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Entrepreneurial Skills for a Modern Education in Albania

Final Quality and Impact Report

Working Package 5 Deliverable 5.4

December 2023

by

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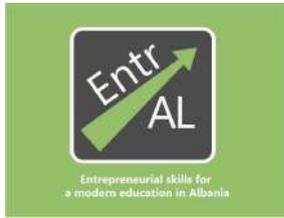
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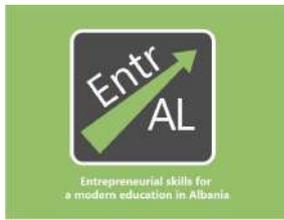
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1. Introduction

This report provides an overview of the quality assurance tools employed and their outcomes, aiming to ensure the excellence of the project's actions and outputs. Rigorous monitoring and discussion of the quality of all project events occurred during Partner Committee meetings, fostering collective contributions from all partners in discussions pertaining to quality and impact. Quality measures for the project outputs were seamlessly integrated into the project plan, with meticulous attention to its implementation. The procedural framework adhered closely to European standards and the guidelines outlined by the Ministry of Education and Sport of Albania.

2. Quality Assurance Tools

2.1. Surveys

Following all training sessions and seminars, an online feedback survey was administered to uphold quality standards and implement any necessary corrective measures. The survey encompassed key themes, including the overall content of the event, specific content details, general event organisation, and overall participant satisfaction. The survey was distributed to all attendees of the respective event.

The results of these feedback surveys were presented and discussed at the subsequent project meeting. During these discussions, all project participants collaboratively assessed the results and made decisions regarding potential actions required to enhance the overall quality of the project.

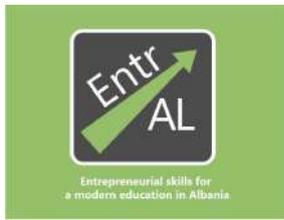
Furthermore, the project's training programs and their execution will be subjected to evaluation through pilot runs. This evaluation aims to pinpoint potential areas for improvement and maintain the high quality of the final training programs.

2.2. Partner Committee Meetings

At the project's inception, a Partner Committee, comprising representative members, was established to provide support to the project's coordination. This committee functioned as an advisory board, aiding in the project's coordination and development. Regular meetings were convened to assess project progress, deliberate forthcoming steps, and make decisions pertaining to it. Additionally, frequent online working meetings were held with all project partners to monitor project advancement and discuss upcoming activities. Minutes from these meetings were shared with all partners and distributed via the mailing list and Google Drive folder.

To ensure the quality of project management and the efficacy of measures implemented, a post-meeting online feedback survey was sent to all participants following each Partner Committee

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meeting. This survey captured the content and execution of the project meeting for comprehensive evaluation.

2.3. Procedures within the Work Packages

The project's work packages incorporated mechanisms to guarantee that their activities align with the project's goals and intended impact. These mechanisms were developed during both the application phase and the project's kick-off phase.

One of these mechanisms entailed the regular financial reporting stipulated in the partnership agreement. Every six months following the project's initiation, partners were required to submit their financial reports, accompanied by the necessary evidence of expenses and activities. Upon receipt of these validated reports, the coordinator would disburse an additional 20% of the estimated Erasmus+ grant contribution (excluding equipment costs). This process allowed for thorough monitoring of partner activities and expenditure, enabling the coordinator to intervene if any partner failed to fulfil their responsibilities. In such instances, the coordinator would initiate direct communication with the partner to address the issue. If this approach did not resolve the matter, it would be escalated to the Partner Committee Meeting for further discussion and resolution.

The equipment procurement process closely followed the successful procedure previously utilised in the TEAVET ERASMUS+ project. In acquiring the equipment required for organising the developed courses, careful consideration was given to the existing equipment available at the Lifelong Learning Centers of Albanian universities. Only supplementary equipment directly relevant to entrepreneurship education, such as laptops, flipcharts, microphones, sound systems, cameras, and an Internet server, was purchased.

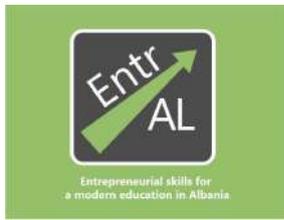
To ensure that the needs of each partner institution were identified accurately, the coordinator provided partners with a Business Plan template. This template allowed partners to specify the items to be procured, detail the needs they addressed, specify the relevant project activities, and outline their installation locations.

To secure the most favourable deals, the co-coordinator handled the equipment procurement for all Albanian partners. In addition, the co-coordinator (P12) collaborated with the coordinator to oversee the equipment purchase process and conducted on-site visits to verify that the equipment met the requirements of the European Commission.

The primary project outputs consisted of the Entrepreneurship courses. To ensure their quality and relevance, several actions were undertaken as outlined below:

1. The project began with an analysis of the needs of the Albanian education system and the universities involved.
2. Subsequently, staff members from Albanian universities were provided with training in modern Entrepreneurship Education and teaching methods.

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3. The development of the training courses commenced with a workshop held at the University of Leon.
4. Following this, the course plans were subjected to evaluation by the EU partners, and improvement suggestions were provided by both the EU and Albanian partners.
5. The finalised course plans were then integrated into the existing Lifelong Learning Centres, which had been established in previous EU co-funded projects.

This meticulous procedure served to ensure the quality of the course plans.

The leader of the Dissemination and Exploitation work package, the University of Vlora, was responsible for formulating the dissemination and exploitation plan. The dissemination and exploitation activities were carefully monitored and deliberated upon within the Partner Committee.

3. Quality Results

This section of the report outlines the outcomes of the project's quality assurance initiatives. It commences by explaining the quality results stemming from the various events, namely the training sessions conducted at the EU partner locations, subsequent workshops held in Albania, and the pilot training sessions conducted within Albanian universities. Conclusively, the chapter details the quality outcomes derived from the Partner Committee meeting and other quality measures implemented in the project's management.

3.1. Quality of Events

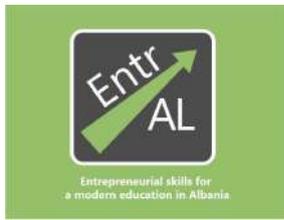
3.1.1 Training events

The Innovation Camp in Turku

The EntrAL Innovation Camp, held in Turku from November 9-11, 2021, served as a transformative experience for faculty members from Albanian partner universities. The primary goal was to equip these educators with essential skills, enabling them to orchestrate similar initiatives within their institutions. These camps, integral to teaching curricula and university innovation services, emerged as potent catalysts, promoting entrepreneurialism and innovation within the academic sphere.

During this intensive three-day event, participants delved into the camp's core concept, immersing themselves in the roles of their students during a pilot phase. Working collaboratively in teams, they cultivated innovative business ideas, gaining practical insights into entrepreneurship, business development, and effective sales techniques. Post-camp, participants emerged with heightened

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insights, better equipped to mentor and support their own students. The camp also introduced novel teaching methods, fostering entrepreneurial skills and mindset at both university and national levels.

This unique 36-hour innovation journey emphasised interdisciplinary teamwork, allowing participants to forge new connections and networks. Guided by lectures and mentorship, participants were encouraged to push their boundaries, resulting in the emergence of inventive solutions grounded in real-world start-up scenarios.

Notably, the camp catered to university staff, although its adaptable nature allows it to benefit teaching and university staff, as well as students across various educational levels. Participants, regardless of their starting points, explored commercial aspects, enhancing their entrepreneurial acumen.

Upon completion, participants achieved significant learning outcomes, including the ability to translate innovative ideas into tangible products and services, a nuanced understanding of entrepreneurial processes such as opportunity identification, honed problem-solving and teamwork skills under time constraints, and improved presentation abilities.

These achievements were further reinforced by valuable feedback received, underscoring the camp's efficacy in nurturing entrepreneurial spirit and expertise among university educators.

Following the training session, all participants were contacted via email and invited to participate in the feedback survey conducted through the Webropol Survey & Reporting Tool. We received a remarkable total of 54 responses, resulting in an impressive survey response rate of 95 percent.

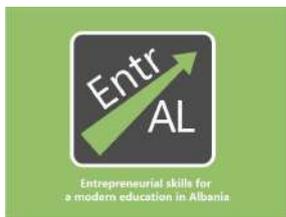
The feedback received was very positive, with different aspects of the overall content of the Innovation Camp scoring exceptionally high, either 4.8 or 4.9. Specifically, all dimensions of the specific content received a minimum score of 4.9. Additionally, the overall organisation of the Innovation Camp was highly praised, reflecting the effectiveness and smooth execution of the event.

In summary, the objectives we set for the Innovation Camp were not only met but exceeded expectations. The participants' overall evaluation of the Innovation Camp stands at an impressive 4.96 out of 5 (where 5 represents 'very satisfied').

Training workshop in Dublin

The teacher training workshop on entrepreneurship was hosted at Technological University Dublin (Dublin, Ireland) from March 30th-31st 2022. 62 participants from all partner institutions were part of this event. The training was aimed at teaching staff of the Albanian universities. The goal of this training was for the participant cohort to understand key concepts of entrepreneurial learning and

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teaching methods and to recognise the cultural change needed to develop an entrepreneurial education system.

During the first day of this event, keynote presentations on the following topics were provided: benefits of entrepreneurship education; characteristics of entrepreneurship (EntreComp Framework); managing cultural change at schools and universities; how to stimulate entrepreneurial behaviour in primary schools; designing entrepreneurship education programs for secondary schools; entrepreneurial learning and entrepreneurial teaching methods; and designing entrepreneurship courses and modules.

During the second day of this event, keynote presentations on the following topics were provided: designing appropriate assignments and assessments, teaching with case studies, using online tools to support your teaching; and interdisciplinary entrepreneurship education. There was also an interactive session where participants practised designing their own entrepreneurship module.

The keynote presentations were given by a range of entrepreneurship academics and educational experts. The format of the workshop followed a mixture of lectures, group discussions, Q&As and interactive exercises. This allowed participants multiple opportunities for interaction and for testing methods and tools to ensure smooth adaption of entrepreneurial teaching methods.

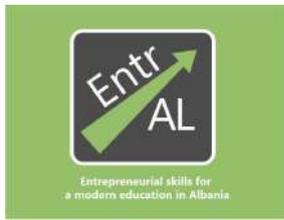
As a result of this training workshop, 53 Albanian participants were trained in entrepreneurial education, including teaching techniques and pedagogies. Participants were also guided towards the need for cultural change in developing entrepreneurial education for the pre-university and university systems.

Representatives from the Ministry of Education, Sports and Youth were also present so as to better understand the requirements for national implementation and methods used. The content from this two-day workshop would later be used to design the entrepreneurship courses for both pre-university and university teachers and university students (Deliverable 3.1).

After the training session, an email was sent to all participants, inviting them to take part in the feedback survey administered using the Webropol Survey & Reporting Tool. The participants provided highly positive feedback on various aspects of the Training Workshop's content, with all elements scoring notably high, ranging between 4.6 and 4.7. We achieved a commendable response rate of 75%, collecting a total of 47 responses. Additionally, each dimension of the specific content received a minimum score of 4.6. Moreover, the overall organisation of the planning workshop was deemed good, underscoring its efficiency and smooth execution.

In summary, the objectives set for the Training Workshop were not only met but surpassed. The participants' comprehensive evaluation of the workshop reached an impressive level of 4.70 out of 5, with 5 indicating 'very satisfied'.

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Designing Workshop in Leon

The EntrAL Designing Workshop was held at University of León (León, Spain) from May 25-26, 2022. 58 participants from all partner institutions were part of this event. The primary goal was to present and discuss the course content on entrepreneurship targeted to pre-university teachers, university teachers, and university students, that were previously designed by Albanian partners with the support of University of León (leader of WP3. Designing in training courses).

The content of the four designed courses is the following:

- Modules for pre-university teachers. Two modules were presented: (1) Entrepreneurship in Primary Education, and (2) Entrepreneurship in Secondary Education. These modules comply with ASCAP criteria for accreditation.
- Module for university students: Innovation Camp (based on UTU learning visit-D.2.1).
- Module for university teachers: Innovation camp (practical) + transferability/applicability to foster entrepreneurship among students in their disciplines/subjects.

During the first day, the following aspects for each module were presented and discussed: core content, learning outcomes, competencies, delivery methods, activities, assessment methods, and opportunities/barriers for implementation. After the presentation, recommendations for implementation were discussed amongst all participants.

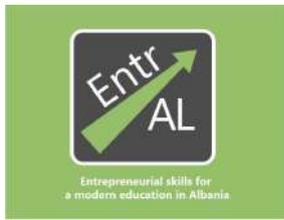
On the second day, the Albanian Entrepreneurial Network (AEN) (D.3.3) was presented. The AEN was created to support and develop competencies of teaching. The network guarantees the homogeneity expected by the Ministry of Education, Sports and Youth in order to accomplish a comprehensive VET system for teacher training.

Subsequently, three parallel sessions were organised according to the intended recipients: pre-university teachers (both primary and secondary), university students, and university teachers. During these sessions, facilitators led the activities to delve deeper into the module content, activities, and essential elements for implementation within the Albanian context.

In summary, the two-days meeting acted as a monitoring visit where Albanian partners got support to improve the course content on entrepreneurship and recommendations for implementation getting feedback from the other Albanian universities, European partners and the Ministry of Education, Sports and Youth.

Following the training session, all participants were contacted via email and invited to participate in the feedback survey conducted through the Webropol Survey & Reporting Tool. The feedback garnered from participants was exceedingly positive, highlighting various facets of the Designing

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Workshop's content, all of which scored remarkably high at either 4.7 or 4.8. A robust response rate of 89% was achieved, with a total of 51 responses collected. Furthermore, every dimension of the specific content received a commendable minimum score of 4.5. In addition, the overall organisation of the planning workshop was considered to be good, indicating its efficiency and seamless execution.

In summary, not only were the objectives we set for the Designing Workshop achieved, but they were exceeded. The participants' comprehensive evaluation of the workshop reached an impressive level of 4.74 out of 5, where 5 indicates 'very satisfied'.

3.1.2 Other events

Towards an Entrepreneurial Mind-Set Seminar in Shkodra

The EntrAL project's first public event, the seminar "Towards an Entrepreneurial Mind-Set," marked an important milestone in Shkodra, Albania, held on April 20th - 21st, 2021.

The session commenced with a warm welcome from Professor Dr. Suzana Golemi, Rector at the University of Shkodra, followed by welcoming speeches by Mrs. Evis Kushi, Minister of Education, and Ms. Ada Ramaj, National Coordinator from the Albanian Erasmus+ Office. Key highlights of the seminar encompassed:

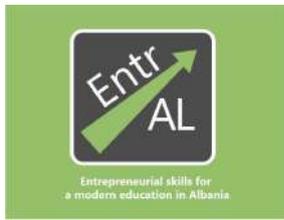
- The delivery of need analysis results by each Albanian partner institution.
- An in-depth presentation by Dr. Dorina Rapti from ASCAP on the national context of entrepreneurship education.
- The exposition of exemplary case practices by European partners. These presentations will form an integral part of the upcoming Need Analysis Report, soon to be available on this website.

The seminar culminated in a series of presentations and a panel discussion spotlighting the entrepreneurial experiences of two Albanian figures: Mr. Arben Haveri from OTP Bank Albania and Mr. Gjon Dukgilaj, proprietor of Tradita Gege & Toske, comprising a restaurant, hotel, and ethnographic museum.

Following the seminar, we extended invitations to all participants via email, urging them to partake in a feedback survey facilitated through the Webropol Survey & Reporting Tool. We were thrilled to receive a total of 41 responses, signifying a robust survey response rate of 68 percent.

The feedback gathered was overwhelmingly positive, with various aspects of the Entrepreneurship Pilot Modules and Impact Discussions Workshop scoring remarkably high, ranging between 4.8 and 5.0 in the overall content evaluation. Each dimension of the specific content garnered scores within the range of 4.8 to 4.9. Additionally, the overall organisation of the Entrepreneurship Pilot Modules

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and Impact Discussions Workshop garnered praise, underscoring the event's efficacy and flawless execution.

In essence, the objectives we outlined for the Entrepreneurship Pilot Modules and Impact Discussions Workshop were achieved exceptionally well. The participants' overall evaluation of the workshop was impressive at 4.95 out of 5 (where 5 signifies 'very satisfied').

Workshop on Implementing the pilot courses in Vlore

The Vlore meeting on pilot course implementation, held from Tuesday, September 6th to Wednesday, September 7th, 2022, took place at the University of Vlore, Skele Vlore, Albania.

Around 60 participants were present, contributing to a dynamic agenda outlined for the EntrAL Vlore meeting. Serving as an implementation visit and gathering, the event provided Albanian partners with a platform to showcase advancements in training modules during WP 3. The focus was on refining course content aimed at pre-university teachers, university teachers, and students, leveraging support from European partners and the Ministry of Education, Sports, and Youth. Key decisions made during the meeting included:

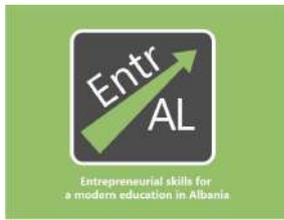
- Approval of Modules for pre-university teachers, encompassing Entrepreneurship in Primary Education and Entrepreneurship in Secondary Education.
- Approval of Modules for university students.
- Approval of Modules for university teachers, which incorporated changes and updates suggested during the previous visit to Leon.

The meeting marked the launch of the final AEN document, signifying the memorandum of understanding between the Albanian partnership and ASCAP. The Albanian Entrepreneurial Network (AEN) (D.3.3) was officially initiated to bolster the development of entrepreneurial skills in the educational process.

Additionally, the introduction of the EntrAL teacher trainers network within the AEN framework was announced, ensuring the coherence anticipated by the Ministry of Education, Sports, and Youth to establish a comprehensive VET system for teacher training.

The meeting provided a platform for teachers, students, and university educators to share their insights on the impact of the EntrAL project. Crucial decisions were made concerning the next steps for pilot course implementation, the strategic roadmap ahead, and the deadlines and schedules for the pilot course

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Following the workshop, all participants were contacted via email and invited to participate in the feedback survey conducted through the Webropol Survey & Reporting Tool. We received a total of 48 responses, resulting in a good survey response rate of 76 percent.

The feedback received was very positive, with different aspects of the overall content of the Implementing Workshop scoring high, between 4.5 and 4.9. All dimensions of the specific content received a score of between 4.5 and 4.7. Additionally, the overall organisation of the Implementing Workshop was highly commended, reflecting the effectiveness and smooth execution of the event.

In summary, the objectives we set for the Implementing Workshop were met very well. The participants' overall evaluation of the Implementing Workshop stands at an impressive 4.80 out of 5 (where 5 represents 'very satisfied').

Entrepreneurship Pilot Modules and Impact Discussions Workshop in Gjirokastra

After the Vlora meeting, all partner universities were sufficiently equipped (D.3.2) to initiate pilot programs and implement courses, which took place between December 2022 and January 2023. The Gjirokastra meeting on the evaluation of pilot courses occurred from Tuesday, February 28th to Wednesday, March 1st, 2023, at the University Eqrem Cabej Gjirokaster, Albania.

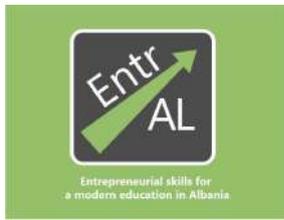
The subsequent meeting in Gjirokastra, Albania, served as a review of the implementation of pilot courses for pre-university teachers, university teachers, and students by three Albanian Universities: UV, EÇUG, and UAMD. This gathering facilitated the collection, documentation, and analysis of feedback and experiences from participants and course instructors. Additionally, an impact discussion was held to ensure the courses and their planning within the LLL and U3M-AL Centres were appropriately structured before the roll-out phase across partner universities.

The coordinator presented the results of the course evaluation conducted through a blind survey compilation process during this meeting. Overall, the participants' feedback for both pilot courses was very positive.

Following the workshop, we reached out to all participants via email, inviting them to take part in a feedback survey conducted through the Webropol Survey & Reporting Tool. We were pleased to receive a total of 38 responses, marking a solid survey response rate of 73 percent.

The feedback we gathered was very positive, with various aspects of the Entrepreneurship Pilot Modules and Impact Discussions Workshop scoring remarkably high, ranging between 4.7 and 4.8 in the overall content evaluation. Each dimension of the specific content earned scores ranging from 4.6 to 4.9. Moreover, the overall organisation of the Entrepreneurship Pilot Modules and Impact Discussions Workshop received praise, reflecting the event's effectiveness and seamless execution.

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In essence, the objectives we outlined for the Entrepreneurship Pilot Modules and Impact Discussions Workshop were achieved exceptionally well. The participants' overall evaluation of the workshop stands high at 4.81 out of 5 (where 5 indicates 'very satisfied').

Implementation of Entrepreneurship Pilot Modules Workshop in Durrës

The two-day meeting held on June 6th and 7th, 2023 in Durrës, Albania, encompassed an extensive review of pilot courses tailored for pre-university teachers, university instructors, and students across all Albanian partner universities.

Throughout this gathering, the collective experiences shared by participants and course trainers underwent thorough discussions aimed at ensuring sustained quality and consistent implementation of these courses in the future. Subsequent deliberations centred on assessing the impact and long-term sustainability of these courses within the structures of the Lifelong Learning (LLL) and U3M-AL Centers.

The core objective of the Durrës meeting was to critically evaluate the implementation of pilot courses conducted by Albanian partner universities for pre-university teachers, university educators, and students. It provided an essential platform to exchange and discuss experiences garnered from both participants and trainers, with the goal of fortifying and unifying the quality of course delivery going forward. Following these in-depth discussions, considerable attention was placed on exploring the courses' impact and their potential for sustained, long-term viability within the frameworks of the LLL and U3M-AL Centers.

After the workshop, we contacted all participants via email, inviting them to participate in a feedback survey conducted through the Webropol Survey & Reporting Tool. We were delighted to receive a total of 36 responses, showcasing a strong survey response rate of 72 percent.

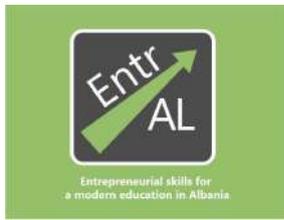
The feedback we collected was highly positive, with different facets of the Implementation of Entrepreneurship Pilot Modules Workshop scoring remarkably well, ranging between 4.7 and 4.9 in the overall content evaluation. Every dimension of the specific content achieved a score of 4.8 or 4.9. Furthermore, the overall organisation of the Implementation of Entrepreneurship Pilot Modules Workshop was commended, highlighting the event's effectiveness and seamless execution.

In essence, the objectives we set for the Implementation of Entrepreneurship Pilot Modules Workshop were accomplished exceptionally well. The participants' overall evaluation of the workshop stands at a commendable 4.92 out of 5 (where 5 represents 'very satisfied').

Entrepreneurial skills for a modern education in Albania, Final seminar in Tirana

On November 22nd and 23rd, Tirana's Sports University hosted the final conference for the EntrAL Consortium, drawing more than 55 active participants representing partners. The international

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gathering aimed to showcase project outcomes and the evolution of entrepreneurial pathways within Europe and the Balkans.

Rector Prof Dr. Agron Kasa extended a warm welcome, acknowledging Mr. Vesa Hautala's introduction of the EntrAL project and Mrs. Ada Rama's commendation of the achieved results from the Erasmus Plus office in Tirana.

The conference featured presentations by Mr. Anthony Buckley on "Inclusive entrepreneurship in the digital age" from Technological University Dublin, and Mrs. Maria José Vieira on "Entrepreneurship education in lifelong learning" from the University of Leon.

Albanian partners shared the successful outcomes of pilot courses across four parallel sessions, highlighting the high quality and positive reception among target groups. Insights included the need for secondary teachers to possess foundational entrepreneurship knowledge to guide their students effectively. They emphasised the significance of teachers sharing success stories and fostering an entrepreneurial mindset among university students, influencing their personal and professional growth.

An integral aspect discussed was the introduction of entrepreneurial competitions and research projects to encourage student innovation, leveraging technology and online resources to support learning and connect with entrepreneurial networks.

The second day featured testimonials from new entrepreneurs at Sports University, focusing on successful ventures in sports and recreational tourism. They offered valuable industry insights and innovative approaches implemented at the university level, addressing emerging trends, destinations, activities, and changes in consumer preferences.

The conference concluded with a consortium meeting to evaluate project outcomes and discuss sustainability measures.

Following the final conference, we reached out to all participants via email, extending an invitation to partake in a feedback survey utilising the Webropol Survey & Reporting Tool. We're pleased to report a robust survey response, with a total of 47 replies, representing an impressive 70 percent response rate.

The feedback we gathered was very positive, reflecting strong satisfaction across various facets of the Entrepreneurial Skills for Modern Education in Albania, Final Seminar. Ratings ranged remarkably high, between 4.9 and 5.0 in the overall content evaluation. Each specific content dimension achieved a score between 4.6 and 4.9. Additionally, praise was directed at the overall organisation of the Final Seminar, emphasising its effectiveness and flawless execution.

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In summary, the objectives outlined for the Entrepreneurial Skills for Modern Education in Albania, Final Seminar were admirably met. The participants' collective evaluation of the workshop stands at an impressive 4.98 out of 5 (where 5 signifies 'very satisfied').

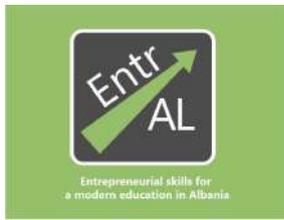
3.1.3 Pilot courses

The pilot courses underwent careful quality monitoring, with a central emphasis on project-wide quality assurance. Every activity underwent a thorough evaluation encompassing both content and structure, designed with the specific aim of monitoring and ensuring overall quality. In the initial phase, four courses were conducted by Albanian universities, and the outcomes of these courses were systematically analysed to enhance their developmental trajectory. Similar quality assessments were conducted across all pilot courses at every university, providing a valuable framework for advancing their quality assurance initiatives. A total of 1,345 participants actively engaged in the pilot courses. The table below provides a breakdown of participant numbers per university and per specific pilot course.

Table 1 Number of participants across EntrAL pilot courses in Albanian partner universities, n = 1 345

	4.1 Entrepreneurship Skills for Elementary Education Teachers	4.1 Entrepreneurship for Secondary Education Teachers	4.2 Towards an Entrepreneurial Mindset	4.3 Entrepreneurship Camp	Total number of participants per partner university
Sports University of Tirana	34	151	22	29	236
University Aleksander Moisiu Durres	56	36	41	47	180
University Aleksander Xhuvani Elbasan	34	35	39	38	146
University Eqrem Cabej Gjirokaster	87	53	36	105	281
University Fan S. Noli Korça	27	21	18	30	96
University of Shkodra Luigj Gurakuqi	28	40	10	49	127
University College Pavaresia Vlore	34	79	12	15	140
University Ismail Qemali Vlore	39	38	25	37	139
Total number of participants per pilot course	339	453	203	350	1 345

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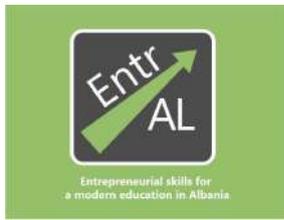
Entrepreneurship Skills for Elementary Education Teachers

This course was designed to pinpoint activities for teachers that foster entrepreneurial education in primary school children. It assesses the effectiveness of early entrepreneurship education within the primary education cycle. The methodology employed considers the cultivation of three types of skills in children: non-cognitive entrepreneurial skills, cognitive entrepreneurship, and the aspirations to become entrepreneurs. The course is structured around simulating an entrepreneurial program.

The course development closely adhered to the project plan, as detailed later in this report, ensuring a comprehensive and in line with EU standards course development. In crafting the curriculum for entrepreneurship in pre-university education in Albania, strict adherence to the Law on Pre-University Education and other guidelines from the Ministry of Education and Sport was paramount. This careful approach ensured the accreditation of the course by the Ministry of Education and Sport.

A total of 339 elementary teachers participated in the Entrepreneurship Skills for Elementary Education Teachers course. Of these, 200 participants provided complete responses to the feedback survey, while six participants answered partially. The average age of the respondents was 42 years, with 94% being female and 6% male. The table below provides a breakdown of participants per university and their corresponding response rates. Additionally, the table includes the overall evaluation score from the respondents, which was 9.6 for the Entrepreneurship Skills for Elementary Education Teachers Pilot Course.

Regarding the distribution of overall evaluation grades, the responses were concentrated, with 62% of participants rating the course as excellent (10), 34% as very good, and only 4% evaluating it as good (8).



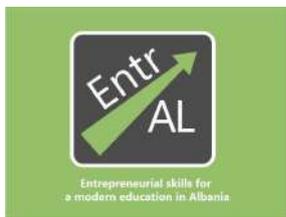
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Table 2 Overall evaluation of the Entrepreneurship skills for Elementary Education Teacher, n = 197

	4.1 Entrepreneurship Skills for Elementary Education Teachers		
	Number of participants	Response rate	Overall evaluation rate
Sports University of Tirana	34	50	9,4
University Aleksander Moisiu Durres	56	36	9,4
University Aleksander Xhuvani Elbasan	34	56	9,6
University Eqrem Cabej Gjirokaster	87	67	9,4
University Fan S. Noli Korça	27	41	9,7
University of Shkodra Luigj Gurakuqi	28	86	9,6
University College Pavaresia Vlore	34	38	9,6
University Ismail Qemali Vlore	39	97	9,9
Total	339	59	9,6

The subsequent figures provide a more detailed evaluation of the course in specific areas: Course content and organisation, Student contribution, Learning environment and teaching methods, Learning resources, and Quality of delivery and participant expectations, respectively.



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Figure 1 Course content and organisation & Student contribution, n = 198

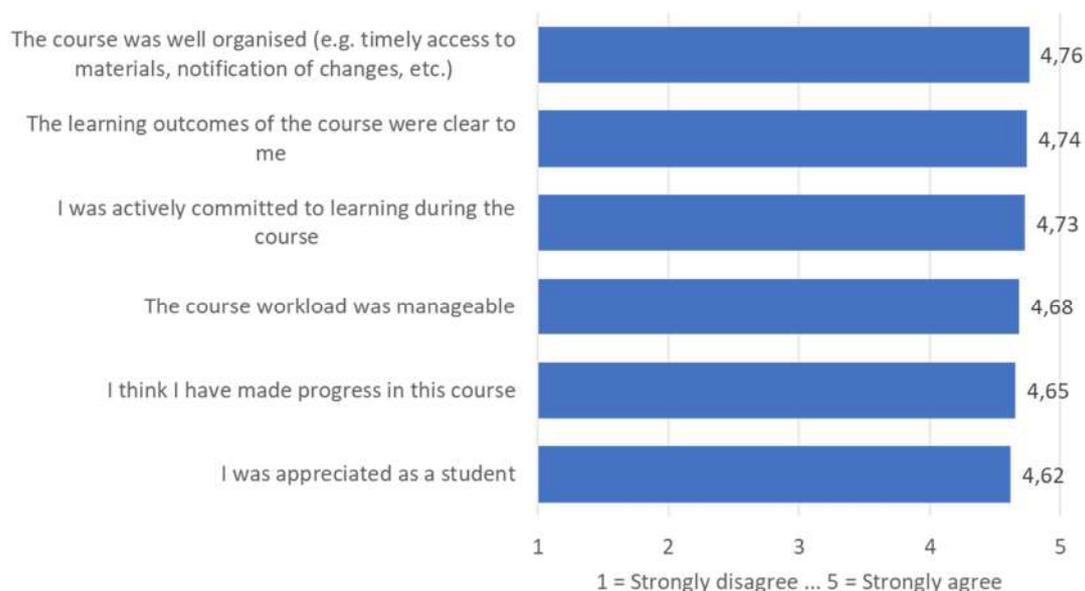
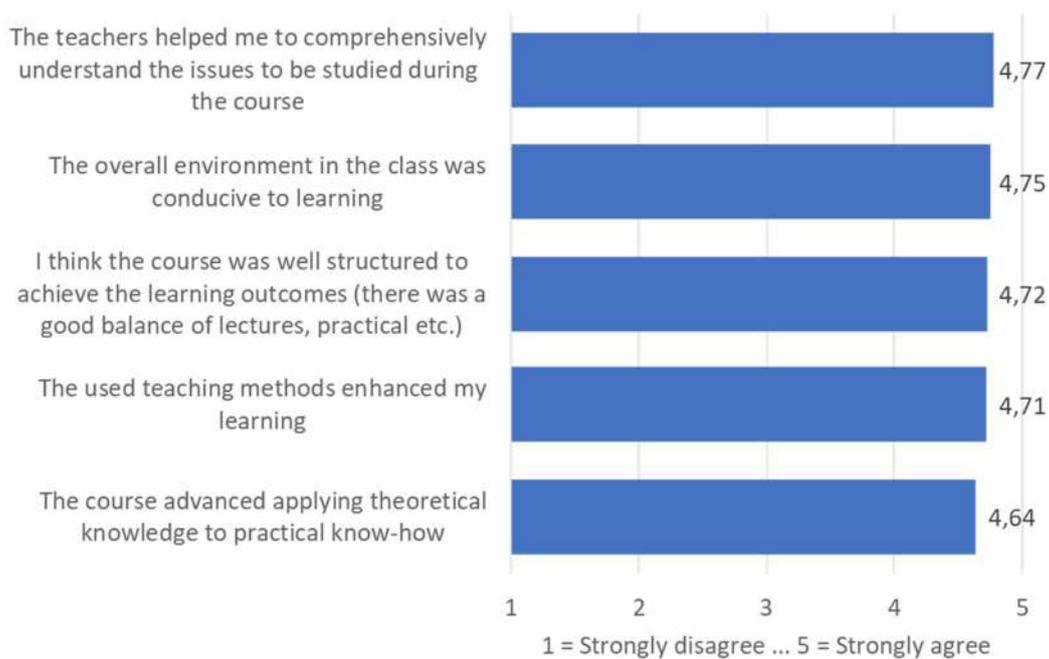
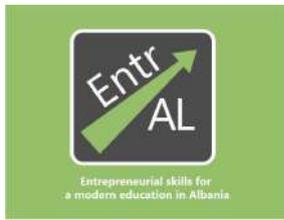


Figure 2 Learning environment and teaching methods, n = 198



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Figure 3 Learning resources and Quality of delivery, n = 198

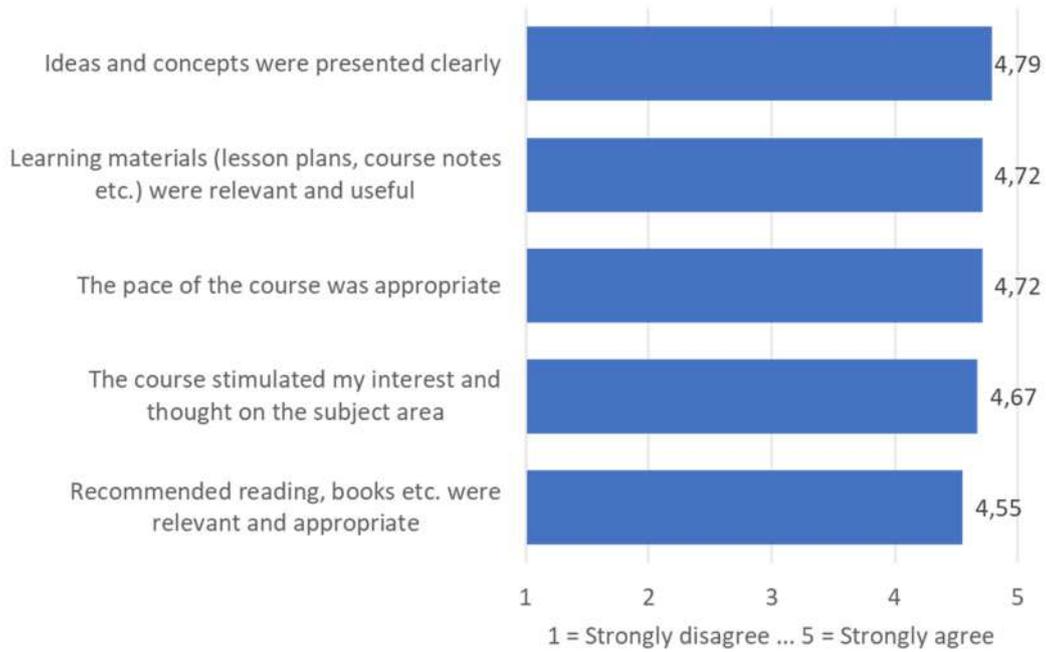
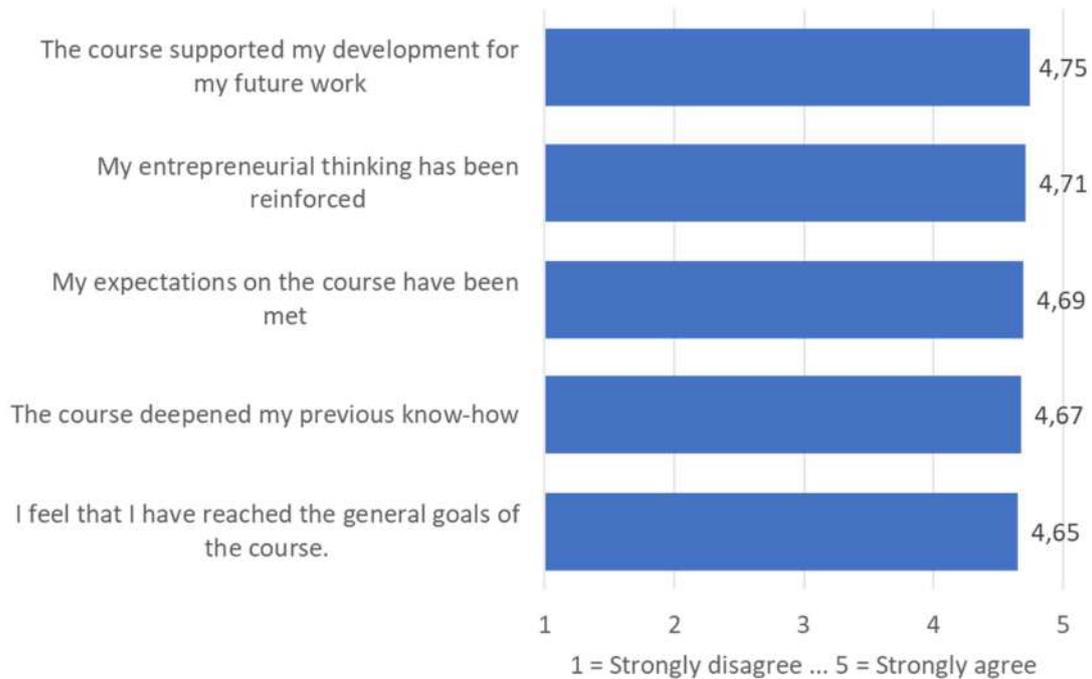
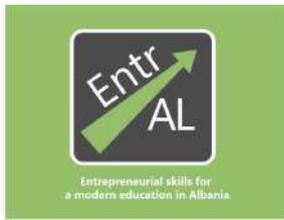


Figure 4 Participant expectations, n = 197



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The course evaluation from the participants indicated a positive reception overall. It was noted that the materials and activities provided were comprehensive, catering well to the diverse interests and subjects taught by the attendees. The activities were deemed straightforward, prompting active engagement from all the educators. Importantly, the teachers successfully integrated entrepreneurial competencies into their respective subjects, aligning them with the educational level and the age of their students.

The motivation among the teachers to engage in these training modules stemmed from recognizing entrepreneurship education as part of broader transversal competencies like teamwork, creativity, and communication. The open-ended survey responses further highlighted individual opinions on various aspects of the course.

Positively, 47% of the participants praised the methodology used, emphasising aspects such as cooperation, inclusiveness, practical application in real situations, and its relevance to everyday life. They appreciated the clear and understandable presentation by the trainers and acknowledged the valuable information acquired, not just as students but also as future educators.

Noteworthy comments highlighted the diversity of participation, innovative approaches to teacher development, and the incorporation of interactive problem-solving methodologies that enhanced the efficiency of the training. Participants also lauded the involvement of successful business figures, particularly female entrepreneurs, as it provided real-life experiences enriching the sessions.

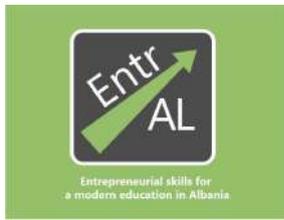
However, areas for improvement were identified by 26% of respondents. Suggestions included considerations for smaller group sizes, better audio equipment, individual work opportunities, increased collaboration between teachers and parents, extended preparation time, and more practical activities demonstrating the application of theoretical knowledge.

Moreover, participants recommended additional auxiliary materials, more involvement of local successful entrepreneurs, continuous and tailored training, expanded motivational support, better facilities and services, and a focus on stimulation and encouragement within the course structure.

The qualitative feedback revealed a strong consensus on conducting training in suitable environments, particularly within school settings that solidify the course's concepts. Participants expressed a desire for more frequent and diverse training sessions, especially those focused on fostering entrepreneurial skills among students.

The culmination of comments expressed gratitude towards the organisers and advocated for the continuation and expansion of such courses due to their positive impact on teaching quality and personal development.

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In essence, the feedback showcased both the strengths and areas for improvement of the course, underlining the importance of tailoring educational modules to meet the evolving needs and expectations of educators seeking to enhance their teaching methods and skills.

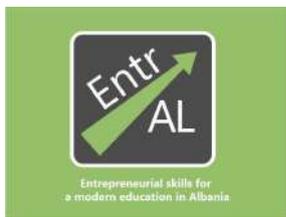
Entrepreneurship for Secondary Education Teachers

This course has been carefully developed to guide teachers in creating activities that promote entrepreneurial education among secondary school students. It evaluates the effectiveness of integrating entrepreneurship education into the secondary education curriculum. The objectives of the module encompass recognizing the significance of entrepreneurship education, identifying key components of entrepreneurship as a competency, establishing specific learning outcomes, comprehending the essence of entrepreneurship, exploring methods to generate, identify, and select business ideas, and acquiring the necessary knowledge and skills to initiate and successfully manage an enterprise or business venture.

The course development closely adhered to the project plan, as detailed later in this report, ensuring a comprehensive and in line with EU standards course development. In the formulation of the curriculum for entrepreneurship in pre-university education in Albania, strict adherence to the Law on Pre-University Education and other directives from the Ministry of Education and Sport was crucial. This thorough approach was instrumental in securing accreditation for the course from the Ministry of Education and Sport.

A total of 453 secondary teachers actively participated in the Entrepreneurship for Secondary Education Teachers course. Among them, 233 participants furnished complete responses to the feedback survey, while three participants provided partial answers. The average age of the respondents was 39 years, comprising 86% females and 14% males. The table below offers a detailed breakdown of participants according to their respective universities and the corresponding response rates. Additionally, the table includes the overall evaluation score from the respondents, which stood at 9.5 for the Entrepreneurship for Secondary Education Teachers Pilot Course.

Concerning the distribution of overall evaluation grades, the responses were concentrated, with 59% of participants rating the course as excellent (10), 32% as very good, 7% evaluating it as good (8), and 1% of respondents providing satisfactory (7), moderate, or adequate (5) evaluations.



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Table 3 Overall evaluation of the Entrepreneurship for Secondary Education Teacher, n = 233

	4.1 Entrepreneurship for Secondary Education Teachers		
	Number of participants	Response rate	Overall evaluation rate
Sports University of Tirana	151	40	9,4
University Aleksander Moisiu Durres	36	19	9,6
University Aleksander Xhuvani Elbasan	35	49	9,4
University Eqrem Cabej Gjirokaster	53	87	9,4
University Fan S. Noli Korça	21	57	9,2
University of Shkodra Luigj Gurakuqi	40	78	9,6
University College Pavaresia Vlore	79	29	9,5
University Ismail Qemali Vlore	38	95	9,7
Total	453	52	9,5

The subsequent figures provide a more detailed evaluation of the course in specific areas: Course content and organisation, Student contribution, Learning environment and teaching methods, Learning resources, and Quality of delivery and participant expectations, respectively.



Figure 5 Course content and organisation & Student contribution, n = 230

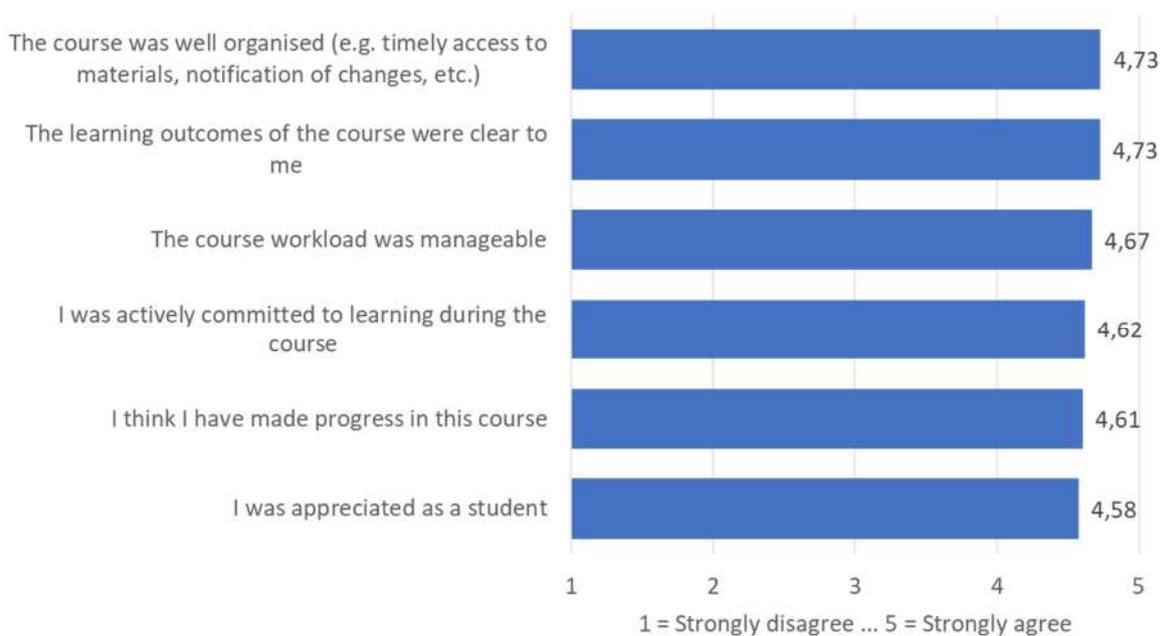


Figure 6 Learning environment and teaching methods, n = 230

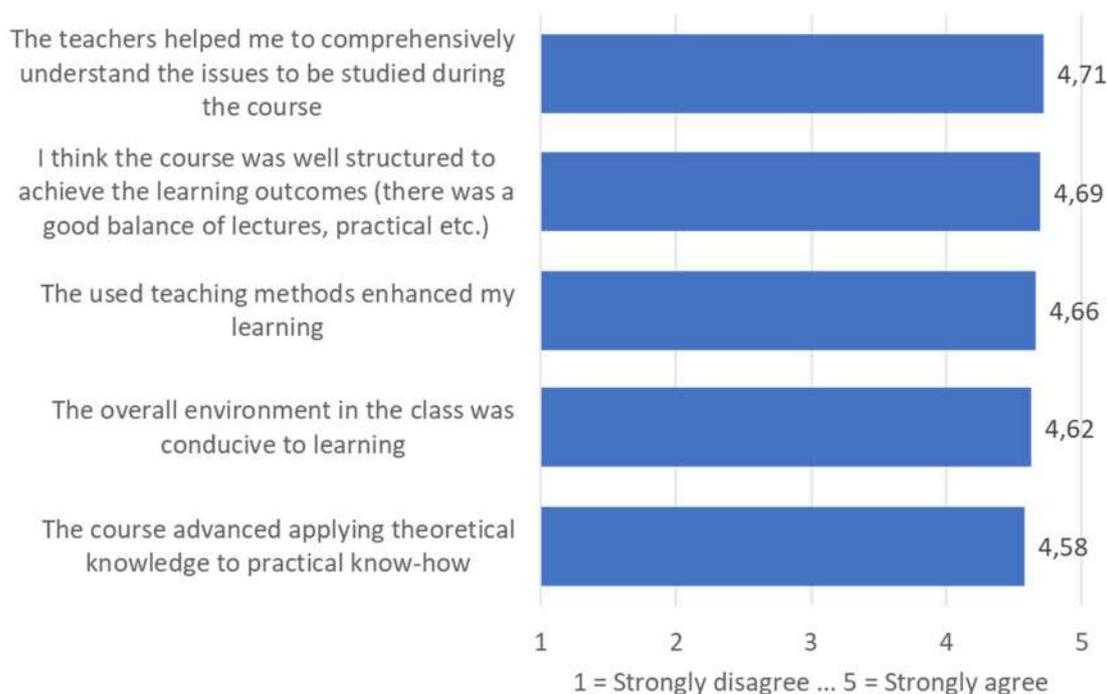


Figure 7 Learning resources and Quality of delivery, n = 230

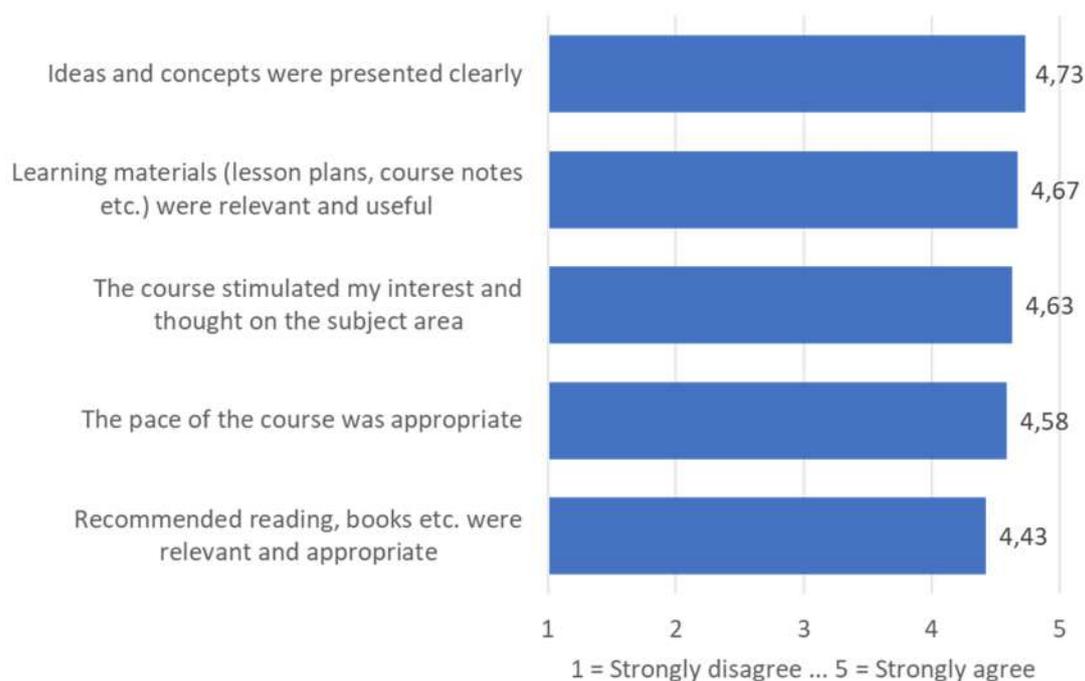
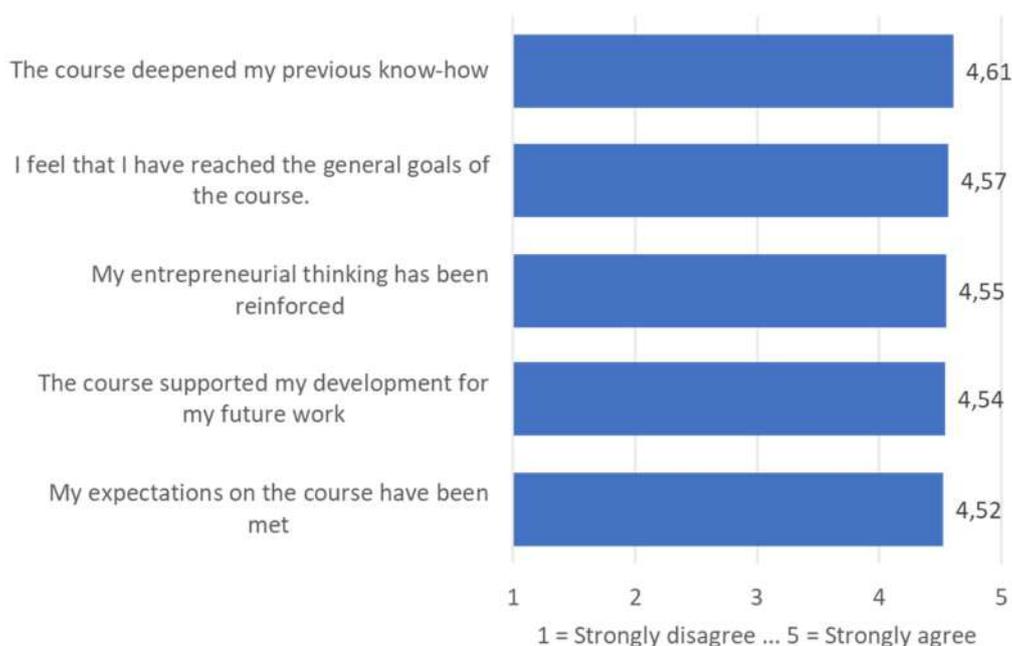
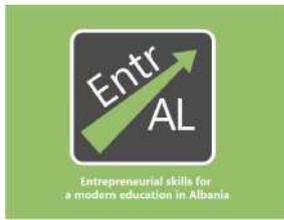


Figure 8 Participant expectations, n = 230





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The course evaluation yielded very positive feedback from participants. Among the 184 responses, constituting 84.5% of the total participants, numerous aspects received commendation.

Participants praised the methodology employed, citing its effectiveness in facilitating comprehensive learning. The clarity in explanations, practical application of theoretical concepts, and the structured nature of course materials were highlighted.

Effective communication, simplicity in conveying complex ideas, and the integration of concepts within group work received appreciation. Participants valued the engaging discussions that allowed them to put theory into practice through interactive sessions and interactions with local businessmen.

The course's well-organised structure, manageable workload, clear instructions, and conducive training environment were emphasised as positive factors. Participants commended the trainers for their communication skills, presentation style, and the pivotal role they played in the course's effectiveness.

In terms of improvements, from the 217 participants, 81.7% provided feedback, and while 54.6% deemed the course flawless, the remaining offered constructive suggestions. Suggestions included reducing participant numbers, integrating more realistic case studies in literature, enhancing auditory experiences using microphones, and improving digital lesson plans. Participants stressed the need for additional practical activities, concrete examples, and considerations for psychological aspects within the curriculum.

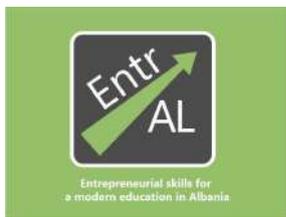
They also emphasised the importance of greater engagement and collaboration between trainers and teachers, along with increased encouragement for participants. Suggestions were made to improve the management of online material access, optimise time duration, and refine participant selection criteria.

Ultimately, the pilot courses aimed at secondary teachers received positive evaluations overall. The majority found the course to be excellent, but the constructive feedback provided valuable insights for potential enhancements, ensuring continuous improvement in future iterations of the program.

Towards an Entrepreneurial Mindset

The primary goal of this course was to equip Albanian university teachers with transferable skills and instil an entrepreneurial mindset within the university setting. This was achieved by promoting entrepreneurial teaching methods, cultivating entrepreneurial behaviour among the teaching staff, and fostering the creation of new ventures. Special attention was directed towards nurturing entrepreneurial spirit among university faculty, extending the impact to their students, and fostering increased collaboration with the local business environment and society.

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The course development closely adhered to the project plan, as detailed later in this report, ensuring a comprehensive and in line with EU standards course development. The course design adhered to the same procedure as the one for elementary and secondary school teachers, despite the fact that approval came from the academic board of each university rather than the Ministry of Education and Sport. The design had to meet the expectations of all participating universities.

A total of 203 university teachers and staff actively participated in the Towards an Entrepreneurial Mindset course. Among them, 129 participants furnished complete responses to the feedback survey, while six participants provided partial answers. The average age of the respondents was 42 years, comprising 80% females and 20% males. The table below offers a detailed breakdown of participants according to their respective universities and the corresponding response rates. Additionally, the table includes the overall evaluation score from the respondents, which stood at 9.3 for the Towards an Entrepreneurial Mindset Pilot Course.

Regarding the distribution of overall evaluation grades, the responses were focused, with 46% of participants rating the course as excellent (10), 41% as very good, 8% evaluating it as good (8), and 4% of respondents providing satisfactory (7), and 1% as moderate (6).

Table 4 Overall evaluation of the Towards an Entrepreneurial Mindset, n = 135

	4.2 Towards an Entrepreneurial Mindset		
	Number of participants	Response rate	Overall evaluation rate
Sports University of Tirana	22	73	9,1
University Aleksander Moisiu Durres	41	66	9,2
University Aleksander Xhuvani Elbasan	39	46	9,3
University Eqrem Cabej Gjirokaster	36	89	9,0
University Fan S. Noli Korça	18	78	9,6
University of Shkodra Luigj Gurakuqi	10	70	9,4
University College Pavaresia Vlore	12	58	9,8
University Ismail Qemali Vlore	25	56	9,4
Total	203	67	9,3

The subsequent figures provide a more detailed evaluation of the course in specific areas: Course content and organisation, Student contribution, Learning environment and teaching methods, Learning resources, and Quality of delivery and participant expectations, respectively.

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Figure 9 Course content and organisation & Student contribution, n = 130

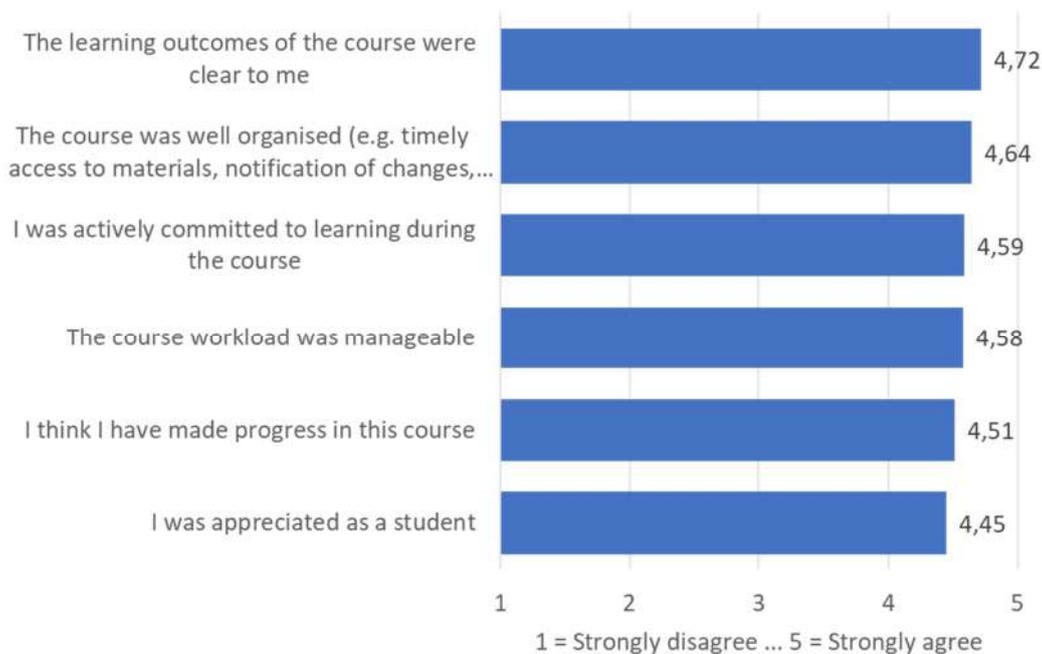


Figure 10 Learning environment and teaching methods, n = 132

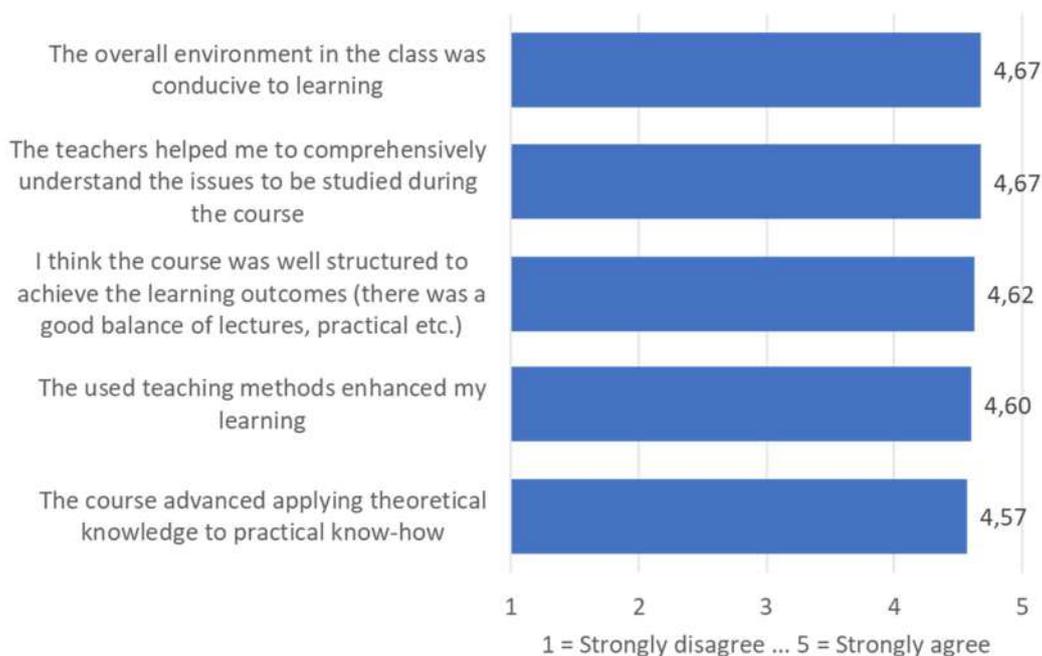
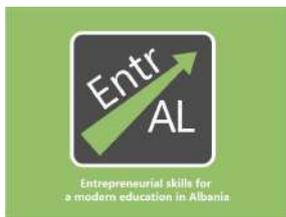


Figure 11 Learning resources and Quality of delivery, n = 132

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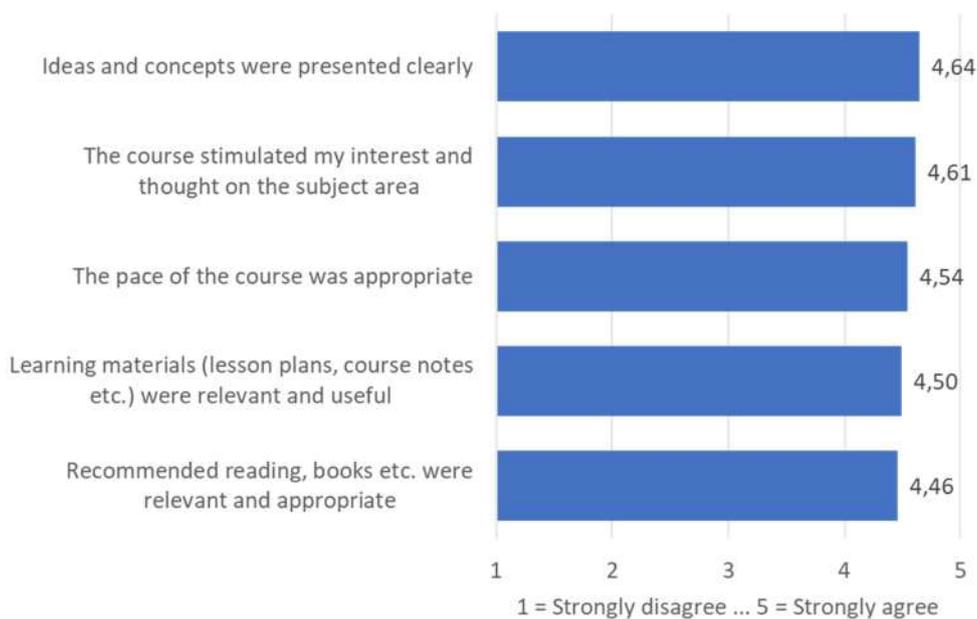
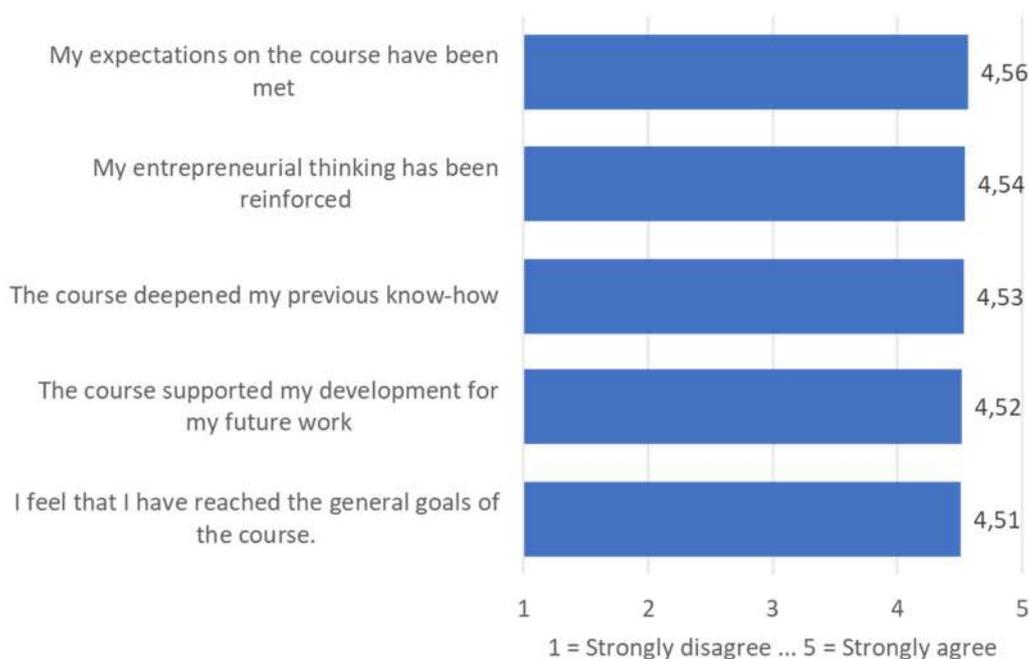
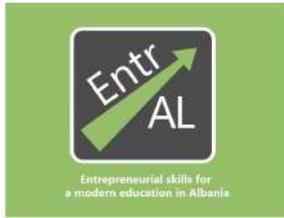


Figure 12 Participant expectations, n = 132



The qualitative evaluation of the course implementation involved collecting feedback from participants after course completion, including insights from university teachers. The assessment of

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courses on entrepreneurial skills education, developed by Albanian partners, received an overall positive rating from university teachers.

Of the 136 respondents, 91 acknowledged several standout aspects in the courses. The trainers' ability to communicate complex ideas in simple, comprehensible language boosted psychology and entrepreneurial spirit. The courses stimulated creative thinking and activities. Lecturers offered a detailed analysis of business ideas, startup strategies, and practical business management, fostering an exchange of innovative ideas among participants. Participants praised the quality of lectures, the comprehensive organisation, and the engaging sessions, which were clear and informative. The methodology, interactive exercises, and practical examples were highly valued. Specific factors like effective trainer communication, expert presence, well-organised courses, useful materials, and emphasis on entrepreneurial thinking were appreciated.

From 137 respondents, approximately 52% shared suggestions for improvement. Some suggested extending the course duration, incorporating more practical case studies, organising materials more effectively, and enhancing participant engagement in independent group work. Additionally, participants highlighted the need for more practical insights from successful businesses and the scarcity of literature in the Albanian language.

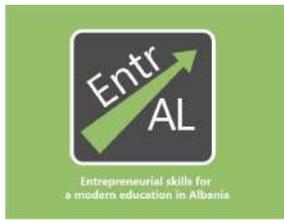
While most participants did not offer additional comments, a few observations stood out. Commendation for the organisers' dedication and participants' seriousness, suggesting more frequent development of similar training sessions. Recommendations to include such projects in study program curricula, enhancing teaching techniques focused on market dynamics and entrepreneurship. Suggestions advocating for the integration of entrepreneurial skills into education programs, considering them essential in today's context. Participants proposed launching various ventures and expanding specific training modules tailored to university qualifications.

In summary, the courses received praise for their effective communication, comprehensive content, and interactive sessions, with suggestions for longer durations, more practical exercises, and better course materials to further enrich the learning experience. There's a notable call for integrating entrepreneurial skills into education curricula and offering more diverse, frequent training opportunities.

Entrepreneurship Camp

The objective of this module is to equip students from various disciplines with fundamental knowledge in entrepreneurship and facilitate the practical application of this knowledge. The course aims to bolster students' confidence in self-analysis of entrepreneurship readiness, understanding the entrepreneur's role in economic development, organisational structures, sources of financing, and budgeting. Additionally, students will develop entrepreneurial projects collaboratively in teams. The course comprehensively covers three key aspects of entrepreneurship: 1) initiating an entrepreneurial

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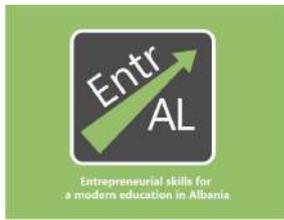


project and generating business ideas, 2) refining business ideas using appropriate business development tools, and 3) bringing business ideas to market and mastering the art of selling them.

The course development closely adhered to the project plan, as detailed later in this report, ensuring a comprehensive and in line with EU standards course development. The course design adhered to the same procedure as the one for elementary and secondary school teachers, despite the fact that approval came from the academic board of each university rather than the Ministry of Education and Sport. The design had to meet the expectations of all participating universities.

A total of 350 university students actively participated in the Entrepreneurship Camp course. Among them, 164 participants provided complete responses to the feedback survey, while five participants submitted partial answers. The average age of the respondents was 23 years, with 77% being females and 23% males. The table below provides a detailed breakdown of participants according to their respective universities and the corresponding response rates. Additionally, the table includes the overall evaluation score from the respondents, which was 9.1 for the Entrepreneurship Camp Pilot Course.

Concerning the distribution of overall evaluation grades, the responses were focused, with 39% of participants rating the course as excellent (10), 42% as very good, 13% evaluating it as good (8), and 5% of respondents providing satisfactory (7), with 1% rating it as adequate (5).



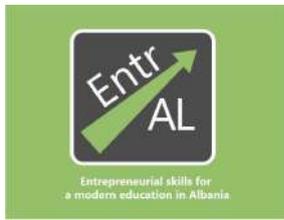
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Table 5 Overall evaluation of the Entrepreneurship Camp, n = 169

	4.3 Entrepreneurship Camp		
	Number of participants	Response rate	Overall evaluation rate
Sports University of Tirana	29	86	9,2
University Aleksander Moisiu Durres	47	51	9,3
University Aleksander Xhuvani Elbasan	38	16	9,2
University Eqrem Cabej Gjirokaster	105	55	9,2
University Fan S. Noli Korça	30	77	8,8
University of Shkodra Luigj Gurakuqi	49	16	8,0
University College Pavaresia Vlore	15	73	9,6
University Ismail Qemali Vlore	37	38	8,9
Total	350	48	9,1

The subsequent figures provide a more detailed evaluation of the course in specific areas: Course content and organisation, Student contribution, Learning environment and teaching methods, Learning resources, and Quality of delivery and participant expectations, respectively.



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Figure 13 Course content and organisation & Student contribution, n = 166

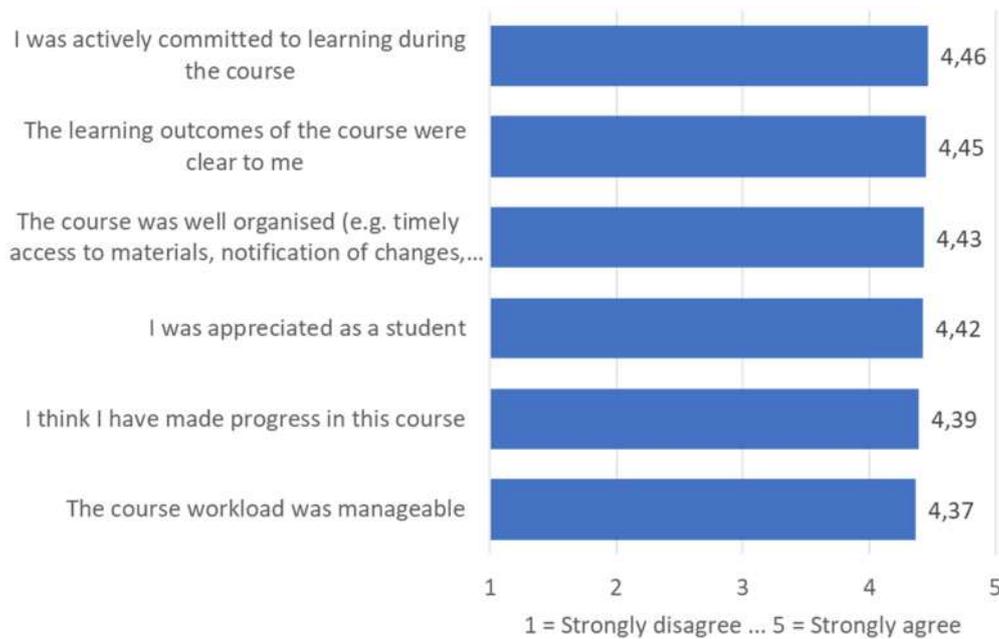


Figure 14 Learning environment and teaching methods, n = 165

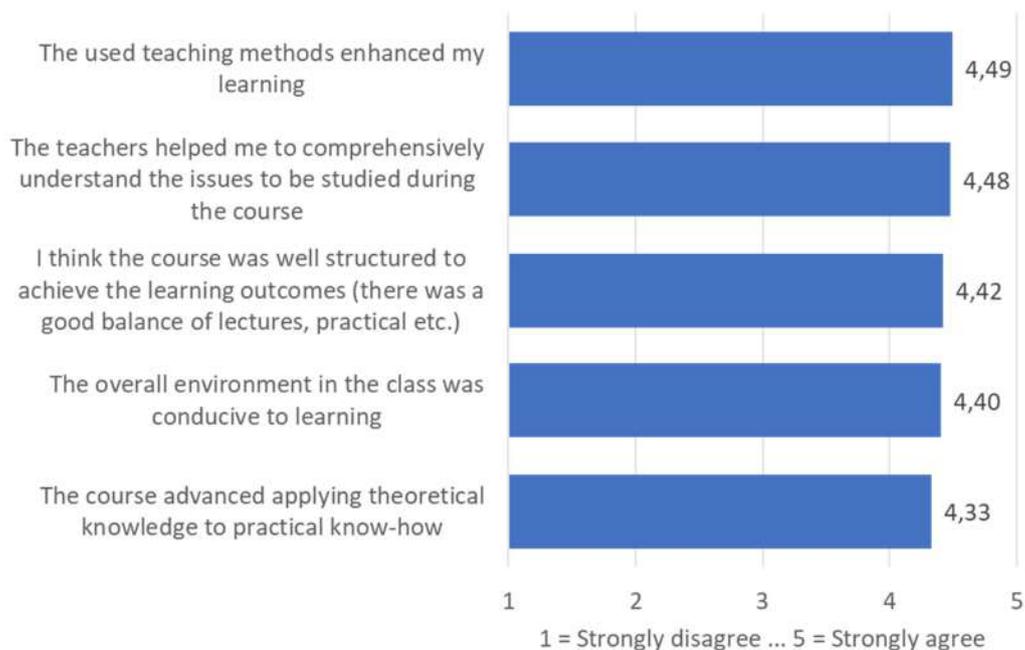


Figure 15 Learning resources and Quality of delivery, n = 166

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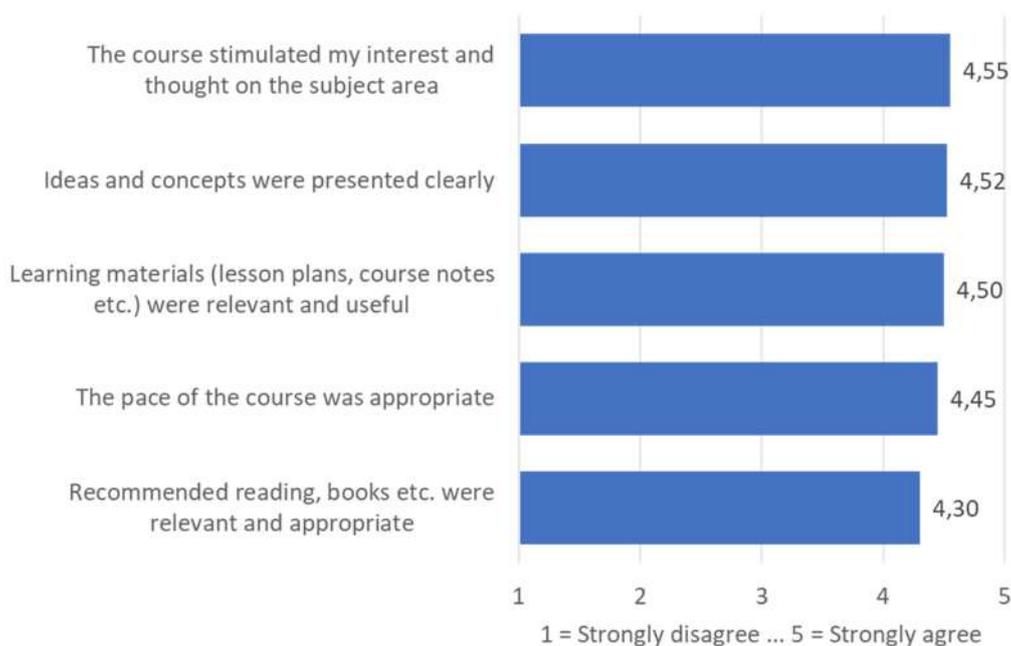
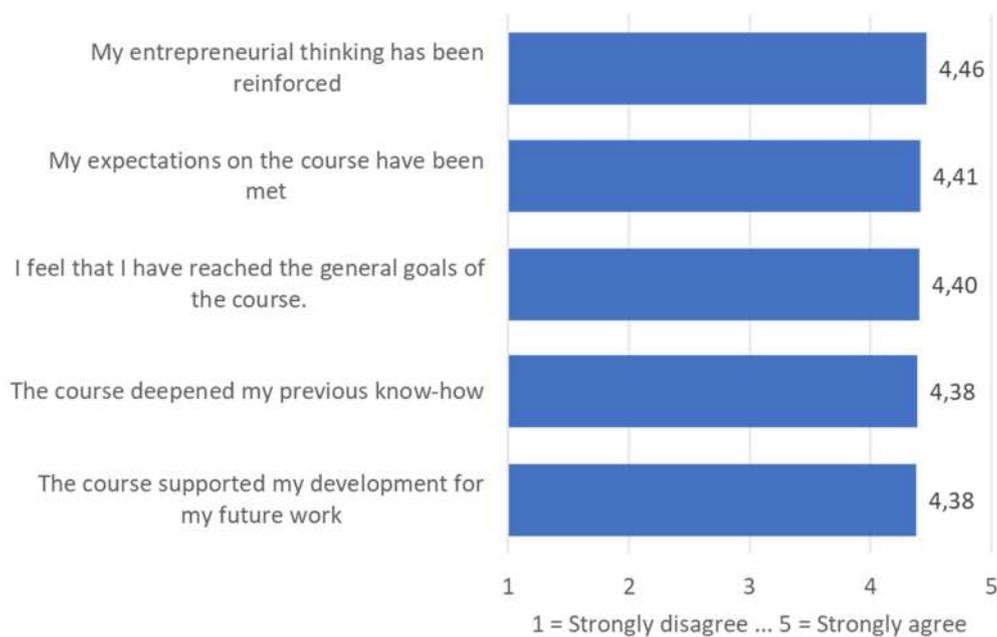
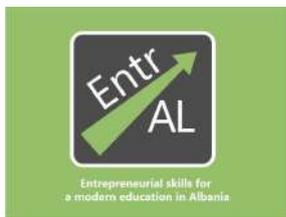


Figure 16 Participant expectations, n = 165



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The course's implementation concluded after a comprehensive blended evaluation across universities. Among 167 student comments, a notable consensus emerged, highlighting positive aspects while also suggesting areas for future improvement.

From the 166 participants engaged in evaluations, several standout elements were widely appreciated. Quality of instruction, clear explanations, and conducive learning environments were highly praised. Emphasis on critical thinking, interactive sessions, and practical application of theoretical knowledge garnered positive responses. Students commended the innovative teaching methodologies, the richness of course materials, and the integration of real-world examples.

While 64% of the 162 participants provided insights for improvement, key suggestions included. Encouraging more active and inclusive participation, utilising additional concrete examples, and emphasising practical learning. Extending course duration for more comprehensive learning, providing deeper subject-related materials post-course, and allowing more time for project development. Addressing the need for enhanced learning methodologies, a more student-centric approach, and offering a broader range of training courses.

Approximately 40% of responders voiced their thoughts on the pilot course, echoing desires for more entrepreneurship education opportunities. Overwhelmingly positive sentiments about the experience, indicating a desire for future courses on entrepreneurship education. Recognition of the training's significance in expanding their knowledge and fostering entrepreneurial skills for the future. Calls for continued development and diversification of such training courses to cater to varied interests and skill development needs.

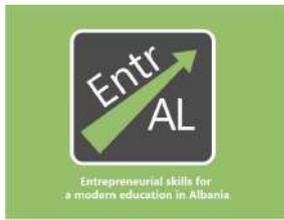
In conclusion, while students appreciated the course's strengths, their valuable suggestions for improvement and the resounding interest in future courses underline the positive impact and eagerness to further delve into entrepreneurship education.

3.2. Quality of Management

Project Meetings

University of Turku as the project coordinator set up an Internet based content management system: Google Drive as the platform for sharing and storing project related documentation, and all partners had unlimited access to all project documents (material, meeting minutes etc.). In addition, a project mailing list was set up for internal communication using Google Groups to send out coordination / WP instructions and general comments on the project progress. University of Turku was also responsible for the main communication and has been in direct contact with WP leaders if needed. Zoom meetings and face-to-face meetings were organised regularly and simultaneously with project activities. The

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Zoom meetings lasted maximum an hour and were held monthly, when the project activities were ongoing, and they dealt with the running of the issues. Face-to-face meetings of representatives of all project partners were called Partner Committee meetings and they were held biannually in conjunction with the project activities. Issues that were raised in these meetings were: schedule, content and responsibilities of activities and quality discussions.

The participants' feedback on the achievement of the project meetings' main objectives was remarkably positive. Every specific area earned a minimum score of 4.9, demonstrating a robust performance in all aspects. Moreover, the smooth organisation of these meetings stood out, receiving ratings between 4.9 and 5 across different areas. Overall, the comprehensive evaluation of the project meetings resulted in an impressive collective rating of 4.93.

Procedures within the Work Packages

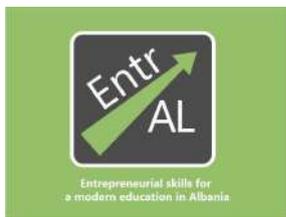
Consistent *financial reporting* kept the coordinator fully informed about the partners' expenditures and financial status. This, in turn, empowered the coordinator to offer valuable advice to the partners regarding project activities. Although a few partners experienced delays in their reporting due to various situations, it didn't hinder the project's implementation. Overall, partners adhered to the financier's guidelines, ensuring accurate reporting.

Despite the initial plan for each Albanian university to handle *equipment purchases* individually as outlined in the project proposal, the consortium opted for a collective purchase to secure the best deal. While this decision initially raised concerns within the coordinator's organisation, swift resolution ensued. Albanian universities submitted their business plans detailing equipment needs and usage for project activities by May 2021. Subsequently, the co-coordinator initiated the procurement process, receiving three timely computing offers. Collaborating with the co-coordinator and the work package leader of WP3, University of Leon P3, the coordinator evaluated the offers and chose the most cost-effective option in November 2021. Unfortunately, international value chain issues led to some delays in equipment delivery. Nevertheless, the equipment reached the partners in time by the end of February 2022 for the successful implementation of the pilot courses.

The *Entrepreneurial courses' development* aligned seamlessly with the project plan. The completed need analysis was published on the project's webpage, providing a comprehensive foundation. The significance of training in modern Entrepreneurship Education and teaching methods became evident, equipping Albanian university staff with invaluable insights and tools. The training events, evaluated in chapter 3.1.1, culminated in the May 2022 event at the University of Leon, sparking the initiation of the entrepreneurship course tailored to the Albanian context.

A template for course description, guiding student-centric planning, was presented during this event. In September 2022, the first drafts of the Entrepreneurship course were introduced and discussed at the University of Vlora. Feedback from Albanian partners highlighted the need for two distinct courses for school teachers, acknowledging the varying maturity levels of children at different stages. Two

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courses were developed, one for elementary education teachers and one for secondary education teachers. This decision deviated from the initial project plan.

Iterative development ensued, incorporating discussions, feedback, and improvement suggestions from European partners. Completed course descriptions and plans were deliberated at the University of Gjirokastra in February 2023, marking readiness for the initial pilot phase. By June 2023, the inaugural pilots were executed, generating valuable feedback. Results were thoroughly discussed and evaluated, and the teaching staff of the first pilot conducted workshops for subsequent pilots, sharing insights and guidance. Chapter 3.1.2 details the outcomes and feedback from the pilot phase.

The project's *dissemination* plan was initially introduced in the beginning of the project and underwent effective monitoring by the Partner Committee. Initially, monitoring occurred approximately every six months. However, in the final year of the project, dissemination activities took precedence on the agendas of both the Partner Committee and online working meetings. This shift was due to the heightened relevance of disseminating the project results. Notably, the dissemination activities successfully achieved the goals set for them.

4. Impact of Project

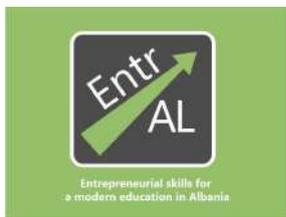
This part of the report was written by Alkiviadis Poulis, independent evaluator hired to evaluate the impact of the EntrAL project.

4.1. Overview of the project

The project EntrAL was aiming at supporting the employability of young graduates through entrepreneurship education, by organising entrepreneurial courses at different educational levels (*pre-university and university levels*) and to a large audience (*pre-university teachers and university teachers and students*). Thus, the project does not only aim at supporting the entrepreneurial mindset of highly educated students, but also of the pre-university teachers of primary and secondary education in Albanian regions, who will encourage the next generation of Albanian youth to think outside of the box and gain skills to follow-up the global trend of bringing their innovative ideas to the market regardless the entrepreneurial risk.

The project was implemented by a consortium of three EU Universities (University of Turku, Finland as Coordinator, University of Leon, Spain and Technological University Dublin, Ireland) and eight Albanian Higher Education Provider/Universities (under the local coordination of the University of Vlora) with the support of the Ministry of Education Sports and Youth of Albania (MESY) as a strategic capitalization partner.

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Each partner has a well-defined specific role to the project both in terms of actions planned and national/regional focus from the proposal phase. The project is a continuation and capitalization of two successfully implemented EU funded project (U3M-AL and TEAVET) with participation of the MESY and the network of Albanian Universities/HEI. MESY, under the TEAVET project, implemented a platform to reorganize the accreditation of the Lifelong learning (LLL) in Albania together with processes to ensure the quality of the offered training courses and practices. During the EntrAL project, the Albanian partners of the consortium capitalized previous experience and extend the existing teaching capacities and infrastructure with focus on entrepreneurship education for the target groups.

4.1.1. Overall objectives of the project

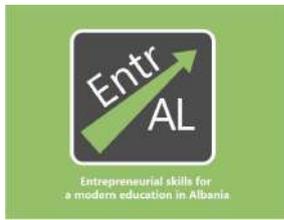
The most important objective of the project was to raise awareness towards entrepreneurship to the following, well described target beneficiaries: *pre-university teachers, university teachers and students*. The planned methodology was focusing to the introduction of *innovative teaching methodologies in the Albanian HEI* relevant to entrepreneurship education, thus impacting their student's capacity, skills and knowledge of ideating, planning, and finally, starting and managing a successful business venture (startup, SMEs).

EntrAL project actions focus to increase the entrepreneurial awareness in Albanian Education Institutions (HEIs and schools), to support graduate's skills matching the requirements of the global business environment and the modern society. The project aims at bringing an entrepreneurial mindset to the university and school levels encouraging entrepreneurial teaching methods, to nurture entrepreneurial behaviour from the students and to support the creation of new ventures. This, in the long run, will impact the structure of the Albanian economy, by fostering new and innovative businesses, together with the forthcoming financial support actions through the roadmap of Albania toward the EU accession.

The process of capacity building for HEI was supported by the three EU HEI with strong experience on teacher training in Lifelong learning and entrepreneurship education. The experts and researcher from the EU partners have a full range of capacities and skills for covering all the topics of the training course to their Albanian counterparts. From the other hand, Albanian education providers have the capacities, processes and are aware on applying the EU standards for higher education institutions, in order to transfer the innovative teaching approaches to the final beneficiaries of the project and ensure the sustainability of the LLL and entrepreneurial education in their curricula and institutional practices. The project was actively supported by the Ministry of Education, Sports and Youth of Albania (MESY)

The overall project is summarized in the following seven core objectives, as described in the proposal and the detailed implementation plan:

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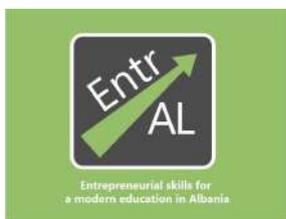
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1. Implementing entrepreneurship education to the existing U3M-AL and TEAVET centres teacher qualification process lifelong and Third Mission according to the needs of the teachers
2. Utilising the established specialized centers of teacher training in accordance with the needs of MESY to increase entrepreneurial mind-set at national level through accredited teacher training in entrepreneurship
3. Increasing the entrepreneurial mind-set at institutional level through teacher training and entrepreneurship camp
4. Establishing new expertise and standard of teacher training in entrepreneurship in Albanian universities and schools through organizing seminars in Albanian universities and training visits to European universities
5. Developing a training course to teachers and a camp to students using scientific methodologies, pedagogical issues, ethics and ICT use in learning
6. Applying for credits in one training course with 2 credits and discover the equipment to support the training and course process
7. Developing digital structures (tablets, maintenance of existing equipment, camera, etc.) in Albanian universities that support entrepreneurial activities for teacher qualification and their lifelong learning and students' abilities

4.1.2. Expected impact of the project

From the proposal phase, EntrAl consortium defined clearly the expected impact both in short- and long-term, its focus on target groups/beneficiaries, with quantitative and qualitative indicators as summarised in the following tables.



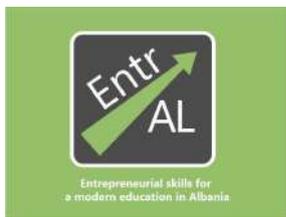
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Overview of the short-term impact indicators during the EU funding period

Short term impact	Target groups/potential beneficiaries	Quantitative indicators (in numbers)	Qualitative indicators
Improving teaching and learning competences aligned with the EU and MESY strategy	Target groups: teachers and teachers' educators Potential beneficiaries: teachers and students	Number of participants at each organised activity (teacher training)	Feedback after activity implementation from teachers educators, teachers and students in pilot phase
Upgrading the LLL and U3M-AL centres in the universities	Target groups: teachers and teachers educators, HEIs Potential beneficiaries: teachers and students	Number of centres upgraded Number of activities offered by the centres Number of participants in the activities	Feedback from users of the centres monitored by the institution and the existing Network of entrepreneurship Education
Raising awareness towards entrepreneurship	Target groups: teachers, students, HEIs and schools Potential beneficiaries: teachers and students, business	Number of teachers taking part in the trainings, number of teachers taking part in the pilot course, number of students taking part in the pilot course	Feedback from participants in the trainings and pilot courses
Quality of teaching has improved at the partner universities	teachers, students	Number of students participating in the entrepreneurship course increases	Course feedback by students and teachers
New collaborations with the business	business, HEIs	Number of new collaborations	Assessment of the quality of the new collaboration by HEIs and business

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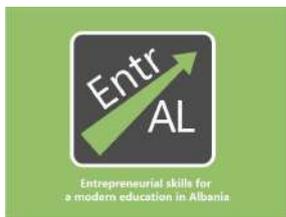
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Overview of the long-term impacts after the EU Funding period

Long term impact	Target groups/potential beneficiaries	Quantitative indicators (in numbers)	Qualitative indicators
Improving teaching and learning competences of teachers aligned with the EU and MESY strategy.	Target groups: teachers and academic staff Potential beneficiaries: teachers and students	Number of programmes with implementation of innovative teaching and learning methods	Feedback from teachers after implementation of new methodologies in their teaching
Formal process for accreditation and follow up of teacher training programmes, with the recognition of MESY	Target groups: universities Potential beneficiaries: teachers	Number of accredited courses Number of courses improved by mean of the follow up process	Type of Improvements in the accreditation and follow up process
Increasing the employability and entrepreneurial mind-set within university students	University students	INSTAT Albanian Institute of Statistics: unemployment rate of graduates	Survey of awareness and intention towards entrepreneurship of the students and graduates
Collaboration with the business increase the relevancy of education to the society	HEIs, business, society	Number of companies/company staff/business institutions involved in education	Skills of the students and graduates match better the needs of business
Number of new entrepreneurs driven companies increases	students, graduates, academic staff, business, society	Number of new entrepreneur driven companies	Positive atmosphere towards entrepreneurs and new business creation

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4.2. Impact assessment methodology

Impact evaluation methodology of the project was planned initially internally by the consortium. As part of the evaluation survey report, each activity leader presents an impact analysis of the activity in the biannual Project Committee meetings and summarized in the final Quality Assurance Report. The needs analysis and the expertise and judgement of the project staff are utilized to assess the impact and provide corrective recommendations to ensure the achievement of the qualified and quantified results of the project per activity and per target group.

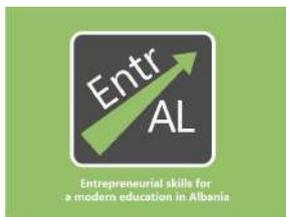
The external expert, Mr Alkis Poulis, Senior International innovation Consultant, was contracted to prepare an Impact Report on the implemented activities of the project Entral. The report evaluates the above impact (achievements and risks of the project) in Albanian Universities from the point of view of an external evaluator and international expert. The report is based mainly on the documents of the project, including the briefing session with the scientific and local coordinators of the project, access and evaluation of the surveys and interviews from the project members and project participants during training and related core project deliverables.

Each action directly affecting the short term and long-term impact was evaluated in terms of relevance (as per initial objectives of the project), efficiency (time and resources to achieve the objectives), effectiveness (measurement of success rate) and impact to direct and indirect target groups.

Impact assessment methodology included desk research and analysis of the core project documents (project proposal and its objectives), deliverables, surveys and reports with focus on the following project results directly affecting the overall impact of the project at national and regional levels:

<i>Project results/deliverables</i>	<i>Impact analysis focus/target groups</i>
Needs analysis report	Albanian Higher Education institutions, academic staff, enrolled and alumni students, business, regional organization and Ministry of Education, Sports and Youth. The report also was used to have a detailed overview of the existing situation in Albanian HEI, and acts as reference to measure the impact of the project actions to their existing capacities prior to the project implementation
Training workshops	Academic staff of participating universities / Capacity building from EU partners
Innovation Camp	Academic staff of participating universities / capacity building

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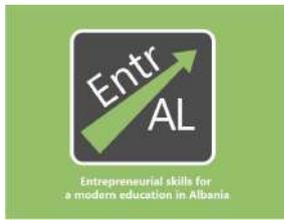


Teaching material, syllabus ILOs of entrepreneurial courses	Academic staff of partner universities, university teachers, pre-university teachers / Capacity building
Networking Actions like the MoU forming the Albanian Entrepreneurial Network among the partner Universities	Academic staff of partner universities, university students, pre-university teachers, HEI leadership, business and their national or local organisations / long term sustainability and dissemination of the results
Pilot courses in entrepreneurship to university teacher	University teachers as intermediaries both for their colleagues and their students / capacity building and sustainability of the project outputs
Pilot courses in entrepreneurship to pre-university teachers	School teachers as intermediaries both for their colleagues and students / capacity building and sustainability of the project outputs
Pilots courses to entrepreneurship to students	University students as potential entrepreneurs and future promoters of the experience to their colleagues, potential entrepreneurs and business community / capacity building, networking and
Handbook on entrepreneurial teaching pedagogy and methods	Academic staff of participating universities and universities outside the consortium / capacity building and dissemination/exploitation of the project outputs
National and regional dissemination actions	Academic staff of the participating universities and universities outside the consortium, students, high school teachers, entrepreneurs, local business community / networking and sustainability
International conference	Academic staff of the participating universities and universities outside the consortium, educational research community, experts from the Ministry, experts from professional organizations and business associations, startups/entrepreneurs

The impact analysis focused on extracting quantitative and qualitative measurements related to awareness towards entrepreneurship for each target group, introduction of innovative teaching methodologies, skills and knowledge adopted to the real needs, adoption of best EU practices and level of networking/cooperation with business/SME and startup community.

Each of the above core outcomes of the project has been evaluated, based on the project deliverables available to the external expert, in terms of sustainability strategy planned within the timeframe of the project, e.g. availability of the courses through existing LLL systems, utilization of the equipment of the Entrepreneurial teaching centres, accreditation of the courses in Universities through Open

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Badges, and overall actions taken in order to sustain and expand the entrepreneurial mindset of the involved pre-university teachers, academic staff and students, etc.

The Project Coordinator provided access to the full project documentation, deliverables, surveys (raw data, presentations, MoM, qualitative analysis, quantitative analysis), related meeting material, internal quality assurance report and timeframe of the project.

Quality assurance methodology applied by the Coordinating Partner utilises tools and mechanisms both horizontal at the management level and vertical at the task/deliverables level. The consortium extensively used as well online feedback surveys design and analysis tools utilizing the Webropol Survey & Reporting Tool, thus collecting successfully and near real time the feedback from the beneficiaries and participants.

4.3. Impact analysis per deliverable

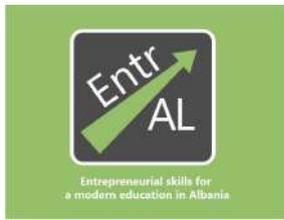
4.3.1. Needs analysis report

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 at national and regional level were measured to define the current status and capacities. The overall methodology used relied on literature review about entrepreneurship and University legal framework in Albania. The most important part of the deliverable was the involvement of the target beneficiaries from the initial phase of the project. The task included the design, delivery and analysis of three questionnaire template for the target groups, respectively: preuniversity teachers and academic staff, students and business representatives. The survey was conducted with three different stakeholder groups during March and April 2021.

All consortium members achieved a wide participation and 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.

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The needs Analysis report achieved its main target to raise awareness of the potential beneficiaries for the project, to provide a structured and detailed overview of the current perception of the entrepreneurship education, skills, barriers and needs at national and regional level.

Participation and active involvement in surveys from academic staff, teachers and students can be considered more than satisfactory, depicting the real need for provision of innovative entrepreneurship courses from Albanian HEI utilizing new technologies, LLL platforms and updating of their curricula.

From the business point of view the analysis depicted that the Albanian Education System is still missing specific strategies, networking policies and actions to stimulate the close cooperation with business community. Participation of businesses in the survey is satisfactory taking into account the current level of cooperation with universities.

Nevertheless, the report is missing responses and thorough analysis of the most active youth and startup entrepreneurship community in Albania stimulated and supported from the EU4Innovation – Albanian Startup and Entrepreneurship Programme. The specific action is following the best EU practices for supporting the creation of new and innovative business ventures together with capacity building training toolkits like lean startup, branding, marketing, IPR protection, pitching, fundraising, etc. Involvement of the most active Albanian Entrepreneurship community and the EU supporting measures is a recommendation for the future, thus not affecting currently the more than satisfactory impact of the first phase of the project.

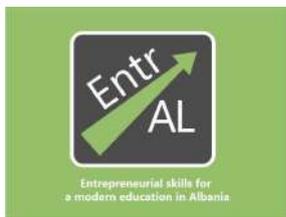
The results of the Needs Analysis, Best Practices and Policies have been presented and further discussed by the consortium during the Kick-off seminar: "Towards an entrepreneurial mind-set", (Shkodra, 20-21 April 2021) with the active participation of representatives from national and regional stakeholders).

An important section of this meeting was the overview of current actions of EU HEI partners from Finland, Ireland and Spain providing a concrete paradigm for Albanian partners and stakeholders on how to adopt and transform their own strategies, internal structures and draft actions for capacity building, mentoring, coaching and entrepreneurship support for the students in cooperation with international, national and regional stakeholders.

4.3.2 Impact of capacity building actions for Academic staff of the Albanian partners by the EU partners

The Project implemented successfully the three planned capacity building and preparation actions for academic staff of the participating Albanian Universities, namely the Innovation Camp, the Teachers Training Workshop and the Curricula Design Workshop together with the accompanying dissemination and publicity actions.

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Innovation Camp

The EntrAL Innovation Camp, held in Turku from November 9-11, 2021, was one of the capacity building actions organized by the EU partners of the consortium served as a transformative experience for faculty members from Albanian partner universities. The primary goal was to equip these educators with essential skills, enabling them to orchestrate similar initiatives within their institutions. This 36-hour innovation journey guided by lectures and mentorship from experienced staff of the EU partner Universities with high quality material adopted to the needs of the Albanian Academic staff, including also actions for capacity building and best practices for institutional reorganization in order to support the entrepreneurship spirit with a HEI. Participants were encouraged to push their boundaries, resulting in the emergence of inventive solutions grounded in real-world start-up scenarios.

The objectives of the Innovation Camp, regarding the impact on the academic staff capacities and interinstitutional knowledge exchange, were successfully fulfilled both in relevance to the project plan, quality of the material provided, efficiency/timing and effectiveness. The participants' overall evaluation of the Innovation Camp stands at an impressive 4.96 out of 5.

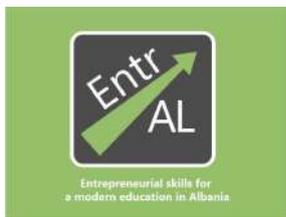
Teacher training workshop

The teacher training workshop on entrepreneurship was hosted at Technological University Dublin (Dublin, Ireland) from March 30th-31st 2022, with participation of 62 members from all partner institutions. The training aimed at teaching staff of the Albanian universities in order understand key concepts of entrepreneurial learning and teaching methods and to recognise the cultural change needed to develop an entrepreneurial education system.

As a result of this training workshop, 53 Albanian participants were trained in entrepreneurial education, including teaching techniques and pedagogical methodology with high quality material, presentations and interactive sessions. One of the most important aspects, impacting the institutional capacities of the Albanian partners was the focus towards the need for cultural change in developing entrepreneurial education for the pre-university and university systems. Participation of the Albanian MESY, as strategic project stakeholder in the meeting, was also an important factor in terms of drafting detailed requirements based on presented best practices as national strategies and innovative methodologies in the long run.

The high-quality content of the teacher Training Workshop was used as an initial draft to design the entrepreneurship courses for both pre-university and university teachers and university students, thus fulfilling the initial requirement. The impact objectives set for the Training Workshop were fulfilled both in qualitative and quantitative terms. The participants' comprehensive evaluation of the workshop reached an impressive level of 4.70 out of 5.

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Curricula Designing Workshop

The Designing Workshop was held at University of León (León, Spain) from May 25-26, 2022 with participation of 58 members from project partners. The primary goal was to present and discuss the course content on entrepreneurship targeted to pre-university teachers, university teachers, and university students, that were previously designed by Albanian partners with the support of University of León.

The discussion and evaluation process included all modules planned in the project for pre-university teachers (compliant with ASCAP criteria for accreditation), university students and teachers.

The Workshop achieved its initial target to act as a monitoring and support action where Albanian partners got support to improve the course content on entrepreneurship and recommendations for implementation by involving an extended organization network involving also other Albanian universities, European partners and the Ministry of Education, Sports and Youth. The participants' comprehensive evaluation of the workshop reached an impressive level of 4.74 out of 5.

4.3.3 Capacity building Actions in Albania

Following the successful implementation of the first three core capacity building and knowledge sharing actions from the EU partners of the consortium, the Albanian Universities organized a series of local meetings and workshops in order to design, share and update the knowledge of the EntrAL project within Albanian HEI institutions, planning the pilot actions and finally evaluating their impact in both short and long terms, with the support of the MESY and EU partners.

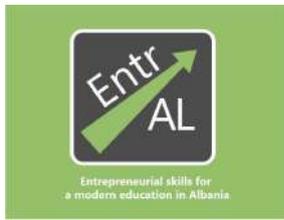
Workshop on implementing the pilot courses

The dedicated meeting on pilot course implementation strategy and planning was held in University of Vlora (Vlora, Albania) from September 6-7, 2022, with participation of 60 members of the partner institutions. The workshop focusses on the showcase, final review, and implementation details of the pilot courses in three Albanian Universities.

With the support of the EU partners and MESY, the final target was to refine pilot course content for all beneficiaries' groups: pre-university teachers, university teachers, and students. The consortium successfully approved the curricula and material of the modules for pre-university teachers, (Primary and Secondary Education), university students and academia, which incorporated changes and updates suggested during the previous consultation in Leon.

The capacity building actions fulfilled its initial quantitative and qualitative targets. A more active participation in decision making of the final beneficiaries must be considered, as a suggestion, for future actions, especially representatives from local high school teachers, university students and

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successful entrepreneurs. The participants' overall evaluation of the Implementing Workshop stands at an impressive 4.80 out of 5.

Equipment of the Entrepreneurship Training Centres

All Albanian HEIs have upgraded their U3M-AL Entrepreneurship Centres according to the initial plan, as preparatory action before initiating the pilot programs (December 2022 - January 2023). Thus, the project achieved an important milestone and impact to upgrade the existing infrastructure for providing new courses utilizing the latest technological innovations.

Pilot Modules, and Impact Discussion Workshop

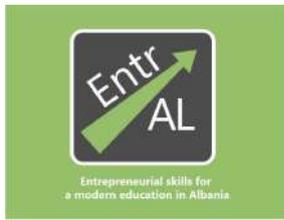
The subsequent meeting in University of Gjirokastra (Gjirokaster, Albania) on February 28th to - March 1st, 2023, served as a review of the implementation of pilot courses for pre-university teachers, university teachers, and students by three Albanian Universities: UV, EÇUG, and UAMD. The meeting was a critical milestone for the project, facilitating the collection, documentation, and analysis of feedback and experiences from participants and course instructors during the pilots. The feedback received in terms of impact to the final beneficiaries' capacities and quality of the teaching material was positive, fulfilling the impact requirements of the project. In terms of capacity building for academic staff participating in the workshop was evaluated at 4.81 out of 5.

Implementation of Entrepreneurship Pilot Modules Workshop

The subsequent workshop held on June 6th and 7th, 2023 in Durrës, Albania, encompassed an extensive review of pilot courses tailored for pre-university teachers, university instructors, and students across all Albanian partner universities. The collective experiences shared by participants and course trainers underwent thorough discussions aimed at ensuring sustained quality and consistent implementation of these courses in the future. The presentations and discussions during the meeting, under the support of EU partners and MESY, assessed positively the impact and long-term sustainability of EntrAL courses within the structures of the Lifelong Learning (LLL) and U3M-AL Centers.

The feedback collected from the participants in terms of quality of the teaching methodology and its impact in capacity building, was very positive achieved a score of 4.8 or 4.9. The workshop itself was also positively assessed at the rate of 4.98 out of 5.

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Entrepreneurial skills for a modern education in Albania, Final conference

The final International Conference of the project, November 21-22, 2023 (Tirana, Albania), entitled “Entrepreneurial skills for a modern education in Albania” was organized by the Sports University of Tirana with main target to present the project outcomes and the entrepreneurial education paths which have emerged during the project lifetime, with participation of Albanian stakeholders, decision makers, including business representatives, entrepreneurs and local organisations, in addition to universities. The EntrAI consortium presented the results of the project, the perception of the final beneficiaries in all phases and the actions to be taken to ensure sustainability of the entrepreneurial education processes started and evaluated within the timeframe of the project.

Future sustainability measures and actions were presented in the conference with participation of 55 representatives of all partners and invited Albanian Stakeholders. The interactive discussion with stakeholders in separate sections shows the potential impact of EntrAI methodological approach and courses to personal skills (managerial, communication, self-confidence, responsibility) and professional development (drafting a viable business plan, setup a business idea using lean methodology, draft marketing actions, explore the business opportunities) of students and potential startup entrepreneurs. Regarding teachers at all levels of the Albanian educational system, the introduction of new methodologies, tools, and curricula, will impact their capacities to inspire students at all levels to be involved actively in entrepreneurial activities.

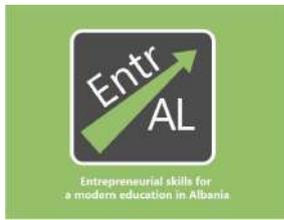
4.3.4 Pilot Courses Curricula, beneficiaries’ evaluation and Impact Assessment

The pilot courses, as one of the most important deliverables of the project, underwent excessive and careful internal quality monitoring, every step and activity was accompanied with thorough evaluation encompassing content, structure and methodologies. In the initial phase, four courses were conducted by Albanian universities, and the outcomes of these courses were systematically analysed to enhance their developmental trajectory.

Following an internal process of evaluation and adaptation by the leading EU partners of the project, the courses has been widely replicated by all participating Albanian Universities/HEIs and similar quality assessments were conducted across all pilot courses at every university, providing a valuable framework for advancing their quality assurance initiatives.

The process itself ensured that the quality of the teaching material, teaching processes and capacities of both trainers and trainees has been significantly improved, fulfilling successfully one of the most important impact measures of the project from the qualitative point of view. Thorough evaluation using well structures surveys and online exams validation within the pilot application phase, provided as well significant feedback to the consortium on further corrective actions. The total number of 1,345 participants actively engaged in the pilot courses, is as well a quantitative measure that fulfils the

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initial target of the EntrAI project, and this has been achieved by an extensive and well-organized dissemination strategy from all participating partners and their academic staff.

Qualitative impact: the pilot courses included an online questionnaire designed to directly evaluate the quality of the methodology, the teaching method, the quality of the teaching process with active participation of the participants. The overall score of the core aspects of the training course was near to excellent, showing that the collaborative work of the EntrAI consortium produced high quality end products with a potential to become the core of the future entrepreneurship education in Albania.

Methodological Approach and material of the pilot courses

As mentioned in the previous chapter the teaching curricula and material was designed during the lifetime of the project following the best EU and international practices for entrepreneurial skills education and the experience of the three EU HEI institutions participating in the project. The material provided are of high quality and the teaching methodology has been adopted to “Lean startup training” trend being interactive (warming up session, one-page lean matrices, interactive and participatory with group creation, open brainstorming techniques, analytical questions per session, invited guest participation, teaching aids, etc).

The syllabus was designed and adopted to the needs and capacities of the different target groups: academic teachers, primary and secondary education teachers, students and alumni with the support of the EU experts of the Universities of Leon, Turku and Dublin.

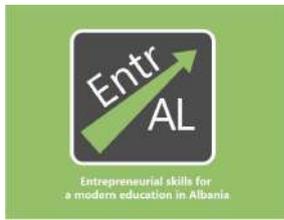
Pilot courses participation and assessment

During the pilot phase, three Albanian universities developed 4 (four) detailed training programs about entrepreneurship education, and adapted the specifics for 4 different target groups. The evaluation of curricula and teaching methodology was done by the University of Leon, as lead partner for the work package WP3.

The four courses selected by the consortium are the following:

- Entrepreneurial skills education for primary and preschool teachers for pre-university education (University of Vlora)
- Entrepreneurial skills education for pre-university lower and upper secondary teachers (University of Vlora)
- Innovation Camp targeting students, alumni and potential entrepreneurs (University of Durres)
- Towards an entrepreneurial mindset targeting University teachers/Academia (University of Gjirokastra)

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Each module in its pilot application new phase of module evaluation was carried out through pilot courses with the aim of evaluating and improving them by the target groups, seeing this step as part of a broad cooperation of stakeholders in the entrepreneurship education sector.

Entrepreneurship Skills for Elementary Education Teachers

This course was designed to pinpoint activities for teachers that foster entrepreneurial education in primary school children. It assesses the effectiveness of early entrepreneurship education within the primary education cycle. The methodology employed considers the cultivation of three types of skills in children: non-cognitive entrepreneurial skills, cognitive entrepreneurship, and the aspirations to become entrepreneurs. The course is structured around simulating an entrepreneurial program. The course development closely adhered to the project plan, as detailed later in this report, ensuring a comprehensive and in line with EU standards course development. In crafting the curriculum for entrepreneurship in pre-university education in Albania, strict adherence to the Law on Pre-University Education and other guidelines from the Ministry of Education and Sport was paramount. This careful approach ensured the accreditation of the course by the Ministry of Education and Sport.

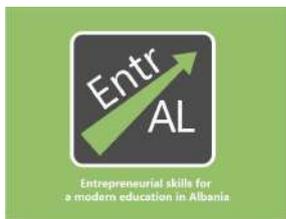
Quantitative data: a total of 339 elementary teachers participated in the Entrepreneurship Skills for Elementary Education Teachers course. This result is more than satisfactory for the pilot phase of the project. Regarding the distribution of overall evaluation grades, the responses were concentrated, with 62% of participants rating the course as excellent (10), 34% as very good, and only 4% evaluating it as good (8).

Entrepreneurship for Secondary Education Teachers

This course has been carefully developed to guide teachers in creating activities that promote entrepreneurial education among secondary school students. It evaluates the effectiveness of integrating entrepreneurship education into the secondary education curriculum. The objectives of the module encompass recognizing the significance of entrepreneurship education, identifying key components of entrepreneurship as a competency, establishing specific learning outcomes, comprehending the essence of entrepreneurship, exploring methods to generate, identify, and select business ideas, and acquiring the necessary knowledge and skills to initiate and successfully manage an enterprise or business venture.

Quantitative data: A total of 453 secondary teachers actively participated in the Entrepreneurship for Secondary Education Teachers course. Concerning the distribution of overall evaluation grades, the responses were concentrated, with 59% of participants rating the course as excellent (10), 32% as very good, 7% evaluating it as good (8), and 1% of respondents providing satisfactory (7), moderate, or adequate (5) evaluations.

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Towards an Entrepreneurial Mindset

The primary goal of this course was to equip Albanian university teachers with transferable skills and instil an entrepreneurial mindset within the university setting. This was achieved by promoting entrepreneurial teaching methods, cultivating entrepreneurial behaviour among the teaching staff, and fostering the creation of new ventures. Special attention was directed towards nurturing entrepreneurial spirit among university faculty, extending the impact to their students, and fostering increased collaboration with the local business environment and society.

Quantitative data: A total of 203 university teachers and staff actively participated in the Towards an Entrepreneurial Mindset course. Regarding the distribution of overall evaluation grades, the responses were focused, with 46% of participants rating the course as excellent (10), 41% as very good, 8% evaluating it as good (8), and 4% of respondents providing satisfactory (7), and 1% as moderate (6).

Entrepreneurship Camp

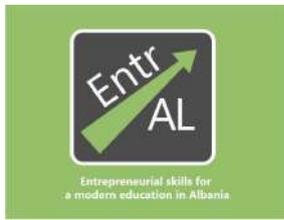
The objective of this module is to equip students from various disciplines with fundamental knowledge in entrepreneurship and facilitate the practical application of this knowledge. The course aims to bolster students' confidence in self-analysis of entrepreneurship readiness, understanding the entrepreneur's role in economic development, organisational structures, sources of financing, and budgeting. Additionally, students will develop entrepreneurial projects collaboratively in teams. The course comprehensively covers three key aspects of entrepreneurship: 1) initiating an entrepreneurial project and generating business ideas, 2) refining business ideas using appropriate business development tools, and 3) bringing business ideas to market and mastering the art of selling them.

Quantitative data: A total of 350 university students actively participated in the Entrepreneurship Camp course. Concerning the distribution of overall evaluation grades, the responses were focused, with 39% of participants rating the course as excellent (10), 42% as very good, 13% evaluating it as good (8), and 5% of respondents providing satisfactory (7), with 1% rating it as adequate (5).

4.3.5 Handbook on entrepreneurial teaching pedagogy and methods

The EntrAL handbook on entrepreneurial teaching pedagogy and methods is summarizing the overall project results and actions in one public document that will be available to all groups of stakeholders in Albania. The document summarizes the need analysis on entrepreneurial activities for teachers and students providing a reference not only to the final beneficiaries of the project, but as well as the decision makers, researchers, and business organisations with a competitive review of the current situation in Albania (both national and regional level). The report is also summarising the best practices and paradigms from EU universities participating in the project. The parts B and C are

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focusing to the methodology and results of the 4 pilot courses and will act as a guidance for Albanian University Staff in order to further develop and certify new courses based on EU best practices.

4.3.6 AEN Network and Sustainability Actions

The most important sustainability action of the project is the official creation of the AEN Network in Albania following the signature of the “MEMORANDUM OF UNDERSTANDING ON THE OPERATION OF THE NETWORK OF LIFELONG LEARNING CENTERS ESTABLISHED IN EIGHT ALBANIAN UNIVERSITIES DURING THE PROJECT ENTREAL”.

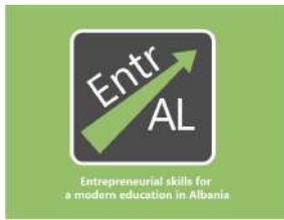
The purpose of this Memorandum is the inter-institutional coordination for the professional development of teachers, students and academic staff in the pre-university education system and in the higher education system, through the realization of teacher trainings according to the modules accredited by the Commission for the accreditation of training programs/modules (KAPT), the training of students and academic staff of higher education according to the modules designed by the project. The AEN network is the continuation of the project with main target to fulfil the long-term impact strategy of EntrAL, to improve the teaching and learning competences of teacher in the Albanian education system, to provide formal mechanisms for the accreditation of the courses in National Level and to become a platform for the follow-up of the entrepreneurial teacher training programs with the support and recognition of MESY.

4.3.7 National and regional dissemination actions

Dissemination Strategy of the project has been drafted from the beginning and was aiming to disseminate the project activities of learning with a wider community, to communicate and to promote the support of EU funds in all activities and finally to exploit the opportunities of collaboration by a network of EntrAL project beyond the lifetime of the project. The tools utilized from the proposal phase were described in detailed and the implementation of the planned actions was successful during the duration of the project including:

- Project website as an online starting point for the promotion of the project, updated continuously with material, new, deliverables, events and incorporating also social media capabilities like Facebook Group and promotional campaigns
- Dissemination at partner institutions' website in English and local languages including events, deliverables, results and participation in the project activities
- Dissemination materials like Leaflets, Posters, Rolls ups, Brochure, Presentations, Newsletter, digital and local media engagement
- Dissemination of local workshops including the Final International Conference in local and national media
- Actions related to the Erasmus, other EU Dissemination platforms

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The impact of the dissemination activities can be considered successful taking into account the quality and quantity of the actions targeting diverse user groups including direct and indirect beneficiaries like primary and secondary teachers, teachers of HEIs, academic staff, enrolled students, alumni students, EU experts, decision makers from the MESY, businesses and entrepreneurs from leading sectors, business communities, etc. Participation in national and regional project actions was more than satisfactory and this impacted the project awareness raising and long-term impact measures.

As horizontally mentioned in this impact analysis report, the participation of entrepreneurs and business associations during the lifetime of the project was not satisfactory, due to the lack of structures and mechanism in Albanian Universities for business networking and due to the high level of centralization of the active startup and youth entrepreneurship community in the capital city of Tirana.

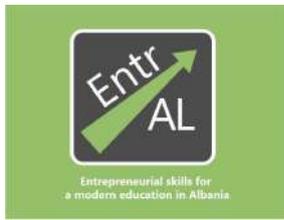
4.4. Summary and recommendations

The consortium provided the full documentation of the project to the external expert, including deliverables, minutes of meeting, project documents, presentations, as well as online surveys in raw data and processed results. The quality assurance measures of the project, applying very well structured surveys to all phases and activities of the project through the online tools (Webropol Survey & Reporting Tool) assured that real time and wide evidence of the quality of the deliverables, actions and teaching activities was closely monitored, and corrective actions are taken within the framework of the implementation of each final project results.

Based on the available documentation and survey responses from the partners and available documentation, it can be concluded that the planned outcomes were achieved to a large extent and project activities contributed to reaching the expected impacts on the stakeholders and final beneficiaries, both from the short terms and long-term impact metrics, as defined in the initial chapter of this report. Moreover, the relevance of the projects' outputs with initial planning, user needs and impact aims, can further be strengthened by the almost unanimous positive feedback of the target groups participating in each of the core activities of the project.

The consensus among the partners is that one of the most important impacts of the project is that the project contributed to an improved teaching and learning competencies aligned with EU best practices and Albanian National Standards and Strategy. The project enabled valuable knowledge transfer from EU partners, improved cooperation among Albanian HEIs, insight into new and innovative good practices for entrepreneurial education at all levels of the National Education System and, valuable technical equipment upgrading the existing U3M-AI. Further, it should be emphasized that for some of the partners academic staff, experiences and knowledge gained during the project enabled for a better design of courses beyond the EntrAI project, leading to a faster and sustainable transition towards online entrepreneurial education in Albania. An important aspect of the project was the

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involvement of the entrepreneurial community to the project activities, its workshops, studies and final dissemination events. The participation was not at the level of the rest of direct targets groups, so corrective and additional actions should be taken to the future to ensure coordination with the business and startup community of Albania, and the EU Funding Agencies and Structures operating in the region to support the entrepreneurship of special user groups including, youth and talented students.

Based on the review of the pilot teaching material, the followed educational approach and quality, beneficiaries' feedback from the surveys, there is a strong indication that the outputs will likely last and the outcomes and impacts, which have been achieved, will continue to have their effects in the medium and long term. The creation of the AEN network with a memorandum of understanding signed by the MESY and all Albanian HEIs, is also a strong indication of the strong sustainability impact of the project.