Co-funded by the European Union

EmpowerVET

Erasmus + Capacity Building in VET

Enhancing Key Competences and Entrepreneurship in Albania's Vocational Education

EmpowerVET Project

D2.2. EmpowerVET Report

30.09.2025

Responsible Partners: UDE and UET

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Co-funded by the European Union

EmpowerVET

PROJECT DESCRIPTION

Project title: Enhancing Key Competences and Entrepreneurship in Albania's Vocational Education

Acronym: EmpowerVET

Coordinator: University of Duisburg Essen

Project number: 101183271

Topic: ERASMUS-EDU-2024-CB-VET

Type of action: ERASMUS-LS

Project starting date: January 1, 2025

Project duration: 24 months

Consortium:

- University of Duisburg Essen, UDE (Coordinator)
- European University of Tirana, UET (Beneficiary)
- A&I Services & Consulting, AISC (Beneficiary)
- IES Ribeira do Louro, IESRdL (Beneficiary)
- Professional School of Elbasan, PSE (Beneficiary)

Work packages:

WP1. Project management and quality control; Lead: UDE

WP2. Development; Lead: UET, Co-lead: UDE

WP3. Piloting and Transfer into EmpowerVET Projects and Courses ; Lead: IESRdL, Co-Lead: UET

WP4. Dissemination and Sustainability; Lead: AISC, Co-Lead: UC

UNIVERSITÄT DUISBURG ESSEN

Universiteti Europian i Tiranës
maiora premunt / gjëra të mëdha na presin

A&I SERVICES & CONSULTING

IES RIBEIRA DO LOURO

Co-funded by the European Union

EmpowerVET

EmpowerVET

DELIVERABLE DESCRIPTION

Work package:

WP2. Development

Deliverable: D.2.2. EmpowerVET Research Report

Lead beneficiaries: UDE and UET

Dissemination level: Public

Type: Document, report /R

Due date: 30.09.2025

UNIVERSITÄT DUISBURG ESSEN

Universiteti Europian i Tiranës
maiora premunt / gjëra të mëdha na presin

A&I SERVICES & CONSULTING

IES RIBEIRA DO LOURO

Co-funded by the European Union

EmpowerVET

Table of Content

UNIVERSITÄT DUISBURG ESSEN

Universiteti Europian i Tiranës
maiora premunt / gjëra të mëdha na presin

A&I SERVICES & CONSULTING

IES RIBEIRA DO LOURO

1. Introduction

The research design and methodology applied in the EmpowerVET project has been based on a mixed method design consisting of Desk research (for overview findings), and a specific Albanian part consisting of an online questionnaire (for quantitative research) and focus group interviews (to gather qualitative data) leading to the comprehensive EmpowerVET Report as needs analysis.

A) Desk Research

All partners investigated their own country plus one other EU Partner/Programme country to report on available best practices – covering as such all WBC (and to create a database of potential partner projects, VET course and initiatives), as well as national and regional occupational descriptions in the fields of entrepreneurship education and in ICT.

B) Quantitative survey:

Based on the desk research an online questionnaire was designed to gather data within partner countries VET providers and on local project level to inquire about:

- The needs in the sectors and available approaches in VET in which entrepreneurship education is connected with practical projects
- Required competences to tackle the tasks in the sector to establish the Competence Frameworks in WP3
- The online questionnaire will be sent to partners' contacts as well as to all relevant stakeholders identified during the desk research.

C) Qualitive research

Each partner conducted at least two qualitative focus group interviews to expert stakeholders to gather a deeper insight into the findings of the desk research and the quantitative survey, with a focus on emerging needs and trends.

Experts were selected among the partners' networks and during the desk research and survey phases.

1.1. Methodology

The research framework provided a concept of all parts of the survey that will be conducted as part of WP2. The guiding questions of the research were as follows:

Guiding questions

1. How is the theme of Entrepreneurship Education perceived and realised in the VET sector of the participating project partner country (-> Desk Research) to compare EU partners and WBC in regard to Entrepreneurship Education in the VET sectors
2. How is Entrepreneurship Education perceived by the teachers and the students in Albania? (-> online questionnaire/Interviews)
3. Which topics and competences should be assessed on cognitive, affective and activity related level in regard to Entrepreneurship and Creativity and Innovation Management?
4. How can those learning outcomes be evidenced in such a flexible way that it satisfies the demands of individual learners (in different learning settings, stages and environments) and those stakeholders who are potentially interested in their competences?

1.2. Components

Desk Research was done by all partners for their country according to a joint pattern:

- Research on what already exists in each country in order to portray the status quo and to specify what to find out in the questionnaire and interviews
- Outline the levels of experiences with appropriate teaching and learning methodology
- Create a comparison of different intervention levels of Entrepreneurship education in the participating countries

Online questionnaire distributed by all partners provided

- ~ 10 questions
- Online questionnaires will be distributed to relevant stakeholders in the VET, higher and adult education sector as well as in the business sector in order to find out how specific educational institutions and companies implement EmpowerVET and how they assess the acquired competences

Interviews/Focus Groups

- Interviews for an in-depth description in order to complete the research phase to move on to the needs analysis
- 3 interviews per partner, guiding questions and sub-aspects

2. Desk Research

2.1. Comparative Summary:

Entrepreneurship Education in the VET Sector (Germany, Italy, Spain, Portugal, Albania, Kosovo)

This chapter provides a comparative overview across all six countries. Germany, Spain, Portugal, and Italy have embedded entrepreneurship education (EE) more systematically, while Albania and Kosovo remain donor-driven with pilot initiatives. Key findings include:

1. National Strategies: Germany, Spain, Portugal, Italy integrate EE into policies. Albania and Kosovo depend on donor programmes.
2. VET Programmes: Spain and Germany have systemic approaches. Italy and Portugal mix frameworks with regional projects. Albania and Kosovo are pilot-based.
3. Challenges: Teacher training and competence validation are weak in all; systemic capacity issues in Albania/Kosovo.
4. Main Actors: Strong institutional ecosystems in EU countries vs. donor reliance in Western Balkans.
5. Competencies: Germany applies validation (for instance using LEVEL5 and EntreComp frameworks). Others focus on key skills but lack frameworks.
6. Best Practices: Institutionalised hubs (Germany, Spain, Portugal, Italy) vs. donor pilots (Albania, Kosovo).

Overall, Germany and Spain lead in systemic EE integration; Portugal and Italy show progress with fragmentation; Albania and Kosovo need structural embedding. Cross-country collaboration, teacher training, and competence validation are priorities for strengthening EE in VET across Europe.

2.2. Entrepreneurship Education in the German VET Sector – Desk Research Summary

a. National Strategies and Policies on Entrepreneurship Education

Germany's National Skills Strategy, renewed in 2022, emphasizes enhancing entrepreneurial competencies within VET to address digitalization and demographic shifts. The 'Excellence in VET' initiative, launched in 2022 with a €750 million budget, aims to modernize VET programs, including fostering entrepreneurship. Additionally, the 'Unternehmergeist macht Schule' initiative promotes entrepreneurial spirit in schools, supported by the Federal Ministry for Economic Affairs and Climate Action.

b. VET Programmes Promoting Entrepreneurship

Entrepreneurship is integrated into Germany's dual VET system through practical training and curricula. Programs like the VESVET project utilize the LEVEL5 methodology to develop entrepreneurial skills among VET students. Institutions such as UnternehmerTUM at the Technical University of Munich offer extensive entrepreneurship programs, supporting start-ups and integrating EE into academic curricula.

c. Main Challenges & Gaps in Integration of Entrepreneurship in VET

Challenges include limited teacher involvement in EE design, insufficient integration of entrepreneurial competencies in curricula, and a lack of structured assessment methods. Research indicates that teachers often feel excluded from EE planning, leading to inconsistent implementation. Moreover, there's a need for clearer frameworks to assess entrepreneurial skills within VET programs.

d. Main Actors Involved in the Process

Key actors include the Federal Ministry of Education and Research (BMBF), the Federal Institute for Vocational Education and Training (BIBB), state ministries (Länder), chambers of commerce, employer associations, trade unions, and educational institutions. Collaborations between these stakeholders ensure the development and implementation of EE within the VET system.

e. Competencies and Skills

Entrepreneurship education in the German VET sector focuses on developing both soft and technical skills essential for entrepreneurial thinking and action. Key competencies include creativity, problem-solving, initiative, teamwork, and resilience. Additionally, learners are encouraged to build financial literacy, strategic planning, and business management skills. These competencies support self-employment, intrapreneurship, and adaptability in a rapidly changing economy, and are often taught through experiential and project-based learning.

Specific projects (like CIM, PITCH and VESVET use the LEVEL5 methodology for competence development. These projects apply a competence-oriented approach and also focus on validating key entrepreneurial competencies such as initiative, creativity, risk-taking, and resource mobilization and especially the competences to spot ideas and opportunities from the EntreComp framework. Projects like VESVET apply LEVEL5 to assess and enhance these skills among VET students through self-evaluation tools and experiential learning activities.

f. Best Practices and Opportunities

UnternehmerTUM is recognized as Europe's leading start-up hub, offering programs that integrate EE into university curricula and support start-ups through mentorship and funding opportunities. NFTE Deutschland provides EE programs in schools, focusing on developing self-confidence and entrepreneurial spirit among youth aged 13 to 20. Erasmus+ initiatives like 'From Linear to Circular' promote green entrepreneurship and innovative business models within VET programs.

Annex: References and Links

https://www.cedefop.europa.eu/en/news/germany-excellence-vet-brings-together-new-and-proven-initiatives-address-skill-shortages

https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/germany-u3

https://de.wikipedia.org/wiki/Network_for_Teaching_Entrepreneurship

https://isrg.org.uk/projects/vesvet/

https://www.ft.com/content/224b4972-a321-4742-a2da-39ffcfabbd92

https://www.cedefop.europa.eu/files/5596_en.pdf

https://www.cedefop.europa.eu/files/5599_en.pdf

https://www.bibb.de/en/index.php

https://d-nb.info/1112944850/34

https://www.na-bibb.de/fileadmin/user_upload/na-bibb.de/Dokumente/01_Erasmusplus_2021-2027/Dokumente_uebergreifend/F%C3%B6rderliste_2022_2_VET.pdf

2.3. Entrepreneurship Education in the Italian VET Sector – Desk Research Summary

a. National Strategies and Policies on Entrepreneurship Education

Italy aligns its entrepreneurship education policies with broader EU strategies such as EntreComp and the EU Skills Agenda. National strategies promoted by the Ministry of Education (MUR) and regional authorities include embedding entrepreneurship in secondary education through the Percorsi per le Competenze Trasversali e l'Orientamento (PCTO), which mandate work-based learning projects. Additionally, national initiatives such as 'Italia Startup Visa' and the Startup Act (2012) aim to foster entrepreneurial ecosystems, while regional chambers of commerce support local VET integration of entrepreneurship training.

b. VET Programmes Promoting Entrepreneurship

Entrepreneurship is promoted within VET curricula, especially in technical and vocational institutions. The PCTO scheme encourages collaboration between schools, enterprises, and civil society, allowing students to acquire entrepreneurial experience. Organisations such as Junior Achievement Italia and Unioncamere implement entrepreneurship projects and competitions that enable young people to develop business plans and run student companies. Regional incubators, particularly in Northern and Central Italy, provide strong links between VET learners and start-up ecosystems.

c. Main Challenges & Gaps in Integration of Entrepreneurship in VET

Challenges include a high degree of regional fragmentation, with the North generally offering stronger entrepreneurial ecosystems than the South. There is a lack of systematic teacher training in entrepreneurship education, and few standardised frameworks exist to assess entrepreneurial competences. Furthermore, entrepreneurship is often equated narrowly with self-employment rather than broader innovation and intrapreneurship competences.

d. Main Actors Involved in the Process

Key actors include the Ministry of Education (MUR), regional education authorities, Unioncamere, Confindustria, and non-profit organisations such as Junior Achievement Italia. Universities such as Politecnico di Milano, Bocconi University, and the University of Bologna play an important role in bridging higher education with VET and providing incubator networks. Chambers of commerce and regional business associations also strongly influence entrepreneurship learning in VET.

e. Competencies and Skills

Entrepreneurship education in the Italian VET sector seeks to foster creativity, teamwork, initiative, financial literacy, and problem-solving. Constructive practices include PCTO projects where students launch small-scale enterprises or social initiatives in collaboration with local stakeholders. Despite these

efforts, systematic competence validation is limited. The adoption of the EntreComp framework is emerging, but not yet mainstreamed in VET.

f. Best Practices and Opportunities

Best practices include Junior Achievement Italia's student company programmes and the H-Farm incubator in Treviso, which integrates VET students into innovation projects. EU-funded Erasmus+ projects further introduce EntreComp-based approaches into VET. These experiences demonstrate opportunities to embed entrepreneurship as a transversal competence across all VET fields, including green and digital entrepreneurship.

Annex: References and Links

- https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/italy
- https://www.indire.it/en/
- https://www.jaitalia.org/
- https://www.h-farm.com/en/
- https://startupextraordinary.gov.it/

2.4. Entrepreneurship Education in the VET Sector in Spain – Desk Research Summary

a. National Strategies and Policies on Entrepreneurship Education

Spain has embedded entrepreneurship into education through laws such as LOE and LOMLOE, which mandate inclusion of entrepreneurial competences. The national 'Plan de Acción de Emprendimiento' places a focus on youth employability and vocational training, linking entrepreneurship education to broader labour market reforms.

b. VET Programmes Promoting Entrepreneurship

Entrepreneurship is mandatory in all vocational programmes through the subject 'Empresa e Iniciativa Emprendedora'. This module equips learners with skills to design business plans and understand enterprise dynamics. Regional initiatives such as FP Emprende in Catalonia and Basque dual training models promote entrepreneurship through project-based work, start-up simulations, and incubators.

c. Main Challenges & Gaps in Integration of Entrepreneurship in VET

While entrepreneurship is formally integrated, challenges remain in the quality and delivery of programmes across regions. There is insufficient teacher training and a limited culture of competence validation. Entrepreneurship is often interpreted narrowly as self-employment rather than innovation or intrapreneurship.

d. Main Actors Involved in the Process

The Ministry of Education and Vocational Training (MEFP) sets the national framework, while regional governments adapt programmes. Other actors include Fundación Bankia, Fundación Princesa de Girona, chambers of commerce, and networks of VET centres that promote entrepreneurial learning and competitions.

e. Competencies and Skills

Spanish VET entrepreneurship education emphasises teamwork, problem-solving, resilience, and digital skills. Constructive approaches include the development of student enterprises, hackathons, and school-company projects that reflect EntreComp competences. Validation of competences is still underdeveloped and remains an important gap.

f. Best Practices and Opportunities

FP Emprende in Catalonia is a recognised best practice, combining entrepreneurial modules with competitions and mentoring. The Basque Country's dual VET model also demonstrates integration of entrepreneurship competences into apprenticeships. Erasmus+ projects provide opportunities to integrate green entrepreneurship and digital business innovation.

Annex: References and Links

- https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/spain
- https://www.educacionyfp.gob.es/en/home.html
- https://fpemprende.cat/
- https://fundacionbankia.org/

2.5. Entrepreneurship Education in the VET Sector in Portugal – Desk Research Summary

a. National Strategies and Policies on Entrepreneurship Education

Portugal integrates entrepreneurship education through the National Agency for Qualification and Vocational Education (ANQEP) and the Qualifica programme. National strategies such as Empreende XXI and Startup Portugal strengthen entrepreneurial ecosystems and connect education with employment policies.

b. VET Programmes Promoting Entrepreneurship

Entrepreneurship modules are embedded in vocational and secondary programmes. Tourism and hospitality VET schools are particularly active in integrating entrepreneurship education, linking to Portugal's strategic industries. Programmes like 'Academia Empreender Jovem' stimulate entrepreneurial culture in VET, encouraging learners to create and present start-up ideas.

c. Main Challenges & Gaps in Integration of Entrepreneurship in VET

While many programmes exist, they depend heavily on EU funding and donor projects. Teacher competence in EE remains limited, and there are regional disparities in programme availability and quality.

d. Main Actors Involved in the Process

Main actors include ANQEP, the Ministry of Education, the Institute for Employment and Vocational Training (IEFP), Startup Portugal, Junior Achievement Portugal, and chambers of commerce. VET schools and polytechnics also play a major role in integrating EE.

e. Competencies and Skills

Portuguese VET EE focuses on innovation, opportunity recognition, project design, and digital competences. Constructive approaches include entrepreneurship contests, incubator partnerships, and applied project-based learning. There is still a gap in systematic competence validation across VET programmes.

f. Best Practices and Opportunities

Best practices include Empreende XXI, which provides young entrepreneurs with resources and mentoring, and the StartUp Voucher scheme. Junior Achievement Portugal implements school-company simulation projects, bringing practical EE into classrooms.

Annex: References and Links

- https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/portugal
- https://www.anqep.gov.pt/
- https://startupportugal.com/
- https://www.japortugal.org/

2.6. Entrepreneurship Education in the VET Sector in Albania – Desk Research Summary

a. National Strategies and Policies on Entrepreneurship Education

Albania reformed VET through the 2017 Law on VET, introducing competence-based curricula managed by NAVETQ. The National Strategy for Employment and Skills (2019–2022) emphasises entrepreneurial learning and self-employment as key goals for youth development.

b. VET Programmes Promoting Entrepreneurship

Entrepreneurship in VET is largely promoted via donor-supported programmes. Swisscontact's 'Skills for Jobs' and GIZ projects have piloted entrepreneurship modules in vocational schools, offering business start-up training and coaching. Erasmus+ projects support transnational learning opportunities for Albanian VET learners and staff.

c. Main Challenges & Gaps in Integration of Entrepreneurship in VET

Challenges include limited resources, outdated infrastructure, and insufficient teacher training. Entrepreneurship is still mainly understood as small business creation rather than a transversal competence. There is no national framework to validate entrepreneurial competences across VET institutions.

d. Main Actors Involved in the Process

NAVETQ and the Ministry of Finance and Economy coordinate entrepreneurship education in VET. International donors (Swisscontact, GIZ, EU Delegation) and chambers of commerce are key players in programme implementation. Vocational schools deliver the programmes on the ground.

e. Competencies and Skills

Current efforts focus on initiative, resilience, problem-solving, and business basics such as financial literacy. Constructive practices exist in pilot schools, where learners design small-scale enterprises under donor programmes. However, systematic competence assessment is missing.

f. Best Practices and Opportunities

Swisscontact's 'Skills for Jobs' programme has been particularly impactful in integrating entrepreneurship modules. GIZ pilots and Erasmus+ projects provide opportunities to expand EE practices. There is potential to introduce EntreComp as a guiding framework in Albania's VET system.

Annex: References and Links

- https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/albania
- https://navetq.gov.al/
- https://www.swisscontact.org/en/projects/skills-for-jobs
- https://www.giz.de/en/worldwide/17066.html

2.7. Entrepreneurship Education in the VET Sector in Kosovo – Desk Research Summary

a. National Strategies and Policies on Entrepreneurship Education

Kosovo integrates entrepreneurship into VET through the Kosovo Education Strategic Plan (KESP 2017–2021). Entrepreneurship is defined as a cross-cutting competence across education and is also supported through EU IPA-funded projects.

b. VET Programmes Promoting Entrepreneurship

The KOSVET programme introduced entrepreneurship into VET curricula, supported by EU and donor funding. Innovation Centre Kosovo (ICK) complements this with entrepreneurship training, mentoring, and incubation for youth and VET learners.

c. Main Challenges & Gaps in Integration of Entrepreneurship in VET

Challenges include weak institutional capacity, dependence on external donor funding, and insufficient integration of private sector needs into VET curricula. There is also a lack of systematic teacher preparation in EE.

d. Main Actors Involved in the Process

The Ministry of Education, Science, Technology and Innovation oversees EE policies. Key actors include the EU-funded KOSVET programme, ICK, and international donors such as SDC and GIZ. Vocational schools implement the curricula but require more support in delivery.

e. Competencies and Skills

Competences promoted include creativity, teamwork, problem-solving, and digital skills. Constructive practices are visible in hackathons, start-up weekends, and training programmes offered through ICK. However, systematic validation and structured integration of EntreComp is still missing.

f. Best Practices and Opportunities

Innovation Centre Kosovo stands out as a regional hub for entrepreneurial training. KOSVET projects and Erasmus+ initiatives provide further opportunities to enhance competences. There is strong potential for future integration of entrepreneurship competences at national level.

Annex: References and Links

- https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/kosovo
- https://masht.rks-gov.net/
- https://ickosovo.com/
- https://europa.eu/capacity4dev/

3. Development and In Depth Report of Entrepreneurship Education in the Albanian VET Sector

3.1. Background

The project's mission is to bring together a diverse group of stakeholders, including educators, NGOs, private sector representatives, and policy experts, to foster open dialogue and share experiences on the current state of entrepreneurship education in Albania. It seeks to identify effective practices and address the main barriers that students and teachers face. A key focus is on generating concrete ideas to strengthen partnerships between schools, businesses, and communities. The project also aims to ensure that these efforts are inclusive, equitable, and aligned with Albania's broader economic development needs.

The EmpowerVET project's objectives are defined by a set of key research questions. It seeks to understand how various organizations currently contribute to promoting entrepreneurship education within Albania's VET system and to identify the most effective innovative practices. The project also aims to pinpoint the main systemic, institutional, and resource-related barriers that prevent VET students from developing entrepreneurial skills, while investigating how these challenges may differ between urban and rural areas. Furthermore, it intends to determine how partnerships between VET institutions, SMEs, start-ups, and chambers of commerce can be strengthened to create more practical and inclusive learning opportunities for students. Lastly, the project explores how national policies, international donors, and local agencies can improve teacher training, institutional capacity, and the recognition of VET diplomas to enhance the credibility and impact of entrepreneurship education.

3.2. Delineation

The development of the self-assessment questionnaire for the EmpowerVET project began with a clear and purposeful plan. The team first defined the purpose and scope by identifying the target audience, VET teachers and students in Albania, and establishing key objectives like assessing entrepreneurial and digital competencies. This foundational step ensured the questionnaire would be relevant and effective.

Next, the form was structured, dividing it into five logical sections: Ideas & Opportunities, Resources, Into Action, Experiences and Needs, and Demographic Information. A strategic decision was also made to create separate versions for students and teachers, while keeping the thematic content consistent for comparative analysis. The form's layout was designed with clear headings and brief introductory text to improve clarity and user experience.

Following the structural planning, the focus shifted to question development. A variety of question types were used to gather comprehensive data, including multiple-choice, rating scales (1-5), open text fields, and checkboxes. Questions were organized into specific subcategories like "Identifying Opportunities," "Use of Digital Resources," and "Reflection and Improvement". The questionnaire was also customized for each audience by adjusting the wording and including demographic questions relevant to both students and teachers. To enhance the quality of the data, the team included explicit instructions on how to use the rating scales and incorporated optional text fields for additional comments.

The final phase centered on ensuring the questionnaire's quality and accessibility before its release. The team focused on the flow and logic of the form, organizing sections sequentially from general information to specific competency areas. Attention was paid to accessibility and user experience, enabling screen reader support and creating a clean, easy-to-navigate layout. After a thorough review to check for consistency and readability, the final step was to share the form online and provide clear instructions for respondents.

3.3. Questionnaire Design

The self-assessment survey is structured into five main sections. These sections are designed to logically assess various competencies and needs. The first section, Ideas & Opportunities, aims to collect information on a participant's ability to identify and develop entrepreneurial ideas. This is followed by the Resources section, which evaluates the use of digital resources, as well as self-awareness and personal confidence. The third section, Into Action, assesses a person's initiative and their ability to reflect on and improve their work. The fourth section, Experiences and Needs, gathers information on specific barriers and areas where students and teachers need more support. Finally, the Demographic Information section collects general data about the respondents, such as their age, gender, role, and institution. While the survey had separate versions for students and teachers, both followed this similar thematic structure to allow for a direct comparison of responses.

The questions in the questionnaire are designed to be a combination of cognitive and evaluative types. Cognitive questions relate to information and circumstances, such as measuring a person's knowledge about key financial institutions. Meanwhile, evaluative questions, on the other hand, are less specific and are used to gauge a respondent's opinion or perceptions on topics like financial literacy and EU integration.

The questionnaire employs a mixed-method structure, combining several question types to gather comprehensive data. It primarily uses closed-ended questions, which provide respondents with fixed response options, such as Yes/No or specific choices. This approach simplifies the answering process, making data collection more efficient and robust.

The survey also incorporates open-ended questions, which allow for more detailed, qualitative responses beyond a simple choice. This is seen in questions that ask for strategies or teaching approaches, where respondents can write in their own words. Additionally, the questionnaire includes 5-point Likert scale questions, which are a type of closed-ended question used for self-assessment and to gauge agreement on a scale of 1 to 5.

Furthermore, the survey features composite questions, where a series of related statements are presented to form a comprehensive index for a particular section. All questions are formulated to be neutral and one-dimensional to avoid biasing the respondent's opinion, ensuring the data collected is as objective as possible.

4. Results from the survey

4.1. Participant Demographics

The survey received a total of 45 responses, with a composition that was nearly balanced between students (46.7%) and teachers/academic staff (53.3%). The majority of student respondents (76.2%) were enrolled in private institutions, while a smaller percentage (23.8%) were in public schools. The teacher group, 69% of which were male teachers, was more evenly split in terms of institutional engagement, with 53.1% working in private institutions and 46.9% in public ones. Students were primarily aged 17–24 and in their second and third years of study. Among teachers, experience ranged widely, with some having less than one year of experience while a significant portion (24%) had over ten years. The survey gathered responses from 45 individuals, with a near-even split between students and teachers. The student demographic was predominantly aged 17–24 and was mainly from private institutions, whereas the teacher group was more balanced in terms of public versus private institutions. The majority of teachers were male, with a range of professional experience from new to highly seasoned.

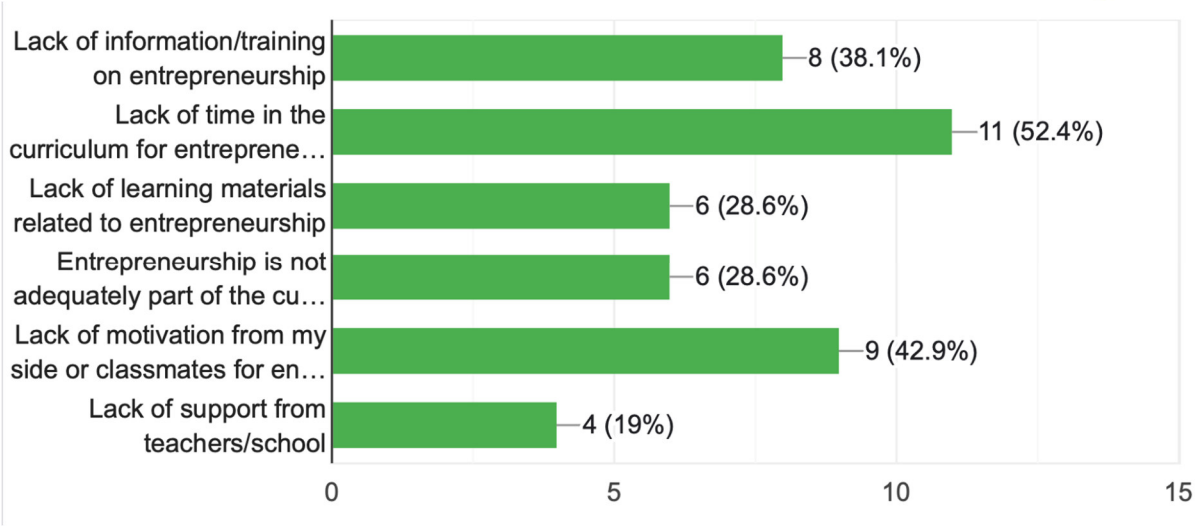
4.2. Curriculum Relevance and Digital Competencies

Regarding curriculum and digital competencies, a notable perception gap was identified concerning curriculum relevance. While a large majority of students (95.2%) felt their VET curriculum prepared them for the Albanian labor market, teachers were more critical, with 69% believing the curriculum did not align with market demands. Despite this difference, both groups agreed on one critical point: VET programs lack flexibility to adapt to emerging job market trends. This was confirmed by 85.7% of the students and 72% of teachers, who stated that VET programs lacked adaptability to labor market trends.

A digital gap was also a key finding. A large majority of students (90.5%) felt unprepared to use digital tools for their future careers. This contrasts with the self-reported behavior of teachers, with 75.9% stating they use technology in their lessons. However, only a small fraction of teachers (34.5%) integrated digital technologies into more than half of their courses, suggesting that while teachers are experimenting with technology, its systemic integration into the curriculum is still lacking, leaving students underprepared.

4.3. Entrepreneurial Competences and Teaching Methods

In the framework of entrepreneurial skills and teaching methods, both students and teachers largely agreed that entrepreneurial skills—such as problem-solving, creativity, and initiative—are insufficiently supported within the VET curriculum. A significant majority of students (81%) felt these skills were not adequately integrated, and 95% wanted more support in this area.



Students identified the main barriers as a lack of curriculum time (52.4%), a lack of motivation (42.9%), and insufficient training (38.1%) or materials (28.6%). Teachers echoed these concerns, with 67.9% agreeing that entrepreneurial skills are underrepresented and citing similar barriers, including lack of information (50%) and a lack of student motivation (46.4%). Interestingly, while teachers have adopted modern pedagogical approaches like: (i) design thinking; (ii) problem-Based Learning; (iii) creative ideation tools (brainstorming, mind mapping); (iv) pitching & feedback practices and (v) cross-disciplinary projects involving real entrepreneurs and businesses.

Teachers have embraced modern, experiential approaches, but students' responses suggest these are not consistently applied across programs.

4.4. Professional Development and Mobility

The report found that, regarding professional development and mobility, structured institutional mechanisms for continuous feedback and professional development are missing. 8 out of 10 students believed continuous feedback would improve their employability. Over 72% of teachers reported engaging in reflective teaching practices. However, 82% felt their professional development opportunities did not focus on modern pedagogical strategies.

Mobility and exchanges were found to have a low uptake, reflecting limited program opportunities and low awareness. Only 14.3% of students had participated in an exchange program, and the majority of students (61.9%) were not interested in future participation. Similarly, more than half of the teachers surveyed (53.6%) had not participated in any professional mobility programs.

4.5. Gender and Inclusion

While teachers showed a general awareness of the importance of gender inclusion, with 60.7% recognizing its importance, this awareness has not translated into widespread practical training. Only 28.6% of teachers reported having attended gender equality training, suggesting a gap between awareness and consistent practice.

5. Results from the Focus Groups discussions

The focus groups explored the current state of entrepreneurship education within the vocational education and training (VET) system. It brought together participants from different professional backgrounds who shared their experiences, highlighted good practices, and identified pressing challenges. The overall discussion revealed a strong interest in enhancing entrepreneurial skills among young learners, but also pointed out systemic barriers that hinder progress.

5.1. Innovative Practices and Current Role

Several participants described how entrepreneurship education is being promoted through diverse initiatives. A recurring theme was the emphasis on practical, hands-on learning as a key driver for developing entrepreneurial mindsets. Examples mentioned included the introduction of game-based learning for financial literacy, start-up incubators, hackathons, and projects where students practice designing business models, drafting simple business plans, and promoting products.

Another emerging practice is the dual VET model, where students combine classroom learning with structured training in enterprises. This approach has been recognized as highly effective, although its implementation remains limited to pilot initiatives. Start-up incubators were also highlighted as a valuable tool, particularly for students who come from entrepreneurial families and are more inclined to take risks. Municipalities and local authorities, in some cases, have also played a role by providing funding schemes and competitions that encourage youth-led entrepreneurial initiatives.

Overall, the discussion reflected that partnerships with businesses and international donors are crucial in making these practices work. Guest lectures, mentorships, and industry collaboration are seen as important ways to bring real-world knowledge into the classroom and strengthen students' confidence in their entrepreneurial skills.

5.2. Barriers and Challenges

Despite these promising practices, participants acknowledged multiple barriers that limit the development of entrepreneurial competencies. At the systemic level, the VET sector is still heavily state-driven and not sufficiently responsive to labor market dynamics. Curricula often remain theoretical, with limited space for practical learning or alignment with strategic economic sectors such as tourism, ICT, agriculture, or construction.

A major concern was the lack of financial and human resources. Schools often do not have the means to establish incubators or innovation labs, and teachers lack access to specialized training that would allow them to effectively teach entrepreneurship. Limited partnerships between schools and businesses were identified as another weakness, leaving students without meaningful exposure to workplace realities.

Regional disparities were also emphasized. Urban areas tend to have more opportunities for incubators, internships, and partnerships, whereas rural students struggle to access practical experiences. Furthermore, young women and other vulnerable groups face additional challenges due to cultural and structural barriers that limit their participation in entrepreneurial initiatives.

Another important barrier is perception: parents and communities often undervalue vocational education, considering it a short-term investment rather than a viable path for sustainable careers. Changing this mindset was considered essential to attract motivated students and ensure stronger societal recognition of VET pathways.

5.3. Strengthening Partnerships and Practical Learning

The focus group underlined the need for closer cooperation between VET schools, businesses, and chambers of commerce. Structured dual contracts, joint curriculum development, and mentorship programs with entrepreneurs were considered among the most impactful solutions. Participants argued that chambers of commerce could serve as mediators, facilitating agreements and ensuring balanced involvement of small and medium enterprises in education.

Expanding mentorship opportunities, creating well-designed internship frameworks, and co-developing start-up projects with companies were presented as concrete measures to bridge the gap between theory and practice. These partnerships not only enhance students' self-esteem but also improve their employability by preparing them for real business environments.

5.4. Teacher and Institutional Support

A recurring theme throughout the discussion was the central role of teachers in shaping students' entrepreneurial mindset. Continuous professional development was identified as a priority, with suggestions for training programs on entrepreneurship pedagogy, digital tools, and innovation management. Incentives such as financial rewards for schools that actively engage in dual partnerships, as well as grants for establishing incubators or innovation labs, were seen as effective motivators for institutions.

In addition, recognition frameworks were proposed as a way to highlight and reward successful entrepreneurship projects implemented by schools. This recognition would not only increase motivation but also raise the profile of VET institutions within the education system and society.

5.5. Inclusion and Equity

The discussion placed strong emphasis on ensuring equal opportunities for all learners. Students in rural areas and young women were identified as groups in need of targeted support. Measures such as digital learning solutions, mentorship schemes, scholarships, and stipends were recommended to ensure access to entrepreneurial training for these groups.

Interestingly, some participants suggested that inclusion should be interest-driven rather than imposed. In their view, training programs should be designed to attract genuinely motivated participants, thereby increasing the likelihood of meaningful engagement and long-term impact.

5.6. Policy and Strategic Directions

On the policy level, participants stressed that entrepreneurship education cannot be developed in isolation but must be aligned with national economic priorities. This means updating curricula regularly to reflect technological advancements and labor market trends, while also supporting broader goals such as EU integration, green transition, and digitalization.

The dual VET model was consistently highlighted as a priority for expansion, as it is seen as the most effective way to bridge education with the labor market. Participants also recommended legal recognition of vocational diplomas to strengthen their credibility and attractiveness, particularly in public administration and other formal employment sectors.

International donors and cross-country projects were seen as vital enablers in scaling best practices across regions. Capacity-building programs, digitalization projects, and initiatives promoting inclusiveness were considered essential areas where external support could make a significant difference.

5.7. Conclusion

The focus group discussions revealed a strong consensus on the importance of practical, inclusive, and partnership-driven approaches to entrepreneurship education in VET. Innovative practices are already in place, but they remain fragmented and unevenly distributed. The barriers are systemic and resource-related, requiring both institutional reforms and cultural change.

The way forward lies in scaling up successful practices such as dual VET, strengthening partnerships with businesses, and ensuring teacher professional development. Equally important is the recognition and promotion of VET diplomas to enhance their credibility in the labor market. With the right mix of policies, partnerships, and donor support, entrepreneurship education can become a powerful driver of employability, competitiveness, and socio-economic development.

6. Conclusions

The combined evidence from both the survey and focus group discussions provides a comprehensive picture of the state of entrepreneurship education and vocational training. Several overarching themes emerge that highlight both progress made and the urgent reforms still needed.

1. First, the perspectives of students and teachers show a notable gap in how the relevance of VET curricula is perceived. Students largely believe their programs prepare them for the labor market, whereas teachers express concern that curricula remain too rigid and disconnected from economic realities. This divergence underscores the need for curriculum reform driven by continuous consultation with both learners and educators, ensuring alignment with labor market demands.
2. Second, the role of digital skills emerges as a critical weakness. Students overwhelmingly feel unprepared to use digital tools, while teachers report only partial integration of technology into teaching. Although some modern pedagogical practices are being adopted, their application is inconsistent and not yet institutionalized. This gap risks leaving students without essential competencies for a digitalized labor market.
3. Third, entrepreneurial competences are insufficiently embedded in current programs. Both students and teachers point to a lack of structured support for creativity, problem-solving, and innovation. Teachers are

experimenting with design thinking, problem-based learning, and other methods, but without systematic adoption across institutions, the impact remains fragmented. Strengthening entrepreneurship education requires scaling up these practices, ensuring sufficient time in the curriculum, and providing teachers with training and resources.

4. Fourth, professional development and mobility opportunities remain limited. Teachers acknowledge the importance of reflective practices, yet most feel that available training does not adequately address modern pedagogical strategies. Students also highlight the absence of continuous feedback mechanisms to guide their growth. Similarly, low levels of participation in mobility programs suggest untapped potential for exposure to international best practices, innovation, and cross-border collaboration.
5. Fifth, equity and inclusion remain challenges. Rural students and young women face more barriers in accessing entrepreneurial opportunities. While awareness exists, practical measures—such as mentorship, stipends, and gender-sensitive training—are insufficiently developed. Ensuring equal access will require more than awareness; it demands institutionalized programs that actively target and support underrepresented groups.
6. Finally, the systemic and policy-level issues cannot be ignored. The VET sector is still shaped by a top-down approach, with limited responsiveness to labor market dynamics and insufficient partnerships with businesses. Focus group participants consistently emphasized the importance of expanding dual VET models, strengthening cooperation with SMEs and chambers of commerce, and legally recognizing vocational diplomas. At the same time, international donors and regional initiatives can play a catalytic role in scaling best practices, supporting capacity building, and promoting inclusiveness.

Final Reflection

Taken together, the survey and focus group findings reveal a VET system in transition: moving from traditional, state-driven structures toward more flexible, practical, and partnership-oriented approaches. The path forward lies in addressing systemic gaps, empowering teachers, embedding digital and entrepreneurial skills into the core of curricula, and ensuring equitable access for all learners. If these challenges are addressed through coordinated reforms and collaborative partnerships, VET can become a cornerstone of sustainable socio-economic development and a driver of competitiveness in the evolving labor market.

7. Recommendations

The findings from both the survey and the focus group discussions underline the urgent need for systemic improvements in vocational education and training. Several key directions emerge that should guide future reforms.

A first priority is the modernization of curricula so that they better reflect the realities of the labor market. At present, many programs remain overly theoretical and rigid, leaving students unprepared for rapidly changing job demands. Updating the curriculum regularly, introducing more flexible modules, and embedding entrepreneurial competences such as creativity, problem-solving, teamwork, and initiative as core learning outcomes would ensure that graduates are better equipped for employment. These changes should be informed by ongoing dialogue with industry representatives, so that training remains aligned with national economic priorities, including ICT, agriculture, tourism, and the green transition.

Equally important is addressing the digital skills gap that emerged strongly from the survey. Students overwhelmingly feel unprepared to use digital tools, while teachers report only limited integration of technology in their teaching practices. Systematic efforts are therefore needed to embed digital literacy and competence across all VET programs. This requires structured training for teachers in the use of digital pedagogy, greater investment in technological resources for schools, and the development of dedicated digital literacy modules as compulsory components of the curriculum.

The report also highlights the need to strengthen entrepreneurial education more directly. While pockets of innovation exist—such as dual VET models, hackathons, incubators, and competitions—these remain fragmented and small in scale. Expanding dual VET so that it moves beyond pilot initiatives would help bridge the gap between classroom learning and workplace realities. In addition, scaling up experiential practices, such as project-based learning, student start-ups, and structured mentorship programs with entrepreneurs, would provide young people with hands-on opportunities to test ideas and develop self-confidence. Partnerships with businesses and chambers of commerce will be critical here, not only to provide placements and mentorship, but also to help co-design curricula that are relevant to the demands of the labor market.

Teachers and institutions themselves require stronger support. Professional development opportunities remain limited, and many educators feel unprepared to adopt modern pedagogical strategies. A framework for continuous professional development should be established, with particular attention to entrepreneurship pedagogy, digital tools, and innovation management. Incentives—both financial and reputational—could encourage schools to invest more actively in entrepreneurship initiatives, while recognition frameworks would celebrate and promote institutions that succeed in integrating innovative practices.

The principle of equity and inclusion also needs to be strengthened. Students in rural areas and young women face more barriers in accessing entrepreneurial opportunities, and without targeted measures these inequalities will persist. Expanding scholarships, stipends, mentorship programs, and digital learning solutions can help bridge the divide. Gender awareness among teachers is rising, but it needs to be supported with systematic training and institutional policies that translate awareness into practice.

Another dimension concerns mobility and international exposure. Both students and teachers reported low participation in exchange programs, often due to limited opportunities or lack of awareness. Expanding access to mobility and embedding it more firmly within VET pathways would expose participants to innovative practices, strengthen cross-border collaboration, and broaden perspectives on entrepreneurship and employability.

Finally, systemic and policy-level actions are essential to create an enabling environment for all these efforts. The VET sector must move beyond a state-driven model and become more responsive to market dynamics. Stronger structural cooperation with businesses should be ensured, making private sector participation in curriculum design and training delivery a permanent feature of the system. Equally, vocational diplomas should be granted stronger legal recognition, particularly within public administration, so that they are viewed as equal in value to academic qualifications. Donors and international partners have an important role to play in scaling best practices, promoting digitalization, and supporting capacity-building initiatives.

Taken together, these recommendations outline a pathway toward transforming VET into a system that is more practical, inclusive, and future-oriented. By modernizing curricula, bridging the digital divide, supporting teachers, ensuring equity, and strengthening partnerships, vocational education can become a powerful driver of employability, competitiveness, and socio-economic development.

7.1. Short and Long-Term Recommendations

		Short-Term Recommendations	Long-Term Recommendations
I	Curriculum Reform	Establish review board; pilot modular units	Revise & modernize curricula; annual reviews with industry
II	Entrepreneurship Education	Distribute teaching materials; teacher training workshops; school–business projects	Compulsory entrepreneurship modules; hubs in schools; formal partnerships
III	Digital Competence	Basic digital training; ensure infrastructure; start blended learning (incl, practical projects)	Embed digital literacy across all courses; advanced training; national digital platform
IV	Experiential Methods	Promote brainstorming & project-based learning; issue guidelines and promote Design Thinking	Scale up Design Thinking & Lean Startup; innovation labs; systematic partnerships
V	Professional Development	Mandatory CPD on inclusion & digital skills; peer-learning groups	National CPD framework; professional learning communities
VI	Mobility & Exchanges	Awareness campaigns; info sessions on Erasmus+	Expand bilateral/regional exchange agreements; integrate mobility into graduation

VII	Gender & Inclusion	Mandatory gender equality training; inclusive teaching examples	Institutionalize policies; audits; scholarships for underrepresented groups

7.2. Limitations

While the survey and focus group discussions provide valuable insights into the current state of entrepreneurship education within vocational training, certain limitations must be acknowledged.

First, the sample size of the survey was relatively modest, with 45 respondents in total. Although the balance between students and teachers was useful for capturing diverse perspectives, the findings cannot be assumed to fully represent the views of all VET institutions or stakeholders in the country. Similarly, the focus group brought together a small number of participants, which allowed for rich discussion but inevitably limited the range of voices included.

Second, the geographic coverage of both exercises was uneven. The majority of participants were drawn from urban areas or institutions with established international links, which may not reflect the realities of more remote or under-resourced schools. As a result, the barriers faced by students and teachers in rural regions may be underrepresented, even though they were frequently raised as important challenges.

Third, there may be some response bias in the survey data. Students may have been more optimistic in their evaluation of the relevance of curricula, while teachers tended to be more critical. This divergence highlights genuine differences in perception, but it also suggests that self-reported data should be interpreted with caution and complemented with more objective measures, such as graduate employment outcomes or employer feedback.

Another limitation relates to the focus of the discussions. Both the survey and the focus group concentrated heavily on entrepreneurship education and digital competences, but other important aspects of VET—such as vocational guidance, infrastructure, and the role of families—were only touched upon briefly. This means that while the findings are highly relevant for entrepreneurship, they may not capture the full complexity of challenges in the VET system.

Finally, the timeframe of the study was relatively short. Perceptions and priorities may shift as new reforms are introduced, technologies evolve, and the labor market changes. A longitudinal approach, tracking the same institutions and participants over time, would provide a more comprehensive understanding of progress and impact.

Despite these limitations, the combination of survey data and qualitative insights offers a strong foundation for understanding current gaps and opportunities. The results should be seen as indicative rather than exhaustive, pointing to areas where further research and broader stakeholder engagement would be beneficial.

8. Annexes

8.1. Interview Guidelines

EmpowerVET –
Self-Assessment Questionnaire for VET Teachers in Albania

Questionnaire Guideline

Introduction

This questionnaire is part of a national effort to better understand the day-to-day experiences, challenges, and professional needs of vocational education and training (VET) teachers in Albania. We're especially interested in how you approach entrepreneurship education, how you use digital tools in your teaching, and how modern teaching methods are being applied in your classroom. The questionnaire is divided into a few main sections—*Ideas & Opportunities*, *Resources*, *Into Action*, *Your Experiences and Needs*, and some basic *Demographic Information*. For each statement, simply choose the option that best describes your current level of confidence or experience. Your input is valuable and will help shape future support and training programs for VET educators like you.

Aim and Objectives of the questionnaire

This self-assessment questionnaires is designed to explore how entrepreneurship is understood, implemented, and supported within the Albanian VET ecosystem. The aim of the questionnaire is to:

- Assess the entrepreneurial mindset, competencies, and engagement of both students and teachers.
- Evaluate the curriculum alignment, teaching methods, and institutional support for entrepreneurship.
- Identify gaps in knowledge, training, and resources.
- Inform future training programs, curriculum development, and policy initiatives.

Target Group

Students
Teachers

Questionnaire Milestones

The steps following this working package were:

a) Preparation step for data collection

Throughout this step it is clarified the questioning method and afterwards the first draft of the questionnaire was conducted. Throughout out this step, the expert aims to:

(i) Define question categories.
(ii) Formulate questions and possible responses.
(iii) Arrange the questions to a specific logic order ordered in such a way that responses can be cross checked for control questions.
(iv) Test the questionnaire with close colleagues and check for improvement.
(v) Design the layout.
(vi) Set a deadline for the responses.

b) Implementing Data Collection Process

(i) Share the questionnaire within the target group
(ii) Follow up the progress of the survey.

c) Summarize and analyze data collection.

(i) Collect the data.
(ii) Summarize the data.
(iii) Analyze the data collection.

d) Compute a research analysis using this primary data set.

Questioning Method

The questioning method is online interviewing or otherwise called web survey. Through this method, students and/or teachers will receive an e-mail with an invitation to participate in the survey. The survey will be open access, with no password restrictions, to encourage a wider participation rate.
The e-mail contains a link to the web page for the survey. This method was selected based on these reasons:

(i) Target group are students, who are regularly exposed VET programs. Paper questionnaire would be more difficult to reach by them, considering their digitalization score.

(ii) Online questionnaire easily provides accessibility on data collection.

(iii) Online questionnaire is easier to follow up.

The questions are conducted using a five Likert scale evaluation. Using a 5-point Likert scale in the questionnaire is important because it allows for more nuanced responses, capturing the intensity of opinions and experiences rather than limiting answers to simple yes or no choices. This approach improves the quality of the data collected, making it easier to analyse and interpret trends. It is also user-friendly, encouraging greater participation and more thoughtful responses. Additionally, the format is widely recognized and used, which facilitates comparison with other studies and supports benchmarking across different institutions or time periods.

Questionnaire Structure

The questionnaire is divided into five key sections, each designed to explore different aspects of entrepreneurship within the VET learning environment:

(i) Entrepreneurial Awareness and Opportunities

This section looks at how students perceive entrepreneurship. It asks about their understanding of what it means to be entrepreneurial and whether they feel motivated or supported to take initiative and explore their own ideas. Here, we explore students' ability to spot opportunities and come up with new ideas. It also touches on how involved they are in creative tasks or entrepreneurship-related activities.

(ii)Use of Resources and Digital Tools

This part focuses on how students and teachers make use of digital tools and technology to support idea development. It also considers the level of support they receive from their teachers or institutions in bringing their ideas to life.

(iii)Initiative and Action

This section highlights students' hands-on experiences—such as working in teams, starting projects, or joining real-world activities like internships, challenges, or competitions.

(iv)Feedback, Reflection, and Support Needs

Students are asked how they experience feedback and reflection in their learning journey, and where they feel additional support—such as mentoring, resources, or guidance—is needed.

(v)Demographic Information

This final section gathers basic background details, including age, gender, type of school (public or private), geographic location, and study program.

Across these sections, the questionnaire explores several common themes relevant to both students and teachers within the VET system. It examines the development of an entrepreneurial mindset, including creativity, initiative, and the ability to recognize opportunities. It also looks at how well the curriculum aligns with the demands of the job market, ensuring that what is taught is relevant and practical. The integration of digital tools in both teaching and learning is another key focus, highlighting the role of technology in modern education. Additionally, the questionnaire seeks to identify existing barriers and areas where more support is needed, whether structural, institutional, or personal. Issues of gender and inclusion are also addressed, with an emphasis on awareness and the implementation of equitable practices. Finally, it considers professional development, exploring the extent to which teachers and students engage in or are interested in further training, mentoring, and exchange opportunities.

Pretesting the questionnaire and further use of the data

Before having this questionnaire spread to all students and teachers, it was previously tested by asking colleagues and former students to fill it.

This survey, which is based on a structured questionnaire. The basic principle is to use the findings clustered in different subgroups (here teachers and students) of the sample of the study, and to compare the responses from the subgroups.

Ethics and Transparency

One of the issues related to a credible questionnaire is related to ethics and transparency. The aim of this questionnaire is initially stated on top of the form, having students read it before they submit the responses. Hence, students will know what the scope of the survey is, what output will be developed using the data collected.

In terms of transparency, students will remain anonymous. Researchers are not interested in having personal data, nevertheless the aim is to assess the entrepreneurial mindset, skills, and involvement of students and teachers, evaluate educational practices and support systems, identify existing gaps, and provide insights to guide future training, curriculum development, and policy planning.

Conclusion

These questionnaires provide a comprehensive view of entrepreneurship education in Albania's VET sector, from both the **student** and **teacher** perspectives. The findings will support evidence-based recommendations for:

- Curriculum reform
- Teacher training programs
- Student-centered initiatives
- National and international cooperation in VET and entrepreneurship

8.2. References:

Gronmo, Sigmund. (2020). Social Research Methods. Qualitative, Quantitative and Mixed Methods Approaches. Sage Publishing. Pp 233-254

Matthews, Bob and Ross, Liz. (2010). Research Methods. A Practical Guide for the Social Sciences. Pearson Education Limited. Pp: 200-218

Unesco Institute for Statistics (2012) International Standard Classification of Education, ISCED. ISBN 978-92-9189-123-8