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# **EUFutur**

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### **Final Document of the Policy Paper**

#### **‘BRIDGING KNOWLEDGE GAPS Integrating EU Literacy into Higher Education Curricula in Albania’**

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## Abbreviations

EEA	European Education Area
ERA	European Research Area
EU	European Union
HEI	Higher Education Institution
HESD	Higher Education for Sustainable Development
NSDEI	National Strategy for Development and European Integration
SDG	Sustainable Development Goals
EUJE	European Union Junior Experts
ISCED	International Standard Classification of Education

## Executive Summary

The document, part of the EUFutur Project at the Jean Monnet Centre of Excellence, assesses Higher Education Institution (HEI) curricula in Albania regarding EU Integration. It aims to evaluate the incorporation of EU-related courses and provide recommendations to enhance EU Literacy among Albanian youth.

To evaluate the current situation of EU literacy among HEIs, a questionnaire and desk research were conducted. The questionnaire, targeting four Western Balkan countries, assesses the student's perception on EU integration literacy and the contribution of HEI curricula of their knowhow. Desk research reviews 39 Albanian HEI websites to identify relevant courses. Higher education institutions are recognized as crucial for sustainable development, yet their integration of sustainability remains limited. Despite initiatives for higher education for sustainable development (HESD), comprehensive integration is lacking, often peripheral to core functions. Few institutions have robust sustainability policies integrated into their governance framework. The findings contribute to understanding HEI curricula in Albania and highlight the need for enhanced sustainability integration in higher education.

In the current global landscape, universities play a crucial role amid challenges like climate change, digital transformation, and the COVID-19 pandemic. The European Commission recognizes universities as hubs of innovation and societal change, vital for democratic, fair, and sustainable societies. The Commission's strategy aims to enhance the European dimension in higher education, empowering universities to drive green and digital transformations and contribute to the EU's global leadership.

Incorporating EU topics into curricula is vital for fostering informed citizenship and supporting EU objectives. A report on EU learning across member states highlights diverse approaches to EU integration in higher education curricula. Recommendations include improving teacher training and adopting innovative teaching methods. Balancing EU aspirations with national sovereignty in education is crucial. Understanding the broader European framework is essential for analyzing Albania's context and implementing EU-related education effectively.

The document discusses European integration efforts and best practices in various regions, focusing on case studies from Italy, Kosovo, and Bosnia and Herzegovina (BiH). In Italy, the Punto Europa of Forlì serves as a model for promoting EU awareness through information services, educational initiatives, and training courses. In Kosovo, since 1999, EU education initiatives have been pivotal, with scholarships, university courses, and programs aimed at fostering European values. However, EU-related courses are more prevalent in public universities compared to private ones, particularly in law, political science, and economics programs. In BiH, universities like the University Sarajevo School of Science and Technology offer specialized courses on EU policies, covering areas such as EU economics, politics, human rights, and law. These courses provide students with a comprehensive understanding of EU integration processes, policies, and implications, equipping them to navigate the complexities of European affairs effectively. North Macedonia's universities have increasingly integrated courses on EU studies, addressing the country's aspirations for EU membership. Programs span undergraduate to doctoral levels, focusing on EU law, governance, and integration, aiming to enhance students' career prospects and institutional capacities. Collaboration between universities and state institutions is crucial.

In Albania, the integration of EU-related topics into higher education varies across disciplines, with more prevalent coverage in fields like Social Science, Political Science, and Journalism. However, there's a need for a more comprehensive assessment of EU-related course offerings, especially considering Albania's aspirations for EU membership. Feedback from students suggests a lack of clear information regarding EU financial institutions, chapters, and market performance. This underscores the necessity for improved education on EU matters, including financial literacy and understanding of integration policies. Additionally, faculties of education should include EU-related courses to prepare future teachers adequately. In the broader context, Albania's National Strategy for Development and European Integration (NSDEI) 2030 provides a framework for sustainable development aligned with EU standards. However, Albania faces numerous challenges across governance, law, public administration, and various sectors requiring substantial reforms and alignment with EU standards. To address these challenges, Albania needs a diverse range of experts, including those in public administration, legal reform, economics, environmental protection, agriculture, trade, digital transformation, education, and regional cooperation, to drive the integration process effectively.



To address the inadequacy of information provided by courses on EU policies, several recommendations are proposed. Firstly, strengthening regional capabilities through collaboration with higher education institutions (HEIs), organizing training sessions, and securing research funding to evaluate EU integration is crucial. Additionally, hosting EU networking events, providing online resources, and revising curricula to integrate EU-related topics across disciplines are recommended. To enhance understanding of EU chapters, initiatives such as producing brochures in Albanian for non-EU-related fields and launching informative campaigns in high schools are suggested. Aligning with the Digital Education Action Plan (2021-2027) is also emphasized to ensure high-quality, inclusive, and accessible digital education across Europe. Furthermore, integrating modules supporting financial literacy and EU integration policies into all HEIs in Albania is deemed essential for the younger generation to comprehend Albania's economic performance within the European integration process.

## I. 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. This policy paper aims to empower EU literacy among youth population 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.

This policy paper has a high importance as it addresses EU literacy towards universities. In the pursuit of a more sustainable world, higher education institutions (HEIs) stand as pivotal agents of change (Leal Filho, 2011). Recognized for their central role in advancing the sustainable development goals (SDGs), HEIs contribute through various means including research, education, partnerships, community involvement, and effective governance (HESI, 2017). Their influence extends across multiple domains such as the economy, societal issues, environmental preservation, policy formulation, cultural dynamics, and demographic shifts, directly impacting sustainable development (SD) outcomes (Findler et al., 2019).

Despite a growing number of universities committing to higher education for sustainable development (HESD) initiatives and engaging with EU literacy, remain limited, often peripheral to the core functions of HEIs. Few HEIs have managed to integrate sustainability comprehensively into their operations (Giesenbauer and Müller-Christ, 2020 and Sterling, 2021), with many lacking a robust SD policy as a fundamental aspect of their governance framework (Leal Filho et al., 2020). Literacy enables individuals to develop capacities of reflection, critique, and empathy, leading to a sense of self-confidence, identity and full involvement in society. Engaging into enhancement of EU literacy among Albanian youth population can empower and contribute towards sustainability in aligning with EU institutions and policies.

## 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, catalyzing 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 of bolstering 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.

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 endeavor, 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.

## 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 an information, study, and documentation center, established in 1999 by the University of Bologna - Forlì Campus, the municipality of Forlì and the Province of Forlì-Cesena. The Scientific Committee of Punto Europa Forlì is composed of Professors of University of Bologna, specialized in EU matters. Punto Europa became a Europe Direct Information Centre in 2007, a Centre of Excellence Jean Monnet in 2014 and an European Documentation Centre in 2018. Punto Europa provides a wide range of services. It contributes to the spread of the awareness of European citizenship thanks to its information service and to the distribution of documentation material on the EU. The office has also an education aim, which is addressed through the organization of training courses, conferences and seminars on EU issues, in cooperation with different institution and directed to Public Administration executives and officers, schoolteachers, citizens and associations.

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” and presented as best practice by Professor Giuliana Laschi at the Expert Seminar for the implementation of the Action "Learning EU at School" within the Lifelong Learning - Jean Monnet Programme. 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 communication. Then, the students will be trained in 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 several 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 Gjilan "Kadri Zeka," University of Peja "Haxhi Zeka," University of Mitrovica "Isa Boletini," University of Gjakova "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 of Peja "Haxhi 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.

### *3.3 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 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 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 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.

### *3.4 Promoting European Integration. North Macedonia's Experience*

In North Macedonia, particularly in the last twenty years, increased the universities' eagerness to incorporate in the academic program's courses related to the EU history, institutions, law, governance, integration and identity. The interest for these courses evolved and continues to grow due to the necessity that originates from the aspirations of the country and its citizens for the EU membership and the attentiveness of the students to expand their knowledge about European Studies and as such to enhance their options for better integration in the labor market. Furthermore, along with the dynamics of the negotiations process, it was inescapable strengthening of the institutional capacities and enabling the employees in the state and public administration to address all the questions associated with North Macedonia's EU membership. During these years it was evident that there were/are deficiencies in the university curricula, too. For that reason, in addition to the efforts for specific courses there are present tendencies for academic programs in EU Studies, mainly within the Faculties of Political Sciences, the Faculties of Law and the Faculties of Economics.

From the courses and programs' descriptions provided in the web sites of the universities it can be recognized that in North Macedonia courses and programs focusing on European Studies are offered in all three levels of studies, including undergraduate, master, and doctoral studies. Courses compared with programs are more often present and mostly are found in the undergraduate studies while the programs in the master and doctoral studies. The programs in the master studies largely are designated as European Studies, EU Law and European Integration, International Relations and European Studies and European Economic Studies. Similar formulations are used also for the programs in doctoral studies where it is characteristic that are fewer programs compared with the programs in master studies.

Students can have a broad understanding on various EU issues depending on their chosen field of studies. In the undergraduate studies, in the programs of Political Sciences and International Relations, very often as mandatory courses are added History of the EU, European Studies, European Integration, Institutions and Policies of the EU; and as elective courses Theories of European Integration, Foreign and Security Policy of EU, Political System of EU, Illegal Immigration and Human Trafficking in the EU, Multiculturalism and EU, Values, Civil Society and Identity in the EU. In the programs within the Faculties of Law as mandatory courses mainly are encompassed EU Law, Institutions and Governance and EU Law and EU Institutions while as units and/or university's elective courses are European Studies, EU Justice and Home Affairs. In several other study programs, Public Administration and Human Resources Management, Social Work and Social Policy, Media and Intercultural Communication, Applied



Economics and Entrepreneurship, Marketing and Management, History, Philosophy and Civic Education are incorporated as elective courses History of European Integration, European values and integration policies, Business Law in the European Union, Monetary and Fiscal Policy in the EU, Administrative System of the EU, European Economic Integration, Macedonian Language for Legal and EU terminology, Balkans in-between EU integration and nationalism, EU Social Policy, Media and Cultural Policy in the European Union. In the graduate programs, master and doctoral studies, great attention is given to the more specialized and professional courses, particularly in programs that are closely related to the European Studies. Among the courses provided are: Regional Policy and EU Structural Funds, EU Policy-Making, EU Law on Environmental Protection, The Law of the EU's Internal Market, The EU Law on Migration and Asylum, EU and International Relations, EU Competition Policy, European Business Environment, Digitalization Policies and Programs in the EU, EU Enlargement and Neighborhood Policy, Parliamentarism and Civil Society in EU, EU Corporate Law, EU Contract Law, EU Intellectual and Property Law, EU Labour and Social Law, EU Energy Law, Regional Autonomy and Local – Self Government, European Tax Law, and etc.

In parallel with increased interest on European Studies, from the universities in offering courses and programs and of students for enrollment, also must be initiated and encouraged the cooperation between the universities and the state institutions as the sole mechanism where the universities will be in the role of providing well-qualified professionals specialized in European issues and EU integration, the state and public institutions in providing opportunities for career development of the graduates on European Studies, and the graduates on European Studies to demonstrate their knowledge and skills by contributing in the processes of the country's EU membership. Moreover, in future must work on creating and maintaining this mechanism because of the reciprocal benefits of the universities, the state and society and students.

## IV. EU in Albania

### 4.1 *EU Integration Literacy in Albania – mapping the situation.*

The mapping of the current situation is done, through 2 main methods. First, by anonymous questioning method and secondly by a desk research analysis.

At the outset, a questionnaire was administered to 484 respondents from Albania, covering areas such as their understanding of the EU integration process, EU financial institutions, EU integration chapters, and the economy and market performance in relation to meeting EU targets. The results of the questionnaire confirm that students in Albania have a lack of knowledge related to EU financial Institutions





and Eu Integration chapters. They require additional information tailored made in Albanian language presuming that this will empower their knowledge on EU in general. They were also asked about the number of EU related courses they are taught at their university. The results were contradicted by the control questioning method, hence, all HEIs in Albania were scanned using the information they provide in the official webpage.

There are in total 39 active Higher Education Institutions in Albania, 21 of which offer at least one or some EU related courses to their students. On the other hand, there are other 18 institutions which either offer no Eu related courses at all, or do not provide any information on their curricula.

Results found out that 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<sup>1</sup>.

Excluding 18 HEIs which do not provide any information, 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<sup>2</sup> 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 four courses<sup>3</sup>. This difference can be attributed to master's students possessing a deeper foundational knowledge, allowing for more nuanced perspectives.

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<sup>1</sup> Fields were classified using ISCED Manual, which divides study programs in 10 categories:

1. Education
2. Arts, Humanities, Linguistics
3. Social Science, Political Science, Journalism
4. Finance, Business, Marketing, Law
5. Natural Sciences, Environmental Sciences, Mathematics and Statistics
6. Information Technology, Electronics, Software
7. Architecture, Engineering, Manufacturing and Construction
8. Agriculture, forestry, fisheries and veterinary
9. Medicine, Pharmacy, Dentistry, Health Sciences
10. Security, transportation, hygiene, services

<sup>2</sup> Excluding in Social Science, Political Science, Journalism, as well as those in Finance, Business, Marketing, and Law

<sup>3</sup> See Annex 1: Current Status of curricula related to EU Integration in Albania



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 European Union. 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 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 endeavor 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 organized 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 efforts in asset recovery linked to organized 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 Defense Policy:** Aligning with the EU's common foreign and security policy, participating in EU security and defense 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.
- *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. Recommendations and Action Plan

Improving EU literacy is a significant aspect to be addressed, especially for Albania as it aims to become a member of the European Union. Incorporating EU topics into education cultivates informed citizens ready to engage with the evolving European and global landscape, aligning with the European Commission's higher education objectives. This integration fosters understanding of EU principles, nurturing a shared European identity and preparing students to address different challenges. It empowers institutions to shape graduates capable of supporting the EU's leadership and sustainable development. However, implementation varies across member states, necessitating improved teacher training and innovative teaching methods. While balancing EU aspirations for unified education with national sovereignty, it's crucial to adapt strategies to individual contexts, such as Albania's unique cultural and political landscape.

Integrating topics centered around the EU into both school and higher education curricula is essential for nurturing well-informed, engaged citizens who can effectively navigate and contribute to the dynamic and rapidly changing European and global environment. Given the inadequacy of information provided by courses dedicated to EU policies, we recommend enhancing the depth of knowledge by implementing an action plan dedicated to EU Literacy.

The education plan must align with The Digital Education Action Plan (2021-2027), a revitalized European Union (EU) policy endeavor. This initiative delineates a shared vision for high-quality, inclusive, and accessible digital education across Europe, aiming to assist Member States in adjusting their education and training systems to the digital era. This Action Plan endeavors to tackle the challenges and seize the opportunities presented by the COVID-19 pandemic. It also offers prospects for various stakeholders including teachers, students, policymakers, academia, and researchers at national, EU, and international levels within the education and training community.

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.



## Action Plan

Proposed Actions	Responsibility to be undertaken	Steps to overcome	In charge
<b>I. Develop a dedicated Plan for EU Education</b>	<p>Prioritize awareness on the importance of EU literacy and education. Fostering a comprehensive understanding among students of the EU's foundational principles, policies, and processes. Launching informative campaigns in high schools that lack EU-related courses in their curricula. Improved teacher training methods</p>	Collaboration with HEIs	Government, HEIs and Stakeholders
<b>II. Increase collaboration with HEIs</b>	<p>Strengthening regional capabilities, including expertise and resources, to evaluate and offer guidance on EU integration is essential for ensuring thoroughness and overall success in preparing for and implementing EU chapters. Organizing training and seminars with experts in field.</p>	Lack of knowledge of youth on EU chapters and institutions.	Government and HEIs
<b>III. Research Funding and Support</b>	<p>Provide guidance and support to faculty members and students in preparing research proposals and securing funding for EU-related research projects.</p>	Attract funds and provide support for EU implementation	HEIs, NGOs and Stakeholders
<b>IV. EU Networking Events</b>	<p>HEIs in collaboration with Ministry of Integration can organize seminars, workshops, conferences, and guest lectures featuring EU experts and policymakers to foster dialogue and networking opportunities for HEI members. Plan and coordinate EU networking events, guest lectures, and seminars, collaborating with relevant stakeholders to ensure their success</p>	Collaboration with HEIs and Stakeholders	HEIs and Stakeholders
<b>V. Online Resources and Materials</b>	<p>Develop online resources, such as webinars, tutorials, and databases, to supplement traditional learning methods and provide easy access to EU-chapters and other related information. 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.</p>	Increasing European citizenship awareness	Government
<b>VI. Curriculum Review and Revision</b>	<p>Collaborate with academic departments to integrate EU-related topics into existing courses across disciplines, ensuring a broader understanding of EU affairs among students. Work closely with academic departments to review existing curricula and identify opportunities for integrating EU-related topics. Updating the literature used in these courses to ensure relevance.</p>	Curriculum Integration cultivating a shared European identity and a robust appreciation for democracy, human rights, and the rule of law	Government and HEIs



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## Annex

Nr	HEI Name	Study Cycle	Field of Study (based on ISCED)	No of courses	ECTS Dedicated to EU courses	weight of courses (%)	Name the courses	ECTS
1	Universiteti i Tiranës	Bachelor	Finance, Business, Marketing, Law	5	22	2,0%	E Drejtë Private Europiane	6
						1,3%	E Drejtë dhe Politikë Penale Europiane	4
						1,3%	E drejta familjare europiane	4
						1,3%	E drejta sociale europiane e punës	4
						1,3%	Politikat e tregut të përbashkët European	4
			Arts, Humanities, Linguistics	4	24	2,0%	Histori e integritit European	6
						2,0%	Institucionet e integritit European	6
						2,0%	Gjeografia e Bashkimit European	6
						3,3%	Filozofi e integritit european	6
						3,3%	Institucionet e BE-se	6
		Social Science, Political Science, Journalism	3	18	3,3%	Mendimi politik European	6	
					3,3%	Politika dhe Institucionet e BE	6	
					5,0%	E drejte nderkombetare private europiane	6	
					5,8%	E drejte e krahasuar europiane e punes	7	
					3,3%	E drejta sindikale europiane	4	
		Master	Finance, Business, Marketing, Law	20	101	3,3%	E Drejtë Penale Europiane	4
						5,8%	Politika Penale Europiane & Drejtësia Restauruese	7
						6,7%	E drejta institucionale e BE	8
						3,3%	Mjetet ligjore ankimore ne sistemin e BE	4
						3,3%	E drejta evropiane e konsumatorit	4
3,3%	E drejte familjare europiane					4		
3,3%	E drejte europiane e sigurimit social					4		
3,3%	Politikat monetare te BE-se					4		
3,3%	E drejte private europiane					4		
5,0%	E drejte e avancuar e BE					6		
4,2%	E drejtë e konkurrencës e BE-së	5						



					4,2%	E drejtë tregtare e BE-së	5	
					4,2%	BE Marrëdhëniet e Jashtme dhe Politika e Jashtme	5	
					4,2%	Mbrojtja Gjyqësore në BE	5	
					4,2%	E Drejta e Pronësisë Intelektuale të BE-së	5	
					4,2%	BE krimi i organizuar dhe ekonomia në Europë	5	
					4,2%	Të Drejtat e Njeriut në Kuadrin Ligjor të BE-së	5	
			1	6	5,0%	Ekonomiks i Integritit Ekonomik Evropian	6	
			1	5	4,2%	Politikat e BE-se dhe kuadri rregullues i komunikimit masiv	5	
			18	110	5,0%	Historia e diplomacisë (BE)	6	
			18	110	5,0%	Politika e Jashtme dhe e Sigurisë e BE	6	
			18	110	5,0%	Politikat Ekonomike të BE	6	
			18	110	5,0%	Politika e zgjerimit të BE dhe Ballkani Perëndimor	6	
			18	110	5,0%	Historia e Integritit Evropian	6	
			18	110	5,0%	Integrimi Ekonomik Evropian	6	
			18	110	5,0%	E drejta e Pronësisë Intelektuale në B	6	
			18	110	5,0%	E Drejta e Konkurrencës në BE	6	
			18	110	5,0%	Politikat monetare dhe fiskale të BE	6	
			18	110	5,0%	Menaxhimi publik në BE	6	
			18	110	5,0%	Politika sociale e BE	6	
			18	110	5,0%	Politika bujqësore e BE	6	
			18	110	5,0%	E Drejta e Konsumatorit në BE	6	
			18	110	5,0%	EU Institutions and Governance	6	
			18	110	5,0%	Common Foreign and Security Policy of the EU	6	
			18	110	10,0%	Zhvillimi i politikave të BE-së	12	
			18	110	3,3%	Buxheti dhe programet financiare të BE-së	4	
			18	110	3,3%	Themelet e legjislacionit për anëtarësim	4	
			3	18	4,2%	Politika e jashtme dhe e sigurimit të BE	5	
			3	18	5,0%	Gjeopolitika Evropiane	6	
			3	18	5,8%	E drejta e BE	7	
2	Universiteti Bujqësor i Tiranës	Ba	Agriculture, forestry, fisheries and veterinary	2	10	2,8%	Politikat Evropiane të Bujqësisë	5
		Ba	Finance, Business, Marketing, Law	2	10	2,8%	Integrimi Evropian	5
		Ma	Agriculture, forestry, fisheries and veterinary	2	14	8,3%	Politikat e BE dhe Kohezioni territorial	10
		Ma	Agriculture, forestry, fisheries and veterinary	2	14	3,3%	Politikat Evropiane të Bujqësisë dhe Ushqimit	4
3	Universiteti Politeknik i Tiranës	Ba	Architecture, Engineering, Manufacturing and Construction	1	3	1,7%	Architecture, Engineering, Manufacturing and Construction	3
		Ba	Information Technology, Electronics, Software	1	3	1,7%	Integrim Evropian	3



4	Universiteti i Elbasanit "Aleksandër Xhuvani"	Bachelor	Arts, Humanities, Linguistics	3	16	3,3%	Njohuri mbi BE	6	
			Social Science, Political Science, Journalism	1	4	2,8%	BE & e Drejta Europiane	5	
		Master	Social Science, Political Science, Journalism		4	28	2,8%	Institucionet e BE & Globalizimi dhe Identiteti	5
							6,7%	Politikat Sociale te organizimit nderkombetar te BE	8
							5,8%	Integrimi European dhe Globalizmi	7
			Finance, Business, Marketing, Law	3	16	5,8%	Politika Fiskale dhe Monetare ne BE	7	
						5,0%	E Drejta Substantive e BE: katër liritë	6	
						5,0%	E Drejtë Publike Europiane	6	
		E drejtë Private Europiane	3,3%	4	4	4	4	4	
									3,3%
5	Universiteti "Luigj Gurakuqi", Shkodër	Bachelor	Arts, Humanities, Linguistics	2	15	4,4%	Histori moderne e BE dhe SHBA	8	
			Finance, Business, Marketing, Law	2	16	3,9%	Histori Bashkekohore e BE dhe SHBA	7	
			5,0%	E drejtë e BE	9				
		Master	Finance, Business, Marketing, Law	2	14	3,9%	E drejtë private europiane	7	
						5,8%	E drejte private dhe legjislatiioni kombetar	7	
						5,8%	E drejtë private europiane	7	
6	Universiteti "Eqrem Çabej", Gjirokastrë	Ma	Arts, Humanities, Linguistics	3	3	1,7%	Histori e Integrimit European	3	
			7	Universiteti "Fan S. Noli", Korçë	Ba	Social Science, Political Science, Journalism	1	7	3,9%
Master	Social Science, Political Science, Journalism	3	14			2,5%	Dimensioni social i BE-së dhe integrimi european	3	
	4,2%				Politikat sociale në BE	5			
5,0%	Sistemi monetar evropian	6							
8	Universiteti "Aleksandër Moisiu", Durrës	Bachelor	Social Science, Political Science, Journalism	6	34	3,3%	Integrimi European	6	
						3,3%	Edukim Qytetar dhe Institucionet e Bashkimit Evropian	6	
			3,3%	Historia dhe Institucionet e Bashkimit European	6				
			3,3%	Histori e Ekonomisë Europës	6				
			2,8%	Integrim European	5				
			2,8%	Politikat Europiane te sigurise detare	5				
		Master	Finance, Business, Marketing, Law	9	63	3,3%	Tregu i brendshëm i BE-së	4	
						6,7%	E drejte pune e BE-se	8	
						5,0%	E drejtë private e BE-së	6	
						7,5%	E drejte e Bashkimit European	9	
						7,5%	E drejte e tregut te brendshem European	9	
						7,5%	Historia dhe Institucionet e Bashkimit European	9	
						5,0%	Zgjerimet e Bashkimit European ne Ballkanin Perendimor	6	



						5,0%	E drejta e punes e krahasuar dhe Europiane	6					
						5,0%	E drejta Europiane e korporatave	6					
			Social Science, Political Science, Journalism	5	30	5,0%	Politika e Jashtme dhe e Sigurisë e Bashkimit Evropian	6					
						5,0%	Politikat Zgjeruese të BE drejt EJL dhe BP	6					
						5,0%	Integrim European	6					
						5,0%	Zgjerimet e Bashkimit European ne Ballkanin Perendimor	6					
						3,3%	E Drejtë Administrative në BE	6					
9	Universiteti Europian i Tiranës	Bachelor	Social Science, Political Science, Journalism	3	18	3,3%	Historia e Integritimit dhe Institucionet e BE	6					
						3,3%	Levizjet e reja politike në Europë	6					
						3,3%	E drejta e Bashkimit European	6					
		Master	Finance, Business, Marketing, Law	5	31	5,0%	Economics of EU Integration	6					
			Finance, Business, Marketing, Law			5,0%	E drejta e Bashkimit European	6					
			Social Science, Political Science, Journalism			5,0%	Procedurë gjyqësore europiane	6					
						5,8%	Integrimi European	7					
						5,0%	Politikat e BE-se	6					
10	Universiteti "Mesdhetar i Shqipërisë"	Bachelor	Finance, Business, Marketing, Law	6	40	2,2%	E drejtë administrative e BE-së	4					
						2,2%	E drejtë familjare europiane	4					
						2,2%	E drejta e konkurrencës dhe tregu i përbashkët europian	4					
						6,7%	E drejta Penale Ndërkombëtare dhe Europiane	12					
						2,2%	Procedurë civile e BE-së	4					
			6,7%			E drejta Europiane	12						
											4,4%	Historia Politike e Europës dhe Integritimit European	8
											2,2%	Menaxhimi i Projekteve Europiane	4
											6,7%	Institucionet dhe Legjislacioni i BE-së	12
											2,8%	Ndikimi i Integritimit European në Tre Degët e Qeverisjes	5
								3,3%	Politika Rishpërdarse te BE-së	6			
								5,6%	Teoritë e Demokracisë / Qeverisja Europiane (TDQE)	10			
								2,2%	Historia e Europës	4			
				Master	Social Science, Political Science, Journalism	7	42	10,0%	Teoritë e Integritimit European	6			
		10,0%	Politikat sociale dhe Publike te BE-së					6					
		10,0%	E drejta Europiane					6					
		10,0%	BE dhe Politikat Mesdhetare					6					
		5,0%	Teoritë e Integritimit European					6					
						5,0%	Institucionet dhe Administrate e BE-së	6					



						5,0%	Institucionet e BE-së dhe kuadri evropian i projekteve	6
			Finance, Business, Marketing, Law	4	32	6,7%	E Drejtë Private Europiane	8
						6,7%	Procedurë Civile e BE-së	8
						6,7%	E Drejtë Tregtare e BE-së	8
						6,7%	Aspekte Kushtetuese të së Drejtës së BE-së	8
11	Universiteti "EPOKA"	Bachelor	Finance, Business, Marketing, Law	6	36	2,0%	E DREJTA SUBSTANCIALE E BE-SË	6
						2,0%	E DREJTA E KONKURENCËS EUROPIANE	6
						2,0%	E DREJTË ADMINISTRATIVE EUROPIANE	6
						2,0%	E DREJTA PENALE EUROPIANE	6
						2,0%	E DREJTA NDËRKOMBËTARE DHE E BE-SË MBI EMIGRIMIN	6
		Master	Social Science, Political Science, Journalism	3	16	2,0%	TË DREJTAT E NJERIUT EVROPIANE	6
						2,8%	POLITICS AND INSTITUTIONS IN THE EU	5
						2,8%	EU LAW	5
						3,3%	HISTORY OF EUROPEAN INTEGRATION	6
						6,3%	POLITICAL INTEGRATION AND THE EUROPEAN UNION	7,5
Master	Social Science, Political Science, Journalism	4	30	6,3%	EU INTEGRATION AND TRANSFORMATION OF WESTERN BALKANS	7,5		
				6,3%	EUROPEAN PUBLIC POLICY	7,5		
				6,3%	EUROPEAN FOREIGN AND SECURITY POLICY	7,5		
				6,3%	EUROPEAN FOREIGN AND SECURITY POLICY	7,5		
12	Universiteti Polis	Master	Architecture, Engineering, Manufacturing and Construction	1	6	2,0%	BE dhe politikat territoriale	6
13	Universiteti "Barleti"	Master	Finance, Business, Marketing, Law	3	18	2,0%	Institucionet e Bashkimit Evropian	6
						2,0%	E Drejtë e Bashkimit Evropian	6
						2,0%	E Drejta Private Europiane	6
						5,8%	Legjislacioni evropian i konkurrencës	7
		Master	Social Science, Political Science, Journalism	9	72	5,0%	Historia e Integritimit Evropian	6
						5,0%	Institucionet dhe Vendimarrja në BE	6
						5,8%	Politika dhe Politikbërja në BE	7
						6,7%	E Drejta Institucionale e BE-së	8
						6,7%	Zgjerimet e Bashkimit Evropian	8
						7,5%	Analiza e Politikave Publike të BE-së	9
						5,0%	Politikat e Jashme të Bashkimit Evropian	6
						5,0%	Politikat e Brendshme të Bashkimit Evropian	6
						7,5%	Modelet e Administrimit Publik në BE	9
						1	Education	1
14		Bachelor	Medicine, Pharmacy, Dentistry, Health Sciences	1	5	2,8%	Health Policies in Albania and EU	5



	Universiteti Western Balkans		Finance, Business, Marketing, Law	1	5	2,8%	Taxes in the EU	5
			Information Technology, Electronics, Software	1	5	2,8%	Taxes in the EU	5
15	Universiteti Privat "Albanian University"	Bachelor	Social Science, Political Science, Journalism	3	17	2,8%	ORIGJINA DHE ANALIZË E BE-SË (QASJE TEORIKE)	5
		Master	Finance, Business, Marketing, Law			8	61	5,0%
			Social Science, Political Science, Journalism	5,0%	E drejtë administrative e Bashkimit Europian			6
				5,0%	E drejtë administrative e Bashkimit Europian			6
				5,0%	Politikat ekonomike dhe rajonale të BE-së			6
				5,0%	Struktura, Politikat dhe Institucionet e BE-së			6
				5,0%	Zhvillimi i politikave Publike dhe qeverisjes në Shqipëri dhe procesi i integritimit në BE			6
				10,8%	E drejtë komunitare dhe Institucionet e BE-së			13
				10,0%	Politikat sociale, ekonomike dhe monetare të BE-së			12
				5,0%	Politikat ekonomike dhe Rajonale të BE-së			6
		5,0%	E drejtë dhe siguri sociale Europiane	6				
16	Universiteti "Luarasi"	Master	Finance, Business, Marketing, Law	3	24	6,7%	E drejta e Krahasuar e punës dhe e sigurimeve në komunitetin Europian	8
						6,7%	Zhvillimet Aktuale në të Drejtën Europiane	8
						6,7%	E Drejta Europiane Private	8
17	"Universiteti i New York-ut në Tiranë"	Bachelor	Social Science, Political Science, Journalism	6	34	3,3%	European Union: Structures and Institutions	6
						3,3%	European Union Law	6
						3,3%	EU Impact into Albanian Legal System	6
						3,3%	EU Health Issues	6
						3,3%	Party Politics and European Integration	6
						2,2%	EU and Balkan Studies	4
		1	6	3,3%	Economics of EU	6		
18	Kolegji Universitar "I Biznesit"	Bachelor	Social Science, Political Science, Journalism	6	36	3,3%	Integrimi Europian	6
						3,3%	E drejta e BE-së	6
						3,3%	Politikat e Bashkimit Europian	6
						3,3%	E drejtë e Biznesit në Bashkimin Europian	6
						3,3%	E drejta e punës në Bashkimin Europian	6
						3,3%	E drejta sociale Europiane	6
		Master	Finance, Business, Marketing, Law	2	12	5,0%	E drejta Evropiane	6
						5,0%	E drejta Biznesit në BE	6
19	Kolegji Universitar "Bedër"	Ba	Finance, Business, Marketing, Law	4	20	2,0%	Politikat dhe Institucionet e BE	6
						2,0%	E Drejtë Substanciale e BE	6
						1,3%	E Drejtë dhe Politike Penale Evropiane	4
						1,3%	E Drejta e konkurrencës në BE	4



			Social Science, Political Science, Journalism	1	5	2,8%	Historia e Integritit dhe Institucionet e BE-së	5
		Master	Finance, Business, Marketing, Law	2	12	5,0%	E Drejta Penale Evropiane	6
						5,0%	European Union Law	6
20	Tirana Business University College	Bachelor	Finance, Business, Marketing, Law	4	30	4,0%	E Drejta Evropiane	12
						2,0%	E drejte private europiane	6
						2,0%	E drejte tregtare Europiane	6
						2,0%	E drejte administrative Europiane	6
		Master	Finance, Business, Marketing, Law	3	18	5,0%	E drejte private europiane	6
						5,0%	E drejte tregtare Europiane	6
						5,0%	E drejte administrative Europiane	6
21	Kolegji Universitar "WISDOM"	Master	Finance, Business, Marketing, Law	4	32	10,0%	E Drejta Evropiane	12
						5,0%	E Dr.Publike Evropiane	6
						5,0%	E drejte Penale Evropiane	6
						6,7%	E Drejta Institucionale e Bashkimit Evropian	8
22	Kolegji Universitar "Instituti Kanadez i Teknologjisë"		Missing Data			NA		
23	Kolegji Universitar "Pavarësia Vlorë"		Missing Data			NA		
24	Akademia e Studimeve Albanologjike		Missing Data			NA		
25	Kolegji Universitar "REALD"		Missing Data			NA		
26	Kolegji Universitar "Qiriazit"		Missing Data			NA		
27	Universiteti "Aldent"		Missing Data			NA		
28	Universiteti "Ismail Qemali", Vlorë		Missing Data			NA		
29	Universiteti Katolik "Zoja e Këshillit të Mirë"		Missing Data			NA		
30	Universiteti i Arteve		Missing Data			NA		
31	Universiteti i Sporteve të Tiranës		Missing Data			NA		
32	Universiteti i Mjekësisë, Tiranë		Missing Data			NA		
33	Universiteti "Metropolitan Tirana"		Missing Data			NA		
34	Akademia e Sigurisë		Missing Data			NA		



35	Akademia e Filmit dhe Multimedias "Marubi"		Missing Data				NA		
36	Akademia "Nehemiah Gateway"		Missing Data				NA		
37	Kolegji Universitar "LOGOS"		Missing Data				NA		
38	Akademia "Ivodent"		Missing Data				NA		
39	Akademia e Forcave të Armatosura		Missing Data				NA		