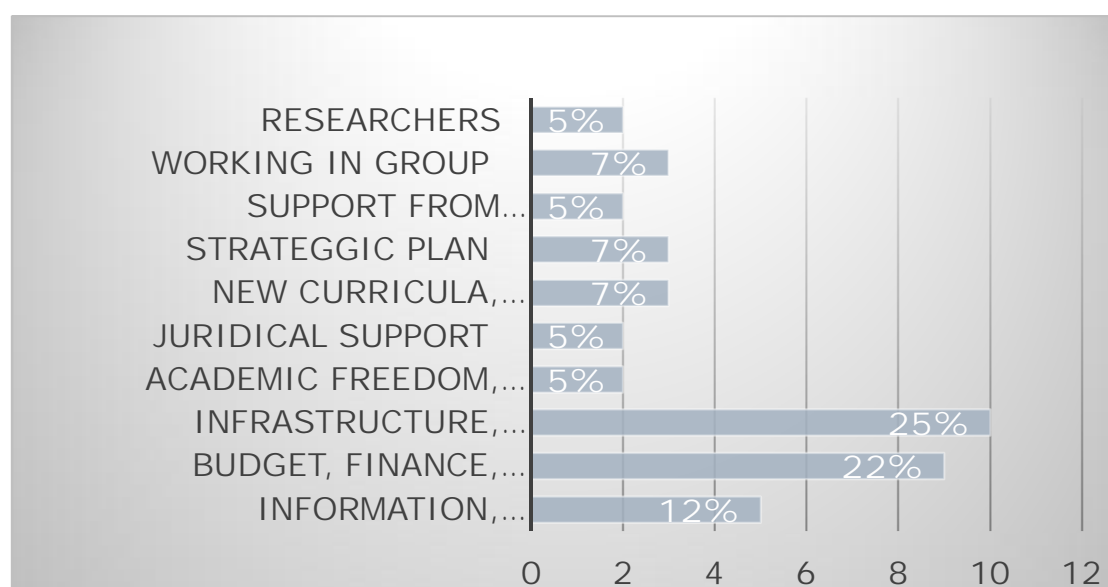
Figure 3.19. Teachers' evaluation on entrepreneurs' involvement at the university



From the answers of the above graph, we see that with question of "Teaching methods on Entrepreneurship" with 17 participants consisting of 29% and followed by "Collaboration with entrepreneurs" with 15 participants consisting of 26%. Many foreign professors have visited at our University through the mutual exchanges of the Credit Mobility project for the teaching staff. During the last 5 years, about 20 professors from foreign universities have visited our university and approximately 70 professors from our university have visited universities in

different EU countries. Unfortunately, the pandemic has stopped the mobility of the professors. Regarding to the teaching methods on entrepreneurship we think that we should work based on a detailed working plan as special modules.

Figure 3.20. Teachers' and researchers' needs to become more entrepreneurial in teaching/research activities



Analysing the above graph, we can say that three of the questions “Infrastructure, logistic”; “Budget, finance”; “Information, knowledge” consists of 59%. In such case, we should consider them, as priority need even though it is in the general meaning as they are new issues for the teaching and academic staff, and they need support. These are some problems identified which cannot be completely solved by the EntrAL project, but start with it and continue with a future consolidation. It important to mention that this project somehow has stimulated the teaching and academic staff in increasing their expectation.

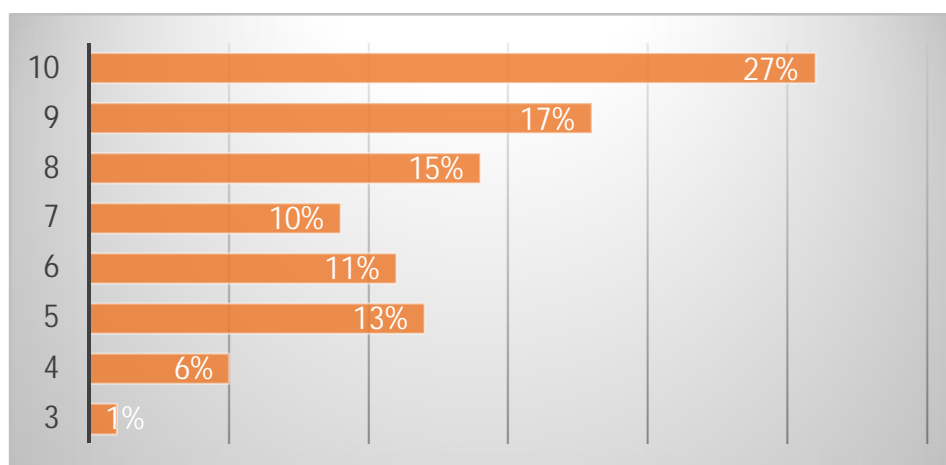
Students

A total of 97 students have answered the survey with 38 of them being Bachelor students (40%) and 59 Master's students (60%). Nine out of ten (86%) were females and the rest were males.

The student population of the University of Shkodra Luigj Gurakuqi is mostly composed of women, though not at the same ratio as with this survey.

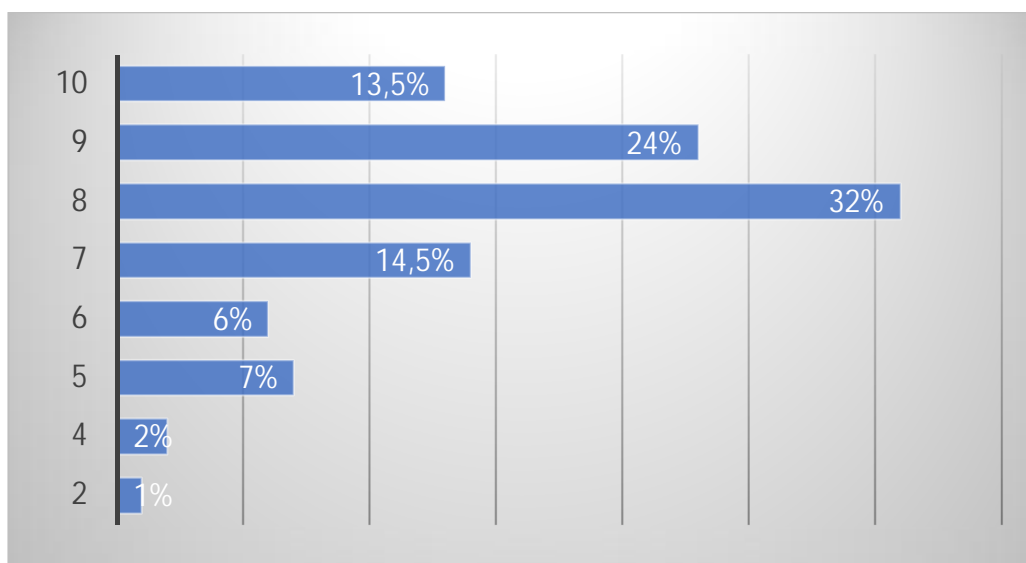
Given that, the concept of entrepreneurship is mainly used in the Faculty of Economics, it might be difficult for students of other faculties to give complete and accurate answers. We think their answers lean more towards how they actually imagine or conceive Entrepreneurship but without denying how they can accomplish it in the future. Responses should not be expected to be academic. Many of them have given correct and approximately correct answers. The definitions stand for the meaning of Entrepreneurship although they are formulated in the words of the students themselves. Some manage to distinguish between Business and Entrepreneurship. The possibility is not excluded that students in the process have been consulted with literature or conversed. Only two students did not answer. If we were to classify their answers of question, they are full response, correct response, promising, not adequate outside Entrepreneurship.

Figure 3.21. Students' evaluation on University support on entrepreneurship



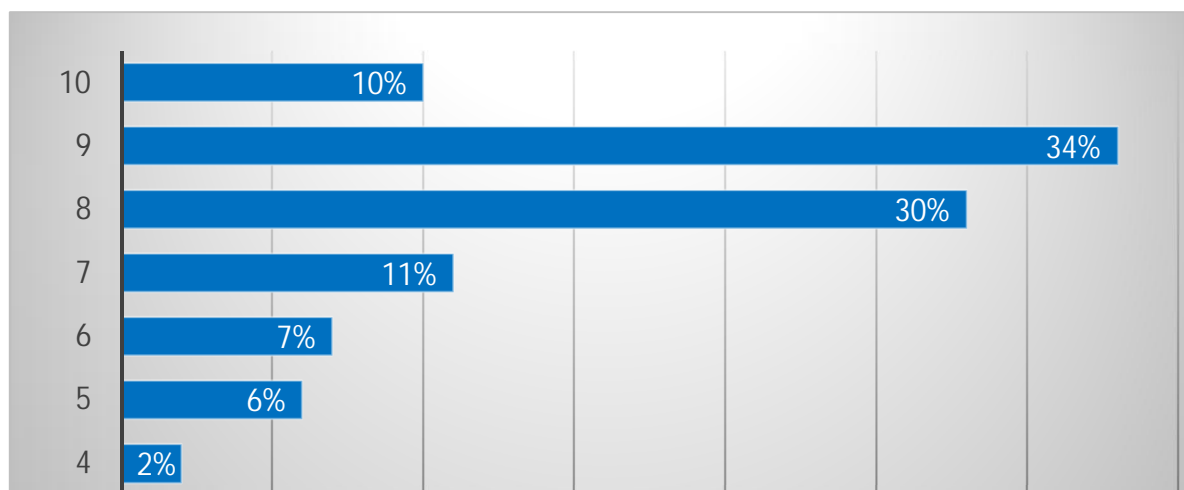
For the analogy of evaluation as in Teachers, we can say that rates 8-10 we have participants around 59%, this figure is considerable but that is not enough and should be taken further. Even rated for 7, 6, 5, 4, 3 should be viewed to support entrepreneurship education and related activities.

Figure 3.22. Students' self-evaluation on "seeing opportunities"



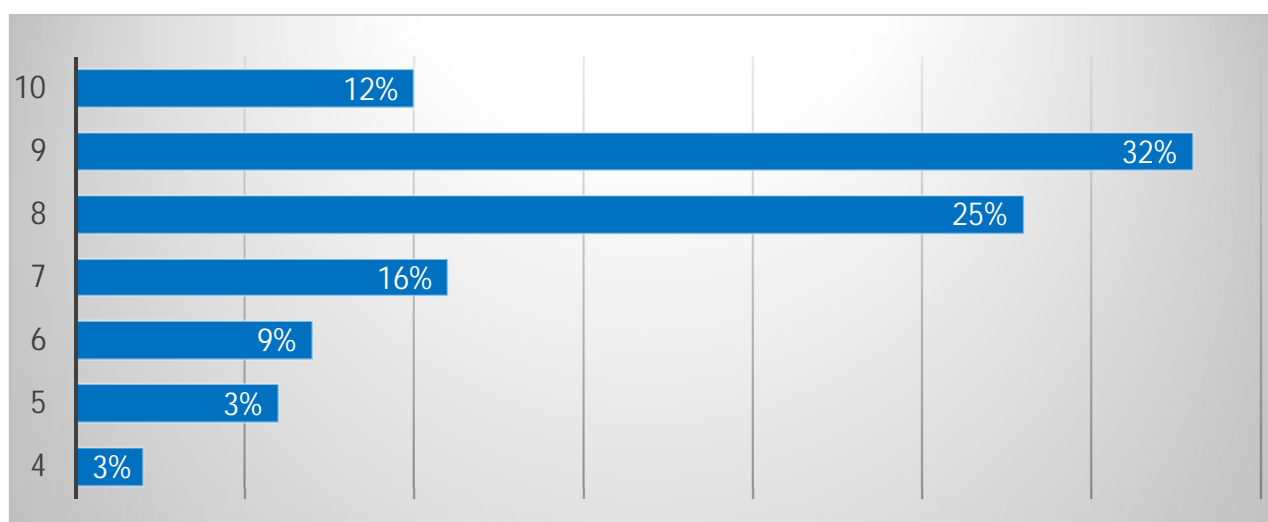
For analogy of evaluation as above, we can say that rates 8-10 are 69.5%, which indicates a reliability in "Seeing the possibilities". Although quite small, the graph shows that there is even more work to be done mainly from the phases of the EntrAL project.

Figure 3.23. Students' self-evaluation on "understanding opportunities and evaluating different options"



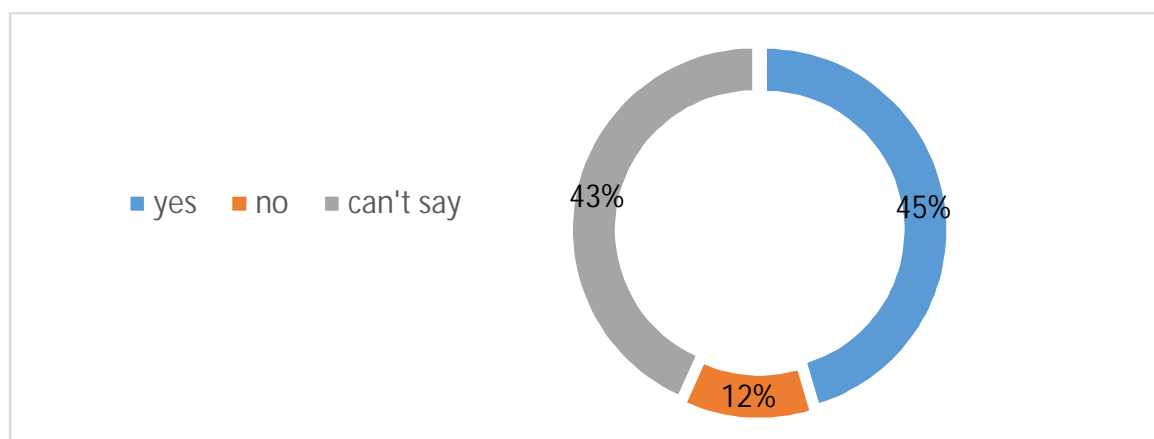
For analogy of evaluation as above, we can say that for rate 8-10 we have 74%. This percentage is significant, which indicates a credibility in understanding the possibilities and evaluating different options. We believe that students have considered this question as whole meaning.

Figure 3.24. Students' self-evaluation on "seizing opportunities and developing initiatives"



If we follow the analogy of evaluation as above, we can say that for rate 8-10 we have 73%. This percentage is bigger, which indicates good understanding of the question. Lower rated ones should considerate with the aim to elaborate question as whole.

Figure 3.25. Students considering starting a business after graduation



The rating yes is promising and is the largest, followed by the undecided "I cannot say". Assessment no is = 12 approximately 10% of students. In general, this result is promising for the adaptation of students in their future in the business market through entrepreneurship.

When asking the students about where they will get support, most of them answered from family (25%). Come next bank loan and actual business with respectively 4%, personal incomes, investors, friends and own savings with respectively 3%.

The most predominant reasons for not wanting to start a business after graduation are no money (20%) and the need for additional knowledge and expertise (17%).

What motivate students to become entrepreneurs are the self-realisation with 30% of answers, followed by independency (19%) and financial success (16%).

Thought students are somewhat considering becoming entrepreneurs, 84% of them are not currently involved in entrepreneurial activities. Also 55% have never been in contact with

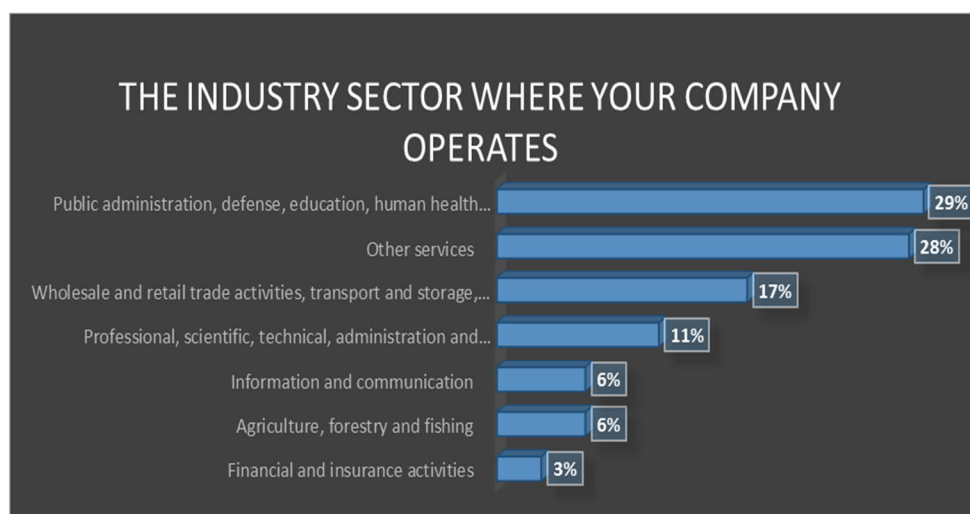
entrepreneurs while 69% of the students would like to meet entrepreneurs during their studies.

The students estimate their teachers are entrepreneurial, as from the Likert scale from 1 to 10, 10 being the most entrepreneurial, more than 80% of the respondents answered 7 and above. In addition, 53% of the students believe their teachers are capable to help them if they have a business idea, mostly by providing advices and additional knowledge. 43% of the students remain undecided.

Businesses

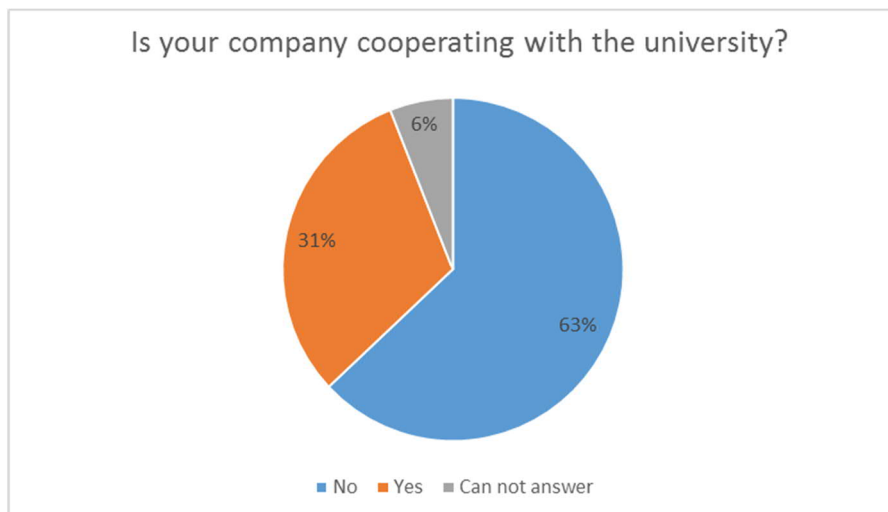
A total of 34 businesses participated in the data collection.

Figure 3.26. Business sector of the respondents



According to the graph, it is noticed that companies with activities in the public administration, defence, education, human health and social work have replied more and businesses with financial activity and insurance less (3%). This is a preliminary view of the business sectors.

Figure 3.27. University-Business cooperation



From the graph, we notice that 63% of businesses do not cooperate with the University, 31% are collaborators and only 6% could not answer. The ways of cooperation with the university that are identified from the questionnaire are as follow:

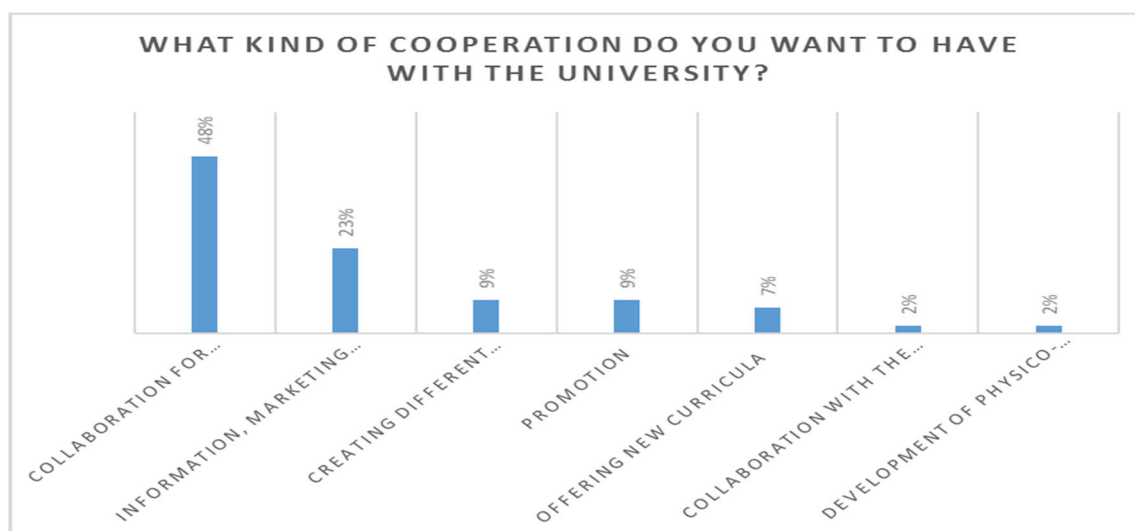
Table 3.28. Type of business-university cooperation

Nr.	What hinders cooperation between companies and Universities?	
1	Lack of mediation, No form of cooperation, Recognition of needs for cooperation	31%
2	Lack of information	17%
3	Legal basis, Bureaucracy	11%
4	The economic part	6%
5	Infrastructure	3%
6	Time	3%
7	Maybe institutional interaction like University, Labour Office, Chamber of Commerce, etc.	3%
8	Not knowing much information needed	3%
9	Lack of engagement of the private sector, limitation of funds	3%
10	Lack of projects and communication, and loss of trust in the university product	3%
11	Changing the scope and institutional concept	3%
12	I do not know	3%
13	The services offered should be closer to my type of business	3%
14	Inefficient strategies in cooperation between these two parties	3%
15	Universities need to offer more programmes	3%
16	The university has its own printing house	3%

Referring to point 1, at this stage of the project, it can be considered as a wide field of work for essential improvements. Lack of information is related to how much the businesses are informed as well as the level of digitalisation of the businesses. This also depends on the education level and the specific of the businesses. We can notice that a bigger relation between those who have a business and graduated from Shkodra University. From point 2 to 8 there is a different evaluation (not having information and lack of information are more or

less the same thing). From 5 to 16, the percentage is similar and attention should be put towards the support of the University in intervening correctly. From the data we can see that the biggest problems that hinder cooperation between businesses and the university are the lack of mediation and lack of forms of cooperation (31%). 7% say that there is a significant lack of information. 11% think that there is a lack of legal basis and bureaucratic for cooperation with the university. It shows that they have tried to cooperate but have not found the needed legal space.

Figure 3.29. Type of cooperation wished for by Businesses



Most of the businesses are ready to have collaboration with the university in the form of consultancy, trainings, workshops, projects and employment of the best students, expressed by 48%. 23% claim collaborations in the form of: information, marketing and consulting for students related to the labour market, as they claim that students do not have the right information on what to look for after graduation. Promotion and innovative ideas are evaluated with 9% and this should stimulate innovation and start-ups. Activities of some faculties, such as the Faculty of Economy, have done a great work to show the results of the businesses which came from this Faculty.

The University of Shkodra improves the curricula every year in collaboration with the respective Department in order to best fit to the needs of the socio – cultural development of the country. It takes also into consideration the specifics of the region from which derive the standards. Beside the evaluation of 2% on the University printing house, we are quite aware about the quality improvement, which of course can be done through digitalisation. Regarding the Physic-chemic and microbiologic analyses of food, the University of Shkodra has a long experience of offering such service to the city of Shkodra and the University has improved time by time the equipment and this way the reputation of its laboratory and the University itself.

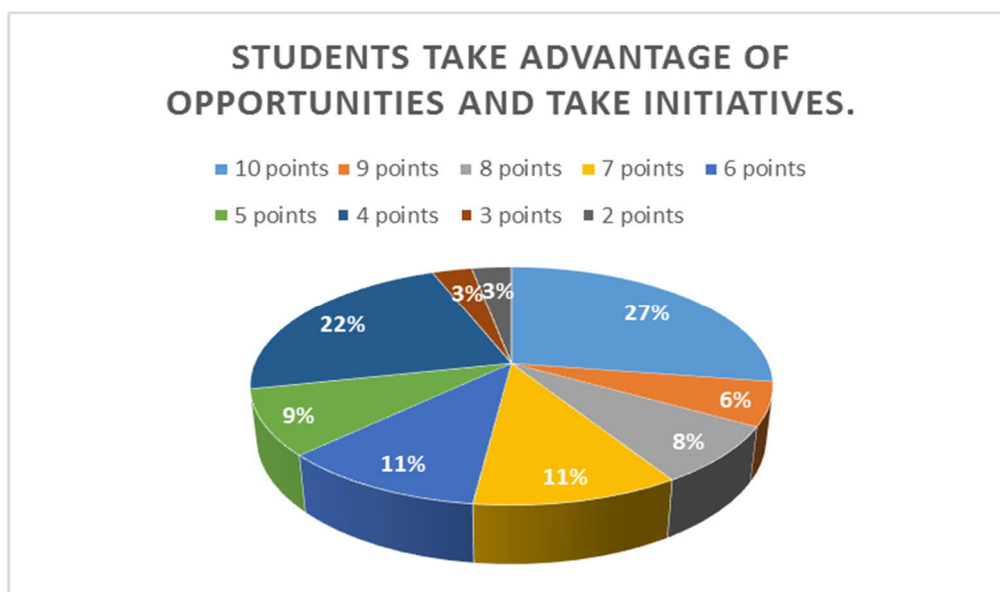
Table 3.30. Businesses' perception of Students' willingness to collaboration with them

Students take into consideration the collaboration opportunity	
10 points	20%
9 points	11%
8 points	23%
7 points	9%
6 points	9%
5 points	14%
4 points	11%
3 points	3%

31% of businesses evaluate with a maximum of 10 and 9 points the possibility for students to cooperate with them. They believe that they can be the initiators for the creation of new businesses. 32% rate it with points 8 and 7, which shows that these students benefit a lot from the cooperation with the businesses to be successful. While 37% evaluate the cooperation with them from 6 to 3 points, and give greater appreciation to other qualities other than gaining knowledge during internships in their businesses. We give a bigger stress

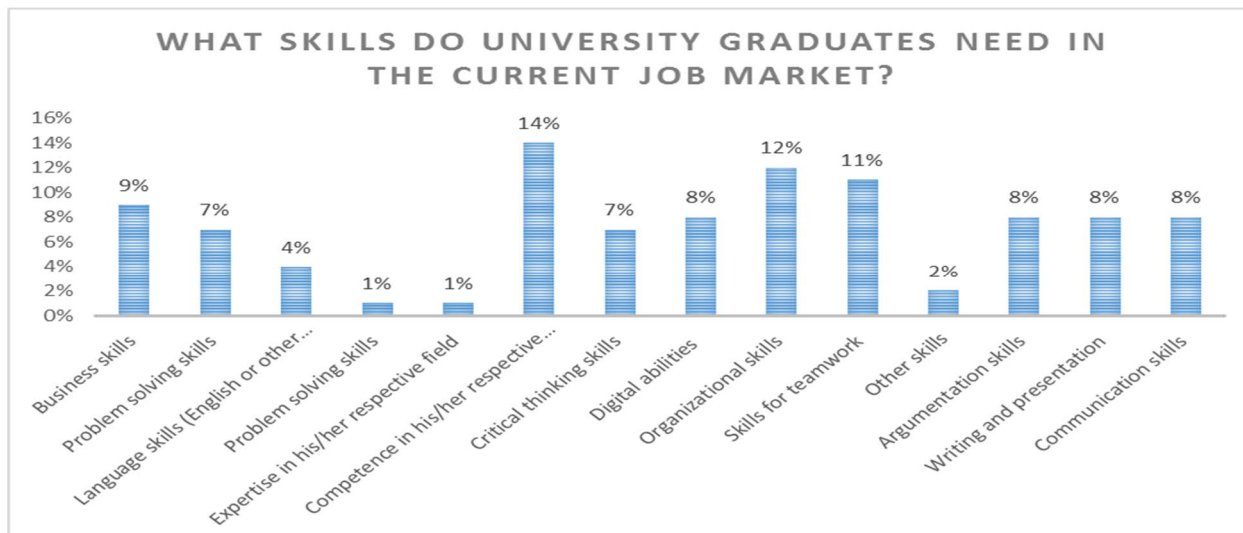
to these issues by considering the academic staff, especially the staff of the Faculty of Economics that closely cooperate with them.

Figure 3.31. Businesses' perception of students' attitude towards opportunities and initiatives



31% of businesses think that students need to be aware of their skills and evaluate the various options to be successful rated with a maximum of 9-10. 38% of businesses evaluate positively that students need to be aware of their skills and evaluate different options to be successful with 6-8 points. While 31% think that in addition to skills, they need support, evaluated with 3-5 points. This represents a clear view of the opportunities by evaluating different options. Businesses think that by taking initiatives or even learning from mistakes, students benefit from being successful, expressed by 42%, rated with a maximum of 8-10 points. 31% was rated with 5-7 points and 29% was rated with 2-4 points. Beside innovative ideas dealt before, we notice the evaluation as a necessity for entrepreneur initiatives. You will not be successful if you do not try. These concepts of entrepreneurship best confirm this attitude.

Figure 3.32. Student skills needed by businesses



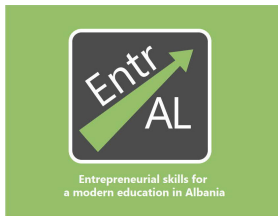
Businesses claim that graduate students need more skills after graduation such as:

- more competence in their field expressed by 14%
- Organizational skills expressed by 12%
- Teamwork skills expressed by 11%, skills for business expressed by 9%
- argumentation skills
- digital skills and communication skills expressed by 8%

Therefore, it is claimed to revise the curricula and to introduce such concepts related to business.

Students must also:

- Strive to create experiences
- Must cope with intensive work and long hours
- explore many areas of the job market, leave room for themselves to focus on what they are most passionate about and work harder to achieve the objectives
- Ability for different ideas and initiatives
- Seriousness
- Ability to act

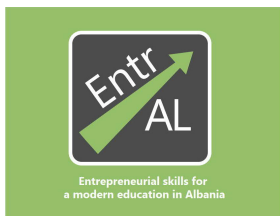


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- Organizational skills, managerial skills, ability to understand and perform tasks, ability to run several tasks at the same time, ability to solve problems
- Have the wish and will for work
- Responsibility at work
- Know the market, needs
- Work practice in parallel with graduation, Practical skills
- Research
- Be a true professional
- Communication skills, Better communication with the public
- Ability for freedom of action, Ability to act
- Being as practical as possible
- Good collaboration skills
- Communication Seriousness

The variety of the represented abilities needed by the graduate students provide an overview of the market requirements.



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4. Good case practices in entrepreneurship at EU universities

4.1. Technological University Dublin

Thomas Cooney, Martina Brophy

4.1.1. Introduction

While TU Dublin became the first ever technological university to be formed in the Republic of Ireland on January 1st 2019, its history dates back to 1887 with the foundation of the City of Dublin Technical Schools. The newly formed Technological University Dublin is an amalgam of three partner institutes, which are Institute of Technology Blanchardstown, Dublin Institute of Technology and Institute of Technology Tallaght. TU Dublin is the largest higher education institute in Ireland with a body of 28,500 students and researchers⁵. TU Dublin provides an open and inclusive pathway to education and offers routes to graduation from apprenticeship up to PhD⁶. In keeping with its status as a technological university, TU Dublin fosters a practice-based environment informed by latest research and technological advances. The university is committed to life-long learning and it is the largest provider of part-time education in the country. It should also be noted that the TU Dublin College of Business is the largest business school in the state⁷.

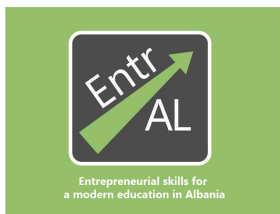
Regional context

TU Dublin has campuses across Dublin City and in two populous areas of the Greater Dublin region – Blanchardstown and Tallaght. The newest campus, Grangegorman, is built on a 73-acre city site and will form a single campus for the former Dublin Institute of Technology (now part of TU Dublin).

⁵ <https://www.tudublin.ie/explore/about-the-university/>

⁶ <https://www.dit.ie/about/>

⁷ <https://www.tudublin.ie/explore/our-campuses/aungier-street/>



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The Grangegorman development is a national flagship urban regeneration initiative bringing economic and social renewal to Dublin's North Inner City and creating a new urban quarter for the city⁸. This campus is part of the €500 million planned investment in infrastructure by TU Dublin.

As part of this regeneration project, the university has renewed its commitments to fostering strong connections and ties to regional community partners. The Grangegorman Labour and Learning Forum, a voluntary body of statutory and community representatives from the area, was established *"to ensure that employment, education & training, business & enterprise, and other opportunities arising from the Grangegorman project will benefit and improve the quality of life for surrounding communities to counter social and economic disadvantage"*⁹. For example, since 2015, TU Dublin's Junior Cycle Workshop Programme has provided practical workshops (on topics such as business and entrepreneurship) to young people from local DEIS (Delivering Equality of Opportunity in Schools) secondary schools in the Grangegorman area¹⁰.

Changes in the role of universities in the context of regional economy

Published in 2011, the National Strategy for Higher Education 2030 informs government policy in higher education. As underlined in the National Strategy report, the Irish government seeks to strengthen the higher education system through "the development of regional clusters of collaborating institutions (universities, institutes of technology and other providers), and by institutional consolidation that will result in a smaller number of larger institutions"¹¹. This national HEI policy formed the backdrop to TU Dublin's inception (i.e. its

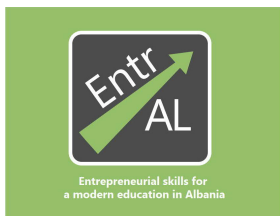
⁸ TU Dublin TEFCE Institutional Report

<https://drive.google.com/file/d/1goGwmW0WeACrO5G8TXSJ2FhUKkcBaYuH/view>

⁹ <https://drive.google.com/file/d/1a8uMJE-LiNABt5ycQIjk55O5642k7Ja2/view>

¹⁰ <https://www.regionalskills.ie/regions/dublin/events/tu-dublin-foundation-impact-report-2019.pdf>

¹¹ <https://www.education.ie/en/publications/policy-reports/national-strategy-for-higher-education-2030.pdf>



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designation as a Technological University). In March 2018, the Technological Universities Act 2018 was introduced and under this act, technological universities are required to:

Collaborate with business, enterprise, the professions, the community, local interests and related stakeholders in the region in which the campuses of the technological university are located -

(i) to promote the involvement of those stakeholders in the design and delivery of programmes of education and training, and

(ii) to ensure that, in so far as possible, innovation activity and research undertaken by the technological university reflects the needs of those stakeholders¹².

This strong regional focus is reflected in TU Dublin's Strategic Plan to 2030. TU Dublin aims to deliver shared impact through partnerships at local, regional and international level, which is evidenced by the following strategic milestones (2023):

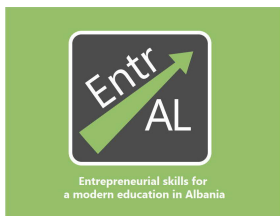
1. We will deliver a cohesive engagement strategy that grows collaborative activity with industry and community partners by 20%.

2. A branding campaign will be developed at local, regional and international level.

3. A detailed plan to grow key strategic partnerships in at least 3 global regions will be developed and implemented¹³.

¹² <http://www.irishstatutebook.ie/eli/2018/act/3/enacted/en/print#sec9>

¹³ <https://www.tudublin.ie/explore/about-the-university/strategicplan/2030/#partnership>



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4.1.2. Institutional perspective to entrepreneurial activities

Teaching and Learning

There is significant evidence to show that entrepreneurship is incorporated into teaching and learning activities within TU Dublin.

According to Bernard and Bates (2016), TU Dublin (formerly DIT) have 81 programmes with entrepreneurial elements (27 per cent of full-time and part-time programmes leading to a major award)¹⁴. These entrepreneurial elements feature across bachelors, masters (including MBA) and PhD level degree programmes and traverse a multitude of disciplines including Business Studies, Computer Science, and Hospitality and Tourism. In 2004, the MSc in Business and Entrepreneurship¹⁵ was created. This one-year programme aims to transform Science, Engineering, Social Science and Technology graduates into future business leaders. An example of good practice in the domain of teaching and learning is the practice of students organising charity events as part of their third-year entrepreneurship module at the College of Business, TU Dublin (see *T&L Activity: Experiential Learning in Entrepreneurship Through Online Fundraising*). Led by lecturer, Professor Thomas Cooney, student groups are guided through an experiential learning process of entrepreneurship¹⁶. Each student group works with a charity organisation to deliver a fundraising charity event. This process empowers students to develop their entrepreneurial capabilities whilst demonstrating how entrepreneurial behaviour can be applied to the not-for-profit/charity sector.

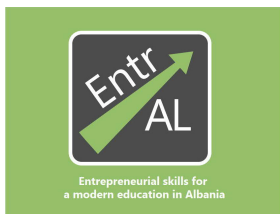
Research and Policy

Entrepreneurship also features in research activities within TU Dublin. There is an entrepreneurship stream for PhD/doctoral research in TU Dublin. Modules on Entrepreneurship and Innovation are taught as a transferable skill module on PhD

¹⁴ <https://arrow.tudublin.ie/cgi/viewcontent.cgi?article=1000&context=comlinkbk>

¹⁵ <https://www.tudublin.ie/study/postgraduate/courses/business-and-entrepreneurship/>

¹⁶ <https://drive.google.com/file/d/1a8uMJE-LiNABt5ycQljk55O5642k7Ja2/view>



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programmes in TU Dublin. An example of good practice in the domain of research and policy is the establishment of The Institute for Minority Entrepreneurship (see *R&P Activity: The Institute for Minority Entrepreneurship*).

The Institute was formed in 2006 to offer the different minority groups in Ireland equal opportunity through entrepreneurship education and training¹⁷. The main aim of the institute is to research the needs of these minority groups and use this research to develop and deliver training programmes in the most effective way for each group. The Institute has published numerous reports, academic papers, conference presentations and case studies. In February 2020, TU Dublin published *The Pathway to Entrepreneurship for People with Disabilities in Ireland report*. The report highlighted some of the key challenges faced by people with disabilities who wish to pursue self-employment, including loss of income from social security benefits or supplemental disability programmes and difficulties in obtaining start-up capital¹⁸. In 2020, The Expert Group on Future Skills Needs, which advises the Government on current and future skills needs of the economy and their impact on Ireland's enterprise and employment growth, published a report on SME Management Skills entitled 'Leading the Way'. The report was researched and written by Staff from TU Dublin who were invited by the government to undertake the work¹⁹. For many years, members of staff from TU Dublin have been advising governments at home and abroad on SME and entrepreneurship policy, plus they have been researching and reporting on critical issues relating to entrepreneurship policies.

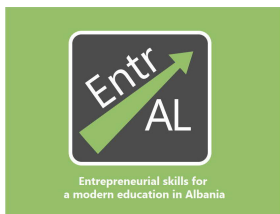
Knowledge Transfer and Enterprise Support

There is also ample evidence of technology transfer and enterprise support activities within the university. TU Dublin is part of New Frontiers, a national programme for developing

¹⁷ <https://arrow.tudublin.ie/ime/>

¹⁸ <https://www.tudublin.ie/media/website/news/2020/main-news/Pathway-to-Entrepreneurship-for-People-with-Disabilities-in-Ireland-2020.pdf>

¹⁹ <https://www.tudublin.ie/research/news/minister-harris-and-minister-english-welcome-report-leading-the-way-by-expert-group-on-future-skills-needs.html>



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entrepreneurs. This programme is co-funded by the European Regional Development Fund (ERDF) under the national Structural and Investment Funds Programmes 2014-2020²⁰.

An example of good practice in the domain of knowledge transfer is TU Dublin's start up incubator, Hothouse Incubation Centre (see *KT Activity: Hothouse Incubation Centre*). Hothouse was established in 2007 with the aim of improving the prospects of Irish start-ups achieving commercial success both nationally and internationally²¹. Hothouse produces up to 20% of annual commercial technology transfer licences nationally, thus outperforming all other Irish university knowledge transfer offices²². Since 2016, Hothouse offers a Student Entrepreneurship and Incubation programme, known as I-Cubed. The programme awards €5,000 prize winnings with one-on-one mentorship and workshop office space in the TU Dublin Greenway Hub for the best pitch²³.

There is also TU Dublin Student Enterprise Competition. First started in 1993, this competition has since grown to become the largest national third level institute enterprise competition. According to its website: "The main objective of the competition is to foster a spirit of entrepreneurship among TU Dublin students and to encourage and support a rigorous business planning approach to entrepreneurial activities"²⁴.

- *What are their levels of formality?* This very much depends on the nature of the activities. Some activities are very formal as they might require academic approval or a legal contract, while other activities are ad hoc initiatives that are quite informal.
- *Who is the university's counterpart in the partnership?* TU Dublin has a wide range of partners who support entrepreneurship activities within the university and these would include government, enterprise agencies, local authority, industry, not-for-

²⁰ <https://www.newfrontiers.ie/>

²¹ <https://www.dit.ie/hothouse/incubator/>

²² <https://www.dit.ie/hothouse/aboutus/aboutus/>

²³ <https://www.dit.ie/hothouse/students/i-cubed/>

²⁴ <https://www.dit.ie/researchenterprise/enterpriseinnovation/studententerprisecompetition/howtoenter/competitionrules/>

profit organisations, financial institutions and many other actors in the entrepreneurship ecosystem.

- *How much are the funds invested and revenues obtained?* This is a very difficult question to answer as the monies would be spread across a multitude of budgets and there is no database of entrepreneurship activities.
- *What are those funds' sources?* Funding comes from four main sources: EU projects, government, industry and revenue generating activities.
- *What are the main governance structures responsible for the entrepreneurial activities?* The Directorate of Research and Enterprise within TU Dublin is the principal office responsible for entrepreneurial activities. It is responsible for research and innovation activities, the enterprise hub, commercialisation, and student enterprise and industry collaboration.

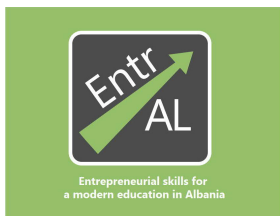
There has been growing recognition by the university to providing entrepreneurship education to students across all faculties. Therefore, there has been increased commitment by the Deans of the different faculties to introduce entrepreneurship modules or smaller forms of entrepreneurship education into the multitude of programmes offered by TU Dublin. Furthermore, a critical pillar of TU Dublin's strategy is industry engagement and so it has substantially increased its interactions with government and industry over the past decade.

University policy and strategy towards entrepreneurial activities

TU Dublin management is committed to fostering entrepreneurial behaviours and mind-sets among students, researchers and staff. As TU Dublin's Strategic Intent 2030 states: "*Innovation and enterprise are at the heart of everything we do*"²⁵. TU Dublin is committed to building a university of open innovation and fostering entrepreneurial collaborations "to increase the number of new technologies, new products and new businesses created"²⁶. This

²⁵ <https://www.tudublin.ie/explore/about-the-university/strategicplan/2030/>

²⁶ <https://www.tudublin.ie/explore/about-the-university/strategicplan/2030/#people>



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objective is driven by the *National Framework on the Transition to an Open Research Environment* which was developed as part of *Innovation 2020*, Ireland's research and development, science and technology strategy.

The National Framework supports access to publicly funded research, which contributes to "research enabled teaching and learning; citizen science; open innovation and greater transparency"²⁷.

TU Dublin's Strategic Intent 2030 is also strongly aligned to the *UN Sustainability Goals (SDGs)*. TU Dublin released a report in 2020²⁸ detailing how the university's activities and initiatives are having an impact on all 17 SDGs, including SDG Goal #9 which is to "Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation"²⁹.

According to TU Dublin's HR policy on progression from Assistant Lecturer to Lecturer, applicants can be assessed on their involvement in academic entrepreneurship (i.e. company formation/spin-out, patents and licences) as well as industry engagement (i.e. innovation awards by industry/community, social innovation projects)³⁰. In 2008, it introduced a new policy on Intellectual Property within staff HR policy, which gives staff ownership of their own creative work and research findings, a policy that is quite unusual for universities.

In line with the National Strategy for Higher Education 2030, TU Dublin is expected to demonstrate very strong links with enterprise through the creation of programmes "informed by enterprise needs, co-taught by practitioners and academics, with constant renewal and change to ensure relevance"³¹. There is also an emphasis on incorporating R&D activity into undergraduate programmes to ensure graduates are ready to meet labour market demands³².

²⁷ <https://repository.dri.ie/catalog/0287dj04d>

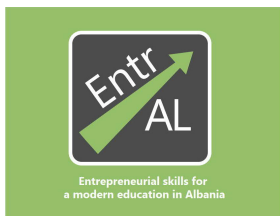
²⁸ <https://www.tudublin.ie/media/website/explore/about-the-university/strategic-plan/creating-impact/documents/TU-Dublin-UN-Sustainability-Goals-Progress-Report-2020.pdf>

²⁹ <https://sdgs.un.org/goals/goal9>

³⁰ <https://www.dit.ie/media/humanresources/documents/PROGRE-2.PDF>

³¹ <https://www.education.ie/en/publications/policy-reports/national-strategy-for-higher-education-2030.pdf>

³² <https://www.education.ie/en/publications/policy-reports/national-strategy-for-higher-education-2030.pdf>



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Under the Technological Universities Act 2018, the functions of a technological university include “promoting an entrepreneurial ethos” and to “support entrepreneurship, enterprise development and innovation in business, enterprise and the professions through teaching and the conduct of research and through effective transfer to those and other sectors of knowledge arising from that research”³³.

The commitment of TU Dublin to expand its entrepreneurial activities is based on a combination of factors which include the university’s own desire to be more proactive in this area, the significant role of national and regional policies requiring universities to be a key player towards engendering higher levels of innovation-driven enterprise and the desire by industry to have stronger levels of collaboration between themselves and the university. While the global trend is moving swiftly towards greater levels of entrepreneurial activities being led by universities, TU Dublin has made a strategic commitment to become of the leaders of this movement.

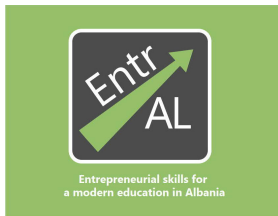
4.1.3. Characteristics of entrepreneurial activities

4.1.3.1. *Experiential Learning in Entrepreneurship through Online Fundraising (Teaching and Learning Activity)*

Qualitative aspects

Brief description of the entrepreneurial activity. The purpose of this assignment is for students to experience entrepreneurship in action by undertaking an online fundraising initiative and then understanding what they had learned from it by writing a Reflection Paper. The assignment requires students to generate their own ideas for online fundraising, organise the fundraising initiative and write a paper reflecting upon their experiences. The students

³³ <http://www.irishstatutebook.ie/eli/2018/act/3/enacted/en/pdf>



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self-select their own groups (maximum of 3 students per group), the charity they wish to support and the nature of their fundraising initiative.

Each group is given a target of €2,000 to donate to their chosen charity and as part of their initiative they must interact with their chosen charity to understand better the work of the charity and how it approaches fundraising activities.

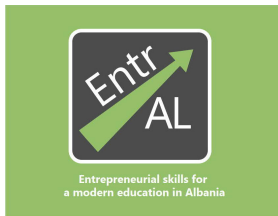
Stakeholders involved. The stakeholders include the students, who are in Year 3 of the BSc Business and Management degree programme at TU Dublin; the lecturer (Prof. Thomas Cooney); the charity organisations; TU Dublin Health and Safety Office; Marsh Insurance (insurer of TU Dublin); and partners, iDonate.ie (fundraising platform) and BDO Ireland (provides a business mentor to each of the 12 student groups).

Governance/management. The lecturer, Prof. Thomas Cooney, oversees and supports the students throughout the duration of the assignment. However, the students are encouraged to engage in self-directed, experiential learning. Student groups must submit a fundraising initiative for evaluation to a review committee comprising: (1) iDonate platform; (2) Business Mentor; (3) Health and Safety Office; and (4) Insurance Agent. In this way, students are afforded specific guidance in terms of health and safety and event risk assessment.

General governance structure. This initiative had to be approved by the Faculty Academic Board and by the TU Dublin Health and Safety Office. Both offices required submission of an application which formally detailed the initiative, including planned assessments to ensure academic rigour.

Decision-making procedures/ strategy development. The Faculty Academic Board is the principal arbiter of all matters relating to Teaching and Learning. Every degree programme goes through a formal review every five years and on such occasions major changes can be made to the design of the programme and modules within it. Once approved by an External Panel of Experts, only small changes can be made to the programme and the modules, and

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any proposed changes must be submitted to the Faculty Academic Board and approved by this body.

Funding/ financial system. There was no funding required to introduce this initiative as the involvement of the external partners (iDonate.ie and BDO Ireland) was entirely voluntary. Their work was recognised through social media posts promoting the efforts of the organisations in helping the entrepreneurship students and through promotional articles on the TU Dublin website.

Internal and external accountability. In terms of accountability, there are two possible avenues depending on the nature of the issue arising. If the issue is with regards to teaching and learning, then the Head of School will first address the matter. If further action is required, then the matter is addressed by the Dean and if more formal action is required then the issue is addressed by the Faculty Academic Board. On rare occasions an issue may need to be addressed by Senior Management of the university.

If the issue arising is related to health and safety (e.g. accident at a fundraising event), then the Health and Safety Office will address the issue. Should it require further attention, then the Office of the Secretary of the University will address the issue.

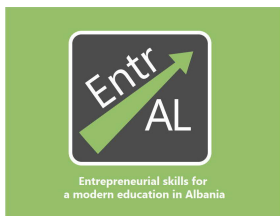
Steering tools (e.g. customer - relation management). The work is managed solely by the lecturer who created the partnerships and nurtured the relationships with them.

Quantitative aspects

Funding/financial figures (e.g. revenues, budgets, financial incentives). There was no funding required for this project as it was all done on a voluntary basis.

If available, figures on staff involved, results, valorisation, depending on particular aims. In the 15 years since this initiative was first introduced, over €780,000 has been raised for various charities. In the latest iteration of this initiative (Semester 1 2020/21), 32 students

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across 12 groups raised €31,776 for various charities. The students' fundraising efforts have been recognised and promoted by the University on its website³⁴.

The partner organisations have already committed to participating in the next iteration of the initiative due to how they benefited from the involvement (e.g. collaboration forming part of their corporate social responsibility activity).

4.1.3.2. The Institute for Minority Entrepreneurship (Research and Policy Activity)

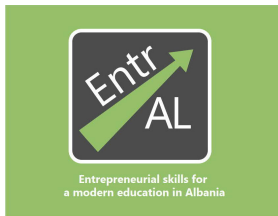
Qualitative aspects

Brief description of the entrepreneurial activity. At the TU Dublin City campus, the Institute for Minority Entrepreneurship was established to offer the different minority groups in Ireland equal opportunity through entrepreneurial education and training.

'Minority Entrepreneurship' has been broadly defined by the Institute to be inclusive of those communities who are generally regarded as being outside of mainstream Irish society in terms of entrepreneurship. The following groups are considered by the Institute to be 'minority entrepreneurship groups': Ethnic, Female, Gay, Grey, People with Disabilities, ex-Offenders, Socio-economically Disadvantaged and Travellers. The primary objective of the Institute is to bring significant benefit to its target audiences by researching the needs of these minority entrepreneurship groups, developing appropriate training programmes and materials, and delivering these programmes in the most effective manner possible for each individual group.

Stakeholders involved. The Department Chair leads the group and the work is supported by academic staff and PhD students. Additionally, members of underrepresented communities co-create programmes and events with IME staff, plus contribute significantly to their

³⁴ <https://www.tudublin.ie/explore/news/entrepreneurship-students-raise-31776-for-various-charities.html>



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research activities. At various times, government officials, enterprise agency staff and other actors from the national entrepreneurship ecosystem will provide support.

Governance/ management. There are no official employees within IME as each person involved is a staff member or student of TU Dublin who spends some of their time contributing to the work of IME. IME is ultimately governed by the Directorate of Research and Enterprise which is responsible for the establishment and management of all research centres in the university. Furthermore, IME has its own budget code and therefore all financial management and reporting is governed by the Finance Office.

General governance structure. IME operates on a loose structure basis as it is project-driven. The Department Chair leads IME and makes application for funding for projects. As projects are secured, the Chair assembles a team and the collectively they determine the governance structure for the project. This organic structure allows staff and PhD researchers to enter and leave activities as suits their needs, plus it encourages people from outside the core group to contribute on an ad hoc basis.

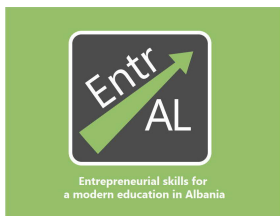
Decision-making procedures / strategy development. Decision relating to the project are taken collectively by the project team during the course of the project. The overall strategic development of IME is taken by the Department Chair in conjunction with the Head of School.

Funding/ financial system. Funding is secured solely through research projects. The funding can be secured through EU, Irish government or organisations who are seeking to have research undertaken relating to minority entrepreneurship.

Internal and external accountability. The Head of School leads accountability within the Faculty, while overall accountability lies with the Directorate of Research and Enterprise.

Steering tools (e.g. customer-relation management). The work is managed solely by the lecturer who created the partnerships and nurtured the relationships with them.

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Quantitative aspects

Funding/financial figures (e.g. revenues, budgets, financial incentives). The amount of funding secured varies dramatically each year, but over the past five years approximately €300,000 has been secured by IME.

If available, figures on staff involved, results, valorisation, depending on particular aims. There is no staff formally employed by IME either on a full-time or part-time basis. There are approximately 5 staff and 8 PhD students working on projects within the IME realm during any given year and these numbers fluctuate constantly. IME staff and students have been involved in 16 EU funded research projects, have published 6 reports and 18 journal articles, plus have presented 34 conference papers.

4.1.3.3. Hothouse Incubation Centre (Knowledge Transfer Activity)

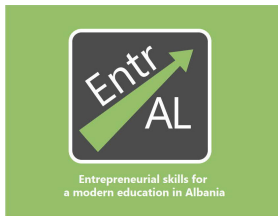
Qualitative aspects

Brief description of the entrepreneurial activity. Hothouse was established in 2007 with the aim of improving the prospects of Irish start-ups achieving commercial success both nationally and internationally³⁵. Hothouse produces up to 20% of annual commercial technology transfer licences nationally, thus outperforming all other Irish university knowledge transfer offices³⁶. TU Dublin Hothouse is a 21,500 square foot start-up incubator located on TU Dublin's Grangegorman campus. The incubator offers access to facilities as well as people (including researchers, technicians, investors and New Frontiers Mentors).

Stakeholders involved Entrepreneurs, industry partners, investors, TU Dublin staff and students and supporters/partners (European Regional Development Fund, Higher Education

³⁵ <https://www.dit.ie/hothouse/incubator/>

³⁶ <https://www.dit.ie/hothouse/aboutus/aboutus/>



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Authority, Department of Jobs, Enterprise and Innovation, Enterprise Ireland, New Frontiers and Knowledge Transfer Ireland).

Governance/management. Hothouse employs 8 people and it is led by Paul Maguire. As Head of Innovation and Enterprise, Paul provides strategic and managerial leadership for knowledge transfer, innovation and enterprise support across TU Dublin (City Campus) and the partnership comprising the Dublin Region Innovation Consortium. He leads a high-performance team of professionals that delivers best-in-class innovation and enterprise supports to academics, students and industry, with a keen focus on knowledge transfer, industry partnerships and entrepreneurship, all leading to real, measurable, impacts within Dublin and nationally.

General governance structure. Hothouse falls within the remit of the Directorate of Research and therefore is ultimately governed by this Directorate.

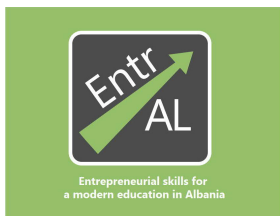
Decision-making procedures/strategy development. Decision-making takes place through discussions with the team members, while strategy development is heavily influenced by the overall strategy of the organisation. It responds to the direction that the university wishes to move and its overall commitment to entrepreneurship. The increased commitment to entrepreneurship by TU Dublin over the past decade has meant an increasingly prominent role for Hothouse.

Funding/ financial system. Hothouse is funded through a number of different revenue streams, which includes the university itself, higher education authorities, national enterprise agencies, EU funding and large corporations.

Internal and external accountability. Initial accountability for Hothouse lies with the Directorate of Research and Enterprise, but overall accountability lies with the university.

Steering tools (e.g. customer-relation management). The relationships between Hothouse and its potential and existing client base is maintained by Hothouse staff.

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Quantitative aspects

Funding/financial figures (e.g. revenues, budgets, financial incentives). No data is available for Hothouse as that information is considered commercially sensitive.

If available, figures on staff involved, results, valorisation, depending on particular aims. Through its Enterprise Ireland-funded Incubation Programmes, TU Dublin Hothouse has helped create nearly over 400 sustainable businesses that have attracted over €200 million in equity investment and created approximately 1.700 quality jobs.

4.2 University of Leon

María-José Vieira, Camino Ferreira, Alba González-Moreira, Diego González-Rodríguez, Agustín Rodríguez-Esteban, Javier Vidal

4.2.1. Introduction

The University of León (ULE) was established in 1979 as a comprehensive public university with financial and academic autonomy. It has two Campuses, in León and in Ponferrada, 26 departments and 13 centres (Faculty of Veterinary, Faculty of Biological and Environmental Sciences, Faculty of Health Sciences, Faculty of Physical Activity and Sports Sciences, School of Industrial, Computer and Aerospace Engineering, School of Mining Engineering, School of Agricultural and Forestry Engineering, Faculty of Law, Faculty of Arts, Faculty of Education, Faculty of Economics and Business Studies, Faculty of Labour Sciences and the School of Social Work which is an associated private centre).

ULE is a small university (42th of 48 Spanish public universities in number of graduate students³⁷). It offers educational programmes on all levels. In the academic year 2020-21, ULE

³⁷ [EducaBASE \(Datos 2019/2020\)](#)

enrolled 10252 students in 43 Bachelor programmes, 36 Master programmes and 18 Doctoral programmes³⁸ (see Table X). Other continuing education training (short courses, workshops, etc.) are managed by different Vice-rectorates. Considering its staff, in the year 2019³⁹, ULE employs 1495 employees; approximately 64% are academic staff and 36% administrative staff. In 2020, the total revenue of ULE is 103 million euros³.

Table 4.1. Enrolled students by degree level

Degree		n	%
Graduate	Bachelor ⁴⁰	8759	85
	Master degree ⁴¹	1095	11
Postgraduate	Doctoral programme	398	4
Total		10252	

Data: General Data of the University System of Castilla y León. 2020-2021

Under the international mobility programmes (mainly Erasmus and Amicus -non EU-), in the academic year 2019-20, 450 Bachelor students from ULE studied abroad and 447 foreign students studied in ULE⁴². Additionally, 1 out of 5 doctoral students are from other countries, half of them from Latin America⁶.

³⁸ [Datos Generales del Sistema Universitario de Castilla y León Curso 2020-2021](#)

³⁹ Portal de transparencia de la ULE – <http://transparencia.unileon.es>

⁴⁰ [Ministerio de Universidades \(2021\). Estadística de Estudiantes. Curso 2019-20](#)

⁴¹ [Ministerio de Universidades \(2021\). Estadística de Estudiantes. Curso 2019-20](#)

⁴² [Memorias Académicas – ULE \(2019_2020\)](#) Data from 2020-21 not included due to COVID mobility restrictions.

Table 4.2. International Bachelor students' mobility (academic year 2019-2020)

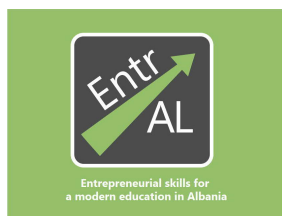
Programme	Outgoing	Incoming
Erasmus + Estudio: KA103	386	221
Programa Erasmus + Estudio: KA107	8	41
Programa Erasmus + Prácticas	2	0
Programa Amicus:	54	185
Total	450	447

Data: Universidad de León. 2010-2020⁶

Concerning students' "mobility" to companies and entities, in 2019, 642 internships were managed by the Vice-Rectorate for Students and Employment, which were carried out by undergraduate, master and doctoral students in companies and entities of national and international scope.

According to research, most research activity is performed at departmental level. Furthermore, ULE has 10 research institutes (University Biomedical Institute –IBIOMED, Institute of Molecular Biology, Genomics and Proteomics –INBIOMIC-, Institute of Food Science and Technology –ICTAL-, Vineyard and Vine Institute, Joint Mountain Livestock Institute -in partnership with the Spanish National Research Council-, Institute of the Environment, Natural Resources and Biodiversity, Institute of Medieval Studies, Institute of Humanism and Classical Tradition, Institute of Applied Sciences to Cybersecurity -RIASC- and Institute of Animal Health and Livestock Development -INDEGSAL-) and it is associated with 2 technological institutes where university research staff also carries out applied research and technology transfer (Castilla y León Supercomputing -SCAYLE- and the Institute of Biotechnology –INBIOTEC-). Some figures on research and knowledge transfer are the following⁴³: In 2019, income from (new and existing) research projects and contracts amounted to 11.5 million euros (7 and 4.5 million, respectively); on average, 55 doctoral

⁴³ <http://transparencia.unileon.es/index.php/homepage/resultados/investigacion>



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theses were defended per academic year since 2018-19; Patents in 2019: 7 presented, 4 approved and one licensed.

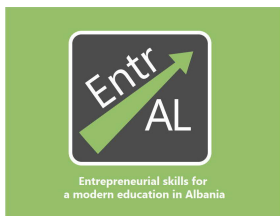
The latest Research Ranking by Buela-Casal et al. (2019)⁴⁴ analyses the research productivity of Spanish public universities based on 7 criteria: articles published in JCR journals, individual recognition for research publication every six years (called Research *sexenios*), R&D projects, doctoral theses, contracts for doctoral students as teacher/research staff (2 types: FPU and FPI), and registered patents. In this rank, ULE is in the position 14th (out of 47) in the global productivity index that divides the university's global output by the number of PhD academic staff. Considering only the global output (that is, not divided by the number of PhD academic staff), this position falls to 39th out of 47 public universities.

Concerning support structures and services to facilitate research and technology transfer, two offices depend on the Vice-Rectorate for Research and Transfer: (1) the European Research Projects Office (OPEI), created to increase the participation and success in European research projects (mainly EU Horizon 2020 Framework Programme), and (2) the Research Transfer Office (OTRI) that manages contracts with enterprises, licenses and patents. Additionally, a key actor is the General University-Enterprise Foundation (FGULEM) that is in charge of the relationships with enterprises and society in the region. Within FGULEM, in 2009 the Knowledge Transfer Office (OTC) was created in the framework of the Research, Development and Innovation (R&D&I) Strategy of the regional government that will be explained in next section.

Regional context

ULE is located in the province of León, in the region of Castilla y León in the Northwest of Spain. It is the largest of the 17 Spanish autonomous regions (similar in extension to Portugal)

⁴⁴ Buela-Casal, G.; Guillén-Riquelme, A.; Díaz-Román, A., Carneiro-Barrera, A.; & Quevedo-Blasco, R. (2019). Ranking 2019 de investigación de las universidades públicas españolas. *Psicothema*, 31(4), 351-362



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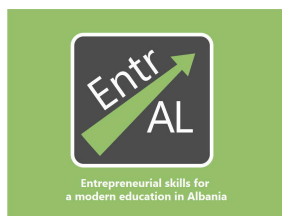
with a population of around 2.4 million inhabitants⁴⁵. The density of the region is 25 inhabitants/km² compared to 94 inhabitants/km² on average in Spain. Population concentrates in 4 of 9 provinces that make up the region: Valladolid, León (with 456,439 inhabitants), Burgos and Salamanca, which are also the provinces of the region with a public university. The two cities with the largest population in the province are the capital, León, with 124,028 inhabitants, and Ponferrada with 64,509 inhabitants.

Castilla y León has an important primary sector. Agricultural activity concentrates in cereal and livestock farming (cattle, pigs and sheep) oriented both to meat and milk production (milk production is the second largest in Spain). Also, the food industry derived from agricultural production (flour, sunflower oil and wine) is relevant. The most developed industrial hub is comprised by 3 provinces (Valladolid-Palencia-Burgos), where traditionally there has been a major automotive, paper, aviation and chemistry industry.

In general terms, industry is characterised by a shortage of companies with high and medium-high technology, the concentration of regional innovative activity in a small number of companies and low participation of companies in the financing of R&D in relation to the EU average. During the last decades, the economic structure of Castilla y León has experienced continuous modernization and progressive convergence with the European Union. Since the incorporation of Spain to the European Union in 1986 to 2007, Castilla y León reduced by almost 18 percentage points the difference in GDP per capita with the EU-27 average, reaching the European average in 2007⁴⁶. The number of companies in Castilla y León at the beginning of 2020 was 160,199, which represents 4.7% of the total number of Spanish companies. Rural tourism has become an important economic sector in recent decades. Regarding the labour market, the region ranks 14th out of 17 in Spain. The economic impact

⁴⁵ Total: 2.394.918. INE. [Estadística del padrón continuo](#)

⁴⁶ http://www.jcyl.es/junta/cp/Memoria_RIS3_20140630.pdf



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of the Covid-19 crisis has been high, higher than the average for Spain, with a drop in GDP of around 10%⁴⁷.

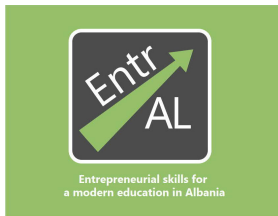
The regional government of Castilla y León, represented by the “Junta de Castilla y León” consists of the presidency and the regional ministries (*Consejerías*). The Regional Technology Plan (1997-2000) was the first plan to support technology development and innovation in the region that was followed by two Regional R&D&I Strategies in 2002-2006 and in 2007-2013. Currently, the Research and Innovation Strategy for Smart Specialisation (RIS3-2014-2020) focuses on competitive areas in the region: Agri-Food and Natural Resources, Transport (Automotive and Aeronautics), Health, Social Care, Demographic Change and Well-being, Natural Heritage, Cultural Heritage and Spanish Language together with R&D linked to ICT, Energy and Sustainability. After the intermediate evaluation in 2018, the RIS3 Strategy was updated for the period 2018-2020 and a new priority was incorporated: Innovative Society, which includes objectives on stopping the brain drain and retaining population in the region⁴⁸.

Changes in the role of universities in the context of regional economy

The Research and Innovation Strategy for Smart Specialisation (RIS3-2018-2020)¹² is split up in six programmes in which universities, as main public research entities in the region, are considered key players: (P1). *Business innovation and a more competitive and sustainable economic model*. (P2). *Excellent science and technological leadership* on competitive areas for the region. (P3). *Internationalisation* and outward vision. (P4). *Collaboration*. Encourage multidisciplinary collaboration between agents. (P5). *Entrepreneurial Society*. Fostering the culture of innovation and creativity, and (P6). *Digital Agenda for Castilla y León*.

⁴⁷ [Observatorio Económico de Castilla y León. Cuarto trimestre – 2020. Resumen ejecutivo](https://observatorioeconomico.jcyl.es/publicaciones/politicas-de-apoyo-a-las-i-d-i-en-castilla-y-leon/ris3-estrategia-regional-de-investigacion-e-innovacion-para-una-especializacion-inteligente-de-castilla-y-leon-2014-2020/112-actualizacion/file)

⁴⁸ <https://fuescyl.com/publicaciones/politicas-de-apoyo-a-las-i-d-i-en-castilla-y-leon/ris3-estrategia-regional-de-investigacion-e-innovacion-para-una-especializacion-inteligente-de-castilla-y-leon-2014-2020/112-actualizacion/file>



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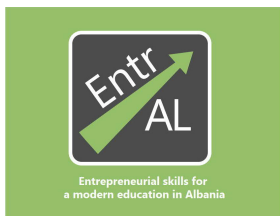
Specifically, in the context of Regional R&D&I Strategies, there is a specific university project, the project T-CUE⁴⁹ (acronym of 'University-Business Knowledge Transfer'), incorporated within the *Regional R&D&I Strategy (2007-2013)* that is considered as an example of good practice for other regions in Spain. T-CUE is a network of the nine universities of Castilla y León (four public and five private) through their University Foundations (FGULEM in the case of ULE) funded by the regional government through bilateral agreements with each Foundation. Additionally, in the case of public universities, TCUE is co-financed with European Regional Development Funds (ERDF) from the UE. The actions implemented in T-CUE focus on 3 lines: (1) Entrepreneurship education, (2) Protection and Exploitation of Knowledge and (3) Cooperative R&D&I Projects.

In summary, it can be said that the role of universities in the region has changed from being considered mainly as teaching and research institutions, which made an impact in the region through the upgrading of human capital, to institutions that can contribute to the growth of the entrepreneurial culture and the development of the industrial sector.

2.2. Institutional perspective to entrepreneurial activities

ULE policy and strategy towards entrepreneurial activities can be explained according to the target groups: academic staff or students. In the case of academic staff, ULE promotes entrepreneurship with the aim of encouraging knowledge transfer. In the case of students, entrepreneurial education is offered in different ways: as modules or workshops within specific Bachelor or Master Degrees, or as continuing education activities open to all students. Additionally, other entrepreneurial activities open to both students and staff are entrepreneurial competitions or fairs. Following, we explain the main characteristics of these

⁴⁹ <https://www.redtcue.es>



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entrepreneurial activities, focusing on the influence that the T-CUE plan at regional level has played in the institutional strategy.

University policy and types of activities aimed at academic staff

ULE promotes entrepreneurship among its academic staff by supporting knowledge transfer. For that, the Vice-Rectorate for Research and Transfer launched the Strategic Plan for Knowledge Transfer and Research Results (2019-2022)⁵⁰. This is the second institutional Plan (the first one started in 2016) and it is part of the TCUE Plan 2018-2020 at regional level. As such, it receives funding from the UE (ERDF Fund) and from the regional government.

- This Strategic Plan aims at training and supporting academic staff, so they are able to contribute to three transfer pathways: Contracts and agreements with public and private entities
- Protection and commercialisation of research results (Patents, Utility Models, Registers, etc.)
- Creation of companies (Spin-Off).

In order to encourage knowledge transfer within academics, a Support Plan for the Transfer of Research Results has been launched in 2021 which is organised in two axes⁵¹ (profile and type of action): 3 profiles of academic staff depending on their level of previous experience in Knowledge Transfer (level 0 or no experience, level 1 or some experience, and level 2 or experienced) and, 4 types of actions: (1) Training, (2) Practices, (3) Open days and conferences, (4) Open calls. Additionally, there are supporting structures available such as the Library, FAB LAB UNILEON (Prototyping and digital fabrication Laboratory), the Business Incubator, and SCAYLE (regional Supercomputing service located in ULE).

Action 1. Training is organised in four modules for each of the 3 profiles. These modules have started with level 0 on March 2021, are free of charge, on-line and 2 to 5 hours long. Modules

⁵⁰ ULE. [Plan Estratégico de Transferencia de Conocimiento y Resultados de Investigación \(2019-2022\)](#)

⁵¹ <http://fgulem.es/planapoyoule/>

in levels 0 and 1 take place in 2020-21, and level 2 will take place in 2021-22. Content of the modules are the following:

- Level 0: (1) How to transfer research results? (2) How to protect research results? (3) How to make visible research results? (4) How to develop dissemination plans for research projects?
- Level 1: (1) What knowledge protection mechanisms are best suited to protect my research? (2) How do I justify the inventive step of my research? (3) How do I take advantage of utility models? (4) When do we have a computer-implemented patent?
- Level 2: (1) How much my research is worth? (2) How to sell my technology or research results? (3) How to negotiate my licence? (4) Where to find partners and competitors for my technology?

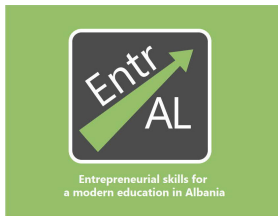
Action 2. Practices consists of practical training organised in the following modules:

- How to transfer knowledge through apps?
- How to make 3D prototypes?
- How artificial intelligence can boost the transfer and discovery of new research?
- What supercomputing is and how to use it?
- How to publish and store data in open format?
- How to create a technology-based company?

Action 3. Open days and conferences: (1) Awareness-raising days on transfer activities, (2) Open days with companies, and (3) Opportunities for Industrial doctorates.

Action 4. Open calls: (1) Call for prototypes, (2) Call for proofs of concept, (3) Technical management programme in collaborative *R&D&I* (4) Call Itinerary for transfer results, and (5) Entrepreneurial Campus (see section 3.1.1).

It has to be highlighted that before the first Strategic Plan for Knowledge Transfer was implemented in 2016, academics had already transferred their research results through



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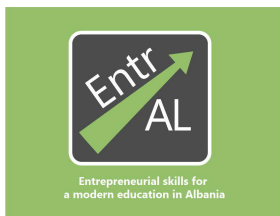
contracts, patents or spin-offs although in a low scale. The importance of this Support Plan for the Transfer of Research is that it constitutes the first plan that includes training on how to transfer knowledge and be entrepreneur in this field. As an example of the previous lack of specific support, in the SWOT analysis of the Strategic Plan for Knowledge Transfer and Research Results (2019-2022), one of the weaknesses in the creation of existing spin-off from an institutional perspective is that “they have arisen due to the personal commitment of the researchers, without having followed a similar process or participated in any specific programme. However, it is noteworthy that these are projects of broad impact”. It is also included as an improvement to coordinate actions and unify efforts between the current support structures for knowledge transfer (OTRI - OTC). Concerning incentives, the Strategic Plan for Knowledge Transfer includes that this plan contributes to the recognition of individual “knowledge transfer sexenios”.

As in the case of “research sexenios” (individual economic incentives based on publication every six years), “knowledge transfer sexenios” promoted by the Ministry of Science, Innovation and Universities as a pilot project in 2018, reward individual academics that present results on knowledge transfer activities in periods of six years (start-ups or spin-offs, intellectual or industrial property rights, contracts, knowledge transfer in the field of social or community service, amongst others).

University policy and types of activities aimed at students

In the case of students, entrepreneurial education is offered to students as part of some Bachelor or Master degrees, or as continuing education training activities open to all students. Again, we will see the relevance of the T-CUE plan for fostering entrepreneurial education aimed at students. Other activities such as fairs and competitions on business ideas are also presented.

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Entrepreneurial education included in Bachelor's and Master's degrees

Entrepreneurial education included in Bachelor's and Master's degrees focuses in Business Creation in degrees of Engineering, Business, and Biotechnology. Following, we present two types of training offered: as modules within degrees, or as a workshop within modules.

Modules within Bachelor's and Master's degrees

The University of León offers training in entrepreneurship included as modules on Business Creation within Bachelor's and Master's degrees. In this case, it is not part of an institutional strategy since the design of degrees was managed at Faculty and departmental levels. As the rest of modules at ULE, they are offered in a semester, are organised in 3 to 6 ECTS and are taught by ULE academic staff. Only 6% of total ULE degrees include modules on Business Creation (4 Bach. out of 43, and 1 Master out of 36) and belong to degrees of Engineering, Business, and Biotechnology.

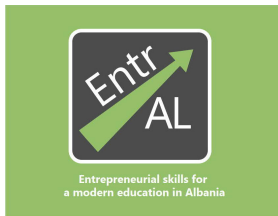
The modules and degrees are the following:

- Creation of Biotechnological Companies, in the Bachelor Degree in Biotechnology.
- Business Creation, in the Bachelor Degree in Labour Relations and Human Resources.
- Creation of companies and innovation, in the Bach. Degree in Marketing and Market Research.
- Creation of companies, in the Bachelor Degree of Business Administration and Management.
- Creation of technological companies, in the Master's Degree in Industrial Engineering

Workshops on Business Prospective and creation of EBTs included in modules in Science and Technology degrees

These workshops are organized within the T-CUE plan and are offered to the universities at regional level. The aim of the Business Prospective and EBT (Technology-based companies)

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Creation Workshops is to help students to discover possible market niches related to their degree, always within the sectors included in the regional strategy RIS3 (explained in section A.b).

At ULE, they are managed by FGULEM who opens a call of interest to academic staff in charge of modules in Science and Technology degrees to include this workshop as a module activity. The workshops are taught by experts selected by FGULEM and are organised in two activities: 1.5-hour seminar during classes + 1.5 individual canvas activity to solve a business challenge. It is recommended that this workshop is organised with groups that not exceed 30 students and in close coordination between FGULEM and the teaching staff of the selected modules in order to contextualise the content of the workshop within the degree or module.

At ULE, in the academic year 2019/2020, 638 students from 28 degrees (24 Bachelor, 3 Master and 1 doctorate) included this workshop in modules related to Business and Economy.

As can be seen in Annex 4, the profile of degrees participating are Engineering, Business, and Biotechnology. Since March 2020 these workshops were offered on-line due to COVID-19.

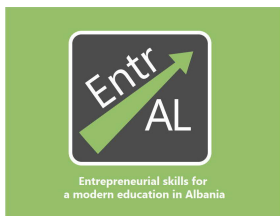
Continuing education on entrepreneurship open to students

In this section we present entrepreneurial workshops offered free of charge by FGULEM to all students. This initiative is part of the T-CUE plan.

LEAN NEW ENTREPRENEURS Workshops

LEAN NEW ENTREPRENEURS workshops are offered to regional universities within the T-CUE plan. They consist of generic or thematic workshops on the LEAN START-UP model⁵² that enables to devise, think, study and create an innovative business based on customer needs.

⁵² <http://theleanstartup.com/principles>



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At ULE, they are organised by FGULEM⁵³. An example of LEAN START-UP Workshop programme can be found in Annex 5.

During the 2019/2020 academic year, nine LEAN START-UP workshops were held at the two campuses of the University of León with the participation of 111 students. They were delivered in face-to-face and online mode (COVID-19 situation) with a duration of between 8 and 20 hours. The content of these workshops is:

- Cycle of entrepreneurship workshops based on the Lean Startup methodology (generic)
- Thematic Lean Startup to promote projects in 4 fields: Agri-food sector, "Bio" sector, Agricultural engineering sector, and Industrial Engineering, Computer Science and Aerospace sector

Lean Startup workshop, learning to validate your business (online-generic).

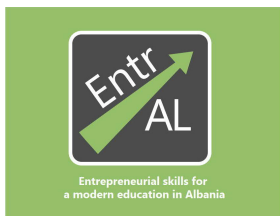
In the thematic workshops, specific objectives adapted to each sector include:

- To learn experientially and practically the whole process of searching for business ideas.
- To provide entrepreneurs with a Lean Startup approach for the creation of products and business models.
- Generate, evaluate and validate the viability of business models.

Continuing education on social entrepreneurship

Within the T-CUE plan, FGULEM offers conferences, workshops and seminars on social entrepreneurship and business creation in the field of humanities and culture with the presence of experts and successful entrepreneurs in these fields. The mission is to foster the entrepreneurial mind-set of ULE students by stimulating creativity, innovation and an entrepreneurial attitude. The cycle of workshops is structured in three levels: cognitive

⁵³ <http://fgulem.unileon.es/tcue/destacado.aspx?id=182>



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(acquisition of skills), operative (acquisition of tools and methods) and emotional (acquisition of attitudes).

During the academic year, these actions were organised in a series of 7 workshops on social entrepreneurship called Cycle of Workshops on Social Entrepreneurship and Business Creation in the Humanities and Culture, with the participation of 93 students. Each workshop lasted 3.5 hours.

These actions are as follows:

- Workshop "Innovating in humanities"
- Workshop "Humanities and people-centred innovation"
- Workshop "Personal experience of entrepreneurship"
- Workshop "Empathic communication for interaction with clients"
- Workshop "Business models with a social component"
- Workshop "Value proposition in social entrepreneurship"
- Workshop "Fundamentals of social entrepreneurship"

The objectives of these workshops are:

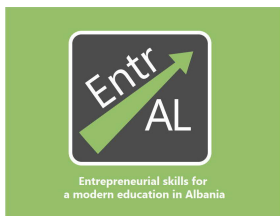
- To become aware of and remove some obstacles that make people think that innovation is only possible in the scientific-technical field
- To develop the ability to solve problems and situations creatively
- To train in the methodological process for the creation of innovative project ideas
- To acquire practical tools for the identification and generation of ideas oriented to entrepreneurship.

ENTREPRENEURIAL COMPETITIONS AND EVENTS

Entrepreneurial Campus (Competition, regional level)

Since 2009, the T-CUE Plan launches the regional competition on business ideas called *Campus Emprende* aimed at promoting entrepreneurship at universities in Castilla y León. The

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competition, open to students, graduates and academic staff, is organised in two categories: "Business Project" and "Innovative Business Idea". There are four prizes in each category ranging from 10,000€ to 6,000€ that have to be invested in the new company. FGULEM offers advice for this initiative to entrepreneurs and to the Entrepreneurial Alumni Office (see section C on good practices).

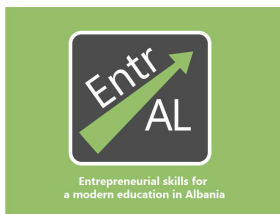
In the 2019 Edition, ULE presented 6 nominations (2 for Business projects and 4 for Innovative business ideas) to compete with the rest of universities in the region. ULE won two prizes, one in each category: in the "Business Project" category, an academic won the 4th prize with the business project "DentaLE Biomedic" aimed at improving the diagnosis of periodontitis. In the "Innovative Business Idea" a student won the 2nd prize with a proposal to integrate renewable energies into the electric vehicle charging infrastructure. In the 2020 Edition, ULE presented 17 nominations (4 for Business projects and 13 to Innovative business ideas). The results have not yet been disclosed.

León Business Talent (Fair, Faculty level)

León Business Talent started as an initiative of the Business Management Research Group (GIDE) from the Faculty of Economics that organised a fair in which students from the modules of Business (in Economics and Engineering degrees) had to present their business ideas as a learning outcome of the module. Learning from this initiative that started in 2012, the Business Talent has been adopted in Business modules in other areas such as Biotechnology and Social Sciences (see section 2.1). In 2019 and 2020, the following "Business Talent" editions have taken place (see pictures in Annex 6):

- VII Edition Business Talent, Faculty of Economics and Business Studies (May 2019)
- II Bio Business Talent in Biotechnology Degree (19 students, December 2019)
- I León Business Talent Social Edition "Innovation and entrepreneurship in social needs", (50 students, December 2019).
- Virtual Business Talent 2020, 17 entrepreneurial ideas were evaluated (June 2020).

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- Virtual II León Business Talent Social Edition (December 2020).

At the beginning, the jury was composed mainly of academic staff from ULE linked to GIDE research group. Nowadays, members of SECOT, a voluntary association of retired professionals and executives from the business world (see section C, good practices), and other external participants from regional business associations participate as jury. León Business Talent is also supported by the Vice-rectorate of Students and Employment.

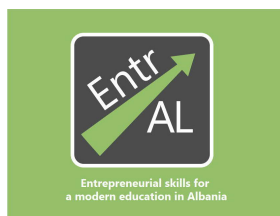
4.2.3. Characteristics of entrepreneurial activities

4.2.3.1. SECOT-ULE Entrepreneurial alumni office⁵⁴

SECOT⁵⁵ is a national voluntary association (their origins go back to the Chambers of Commerce) of around 1.200 retired executives and professionals who altruistically offer their management experience to young people. As a good practice, only in the region of Castilla y León, SECOT has established bilateral agreements with the four public universities with the aim of being closer to graduates from the region. At ULE, SECOT advising service has been integrated under the name of ULE Entrepreneurial Alumni Office (Oficina del Egresado Emprendedor, with the motto "*we help you to make real your business idea*" see Figure 1), as part of the Centre for Employment Guidance and Information (COIE) that depends on the Vice-Rectorate for Students and Employment.

⁵⁴ <https://coie.unileon.es/oficina-del-egresado-emprendedor-ule/>

⁵⁵ https://www.secot.org/secot_oficina_egresado_emprendedor.htm



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Figure 4.1. ULE Entrepreneurial Alumni Office



This initiative arose in 2017 with the support of the regional government in order to boost regional economy under the Entrepreneurship, Innovation and Self-Employment Strategy 2016-2020.

In the four regional universities, about 50 retired professionals provide more than 2,000 hours of assistance per academic year. These senior professionals provide confidential advice for graduates, but also collaborate in dissemination activities, training (workshops, monographic conferences and round tables), organise events, or participate in the Business Talent editions (see section 3.1.2).

Their aim is to offer a service free of charge to guide, counsel and support graduates or students in the last year of their degree at the university. The specific objectives of this project are:

- Guidance: motivate and help final year students and graduates of the different degrees to discover the competencies and managerial and management skills, as well as to develop their business ideas and get started in the business world
- Training: Improve the employability of graduates in our region

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- Entrepreneurship and Job Placement: position entrepreneurship within the preferences of young graduates as a real option for job placement.

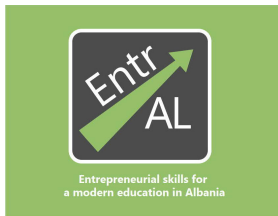
The support offered by the ULE Entrepreneurial Alumni Office covers from the beginning to the implementation phase of the entrepreneurial project or business idea (around 4 years). The University of León provides the necessary physical space to meet with the students and carry out the training activities. In terms of activity, currently the ULE Entrepreneurial Alumni Office supports 35 business ideas, some of them started in 2017. On average, there are five new ideas per year that develop to an implementation phase. Table 2 shows activity of the office in terms of alumni, hours and number of interventions by seniors.

Table 4.3. ULE Entrepreneurial Alumni Office data (2019-2020)

	Hours	Alumni	Interventions by Seniors
Assistance	201	18	67
Presentations	9	203	22
Entrepreneurship training	10	252	7
Mentoring	3	56	12
Telematic tutoring	27	85	13
Total	250	614	121

The Office is also active organising conferences on entrepreneurship (ULE academic report 2019/2020):

- I Conference on Entrepreneurship and Viticulture (Ponferrada Campus), with 17 winery exhibitors and the participation of 6 speakers from viticulture businesses.
- Conference on Entrepreneurship and Sustainability (Ponferrada Campus)
- Conference on Entrepreneurship in Agri-Food, Faculty of Veterinary Medicine
- Entrepreneurial Ideas Contest, for business ideas to overcome the crisis.



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Finally, as a consequence of COVID-19, advising to graduates is being provided on-line, what has been a challenge for some seniors who have needed training on TIC. This has proved to be a very good opportunity for creating a national network of seniors that are now registered in a database in which their profile is specified.

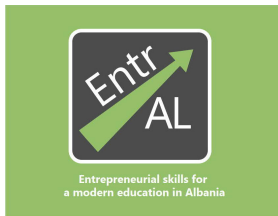
In this sense, a senior from ULE can search for a senior with business experience in a specific field from 1.200 seniors from other regions in Spain. Another improvement has been to reinforce the coordination with activities organised by FGULEM, by Faculties (see 3.1.2) and with the Business Incubator (see next practice).

4.2.3.2. Business CRE Creation Programme and Business Incubator of the University of León⁵⁶

The Business Creation Programme and Business Incubator is quite recent (January 2020) and has tried to develop under COVID-19 restrictions during this year. Although creating a business incubator it is not in itself a good practice, the relevance of this programme is that it constitutes an effort to coordinate existing practices and agents that support entrepreneurship: FGULEM (T-CUE Plan), Vice-rectorate for Research and Transfer, and Vice-rectorate for Students and Employment (with the collaboration of SECOT seniors as advisers since November 2020). Hence, the Business Creation Programme will be managed by a Commission composed of the Vice-Rectors for Research, and Students and Employment, the Director of the General Foundation of the University of León and Enterprise (FGULEM), and the director of the Business Incubator. Viability of projects will be evaluated by representatives of this Commission.

The Business Incubator of the University of León is a shelter structure designed to temporarily locate around 10-12 companies and/or projects in a surface of 800m² located in the city centre (previous School of Mining Engineering). It has several offices, laboratories, meeting

⁵⁶ <https://cutt.ly/zxtjDSF>



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spaces and administrative areas that will be allocated depending on the development of the business: pre-incubation or incubation phase.

The Business Creation Programme of the University of León has the following objectives:

- To promote the entrepreneurial culture among the members of the University Community by offering a professional opportunity to develop their own business.
- To make available to all entrepreneurs at the University of León the means, resources and procedures necessary for the development of their projects and business creation: advice, space, equipment and support.
- To have a reference space for the creation of companies to analyse, create and consolidate business projects.
- Enable the participation of the University in the projects created.

The implementation of the Business Incubator has four main phases:

Phase 1: Awareness and attraction of projects and entrepreneurs

Phase 2: Creation of business projects

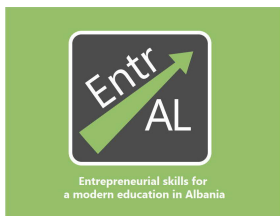
Phase 3: Start-up of business activity

Phase 4: Consolidation and accompaniment of the companies until they leave the programme

There are three main services offered within the Incubator:

- Training actions: courses and workshops that will address the issues of awareness, business creation and consolidation.
- Installation of the projects: A project can be installed in the Incubator either in the pre-incubation phase or in the incubation phase depending on the degree of development of the project. Projects may remain in the Incubator from the stage of initial ideas in the pre-incubation phase to the market launch after the consolidation of the company.

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- Support services: The Incubator will be equipped with means within the physical spaces to be able to develop general awareness, training and specific advice actions for companies that may or may not be installed in the incubator but that favour the general objectives of the programme. As well as to be able to develop projects with other entities and support for the implementation and development of other programmes.

4.3 University of Turku

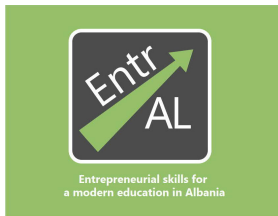
Mikko Grönlund, Vesa Hautala, Céline Kylänpää

4.3.1. Introduction

The University of Turku (UTU) is an internationally competitive university whose operations are based on high-quality, multidisciplinary research. UTU promotes education and free science, and provides higher education based on research. UTU collaborates closely with the Finnish society and participates actively in the development of its region.

The University counts eight faculties: Faculty of Humanities; Faculty of Science and Engineering; Faculty of Medicine; Faculty of Law; Faculty of Social Sciences; Faculty of Education; Turku School of Economics and recently the Faculty of Technology. In addition, UTU has five independent units: Centre for Language and Communication Studies; Brahea Centre at the University of Turku; Turku PET (Positron emission tomograph) Centre; Finnish Centre for Astronomy with European Southern Observatory; and Turku Bioscience Centre. The University has three national university campuses in Turku, Pori and Rauma with altogether 3.400 staff and faculty members; 20.000 degree students; and the Open University has 8.000 students. In 2018, UTU delivered 1.688 lower academic (bachelor's) degrees, 1.806 higher academic (master's) degrees and 194 doctoral degrees.

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The University is typically ranked among the top one or two per cent of the world's universities like the QS Ranking 2020 (UTU ranked 287). Furthermore, in the QS rankings by subject, the University of Turku reached the rank 101–150 in Education and Training, 201–250 in Sociology and 224 in Life Sciences and Medicine.

The University of Turku proactively fosters well-being and a sustainable future. The main themes of UTU's strategy are to inspire unique learning experiences and outstanding learning outcomes; to cultivate an engaging research environment; to be a proactive and dynamic partner as well as an active expert community.

As an Entrepreneurial University, UTU collaborates with business life to create opportunities for new innovations and their commercialisation as well as business development.

4.3.2. Institutional perspective to entrepreneurial activities

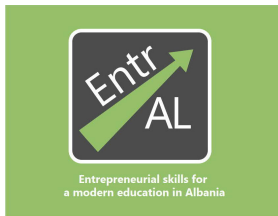
Entrepreneurial activities developed at UTU are multiple:

- Entrepreneurship and business education are made available for all students at the University
- The placement in the labour market and supportive career paths of young researchers
- Entrepreneurship, innovations and new business creation included as thematic areas within programmes and trainings in adult and further education
- Multidisciplinary and impactful research
- Knowledge production in the field of entrepreneurship at the TSE
- University ownership in start-ups and spin-offs

University policy and strategy towards entrepreneurial activities

The University strategy is implemented through policy programmes and units' annual plans. The units are requested to bi-annually report on their activities vis-à-vis current strategy and

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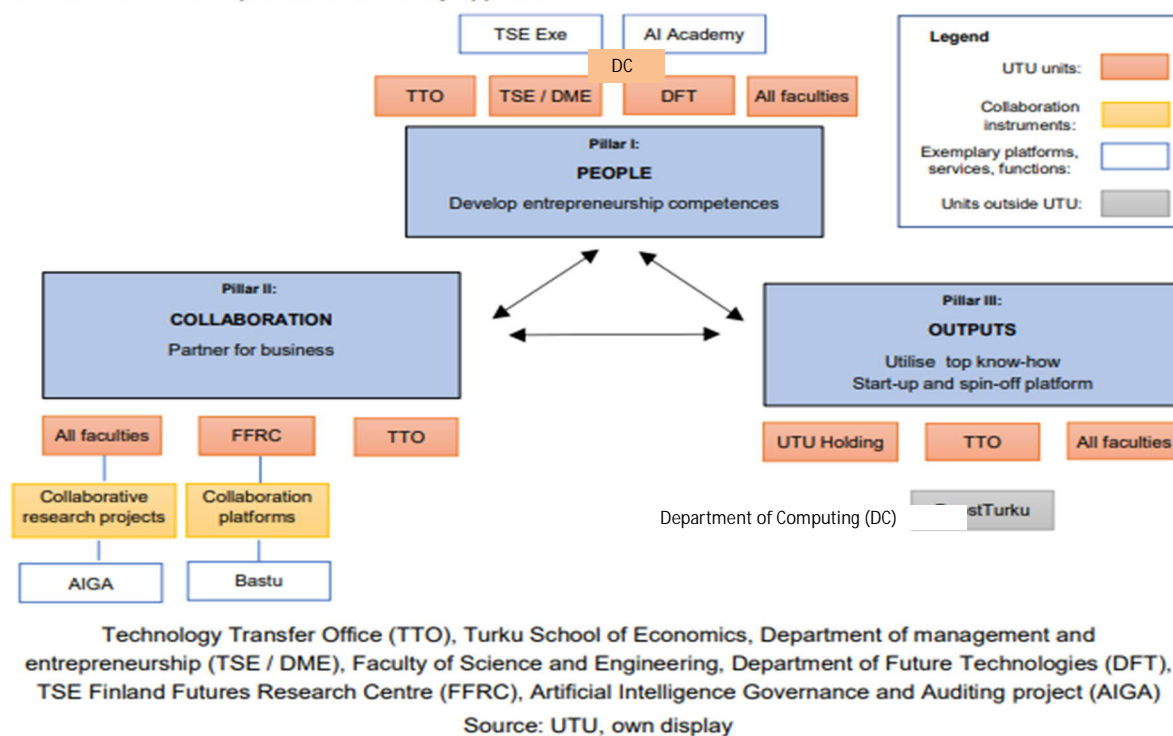
its policy programmes, and the unit's action plans. Policy programme and activity reporting partly overlap. The purpose of the regular follow-up, particularly in regard to the policy programmes, is to ensure the units take measures to implement the strategy and take corrective actions if necessary. The progress of the strategy implementation is monitored by the University Management Group and reported to the University board twice per year, and any anomalies that have occurred are handled. The progress of the policy programmes is evaluated mid-strategy period, and policy programmes are updated for the remaining strategy period. Strategy 2021–2030 policy programmes were approved in January 2021.

In its strategy 2021-2030, UTU set the objective of inspiring unique learning experiences and outstanding learning outcomes, cultivating an engaging and exceptional research environment, being a proactive and dynamic partner and an active expert community.

To fulfil its objective, UTU is building a strong culture of foresight, promoting entrepreneurial thinking, and seeking to educate professionals who have the desire and ability to develop the society. Accordingly, UTU has strategically positioned itself as an Entrepreneurial University.

Figure 4.2. University of Turku as an entrepreneurial university

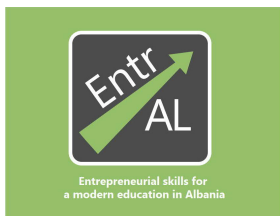
Exhibit 1: UTU's Entrepreneurial University approach



UTU mission statement: *"The University of Turku is an internationally active and attractive research university whose strength lies in high-quality, multidisciplinary research. We promote education and free science and provide higher education based on research. We collaborate closely with Finnish society and actively participate in the development of the region".*

Entrepreneurial activities are an integral part of UTU's strategy but are also embedded in all missions of the university. Third Mission has been in the Finnish legislation since 2009 encouraging HEIs to collaborate with businesses and providing entrepreneurial activities to support start-ups and the business environment.

Entrepreneurship researchers are active players within the regional entrepreneurship ecosystem; they collaborate with businesses and their senior faculty members serve as board members in companies for example. The research conducted at the entrepreneurship research unit has a wider impact as the outcomes have contributed to entrepreneurship



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policy and legislation, as well as to social and economic policies and decision-making. Furthermore, some members of the group are active in national and international science and education policy (e.g. New Opportunities for Research Funding Agency Cooperation in Europe, European Science Foundation).

The entrepreneurship unit also hosts the secretariat for the European Council for Small Business and Entrepreneurship, a network of some 400 members in over 30 countries, and it has hosted both the Research in Entrepreneurship and Small Business (RENT) conference and the International Council for Small Business (ICSB world) conference.

The unit's researchers have regular meetings and consultations with different ministries and with parliamentary committees at the national level. The unit's staff expertise is continuously requested in national and international expert assignments, such as being requested for assignments by the OECD and the European Science Foundation. For example, the staff have been involved in writing background documents for an HEI initiative for the OECD for measuring impact of the entrepreneurial university and country policy reports on entrepreneurship for the OECD/EU.

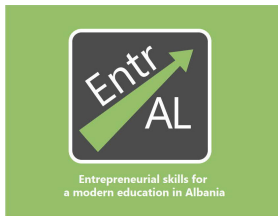
4.3.3. Characteristics of entrepreneurial activities

4.3.3.1. University of Turku as the Entrepreneurial University assessed under HEINNOVATE tool

Qualitative aspects

The University of Turku is an Entrepreneurial University directly supporting the university's own strategy. Reciprocally, entrepreneurship occurs within the university's activities and tasks, and is supported by the university's operating model.

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The development of entrepreneurial skills within the entire organisation, the utilisation of excellence and the expansion of business partnerships directly contribute to improve the well-being of society and the economy, a strategic goal of the University.

The Entrepreneurial University fosters entrepreneurship based on a three-pillared concept: People (developing entrepreneurial competencies), Collaboration (with businesses), and Outputs (creating new businesses):

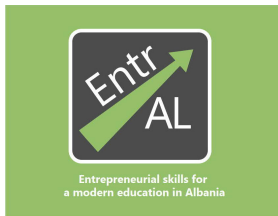
People: at the heart of the University's entrepreneurial education is the Turku School of Economics, which offers entrepreneurship studies that can be completed within all faculties and degrees, as well as in continuous learning. In addition to students, the university develops the skills of the teaching staff through voluntary entrepreneurial studies supporting teachers in the non-business disciplines to integrate entrepreneurship either as a content or as a pedagogical model to their own teaching.

Collaboration: UTU teams up with companies in interdisciplinary research projects or collaboration platforms. The university's external networks within the entrepreneurial ecosystem support the entrepreneurship path, the innovation and entrepreneurship process of the university.

Outputs: the University supports start-ups and spin-offs, mainly through its unit for Innovation, Entrepreneurship and Transnational Education. It also offers soft incentives and social recognition to entrepreneurial individuals and teams.

HEInnovate is a self-assessment tool for HEIs who wish to explore their innovative potential. It guides universities through a process of identification, prioritisation and action planning in 8 key areas. HEInnovate also diagnoses areas of strengths and weaknesses, opens up discussion and debate on the entrepreneurial / innovative nature of the institution and it allows to compare and contrast evolution over time. The EntrAL project team has been using this tool to assess UTU entrepreneurialism. This is how the 8 pillars have been considered for the University of Turku:

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Strong leadership and good governance are crucial to developing an entrepreneurial and innovative culture within the Institution. Entrepreneurship is a major part of UTU's strategy. There is commitment at a high level to implement the entrepreneurial agenda.

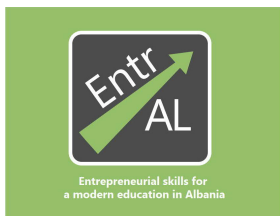
A model is in place for coordinating and integrating entrepreneurial activities across the HEI from the University central services. The path of UTU towards Entrepreneurial University is led by the Vice-Rector for societal interaction. UTU encourages and supports faculties and units to act entrepreneurially. UTU is a driving force for entrepreneurship and innovation in its community.

The organisational capacity of UTU drives its ability to deliver on its strategy. Key resources such as funding and investments, people, expertise and knowledge, and incentive systems are in place to sustain and grow its capacity for entrepreneurship. UTU's culture builds new relationships and synergies across the institution and community. UTU is open to engaging and recruiting individuals with entrepreneurial attitudes, behaviour and experience.

Entrepreneurial teaching and learning involves innovative teaching methods and stimulating entrepreneurial mind-sets. UTU provides diverse formal learning opportunities (courses to students) to develop entrepreneurial mind-sets and skills but also informal learning opportunities (teachers-entrepreneurs dates, incentive grants, training, etc.) and experiences to stimulate the development of entrepreneurial mind-sets. Results of entrepreneurship research are integrated into the entrepreneurial education offered. Entrepreneurship education is available to students in all 8 faculties. The purpose of entrepreneurship education is to boost entrepreneurial behaviour across the society by generating new and supporting established business activities, as well as within the university by enhancing entrepreneurial culture and attitudes.

Being a multidisciplinary university, UTU also recognizes that there are some differences between faculties as to how entrepreneurship is understood and how it can best serve the individuals there.

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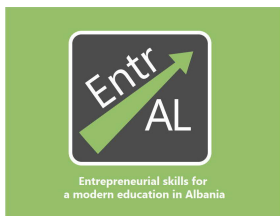
This means that some of the faculties are more focused on business creation, such as the faculty of medicine whereas others, such as the faculty of humanities, are more concerned with questions related to working life skills to enhance student employability.

In technical studies, the focus is on capstone projects and the close integration of innovation and practical development.

UTU helps its students, graduates and staff to consider starting a business as a career option. For those who decide to proceed to start a business, targeted assistance is offered in generating, evaluating and acting upon the idea, building the skills necessary for successful entrepreneurship, and finding relevant team members and getting access to appropriate finance and effective networks (e.g. through Boost Turku student-led entrepreneurship society). UTU strengthens the researcher career path, open science and support for research.

UTU is deploying digital technologies and digitalisation as part of its strategy. UTU has a strong emphasis towards open science and to give few more specific examples, the university has a support and trial centre for teaching and teaching experimentation as a physical facility and as human resources available to teachers. The support team provides technical and pedagogical training in the form of webinars, seminars, and other types of training for teachers. UTU encourages digitalisation of teaching by using different tools and deploys courses as MOOCs through DigiCampus platform. Digitisation is part of the UTU strategy. Topical digitisation projects are derived from the strategy with dedicated resources and responsibilities, and their progress is monitored in connection with the strategy's reporting mechanism.

Knowledge exchange is an important catalyst for the advancement of teaching and research, and local development. UTU is actively involved in partnerships and relationships with a wide range of stakeholders locally and internationally and through its network. UTU is brokering access for students and staff to the other regional service providers (such as the Turku Science



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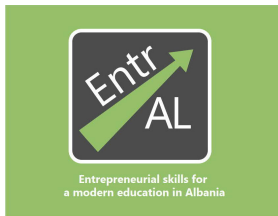


Park Ltd.) within the entrepreneurial and innovation paths. This way UTU provides them opportunities to take part in innovative activities with business / the external environment.

Internationalisation is the process of integrating an international dimension into the design and delivery of education, research, and knowledge exchange. It introduces alternative ways of thinking, questions traditional teaching methods, and opens up governance and management to external stakeholders. Therefore, it is linked very strongly to being entrepreneurial. It is not possible for an HEI to be entrepreneurial without being international, but the HEI can be international without being entrepreneurial or innovative. UTU supports international mobility of its staff and students, and attracts international and entrepreneurial staff.

The international programme at UTU supports entrepreneurship by promoting careers for international students and doctoral students. To complete their degree, international degree students must complete an internship in Finland. The International Talent Programme service package supports the employment of international students, doctoral students and researchers. The operations are part of the regional Talent Turku cooperation. Part of this package are also entrepreneurship studies offered in English.

UTU is using different methods and tools to assess its entrepreneurialism. Information is collected from regular internal monitoring concerning mainly innovation activities (including start-ups), university-based company success tracking, research output, graduate entrepreneurship (career progression survey), course attendance numbers and participant satisfaction. The current measurements typically focus on the quantity of spin-offs, the volume and quality of intellectual property generation and research income generation, rather than graduate entrepreneurship, teaching and learning outcomes, retaining talent, the contribution to local economic development or the impact of the broader entrepreneurial agenda. UTU regularly assesses the impact of its entrepreneurial agenda, how its personnel



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and resources support its entrepreneurial agenda, entrepreneurial teaching and learning across the institution and knowledge exchange and collaboration.

Stakeholders involved on a regional level, UTU is a key partner in Turku's entrepreneurial ecosystem and acts as a partner for hundreds of companies and organisations each year. These co-operations involve all faculties.

UTU explicitly considers its interdisciplinary research as a basis to build a growth platform for start-ups and spin-offs. UTU encourages business collaborations throughout all faculties and several platforms. These activities are coordinated and supported by the Development Services unit and operated under the guidance of the Vice Rector for societal interaction. As part of its entrepreneurial path, UTU is promoting multifunctional services – such as advisory services for start-ups, co-working spaces and local government business support offices in the Turku region – in order to guarantee a wide and versatile environment for supporting the growth of entrepreneurship.

The University has integrated part of its entrepreneurship education with other HEIs in order to provide a wider provision of course and training programmes. It has also created a continuum from the University's degree education to the entrepreneurship education outside the official curriculum in order to allow the individuals and start up teams to continue their learning journey and growth.

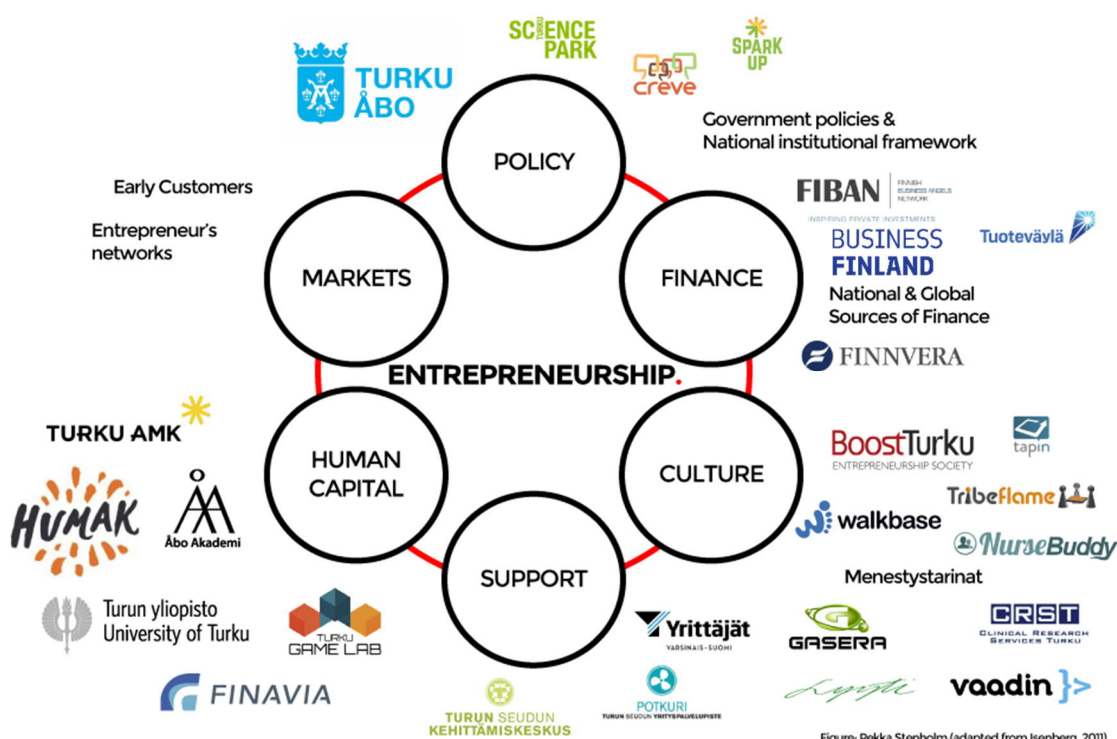
The start-up community SparkUp has brought together different know-how and services for start-ups and entrepreneurially minded people providing a path from idea to teaming up, starting a business and growing internationally. Organisations in SparkUp include TScP (Business Up Accelerator, Pro Health Accelerator and Maritime Growth Programme), Boost Turku, Creative Venture Creve (provides mentoring and business development programmes for start-ups in the creative industries) and Junior Achievement Finland (JA company programme for HEIs). SparkUp also hosts offices for start-ups and the SHIFT business festival, which is one of the largest annual start up events in Finland. UTU is a shareholder in the

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regional development company Turku Science Park Ltd (TScP) and the University Rector is a member of the Board of Directors of the TScP.

Potkuri (i.e. the Turku Region Development Centre) offers, along with the entire region's business service network, diverse business operation development services, which cover all stages of a company's life cycle.

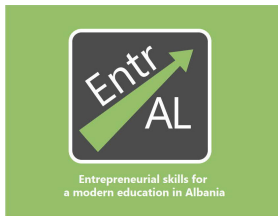
Figure 4.3. Entrepreneurial ecosystem in the Turku region



Governance. The University board defines strategic guidelines and targets, as well as the economic boundaries for the units' annual plans. The units can also define their operational and strategic guidelines, strategic development projects, and they complete an environmental analysis of their activities. The individuals and units responsible for implementing the University strategy related to entrepreneurship include the following:

University management and central services, composed of the University board which elects the Rector. The Rector implements the University strategy by directing the University.

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According to the Finnish University Act, the rector is responsible for the economic, productive and efficient operations of the University. The Vice-rectors work in close collaboration with the Rector in strategic planning.

The strategy is implemented through 14 policy programmes divided into four goals.

The Policy Programme also takes into consideration the underlining themes of the Strategy, which are internationality, multidisciplinary, open science and impact, responsibility and sustainable development as well as collaboration and interaction, and digitalisation.

Entrepreneurialism is part of two Policy Programmes: 3. Future-oriented learning and education and 9. Societal Interaction. The Entrepreneurial University is led by the Vice-rector for societal interaction and impact. Units under the Director of Development contribute to the realization of the strategy as follow:

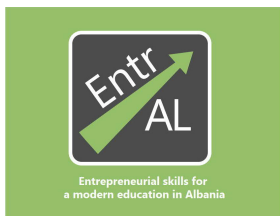
The innovations, entrepreneurship and transnational education unit

The engagement and impact unit

The research career unit

The Director of Personnel is responsible for developing and implementing the University's personnel strategy, including creating opportunities for career development, ensuring the University personnel have good work ability throughout their careers and providing support for the personnel in developing and increasing their expertise.

The Director of Communications is responsible for the University's internal and external communications. The University's communications unit, under the supervision of the Director of Communication, contributes and supports innovations, entrepreneurship and the transnational education unit in raising awareness of entrepreneurship related to Policy Programme 9.



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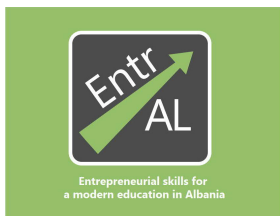


Entrepreneurship champion and innovation scout are voluntary roles that were established in 2017 to unlock the potential of the University's members and enhance the flow of ideas, experiences and information between the University administration and faculties and, in that way, inform policy implementation and development work. Currently, there are 23 champions and scouts at UTU.

Funding/financial system. The University of Turku funding is composed of the core funding from the Ministry of Education and Culture and additional external funding from the Academy of Finland, Business Finland and the European Commission. A small share of University income comes from private partners and foundations.

Permanent faculty and staff engaged in entrepreneurship and innovations development at the University are mainly funded with the core funding from the Ministry. Starting from this year (2021), the role of entrepreneurship will also be included in the basic funding model from the Ministry and based on graduate employment and the quality of their employment. The funding of the key units responsible for the entrepreneurial university is organised as follow: The entrepreneurship unit at the TSE: About half of the funding comes from basic funding to cover the costs of the infrastructure of the unit, including professors and some teaching and research staff. The share of the unit's external funding has varied annually between 34 and 62% and is focused on high-quality academic research and strong engagement with society. The unit has fared well in competitive funding with the Academy of Finland providing 25% of the funding.

The innovations, entrepreneurship and transnational education unit at the central services: Its basic operations are financed with University-allocated core/basic funding which covers the costs of the basic infrastructure of the unit including core personnel, and are focused on the implementation of activities directly derived from the contract between the University and the Ministry. Additionally, the unit has exploited opportunities for external funding from Business Finland, the European Union (structural funds) and the Ministry. The additional



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funding has been used to further develop the existing services the unit provides for the University community. Furthermore, the support services for global education are covered by the sales of educational products and services sold to external customers. The external function of the unit is to operate as a technology transfer office (TTO). When an invention or its IPR, technology or know-how is commercialised by licensing or sales, the University directs the net income according to its guidelines to cover the cost budget for commercialisation activities (e.g. freedom to operate, patenting costs, annuity payments).

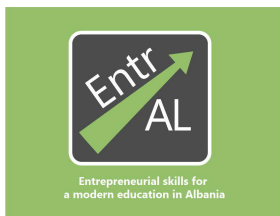
Internal and external accountability. The leader at the highest level, the Rector, is required to show strong strategic leadership in order to develop a multidisciplinary university that creates a foundation for realising its objective. According to the official requirements, the university leader must have proven experience in high-quality scientific research and academic teaching, and extensive knowledge of academia, as well as insight into research and educational policy, proven experience in successful and efficient leadership, and must be active in international networking. Similarly, the Vice-rectors are required to show strong strategic vision in order to develop a multidisciplinary university and have knowledge of academia, as well as have insight into research and educational policy, being active in international networking, having proven experience in high-quality scientific research and academic teaching, an active and solution-oriented approach to work, and excellent collaboration and communication skills.

Quantitative aspects

When an invention or IPR is commercialised by licensing or sales, the University pays the inventors a share of the commercialisation's net income.

Global educational services are part of the University's commercial activities that must sustain and cover all costs incurred from the activities. Thus, income from selling the global educational services and products is considered complementary funding to the faculties, and

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with the income the faculties can employ the needed academic experts to deliver the intended products and services.

The University awards the Intoa! Entrepreneurial Act of the Year award annually to promote entrepreneurship within the University. The award is €30 000, sponsored by a business partner, and is given as encouragement and acknowledgement to a person or team who have successfully and independently promoted an entrepreneurial attitude and activities in the University.

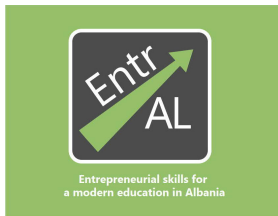
Currently, there are 15 staff members (of which, 10 have permanent contracts), who deliver the services related to entrepreneurship, innovations and global education services, led by the business development manager. The entrepreneurship team consists of a business development manager / Head of unit, three innovation managers, an Entrepreneurship programme manager, a collaboration manager, a business collaboration manager, a project coordinator, a project assistant, two coordinators global education services, a project manager global education services, two project coordinator global educational services, a project assistant global educational services, three Professors, two Research fellows senior research fellows, two Post-doctoral researchers, two project researchers, four Doctoral candidates, an University teacher and a Researcher/project coordinator.

4.3.3.2. Start-up Journey Accelerator

Qualitative aspects

Brief description of the entrepreneurial activity Start-up Journey Accelerator that started in 2012 is an early-stage start-up accelerator. It is arranged annually in between the study years. The goal of the programme is to enable a team of young entrepreneurs to take a step forward in early stage start-up development. This usually means creating a prototype, making try-outs, launching their product and getting their first round of investment.

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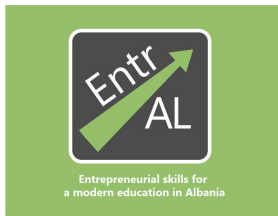
Start-up Journey Accelerator that started in 2012 is an early-stage start-up accelerator. It is arranged annually in between the study years. The goal of the programme is to enable a team of young entrepreneurs to take a step forward in early stage start-up development. This usually means creating a prototype, making try-outs, launching their product and getting their first round of investment.

The entrepreneurs are undergraduate and graduate students and researchers of the high education institutes in Turku area.

Start-up Journey Accelerator is looking for highly motivated teams, where one or more of the founders are committed to work full-time during the eight weeks long programme. The Accelerator is also seeking scalable start-up ideas, which has done research on the competitive landscape and gathered initial traction from potential customers and partners. The Accelerator has two tracks for teams, a general business track and a game track.

Stakeholders involved Boost Turku organizes the Start-up Journey Accelerator, which is an entrepreneurship society of students and researchers. Boost Turku organizes different events and programmes to help them to create networks and skills for entrepreneurship and to bring together people who are interested in Entrepreneurship. "Boost Turku empowers makers of the tomorrow," stated Community Manager Johanna Johansson.

Boost Turku was founded in 2009 by a handful of students at Turku School of Economics, who wanted to familiarize deeper into entrepreneurship and to learn something that the university could not provide fully. They also noticed that the local graduates lacked self-confidence and ambition compared with the graduates of the top universities in the US. Former Network & Space Programme Manager Anssi Ketopaikka summarised this well: "Skills and knowledge are easily available for everybody in the era of the internet, but one can learn attitude only in a right kind of environment." This culture of learning by doing and learning by experience is characteristic for Boost Turku.



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In addition to the events and presentations, Boost Turku runs several recurring programmes, which form a development path in new venture development:

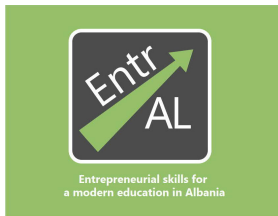
- Elevate Course – a 5 weeks full course of entrepreneurship, from idea to pitching
- Start-up Marathon Hackathon – a 3-day hackathon where start-up enthusiasts team up, ideate and turn their ideas into scalable businesses
- Start-up Journey Pre-Accelerator – 3-weeks long pre-accelerator for teams and individuals that have a business idea and need help developing it
- Start-up Journey Accelerator – 8-weeks long early-stage accelerator for teams that are ready to get serious about their start-up and get it to the next level.

Governance Boost Turku is registered association, which has about 500 members. Boost Turku led by the board of eight members. The members are all students and Boost Turku alumni. The Board oversees all the Boost Turku activities and the Start-up Journey Accelerator. The two full time employees, Marketing & Event Manager and Executive Director run the Accelerator and other activities together with volunteers.

Decision- making procedures/ strategy development Marketing & Event Manager and Executive Director are in charge of the Accelerator programme. They design and execute the programme based on the past year experience. The Accelerator has a list of more than 50 mentors. The two employees recruit the suitable mentors to the programme. They use their personal networks as well as the networks of the board, but the networks of the Finnish Entrepreneurship Societies at different Finnish universities. The Boost Turku Board supervises their work and some members of the board participate in the selection of the participant teams.

Funding/ financial system Boost Turku has two full time and one halftime employees and addition during spring and summer 1 – 3 trainees. Otherwise, the organisation works on a voluntary work force. Boost Turku has premises to organize events and to host some student start-ups. The annual budget of the Boost Turku is about € 200.000. The main funders are

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Turku Science Part Ltd, a regional development agent, and the four high education institutes. University of Turku gives about 30% of the funding.

Internal and external accountability The Boost Turku Board is accountable to the funders that its activities are successful and support entrepreneurship. Boost Turku keeps records of the created companies and their investment rounds in the future, but follows the employability of the Boost Turku female and male alumni.

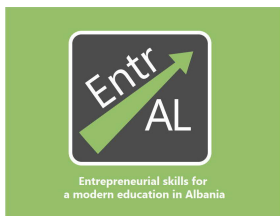
Not everybody is expected to become an entrepreneur, but the skills and attitude required are useful in work life.

The Accelerator is also internally accountable to its participants, who need concrete help to develop their business. The Accelerator utilizes without charge a large number of well-established entrepreneurs and executives as mentors, who expect that their time is used well and that they can give back to the next generation of entrepreneurs. Without these mentors, the Accelerator is not feasible.

Steering tools The Boost Turku uses mostly Facebook and LinkedIn in marketing. The same tools are used to find prospects to the Accelerator. Once the contacts are made with prospective teams or individuals, the Marketing & Event Manager and Executive Director offer them the best business development service. It might be the Accelerator programme or another Boost Turku business development programme, but also even other programmes offered by the network of the Finnish Entrepreneurial Societies.

Quantitative aspects

The Boost Turku reaches annually approximately 3000 students by its about 100 activities and programmes. The number of the teams in the Start-up Journey Accelerator has been stable over the years that is 12 – 15 teams annually. Currently, the Accelerator selects 5 game start-up teams and 10 start-up teams from the other fields of business. Totally 15 start-up teams



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each year. In the nine eight year after its founding the Accelerator has created about one hundred start-up companies.

4.3.3.3. Bastu® – Sixth-Wave Business Enabling for Entrepreneurs and Businesses

Qualitative aspects

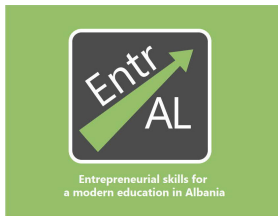
Brief description of the entrepreneurial activity Bastu is a business enabler for entrepreneurs and businesses in the Turku region. The goal is to enhance business with new, collaborative opportunities that utilise the philosophical tenets of the sixth wave along with the core competences of participating companies.

Today's global markets require novel, competitive and resource-efficient innovations. New and significant innovations can be realised through value creation with digital, material or intangible assets, or by combining these assets in various ways.

Guiding philosophy of Bastu is based on the sixth wave, which focuses on the scarcity of natural resources and new, innovative ideas that challenge established conventions. Bastu promotes a circular sharing economy, and our extensive experience with matching businesses with other businesses and helping them realise their potential means that we are the ideal partner for any business that wants to re-energise its business with new, fresh ideas.

The Bastu process spurs businesses to discover and pilot new concepts that can then be turned into new business. This means combining the expertise of Bastu's participating entrepreneurs, the Finland Futures Research Centre, Sitra – The Finnish Innovation Fund, and the City of Turku to achieve solutions that support the idea of a circular sixth-wave economy; creating new business innovations and reorienting existing operations while also developing existing structures and processes. Bastu participants are also provided with the opportunity to highlight specific themes and problems that are then processed in expert workshops with the goal of discovering new solutions. After the Bastu process, existing business will be augmented and enhanced to face the unique challenges of the future economy.

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Stakeholders involved. Bastu is conducted by the Finland Futures Research Centre at the University of Turku in collaboration with Sitra – The Finnish Innovation Fund and the City of Turku.

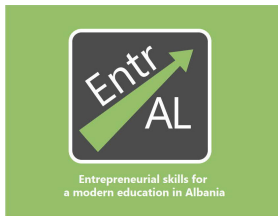
General governance structure. A professor who is an eminent foresight and futures researcher in both academia and business has act as director of the project. A project manager has been in charge of the day-to-day management of the project. In addition, the project manager has been responsible for assembling and communicating with the extensive Quadruple network and facilitating the launch of new initiatives.

Bastu project has also employed a futurist who has been specially trained in methodological skills and running workshops.

Decision- making procedures/ strategy development Bastu's decision-making process has been low-hierarchy. Project manager has had a free hand to accomplish the set objectives and goals of the project. First major decisions and guidelines of the project have been prepared in discussions between the project manager and project director. After that, major issues have been introduced by the project manager in the steering group of the project where they are approved. The steering group, whose membership changed somewhat over the years, had an average of a dozen members. Members of steering group consist of representatives from the City of Turku and regional business development company, Sitra – The Finnish Innovation Fund entrepreneurs and other business representatives. Project director and project manager were also members of the steering group.

Funding/ financial system Bastu business enabler for entrepreneurs and businesses was launched in late summer 2015 on the initiative of entrepreneurs in the Turku region. Between 2015 and 2017, Sitra – The Finnish Innovation Fund and the City of Turku, funded Bastu. Since 2018 the city of Turku's contribution has been about half of the annual budget. The other half has consisted of contributions from various companies and strategic funding from the University of Turku.

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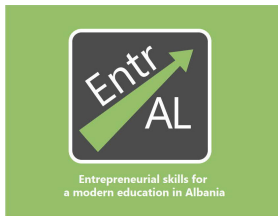


Internal and external accountability Project manager has been responsible for the implementation of the project and its finances with the assistance of the university's financial administration.

Steering tools Project manager has been in charge of the customer relation management of the Bastu project. The project has own register of all network members, as well as outgoing / incoming customer folders in Outlook.

Quantitative aspects

The annual budget of the Bastu has varied between 80 000 and 130 000 euros. Between 2015 and early spring 2021 Bastu business enabler has arranged in total, more than 80 solution forums (Ratkaisufoorumit) and nine network meetings (Verkostotapaamiset). The idea has been to organize meetings with interesting new keynotes and plenty of time for discussion, new encounters and networking, that are open for all members network. The other key operating model has been thematic-focused workshop series that has focused on finding new combinations of value creation. Such themes have been e.g. future food solutions, hospital ship and ecovillage. Additionally, the Bastu project has been incubator of two investment funds.



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5. Annexes

ANNEX 1. Survey questionnaire to teachers

Survey for teachers and researchers

This survey is part of the EntrAL project, co-funded under the Erasmus+ programme of the European Union. Please answer this survey for our project team to identify the current needs related to entrepreneurial education.

1. Your institution
 - a. Sports University of Tirana
 - b. University Aleksander Moisiu Durres
 - c. University Aleksander Xhuvani Elbasan
 - d. University Eqrem Cabej Gjirokaster
 - e. University Fan S. Noli Korça
 - f. University of Shkodra Luigj Gurakuqi
 - g. University College Pavaresia Vlore
 - h. University of Vlora
2. Field of science
 - a. Natural sciences
 - b. Engineering and Technology
 - c. Medical and health sciences
 - d. Agricultural sciences
 - e. Social sciences
 - f. Humanities
 - g. Other sciences
 - h. Other
3. Your position
 - a. Pre-university teacher
 - b. University teacher
 - c. Researcher
 - d. Teacher and researcher
4. Your gender
 - a. Female
 - b. Male
 - c. Other

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5. Your teaching/research experience

- a. 0-5 years
- b. 5-10 years
- c. 10-20 years
- d. >20 years

6. What does entrepreneurship mean to you?

7. My university strongly supports entrepreneurship education and activities

Likert scale 1 to 10, with 1=strongly disagree, 10= strongly agree

Would you consider yourself in to be entrepreneurial in your teaching/research?

8. Please rate yourself from 1-10 at 'seeing opportunities'

Likert scale 1 to 10, with 1= not at all capable, 10= very capable

9. Please rate yourself from 1-10 at 'understanding opportunities and evaluating different options'

Likert scale 1 to 10, with 1= not at all capable, 10= very capable

10. Please rate yourself from 1-10 at 'seizing opportunities and making initiatives'

Likert scale 1 to 10, with 1= not at all capable, 10= very capable

11. What supports would you need to become more entrepreneurial in your teaching/research?

12. I am interested in developing my teaching using entrepreneurial methodologies.

Likert scale 1 to 10, with 1=strongly disagree, 10= strongly agree

13. How involved are you in entrepreneurial activities with your colleagues?

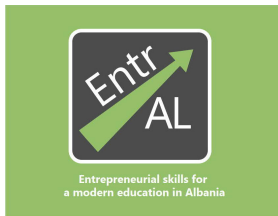
Likert scale 1 to 10, with 1= not at all, 10= very much

14. How involved are you in entrepreneurial activities with your students?

Likert scale 1 to 10, with 1= not at all, 10= very much

15. What are the main types of entrepreneurial activities that you know are happening at your current institution? (numbering 1-x so that the most important one gets Number 1)

- a. Entrepreneurial teaching methods
- b. Entrepreneurship courses to students
- c. Student initiatives
- d. Spin-offs from research



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- e. Collaboration with entrepreneurs (e.g. guest lecturers)
 - f. Other
16. How entrepreneurial are your students?
Likert scale 1 to 10, with 1= not at all, 10= very much
17. Are you able to support your students with their career path?
- a. Yes, how? _____
 - b. No, why not? _____
 - c. I cannot say
18. What challenges have you encountered while teaching?
- _____
- _____
- _____

ANNEX 2. Survey questionnaire to students

Survey to students

This survey is part of the EntrAL project, co-funded under the Erasmus+ programme of the European Union. Please answer this survey for our project team to identify the current needs related to entrepreneurial education.

1. Institution where you are studying
 - a. Sports University of Tirana
 - b. University Aleksander Moisiu Durres
 - c. University Aleksander Xhuvani Elbasan
 - d. University Eqrem Cabej Gjirokaster
 - e. University Fan S. Noli Korça
 - f. University of Shkodra Luigj Gurakuqi
 - g. University College Pavaresia Vlore
 - h. University of Vlora
2. Degree in preparation
 - a. Bachelor
 - b. Master
 - c. PhD
3. Your gender
 - a. Male
 - b. Female
 - c. Other
4. What does the term entrepreneurship mean to you?

-
5. My university strongly supports entrepreneurship education and activities
Likert scale 1 to 10, with 1=strongly disagree, 10= strongly agree

*Would you consider yourself to be an entrepreneurial person?
Evaluate yourself with the following three questions.*

6. Please rate yourself from 1-10 at 'seeing opportunities'
Likert scale 1 to 10, with 1= not at all capable, 10= very capable
7. Please rate yourself from 1-10 at 'understanding opportunities and evaluating different options'
Likert scale 1 to 10, with 1= not at all capable, 10= very capable

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8. Please rate yourself from 1-10 at 'seizing opportunities and developing initiatives'
Likert scale 1 to 10, with 1= not at all capable, 10= very capable
9. Are you considering starting your own business after graduation?
 - a. Yes, where will you get support? _____
 - b. No, why not? _____
 - c. I cannot say
10. What might motivate you to become an entrepreneur?
 - a. Innovation (Motivating factor to create a new service or product, or alternatively a different new way of producing something already invented)
 - b. Independence (Motivating factor to lead himself/herself, to be his/her own boss)
 - c. Recognition (Motivating factor to be recognized either by close people or by people working in their environment)
 - d. Role (Motivating factor to follow, for example, family traditions or adopt influences from other loved ones with an entrepreneurial background)
 - e. Financial success (Motivating factor to create financial success. In this situation, the individual feels that he is able to create wealth more as an entrepreneur)
 - f. Self-realization (Motivating factor to set a goal for himself/herself for working life and thus strives to achieve his/her goals)
 - g. Other
11. Are you involved in entrepreneurial activities now?
 - a. Yes, what kind of activities? _____
 - b. No
12. On a scale of 1-10, how entrepreneurial do you rate your teachers?
Likert scale 1 to 10, with 1= not entrepreneurial at all, 10= very entrepreneurial
13. Are your teachers able to help you if you have a business idea you wish to develop?
 - a. Yes, how? _____
 - b. No, why not? _____
 - c. I cannot say
14. Have you already been in contact with entrepreneurs during your studies?
 - a. Yes
 - b. No
15. If no, would you like to be in contact with entrepreneurs during your studies?
 - a. Yes
 - b. No

ANNEX 3. Survey questionnaire to companies

Survey for businesses / business organisations (CCI) / entrepreneurs

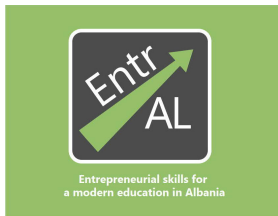
This survey is part of the EntrAL project, co-funded under the Erasmus+ programme of the European Union. Please answer this survey for our project team to identify the current needs related to entrepreneurial education.

1. Industry sector your company is operating in
 - a. Agriculture, forestry and fishing
 - b. Manufacturing, mining and quarrying and other industry
 - c. Construction
 - d. Wholesale and retail trade, transportation and storage, accommodation and food service activities
 - e. Information and communication
 - f. Financial and insurance activities
 - g. Real estate activities
 - h. Professional, scientific, technical, administration and support service activities
 - i. Public administration, defense, education, human health and social work activities
 - j. Other services
2. Is your company collaborating with the university?
 - a. Yes, how? _____
 - b. No, why? _____
 - c. I cannot say
3. What restrains cooperation between companies and universities?

*In your opinion, University students are able to
Evaluate students with the following three questions.*

4. See opportunities
Likert scale 1 to 10, with 1= not at all capable, 10= very capable
5. Understand opportunities and evaluating different options
Likert scale 1 to 10, with 1= not at all capable, 10= very capable
6. Seize opportunities and make initiatives
Likert scale 1 to 10, with 1= not at all capable, 10= very capable
7. What skills university graduates need in the current job market?
 - a. Expertise in one's own field / competence in one's own field
 - b. Critical thinking skills

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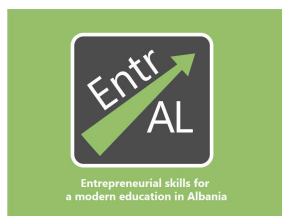


- c. Argumentation, writing and presentation skills/communication skills
 - d. Language skills (English or other foreign languages)
 - e. Organizational skills
 - f. Teamwork skills
 - g. Business skills
 - h. Problem solving skills
 - i. Digital skills
 - j. Other skills, please specify below
8. What other skills university graduates need in the current job market?
-
-

ANNEX 4. Number of students and list of degrees and modules participating in workshops on BUSINESS PROSPECTIVE and creation of EBTs

Degree	Module	Year	Attendees
Bach. in Electrical Engineering	Business Organization	1	5
Bach. Degree in Electronic, Industrial and Automatic Engineering	Fundamentals of Business Administration	2	39
Bach. Degree in Forestry and Environmental Engineering	Economic Management and Marketing in the Food Business	2	5
Double Bach. Degree in Forestry and Natural Environment Engineering and Environmental Engineering	Principles of Forestry Business Administration and Economics	2	10
Bach. Degree in Agricultural Engineering	Principles of Agricultural Economics and Business Administration	2	24
Master's Degree in Agronomic Engineering	Organization and Management of Agri-Food Businesses	1	24
Bach. Degree in Food Science and Technology	Economic Management and Marketing in the Food Business	2	17
Master's Degree in Industrial Engineering	Creation of Technology-Based Companies	1	7
Bach. Degree in Mechanical Engineering	Fundamentals of Business Administration	2	43
Bach. Degree in Computer Engineering	Fundamentals of Business Administration	1	70
PhD in Molecular Biology and Biotechnology	Employability and Entrepreneurship Activities		11
Bach. Degree in Marketing	Business Creation and Innovation	3	12
Bach. Degree in Mining Engineering	Business Organization	1	16
Bach. Degree in Energy Engineering	Business Organization	1	16
Double Bach. Degree in Mining Engineering and Energy Engineering	Business Organization	1	16
Bach. Degree in Marketing and Market Research	Fundamentals of Business Administration.	1	44
Bach. Forestry and Environmental Engineering	Principles of Forestry Economics and Business Administration	2	6
Bach. Degree in Electrical Engineering	Fundamentals of Business Administration.	2	11
Bach. Degree in Agricultural Engineering	Principles of Agricultural Economics and Business Administration	2	12
Master's Degree in Agronomy Engineering	Organization and Management of Agri-Food Businesses.	1	12
Bach. Degree in Mining Engineering	Business Organization	1	21
Bach. Degree in Energy Engineering	Business Organization	1	21

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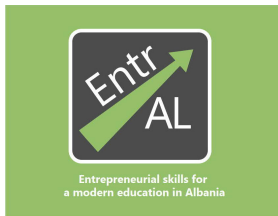


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Degree	Module	Year	Attendees
Double Bach. Degree in Mining Engineering and Energy Engineering	Business Organization	1	21
Bach. Degree in Veterinary Medicine	Agricultural Economics and Management	4	108
Bach. Degree in Forestry and Environmental Engineering	Legislation and Cadastre	4	9
Bach. Degree in Mechanical Engineering	Fundamentals of Business Administration	2	52
Double Bach. Degree in Forestry and Environmental Engineering and in Environmental Sciences	Principles of Forestry Economics and Business Administration	2	6
Bach. Degree in Marketing and Market Research	Fundamentals of Business Administration.	1	

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ANNEX 5. Example of LEAN START-UP PROGRAMME

WORKSHOP 1: Wednesday, March 6, 2019, duration of 5 hours

INTRODUCTION

Basic concepts: What is Lean, what is a start-up?

Lean + start-up = Speed + Validation + Focus

Why do most Start-ups fail?

2. UNDERSTANDING MY ENVIRONMENT

Stakeholders Map

Empathy map

Customer discovery: Identification of hypothesis to the model, validation of the customer problem, validation of customer solution

Customer validation: Sales model validation, early evangelist acquisition, positioning validation.

WORKSHOP 2: Wednesday, March 13, 2019, duration of 5 hours

1. LEAN STARTUP MACHINE

The LEAN methodology

The Minimum Viable Product (MVP)

Validation Board

start-up Types

2. LEAN CANVAS & BUSINESS MODEL CANVAS

Lean Canvas vs. Business Model Canvas

Which one to use?

Advantages of the method

WORKSHOP 3: Wednesday, March 20, 2019, duration of 5 hours

1. THE BUSINESS MODEL CANVAS

How to make a Business Model Canvas?

Create your start-up: Business model and customer development, the value proposition, customer archetype and market types, channels, customer relationships, revenue model, partnerships, resources and costs.

2. VALIDATE/PIVOT

Best practice cases

WORKSHOP 4: Wednesday, March 27, 2019, duration of 5 hours

1. FEASIBILITY AND SCENARIOS

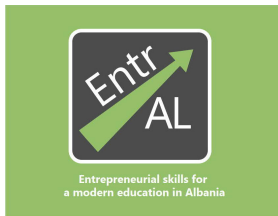
Viability Study: Technical, commercial, human, economic-financial feasibility.

Evaluation

Example of a Feasibility Study

2. FROM BUSINESS MODEL TO BUSINESS PLAN

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How to make the Business Plan of my start-up?

3. GROUP EXERCISE

Development of a Business Model to be proposed by the Lean start-up method.

ANNEX 6. Business Talent Fair



VII Edition Business Talent, Faculty of Economics and Business Studies (29th May 2019). Seniors from SECOT provide advice to entrepreneurial ideas from students.



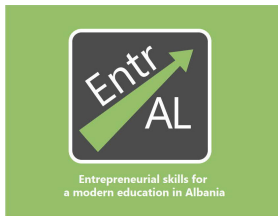
I León Business Talent Social Edition "Innovation and entrepreneurship in social needs", Faculty of Economics and Business Studies (12th December 2019).

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II Bio Business Talent in Biotechnology Degree (11 December 2019, Faculty of Biology and Environmental Sciences).

Biotechnology students presenting BIG GUM, a business idea to develop and market a chewing gum that degrades in the mouth. <https://www.unileon.es/noticias/potencial-emprendedor-biotecnologico-en-la-segunda-edicion-del-bio-business-talent-de-la-ule>



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