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***‘Bridging Knowledge Gaps
Integrating EU Literacy into Higher Education Curricula’***

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Abbreviations

EEA	European Education Area
ERA	European Research Area
EU	European Union
HEI	Higher Education Institution



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Introduction

This document is framed within the framework of the Jean Monnet - Centre of Excellence EUFutur Project. Serving as a policy paper, it delivers evidence concerning Higher Education Institution (HEI) curricula in Albania. The primary objective of this report is to ascertain the extent to which courses pertaining to EU Integration are incorporated into university study programs and provide recommendation intended for the Ministry of Education in Albania to further act on improving the state of EU Literacy in HEI in Albania.

The analysis and findings presented in this policy paper are derived from two principal sources: data obtained from a structured questionnaire and insights gathered through desk research. The questionnaire solicited responses from individuals representing four Western Balkan countries, focusing on the inclusion of EU integration and policy-related courses within their respective universities. Specifically, responses from Albania were isolated for analysis in this report.

Structured as a sequential inquiry with predetermined response options, the questionnaire methodology ensures robust data collection. Through this approach, a comprehensive overview of the status of curricular integration related to EU matters in the region, with a particular emphasis on Albania, is attained.

The second source of analysis relies solely on desk research conducted for Albania. This entails the review of websites belonging to 39 higher education institutions, encompassing all active HEIs in the country, including 24 universities, 9 university colleges, and 6 academic institutions. The evaluation focused on discerning whether these institutions offer courses pertinent to the EU. Given that universities are expected to provide transparent and accessible information regarding their academic offerings, this method is deemed effective. These findings contribute to a more nuanced understanding of the landscape of HEI curricula in Albania.

II. Literature Review: On the importance of EU in School Curricula

In the contemporary milieu, where the world grapples with an array of challenges such as climate change, digital transformation, and an aging populace—aggravated by the seismic impact of the COVID-19 pandemic and its economic repercussions—the role of universities becomes ever more pivotal. In this context, the European Commission's Strategy on Universities acknowledges universities as crucibles of innovation, knowledge creation, and societal transformation. These institutions are the bedrock of democratic, fair, and sustainable societies, catalysing growth, entrepreneurship, and employment. They are at the vanguard of education, research, and innovation, intersecting with societal and economic needs, and thereby playing a critical role in achieving the European Education Area (EEA) and the European Research Area (ERA). European universities, with their rich diversity deeply rooted in European culture, serve as custodians of the European way of life, enriching it through a synergetic amalgam of various institutional types—from research universities to vocational education entities. Understanding the role of universities, the Commission has designed its strategy with the aim to bolster



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the higher education sector, enabling it to be a robust propeller of Europe's post-pandemic recovery and architect of resilient societies.

The EU strategy for universities aims to deepen the understanding of the European Union (EU) and its institutions among students through a curriculum that fosters European identity and belonging. This initiative seeks to strengthen the European dimension in higher education and research, ensuring that curricula and qualifications are fully transparent, reducing obstacles to the free movement of students, academics, and researchers across the continent. The main objectives of the strategy are: a) Strengthen the European Dimension in Higher Education and Research; b) Support Universities as Lighthouses of our European Way of Life; c) Empower Universities as actors of change in the twin green and digital transformation; d) reinforce universities as drivers of the EU's global role and leadership (EU, 2022).

Incorporating EU-centric topics into school and higher education curricula is crucial for cultivating informed, active citizens capable of navigating and contributing to the complexities of a rapidly evolving European and global landscape. This integration is closely aligned with the European Commission's strategic objectives for higher education, aiming to deepen the European Dimension in education and research. By enriching curricula with a broad spectrum of EU-related content, we foster a comprehensive understanding among students of the EU's foundational principles, policies, and processes, thereby nurturing a shared European identity and a robust appreciation for democracy, human rights, and the rule of law. This educational approach not only prepares students to actively engage in democratic processes but also equips them with the knowledge and skills necessary to address significant challenges such as climate change, digital transformation, and social equity. As Europe moves towards the twin green and digital transformation, the inclusion of EU topics empowers universities and schools to serve as lighthouses of the European Way of Life and as active agents of change, preparing graduates who are both academically proficient and keenly aware of their pivotal role in supporting the EU's global leadership and collaborative efforts for sustainable development. Ultimately, this strategic emphasis on EU studies within education systems is essential for enhancing employability, fostering innovation, and strengthening the collective capacity of future generations to uphold and advance the values and objectives at the heart of the European project (EC, 2020).

The report on “Learning about EU: European topics and school curricula across EU member states” (2020) explores how EU themes are presented in curricula, suggesting improvements in the context and depth of EU-related content to ensure it resonates with students' lives and the EU's significant role in them. The report underscores a diverse landscape of EU topic integration within higher education across Europe, marked by varying degrees of emphasis, thematic focus, and pedagogical approaches.



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A salient theme across the EU countries is the transition and adaptation of educational systems to include EU-related content within their curricula, highlighting an evolving recognition of the importance of such topics in forming well-rounded, informed citizens capable of navigating the complexities of the European Union and its many-sided dimensions. The legislative and curricular frameworks across different member states manifest a common intent to embed EU topics within the higher education spectrum. Curricula are increasingly designed to incorporate EU topics, either as standalone subjects or integrated within broader educational themes, emphasizing the EU's political, economic, social, and cultural dimensions. The actual implementation of EU-related topics within universities varies significantly, often depending on institutional policies, faculty expertise, and available resources. Some institutions have developed specialized courses focusing explicitly on EU institutions, policies, and history, while others adopt a more integrated approach, embedding EU topics within courses like international relations, politics, economics, and law. The emphasis on EU topics is also evident in vocational and technical education, where the curricula sometimes include references to EU regulations, directives, and policies essential for specific professions

It advocates for expanded professional development for educators to equip them to effectively teach about the EU. Intermediary organizations are called upon to augment teacher efforts by facilitating learning experiences that grant students more control over their learning journey, utilizing engaging and resource-intensive methods like interactive simulations. Teachers, at the heart of this educational endeavour, are encouraged to embrace creative and innovative teaching approaches, foster direct dialogues between students and EU experts, and promote an environment where critical thinking and peer learning flourish. This layered strategy seeks to make EU education more impactful, engaging, and relevant, deepening students' understanding of and engagement with the European Union through a narrative that respects both the sovereignty of member states' education systems and the overarching goal of fostering a unified European identity.

In conclusion, the approach to integrating EU topics into school curricula across member states reflects a strategy that recognizes the delicate balance between the EU's aspirations for a unified educational narrative on European citizenship and the sovereignty of national education systems. Through recommendations that encourage the thoughtful inclusion of EU content, enhanced teacher training, and innovative teaching methods, there is a clear pathway toward enriching students' understanding and engagement with the EU. This framework sets a solid foundation upon which to explore the specific situation in Albania. As we transition to examining Albania's unique context, it becomes imperative to understand how these broader European recommendations are mirrored, adapted, or challenged within the national landscape, highlighting the complexities and opportunities of implementing EU-related education in a country with its distinct cultural, historical, and political backdrop.



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III. Case Study in EU and WB

3.1 Promoting European Integration. The Italian Experience. *The Punto Europa of Forlì: a Model of Best Practice*

The Punto Europa of Forlì is a Europe Direct Information Centre since 2007. In 2001, it launched the project on “EU Citizenship at School,” since 2011, it has been financed by the Erasmus + Jean Monet Action. In 2013, the project was awarded “Good Practices on the Daily Activities of a Europe Direct Information Centre.” The project was designed by Professor Giuliana Laschi, Jean Monet Chair at the University of Bologna, Dept. of Political and Social Sciences, who thought up and created the model.

Even though Italy is a founder of the European Community and the European Union, there is a profound and generalized ignorance of EU objectives, duties, policies, and institutions. This is because there is wrong or harmful information in mass media, often negative information by government and political parties.

The project “EU Citizenship at School” aims to teach the students how to become aware of their role as European citizens through a better knowledge of the history of the European integration process and the structures, duties, and how the EU works. Meetings are organized in school to explain the history of European integration, how the EU works, and specific topics. Getting young people, as future active citizens, aware of the EU is of crucial importance, and the role of the education system is central to promoting their sense of European citizenship and belonging.

The key to the project “EU Citizenship at School” success lies in the combination of university students as teachers of primary and high school students. The university students are selected with an Open Call for University Students in European and International Studies. The better ones are chosen based on their knowledge of the EU and their attitude to communicate. Then, the students will be trained on how to speak in public, tailor the message using appropriate language, and implement recreational activities. The course foresees a residential part that also encourages team building. At the end of the course, they are entitled EU Junior Experts.

They participate as “observer” at the first public meeting with expert student trainers. Two EUJEs hold each Meeting in School classes. Classes are always supported by PowerPoint presentations and videos, making learning more accessible for students.

Since 2015, some school meetings have been held directly in the university spaces (classrooms) – a great experience, especially for professional schools. Meetings are held in Primary, Lower, and Upper Secondary Schools, considering the students’ age and using proper language and tools. Meetings are arranged based on one or two compulsory meetings on History, EU Institutions, and Symbols of the EU (EU Citizenship is always included). The second or third meetings concern deepening, answering



schools' requests: EU Policies or Opportunities in Europe. At the end of each meeting, the school students and their teacher complete an assessment questionnaire to monitor the work while it is being implemented. In the end, the main achievements of the project "EU Citizenship at School" are:

- Information as the tool for creating/increasing European citizenship awareness.
- University students are positive models: young and informed, studying before speaking. They have developed critical thought; they represent the alternative way to be citizens, not passively but actively, through knowledge.

The added value of the project "EU Citizenship at School" lies in the methodology that represents an education improvement for school and university students, who learn how to convert complex knowledge into a language that anybody can understand, not only in academia. This is an education model to improve the learning skills of everyone involved.

3.2 Promoting European Integration. The Kosovo's Experience

Since its liberation in 1999, Kosovo has been under the continuous influence of the European Union, either directly in the political and economic spheres or through support for civil society and education. Since 1999, a significant portion of the activities supported by various donors has focused on educating about the EU and European values that have come to the fore since World War II in Western Europe, such as democracy, human rights, pluralism, market economy, and tolerance. Special importance has also been placed on awarding scholarships to young people to study European integration at European universities, as well as initiating courses on European integration at the University of Pristina, which was the only university at that time.

Since then, higher education in Kosovo has diversified. In addition to the University of Pristina "Hasan Prishtina," there are now seven other public universities and a number of private university colleges. This policy paper focuses on the programs of eight public universities: University of Pristina "Hasan Prishtina," University of Prizren "Ukshin Hoti," University of Gjiçan "Kadri Zeka," University of Peja "Haxhi Zeka," University of Mitrovica "Isa Boletini," University of Gjakovë "Fehmi Agani," University of Applied Sciences in Ferizaj, and International Business College in Mitrovica. The programs of private university colleges such as UNI-Universum International College, AAB College, UBT, "Pjeter Budi" College, Heimerer, Rezonanca, and the American University in Kosovo (AUK) were also reviewed. Among the public universities, the University of Applied Sciences in Ferizaj is the only one that does not offer a course related to the European Union or European integrations, and the same is true for private university colleges focused on medical fields such as Heimerer and Rezonanca. AUK also does not offer such a course. Among the public universities with more courses and study programs in the field of European integration, the University of Pristina "Hasan Prishtina" is the leader, followed by the University



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of Peja "Hazhi Zeka," while among the private universities, UNI, AAB, and UBT offer more courses in this field.

In general, these courses are more prevalent in public universities than in private ones. This difference can be explained by the fact that private colleges have made efforts to focus on areas of higher education that have not been so well covered by public universities. However, what holds true for both public and private higher education institutions is that an examination of the curricula reveals that courses related to the European Union are mainly concentrated in programs dealing with law, political science, and economics, while they are almost entirely absent in programs related to medicine, engineering, computer science, and education.

In the examined curricula, it is noticeable that in master's programs for law and economics, the courses related to the EU are not of a general nature but are much more specialized, such as EU Economic Policies, EU Agricultural Policies, European Criminal Law, EU Project Management, EU Family Law, European Law of Consumer Protection, EU Common Foreign and Security Policy, EU Public Policies, Local Governance in EU Law on Intellectual Property, EU Policy and Administration, Economy of EU and Kosovo, etc.

Additionally, two universities, the University of Pristina "Hasan Prishtina" and the University of Peja "Haxhi Zeka," offer programs in the field of European integration at the master's level. The former has the MA program in European Studies and Public Administration within the Department of Political Sciences in the Faculty of Philosophy, and the latter offers LLM in International and European Law within the Faculty of Law.

Outside of faculties that traditionally have courses from the European Union field, only in the Faculty of Life and Environmental Sciences at the University of Prizren "Ukshin Hoti" the course "EU and Common Agriculture Policies" has been identified in its agribusiness program. In all other fields of study, whether in public or private universities, there is no course related to the European Union, even when such a course may be necessary, e.g., in the fields of environment, agriculture, construction standards, etc.

3.2 Promoting European Integration. The Bosnian Experience

At the University Sarajevo School of Science and Technology, Bosnia and Herzegovina, the Faculty of Economics and Faculty of Political science and international relations offer specialized courses aimed at introducing and discussing European Union (EU) policies. One such course, EC 260 EU Economic Analysis, offered at the third year of study, is designed to be more than a theoretical exploration, and serves as a gateway to understanding the multifaceted dimensions of EU economics. It embarks on a journey to unravel the economic intricacies of the EU's development while simultaneously



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scrutinizing the policies underpinning its integration process. With a keen eye on both the political and social ramifications, course EC 260 delves deep into the economic impacts on various stakeholders – from individuals to entire regions. More than just dissecting policies, the course emphasizes the dynamic interplay between theory and practice, urging students to critically assess the effectiveness and repercussions of EU policies. Through a combination of theoretical frameworks, real-world case studies, and interdisciplinary discussions, students emerge equipped with a holistic understanding of EU economics. Armed with this knowledge, they are poised to navigate the complexities of European integration and contribute meaningfully to the broader discourse on EU affairs, whether in the realms of economic analysis, policymaking, or international relations.

The Department Political Science and International Relation covers EU studies through several different undergraduate level course. Students delve into the evolution of the European Union (EU) across various dimensions. In the course "Modern Political History," emphasis is placed on understanding the genesis and progression of the European Community, tracing its trajectory from an economic entity to a political union. A focal point of study is the post-World War II period, exploring the historical ideas and events that shaped European integration.

Students examine the driving forces behind integration processes, key theoretical frameworks, the evolution of EU institutions, and the multifaceted engagement of various stakeholders in a course entitled "Basics of EU Politics". Additionally, the curriculum addresses the radical transformations in post-Communist Europe, providing insights into the region's unique historical trajectory and its implications for European integration. Through an exploration of main EU policies, students gain an understanding of contemporary challenges and opportunities, including issues surrounding democracy, political identity, and pressing concerns. Furthermore, attention is given to the dynamics of EU enlargement post-2013, offering a comprehensive view of the EU's current state and future prospects. Overall, the department provides students with a nuanced understanding of European integration, encompassing historical, theoretical, and contemporary dimensions. Encompassing the legal dimension of the EU legal framework, the module on "European Protection of Human Rights" aims to equip students with a comprehensive understanding of the primary legal institutions and mechanisms safeguarding human rights in Europe. With a specific focus on the Council of Europe and its pivotal role, particularly the European Convention on Human Rights (ECHR), students engage in critical analysis of human rights instruments. Emphasis is placed on scrutinizing the interpretation of ECHR provisions by the European Court of Human Rights (ECtHR) and understanding the interplay between the ECtHR and the Court of Justice of the European Union in the post-Lisbon era of EU human rights protection. Through critical evaluation, students gain insight into the fundamental principles enshrined in the ECHR and their practical implications within domestic legal frameworks. The module encourages students to assess the application of human rights



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standards in real-world contexts, fostering an appreciation for the multifaceted nature of human rights protection in Europe. Ultimately, the module equips students with the analytical tools and knowledge necessary to navigate the complexities of European human rights law and practice.

Lastly, a course entitled “Introduction to EU Law” provides students with a comprehensive understanding of European Union law and its broader implications. Beginning with an exploration of the historical evolution of the EU, students delve into the fundamental institutional, substantive, and procedural aspects of EU law. Emphasis is placed on elucidating the structures of the EU, its law-making processes, and the pertinent case law concerning free movement, citizenship, and fundamental rights. Throughout the course, students examine the EU's role in the global arena and its interaction with international law and national legal systems. They gain insights into the EU's competences, institutions, normative instruments, and decision-making processes. Special attention is given to the relationship between EU law and domestic laws, as well as the application and enforcement of EU law by domestic courts. Additionally, students analyze the functions of the Court of Justice of the EU and its impact on EU legal integration. Furthermore, the module delves into the rules and case law governing the EU's internal market, with a focus on the free movement of goods, persons, services, and capital, as well as selected EU policies. By the conclusion of the module, students attain a nuanced understanding of substantive EU issues, its current functioning, development trajectory, and future prospects. They also develop the ability to critically evaluate the EU's position in the broader international context, particularly regarding substantive matters fundamental to the EU's identity and evolution.

IV. EU in Albania

4.1 EU Integration Literacy in Albania – mapping the situation.

In fields outside the social sciences, courses that provide students with general knowledge about the European Union, its institutions, and values should be present as elective subjects at least in the first year of studies. Many programs offering courses related to EU Integration and Policies fall within the domains of Finance, Business, Marketing, Law, Social Science, Political Science, and Journalism.

In Albania, programs categorized in Social Science, Political Science, Journalism, as well as those in Finance, Business, Marketing, and Law typically offer an average of four courses related to EU processes, policies, and integration. Conversely, programs in other fields categorized by Frascati codes offer an average of two EU-related courses. Excluding the University of Tirana from the analysis, which skews the data due to its size and course offerings, the average number of EU courses drops to one.

Typically, master's programs offer more courses related to EU Policies and Integration compared to bachelor's programs. On average, bachelor's programs offer three EU-related courses, while master's



programs offer an average of 4¹. This difference can be attributed to master's students possessing a deeper foundational knowledge, allowing for more nuanced perspectives.

Overall, there is a pressing need to assess the number of EU-related courses offered by Higher Education Institutions in Albania. While some institutions offer a substantial number of courses, others provide only a few related to EU Policy and Integration Processes.

Given Albania's aspirations to join the European Union, there is a crucial necessity to enhance and consolidate knowledge in this area. According to feedback gathered from the questionnaire, most Albanian students lack clear information regarding EU financial institutions, EU chapters, and market performance concerning EU targets.

Concerning financial institutions, students note differences between EU financial institutions and those in Albania, expressing a desire for more comprehensive information beyond what is currently offered in EU policy courses.

Regarding EU chapters, there is a call for more information available in native languages to enhance understanding of the country's economic integration into the EU.

In terms of economic performance and market progress toward EU targets, respondents believe their country's economic situation falls short of EU standards. However, they also advocate for increased stakeholder involvement to explain economic integration into the EU. EU university programs should incorporate modules or courses supporting financial literacy and knowledge of EU integration policies. The younger generation requires more information regarding their country's economic performance concerning the European integration process.

Additionally, in faculties of education, which are responsible for training future teachers, courses related to the European Union should be part of the compulsory curriculum, given that future teachers and educators should be prepared to impart basic knowledge about the EU to their students. In journalism programs, courses related to the European Union should be mandatory, especially in private institutions of higher education where such courses are currently missing.

4.2 EU Integration of Albania: Country Strategy and Expertise

The National Strategy for Development and European Integration (NSDEI) 2030 represents Albania's overarching framework for sustainable economic and social development, spanning from 2021 to 2030. As a continuation of the previous NSDEI 2016-2020, the NSDEI 2030 reflects a comprehensive approach towards Albania's integration into the European Union, focusing on aligning with the Sustainable Development Goals to fulfill the 2030 Agenda. This strategy outlines a long-term vision for

¹ See table 1: Current Status of curricula related to EU Integration in Albania



the country's democratic, social, and economic development, setting priorities that include boosting sustainable economic growth, enhancing standards for citizens' welfare and rights protection, and improving Albania's competitiveness on a regional and global scale.

Aiming for a clear and merit-based pathway to full EU membership, the NSDEI 2030 underlines the strategic and political significance of EU integration for Albania, highlighting its role in democratization, institutional consolidation, and legal, economic, and institutional system enhancements in line with EU standards. This endeavour reflects Albania's political and cultural identity, increasingly integrated with Europe, and is supported by the overwhelming and continuous backing of Albanian citizens, political parties, and civil society.

Furthermore, the strategy emphasizes the importance of the EU membership process in further supporting Albania's democratization, the rule of law, public institution consolidation, and the continuation of essential reform processes. This aligns with the EU's political, economic, and security interests, particularly in the face of global challenges, presenting EU expansion as a strategic investment for a stable, strong, and united Europe. The NSDEI 2030 thus serves as a critical strategic document, guiding Albania's sustainable development and integration efforts within a clear and sustainable framework, supporting medium-term budgeting processes, and underpinning the country's aspirations for EU membership within a broader, strategic context.

This overview reflects the comprehensive and multi-dimensional evaluation Albania undergoes in its EU accession journey, highlighting significant areas requiring reforms and alignment with EU standards and practices. This involves substantial adjustments in governance, economic policies, legal systems, and societal values to meet the rigorous requirements of EU membership.

According to the EU Albania Report (2023) the main challenges for Albania in the process of EU integration, as highlighted in the report, encompass a range of issues across different areas of governance, law, and public administration. Albania's progress in aligning with the EU acquis is assessed across several clusters and chapters, each addressing different aspects of EU laws and standards. The main areas of concern and challenges include:

Judiciary and Fundamental Rights (Chapter 23): Albania needs to further improve the independence, efficiency, and accountability of its judiciary. This includes speeding up the vetting process for judges and prosecutors, filling judicial vacancies, and ensuring systematic follow-up on cases where vetting reveals criminal offenses. Strengthening the fight against corruption and organised crime is also critical. Fundamental rights, including the rights of persons with disabilities, protection of national minorities, and ensuring freedom of expression, remain areas requiring significant progress.

Justice, Freedom, and Security (Chapter 24): Challenges include enhancing cooperation in the fight against illicit drugs, ensuring effective mechanisms to prevent cannabis diversion, improving



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efforts in asset recovery linked to organised crime, countering cybercrime, money laundering, and trafficking in human beings. Protection against various forms of online child sexual abuse and alignment with EU standards in data protection and cyber security are also important.

Internal Market: This encompasses several chapters, such as free movement of goods, workers, right of establishment and freedom to provide services, free movement of capital, company law, intellectual property law, and competition policy. Albania needs to make progress in ensuring compliance with EU standards in these areas, addressing regulatory barriers, ensuring the operational independence of state aid monitoring, and improving intellectual property rights enforcement.

Sector-Specific Challenges: These include adapting to EU standards in areas such as consumer and health protection, digital transformation and media, taxation, economic and monetary policy, social policy and employment, enterprise and industrial policy, education, culture, and customs union. Efforts are needed to enhance competitiveness, address structural reforms, improve social inclusion, and ensure the sustainability and quality of education and training systems.

Green Agenda and Sustainable Connectivity: Compliance with EU environmental standards, enhancing energy efficiency, promoting renewable energy sources, developing transport and energy networks, and implementing climate change mitigation and adaptation measures are crucial for aligning with the EU's Green Deal objectives.

Agriculture, Rural Development, and Cohesion: Adapting to the Common Agricultural Policy, improving food safety, veterinary, and phytosanitary standards, and aligning with EU policies on regional development and structural instruments are essential for integration into the EU's agricultural and cohesion policy frameworks.

External Relations and Foreign, Security, and Defence Policy: Aligning with the EU's common foreign and security policy, participating in EU security and defence initiatives, and ensuring compliance with EU standards in external trade relations are important for Albania's integration into the EU's external action policies.

Meeting these challenges requires comprehensive reforms, continuous alignment with EU legislation, strengthening administrative capacity, and ensuring effective implementation and enforcement of adopted measures. Progress in these areas is critical for advancing Albania's EU accession process.

Based on the comprehensive sectors evaluated for Albania's EU integration process and the Country Strategy 2030, the country requires a diverse range of experts to address the complex challenges and reforms needed. These experts include:



- *Public Administration and Governance Experts:* To drive the reform in democratic institutions and public administration, ensuring efficiency, transparency, and accountability in governance structures.
- *Legal and Judiciary Reform Specialists:* Experts in legal reforms and judiciary systems are crucial to enhancing the rule of law, ensuring an independent judiciary, and aligning Albania's legal framework with EU standards.
- *Economic Analysts and Policy Advisors:* With the economic criteria focusing on market economy functionality and competitive capabilities, economic analysts can help devise strategies that bolster Albania's economy to withstand competitive pressures within the EU market.
- *Public Procurement and Financial Control Professionals:* Specialists in these areas are needed to ensure transparent, efficient public procurement systems and robust financial control mechanisms that meet EU standards.
- *Statisticians and Data Analysts:* For the collection, analysis, and reporting of statistical data in compliance with EU methodologies and standards.
- *Human Rights and Fundamental Freedoms Advocates:* To ensure that reforms in judiciary and fundamental rights are in place, safeguarding freedom, security, and justice in line with EU principles.
- *Social Policy and Employment Experts:* Professionals who can help develop and implement policies for social inclusion, employment, and labor rights that align with EU directives.
- *Environmental and Climate Change Specialists:* Given the emphasis on the green agenda and sustainable connectivity, experts in environmental protection, sustainable energy, and climate change policies are essential for aligning with EU environmental directives.
- *Agricultural and Rural Development Advisors:* To guide the transformation of the agriculture sector and rural development practices to meet EU standards on food safety, veterinary, and phytosanitary policy.
- *Trade and Internal Market Experts:* Individuals who understand the intricacies of the EU's internal market, including the free movement of goods, services, capital, and labor, to guide Albania in adapting its policies and regulations accordingly.
- *Digital Transformation Specialists:* To support Albania in the digitalization of its services and media, ensuring digital competencies and infrastructure that meet EU standards.
- *Education, Science, and Research Professionals:* To foster advancements in education, science, and research, aligning with EU benchmarks and fostering innovation and cultural development.



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- *Energy, Transport, and Infrastructure Experts:* Specialists in developing sustainable energy policies, modernizing transport systems, and enhancing infrastructure connectivity in line with EU guidelines and the Trans-European Networks.
- *Regional Cooperation and Foreign Policy Advisors:* To navigate the complexities of regional stability, good neighborly relations, and EU's foreign policy.

The integration process demands a collaborative effort across these specialties, requiring not only technical expertise but also strategic vision, policy-making acumen, and the ability to implement comprehensive reforms in line with EU accession requirements.

V. Conclusions and Recommendations

(feel free to suggest)

Recommendations

Given the inadequacy of information provided by courses dedicated to EU policies, we recommend augmenting the depth of knowledge by:

- Updating the literature used in these courses to ensure relevance.
- Incorporating guest lectures by renowned specialists in the field to offer practical insights.

To enhance understanding of EU chapters, we propose:

- Producing brochures in Albanian to cater to students in non-EU-related fields, such as Finance, Business, Marketing, Law, Social Science, Political Science, and Journalism, who may have limited exposure to EU courses and knowledge.
- Launching informative campaigns in high schools that lack EU-related courses in their curricula.

It is essential for all Higher Education Institutions in Albania to integrate modules or include at least one or two courses supporting financial literacy and knowledge of EU integration policies. The younger generation requires comprehensive information concerning Albania's economic performance within the European integration process.



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